Application for Federal
Education Assistance (ED 424)

U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

Organizational Unit

P031A 030064

1. Name and Address
Legal Name: Lower Columbia College

Address: PO Box 3010

1600 Maple Street

Longview (City) | Washington (State) | Cowlitz (County) | 98632 - 0310 (ZIP Code + 4)

2. Applicant's D-U-N-S Number [redacted]

3. Applicant's T-I-N | 9 | 1 | - | 0 | 8 | 2 | 3 | 6 | 3 | 6 |

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

Title: **Strengthening Institutions Program**

5. Project Director: Daniel A. Weinstein, Ph.D.

Address: PO Box 3010, 1600 Maple Street

Longview (City) | WA (State) | 98632 – 0310 (Zip code + 4)

Tel. #: (360) 442 - 2491 Fax #: (360) 442 - 2379

E-Mail Address: dweinstein@lcc.ctc.edu

6. Novice Applicant _X_ Yes ___ No

7. Is the applicant delinquent on any Federal debt? ___ Yes _X_ No

8. Type of Applicant *(Enter appropriate letter in the box.)* | G |

A - State	F - Independent School District
B - Local	G - Public College or University
C - Special District	H - Private, Non-profit College or University
D - Indian Tribe	I - Non-profit Organization
E - Individual	J - Private, Profit-Making Organization

K - Other (*Specify*): _____

Application Information

9. Type of Submission:

-PreApplication	*-Application*
___ Construction	___ Construction
___ Non-Construction	_X_ Non-Construction

10. Is application subject to review by Executive Order 12372 process?
___ Yes (*Date made available to the Executive Order 12372 process for review):* ___/___/_____

_X_ No *(If "No," check appropriate box below.)*
_X_ Program is not covered by E.O. 12372.
___ Program has not been selected by State for review.

11. Proposed Project Dates: 10 / 01 / 2003 (**Start Date:**) 09/ 30 / 2008 (**End Date:**)

12. Are any research activities involving human subjects planned at any time during the proposed project period?
___ Yes (Go to 12a.) _X_ No (Go to item 13.)

12a. Are **all** the research activities proposed designated to be exempt from the regulations?
___ Yes (Provide Exemption(s) #): _____

___ No (Provide Assurance #, if available): _____

13. Descriptive Title of Applicant's Project:

Strengthening Institutions Program

Estimated Funding

14a. Federal	$	365,000. 00
b. Applicant	$	. 00
c. State	$	. 00
d. Local	$	. 00
e. Other	$	. 00
f. Program Income	$	. 00
g. TOTAL	$	365,000. 00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (*Please type or print name clearly.*)
Dr. James McLaughlin

b. Title: **President**

c. Tel. #: (360) 442 - 2101 Fax #: (360) 442 - 2109

d. E-Mail Address: jmclaughlin@lcc.ctc.edu

e. Signature of Authorized Representative

Date: 3/05/03

Continuation of ED 424 – (Page 2 of the application.)

1. Total FALL 2000 FULL-TIME EQUIVALENT (FTE) students = 2,651.

   a. Total market value of endowment fund at the end of 1999-2000. $1,537,268.00.

   b. Total expenditures for library material during 1999-2000. $ 75,371.00.

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

Name: _____

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

Project Abstract

Lower Columbia College, a rural community college in southwest Washington, serves an economically deprived two-county area with a diverse student population of 4,455. The college's mission includes student preparation for employment, transfer to four-year institutions, and advancement from pre-college level to college-level studies. The contact person is Dr. Weinstein: TEL: 360/442-4291; FAX: 360/442-2379; Email: dweinstein@lcc.ctc.edu.

Interventions for Student Success ~ $1,825,000 over five years ~

The Activity develops and pilots specific academic and student services strategies with strong potential for increasing student persistence, including a Technology and Learning Center, faculty development, curriculum development, academic support, orientation /First Year Program, and strengthened student services. Key instructional foci are transition of students from developmental to college-level, curriculum revision, and faculty use of instructional technology. For student services, strategies include the improvement of academic placement practices, the implementation of the First Year Experience Program, and the streamlining of financial aid and advising services.

Sample performance indicators include the increase in degree-seeking student retention between the first and second years, the increase in transfer students' graduation/transfer rates, increase in developmental students' advancement to college-level, the decrease in the proportion of students entering third quarter with undeclared majors, and the decrease in the proportion of students on financial aid probation. Approximately 64% ($1,162,864) of the five-year activity budget is for personnel, 20% ($360,867) is for equipment and supplies, 12% ($214,500) is for contractual services, and 3% ($53,000) is for travel.

Project Management and Evaluation~ $189,802 over five years ~

Over 10% of this budget will support a 50% time Title III project/activity director and a 50% time assistant. About 7% is for both formative and summative evaluation.

Lower Columbia College Title III Grant Proposal

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TITLE III

Strengthening Institutions Program

March 2003

Lower Columbia College

1600 Maple Street

Longview, WA 98632-0310

PART I: OVERVIEW OF THE INSTITUTION and COMPREHENSIVE DEVELOPMENT PLAN

A. Institutional Narrative

Introduction to Lower Columbia College and Service Area

Established in 1934, Lower Columbia College in Longview, Washington serves Cowlitz and Wahkiakum counties in southwest Washington. The combined population of these two counties is 98,000. Cowlitz County, by far the larger of the two counties, has the dubious distinction of being the county with the second highest rate of unemployment in Washington, state with the second highest unemployment in the nation (Daily News, September 2002). Community, business, and education leaders are deeply engaged in community revitalization, both through a community "report card" system, Pathways 2020, and through their efforts to attract new industry to the community to replace recent losses in the aluminum and timber industries; and an economic turnaround is anticipated within three years. Young people in the community no longer believe that there will be high-paying mill jobs waiting for them at the end of high school, and interest in post-secondary education is much higher than in the past.

Cowlitz County has the third lowest rate of baccalaureate degree completion among the 39 counties in Washington. At the same time, LCC has seen its enrollment increase each of the past five years, serving a high of 2,464 FTE students fall 2002. With one of the highest service rates of all 34 community colleges in Washington, LCC serves 11.4 students per 1,000 adult population, and multiple factors affect the service rate. After massive layoffs in local industries, fall quarter 2002 brought a record number of dislocated workers to the college, each trying to put their lives back together. The area's high schools have graduated record size graduating classes over the past three years, with 27 % of the graduating classes attending LCC the fall after graduation. An additional 20% of these graduates attend within the next three years.

The College has an entirely new leadership team since 1998 and has formulated a new strategic plan, facilities master plan, mission and vision statements, and, institutional strategic goals during the four

intervening years. The new student entry system has been revised to provide strong, consistent front-end services to new students, and new web registration and payment systems have been implemented.

The College has worked with Washington State University-Vancouver to provide a two-plus-two teacher education program on the Lower Columbia College campus, with Lower Columbia College providing the first two years and Washington State University-Vancouver providing the last two years. The program now has a waiting list of 231 students. Additionally, the college is working with leadership at the local hospital to expand its registered nursing program to meet community needs. The registered nursing program currently has a waiting list of 44; an additional 450 students are pre-nursing students, taking prerequisite courses. An upcoming project of the College and Washington State University-Vancouver is to explore a program similar to the teacher education program, which will provide a Bachelor's Degree in Nursing at the Lower Columbia College campus. Clearly, Lower Columbia College's community needs a college with the will and the energy to serve its areas of need. Lower Columbia College is that college.

Mission

Just prior to compiling its last self-study for accreditation in 1998-2000, Lower Columbia College revised its vision, mission, and values through a process of campus-wide participation:

The Mission of Lower Columbia College
Our **vision** is to be the first choice for lifelong education and cultural enrichment for the community. The **mission** of Lower Columbia College is to ensure each learner's success. Influencing lives in ways that are individual and collective, local and global, transfer and preparatory, traditional and innovative, and personal and professional, the College is a powerful force for quality of life in our community. Our **values**: Our campus community expects an environment of integrity, respect, collaboration, cooperation, diversity, and innovation that fosters personal growth, academic excellence, and accountability.

Accreditation

After a self-study visit October 2000, the Northwest Association of Schools and Colleges reaffirmed Lower Columbia College's accreditation. The college operates under approval granted by the Washington State Board for Community and Technical Colleges and the Higher Education Coordinating Board. The Registered Nursing program is licensed by the National League for Nursing, the automotive and diesel technology programs are National Automotive Technician Education Foundation certified, and the Medical Assisting program is approved by the American Association of Medical Assisting.

Control/Affiliation

The college is governed by a five-member governor-appointed Board of Trustees that operates through Policy Governance. The Board of Trustees maintains strong oversight over policy-level decisions of the college, through its review of progress toward its strategic goals and key performance indicators. Faculty and staff participate in decision-making through shared governance via a faculty-administration Governance Council and staff-administration Management Council.

Programs Offered

Lower Columbia College provides a full range of associate degrees (five), certificate programs (eighty-seven), high school diploma program, and industry training program (through the Business and Industry Center). In addition to the main campus, the college operates two off-campus centers, in Cathlamet and Woodland.

Table 1, that follows, provides an overview of the transfer and professional-technical associate degree and certificate programs offered by the college:

Table 1: Lower Columbia College Degree And Certificate Programs

Fields of Study	AA-DTA	AA	AS-T	AAS	AAS-T	C of P	C of C
	*Assoc of Arts Transfer (**AA-DTA**)* *Assoc in Arts & Sciences transfer (**AA**)*			*Assoc in Sciences transfer (**AS-T**)* *Assoc in App Science (**AAS**))*			
Accounting	X	X		X		X	
Administration of Justice		X		X			
Anthropology	X	X					
Architecture	X	X					
Art	X	X					
Auto Technician–ITEC				X			
Auto Technology				X			
Biological Science	X	X	X				
Business Administration	X	X					X
Business (General)							
Bsn Management				X			
Bsn Tech-Admin Assist				X			
BsnTech-Leg Admin Sup				X			
BsnTech-Med Admin Sup				X			
BsnTech-Admin Sup						X	
BsnTech-Legal Trans						X	
BsnTech-Med Reception						X	
BsnTech-Med Transcript						X	
BsnTech-Word Process						X	
Chem Depend Studies				X			
Chemistry/Chem/Eng/Tech		X	X				
Comp Info Systems (CIS)	X	X					
CIS – Appl Prgrmmer				X			
CIS Microcomp Apps Spec				X			
CIS Microcomp Net Spec				X			

Fields of Study	AA-DTA	AA	AS-T	AAS	AAS-T	C of P	C of C
	*Assoc in App Science transfer (**AAS-T**)*					*Certificate of Proficiency (**C of P**)* *Certificate of Completion (**C of C**)*	
CIS Microcomp Info Proc						X	
Computer Science	X	X	X				
Construction Technology						X	
Diesel/Heavy EquipTech				X		X	
Drama	X	X					
Early Childhood Ed	X	X		X			X
Earth Sciences	X	X	X				
Economics	X	X					
Education	X	X					
Electronics Technology				X			
Elec Instrument Tech				X			
Elec Microcomp Tech				X			
Elem Ed (ParaEd Cert)	X					X	
Engineering	X	X			X		
English	X	X					
Environmental Studies	X	X	X				
Financial Technician							
Fire Service Technology				X		X	X
Fire Service Officer		X					
Foreign Languages	X	X					
Geography	X	X	X				
Geology	X	X	X				
Heat/Vent AirCond(HVAC)							X
History	X	X					
Indust Maint – Electrician				X		X	X

Fields of Study	AA-DTA	AA	AS-T	AAS	AAS-T	C of P	C of C
Indust Maint – Mechanic				X		X	X
Indust Maint –Power Utility						X	
Instrumentation Tech				X	X		
Journalism	X	X					
Law (Pre-Law)		X					
Machine Trades				X			
Machine Trades – CNC						X	
Machine Trades–Machinist						X	
Management Info Sys	X	X					
Mathematics	X	X					
Mech Eng Technology				X			
Mech Eng – CAD						X	
Medical Assisting				X		X	
Medical Professions		X					
Music	X	X					
Natural Resources	X	X	X				
Nursing				X		X	X
Paraeducator							
Philosophy	X	X					
Photography	X	X					
Physical Education	X	X					
Physics	X	X	X				
Political Science	X	X					
Sociology	X	X					

Student Body Characteristics

The student body at LCC is more diverse than the two-county service area; additionally, the college draws from adjacent counties in Washington and Oregon. The general student body, ranging in age from 15-89, consists of those who are taking the first two years of a baccalaureate degree, preparing themselves for work in one of the professional/technical programs, or advancing themselves to college-level studies. In addition, the College touches hundreds of local workers through its educational offerings customized for business and industry.

Table 2: Student Body Characteristics, Fall 2002	
Total Headcount	3,661
Total FTE	2,380
Total Full-Time	2,198 (60%)
Total Part-Time	1,463 (40%)
Total Males	1,374 (40%)
Total Females	2,030 (60%)
Average Age	30.4 years
First Generation Attending College	38%
Enrolled in Associate Degree Programs	2,414 (66%)
Enrolled as Non-Degree	1,247 (34%)

Table 3: LCC's student body by ethnicity, enrollment intent and financial aid sources, Fall 2002							
Ethnicity			*Enrollment by intent*			*Financial Aid*	
African American	27	1%	Basic Skills	263	8%	Stafford Loans	308
Asian	84	3%	General Interest	368	11%	TANF Work-Study	50
Caucasian	2,955	90%	Transfer	1,165	34%	State Work-Study	380
Hispanic	86	3%	Professional/			Federal Work-Study	305
Native American	83	3%	Technical	1,586	47%	State Need Grant	847
						Federal SEOG	64
						Pell Grant	1,130
						Scholarships	491

Faculty Characteristics

Lower Columbia College maintains an excellent faculty whose diverse backgrounds bring a richness and enthusiasm to their classrooms and the campus environment. As of Fall 2002, there are 72 full-time and 103 part-time faculty members at LCC. Currently, our faculty/student ratio is 1:20 campus-wide.

