

Title III Part A Strengthening Institutions Program
FY 2013 Project Abstracts

George C. Wallace Community College**AL**

Institutional/Student Profile: George C. Wallace Community College is a public two-year college serving nine counties in southeast Alabama and contiguous counties in Georgia and northwest Florida. Classes are offered on the Wallace Campus in Dothan and the Sparks Campus in Eufaula, as well as through distance education courses. Programs in academics, allied health and nursing, and career and technical fields serve over 4,300 students, of which over 2,800 are enrolled full time. Over 50 percent of WCC students are ages 18-24; females comprise 66 percent of the student population, and over 30 percent is African-American. Almost 26 percent of students are enrolled in transfer programs, whereas approximately 24 percent are enrolled in career/technical programs.

Project Title: Improving Student Retention and Success through the Center for Writing and Writing Instruction

Problems: WCC has experienced an unacceptably high percentage of entering students succeeding at rates below ACT-COMPASS benchmark for college readiness; a high percentage of entering students placed into developmental English courses; low persistence in ENG101-102; unacceptably low fall-to-fall retention and three-year graduation rates; insufficient writing tutorial assistance for underprepared students; inconsistent integration of writing into the general education curriculum; and underprepared faculty and inadequate infrastructure to support writing center.

Strategies: Strategy one: Establish a Center for Writing and Writing Instruction (CWWI) to achieve increased excellence in student success in educational programs; Strategy two: Increase student retention and success through course redesign and mandatory use of CWWI; Strategy three: Strengthen the teaching of writing in Top Ten freshman general education courses by training faculty using proven academic strategies to improve the assigning, assessing, and tracking of student growth in writing; and Strategy four: Improve the infrastructure essential to support the operations of the CWWI.

Goals: (1) Enhance student success and engagement through increased excellence in educational programs; (2) Provide proven academic strategies and on-going professional development opportunities responsive to the needs of the faculty; and (3) Improve the infrastructure essential to support and achieve the purposes of the Center for Writing and Writing Instruction.

Outcomes: (1) increase fall-to-fall retention of first-time entering students who receive CWWI support from 14.33 percent to 24 percent; (2) increase completion rates in ENG 101 for student who receive CWWI support from 63.56 percent to 73 percent; (3) increase three-year graduation rate of first-time entering students from 14.8 percent to 20 percent; (4) increase the percentage of General Academic faculty teaching Top Ten freshman courses trained in the instruction and assessment of writing within their content areas from 20 percent to 90 percent; (5) increase the number of Top Ten freshman courses that integrate writing-rich pedagogical practices established by the CWWI into the curriculum by 100 percent; and (6) increase square footage available for CWWI to 4,900 square feet.

Competitive Preference Priorities: This project addresses both of the competitive preference priorities for increased postsecondary success and completion and improved productivity.

Funds Requested: \$1,614,374

Golden West College

CA

Golden West College is a public community college located in Orange County, California 50 miles south of Los Angeles and 80 miles north of San Diego and is located in a community in which English learners are the fastest growing segment of the population and where over half of the student population is low-income and receiving financial aid. The college serves an increasing number of first year students who are academically under-prepared, facing remedial challenges to progression and goal completion.

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Activity: Access to Success (\$1,547,756-over five years) Strategies will increase the success, progression, degree completion and transfer rates of first-time and low-income college students. The project will provide highly structured pathways from basic skills to associate degree and/or transfer. The activity has three components: **Component One:** Strategies to Improve Placement in transfer level math and English, Preparation, Curricular Alignment/Balanced Course Offerings, Progression; **Component Two:** Strategies to Strengthen Academic/Support Services to Assist in Completion and Decrease Time to Degree; **Component Three:** Faculty/Staff Development/Data-based Decision-Making; and **Component Four:** Increasing Resource Development Capacity.

This project **meets both Competitive Preference Priorities** as summarized below:

- **Increasing Postsecondary Success**

To increase the number and proportion of high-need college students who progress and complete stated goal, interventions include effective outreach to high schools, financial aid workshops, summer bridge using OER, mandatory orientation, Supplemental Instruction, tutoring, transfer model curriculum/pathways, and faculty development in basic skills instruction and student services.

- **Increasing Institutional Productivity**

To increase efficiency in the use of time, staff, money and technology resources, improvements include an integrated Learning Management System (Electronic *Student Ed Plan* (SEP), *Early Alert*, resource development strategies and establishment of an endowment. Efforts will reduce cost per student and cost of completion.

Project Management and Evaluation (\$691,868 - over five years)

The Title III project will be under the oversight of President of Golden West College and will be managed by David Baird, Project Director.

University of California, Merced Campus

CA

Degree Attainment for Returning and Transfer Students (DARTS) comprises for main activities, for populations among University of California-Merced that show low rates of campus engagement, retention, and degree completion in a timely manner:

- DARTS Institute, which includes an alternative orientation program and year-round, intrusive interventions including personalized career coaching, training to understand how to avoid plagiarism in the research university environment, leadership training, a textbook lending library, skills workshops based on student-generated needs assessments.
- Exclusive DARTS sections of Undergraduate Studies 010 College Success Course, previously restricted to freshmen only. This will create an experience of being a majority population, for individuals who are of an extreme minority campus-wide.
- On-demand tutoring, to facilitate scheduling for non-traditional students with complicated schedules.
- Community-building opportunities toward benefitting from a network of peer support.

Use of software for the tracking of student activity within the program, and for dissemination of student issues or needs to the proper constituencies, also is central to this program.

The key outcomes of the DARTS program include incrementally increased rates of three-year degree completion for returning and transfer students, increased rates of three-year retention for the target populations, improved rates of returning (formerly dismissed) students completing their first term back in good academic standing, heightened campus engagement compared to historical rates of transfer student involvement on campus, particularly with support services. This program is founded upon theories of student engagement, that correlate level of involvement with level of success.

St. Petersburg College

FL

St. Petersburg College (SPC) has been serving Pinellas County, Florida since 1927, providing an accessible and affordable option for higher education. As a comprehensive state college with nine campuses and 65,000 credit and non-credit seeking students, **SPC's mission is to promote student success and enrich our communities through education, career development and self-discovery.** At the core of this mission is a vision to be a great college, transforming the lives of our students, our community and our employees. SPC's mission is directly aligned with the Title III Part A Strengthening Institutions Program, both its competitive priorities as well as GPRA and GEPA requirements.

Project Design: Through an intensive and inclusive strategic planning process, SPC has developed a comprehensive plan to address a significant problem: *Student achievement, persistence, and retention are significantly lower than peer institutions, compromising student graduation and institutional effectiveness.*

Known as *The College Experience*, this project identifies the systems, services, best practices and supports necessary to successfully guide students from enrollment to graduation. The overall goal of *The College Experience* is to increase student success and institutional effectiveness by developing a cohesive, enriching and supportive environment for staff and students. This goal will be reached by incorporating the three key components necessary for students to be successful during their college career and graduate from SPC:

- **Comprehensive Enrollment Strategies** including refocused student orientation, expanded Student Life Skills Course and integrating career and academic advising.
- **Enhanced Teaching and Learning** through the use of active learning strategies, modularized toolkits for Gateway Courses will be created along with training. These Active Learning Toolkits will be housed in a comprehensive Virtual Learning Commons.
- **Integrating Support Services** by implementing a thorough business process review, incorporating a Customer Relationship Management System, and instituting an intensive multi-service faculty and staff training model.

At the core of this project are studies that show if implemented separately, these strategies, though potentially effective, will create incremental improvements; if implemented together however, the synergy will create a substantial impact on student success, providing a continuous pathway for each student's college experience from enrollment to completion.

Outcomes: As a result of *The College Experience*, the achievement of FTIC students will increase by 20 percent in Gateway Courses, while persistence will increase by 15 percent, retention by five percent, and graduation by 10 percent.

Budget: SPC is requesting \$2,238,734 over a five-year period. The College will allocate an estimated \$813,767 in current resources over the five-year project period, while also committing an estimated \$426,216 yearly to continue the Title III initiative beyond 2018.

Young Harris College**GA**

Institutional/Student Profile: Young Harris College is a four-year, liberal arts, private institution located in a beautiful rural area of the southern Appalachian mountains in northeastern Georgia. Founded more than 125 years ago and historically affiliated with The United Methodist Church, Young Harris College has recently been transformed into a progressive model of liberal arts education offering 17 baccalaureate degree programs. Young Harris College enrolls more than 1,000 students from 26 countries on its primarily residential campus. With its student faculty ratio of 12:1 and an average class size of 17, Young Harris College provides an intimate setting that allows students and faculty to work closely, forging nurturing relationships and strong bonds that endure well past graduation.

Project Title: Improving Student Success by Providing a Technology-Rich Environment for Delivery of Quality Teaching and Learning Experiences

Problems: YHC has identified four major problems facing the College: (1) too few of YHC's classrooms and laboratories have adequate technology to support quality teaching or reliable learning experiences; (2) with inadequate technology resources and limited technology training opportunities, YHC's faculty is not meeting students' expectations; (3) YHC is not only losing too many students overall, too many of its best students are not returning; and (4) Technological infrastructure capacity does not support current or future demands.

Strategies: Strategy One—Create Reliable, Technology-Rich Classroom and Laboratory Learning Environments and Strategy Two—Establish a Center for Excellence in Teaching and Learning (CETL).

Goals: Goal One—Provide quality teaching and learning experiences using technology designed to positively affect student outcomes and success and Goal Two—Improve technology infrastructure capacity to meet current & future demands.