Table 4: Degree attainment, ethnicity and tenure status of all full-time faculty members, Fall 2002					
Degree Attainment		*Ethnicity*		*Tenure Status*	
Doctorate	4 (12%)	African American	1 (1%)	> 5 years	7 (9%)
Master's	56 (72%)	Asian	2 (3%)	5-10 years	10 (13%)
Bachelor's	9 (12%)	Caucasian	72 (94%)	11-15 years	10 (13%)
Associate's	3 (4%)	Hispanic	1 (1%)	< 15 years	31 (40%)
		Native American	1 (1%)	Probationary	10 (13%)
				Temporary	7 (9%)

B. Comprehensive Development Plan

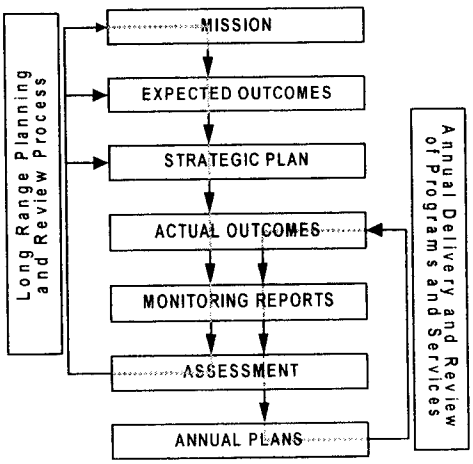
Planning Processes and Involvement of Major Constituencies: Analysis and Development of the Title III Grant Within the College's Planning Processes

For the past four years, LCC has fully implemented an ongoing planning and evaluation process for assessing its educational programs and services. This process is highly participatory and involves all segments of the College staff, faculty, administration and students and input from throughout the community and local employers.

The Strategic Plan, adopted by the Board of Trustees Spring of 1999, was the culmination of a year-long planning process, spearheaded by the President's Executive Planning Committee. The process involved campus-wide participation and articulated four strategic issues: Becoming a Learning College; Service Integration; Collaboration/Links with the Community; and Campus Climate/Morale. Progress on these four strategic issues is presented in LCC's annual Report to the Community and, in more detail, in the Institutional Excellence Monitoring Report published for campus-wide and Trustee review. The Strategic Plan also serves as a key guide in the formation of annual operational plans. Monthly administrative reports also focus on strategic issues and specify results that can be used for broad-based planning and evaluation of progress. Results are closely related to resource allocation as annual budget requests must be tied to strategic issues.

The LCC Planning and Assessment model shows graphically how strategic planning and evaluation integrate with annual operational planning. The seven boxed items represent planning and assessment activities at LCC. The loop progression on the left of the figure represents long range planning and review, where assessment leads to analysis of mission, college outcomes and the strategic plan. The loop progression on the right represents the annual evaluation and planning process, where assessment results lead to recommendations that are incorporated into annual plans and budgets.

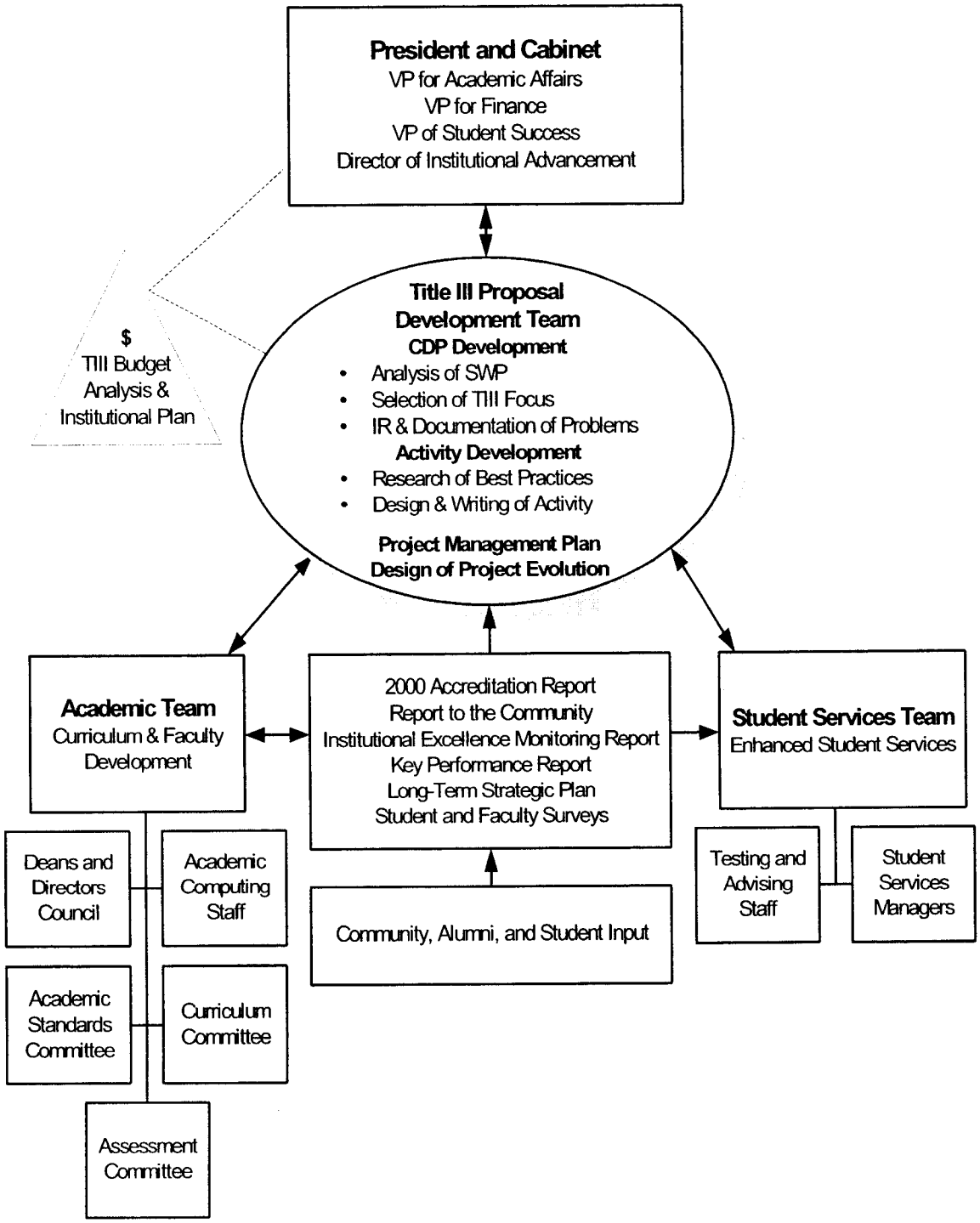
Lower Columbia College Planning & Assessment Model



Title III Planning and Proposal Development Process at LCC

While there are many challenges presented to Lower Columbia College because of its size, that very factor made it possible to keep the college community as a whole involved and informed throughout the Title III grant application development process. This project, coordinated directly out of the President's Office, exists only because faculty, staff, administration, and community members worked together to make it happen. The following diagram depicts the *Title III Planning and Proposal Development Process* at LCC.

Lower Columbia College Title III Planning and Proposal Development Process



Academic Programs: Strengths, Weaknesses and Significant Problems

Strengths, Weaknesses, and Problems of Academic Programs
Strengths
1. Committed faculty have demonstrated the will to assess student learning and make programmatic and pedagogical changes in response to assessment results. 2. A core of excellent services for students is in place, including a centralized advising system, revised new student orientation program, placement testing, a centralized testing service for faculty use with students, and an improved tutoring system. 3. A high level of cooperation and collaboration between personnel in Instruction and Student Services exists at all levels—administration, teaching, and support services. 4. A Learning Skills Center exists for student use, providing short-term instruction in skill development areas, such as Test Taking, Note Taking, Grammar, Punctuation, etc. 5. A Retention Program is in place, whose staff reaches out to students during their first quarter of enrollment and assesses and responds to barriers to retention. 6. Students report high levels of satisfaction with instruction in developmental education courses, and faculty in developmental education have recently implemented proactive steps to retain students in their classes. 7. Faculty and administrators have recognized that improvement is needed in mathematics completion rates. 8. The Testing Center, implemented in 2000-2001, allows student testing to occur outside of class time, leaving additional in-class time for instruction. 9. Services provided in the Tutoring Center have been improved and expanded during the past three years. 10. College faculty and staff are willing and enthusiastic about the use of technology to solve problems and increase efficiency of service.
Weaknesses
1. Despite strategies in place, it takes far too long to move students through developmental courses into college-level courses. 2. Insufficient curriculum linkages exist between mathematics, reading, and writing at the developmental level. 3. The college lacks staffing to provide intrusive support for developmental education students. 4. The completion rates and grade point averages in college-level courses for students who complete developmental education courses are too low and hinder students' ability to progress to college-level mathematics completion as required by degree requirements. 5. Student placement instrument recommendations do not appear to place students in developmental mathematics courses with accuracy and statistical predictability.
Academic Problems
Problem #1 - Low Levels of Persistence of students between quarters, as measured by retention between quarters and persistence to goal completion, graduation, and transfer. **Problem #2** - Progress of students obstructed at critical developmental education and degree-path gateways.

Documentation and Analysis of Low Levels of Persistence of Students Between Quarters

Compared to other, similar colleges, as well as the Washington system total, LCC has too few full-time associate degree-seeking students making "substantial progress" (graduates or enrolled for four, or more, quarters) and too many students identified as "early leavers" (enrolled for one quarter only). Table 5 below presents these data for students who entered fall 1998 and fall 1999.

Table 5: Progress of Students Planning Associate Degrees Two Years After Entering the College[1]						
	Students Entering Fall 1998			*Students Entering Fall 1999*		
LCC	Substantial Progress	Some Progress	Early Leavers	Substantial Progress	Some Progress	Early Leavers
Full-Time (N=258)	52%	28%	20%	52%	32%	15%
Part-Time (N=62)	35%	31%	34%	41%	30%	29%

While LCC has had some success retaining first-year students through the student services retention-calling program, the data in Table 1 clearly show that these efforts have not touched enough associate degree-seeking students. LCC's goal is to increase by 10% - 12% the persistence rate of students who intend to achieve the associate's degree.

Table 5 does reveal good news as well for LCC. These data indicate that LCC has been doing a reasonable job of getting part-time students to persist. Part of the reason for this is proactive faculty in the pre-college area who call students at home after a student has missed more than one class.

Documentation and Analysis of Too Few Students Moving From Basic Skills Programs into College Level/Tuition-Based Programs

LCC serves many adult basic education and English as a Second Language students. Despite the fact that the college has had to reduce the number of these class offerings due to planned budget cutbacks, more and more of these students come to LCC for basic education in order to get their GEDs and to become more employable. One of the goals of the basic skills program at LCC is to prepare these students for college-level studies. Table 6 shows how many of LCC's ABE and ESL students actually reach college level classes.

Table 6: Unduplicated Headcount of ABE and ESL Students Who Migrate into College Level Classes[2]						
	1999-2000 Cohort	*Entered Dev. Ed. Courses*	*Entered College-Level Classes*	*2000-2001 Cohort*	*Entered Dev. Ed. Courses*	*Entered College-Level Classes*
ABE Students	1,314	152 (12%)	392 (30%)	1,222	135 (110%)	361 (29%)

[1] SBCTC Academic Year Report for 2000 and 2001
[2] SBCTC Data Warehouse

ESL Students	435	126 (29%)	39 (9%)	405	114 (28%)	41 (10%)

The data in Table 6 reveal a consistent pattern for LCC's basic skills students. Nearly 30% of ABE students go on to take at least one college-level class, but only about 11% go on to take at least one developmental class. For ESL students, it is the opposite: more ESL students continue to at least one developmental class and only about 10% take at least one college-level class. One of the reasons why more ESL students continue to developmental classes, rather than college-level classes, is that many of them are still developing their command of the English language. Currently, there is nothing in place that introduces basic skills students formally to the faculty who represent the wide variety of professional/technical programs available. For many years, the basic skills classes were taught off campus in a rented facility. Since 1997, these classes have been taught on the LCC campus, giving these students a better opportunity to integrate into the campus community. Despite this positive adjustment, data indicate that there is still too much of a "disconnect" between the basic skills program and college-level programs.

Documentation and Analysis of Low Completion Rates in English Classes for Students Who Successfully Completed Pre-College Reading and Writing

Data indicate that students perform well in pre-college reading and writing classes at LCC. In 2001-02, 95% of the students who took pre-college reading and writing classes passed. However, data also indicate that too few of these students go on to take college-level English. Table 7 presents those data.

Table 7: Advancement, Withdrawal, and Success Rates of INDV 065/075 Students in English 100 (English Fundamentals)[3]

	Fall 1997	*Fall 1998*	*Fall 1999*	*Fall 2000*	*Fall 2001*
Total number of students who successfully completed a developmental English class	56	48	65	59	62

[3] SBCTC Data Warehouse

Total number of those students who went on to take English 100	33/56 = **59%**	33/48 = **69%**	42/65 = **65%**	44/59 = **75%**	37/62 = **60%**
Total number of those students who withdrew from English 100	2/33 = **6%**	3/33 = **9%**	5/42 = **12%**	3/44 = **7%**	2/37 = **5%**
Total number of those students who passed English 100	22/33 = **67%**	27/33 = **82%**	29/42 = **69%**	35/44 = **79%**	26/37 = **70%**
Total number of students who withdrew from English 100 who did not take developmental English	6/140 = **4%**	13/150 = **9%**	7/128 = **6%**	14/156 = **9%**	16/146 = **11%**
Total number of students passing English 100 who did not take developmental English	101/140 = **72%**	99/150 = **66%**	93/128 = **73%**	113/156= **72%**	102/146 = **70%**

Over the five-year period presented, it can be seen that from 59% to 75% of the students who passed pre-college reading and writing went on to take English 100. The proportion of those students going on to take English 101 is even smaller. The pass rates of former pre-college reading and writing students in their first college-level English class has been relatively low and somewhat inconsistent. As can be seen in Table 3, students' pass rates in English 100 vary between 67% and 82%. LCC's goal is to get at least 85% of successful pre-college reading and writing students into college-level English and at least 85% of them to pass college–level English.

Documentation and Analysis of Student Obstruction at Critical Developmental Education and Degree-Path Gateways

In 2000-01, 33% (1,762/5,417) of all incoming students were placed in developmental reading and writing classes and 91% (3,183/3,506) were placed in developmental math classes. Additional analyses of placement data show that better than 70% of the students who were recommended into developmental reading and writing, but opted to take college-level English despite the recommendation, passed. While it has already been established that there are not enough successful developmental reading and writing students going on to take college-level English, it is clear that reading and writing and college-level English classes are not formidable barriers to most students' success at LCC.

Math, on the other hand, is another story. Only about half of the students, who take the developmental or college-level math class into which they were recommended, actually pass. Student progression from developmental to college-level math is an additional problem. Table 8 presents those data.

Table 8: Advancement, Withdrawal, and Success Rates of Developmental Math Students in Math 112 (College Algebra), Math 121 and 122 (Math for Elementary Teachers), Math 130 (Practical), and Math 210(Statistics)

	Fall 1997	*Fall 1998*	*Fall 1999*	*Fall 2000*	*Fall 2001*
Total number of students who successfully completed a developmental math class	358	345	304	379	408
Total number of those students who went on to take college-level Math*	146/358 = **41%**	120/345 = **35%**	80/304 = **26%**	101/379 = **27%**	95/408 **23%**
Total number of those students who withdrew from college-level Math*	30/146 = **21%**	15/120 = **13%**	11/80 = **14%**	11/101 = **10%**	7/94 = **7%**
Total number of those students who passed college-level Math	76/146 = **52%**	85/120 = **71%**	60/80 = **75%**	81/101 = **80%**	80/94 = **84%**
Total number of students who withdrew from college-level Math who did not take developmental math	17/55 = **31%**	32/64 = **50%**	23/61 = **38%**	24/49 = **49%**	34/54 = **63%**
Total number of students passing college-level Math who did not take developmental math	35/56 = **63%**	54/91 = **59%**	44/109 = **40%**	110/270 = **41%**	170/201 = **85%**

Looking at fall quarter cohorts only, the second row presents data on how many students who were successful in developmental math went on to take college-level math in a subsequent quarter. From fall 1997 to fall 2001, the proportion of successful developmental math completers going on to take college-level math decreased by 17.6%. This downward trend has been consistent over the time period observed and continues. Both math instructors and educational planners claim that many students will avoid taking math, if they can. The problem for those students who avoid taking math is that they continue to put off classes that may provide a foundation for other courses, are important for their successful transfer to a baccalaureate institution, and are necessary for graduation from LCC. The low transition rates from developmental to college-level math are a part of the reason why the college has low transfer and

graduation rates. LCC's goal is to maintain the transition rate from developmental to college-level math in the 50% to 60% range.

Documentation and Analysis of Insufficient Curriculum Linkages Between Mathematics and Pre-College Reading and Writing

While pre-college math and pre-college reading and writing make up the "pre-college department" at LCC, the curricula for the two areas are developed and delivered totally independent of each other. However, placement and performance data indicate that there is a relationship between the two.

Table 9: Correlation of Reading and Writing Skills to Completion of College-Level Courses

	Basic Math	*Pre-Algebra*	*Elementary Algebra*	*Intermediate Algebra*	*College Algebra*
Reading					
• Correlation	.117	.134*	.166*	.186*	-.193
• Sig. (2-tailed)	.115	.018	.006	.043	.104
• N	182	313	276	118	72
Writing					
• Correlation	.131	.213*	.268*	.267*	-.089
• Sig. (2-tailed)	.080	.000	.000	.003	.451
• N	180	314	279	123	74

*Correlation is significant at the 0.05 level (2-tailed).

Table 9 presents data showing that being able to read and write at the college level will help students perform better in math. This is especially true for students in developmental math (specifically, pre-algebra, elementary algebra, and intermediate algebra). A "correlation" means that there is a relationship between the two variables. Note that both reading and writing have a significant, positive relationship with pre-algebra, elementary algebra, and intermediate algebra. This means that the higher a student's placement score in reading or writing, the more likely the student is to pass those math classes. While this correlation does not hold for basic math or college algebra, the level of statistical significance for the three math classes already mentioned is compelling. These data suggest that there is a substantial relationship between students' reading/writing ability and their performance in math. LCC proposes to create a

curriculum linkage and learning community between developmental reading/writing and developmental math in order to assist more students in passing developmental math.

Documentation and Analysis of Students' Persistence to Graduation

LCC does a commendable job of getting both transfer and professional/technical students to graduate. However, the data reveal interesting trends and comparisons that touch on an important weakness of the institution: a relatively low graduation rate for transfer students. Table10 presents graduation data for both transfer and professional/technical students from 1998 to 2001.

Table 10: Graduation Rate of Transfer and Professional/Technical Students - 1998-2001[4]

	Transfer Students	*Professional/Technical Students*
1998	165/279 = **59%**	117/144 = **81%**
1999	160/322 = **49%**	108/146 = **74%**
2000	202/337 = **59%**	102/139 = **73%**
2001	162/368 = **44%**	85/141 = **60%**

It is not unusual that the graduation rate for professional/technical students is higher than that of transfer students. For many of the professional/technical disciplines, a degree or certificate is necessary in order to gain employment in the field. Many transfer students stay long enough to acquire their general education undergraduate requirements before transferring – with or without the associate degree. Overall, professional/technical students are graduating at a rate that is about 20% higher than transfer students.

Documentation and Analysis of Students' Persistence to Transfer

LCC's transfer rate has been a point of concern for quite some time. Despite the fact that enrollment of transfer students has been on a steady increase over the past several years, fewer students are making the actual transition to baccalaureate campuses. Additional data from the National Student Clearinghouse show that over the past five years, more than a quarter of all the students who transferred went to another

[4] SBCTC Data Warehouse (The denominator used for each category are those students identified as "graduation eligible" with 45, or more, credits and a 2.0, or higher, GPA.)

two-year college and better than 15% went to a college campus in Oregon. Table 11 presents LCC's transfer rate vis-à-vis five other community colleges in Washington, as well as the system total.

Table 11: LCC's Student Transfer Rate – 2001 - 2002[5]

	LCC	Peninsula	Centralia	Grays Harbor	Wenatchee Valley	Whatcom	System Total
1999-00 Transfer students	***1,440***	959	1,022	867	1,592	3,200	92,153
2000-01 Transfers	***145***	118	162	113	241	312	12,640
2000-01 Transfer rate	***10.07%***	12.30%	15.85%	13.03%	15.14%	9.75%	13.71%
2000-01 Transfer students	***1,458***	1,031	1,182	892	1,701	3,261	102,808
2001-02 Transfers	***134***	95	136	105	212	351	12,821
2001-02 Transfer rate	***9.19%***	9.21%	11.51%	11.77%	12.46%	10.76%	12.47%

LCC's trend appears to be one indicative of the system as a whole. Only one of the comparison colleges showed an increase in their transfer rate over the period observed. The faculty and staff at LCC attribute the low transfer rate, in part, to increased competition by transfer institutions for all students wishing to be admitted to any four-year program. However, college personnel also know that the proper implementation of strategies to help students clarify their educational goals and prepare them for their transition will positively affect the college's transfer rate. LCC's goal is to exceed the system's average transfer rate by at least 5%.

Documentation and Analysis of the Need for Faculty Development

Due to budget constraints that have beset Lower Columbia College in recent years, instructors have not had substantial opportunities to develop professionally, including conference attendance, exposure to new and innovative pedagogy, and the incorporation of technology into their teaching. Murray (1998) argues that the existence of a formal program that instructors have "ownership" of is important to faculty

development.[6] O'Banion (1997) asserts that focused and deliberate faculty development activities are essential to colleges that are making the paradigm shift to be more learning centered. Without professional development opportunities, as well as exposure to new and innovative teaching methods, faculty will have little impetus to make important changes in their instructional delivery.[7]

LCC faculty strongly desire professional development opportunities. In 1999, nearly 40% of all faculty indicated on an employee satisfaction survey that they wanted more options for professional development including in-service days. Additional results from the same survey showed that 51% of all faculty and staff at the college wanted more "staff training" options. Two years later, in 2001, on an employee satisfaction survey, nearly 30% of all instructors disagreed that LCC provided adequate staff training opportunities. One of the results of the college's inability to provide adequate development opportunities has been an increase in the number of faculty requesting sabbatical leaves. Over the past five years, a majority of faculty members' sabbatical project proposals have entailed pedagogical development, including the incorporation of technology in their instruction. It is evident that the strategies outlined in the faculty development component will be accepted and embraced by instructors at Lower Columbia College.

Institutional Management: Strengths, Weaknesses and Significant Problems

Strengths, Weaknesses, and Problems of Institutional Management
Strengths
1. The college has an excellent Trio Program, Student Support Services, which has provided excellent support to targeted populations (first-generation, disabled, low income) for 22 years. 2. Recent organizational changes—the formation of the Pre-College Department-- have allowed greater attention to be given to improving student completion rates. 3. LCC has an excellent planning process – both long and short-term – that ties institutional goals to on-going activities and funding. 4. A core management information system provided by the Center for Information Services provides access to basic information for advisors and faculty

[5] SBCTC Academic Year Report, 2001 and 2002. (These data reflect transfers to baccalaureate campuses in Washington only.)

[6] Murray, John P. 1998. "Faculty Development in New York Two-Year Colleges." *Community College Journal of Research and Practice*, v22, n1, pages 53-66

[7] O'Banion, Terry. 1997. *A Learning College for the 21st Century.* American Council on Education and Oryx Press: Phoenix.

5. The College has implemented online registration and payment within the past year. Both systems were well received by students and staff and have a high degree of use. 6. The college has implemented online grading and roster capability for faculty during the past year and has trained faculty extensively on its use. The system has high usage by faculty whose only concern is limited hours of access. 7. Over the past four years, the college has revised its student entry system, providing better initial advising and entry information to students, regardless of when they enter the College. Extensive training continues to assure consistent, high quality assistance to students.
Weaknesses
1. Leadership in the information technology area has limited training and thus limited vision in areas relating to state-of-the-art development. 2. Web page development to date has been dependent on the expertise of a single individual and the time and energy of that individual. 3. Limited funding has hindered the college's ability to develop an extensive menu of web applications for student and staff use. 4. High usage of available technology and the concomitant requests for service and assistance consumes the limited staff resources in the information technology area. 5. Poor levels of staffing hinder the college's ability to provide consistent, well-conceived, forward-looking staff training in the use of technology. 6. The Rehosting Project underway at the Center for Information Services will consume considerable staff time during the next three years. Absent assistance with staffing, further progress on development goals will be hindered.
Institutional Management Problems
Problem #3 - Historically poor management information systems prevent access t student data needed for advising, student tracking, educational planning, and decision-making

Documentation and Analysis of Problems with Management Information Systems

LCC has made great strides in getting faculty, staff, and students up to date in using some of the latest technology available to institutions of higher learning. For over a year, students have been able to register and pay for their classes online, budget planning takes place via the campus intranet, staff and students respond to surveys electronically, and more faculty have begun to offer distance education classes online. While this impressive list makes the college appear to be on the cutting edge of management information systems, the reality is that it is a struggle to keep up with the increasing demands for enhanced technology. The college's infrastructure for information management was organized at a time when there were far fewer demands on the system.

Consequently, the workload of one individual on campus, the college's web master, has become disproportionately skewed in recent years. This individual spends a great deal of his time developing web applications and helping faculty and staff to maintain their respective web pages. The time he has available to provide training is minimal. In addition, online documentation is very limited, including online directions and help manuals.

According to LCC's educational planners and other academic advisors, the state-provided Student Management System (SMS) has been an adequate tool for accessing some student information, as well as course availability. However, the SMS system in and of itself has been insufficient in addressing the needs of these professionals to provide students the best possible service. The reality is that student information as it currently exists, in general, is fragmented and not available in a format that is easily accessible. For example, registration now uses specially assigned student identification numbers while financial aid still uses students' social security numbers. In addition, the degree-audit system, originally set up to help students keep track of courses/credits needed for successful degree completion, has too many variables associated with courses that have multiple identifications and is prone to providing misinformation.

Academic advisors try to make use of the three-year plan - a three-year projection of course offerings - but information gaps and course changes/cancellations make this tool less useful than was originally intended. For the most part, academic advisors need access to students' financial aid information; and, unfortunately, the financial aid office is often not timely in processing students through the system. Disjointed student data make it difficult as well for academic advisors to track students. It is difficult for advisors to know if students have received their financial aid awards or if they paid their tuition and fees. These dilemmas, among other challenges to student advising, have resulted in marginal satisfaction ratings among students. Table 12 presents these data.