Outcomes: (1) Increase fall-to-fall retention of Math/Science Division majors from 62.7 percent to 72 percent; (2) increase performance on lab exams seven percent higher for students who use software-assisted data collection and analysis versus students who use traditional learning approaches); (3) Increase the number of classrooms, from 11 to 37, and laboratories, from zero to nine, that are equipped with upgraded technology; (4) Increase in the percentage of faculty who incorporate updated technology into course curriculum by at least 75 percent; and (5) Increase to 100 percent the percentage of computers used to support teaching and learning environments that do not exceed the recommended useful life cycle.

Competitive Preference Priorities: This project addresses both of the competitive preference priorities for increased postsecondary success and completion and improved productivity.

Funds Requested: \$1,993,579

Northwest Nazarene University

ID

Northwest Nazarene University (NNU), located in Nampa, Idaho (population 81,781), is a private, four-year institution offering a host of liberal arts baccalaureate degree options. NNU's service region – one of 11 Church of the Nazarene-designated regions for postsecondary institutions – is overwhelmingly rural, comprised of nine western and northwestern states. Most undergraduates hail from the “Treasure Valley” area immediately surrounding Nampa, a city with economic and educational levels that lag significantly below state and national averages.

A century after its founding in 1913, NNU is at a crossroads. Since 2008, undergraduate enrollment has languished, declining by two point five percent, with enrollment in traditional on-campus courses falling seven point two percent. Over the same period, however, enrollment in our handful of undergraduate online courses has increased 16.4 percent. What's more, since 2008, enrollment in NNU's 13 online graduate programs has risen 75.6 percent. These enrollment patterns illustrate the promise of online programming for reversing NNU's trend of stagnant enrollment and falling revenues. However, a host of capacity limitations – including underprepared faculty, inflexible student services, and woefully inadequate technology infrastructure – prevents us from tapping into its promise.

NNU proposes to address these limitations and realize the potential of online programming through *Crusaders Online: A New Era in Liberal Arts Education at NNU*. This comprehensive activity is designed to build NNU's capacity to tap into new enrollment markets by expanding access to undergraduate online offerings and developing a host of flexibly accessible student services. New online offerings and services will be supported through a new Learning Management System (LMS), online tutoring, and academic resources. Institutional capacity to develop and support online programming will be expanded through comprehensive professional development in online pedagogy and effective use of online instructional tools; new technology tools to support media-rich interactive courses and services; and software/modules facilitating development of online services. Foundational to all initiatives will be development of robust technology infrastructure, including increased server and bandwidth capacity necessary to support fully interactive, media-enriched online programming.

Over the five-year project, we will convert/redesign 44 online courses, including General Education and junior/senior level requirements leading to the Bachelor of Arts with an emphasis in Liberal Studies, and develop/pilot online services that meet the same standard of individualized support provided by their on-campus counterparts. Objectives include a minimum cumulative 20 percent increase in undergraduate headcount and full integration of online services and resources that expand postsecondary access across our vast rural service region, while responding to time limitations of working students – a group comprising two thirds of current enrollment. Comprehensive formative and summative evaluation will facilitate data-based decision making and full institutionalization of all initiatives.

The proposed project addresses Competitive Priorities established for the 2013 competition, with initiatives that *increase postsecondary success and improve productivity*.

Five-Year Budget Request: \$2,248,599

Rend Lake College

IL

Rend Lake College (RLC), an open-door, two-year comprehensive community college in Ina, Illinois, proposes a Strengthening Institutions Program project that will expand capacity and improve student success in health studies programs in order to connect RLC students with growing area employment opportunities while increasing enrollment revenue.

Located within the gateway to the disproportionately disadvantaged Mississippi Delta region, RLC serves a high-need student population (85 percent low income, 71 percent first generation in college, 52 percent underprepared, and 16 percent single parent) from an expansive eight-county district (1,850 square miles, population 91,338). Economic distress throughout the district—one in three families are low income, per capita income is only \$20,388, and unemployment has grown to 10.2 percent—leads many non-traditional and at-risk students (average student age 32, 75 percent working, 85 percent low income) to RLC in hopes of gaining training that will connect them with secure, well-paying careers.

Increasingly, employment opportunities are in healthcare. In 2012, the Health Resources and Services Administration ranked Illinois among the five states in the nation with the greatest health professional shortage. To fill this gap, the Illinois Labor Market Review projects that the healthcare and social assistance sector will gain 149,000 jobs statewide through 2018. In our immediate area, the recent expansion of Crossroad Community Hospital and Good Samaritan Regional Health Center's current opening of a hospital and a medical building offer tangible proof of growth in healthcare employment. Over a third of RLC students (35 percent) identify completion of health studies as an educational goal, and enrollment in these programs has increased 22 percent since 2009-10.

However, limited capacity, inflexibility offerings, and inadequate support services hamper our efforts to strengthen our health studies programs and further develop our nursing pipeline.

To address our weaknesses and tap into area opportunities while building essential enrollment-based revenues, we propose the following strategies, practices, and programs:

- *Increase enrollment in and completion of critical health studies prerequisites:* Establishment of a new 1,169 square foot Anatomy & Physiology (A&P) lab, Revision of A&P I and II curricula to incorporate web-based interactive instructional modules and Supplemental Instruction.
- *Increase capacity and success in nursing programs:* Revisions to LPN program curricula to incorporate educational simulation and web-based interactive instructional modules, Development of a hybrid ADN (online didactic instruction, on-campus lab experiences).
- *Add new Health Studies programs:* Develop the Pharmacy Technician certificate as well as core curricula leading to both the Associate of Applied Science in Respiratory Therapy.
- *Strengthen Health Studies support:* Develop new Health Studies advising and tutoring systems, Establish a new Health Studies Success Center.

*RLC's proposed project incorporates strategies that will increase postsecondary success: college completion (Competitive Preference Priority #1) and improve productivity (Competitive Preference Priority #2). By the end of the grant period, RLC expects to see an increase in the number of Health Studies degrees and certificates awarded as well as an increase in overall enrollment and enrollment-based revenue. **Total Five-Year Budget Request: \$2,249,833***

Saint Mary-of-the-Woods College

IN

Saint Mary-of-the-Woods College (SMWC), the nation's oldest Catholic women's college, seeks \$1,999,660 from the U.S. Department of Education Strengthening Institutions Title III Part A program to improve capacity to attract, retain and improve graduation success of low-income students in order to allow SMWC to remain a competitive, vibrant college. Several years of strategic program analysis and planning have defined the strengths and weaknesses, and identified significant challenges facing SMWC in the 21st Century. Primary among those are the need to increase enrollment in the campus program, increase operational efficiency and capacity for data-driven management, and establish fiscal viability following nearly a decade of low enrollments and years of inconsistent retention, resulting in a deficit budget situation for the College since fiscal year 2012.

This five year Strengthening Institutions Program project targets the identified needs of SMWC to strengthen student success, academic quality, institutional management and fiscal stability. Specifically, Strengthening Institutions Program funds will be used to:

- 1) **Increase enrollment and retention** through:
 - a. greatly improved student academic support services of particular importance to low income students and first generation students;
 - b. revitalized instructional facilities and technology in support of in-demand degree programs; and
 - c. support for a revised general studies program that encourages transfer enrollment, dual majors and minors, and on-time degree completion, while strengthening and integrating a commitment to core values and mission.
- 2) **Increase institutional efficiency and capacity for data-driven management** by:
 - a. adopting a unified student information system across institutional management operations; and
 - b. hiring SMWC's first institutional researcher, creating data-driven management to best utilize scarce resources and empower the College to make sound decisions.

Founded in 1840, SMWC is located in rural, west central Indiana. The mission of SMWC is to empower students to think critically, engage in lifelong leadership and effect positive change in a spirit of service and social responsibility. A primarily undergraduate, liberal arts college, SMWC enrolls 1,313 students with an average faculty to student ratio of one to twelve. SMWC is accredited by the North Central Association of Colleges and Schools through the Higher Learning Commission. The residential campus program has an enrollment of 265 students across 25 programs and retains a historic focus on women. The College added a distance program in 1973; this program has been coeducational since 2007, currently enrolling 823 primarily adult learners in 18 degree programs. There are 221 graduate students enrolled in four graduate programs. Women account for 93 percent of all students at the College. Over 40 percent of undergraduates are first-generation students; 31 percent meet federal low-income guidelines. While relatively low at eight percent of enrollment, the College's minority student ratio is higher than that of the surrounding geographic area and is growing.

Under the leadership of President Dottie L. King, the College has pursued a collective strategic planning process beginning in 2011, leading to the strategies that will be implemented through this grant.

Highland Community College

KS

Highland Community College (HCC) is a public, two-year college charged with providing educational access to residents within its vast, rural, service area. HCC serves nine counties (5,814 square miles) in the extreme northeast corner of Kansas, offering transfer, technical, and continuing education programs. To connect students with programs across our vast service area, HCC provides course offerings online, on the main campus and four regional sites, and via Interactive Distance Learning (IDL).

In 2008, through a state-mandated merger with Northeast Kansas Technical College, HCC absorbed 13 new technical programs and a new facility which became HCC's Eastern Technical Center. The new programs significantly expanded HCC's mission from a transfer-oriented institution to a comprehensive community college. Enrollment in HCC's new technical programs is climbing. In fact, in 2012-13, the Eastern Technical Center was the only regional site to experience enrollment growth, demonstrating the increased demand for technical education.

The adoption of new technologies in our major local industries drives the demand for post-secondary technical education. Increasingly, service area residents need a postsecondary education in order to obtain or advance in well-paying, stable careers. Employment opportunities in our area are growing, but low educational attainment levels trap residents in low-skill, low-paying jobs or leave them without the skills necessary to secure steady employment.