Table 12: Student Satisfaction with Academic Advising[8]			
"How satisfied are you with the usefulness of advising at LCC?"	*Community College Student Experiences Questionnaire (CCSEQ)*		*Faces of the Future Survey*
	1996	**1999**	**2001**
	Very satisfied - 24%	Very satisfied - 44%	Very satisfied - 49%
	Moderately satisfied - 61%	Moderately satisfied - 46.7%	Moderately satisfied - 24%
	Mostly dissatisfied - 10%	Very dissatisfied - 8.9%	Very dissatisfied - 26%
	Very dissatisfied - 4%	*	*

These data indicate a high proportion of "moderate" satisfaction with academic advising at LCC ("mostly" in 1996). While the proportion of those who were "very satisfied" increased between 1999 and 2001, the proportion of those who were "very dissatisfied" increased by even more over the same time period. Many of the comments received from students specified that they did not get into the classes they needed for graduation. Students also expressed frustrations with class cancellations and other adjustments that advisors could have addressed with students if they had access to better and more timely information.

Table 13: Student Satisfaction with Service from Financial Aid -- Spring 2002[9]					
	Strongly agree	*Agree*	*No opinion*	*Disagree*	*Strongly disagree*
The service I received was efficient.	74 (40%)	56 (29%)	14 (7%)	35 (18%)	11 (6%)
The service I received was prompt.	59 (31%)	46 (24%)	29 (15%)	34 (18%)	22 (12%)
I received my award letter in a timely manner.	56 (30%)	45 (24%)	40 (21%)	29 (15%)	17 (9%)
I received my check in a timely manner.	70(30%)	53 (29%)	29 (15%)	22 (12%)	10 (5%)

Nearly a quarter of the respondents on a spring 2002 financial aid service satisfaction survey indicated that they were not satisfied with the efficiency of service or timeliness of the award letter, and nearly a third of the respondents indicated that they were not satisfied with the promptness of service. In general, there was less dissatisfaction with the timeliness of the financial aid check. Many of the written comments on the survey indicated that financial aid personnel spent a great deal of time simply locating individual files. It is

[8] Percents reflect the proportion of respondents who indicated an opinion. They don't include "not applicable" responses and non-responses

[9] Percents reflect the proportion of respondents who indicated an opinion. They don't include "not applicable" responses and non-responses.

evident from these survey results that the record-keeping system in the financial aid office is antiquated and inefficient, and this affects the quality of service that students receive.

Fiscal Stability: Strengths, Weaknesses and Significant Problems

Strengths, Weaknesses, and Problems of Fiscal Stability
Strengths
1. The college has an excellent, well-trained finance office that provides effective services and has sustained excellent reviews in audits over the past ten years. 2. An initial college web page has generated interest in providing services through the college's web page and a willingness to go through a redesign and reengineering process. 3. The college implemented an open, participatory budget process in 1999 that ties budget decisions to institutional goals and funding opportunities. 4. One year ago, staff were provided online access to budgets and expenditures, providing more timely and informed access to budget and expense information. 5. Two years ago, purchasing procedures were streamlined, allowing routine purchases to be completed in a more expedient fashion, while retaining accountability.
Weaknesses
1. The State of Washington projects additional budget and staff cuts in the upcoming budget cycle. Cuts in each of the preceding three years have forced the College to make difficult choices and to place employees in positions for which they are not necessarily qualified. 2. Participation in regional and national staff development conferences has been limited by funding concerns, resulting in less exposure to emerging trends and instructional strategies. 3. Staff training opportunities in the use of technology for instructional and support applications have been limited by the college's fiscal limitations. 4. Classroom use of technology is at a basic level because there has not been funding for extensive equipment acquisition or for training programs aimed at preparing instructors for the most advanced use of technology in their classrooms. 5. Too few students move from non-tuition programs (Adult Basic Education, English as a Second Language) into regular, tuition-based educational programs.
Fiscal Stability Problem
Problem #4 Scarce resources prohibit investment in programs and services development that is needed to overcome problems related to attrition and low levels of student success.

Documentation and Analysis of Problems with Fiscal Stability

LCC is currently beset with serious financial restraints. In part, due to cut backs in the state, the college has lost over three percent of its non-instructional operating budget over the past year and has had to reposition itself substantially in order to continue to provide quality service to students. Between 2002 and 2003, the college lost more than $320,000 of its standard operating budget, which meant the release of six full-time positions on campus. The Office of Instruction is struggling to fulfill the demand for the number

and kinds of classes that students require for degree completion. Student services has suffered with the loss of support for academic advising and student activities. In addition, the college lost one full administrative position and support for college relations and marketing. Unfortunately, the impact of the reduced budget has been felt the most in the area of program and services development.

The unfortunate reality is that in our current budget climate, LCC's faculty and staff have very minimal resources available to them for program and services development. Even without recent budget limitations, instructors receive only $185 each per year, for professional development from state funds. This money is insufficient to cover the cost of going to one conference. The college does provide faculty the opportunity to apply for professional development funds through the institution, but only for a maximum of $815 for one academic year and no more than a maximum of $1,100 over two consecutive academic years. Better than a third of all full-time instructors were awarded faculty development funds in 2001-02, totaling $11,653.

Instructors also have the opportunity to apply for "Exceptional Faculty Grants" through the LCC Foundation. The parameters for these grants specify that projects should emphasize innovative approaches to teaching and learning. While the LCC Foundation has supported many worthwhile projects, their limited funds have meant that many projects and innovations have gone unfunded. Table 14 presents recent data on requests and funding of the Foundation's Exceptional Faculty Grants.

Table 14: Requests and Funding from LCC Foundation's Exceptional Faculty Grants

	2001-02	***2002-03***
Total amount requested	$189,799	$164,208
Total amount funded	$100,000	$102,000
Percent funded from total request	53%	62%

While the total amount requested went down by 13% and the proportion funded went up be nearly 10% between 2002 and 2003, the picture remains clear that there are not enough funds available for faculty and staff to engage in the kinds and levels of innovation in instructional and service delivery the college needs.

For the past five years, the college has had no additional funding to enhance travel budgets or equipment repair/replacement. A few pieces of equipment in the machine trades program are nearly 70

years old. Some of the college's needs are quite critical. For example, the nuclear magnetic resonance machine in the chemistry department is completely inoperative at this time and is only taking up space unless the college pays $40,000 for its repair. This is inexpensive compared to the cost of purchasing a new machine. Also, LCC's Home and Family Life program is in need of several "evacu-cribs" that are designed for children to be quickly evacuated in the event of an emergency.

The budget landscape in the State of Washington is poor in 2003 and is projected to be even worse in 2004. Additional cutbacks will likely result in the loss of nearly half a million dollars in the college's operating budget for the next fiscal year. This will mean the loss of additional positions and a further reduced ability to address faculty and staff development and equipment needs. This will result in a reduction of the positive impact the college will have on students in general. State and local governments allocated $15.2 million in support of LCC in 2001. For every dollar appropriated by state and local government, LCC's spending alone generated $1.29 in wages and salaries within the district. Even with the talented group of faculty and staff on campus, reduced funding will limit the impact the college will have on students and its community.

C. Overall Key Institutional Goals

Through the development of the college's Strategic Plan, seven strategic goals were determined by the Board of Trustees. Strategic goals relating to this Title III project are in italics.

Lower Columbia College Strategic Goals	
Access	To invite the community to participate in the full array of programs, services, and activities at LCC.
Transfer	*To offer courses and support for students to meet the requirements for transfer from LCC and to pursue successfully upper division college and university programs.*
Professional/ Technical	*To provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.*
Basic Skills	*To ensure that all learners who are under prepared for college level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a second language, citizenship, and preparation for higher education.*
Customized Education	To be an enthusiastic partner with business and community groups in creating customized programs and services.
Community	To enrich the community through diverse cultural, artistic, athletic, and social activities and

Enrichment	programs for personal enrichment.
Institutional Excellence	*To be committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.*

Each year, monitoring reports are developed around each strategic goal, and from the results of those monitoring reports, three or four related annual goals are established for the college. Each division (Instruction, Student Services, Administration) develops its goals around the annual goals. This is done through departments within each division, with a discussion of the annual institutional goals leading to division goals. Resource allocation is based on these goals. In fact, all budget requests require a statement of relationship to the annual goals or strategic outcomes. The following goals are those set through the above-described process for the 2002-03 year: Annual goals relating to Title III are in italics.

Lower Columbia Community College Annual Goals	
1. Make Learning Our Focus	1. *Focus our vision on "learning" to improve student goal achievement, graduation, transfer.* 2. *Provide more extensive individual and group training on learning strategies and concepts.* 3. *Remove obstacles to student learning.* 4. *Create a Technology and Learning Center.* 5. *Implement learning strategies both individually and collectively throughout the college.* 6. *Continue emphasizing assessment results that lead to innovation in teaching and improvement in learning.*
2. Create a Seamless of System Internal College Services	1. Continue improvement and coordination of entry and advising services. 2. Improve coordination of Workforce, WorkFirst, and Career and Employment programs. 3. Refine the budget process and tie to impact on students. 4. Ensure that energy conservation and capital project planning issues are well coordinated. 5. *Improve course scheduling to better meet the needs of LCC students.*
3. Nurture a Campus Climate in Which Every Individual is Important	1. *Focus on core values, making the success of every student a priority.* 2. Continue to review organizational structure. 3. *Establish standards of performance in technology and customer service.* 4. *Focus on the positive to support faculty, staff and students.*
4. Create And Maintain Effective Partnerships In Our Community	1. Strengthen relationships and shared programs with K-12 districts. 2. Strengthen liaison with transfer institutions 3. Continue collaboration with community-based organizations 4. Expand relationships with business and industry to enhance employment of students and strengthen the workforce. 5. Pursue partnerships with local government agencies. 6. Collaborate with other colleges in regional program planning and sharing services.

D. Measurable Objectives for the Institution

RELATIONSHIP OF PROBLEMS, GOALS, OBJECTIVES, AND STRATEGIES PROPOSED IN ACTIVITY			
CDP PROBLEMS	***RELATED CDP GOALS***	***RELATED CDP OBJECTIVES***	***KEY STRATEGIES PROPOSED IN ACTIVITY TO HELP ATTACK PROBLEMS and REACH GOALS and OBJECTIVES***
Academic Problem #1: **Low Levels of persistence of students between quarters,** as measured by retention between quarters, and persistence to goal completion, graduation, and transfer.	• To provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development. • To offer courses and support for students to meet the requirements for transfer from LCC and to pursue successfully upper division college and university programs. • Focus vision on "learning" to improve student goal achievement, graduation, and transfer • Provide more extensive individual and group training on learning strategies and concepts • Remove obstacles to student learning • Create a Technology and Learning Center. • Implement learning strategies both individually and collectively throughout the college • Continue emphasizing assessment results that lead to innovation in teaching and improvement in learning.	**By 2008, using a combination of strategies specified by the Activity, LCC will increase the retention of degree-seeking students by 30% per year between their first and second years from a 2002 baseline of 58.9 % for a total of a 15 % increase in first- to second-year retention.** **By 2008, there will be a 10% increase in the number of degrees and certificates awarded over a 2002 baseline of 378.**	• Faculty Technology and Learning Center as a hub for innovation and improvement of instruction. • Improve infrastructure for developmental education. • Improve advising and support systems.
Academic Problem #2: **Progress of Students is obstructed** at critical developmental and degree-path gateways.		**By 2008, there will be a significant increase in the percentage of students progressing to college level coursework from developmental/skills level courses.** • **There will be a 10% increase in mathematics over a 2002 baseline of 23.2%.** • **There will be an 8% increase in reading/English over a 2002 baseline of 61.3%.** • **There will be a 10% increase in developmental students moving to college-level sciences courses over a baseline of 25 students.** • **There will be a 10% increase in ESL students who progress into college- level coursework over a 2002 baseline of 41 students.**	• Developmental Ed team sent to Kellogg Institute for training. • Expand and strengthen Learning Center and tutorials. • Train faculty in effective pedagogy/methods and formative classroom assessment. • Target high-risk courses that are pre-requisites to program completion.

Inst. Mgmt. Problem #3: Historically poor Management Information Systems prevent access to student data needed for advising, student tracking, educational planning, and decision-making.	• To offer courses and support for students to meet the requirements for transfer from LCC and to pursue successfully upper division college and university programs. • To provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.	**By 2008, there will be a 10% decrease in the number of students entering their third quarter at LCC with undeclared intent when compared to a Spring 2002 baseline of 287 students.** **By 2008, LCC will decrease the number of students on financial aid probation by 10% from a Fall 2002 baseline of 115 students.**	• Review & strengthen assessment and placement. • Support for implementation of PeopleSoft. • Develop computer support for advising and degree and transfer audits, including Student Ed Plans. • Implement student tracking and matriculation plans to decrease undecided majors. • Train staff and faculty on new systems.
Fiscal Stability Problem #4: Scarce Resources prohibit investment in programs and services development which are needed to overcome problems related to attrition and low levels of student success.	• To be committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.	**By 2008, LCC will increase collected tuition revenue by 8% over a 2002 baseline of $3,099,334, through an increase in the number of students moving from non-tuition based developmental education to tuition-based courses.**	• Reduce Attrition. • Increase Enrollment through improved retention. • Provide Endowment Matching.

E. Institutionalizing Practices and Improvements

Planning for Institutionalization

When funded, the new initiatives developed via this five-year Title III project will literally be woven into the fabric of the college. All new curricula will follow standard approval and shared governance processes (see following section for details). Key project personnel will serve on standing governance and operations committees, and the college community will be kept up to date on Title III initiatives via monthly All-Staff Meetings; reports at monthly Instructional, Operational, and Student Services councils; written communication via the internal staff newsletter, *First Connections;* campus-wide emails; and a Title III web page. (Details of internal and external communication plans are provided in Project Management section.)

In addition, all possible efforts will be made to forge stronger and lasting relationships between LCC and the local community. Input during formative evaluation stages will be sought from all constituencies through both expansion of the campus assessment program and contacts with key individuals and organizations. This input will be given priority consideration.

It is the intention of LCC to institutionalize two new positions, Educational Planner and Information Technology Specialist, over the five-year grant funding period. The college has conducted a long-term budget analysis to plan for the continuation of these new, vital positions. The plan to phase these two new positions into the college budget over the five-year period is detailed below: Table 15, below, presents a summary with a 3% COLA and step increases included in the calculation.

Table 15: Key Personnel

Educational Planner	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Post-grant**
Title III	18,000 50%	$18,540 50%	$19,096 50%	$19,669 50%	$10,130 25%	-0- ---
College	-0- 0%	-0- 0%	$0 0%	$0 0%	$10,130 25%	$22,515 50%
Information Technology Specialist	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Post-grant**

Title III	31,500* 75%	43,260 100%	33,418 75%	22,947 50%	11,818 25%	0 0%
College	0 0%	0 0%	11,139 25%	22,947 50%	35,454 75%	48,690 100%

* This position slated for a late start in year one.

As documented in the Faculty Characteristics section of the Institutional Narrative in the beginning section of this CDP, LCC has over 72 full-time faculty members. More than 40% of the faculty are expected to retire during the five years of this grant. Large numbers of retirements allow two key sources of funding for new positions: (1) newer faculty replacements will be hired lower on the salary schedule than these senior faculty earn, and (2) there is opportunity for realignment of full-time faculty positions between departments and organizational units of the institution. In other words, enrollment pattern shifts may not warrant the full-time replacement of all retiring members with faculty members of the same discipline specialty.

Additionally, LCC's enrollment is climbing. The college is in its fifth straight year of increasing enrollment, and is in an excellent position to be given additional FTE funding when the state enrollment cap is lifted.

Although the immediate one-year budget picture for higher education in Washington is bleak, the longer-term budget outlook is more positive. It is anticipated that funding for higher education, and community colleges in particular, will improve as the economy improves, and the Washington tax structure gets long-needed attention.

The State Board for Community and Technical Colleges and the state-level Workforce Development Council have jointly advanced initiatives to provide fiscal support for expansion of programs that support workforce development needs for colleges providing new or expanded instructional programs designed to meet their region's workforce needs.

Facilities and Program Impact

The Technology and Learning Center (TLC) will be housed adjacent to the Learning Center in the Main Building. Two classrooms have been designated for the TLC. Facilities Management is redesigning the space designated for the TLC to utilize space better. The Center fits into the long-range Facilities Master Plan, developing alternative instruction environments and areas for learning communities. The facility will need some remodeling, including wiring and removing walls that separate the two classrooms, which can be accomplished through annual Repair and Minor Improvement funds.

Hardware/Software Upgrades and Maintenance

The equipment selected for each activity was chosen in accordance with the strict guidelines provided by Information Services. The Title III planners outlined computer needs in terms of capabilities, software preferences, and other criteria and contacted other institutions with similar computer/software requirements. This information was then shared with Information Services staff, who researched and recommended appropriate hardware and software to achieve the goals of each individual activity while maintaining consistency with technology standards established by the college several years ago. The college is committed to providing funds for the continuation of equipment maintenance, software updates, license renewals, etc., after the grant period.

The vice presidents of Instruction and Student Success have both been directly involved in the development of this proposal. Both are enthusiastic about the chosen project activities and are committed to their support. One key advantage of having executive level involvement in the planning and project design has been careful attention to the integration of key Activity components into the existing structure of the institution to ensure continuation. Provisions have already been made to allow a percentage of budget to be set aside each year to create a fund for needed software licenses, equipment upgrades, and maintenance.

Adherence to Governance Approval Process

It is the intent of LCC to weave the Title III Activities into the fabric of the institution. All modified courses will need to go through the Curriculum Committee approval process. The committee reviews and makes recommendations regarding the need for proposed programs and courses within programs. Requests for new courses or course amendments are first reviewed by the proposing department and then forwarded to the Curriculum Committee for review and recommendation for approval.

If the participants determine that a new assessment instrument is needed for developmental Math courses, the new procedures/instruments will be presented to the Assessment Committee, a standing committee of the Student Services Council. The committee also recommends what information and data should be collected, stored, and analyzed for assessment and placement purposes. This committee evaluates current assessment instruments, studies alternatives, and recommends replacements. Assessment issues will also be presented to the Instructional Council and academic departments. This committee makes recommendations on class placement and needed follow-up. Once all the supporting evidence is gathered, the approval process takes from one to two months to complete.

New student assistance and intervention strategies will be presented to the Student Service Managers Council and the Student Services Council. These groups monitor and make recommendations on procedures relative to the matriculation process, including student admissions, orientation, enrollment, assessment, advising, counseling, career services, class placement, and needed follow-up. The formal approval process generally takes about two months.

Activity Title: Interventions for Student Success

A. Description and Overview of the Activity

This two-component Activity will develop and pilot selected academic and student services intervention strategies that, documented by best-practices research, have strong potential for increasing retention including development of a Technology and Learning Center, faculty and professional development, curriculum development, academic support program, orientation services/First Year Experience Program, and strengthened student services.

Year One	Year Two	Year Three	Year Four	Year Five
Faculty and Curriculum Development for Student Success				
Transitioning Students from Developmental to College Level Classes				
Math Review and Revise Curriculum	Pilot	Review and modify		Institutionalize
Reading and English Review and Revise Curriculum			Pilot	Review and Modify
		ESL Review and Revise Curriculum		Pilot
Faculty Development				
Technology and Learning Center		Distance Education		
• Curriculum Design • Teaching Learning Styles • Training in the use of *Blackboard* • Curriculum Design for Distance Ed		• Pedagogy • Web development • Electronic Delivery to classrooms		
Students Services Development for Student Success				
First Year Program – Design, Pilot, Review and Modify				
Testing/Placement	Financial Aid	Education Plans	Online Advising	
Development of Web Access, Blackboard and the Electronic Delivery of Information				

B. Relationship of Activity to Comprehensive Development Plan

The Strategies proposed in this Activity target the following institutional problems and goals.

Problems
1. Low levels of persistence of students between quarters as measured by retention between quarter and persistence to goal completion, graduation, and transfer. **(Academic Programs)** 2. Progress of students is obstructed at critical developmental and degree-path gateways. **(Academic**

Programs)

3. Historically poor management information systems prevent access to student data needed for advising, student tracking, educational planning, and decision-making. **(Institutional Management)**
4. Scarce resources prohibit investment in programs and services development which are needed to overcome problems related to attrition and low levels of student success. **(Fiscal Stability)**

Goals

1. To offer courses and support for students to meet the requirements for transfer from LCC and to pursue successfully upper division college and university programs.
2. To provide opportunities for students to receive quality professional/technical training for employment, skills enhancement, and career development.
3. To ensure that all learners who are under-prepared for college-level studies have the opportunity to receive basic skills instruction for literacy development, diploma completion, English as a second language, citizenship, and preparation for higher education.
4. To be committed to institutional integrity, responsible stewardship, and excellence in meeting the educational, cultural, and service needs of the community.

C. Measurable Objectives and Key Performance Indicators

Major activity objectives and key performance indicators that will measure progress for each year of the grant are provided on ED Forms 851A-2, as required, on the following pages.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
Activity Objectives and Performance Indicators	
1. NAME OF APPLICANT: Lower Columbia College	**2. ACTIVITY TITLE: Interventions for Student Success**
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	**4. PERFORMANCE INDICATORS**
1. *To significantly increase the numbers of students transitioning from developmental math to college level math from a 2002 baseline of 23%*	1.a By Fall 2005, all the curriculum for higher levels of Dev. Math (091, 092 and 099) and lower college level Math courses (Math 105, 106, 112, and 113) will have been reviewed and revised to eliminate learning "gaps" resulting in an increased advancement rate in dev. math students • End of year one ⇒ 23% • End of year two ⇒ 25% • End of year three ⇒ 28% • End of year four ⇒ 30% • End of year five ⇒ 33%
2 *To significantly increase the numbers of students transitioning from developmental reading, writing and lower level English to college level English from a 2002 baseline of 23%*	2.a By Fall 2006, all the curriculum for higher levels of Dev. Reading and Writing (065, 075, and 105) and lower college level English courses (English 101, 102, and 110) will have been reviewed and revised to eliminate learning "gaps" resulting in an increased advancement rate in dev. reading and writing students • End of year two ⇒ 61% • End of year three ⇒ 63% • End of year four ⇒ 65% • End of year five ⇒ 67%
3 *To significantly increase the numbers of students transitioning from ESL to college level course-work from a 2002 baseline of 29%*	3.a By Fall 2007, all the curriculum for ESL Courses 011, 012, 013, 014, 015, and 016 will have been reviewed and revised to more quickly and effectively transition ESL students from level to level resulting in an increased advancement rate. • End of year three ⇒ 29% • End of year four ⇒ 31% • End of year five ⇒ 33%.
4. Significantly increase the retention and persistence rates of students, to graduation, transfer or goal completion.	4.a Over the five year period of the grant, orientation, and increased student services including, up-to-date student education plans, financial aid

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	counseling and proper advising/placement and the availability of on-line advising will result in a 3% per year increase in the numbers of students persisting between semesters and being retained to goal completion over a 2001 graduation baseline of 44% and transfer rate of 10%
5. To Significantly increase the numbers of faculty who regularly use technology in their classroom from a 2003 baseline of 40%	5.a By September 2008, 65% of full-time and 40% of part-time faculty will have attended one or more training sessions on using technology in the classroom and will have incorporated the use of technology into a minimum of one course from a 2002 baseline of 40. • End of year one ⇒ 40% • End of year two ⇒ 43% • End of year three ⇒ 45% • End of year four ⇒ 47% • End of year five ⇒ 49%
6. To increase substantially student satisfaction with instructional engagement and creativity in the classroom from a 2001 baseline of 79%.	6.a By fall 2008 80% of full-time and 45% of part-time faculty will have attended two or more faculty development training (teaching learning styles, pedagogy, teaching to diverse learners, etc) and will have incorporated that training into their coursework resulting in increased student satisfaction and greater retention rates. Student satisfaction with instructional engagement and creativity in the classroom will over the five-year period from a baseline of 79%. • End of year one ⇒ 79% • End of year two ⇒ 81% • End of year three ⇒ 83% • End of year four ⇒ 85% • End of year five ⇒ 87%

D. Implementation Strategies and Plan

Rationale

Extensive discussions and research of possible strategies to overcome obstacles to student progress and success have taken place involving a wide cross-section of students, faculty, staff, and administrators. As shown on the following chart, faculty and staff participated in all phases of the writing of this proposal.

Task	Faculty and Staff Participation
Analysis of strengths, weaknesses, and problems	Regular program reviews, accreditation self-study process, and annual planning.
Review of literature	Researched topics of learning and teaching styles, retention, applications of instructional technology, writing across curriculum, classroom-based research, mentoring, and mediation.
Contacting other colleges and experts	Phone and email queries and interviews, correspondence, or visitation regarding the faculty perceptions of success of strategies.
Design and sequencing	Faculty and staff agreed upon components.
Selection of faculty development topics	Faculty Needs Survey, Student Satisfaction Surveys administered in 2001/02, and Faculty Technology Survey 2003.
Writing	Portions of objectives, implementation plans, narratives, and rationales.
Researching equipment	Selecting and making lists of requested equipment and software

A wide assortment of possible projects and approaches were thoroughly researched for feasibility of implementation, initial and on-going costs, and "fit" with the culture, faculty, staff, and students of LCC. Some strategies suggested were not adopted after research indicated a poor likelihood of success. Others were eliminated due to prohibitive expense, lack of support resources for long-term maintenance, or probable obsolescence over a short period of time. This collective analysis resulted in a campus-wide commitment to the approaches in this Activity.

Component One: Faculty and Curriculum Development for Student Success

Technology and Learning Center

Student success is the ultimate measure of institutional effectiveness, and the quality and quantity of educational gains made by students define the efficacy of the institution. Identifying what can make a student more successful is a process that involves the professional development of faculty and the

reconsideration of curriculum and student support services. LCC needs to provide a Technology and Learning Center that will bring focus to excellent and effective teaching. Such a center will create safe places for discussions about teaching and learning, develop faculty and staff "study groups" for the purpose of studying teaching, and provide support for technologically enhanced instructional methodologies for use in both the classroom and distance education delivery. To be a "learning college," the learning must take place first with faculty and staff so that a successful learning environment for students can be constructed deliberately and consciously. The Technology and Learning Center could be the cornerstone of such an effort.

According to Richard L. Alfred in *Making Community Colleges More Effective* (1992), the culture of each college affects student success. The unique patterns of practice, ritualistic behaviors, and symbolic expressions comprise a context that informs how students, faculty, and administrators work and interact. Through a Technology and Learning Center, faculty and staff will identify the values of teaching and learning and the principles of student success in the unique context of LCC. As Dianne Cyr (Community College of Denver) stated in the video *Effective Teaching and Learning Centers: Best Practices and Emerging Models*, "We need to convert random acts of progress into an ensemble of learning strategies." Colleges need models for transformational change to keep pace with the changing needs of students and the changing demographics of students. This can only be accomplished through a systems approach, based on good data integrated throughout all processes of the college[1]. Terry Wildman (Washington State University) said that "reorganization is not an event but a life style," in the video *Effective Teaching and Learning Centers*. LCC's Technology and Learning Center will be able to assist in facilitating a life style reorganization based on student success and learning.

[1] O'Banion (1997) identifies the importance for a "learning college" to adopt a systems approach in "reengineering" students' experiences from registration through completion.