The majority of HCC's students struggle to overcome a variety of disadvantages: 71 percent first generation in college, 54 percent low income, 30 percent parents, and 70 percent work while attending with many holding down a full-time job. In order to balance their responsibilities, 63 percent of HCC students attend part-time. Compounding these issues, most students grapple with geographic barriers to access living as far as two hours away from campus; therefore, a vast majority of HCC students (82 percent) access courses at a regional site, online, or via IDL. However, regional site offerings are limited or non-existent in some areas, and our current IDL equipment is outdated, unable to connect multiple sites, and unavailable in some areas making it highly ineffective.

To address these issues, HCC proposes a Title III, Part A project entitled ***Tapping Rural Potential through Expanded Access*** that will allow us to expand access to high demand programs and support services in order to connect students with growing area employment opportunities while increasing enrollment revenue. Our activity focuses on three components:

1. **Create a Western Technical Center** to expand access to successful Allied Health and Engineering Graphics programs, a new Manufacturing Technology program, and services.
2. **Develop a new, high demand, hybrid Precision Agriculture program** with an on-site Precision Agriculture lab and a mobile lab. Courses will be offered online and on-site.
3. **Upgrade Interactive Distance Learning equipment** on the main campus and five regional sites to further expand access to programs across our entire service area.

Project initiatives will *increase postsecondary success* (competitive preference priority #1) and *improve productivity* (competitive preference priority #2). By the end of the project, HCC anticipates at least a 15 percent increase in annual headcount enrollment.

Total Five-Year Budget Request: \$2,242,279

Bunker Hill Community College**MA**

Bunker Hill Community College (BHCC) is a comprehensive, public, two-year community college offering a broad range of academic programs leading to an associate degree or certificate. As the eighth largest higher education institution in the region, BHCC enrolls over 13,500 students from Boston's diverse neighborhoods and surrounding communities. Reflecting Boston's majority-minority status, 65 percent of the BHCC student body are people of color; the average age of students is 27; and the male-female ratio is 44 percent-56 percent. Faculty characteristics include 133 full-time faculty complemented by 460 adjuncts with a faculty ratio of twenty to one.

The Title III project, *From Dreams to Reality: BHCC LifeMap*, has an overarching goal of improving engagement, achievement, persistence, retention, and completion, beginning in the formative first semester and culminating in graduation and beyond. Underpinning the project is the BHCC LifeMap Framework composed of six interlocking elements that provide success pathways infused throughout the curriculum and student support services: Aligned Educational and Career Planning, Wraparound Coaching, Financial Savvy, Dynamic Support Services, Living e-Portfolio, and Powerful Social Networks. The Activity has two interrelated components: Integrated Curriculum and Unified Services supported by the LifeMap Commons.

During the grant period, 22 major academic departments will expand their curricula, focusing on introductory required, high-enrolled courses that will sequentially embed LifeMap components—essentially creating LifeMap across the curriculum. Working closely with an instructional designer, four cohorts of departmental faculty will establish outcomes and develop toolkits of active teaching strategies, assignments, and assessments that integrate the BHCC LifeMap Framework. The primary work focuses on reinforcing planning, contextualizing activities and assignments, incorporating support services and referrals through the LifeMap Commons, customizing the e-portfolio system as a major assessment tool, and experimenting with learning through mobile devices and social media. Over the five years of the grant, a comprehensive electronic repository of best practices will be available within a newly-designed BHCC LifeMap website.

Unified Support Services reconfigures a separated, segmented delivery system into a cohesive and comprehensive suite of services within the LifeMap Commons, including diagnostic assessment; virtual, one-on-one, and small group academic, career, financial, and transfer coaching; workshops and seminars; technology and multi-media options; and support for departmental curricular integration. Staffed by “navigators” who provide wraparound coaching and steer students to appropriate online and onsite resources, as well as professional tutors, peer mentors, and faculty—all collaborate to create a 360 degree support system. By locating services within a shared space—the LifeMap Commons—and a simplified reporting structure, services are delivered in a holistic, coordinated approach.

With a budget of \$2,232,943 *BHCC LifeMap*, through integrated curriculum and unified services, will attain an increase of 10 percent in student achievement in introductory courses, 10 percent in fall-to-spring persistence, 15 percent in fall-to-fall retention, and five percent in the three-year graduation rate. The College will contribute over \$900,000 in resources with 98 percent of the Title III budget invested in project implementation.

Massasoit Community College

MA

Massasoit Community College is a publicly supported, open-enrollment community college established in 1966. Enrolling over 11,700 unique students in credit courses annually, our students are drawn from more than 128 communities from Boston to Cape Cod. Located in Brockton, MA, Massasoit plays a critical role in its home region as the accessible and affordable choice for higher education. Massasoit offers degrees and certificates in over 40 fields, including liberal arts, sciences, and career and technical occupations. The college's student population is diverse – 38 percent are minority, 58 percent are first-generation, and 35 percent are low-income. This educationally disadvantaged population is high-need, and 76 percent enter needing developmental coursework for college readiness. With only 115 full-time faculty and 34 academic advisors, the college is challenged to help these students to meet their academic goals. Fall-to-fall retention is 10 percentage points below the national average at 45.6 percent, and the three-year graduation rate for first-time, full-time students is currently 18 percentage points below the national average at only 12 percent.

To address these critical areas of underperformance, Massasoit faculty and staff have developed a straightforward plan in the form of **a single Title III Activity: Project STARS**. Project STARS focuses on two key areas of the first-year student experience to improve student retention, engagement, and success at Massasoit:

1. **Curriculum Reform:** Redesigning developmental and first-year gatekeeper courses required to advance toward a degree to include more active and collaborative learning to better engage students, and to embed student success and study skills to give students the skills needed to be academically successful.
2. **Enhanced Advising:** Redesigning advising activities to ensure that new students meet with an advisor in their first semester to map an academic plan to completion that will provide the credential needed to meet their career goals, and to introduce an early warning system with appropriate advising interventions for students who are at risk academically.

When fully implemented, Project STARS will result in:

1. A 20 percent increase in fall-to-fall student retention.
2. A 15 percent increase in student engagement in learning.
3. A 26 percent decrease in academic deficiency.

In the long term, Massasoit will see improvements in all areas of the performance indicators for the Strengthening Institutions Program.

To ensure a successful project, Massasoit has assembled an experienced team to oversee its implementation and established a comprehensive evaluation plan that will keep the project on track to achieve its goals according to the ambitious project timeline and the appropriate five- year project budget of \$2,098,460.

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University of Southern Maine

ME

Historically, the University of Southern Maine (USM) has had poor retention and graduation rates when compared to its peer institutions, with only 66.5 percent of entering first year students persisting into to the second year, and only 11 percent and 35 percent graduating in four and six years, respectively. Five significant weaknesses contribute to these low rates:

- The student experience in high-impact educational activities at USM is fragmented, uncoordinated, and absent intentionality;
- The failure rates of gateway courses are too low;
- The professional development infrastructure is inadequate to support the design and expansion of successful and innovative instructional strategies to improve student learning;
- The academic advising program is inefficient and hampered by inadequate tools to monitor student degree progress and inform curriculum planning; and
- The low persistence rates represent a loss in revenues that are seriously curtailing the institution's growth and self-sufficiency.

USM is currently focused on improving the overall student academic experience to attain a 74 percent retention rate and a 55 percent six-year graduation rate by 2020. To attain these goals, USM must adopt and sustain a coordinated campus-wide experience for all undergraduate students through a cohesive and integrated approach to retention and degree persistence. This will occur by bridging the gaps of engagement and communication between students and University resources, linking academic courses, and by providing faculty professional development workshops on new teaching techniques. The University's Strengthening Institutions Program's (SIP) proposal titled **First-Year Success Through Experience and Strength (*First STEPs*) is a key strategy to address the SIP weaknesses that have been identified and thereby better position the institution to achieve its institutional retention and graduation goals. To address the SIP weaknesses, USM will implement the following four interconnected SIP Activities:**

- **Activity One:** Develop and institutionalize a University-wide Strengths-Based Education Program that helps students, faculty and staff discover, develop, and apply their talents and strengths in academics, career, leadership, relationships, and engagement.
- **Activity Two:** Institutionalize and expand a coordinated, robust, and engaging High-Impact Educational Practices for all students.
- **Activity Three:** Seed the Faculty Development Program to train faculty on new and relevant technological resources and pedagogical methods that support student learning and increase student achievement.
- **Activity Four:** Deploy MyPassPort and InfoSilem to enhance productivity in advising, and train faculty and staff on those applications.

First STEPs will transform the quality of the undergraduate experience, education, and support at the University: First-Year Student retention will increase from 66.5 percent to 74.5 percent; and the First Year Student four-year graduation rate will increase from 11 percent to 16 percent.

Allegany College

MD

Allegany College of Maryland, or ACM, a public community college in rural western Maryland and southwestern Pennsylvania offering career/technical and transfer programs, proposes to begin a Title III project. The institution's major service area is among the most impoverished in the country, with high unemployment rates, low-income levels, and a large percentage of the population living below the poverty level. The project will be called "Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion."

As documented in the proposal, the majority of ACM students are first generation and/or low income. Too many ACM students drop out and too few of ACM's students successfully complete their program of study or transfer. A culture of advising does not exist at ACM. The numerous gaps and problems with ACM's current advising system are a major problem for the College. Advising cannot be the work of any single department or an individual advisor; it requires a deep structural level change. ACM's capacity to address the needs of its students and to positively impact student success are major concerns that will be addressed with this project. The proposed project is a direct result of the assessment and understanding of ACM's strengths and problems and is congruent with the future plans for the College.

The purpose of this Title III project is to enhance the opportunities for each student to attain their educational and career goals by integrating improvements into ACM's academic advising system, resulting in a more detailed and accurate assessment of each student's abilities and goals. This project will develop a one-stop advising services center to include a wide range of academic advising, career planning, supportive counseling, educational coaching, and mentoring services provided by faculty and staff to enable students to achieve their academic, career, and personal goals at ACM. As a result, this project will increase student success, retention, completion, and transfer rates through the enhanced culture of advising.