Institutions with exemplary examples of teaching and learning centers include the Community College of Denver, Florida Community College at Jacksonville, Maricopa Community Colleges (Arizona), Virginia Technical University, Evergreen State College (Washington), Lane Community College (Oregon), and Washington State University. At these institutions—and many others—the Teaching and Learning Center promotes what James L. Ratcliff (1994) described as "sustained reflection, dialogue, and inquiry . . . in which modes of inquiry are applied to a discrete part of the knowledge base in order to produce or test a new understanding, insight, or set of findings. The teacher . . . must devise representations of knowledge, concepts, and means of inquiry so that students can comprehend, apply, and begin to utilize the range of perspectives, frames of reference, and ways of problem solving that are attendant to specific disciplines. This view of teaching calls for continued intellectual engagement." In an interview with John Gardner, Senior Fellow of the National Resource Center for The First-Year Experience, Spann (2000) emphasized his point of the need for colleges to focus on critical campus linkages for beginning college students. LCC's Technology and Learning Center is proposed to be such a linkage for all students.

It is this "continued intellectual engagement" we hope to accomplish through a Technology and Learning Center. It will provide avenues for professional development, coordinate teaching and learning development activities, and promote programs about teaching and learning. The Center will be equipped to provide training for faculty in areas of technology such as web page development, interactive learning, and new technological advances. The Center will also be equipped for online faculty mentoring; mini-grant opportunities for faculty to study areas of teaching and learning that would then be showcased in workshops; opportunities for curriculum revision and development, based on mastery learning and inquiry learning; and support for mediated instruction and distance learning development. Additionally, the Center would become a place for a coordinated, coherent focus on the advancement and enhancement of teaching and learning.

Assessment

Assessment is an important component to a systems approach that provides rich data on student retention, program completion, and outcomes achievement. LCC promotes assessment as part of all processes of the college and expects proactive response to assessment findings. Patricia Cross, in a speech about assessment to the American Association for Higher Education said, "I can think of no action that would do as much for the improvement of teaching and learning as to let a thousand classroom laboratories bloom across the nation. Their purpose would be to discover more effective teaching methods of the classroom researchers themselves, and to establish a foundation of knowledge about college teaching that maximizes learning" (O'Banion 1997). Banta and others (1996) submit that **assessment works best when it supports the notion that learning is multidimensional, integrated, and revealed in student performance over a period of time**. Assessment will play a major role in the evaluation and continuous improvement of the Technology and Learning Center.

We have made great strides in assessment, our focus on teaching and learning, first year experience strategies, and integration of college services. A Technology and Learning Center would provide a platform for creating new learning opportunities and furthering the development of already established initiatives for faculty and staff. This will supplement and enhance the learning climate for our students.

Transitioning Students from Developmental to College Level Classes

Approximately 91% of entering students at LCC are placed in developmental math courses: review math (Math 070), pre-algebra (Math 091), elementary algebra (Math 092), and intermediate algebra (Math 099). While not all of these students will go on to college-level math, many plan to do so when they enter LCC. Of this group **only 23.2% successfully progress to college level math.** Nearly 35% of entering students are placed in developmental reading/writing courses, but only about 60% of those students actually go on to take college-level English. Very few of LCC's adult basic education (ABE) and English as a Second Language (ESL) students continue to college-level studies. Approximately 30% of the ABE

students and only about 10% of the ESL students actually make it to a college-level course. The proposed activities will provide instruction and services for students that will promote better transition from developmental to college-level studies. The college's goal is to increase substantially the number of developmental students who make the transition to college-level math, English, and science courses.

Curriculum Review and Revision

New students are placed in their initial math and English courses according to the scores they receive on COMPASS, a standardized placement test. Continuing students are placed in math and English courses based on their prior academic achievement. Math classes at LCC are offered in a variety of formats: traditional lecture, on-campus computer-based (using Academic Systems), web-based, and self-paced math lab classes. Math instructors use outcomes assessment and are currently examining the expected student outcomes in each level of math. **Improvements in student progression will begin with an examination of the competencies students need in order to progress through each level of math. The outcomes study will be used to establish those competencies. The exit competencies of one level will become the entering competencies for the subsequent level**. Faculty will work with student services staff to develop and refine testing procedures that will ensure appropriate placement of students. This will include a review of the effectiveness of COMPASS as currently used and the development of other assessment tools. Research has shown that student success in math is increased when mandatory placement is used (Mercer1995; Sawyer 1996). The college does not currently have mandatory placement, but it is committed to implementing it upon completion of this phase of the Activity.

Another strategy that has promise for increased accuracy in placing students in the appropriate level of math is a bridge class. **Faculty will collaborate with student services to develop a class that will provide intensive review of math coupled with the opportunity to re-test. This has been shown to be especially effective for new students who have been out of school for several years** (Robinson

and Kubala 1999). This collaborative effort will enable LCC to provide not only more effective instruction, but also better advising and enrollment services, coordinated in a seamless package.

While a smaller proportion (about 35%) of entering students require developmental reading/writing, LCC will seek to increase the number of these students who progress to, and succeed in, college-level English. One strategy for both reading/writing and math success will be the refinement of College 100, a recently designed life skills class. In developing refinements, faculty will examine the specific skills needed for developmental students to be successful. Currently, developmental students progress to college-level courses at a very low rate. **Faculty will develop and pilot learning communities that combine a developmental reading/writing class, or College 100, with a math class**. As shown in research by Marlowe and Culler (1987) and Angel and LaLonde (1998), learning communities provide more positive learning environments for students and increase both student retention and success. An additional pilot in math will feature the establishment of a cohort of students who will progress together from pre-algebra through intermediate algebra with the same teacher, who will collaborate regularly with other faculty and student services staff in the learning community team. This concept of combining the cohort model with learning communities will provide a better environment for faculty and staff to help students deal with math anxiety, indicated by additional data to exist to a high degree among LCC students. Faculty and staff will do research to find available tools that measure student anxiety and then will develop curriculum enhancements to address it.

An additional strategy to address study skill deficits and math anxiety will be used in the math lab. Currently, students in the math lab, a self-paced classroom supervised by a math instructor, receive a study guide that delineates lab procedures, as well as student completion of homework assignments. The study guides for developmental math will be revised and expanded to include study skills, instructor notes on specific topics, and a more detailed set of instructions for each chapter. In addition to printed study guides, instructors will develop supplements, such as PowerPoint presentations, to enhance student learning.

Implementing Technology

With so many students enrolled in developmental math, it is important to implement the use of technology to support and enhance not only the learning taking place, but access to the courses, as well. This activity will identify strategies and products for this purpose. In addition, faculty will develop curriculum, procedures, and materials for a computer component to supplement classroom instruction and to enhance the LCC math lab. The computers that are used for instruction on campus can be used to provide access for math lab students. Instructors will use them to enhance student learning and improve rates of progress.

LCC piloted distance education in developmental math in winter 2003. Since distance education increases student access, especially those who are time- and/or place-bound, the college will evaluate the overall effectiveness of those courses. **The work on the use of technology in math will be considered in revising and refining distance education offerings.** Walla Walla Community College has an exemplary distance learning/computer-based math program that LCC will contextualize and replicate as a portion of this Activity. Another component that will be used is the sabbatical work of a developmental education instructor who is developing an online life skills class. Training for faculty, staff, and students in the use of technology and distance education course development will also be an important part of this Activity.

Component Two: Student Services Development for Student Success

A major focus of this proposal is to improve the rate of student progression from developmental coursework to college-level coursework. Additionally, the college wishes to increase substantially student degree and certificate completion. **About 91% of all students who begin their studies at Lower Columbia College begin in developmental math courses**. All degrees and certificates offered at LCC require some form of quantitative skills/math completion. Further, nearly 35% of entering students require developmental reading/writing coursework. All degrees and certificates require writing courses, and it is

clear from the literature (Light 2001), as well as common knowledge among educators and employers, that progress in school and in careers is dependent on reading skills beyond the developmental level. The focus of this component is to develop services, activities, and support programs that will serve the "complete human being" (Delworth et al. 1999, Boylan 2000) and help her/him to set and reach appropriate educational goals.

Improving Testing/Placement Practices

During the first year of this component, a student services and instructional team will review placement instruments and results. According to Boylan (2000), "in order for placement to be meaningful...it must be supported by mandatory placement." **By the end of the year, through a collaborative planning process, a mandatory *placement* system will be in place to accompany the existing mandatory *assessment* program.** In order to accomplish this, an educational planner will be hired to work with the placement team. This person will help develop a system to support students through their developmental education programs, as well as through their first quarter of college-level coursework. This educational planner will work in both the student services and instructional areas in order to develop seamless services for targeted students and assure support for the students both in and outside of the classroom. Some of the strategies will include intrusive advising, goal development, tutoring, conferencing, participation in existing supportive programs (e.g., the Student Support Services/Trio program), use of Career and Employment Services and the Transfer Center and workshops (including math anxiety).[2]

First Year Experience Program

During the second year, development will begin on a First Year program for developmental students to provide a highly structured, supportive, and collaborative learning environment. One component of the First Year program will be linked sections which have been found to be critical factors in students'

[2] Research supports the effectiveness of such proactive strategies as intrusive advising and goal clarification for helping students to understand the academic skills they need to be successful (Austin and others 1997), to remain in school (Glennen and Baxley 1995), and to improve their persistence in difficult classes (Backhus 1989).

development, as well as persistence (Astin 1993). Linked sections and learning communities improve student grades and persistence (Tinto 1997). In addition, students tend to learn more from integrated courses than they do from stand-alone courses (Tinto 1998). Development of this program will continue through years two and three, with a pilot program by year four and institutionalization by the final year.

Financial Aid

Also during the second year, the Educational Planner will work with Financial Aid staff to develop smooth pathways for students progressing from developmental education to college-level programs. The Educational Planner will develop supportive programs for targeted students and serve as a highly knowledgeable link between financial aid, support, and instructional programs. **A special effort will be made to help students move from developmental to college-level programs and to help students identify financing for their education other than loans, such as scholarships.** In research done some years ago, which still holds true today, McDougal (1983) found that counseling and advising should be an integral part of the financial aid services provided to students. **Students benefited most when financial issues were integrated with personal and academic concerns**.

Education Plans

During the third year, the Educational Planner will develop Education Plans that will serve as guides for advising developmental students. These plans will specify the courses to be taken, appropriate sequences, prerequisites, modality, and other pertinent details. These Education Plans will be developed, reviewed for readability and accuracy, and produced in printed form, as well as included on the college's advising website. The plans will also be integrated into advising materials regularly provided to advisors. Training will be included at the beginning of each subsequent year. These plans will assure that the strategies developed in years one and two become institutionalized within the advising system of the college and ensure that students are consistently receiving correct and complete advising information and materials.

Online Advising

By the fourth year of the Activity, online advising will be developed. This will provide an equal level of service to students who have limited hours available on campus, but still exhibit the need for support services. Online advising will be developed jointly by the educational planner, information technology development staff, and the current Director of Testing and Advising. Other community colleges have had success in implementing online services for students, such as the Foothill-De Anza Community College district in California. Griffin (2000) delineated its "Student Success Network" that provides students online individual education plans, electronic student portfolios and a "Counselor Web Portal" for online advising.

Development of Web Access, Blackboard, and the Electronic Delivery of Information

"The College can be justifiably proud of its network infrastructure that it has developed over the past several years. This network infrastructure positions the college to take advantage of new technologies as they become available. In addition . . . the net is designed with flexibility to grow and expand in speed and other capabilities as new requirements dictate," wrote consultant Thomas Mueller (1999), former Director of Information Technology at Washington State University. Lower Columbia College proposes to take full advantage of its network infrastructure to improve services for students.

The college provides a web site for students, college personnel, and visitors. However, we have not kept pace with today's online world. While our web manager has written effective system tools—some to the envy of other community colleges—we lack the resources to present and integrate these tools for students, faculty, and staff in a professional, easy-to-use manner.

Over the past three years, Lower Columbia College has seen record enrollments. As this trend continues and state funding to colleges declines, LCC must find better, more efficient ways to serve students. Online service is one answer to these growing demands. This opportunity for five-year funding and planning of web site development and online resource upgrades is the boost Lower Columbia College needs to bring our staff and online applications up to the level of professionalism faculty need and students

expect. Today, students enter college with more technological expertise than ever before and expect more in the way of services from their college web sites. As explained by Grant and Anderson (2002), "Today's systems have little to offer students, particularly the new breed of technology savvy students who want to be more in control of their learning environment."

The college proposes the redevelopment of its web site to create a current, up-to-date, online arena for learning and information exchange for students, faculty, and staff. **The site will provide comprehensive access to information through the creation and use of intuitive, robust tools to communicate and conduct business in an efficient, easy-to-use manner. Most importantly, tools will be developed to enhance the learning process for faculty and students.** Once the applications are in place, they will be easy to update and maintain in-house.

Mueller (1999) stated, "[T]here was some concern expressed by some faculty on what software was available for use by faculty and students for teaching and learning." The college proposes the use of Blackboard, a course content management program that will allow faculty and students to take full advantage of systems and infrastructure. The software will allow instructors to create highly engaging course content online. The college will hire an instructional aide, at the faculty level, to assist instructional faculty with the design of course content, specific web pages, and instructional applications.

The college will purchase hardware and software for a digital document imaging system to consolidate and centralize the storage of administrative data. The current legacy system, although dependable, stores data in a decentralized manner. This system will save significant staff resources and assure accuracy of student and administrative information.

The college proposes the installation of several classroom LCD projectors and computers. **This equipment will enable faculty to take advantage of the Internet, Blackboard software, and the college network in classroom lectures**. In his assessment Mueller (1999) wrote, "There appears to be some dissatisfaction with the manner in which classrooms are equipped for the use of technology. All

classrooms have network access, but it is difficult to effectively use a computer in the classroom. There is no proper projection equipment."

Year One

The college will begin the first year of the Title III grant by releasing an RFP/RFQ to identify and hire a professional web site consultant. The consultant will be responsible for project management of the web site and integration of applications. The college will establish an internal task force to determine the look and feel of the new college web site, as guided by the consultant. The task force will include members from many key areas including faculty, students, and representatives from student success, college relations, finance, and information services. Their job will be to evaluate current practices and identify what works best for integration into the new systems. Web site creation will be initiated based on the design recommendations of the task force and consultant group. Extensive testing will be performed to ensure it meets expectations. Training tools and methods will be developed to instruct faculty and staff in the use of the selected web page application tools. LCC will also purchase and install computer and projection equipment in several classrooms.

Year Two

LCC will purchase and install a new gigabit network switch to support college servers. Although the college recently upgraded all network switches, we anticipate the new website will greatly increase network traffic, especially streaming video and audio required for instruction. LCC will replace the current web server, which will be five years old and in need of replacement. Using today's technology standards, the Department of Information Services has identified a new file server that is capable of performing web services for another five years.

The college will purchase and install the Minolta document imaging system. Staff training will be provided to ensure it is used properly. Implementation of this system will provide greatly improved access

to student data and create operational efficiencies in the registration, financial aid, counseling, and career services areas.

A new media server will be installed for use by faculty for streaming video and audio, class chat rooms, and other instructional tools. Training will be offered to faculty and staff on a continual basis.

The Blackboard course content management software will be purchased and installed on the new media server. The college will hire an instructional aide with Blackboard expertise who will begin working with faculty to design coursework.

Years Three, Four and Five

The final years of the Title III grant will focus on continued development and maintenance of a convenient and up-to-date web site dedicated to shared information and student learning. Again, training will be offered to faculty and staff on a continual basis.

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GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Lower Columbia College

2. ACTIVITY TITLE: Interventions for Student Success

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7.Timeframe From/To	
Year One					
Release Activity Director, Therese Montoya	President's Cabinet, Title III Coordinator, and Division Deans	Review personnel and assignment issues.	Provide project leadership.	10/03	11/03
Create and Establish Steering Committee led by Activity Director.	Activity Director, Title III Coordinator, Division Deans, faculty, and staff	Review personnel and ask for participation. Schedule meetings and identify responsibilities.	Provide collaborative project leadership and include all instructional areas of the college. One committed and qualified team provides necessary development, monitoring, advising, and evaluating functions.	12/03	1/04
Identify computer-based resources and develop curriculum materials to support instruction.	Team's Math subcommittee	Identify available software and integrate into instruction.	Acquire software and create draft of materials for each that complements software and delivers curriculum.	1/04	6/04
Appoint task force to evaluate student assessment and placement system.	Division Deans, Math, English, and Developmental Education faculty, and testing services personnel	Review assessment test and issues that cause problems in student placement and develop and refine math placement test.	Recommend strategies to continue, revise, or propose new assessment instruments.	12/03	3/04
Review placement instruments and results.	Developmental Education Faculty, Director of Advising & Testing, Educational Planner, English & Math Faculty, Institutional Researcher, and Testing Office Coordinator	Form committee, develop data needs, collect data, review data, and make recommendations.	Revised placement criteria implemented.	12/03	3/04
Hire Educational Planner,	Vice President for Student Success, Project Director, Director of Advising & Testing, English & Math Faculty, and	Form committee, advertise, screen, interview, and hire.	Educational Planner hired and trained.	11/03	12/03

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

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	Dean for Developmental Education				
Develop and document developmental education student support system.	Educational Planner, Project Director, Developmental Education Faculty, and Dean for Developmental Education	Research needs and methods, select methods to be used, document, provide to students, and evaluate.	Developmental Education Student Support system in place and resources defined.	12/03	6/04
Develop and implement a "First Year" program for developmental education students.	Project Director, Educational Planner, Developmental Education Faculty, Dean for Developmental Education, Director of Advising and Testing, and Vice President for Student Success	Research programs, attend First Year conference, define programs for LCC, gain approval from Student Services and Instructional councils, gain approval through Curriculum Committee, determine student population, define advising criteria, put in class schedule, and implement.	"First Year" program developed, approved, and ready for Fall 2005 Pilot.	8/04	9/05
Determine unique Financial Aid barriers for students who begin in Developmental Education and develop a supportive system.	Educational Planner, Developmental Education Faculty, Financial Aid Committee, Assistant Director for Financial Aid, Director of Advising and Testing or designee, and student representative	Research barriers, identify barriers, integrate financial aid guidance into educational planning services for developmental education students, and design individual and group support services/workshops for developmental education students.	Support services – individual and group – defined and implemented.	10/04	3/05
Review technology and learning needs for all instructional areas, including training needs.	Steering Committee	Surveys, discussion at Instructional and Student Services councils, resulting in identification of current skills levels and desired performance outcomes.	Preliminary list of needs and issues identified.	12/03	6/04
Identify needs for specific discipline areas and draft list of desired activities for Technology and Learning	Steering Committee Task Forces	Discipline faculty and division deans.	List of needs related to disciplines created.	4/04	10/04

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Center.					
Identify activities appropriate for coordination through Technology and Learning Center.	Steering Committee	Review Task Forces' lists and institutional resources.	Long range plan for Technology and Learning Center identified.	4/04	9/04
Identify initial activities and training opportunities for start-up year of Technology and Learning Center, defining the vision for the Center and communicating that vision with college as a whole.	Steering Committee and Task Forces	Review of needs and resources and long range plan.	Initial start-up plan for Technology and learning Center planned.	5/04	9/04
Identify facilities needed for Technology and Learning Center.	Steering Committee, Vice President for Finance and Administrative Services, and Director of Campus Services	Assess current facilities against needs of Center.	Recommendation for physical location of Technology and Learning Center.	8/04	9/04
Identify equipment needs for Technology and Learning Center.	Steering Committee, Vice President for Finance and Administrative Services, and Manager of Information Technology	Assess current technology and compare with needs.	List needed new and upgraded technical equipment.	8/04	9/04
Request bids for Technology and Learning Center equipment.	Manager of Information Technology	Send selected hardware and software system requirements out for bid to computer/instructional technology vendors.	Vendor for technology support and mediated instruction selected.	9/04	12/04
Purchase equipment.	Manager of Information Technology and Director of Campus Services	Place order for first phase of hardware/software needs with selected vendor.	Preparations completed for outfitting Technology and Learning Center.	9/04	12/04
Define RFP/RFQ for Web Project Consultant.	College Cabinet, Public Info Officer, and Manager of IT	Review WA State Standards.	Define requirements for college website and consultant.	10/03	11/03

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Score RFP/RFQ and award contract to consultant.	College Cabinet, Public Info Officer, Manager of IT and Manager of Finance Office	Review WA State Standards.	Award contract.	11/03	11/03
Create College Web Task Force.	College Cabinet, Title III Coordinator, Activity Dir.Public Info Officer, Manager of IT, Web Consultant, Faculty and Staff		Define desired website look and feel, tools, software requirements.	11/03	9/04
Website Created.	Web Consultant, Public Info Officer, and Web Manager	Tools and software defined by consultant and task force.	Implement new website by end of year one.	11/03	9/04
Website Testing developed.	Task Force, Activity Director	Daily use implemented.	Identify problems.	9/04	9/08
Evaluate Year One.	Title III Coordinator, Activity Director, Division Dean and Steering Committee	Conduct formal and informal methods. Include faculty and student interviews and written responses.	Summary document for planning Year Two is produced.	8/04	9/04
Year Two					
Develop detailed student guides for Math Lab developmental courses. Review and finalize equipment and software selection for Math Lab.	Math Lab Faculty, Activity Director, and Task Force	Review existing study guides. Add detailed instruction/lecture notes, study skills, and remediation exercises.	Expand and improve study guides.	10/04	3/05
Implement enhanced math placement testing.	Task Force	Unknown.	New entry test for Math identified.	12/04	6/05
Complete development of computer-based curriculum materials for Math.	Math subcommittee	Review and revise curriculum drafts.	Complete set of material that provides computer-based support for Math development.	5/05	7/05
Conduct faculty training for use of computer-based support materials.	Math faculty	Hold workshops/seminars for training.	Faculty prepared to pilot computer-based support materials in classroom.	3/05	6/05

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Develop learning community that includes developmental reading/writing & Math	Developmental education faculty	Plan meetings and examination of models from other colleges.	Review learning community proposal for fall Year Two.	10/04	5/05
Develop curriculum for study skills targeted for Math and that address math anxiety.	Math faculty	Examine existing study skills curriculum, research available materials for math anxiety, explore offerings at other institutions.	Proposals for curriculum revision and/or new curriculum submitted.	11/04	6/05
Review and assess curriculum in developmental reading/writing and College Success (COLL 100).	Developmental education faculty	Examine student enabling objectives and current outcomes of student learning.	Recommendations for curriculum change submitted	12/04	6/05
Determine unique Financial Aid barriers for students who begin in Developmental Education and develop a supportive system.	Educational Planner, Developmental Education Faculty, Financial Aid Committee, Assistant Director for Financial Aid, Director of Advising and Testing or designee, and student representative	Research barriers, identify barriers, integrate financial aid guidance into educational planning services for developmental education students, and design individual and group support services/workshops for developmental education students.	Support services – individual and group – defined and implemented.	10/04	3/05
Define Education Plans program planning materials for developmental education students defining pathway to college-level coursework.	Educational Planner, Testing Office Coordinator, Director of Advising and Testing, and Developmental Education Faculty	Research pathways of successful and unsuccessful students, identify success-related pathways, develop planning materials, and use materials for advising students.	Program planning materials developed and available in Entry Center and on website.	10/04	3/05
Install equipment (hardware and software) in site for Technology and Learning Center.	Activity Director, Manager of Information Technology, and Campus Services staff	Install and test equipment.	Technology and Learning Center is equipped.	10/04	2/05

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Create Work Groups to refine activities and training for faculty and staff as a whole, as well as for specific discipline areas.	Activity Director, Vice President and Dean of Faculty, Division Deans, faculty, and staff	Recruit members of work groups.	Work groups formed.	10/04	2/05
Define activities and timelines for delivery; identify any external consultants needed.	Steering Committee and Work Groups	Using information gathered in Year One, create list of initial activities and training, which will be reviewed by discipline areas.	Action plan for activities and training offered through the Technology and Learning Center.	11/04	4/05
Present Technology and Learning Activities/Training plan and timeline to college for evaluation.	All college faculty and staff	Plan will be presented at a college All-staff Meeting and disseminated via email.	Review initial feedback on plan, which can provide final adjustments to plan.	4/05	6/05
Implement initial training/learning activity and, if needed, identify consultants and/or trainers for delivery.	Selected faculty and staff	Hire consultants/trainers and coordinate activity.	Faculty and staff improve skills, resulting in better service to students, mediated instruction methodologies and delivery, and improvement of learning environment in classes of participating faculty, resulting in better student performance and retention.	4/05	6/05
Evaluation of initial activities/training implemented.	Faculty and staff who participated in activity/training, Division Deans, and appropriate vice presidents	Evaluation survey distributed and interviews scheduled.	Collect feedback on success and development needs for initial activities/training,	6/05	8/05
Evaluate Year Two.	Title III Coordinator, Activity Director, Division Dean, Steering Committee, and all involved personnel	Conduct formal and informal methods. Include faculty and student interviews and written responses.	Summary document for planning Year Three is produced.	8/05	9/05

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Year Three					
Pilot and evaluate new computer-based support materials for Math.	Math faculty	Schedule regular faculty meetings to evaluate progress and initiate change and review student evaluation of materials.	Student and faculty feedback used to drive changes.	10/05	4/06
Pilot and evaluate study skills and math anxiety curriculum.	Math and human development faculty	Schedule regular faculty meetings to evaluate progress and initiate change and review student evaluation of materials.	Student and faculty feedback used to drive changes.	10/05	4/06
Assess accuracy and appropriateness of new math placement.	Math faculty and Office of Institutional Research	Comparative study of student achievement with new test and prior tests developed.	Recommend revisions of placement test and/or administration procedures.	11/05	3/06
Pilot and evaluate learning community developed in Year Two.	Developmental education faculty	Instruction includes regular meetings of participating faculty and staff, student evaluation of class, course portfolios.	Evaluation data and course portfolios used to improve the course offering.	10/05	4/06
Develop a second learning community that includes combined College 100 and developmental math course.	Developmental education faculty	Planning meetings scheduled.	A learning community proposal for fall of Year Four submitted.	10/05	3/06
Develop distance delivered study skills course.	Developmental education faculty	Use results of Demarest sabbatical to develop content, delivery methods, and support activities.	Distance delivery for study skills developed.	10/05	5/06
Continue pilot of learning communities from Year Two, including evaluation activities.	Developmental education and math faculty	Instruction includes regular meetings of participating faculty and staff, student evaluation of class, and course portfolios.	Evaluation data and course portfolios used to improve the course offerings.	10/05	6/06
Identify appropriate students for a sequence of developmental math courses to be piloted in Year Four.	Math faculty, counselors, and student services staff	Establish criteria for selection and procedures for selection.	Select s cohort of students to begin Math 091 and continue together through Math 099.	3/06	6/06
Implement and assess expanded study guides in	Math Lab faculty	Record problems that are identified and schedule periodic meetings of faculty to	Modify study guides.	10/05	6/06