The five implementation strategies proposed by ACM are based on comprehensive research on NACADA best practices and standards. They include: (1) Promoting a college-wide shift to a culture of advising ; (2) Implementing a hybrid advising model which combines the strengths of the admissions/faculty-based model with the advantages of a professional Advising Center that ensures continuity, quality, accessibility, and coordination of all advising services; (3) Reorganizing the administrative structure which oversees advising services to ensure accountability and a coherent, coordinated system of services; (4) Establishing and clarifying faculty responsibilities for academic advising; and (5) Establishing data-driven mechanisms for assessing the impact and cost effectiveness of advising services.

The two competitive preference priorities fit directly with the project's purpose and activities. Each strategy directly increases postsecondary success and college completion (priority #1). This project will increase student success, retention, completion, and transfer rates through an enhanced culture of advising. For increasing productivity (priority #2), the new Student Planning and Advising Module software will increase efficiency, and the Remote Access Advising system will increase efficiency and productivity by eliminating travel time. Efficiency and productivity will also be greatly enhanced through several project strategies, including reorganizing the administrative structure which oversees advising services. This will ensure accountability and a coherent, coordinated system of services.

College of Southern Maryland**MD**

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Institutional Background: The College of Southern Maryland (CSM) is a comprehensive community college serving the Southern Maryland region of Calvert, Charles, and St. Mary's counties. Founded in 1958, CSM meets the diverse needs of students and the community by providing accessible, accredited, affordable, and quality learning opportunities for intellectual development, career enhancement, and personal growth. CSM is the sixth largest community college in Maryland offering more than 100 credit programs (70 Associate's Degree programs and 38 Certificate programs). Sixty-two percent of tri-county residents who attend higher education institutions come to CSM. In 2012, students transferred to 110 different four-year colleges in 31 states. CSM is accredited by the Middle States Commission on Higher Education.

Title III Activity: Improving Persistence and Completion through Targeted Interventions and Services, First-Year Seminar and Course Improvements

This Title III project will: (1) improve student outcomes through academic planning and targeted interventions; (2) improve first-year student outcomes through a First-Year Seminar program; and (3) improve e-learning quality and student outcomes through compliance with the Quality Matters standards and development of online student services. Implementation of the strategies described in this proposal and the institutionalization of new positions and systems are designed to achieve the project objectives and correct the major problems. No research is involved in this project.

Student Body Characteristics:

Fall 2012 Headcount Enrollment: Undergraduate: 9,217 (3,405 full-time and 5,812 part-time)
Gender: 3,514 male and 5,703 female.

Undergraduate Student Age: 67 percent 24 and under, 33 percent 25 and over. Average Undergraduate Student Age: 21.

Fall 2011 Student Ethnicity: Undergraduate: White, 60 percent; Black or African American, 25 percent; Hispanic, five percent; Asian, two percent; American Indian or Alaskan Native, one percent; Native Hawaiian or Other Pacific Islander, zero point five percent; Two or more races, four percent; Unknown, one percent.

Faculty Characteristics: Student-Faculty Ratio: 20:1. Fall Faculty: Full-Time: 133 Part-Time: 420.

Five-Year Project Budget: \$2,175,544

Lake Superior State University**MI**

Lake Superior State University (LSSU) is a four-year, comprehensive, undergraduate, public university, primarily serving students in the rural region of Northern Michigan. It is known as an institution with a strong emphasis on student learning. Dedicated faculty and staff provide a nurturing academic environment for our students. Our Learning Center provides support services recognized as statewide models. Our students have unique learning opportunities in- and out-of the classroom. We can track and respond to students not making adequate academic progress. Yet, enrollment continues to drop, creating an unstable financial situation for the university. Much of the enrollment loss can be attributed to our low retention rates, which may in turn be related to the economic and academic disadvantages of many of our students, a lack of support for best educational practices in the classroom, and a lack of support and data for student advising. Unclear and misunderstood policies and procedures can also affect student success rates.

We propose five strategies for addressing these weaknesses: (1) A Faculty Center for Teaching will provide faculty development in teaching and in advising; (2) Advising support for students and faculty will be provided through development of better information resources and peer mentoring; (3) A Student Learning Commons will enhance learning and student engagement via peer-mentoring, access to technology, and opportunities for shared experiences; (4) We will manage barriers via a systematic analysis of “momentum points” in students’ progression towards degree completion. The resulting information will lead to modifications in policies and procedures that may be acting as unnecessary barriers to student success and provide additional data for advising; and (5) Enhance productivity and reduce costs per student served by converting from a proprietary Learning Management System to an open-source system (such as Moodle).

A thorough implementation plan and realistic budget is presented for reaching the objectives and to ultimately increase retention and graduation rates while improving financial efficiency.

Performance indicators include increased retention rates, faculty involvement in Communities of Practice, improved classroom technology, enhanced advising, increased access to peer mentors, more cost effective learning management system and increased graduation rates.

The proposal addresses Competitive Priority One (Enhancing Retention and Graduation Rates) and Two (Increasing Productivity).

Total budget requested for the five-year project is \$1,858,997.

Minnesota State Community and Technical College

MN

Contact Person for the Title III Proposal: Carrie Brimhall, Associate Vice President for Academic and Student Affairs, 1414 College Way, Fergus Falls, MN 56537, Telephone: 218-736-1504, E-mail: carrie.brimhall@minnesota.edu

Institutional Background: As a member of the Minnesota State Colleges and Universities System, Minnesota State Community and Technical College is a public, non-profit community and technical college located in four unique communities in west central Minnesota. The College also serves students through a wide variety of online programs and course offerings. M State was created July 1, 2003, with the merger of Fergus Falls Community College and three campuses of Northwest Technical College. The College was developed to better serve the needs of the communities in west central Minnesota and the Red River Valley through the combination of strong technical programs and comprehensive community college curriculum. Prior to the merger, each of the campuses met the educational and workforce needs of its community for nearly a half century or more. The College also serves students in its Lineworker Education Center in Baudette, Minnesota, and at the White Earth Tribal College in Waubun, Minnesota.

The College offers over 120 degree, certificate, and diploma awards in a wide array of career and transfer programs and majors.

Title III Activity: *Achieving student success and attaining organizational efficiencies in a rural, multi-campus College.*

This Title III project will: (1) improve business efficiencies and increase student access and opportunities through implementation of immersive technology classrooms; (2) increase faculty development and enhance course and delivery formats; (3) design and implement student support initiatives to improve student success in developmental and online courses and (4) increase data driven decisions in support of grant activities and College planning and operational decisions. The project addresses **tie-breaker priorities** in response to: (1) faculty development; (2) development and improvement of academic programs; (3) acquisition of equipment for use in strengthening funds management and (4) strengthening student services.

Student Body Characteristics

Fall 2012 Headcount Credit Based Enrollment: 6778; Non-Credit Based: 4000

Student Age 65 percent 24 and under, 35 percent 25 and over

Average Student Age: 24

Fall 2012 Student Ethnicity: White, 86 percent; Black, five percent; Hispanic, two percent; Asian/Pacific Islander, two percent; Native American, two percent; Unknown, two percent

Faculty Characteristics: Average class size: seventeen to one

Fall 2012 Faculty/Staff: 619, Full-Time Faculty: 173, Administrators: 19, Staff: 225

Five-Year Project Budget: \$2,249,834

Metropolitan Community College – Blue River

MO

The Blue River campus of the Metropolitan Community College (MCC) is located in the Kansas City, Missouri suburb of Independence, MO (population 117,270). With a robust mission of *preparing students, serving communities, and creating opportunities*, Blue River offers a host of certificates and degrees in 26 disciplines: business technology, mathematics and public safety; humanities; natural science and social sciences. The campus also operates the Western Missouri Public Safety Institute (police, fire and EMT training), as well as life-long learning programs and non-credit classes for people of all ages. Our community, however, is one of extremes. Despite a few more affluent areas, for too many neighborhoods, poverty is the norm with 35 percent of families with children living in poverty throughout our primary attendance area. While MCC is part of the larger Kansas City metropolitan area, where 30 percent of adults over 25 hold baccalaureate degrees, in our attendance area, just 16 percent of adults have gained that credential.

Area socioeconomic challenges are reflected in our students. Of the 3,900 students enrolled in fall 2012, most face significant challenges to postsecondary success, persistence, and graduation: almost two-thirds (62 percent) are first generation college students, 57 percent are under-prepared for college coursework in at least one area, and at least one-third (34 percent) are Pell-eligible. Required to complete and succeed in as many as three semesters of developmental courses before enrolling in gateway freshman-level courses, too many students languish and fail at the pre-college level, and many leave before completing even their first year of college, let alone graduating. Blue River's 44 percent retention rate falls far below the national average of 51 percent for peer institutions (*IPEDS, 2012*). Only 15 percent of underprepared students eventually graduate.

To address these problems and substantially increase student success and retention, Blue River proposes Project FOCUS (Fundamentals for Outcomes, Completion, Understanding & Success), a comprehensive activity underpinning curricular improvements with enhanced student services.

The curricular element of our activity calls for redesigning developmental mathematics, writing, and reading courses to add new **modular, mastery-based options** to enable improved student learning and accelerated progress through essential pre-college level courses. Similarly, we will target key freshman-level gateway courses to infuse interactive, active learning strategies and tools, to increase student success. Supplemental Instruction, appropriate professional development, and instructional tools all support and enhance these curricular strategies.

The second element of the activity calls for developing a comprehensive First-Year Experience (FYE) program. Central to this element are a robust **student tracking system, diagnostic assessment tool, and a case management system** for delivering intrusive advising and peer mentoring to at-risk first year freshmen. We will also redesign orientation and career services to target underprepared students and leverage the new student tracking system to support redesigned Early Alert and Degree Audit. High-need students need these services and support to successfully navigate the many challenges that threaten their persistence to graduation.

The project **addresses both Competitive Preference Priorities** established for the competition.

Total five-year budget request: \$2,247,442

Metropolitan Community College - Penn Valley

MO

The Penn Valley campus of the Metropolitan Community College is located in the urban core of Kansas City, Missouri. With a robust mission of *preparing students, serving communities, and creating opportunities*, Penn Valley offers a host of certificates and degrees in numerous disciplines: business, health information technology, mathematics, humanities, natural science and social sciences. The campus also operates the Francis Institute for Child and Youth Development that brings comprehensive, affordable child care education and training to the point of need. Our community, however, is one of extremes. Despite a few more affluent areas, for numerous inner-city neighborhoods, poverty is the norm (37 percent of families living in poverty). Nearly 84 percent of the students in the Kansas City School District receive free/reduced lunches.

Area socioeconomic challenges are reflected in our students. Of the 6,644 students enrolled in fall 2012, most face significant challenges to postsecondary success, persistence, and graduation: 84 percent are first generation college students, 74 percent are underprepared for college coursework in at least one area, and 41 percent are Pell-eligible. Required to complete and succeed in as many as three semesters of developmental courses before enrolling in gateway freshman-level courses, too many students languish and fail at the pre-college level, and many leave before completing even their first year of college, let alone graduating. Penn Valley's 47 percent fall-to-fall retention rate falls far below the average of 55 percent for peer institutions (*IPEDS, 2012*). Less than 10 percent of underprepared students persist to graduation.

To address these problems and substantially increase student success and retention, Penn Valley proposes **Project FOCUS (Fundamentals for Outcomes, Completion, Understanding & Success)**, a comprehensive activity underpinning curricular improvements with enhanced student services.

The curricular element of our activity calls for redesigning developmental mathematics, writing, and reading courses to add new **modular, mastery-based options** to enable improved student learning and accelerated progress through essential pre-college level courses. Similarly, we will target key freshman-level gateway courses to infuse interactive, active learning strategies consistent with Universal design, to increase student success. Supplemental Instruction, professional development, and technology resources will support and enhance curricular strategies.

The second element of the activity calls for developing a comprehensive First-Year Experience (FYE) program. Central to this element are a robust **student tracking system, diagnostic assessment tool, and a case management system** for delivering intrusive advising and peer mentoring to at-risk first year freshmen. We will also redesign orientation and career services to target underprepared students and leverage the new student tracking system to support redesigned Early Alert and Degree Audit. High-need students need these services and support to successfully navigate the many challenges that threaten their persistence to graduation.

The project **addresses both Competitive Preference Priorities** established for the competition.

Total five-year budget request: \$2,248,860

Louisburg College

NC

Louisburg College, Louisburg, North Carolina, is the country's oldest chartered two-year college. Located just 30 miles northeast of Raleigh, a growing metropolitan area with multiple regional colleges and universities, the College is the state's only residential two-year liberal arts college. Serving just over 700 students, the College's core mission is described as "Building Foundations for Great Futures" to provide a "bridge" for transition from high school to four-year degrees. The College completed a comprehensive strategic planning process utilizing comparative data studies, internal research, and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and identified baselines, target five-year performance outcomes, and objectives and strategies for achievement. The Board-approved "Horizon 2020" Strategic Plan resulted in five major goals related to Student Success; Global Citizenship; Best Practices; Partnerships; and Sustainability.

The College identified selected Strategic Plan priorities and action plans to be developed through this Title III project consistent with the two competitive preference priorities: "Increasing College Success—College Completion," and "Improving Productivity." The Title III project's descriptive title is *Strengthen Foundations for Great Student Futures--Academic Programs; Student Learning and Support Services; Institutional Research and Effectiveness; Technology Infrastructure and Tools; and Professional Development*. Five Title III project Objectives will be developed through strategic tasks designed to achieve targeted goals:

- **Objective 1.0:** To increase enrollment through improved academic curriculum and new pre-major programs;
- **Objective 2.0:** To increase retention, persistence, and graduation rates by strengthening student learning and support services which increase student engagement;
- **Objective 3.0:** To document and improve institutional effectiveness by strengthening and centralizing student assessment and institutional research capacity;
- **Objective 4.0:** To support institutional data management and student learning and support services by developing and utilizing adequate institutional technology infrastructure and tools; and
- **Objective 5.0:** To strengthen institutional effectiveness through implementation of a comprehensive professional development program for faculty, staff, and administrators.

Major strategies for achievement of project objectives include:

- Extend infrastructure to support data-driven decisions, wireless access, technology use;
- Develop a comprehensive data management and reporting system;
- Establish a Library Collaborative Commons and Student Success Center with technology, tutoring, mentoring, advising, and supplemental instruction;
- Establish an Office of Institutional Effectiveness and a continuous assessment system;
- Develop articulated pre-major programs, relevant work and service experiences, new and revised courses, new strategies such as hybrid courses, collaborative learning; and
- Add a professional development program and a Professional Development Commons.

Results will include increases in enrollment, 706 to 750; retention, fall to spring 76 percent to 85 percent, fall to fall, 50 percent to 60 percent; graduation rates, 25 percent to 35 percent; developmental reading, writing, and math success more than 10 percent each; student engagement, data-driven decisions, student transfer into major programs, and institutional effectiveness, productivity, and sustainability.

The proposal also addresses Competitive Preference Priorities one and two.

Stanly Community College

NC

Background: *Large Rural Service Area - Tremendous Need for Higher Education Access:* Stanly Community College is located in Abermarle (population 15,903), the Stanly County seat, in the rural south central region of North Carolina. An open-door, public community college offering traditional face-to-face, online and hybrid delivered courses, the College has a broad reach, drawing from 65 rural counties out of a total of 100 in North Carolina. Sixty-six percent (66 percent) of course offerings are in the online/hybrid format (eLearning). The College enrolled 3,000 full-time equivalent students during fall 2012 while the duplicated enrollment, including online “seats,” was over 12,000.

High Need Students: Students at Stanly are low-income (70 percent), first generation college-going (75 percent), academically underprepared (67 percent) and close to one-third is minority (29 percent). The educational capital in North Carolina is very low, especially where the College is located. Few adults 25 years or older (15 percent) in Stanly County have a Bachelor’s degree or higher.

Title III Activity**- Course Redesign to Meet High Quality eLearning Standards**

To address the success, retention and completion gap, a college-wide initiative will be launched to redesign high risk eLearning (online and hybrid) courses to meet nationally recognized, evidence-based high quality standards.

Faculty across the curriculum will be provided training and support, including a dedicated space (eLearning Faculty Studio) for collaborative course redesign.

Sixty (60) courses across the curriculum will be redesigned to meet standards and six new eLearning courses developed for the Emergency Medical Science program.

A Serious Gaming/Simulation component will be designed for 20 courses for virtual hands-on learning experiences.

Traditional classrooms will be converted to Smart to support interactive, tech-rich eLearning and the Interactive Video classrooms upgraded.

Online tutoring and remote access to a Virtual Computer Lab will provide support services comparable to those available to on-campus students.

An online exam proctoring service will enable students to take tests at a distance.

- Technology-enabled Support Services For eLearning Students

To address the inadequacy of student support services for eLearning students (especially online students), 21st century technologies will be leveraged for comprehensive support and connectivity.

Students will have a dedicated space (eLearning Student Hub) for in-person and virtual advising and for technical support and training on the Learning Management System used to deliver online and hybrid instruction.

A new dynamic Web Portal will accommodate interactive Orientation, Online Student Vetting and Advising modules as well as social media tools for greater connectivity with advisers, faculty and peers.

Competitive Preference Priorities: (1) *Increasing Postsecondary Success:* The Activity goal is to increase academic success and persistence for eLearning students. (2) *Improving Productivity:* The Activity goal is to leverage new technologies for time and cost efficient delivery of eLearning instruction and student support services.

Title III Funds Requested: \$2,248,211

Camden County College

NJ

Camden County College (CCC) has a high percentage of first-year students who test into remedial studies. Approximately 75 percent of these students do not complete the required developmental course work and 95 percent do not reach graduation. This combination of need with lack of success and persistence has reached a mission critical point as access to higher education, the founding principle of community college education, is clearly not enough to facilitate the success of this group. As CCC has come to realize, it must shift its focus from access to success by employing new strategies to retain larger numbers of students—particularly developmental mathematics students—and to provide clear opportunities and structured pathways for their success.

CCC has already successfully initiated individual activities and services aimed at improving student success and persistence. In this project, CCC's will build on, expand, improve coordination of, and integrate these existing activities and services, including select developmental education approaches the institution already has in place and knows to be effective. At the same time, CCC will add new activities and services to create a unified, comprehensive, data-driven academic and student support network focused on improving student success in developmental math plus other college remediation services, increasing student retention, and facilitating degree completion. Three areas of activity are proposed.

Solution 1 – Improve Academic Support Service Offerings. A College-Prep Seminar will inform, facilitate, and advance student transition to CCC by supporting student efforts to meet college level standards in placement testing. Lab-based just-in-time tutoring will accelerate learning potential and student trajectory through developmental and curricular mathematics. Collaboration between math, reading, and writing support personnel will facilitate student success.

Solution 2 – Develop Additional Advising Support Capacity. Intrusive Advising, technologically facilitated increases in student outcome tracking and reporting, increased numbers of personnel dedicated to providing student support, and a greater variety of support vehicles will improve student engagement and persistence.

Solution 3 – Professional Development to Facilitate Advancement in Academic Support, Advising, and Student Success. Professional development for faculty and staff in respect to the technology to be implemented, Intrusive Advising, developmental education, and best practices for student success will undergird the initiatives. Faculty/staff engagement with the project and personal growth will be encouraged through a vehicle for recognizing and piloting faculty and staff programming suggestions and an advanced degree completion support group.

Project outcomes will include: (1) an increased number of students testing into curricular math courses; (2) faster, more effective progress toward college readiness for students entering development math; (3) a more robust, efficient, and effective early alert system; (4) increased engagement with students through Intrusive Advising; (5) increased faculty/staff engagement in student success efforts; (6) relationship- and technology-facilitated increased engagement by students in their own academic progress; (7) increased student persistence and success in curricular studies; (8) increased graduation rates; and (9) more efficient, timely, and accurate reporting. This combination of results will allow institutionalization of project elements and continuous long-term improvement of the entire post-project, comprehensive academic and student support system at CCC.

Sinclair Community College

OH

This proposal is submitted by Sinclair Community College (Dayton, Ohio). The College has a large, diverse student body of 38,862 (annual unduplicated 2011-12). Sinclair proposes a comprehensive student success model to increase student persistence, success, and graduation rates through a single activity with three major components.

SUMMARY CHART OF TITLE III ACTIVITY PROPOSAL	
Major Activities	<ol style="list-style-type: none"> 1. Career Communities: Improve student engagement and success by “shrinking the college” to deliver support services and curriculum in small communities tailored to students’ career interests and aptitudes. 2. Holistic Advising: Transform an array of advising functions into a standardized system of holistic, case management-style advising and mentoring to accelerate student completion. 3. Information Technology: Support Career Communities and holistic advising through new communication processes and technology tools.
Goal	To increase student completion within five years by 47 percent by 2018 (from 15 percent to 22 percent)
Objectives (Attainable by 09/30/2018)	<ol style="list-style-type: none"> 1. Increase the percent of students persisting from their first year to their second year from 61 percent to 74 percent 2. Increase the percent of students earning 12 college credits within their first year of college from 33 percent to 38 percent 3. Increase the percent of students earning 24 college credits within their second year of college from 33 percent to 39 percent 4. Increase the percent of students completing three courses in their programs of study within one year from 22 percent to 34 percent 5. Increase the percent of students completing three courses in their programs of study within two years from 35 percent to 49 percent 6. Increase the percent of students completing credentials within five years from 15 percent to 22 percent
Target Population	First time in college, credential-seeking students, with zero college credits (includes part-time and full-time students); estimated size: 15,000 from fall 2014 through spring 2018
Product Deliverables	<ul style="list-style-type: none"> • Proven models for delivering: <ul style="list-style-type: none"> ○ Career Communities to increase student engagement ○ Holistic case management advising at scale to a large student body ○ A faculty mentoring model based on a “menu” approach developed by Department Chairs and faculty members ○ Contextualized student orientation and developmental education courses • New Web-based, <i>Open Source</i> information technology tools: <ul style="list-style-type: none"> ○ Dashboard to increase advising efficiency and effectiveness ○ New intelligence to assist students who are off “MAPs” to completion ○ Course scheduling tool to align course offerings with student demand

Sinclair is also known as the Warren County Montgomery County Community College District.

Tillamook Bay Community College

OR

Contact Person for the Title III Proposal: Lori Gates, Chief Academic Officer; Tillamook Bay Community College; 4301 Third Street, Tillamook, OR 97141; Telephone: (503) 842-8222; E-mail: gates@tillamookbay.cc

Institutional Background: Tillamook Bay Community College (TBCC) is a public, comprehensive Community College founded in 1981. The College is located in Tillamook, a small, rural town in Oregon. The College's service area is Tillamook County on the north-central Oregon coast, with a population of approximately 25,250. It is the smallest of Oregon's 17 community colleges. Tillamook County is rural with a population density of only 23 persons per square mile. The College serves a small, largely low-income, and educationally underprepared population. Since its charter, TBCC has contracted for accreditation through Portland Community College. In January 2009, TBCC was granted Candidate for Accreditation status by the Northwest Commission on Colleges and Universities.

Tillamook Bay Community College is a multipurpose college offering credit and non-credit educational opportunities. It is the only institution of higher education in its service area. The College offers 20 associate degrees and 23 technical certificates.

Title III Activity: *Improving persistence and completion, capacity, and sustainability through technology and resource development.*

This Title III project will: (1) increase opportunities for faculty professional development and instructional innovation to improve student achievement and completion; (2) expand and support online learning opportunities to increase service level and improve productivity; (3) improve business processes to improve efficiency and resource utilization; and (4) increase resource development capacity to improve fiscal stability. There is no research component.

Student Body Characteristics

Fall 2011 Headcount Enrollment: Undergraduate: 545

Undergraduate Student Age: 58 percent 24 and under, 42 percent 25 and over.

Average Undergraduate Student Age: 27

Fall 2011 Student Ethnicity: Undergraduate: White, 84 percent; Black, zero point three percent; Hispanic, seven percent; Asian, two percent; Pacific Islanders, zero point three percent; American Indians, three percent; Mixed race, zero point nine percent.

Faculty Characteristics: Faculty to Student Ratio: one to 13. **Fall 2011 Faculty:** Full-Time: Seven Part-Time: 39. **Gender:** Male, 52 percent; Female, 48 percent. **Ethnicity:** White, 84 percent; Black, two percent; American Indians, two percent; Unknown, 10 percent.

Five-Year Project Budget: \$2,248,221

Umpqua Community College

OR

Project Overview: Umpqua Community College (UCC) will establish Students at UCC Engaging in Strategies for Success (*SUCCESS*)—a comprehensive, integrated First-Year Experience Program for all new students enrolled in credit classes who intend to earn a degree or complete a program. *SUCCESS* integrates research-proven strategies to reach program goals.

Academic Programs
Goal 1A: Improve student persistence and graduation rates by developing a cohesive, comprehensive Pre-College and First-Year Experience (FYE) program that better prepares new credit students academically and socially for college through concrete evidenced-based practices.
Goal 1B: Improve student persistence and graduation rates by developing differentiated strategies for different UCC populations.
Goal 1C: Improve student engagement, as well as fiscal sustainability of the institution, by systematically assessing learning supports associated with the Title III program.
Institutional Management
Goal 2A: Reduce student academic probation and suspension through more timely interventions for students struggling, including effective mentoring, strategic faculty development to improve student success, and automation of early alert systems.
Goal 2B: Strengthen wireless network infrastructure, coordinate labs centrally, and transition to a one-card system to support academic programs, student success, and employee productivity.
Fiscal Stability
Goal 3A: Improve fiscal sustainability by recapturing student FTE through increased persistence of first-year students to the second-year and by ensuring completion of their goals and/or graduation.
Goal 3B: Increase fiscal sustainability by strengthening the Foundation's capacity to raise funds for the College.

Program strategies include: (1) advising services and placement; (2) pre-college experience program; (3) first-year experiences (e.g., orientation); (4) learning communities; (5) supplemental instruction and mentoring; (6) early alert and intervention services; (7) active and collaborative learning strategies; (8) a learning commons environment; (9) campus technology improvements to facilitate student success; and (10) increasing institutional capacity.

Institution Name: Umpqua Community College	City: Roseburg, Oregon
Geography Served: Southern Oregon (Douglas County, Oregon)	
Purpose/Mission: Umpqua Community College provides accessible and affordable quality college education, life-long learning opportunities, workforce training, and cultural programs for our communities.	
Grant Purpose: To improve persistence rates, graduation rates, and quality of services for all first-year students through an integrated, first-year experience program.	
Public/Private: Public	Affiliation: Not Applicable
Level: Two-Year Community College in the Oregon Community College System	
Primary Service Populations: (1) two-year community college students seeking an associate's degree; (2) career technical students; (3) dislocated workers; (4) adults returning to school/work; (5) four-year transfer students	
Programs of Study: (1) traditional terminal associate degrees; (2) academic transfer programs (e.g., science, social services); (3) developmental education; (4) career technical; (5) career- and enrichment-related noncredit programs; (6) customized employee training.	
Student Characteristics (2011-12) Enrollment: Total headcount: 16,516; Total credit students: 4,517; Full-time equivalent (FTE): 4,577	
Average age of students: Credit students: 28.7 years old; Overall student population: 37.9 years old	
Demographics: African American: one percent; Asian: one percent; Caucasian: 83 percent; Hispanic: five percent; Native American: two percent; Pacific Islander: zero point four percent; Unknown: four percent; Multi-ethnic: four percent.	
Faculty Characteristics: Full-time: 62; Part-time/adjunct: 204; Student-to-Faculty Ratio: 28.5 to one.	

Northern State University**SD**

Northern State University (NSU) is a regional, public university located in northeastern South Dakota. It serves 3,622 students, with 1,658 full-time and 1,964 part-time. Sixty percent are women. The majority of students, 53.4 percent, are in the 18-23 age group. Seventy-five percent of students are from South Dakota while six point seven percent are from other countries. The enrollment by ethnicity is: American Indian, two point three percent, Asian, zero point six percent, Black, one point three percent, Hispanic, one point nine percent, Pacific Islander, zero point four percent, Caucasian, 84.4 percent. The University also enrolls 164 graduate students working on Master's degrees. The University has a College of Arts & Sciences, a School of Business, a School of Education, a School of Fine Arts, and a University College. In academic year 2011-2012, 86 percent of degree-seeking undergraduates applied for federal financial aid. Of those, 80 percent were determined to have financial need and 51 percent received a Pell Grant. NSU also has a very successful TRIO-Student Support Services project that has a much higher than average retention rate for the low-income, first-generation, and/or disabled undergraduate participants that it serves.

Title III Project

This Title III project seeks to increase the retention rates and the six-year graduation rate of its undergraduate students by completely overhauling the University's academic advising system. It will hire and train Professional Advisors for each School/College within the University, as well as an additional Professional Advisor and an American Indian Professional Advisor for the University's existing first-year advising program. Additionally, the project will purchase and implement Campus Labs Baseline assessment software to create and institutionalize formal, campus-wide assessment of the new advising program. To ensure consistent quality across campus, the project will establish centralized coordination of the program's goals, objectives, and assessment. This integrated approach will ensure that the program continues to provide relevant and effective services that address the evolving needs of students.

Students will begin in the first-year advising program and then transition to a Professional Advisor in the School/College associated with their degree program. This new advising system will provide students with proactive advising that can anticipate their needs and deliver the academic and personal support necessary for them to persist in college and graduate. Such support will include the creation of a Student Success Handbook and the integration of career exploration into the advising curriculum. The current Advising Syllabus and Advisor Handbook will be updated to incorporate the revised and expanded advising curriculum.

With Professional Advisors in each of the major units of the University, along with centralized coordination and institutionalized assessment, it is expected that retention rates and the six-year graduation rate of all students, including NSU's large percentage of "high-need" students, will greatly improve and student opinion about academic advising will improve notably.

Clarendon College

TX

Chartered in 1898, Clarendon College (CC) is the oldest institution of higher education in the Texas Panhandle. A comprehensive, community college located in Clarendon, Texas (pop. 1,916), CC is accredited by the Southern Association of Colleges and Schools. Clarendon's primary service population consists of 48,705 residents spread across 7,130 square miles of farms, ranches, and towns that make up eight West Texas counties. With more than a third (33.9 percent) of families low-income, economic hardship is a way of life for far too many throughout our rural region.

Clarendon College offers students 13 Associate of Arts and Associate of Science degree programs and four Associates of Applied Science degree programs as well as 19 professional/certificate programs. As the **only TX community college without a university in its district**, CC is the first college of choice for students to pursue higher education. Low-income, time and place-bound students in the Panhandle rely on Clarendon as their sole gateway to educational and career opportunities otherwise just beyond reach. To fulfill the institutional mission of providing *equal access to opportunities that assist in the holistic development of its constituents and community*—CC has expanded educational access through extension centers in Pampa (population 18,041) and Childress (population 6,217). During fiscal year 2012, the college served 2,389 students, nearly a third of whom were minority (29.5 percent), 20.5 percent Hispanic, 45.9 percent entered underprepared, 71 percent received financial aid, and 40 percent worked more than 20 hours a week.

Fall 2010 saw the largest student body in our 115 year history as students flocked to CC in the wake of the economic recession, but enrollment has since plummeted 21.4 percent with severe fiscal consequences for the College. Although many students enroll seeking programs to prepare them for high-demand health professions, they find outdated and inadequate offerings in health sciences. Due to a host of deficiencies, including a lack of targeted support services for health sciences, a large number of students are unable to effectively progress through the current educational pipeline to high-wage, high-demand health careers. Through this Title III application, we seek to resolve identified significant institutional problems.

Proposed Title III Project: "People who live in rural areas are generally poorer and have higher morbidity and mortality rates than their counterparts in urban settings and they are in need of a reliable source of primary care providers" (NRHA, 2012). With a sense of urgency, Clarendon College seeks to strengthen the institution and increase capacity to serve our low-income students by realizing the full potential of high priority health science programs.

Therefore, we propose a major initiative; ***Creating and Re-Energizing High-Demand Nursing Programs at Clarendon College***, an activity to: (1) develop a new Associate Degree in Nursing leading to a Registered Nurse licensure offered at Pampa and Clarendon, with didactic portions made available in an online format to increase access for our time and place-bound students; (2) revise and improve health science prerequisite courses and the existing three-semester Vocational Nursing (VN) program at Clarendon, Pampa, and Childress; and (3) establish new Health Science Support Centers at the Clarendon campus and Pampa and Childress centers to support students through health science programs. These new and revised programs, as well as the Health Science Support Centers, will be supported by program-specific equipment, resources, and instructional technology to increase student retention and academic success.

The activities in our proposed project are designed to address the following **Title III Competitive Preference Priorities**: (1) Increasing Postsecondary Success: College Completion; and (2) Improving Productivity. The **Total Five-Year Request is \$2,245,048**.

University of Houston-Clear Lake

TX

Project Title: Transition Programs and Early-Alert for Transfer and First-Time Students at the University of Houston-Clear Lake

Founded in 1974, the University of Houston-Clear Lake (UHCL) is a public, currently upper-level (junior, senior and graduate) institution located in the southeast metropolitan area of Houston, Texas. **Initially, UHCL was founded to serve the educational needs of the high technology community that was established around NASA's Johnson Space Center. Since then, UHCL has grown into a comprehensive university serving a diverse group of students.** UHCL currently enrolls over 8,100 students in 39 Bachelor's, 45 Master's and one doctoral degree program in four schools: Science and Computer Engineering, Education, Business, and Human Sciences and Humanities. **Faculty Characteristics:** UHCL has 226 full-time faculty and 306 adjuncts and instructors. Over 90 percent of faculty hold a Ph.D. **Student Characteristics:** Currently, 8,100 are enrolled, with approximately 40 percent in the graduate programs. Presently, 38 percent of UHCL undergraduates are minority (29 percent Hispanic and nine percent Black), 34 percent are first-generation, and 30 percent are low-income. Approximately 80 percent of UHCL undergraduate students transfer from one of 11 area community colleges. UHCL students are non-traditional: the average age of undergraduate students is 29 and approximately 56 percent are part-time students (taking less than 12 credit hours). **Service Region:** UHCL serves many communities which are high minority and low-income. The city of Pasadena, which borders UHCL, is 62 percent Hispanic, nine percent African American and nearly 20 percent of its population lives below the poverty level. Only 13 percent of the population has Bachelor's degrees.

This proposal was developed in response to a major university initiative. UHCL is currently undergoing downward expansion to admit freshmen and sophomores for the first time in 2014. Comprehensive institutional assessments for this initiative, as well as for reaffirmation of SACS accreditation, led to the development of first-year programs and comprehensive student data tracking proposed in this CDP.

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Activity 1): \$1,246,318 over five years. Develop **Transition Programs** to connect transfer as well as first-time students with UHCL. The related strategies are: a First-Year Experience (FYE) and Faculty Development. The FYE will consist of Learning Communities, First-Year Seminars and Orientation Weekends.

Activity 2): \$490,616 over five years. "Close the loop" in student data tracking, management, and interpretation throughout UHCL by establishing an early-alert system for continual assessment of student success and timely feedback leading to intervention.

Primary Key Measure: the proposed five-year project focuses on establishing strong retention and graduation rates for first-time students and improving retention and graduation rates among all UHCL students, particularly those who are high-needs.

Green Mountain College

VT

Green Mountain College (GMC) respectfully requests \$2 million from the U.S. Department of Education's Strengthening Institutions Programs to improve and strengthen academic quality, institutional management and fiscal stability to enable GMC to become self-sufficient and expand its capacity to serve high-need/low-income students. GMC is responding to both competitive preference priorities: Increasing Postsecondary Success: College Completion, and Improving Productivity. These priorities are linked in the proposal because internal analysis indicates that low retention and graduation rates at GMC are best addressed by substantially increasing institutional efficiency and effectiveness, namely in the areas of advising and instruction.

Green Mountain College is a small liberal arts college in Vermont. Ninety-five percent of GMC students receive financial assistance: thirty-eight percent of them receive Pell grants, the third highest percentage of colleges in Vermont.

The proposed Strengthening Institutions Program (SIP) Activity, *Strategies for Student Success*, has two initiatives designed to improve teaching, learning and advising to support student progress:

- The first initiative, instructional reform, uses open educational resources to accomplish the objectives of increased student engagement, persistence, retention and graduation. Digitally enhanced instruction supports differentiated instruction, providing instructional scaffolding to increase academic challenge appropriate for each student, improving engagement and incorporating innovative technology into the curriculum.
- The second initiative addresses a dysfunctional advising system by adding curricular integrated student support elements from orientation through graduation: expanded orientation, electronic learning plans, first year interest groups, and early alert with an intervention system to ameliorate student problems that lead to early withdrawal.

The Activity incorporates timely, accurate and comparable data collection to document and monitor progress toward its specific and measurable objectives. Annual and ongoing evaluation (formative and summative) by external evaluators will measure Activity benefits and outcomes that will be documented in annual performance reports and a comprehensive Activity evaluation.

With significantly improved productivity (outcome per unit of resource), GMC's first-year retention rate will increase from 65 percent to 75 percent, the second-year retention rate will increase from 75 percent to 85 percent, and the four-year graduation rate will increase from 32 percent to 56 percent. The College will also be more fiscally stable as a result of the increase in retention rates and a 13 percent increase in its endowment. Institutionalization by the end of the grant period will ensure that all GMC students, especially those of high-need/low-income, can afford and complete a college education.

Pierce College seeks Title III funding to increase student success by: (1) improving student engagement through faculty professional development; (2) implementing a culture of evidence through data-informed decisions; and (3) improving student completion and retention rates. The college is submitting this proposal under Invitational Priority One – Increasing Postsecondary Success. To that end Goal Three of this proposal is directly focused on the priority area identified under Priority One. Priority Two – Technology also applies: part of Goals One and Two are designed to *improve student achievement or faculty effectiveness through the use of high quality digital tools or materials, which may include preparing faculty to use technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.*

Title III will have a tremendous impact on Pierce College. The college will create a Teaching and Learning Center that will focus on faculty training in a variety of proven methods that increase student engagement in the classroom and online thus ensuring more student success. The Title III funding will allow the college to invest in a Research Analyst and Database and Software Applications Developer to create and customize specific reports that will track student progress in individual classes and programs. This data will help faculty and administrators know what is working and what is not. Moreover, faculty and administrators will be trained in the use of these reports and have them easily available at their desktop. This creation of a “culture of evidence” has proven effective in increasing student achievement. Finally, with this funding the college can design effective ways to move students “further/faster,” particularly as it applies to the students who start in development education classes. The initiatives started in this grant will be institutionalized after the grant period and help carry Pierce College and its students successfully into the next decade.

Wenatchee Valley College

WA

Applicant: Located in north central Washington, Wenatchee Valley College (WVC) is an open-access, two-year public community college founded in 1939. WVC's mission is to provide educational and cultural services to 153,000 residents in a 10,000 square mile rural district. The college's main campus, with 86 percent of enrollment, is located in Wenatchee, with a branch campus 100 miles to the north in Omak. In 2011-12, WVC served 3,220 full-time equivalent students: 50 percent in liberal arts and sciences/university transfer, 41 percent in professional/technical programs, and nine percent in adult basic skills. WVC employed 66 full-time teaching faculty and 144 part-time faculties in fall 2011, with a student-faculty ratio of twenty to one. The student body is 31 percent Latino and three percent Native American; 57 percent female and 43 percent male, with an average age of 28. Hispanic enrollment in college credit programs is 26 percent; as of fall 2011.

Request: \$2,179,644

Institutional Goals: By 2018, WVC will increase student transition, retention, and completion through comprehensive efforts to improve the use of data in decision-making and redesign programs and services to increase student access, in alignment with the college's Core Themes, Strategic Plan, and accreditation standards.

Project: Students in WVC's service district face barriers of geography, cost, time, and preparedness for college-level work. The institution also poses some barriers, primarily by offering most services on a face-to-face basis during regular business hours and limited out-of-class access to instructional resources. To address these issues effectively, WVC needs to both expand access to programs and services and increase the use of data in planning and decision-making at all levels of the institution in order to increase postsecondary success, improve student achievement and faculty effectiveness, and enhance productivity. WVC proposes three activities: *Improving Student Transitions*, focused on helping basic skills students move successfully and seamlessly into college-level programs; *Increasing the Use of Data in Decision-Making*, providing faculty and staff with the tools and training needed to support institution-wide continuous improvement, and *Increasing Access to Instruction and Student Services*, which will expand capacity of technology resources, create learner-focused classrooms, and increase access to support services and instructional content. Both Competitive Preference Priorities are addressed: Increasing Postsecondary Success: College Completion and Improving Productivity.

Lawrence University

WI

Lawrence University (LU) is a private liberal arts college and conservatory of music. Located in Appleton, Wisconsin, LU was founded in 1847 as a co-educational institution serving Native Americans, immigrants, and other Wisconsin residents. Accredited by the North Central Association of Colleges and Secondary Schools and the National Association of Schools of Music, LU offers two four-year degrees (Bachelor's and Bachelor's in Music.), a five-year dual-degree program, and a teacher certification program (no graduate programs). It enrolls 1,470 degree-seeking students: about 1,140 pursuing a Bachelor's, 145 pursuing a Bachelor's in Music, and 185 in the dual-degree program.

LU is known for its “individualized learning” approach that develops multi-interested students toward independent, self-directed learning inside and outside the classroom. Lawrence emphasizes opportunities for students to do original research, scholarship, and creative work, alone and as collaborators on faculty projects. This approach produces graduates who are engaged citizens and accomplished professionals: Chief Executive Officers of local and global companies; state and federal judges; U.S. Ambassadors; a Nobel Prize winner, and an extraordinary number of scientists, medical researchers, engineers, and other scholars. Lawrence is ranked in the top 30 universities nationally in the number of PhDs attained per 100 graduates.

However, not enough of the students who enroll at LU graduate—especially among low-income, first generation, and students of color. For example, just 26 percent of minority students graduate in four years and only 55 percent do so within six years. Recent self-studies have identified weaknesses and significant problems contributing to these unacceptable outcomes, as well as strengths on which solutions will be built. LU proposes an integrated network of student tracking, supports, and interventions that will: (1) improve college transitions and first year success and retention; (2) increase persistence to graduation and close by 70 percent the retention and graduation rate gaps between high- and low-risk groups; and (3) improve administrative systems for accurately identifying, and systematically responding to, at-risk students.

Fulfilling the Lawrence promise of individualized learning, this project will individualize the support system to help each student overcome their barriers to success. A **Retention Management System** will be implemented with new student tracking software, to accurately identify students at risk of educational failure and activate supportive, individualized outreach by a network of faculty and staff. New **Bridge Programs**—one residential, and one online—will develop basic skills and prepare matriculants for college. A **First-year Mentoring** program will match every 15-student class section LU's block registration Freshman Studies course with two upper-division peer mentors, to extend orientation and transition supports through the first two trimesters and help every first-year student find their niche at Lawrence. **Student Academic Services (SAS)** capacity will be substantially increased, with two point twenty-five full time equivalent new staff positions to make SAS the “home” of the Retention Management System and substantially increase the hours of one-on-one and small group academic skills development, as well as ESL services, provided every term. New and advanced training for **Faculty Advisors** will equip LU's excellent faculty with tools to provide better, more culturally competent academic advising and mentoring.

Finally, despite improvements in recent years, LU still has significant challenges to long-term sustainability. In addition to the increased net tuition revenue and improved fiscal stability that will come with attaining the targeted 40 percent reduction in attrition rates, directing 20 percent of SIP funds (and one to one match) to build **Endowment** for academic support programs will help Lawrence achieve fiscal stability and self-sufficiency.

Northeast Wisconsin Technical College, Green Bay

WI

Located in Green Bay, Wisconsin, Northeast Wisconsin Technical College (NWTC) offers over 100 degrees, diplomas, apprenticeships; more than 80 certificate options, transfer agreements, contracted business services; and continuing education courses. While the academic programs provided by NWTC are nationally rated and highly valued, the program completion rate for students is too low, in part because they are not utilizing or are not connected to resources they need to be successful. The proposed *My Destination: Graduation* project will move students successfully and seamlessly through their path towards degree completion by improving alignment of student support services and institutional efficiencies.

Academic Program goals include improving the completion rates for all Associate Degree students and reducing the completion gap for minority students. Institutional Management goals include developing and reinforcing success skills throughout a student's journey and giving students information and tools to build a dynamic and personalized plan that leads to the completion of an associate degree. Fiscal Management goals include increasing NWTC's revenue stream through increased persistence rates and alumni giving and creating a Student Emergency Fund Endowment.

Tasks to accomplish these goals include:

Task 1A: Implement Adaptive and Dynamic Electronic Academic Planning Tool

Task 1B: Incorporate Student Success and Support Services into Finite and Specific Academic Plans

Task 1C: Explore Career Goals and Create a Corresponding Academic Plan

Task 2: Improve Students' Reading Skills

Task 3: Increase Alumni Engagement

Task 4A: Extend *On Course* Training to Adjuncts and Double the Training Sessions Offered to Faculty and Staff

Task 4B: Implement a Culturally Responsive Teaching Course (CRT2)

My Destination: Graduation addresses Competitive Preference Priorities One (Increasing Postsecondary Success) and Two (Improving Productivity).

NWTC is requesting a total of \$2,202,574 in grant funds for this project. The College will also be raising \$150,000 for the endowment match and committing \$348,898 in institutional funds. Title III funding will allow the College to move its student success initiatives forward in a tough budget climate. This project has been carefully designed to leverage college resources so grant funds can be maximized and the activities can be brought to scale and sustained after the project period ends. Without this funding, the College would not have the capacity to implement these success strategies.

University of Wisconsin-Stevens Point**WI**

The University of Wisconsin-Stevens Point proposes \$1,800,000 in Title III SIP program funding for a project to improve the academic success of students through coordinated, high-impact academic support services. Achievement of these institutional goals will be measured by an increase of zero point five percent in first to second year retention rates for each year of the grant period and a three percent increase in the four-year graduation rate by the conclusion of project year five. The method by which these objectives will be reached involves the coordinated implementation of the following, high-impact academic support services: supplemental instruction, intrusive academic advising, targeted career services and a conditional admit retention program.

Located in central Wisconsin, UW-Stevens Point is a dynamic institution with over 9,000 students, 375 faculty and 117 programs of study, including particularly strong programs in the sciences, natural resources, health sciences, and education. The university is adapting to an economy in transition and shrinking financial support from the State. These changes in tandem require informed and thoughtful decision-making to strengthen and improve institutional effectiveness and efficiencies in our ability to retain and graduate well-prepared, workforce-ready students.

A large majority of UWSP students have high-risk factors for failure which include low-income, first-generation, underprepared, under-represented and probationary students. For example, 74 percent of UWSP students receive financial aid and 34 percent are Pell-eligible. In addition, eight percent of incoming students test into remedial math, 20 percent are undeclared, and 19 percent have ACT scores at or below 20.

Recent institutional strategic planning and analysis processes identified the need for stronger, well-coordinated and seamless academic support services. To address this need, the UWSP Title III project will implement four strategic activities including supplemental instruction, intrusive academic advising, and targeted career counseling along with a new conditional admit retention program. These proven high-impact services were chosen because of their effectiveness in improving the academic success of at-risk students, where the impact of retention gains has the greatest margin for improvement. The funded services will be available to all students and packaged for at-risk students to meet their individual needs.

Enthusiasm for the project is great and with the absolute trust of the Chancellor and Provost, the Executive Director of Academic Success will provide the necessary leadership to ensure effective implementation and assessment of the project and its success. Granting of this Title III request will allow UWSP to address one of its greatest needs: strengthening academic programs to graduate more students. Without this funding, implementation of the project will be delayed due to cuts in State funding over the next biennium. Availability of Title III grant funds now, will allow for timely implementation of these proven academic support, retention activities and acceleration of tuition revenue gains which can be re-invested for long-term sustainability of the project.

[11/20/2013]