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Math Lab and evaluate content.		determine changes.			
Examine and assess tutoring services and effects on student success.	Tutoring center faculty and staff	Modify existing and develop new assessment tools and implement.	Assessment data used in improving tutoring services.	10/05	6/06
Develop pilot strategies for math and reading/writing in sciences.	Developmental education and science faculty	Planning meetings and exploration of models from other institutions scheduled.	Teaching strategies and learning modules made available for faculty and student use.	11/05	6/06
Develop reading/writing courses linked with science courses and provide learning enhancements for students.	Developmental education and science faculty	Planning meetings scheduled and models from other institutions explored.	Reading/writing curriculum that improves student comprehension of science textbooks.	10/05	5/06
Develop math courses for distance delivery.	Math faculty	Choose delivery methods and textbooks, explore similar offerings at other campus, and develop support services for students.	Distance learning math courses with strong support systems implemented.	10/05	5/06
Develop online advising program for developmental education students not available for traditional advising (placebound, timebound).	Educational Planner, IT staff, and Director of Advising and Testing	Obtain developmental education advising materials, host onto website, train educational planner in use, develop instructions, and pilot with students.	Developmental education advising materials on website readied and implemented.	10/05	4/06
Review evaluation results for planning purposes, in terms of Year Three's activities and training needs.	Steering Committee	Review surveys and qualitative data.	Basis for planning outlined.	10/05	11/05
Build Resource Library of hard copy books, articles, journals, and software	Steering Committee, Instructional Department, and Student Services staff	Review existing materials for selection purposes.	Resource materials for Technology and Learning Center ordered.	10/05	6/06

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Schedule activities/training for Year Three, based on needs surveys.	Steering Committee and Work Groups	Review surveys and lists of needs.	Schedule learning activities and technical training.	10/05	11/05
Evaluate activities/training.	Faculty and staff who participate in activity/training, Division Deans, and appropriate vice presidents	Administer evaluation survey and schedule interviews.	Review feedback on success and development needs for activities/training and continuous improvement in Technology and Learning Center activities.	12/05	6/06
Using resource materials, begin campus-wide discussions about mediated instruction and learning strategies.	Faculty, staff, division deans, Vice President and Dean of Faculty, and Vice President for Student Success	Facilitate discussions among Instructional and Student Services councils, department meetings, program meetings, and "Faculty Conversations" groups.	Enhance understanding of learning initiatives, identify practical examples of faculty/staff use of mediated instruction, and facilitate colleague-to-colleague discussions of classroom activities, leading to better student performance and retention.	12/05	6/06
Incorporate learning initiative into Professional Partners Program for part-time faculty.	Professional partners Coordinator, Professional Partners, and part-time faculty	Professional Partners will take what they have learned through the Technology and Learning Center into their mentoring activities as Professional Partners.	Enhance learning in classroom activities, leading to better student performance and retention in all classes.	6/06	9/06
Schedule faculty/staff forums to discuss efficacy of Technology and Learning Center and success of enhanced learning strategies.	Steering Committee	Disseminate information about forums via hard copy and email.	Facilitate better understanding of successes and areas of improvement for Technology and Learning Center and of what has worked well in classroom activities.	6/06	9/06

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Evaluate Year Three.	Title III Coordinator, Activity Director, Division Dean, Steering Committee, and faculty/staff involved	Conduct formal and informal evaluation methods. Include faculty and student interviews and written responses.	Summary document for planning Year Four is produced.	8/06	9/06
Year Four					
Pilot and assess cohort model for developmental math.	Math faculty and Office of Institutional Research	Develop and implement assessment instruments; identify control classes and compare results.	Review assessment data for improvement and decision making regarding this model; make pre- and post test comparisons.	10/06	4/07
Pilot and assess linked science and reading/writing course.	Developmental education and science faculty	Schedule regular faculty meetings to evaluate progress and initiate change, student evaluation of materials.	Student and faculty feedback used to drive changes.	10/06	4/07
Pilot and evaluate distance delivered study skills course.	Developmental education faculty, IT personnel, distance learning coordinator, and student services staff	Develop assessment tools and methods to deliver.	Review assessment data for improvement and decision-making and modify future offerings.	10/06	4/07
Implement tutoring improvements/changes.	Tutoring Center director, tutors, and selected faculty	Conduct workshops and tutor training.	Compare student achievement with prior years and make recommendations.	10/06	6/07
Develop and conduct faculty workshops on strategies for high-risk students.	Steering committee, student services staff, and selected faculty	Plan and organize workshops.	Workshops held; faculty and staff become knowledgeable of strategies.	10/06	6/07
Offer and evaluate distance delivered math courses.	Math faculty, IT personnel, and distance learning coordinator	Develop instruction that includes regular meetings of participating faculty, student evaluation of class, teaching portfolios.	Evaluation data and course portfolios used to improve the course offering.	1/07	6/07

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Develop procedures to increase the numbers of English as a Second Language (ESL) students who progress to developmental education courses.	Developmental education and ESL faculty	Develop brochures and flyers for distribution and examine existing student assessments for placement.	Distribute brochures and flyers and recommend structured process for enrollment that is student –friendly; responsibilities assigned.	10/06	6/07
Continue learning communities from prior years, including evaluation activities.	Developmental education and math faculty	Develop instruction that includes regular meetings of participating faculty and staff, student evaluation of class, and course portfolios.	Evaluation data and course portfolios used to improve the course offerings	10/06	6/07
Review evaluation results for planning purposes, in terms of Year Three's activities and training needs.	Steering Committee	Review surveys and qualitative data.	Establish basis for planning.	10/05	11/05
Build Resource Library of hard copy books, articles, and journals and software.	Steering Committee, Instructional Division, and Student Services staff	Review existing materials for selection purposes.	Resource materials for Technology and Learning Center received and catalogued.	10/05	6/06
Schedule activities/training for Year Three, based on needs surveys.	Steering Committee and Work Groups	Review surveys and lists of needs.	Scheduled learning activities and technical training.	10/05	11/05
Evaluate activities/training.	Faculty and staff who participate in activity/training, Division Deans, and appropriate vice presidents	Schedule evaluation survey and interviews.	Receive feedback on success and needs for activities/training, fostering continuous improvement in Technology and Learning Center activities.	12/05	6/06
Using resource materials, begin campus-wide discussions about mediated	Faculty, staff, Division Deans, Vice President and Dean of Faculty, and Vice President for	Hold Instructional and Student Services councils, department meetings, program meetings, and "Faculty Conversations"	Facilitate enhanced understanding of learning initiatives, practical examples	12/05	6/06

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instruction and learning strategies.	Student Success	groups.	of faculty/staff use of mediated instruction, and colleague-to-colleague discussions of classroom activities, leading to better student performance and retention.		
Incorporate learning initiative into Professional Partners Program for part-time faculty.	Professional Partners and part-time faculty	Professional Partners will take what they have learned through the Technology and Learning Center into their mentoring activities as Professional Partners.	Enhance learning in classroom activities, leading to better student performance and retention in all classes.	6/06	9/06
Schedule faculty/staff forums to discuss efficacy of Technology and Learning Center and success of enhanced learning strategies.	Steering Committee	Disseminate information about forums via hard copy and email.	Facilitate better understanding of successes and areas of improvement for Technology and Learning Center and better understanding of what has worked well in classroom activities.	6/06	9/06
Evaluate Year Four.	Title III Coordinator, Activity Director, Division Dean, Steering Committee, and involved faculty/staff.	Conduct formal and informal methods. Include faculty and student interviews and written responses.	Summary document for planning Year Five is produced.	8/07	9/07
Year Five					
Bridge students from ESL to college-level programs; coordinate with bridge program for Adult Basic Education students.	ESL, math, reading/writing faculty, and coordinator for special populations	Evaluate student placement, identify/validate barriers to learning.	Recommend strategies for improvement.	10/07	4/08

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Continue offering and evaluating distance delivered math and study skills courses.	Math faculty, developmental education faculty, IT personnel, and distance learning coordinator.	Use data from prior year to modify instructional methods.	Evaluation data and course portfolios used to improve the course offering.	10/07	5/08
Integrate piloted courses into regular class schedule for the college.	Division Deans and selected faculty	Analyze effectiveness and determine which quarters are best for offerings.	Schedule additional distance learning and cooperative learning courses.	10/07	6/08
Establish and implement regular assessment for continuation of grant activities.	Division Deans, selected faculty, and Office of Institutional Research	Incorporate grant assessment activities into the college's institution-wide assessment program.	Continuous improvement for continuing activities established.	4/08	8/08
Facilitate final evaluation of Activity.	Title III Coordinator, Activity Director, Division Dean, Steering Committee, and involved faculty/staff.	Follow structured research and evaluation methods.	Final document summarizing findings for Activity produced; report distributed to key constituents.	7/08	9/08

E. Key Personnel

Activity Director (.33 FTE)/Developmental Ed Services Director (.33 FTE) - .66FTE total

This new instructional leadership position will be filled by Therese Montoya and will report directly to the Title III Coordinator, working closely with the Vice President and Dean of Faculty and the Vice President for Student Success.

Ms. Montoya is highly qualified for this position. As Director of Testing and Advising, Ms. Montoya has been responsible for planning, organizing, and supervising the advising and placement testing program and activities and assuring that appropriate services are provided to students and staff. She serves as a liaison between faculty, staff, and students and regularly provides advising training to faculty and staff. She was originally hired by the college as the Multicultural Advisor in the Student Support Services/TRIO program, then became TRIO director. In that capacity, she was responsible for meeting all federal compliance standards. Ms Montoya currently serves as Director of Testing and Advising for the college, a position she has held for five years. Ms. Montoya will spend .33 FTE as Activity Director and .33 FTE as Developmental Education Services Director, carrying out the responsibilities of the day-to-day management of the Activity and the achievement of Activity objectives. She will also assist the Title III Coordinator with evaluation and monitoring functions and coordinate the tasks and revisions with all involved personnel. In her role as Developmental Education Services Director, Ms. Montoya will provide overall leadership and supervision to this section of the Activity and will act as the lead faculty to the developmental education component. She will lead the analysis of research into appropriate strategies, assist faculty in selecting strategies, design programs, and assure that activities are carried out as anticipated. She will work with the college's research staff to assure that outcomes are measured and documented. She will assist in selecting faculty to complete curriculum design and assure that activities are completed.

Responsibilities: This position will administer Activity in accordance with Title III regulations; direct installation of the new hardware; oversee the development of the Technology and Learning Center; perform continuous monitoring and evaluation of the project; supervise and direct staff to carry out the Activity; monitor and expend the budget; adhere to timelines; oversee, review, monitor, evaluate, and approve student tracking systems components; develop training schedules; serve as administrative representative to the Activity Committees; and be responsible for monitoring all phases of the Activity and compiling required reports in a timely manner.

Resume Brief **Therese Montoya —LCC Director of Testing and Advising**	
Education	• M.Ed., Washington State University • B.A., California State University, Chico
Professional Experience	• Director, Advising & Testing, Lower Columbia College • Director, Student Support Services Program, Lower Columbia College • Multicultural Advisor, Lower Columbia College • Instructor, Washington State University-Vancouver, Multicultural Education Strategies • Faculty, Lower Columbia College
Presentations/ Publications	• Presenter, Washington State Student Services Commission Conference, "Student Retention Program" • Presenter, Student Success Strategies conference, "Student Retention Program" • Presenter, Lower Columbia College, "Mexican Americans/Migration, Immigration, and Identity," "Tutoring Non-Native English Speaking Students," and "Stumbling Blocks to Intercultural Communications" • Presenter, Students of Color Conference, "Achieving Success"

Developmental Education Services Director

Responsibilities: This position will lead the developmental education activities in accordance with plans in the grant; direct the research into teaching strategies and work with faculty to select strategies; lead the development of new curriculum; direct the research regarding learning styles and the selection of teaching/learning strategies to be used; arrange for curriculum review and revision; set up faculty and staff development activities; serve as service liaison between the Information Technology Committee and the Developmental Education Committee for program activities; and set up training activities for the use of web-based educational technologies.

Educational Planner (0.5 FTE)

Responsibilities: The Educational Planner will develop, pilot and implement all phases of the transitional bridge, which involves continuous support and ongoing encouragement and training for students and faculty/staff; work jointly with entry and developmental education staff; be co-located in the advising and developmental education areas; provide training to college staff as needed for the activity; and research effective strategies for successful transition of developmental education students from program entry to program completion.

Minimum Qualifications: Bachelor's degree in education or related appropriate field; advanced experience with advising/educational planning programs; experience working with targeted groups; demonstrated writing, speaking, and human relations skills; and computer literacy.

Information Technology Specialist (1.0 FTE)

Responsibilities: This position will assume responsibility for implementation of enhanced web-based services for students and staff, assisted by the consultant, for accessing applications and online web design for instructional and student services purposes, using industry-standard technology and equipment. This position will develop resources for faculty who want to add online components to their classes by providing models and resources for electronic communications, group interaction, information literacy, assessment, and critical thinking. The Information Technology Specialist will implement online services and work with faculty in an instructional capacity.

Minimum Qualifications: Master's degree in Computer Information Systems or related field with significant experience in web design and implementation and experience in a teaching position or working with faculty in support of teaching activity.

Developmental Education Committee

The Developmental Education Committee will provide advice, leadership, and support to the Activity Director and staff and will assist in the selection of appropriate developmental education instructional and

retention strategies to meet the needs and assure the progress of the targeted students. The committee will receive and participate in training at on-campus and off-campus sites and will share in the further dissemination of learned and selected strategies to a broad group of on-campus staff.

Resume Brief	
Kathy Demarest – Faculty, Developmental Education and English	
Education	• M.A., University of Iowa • B.A., SUNY College at Potsdam
Professional Experience	• Instructor, Lower Columbia College • Substitute teacher, K-6, Longview and Kelso School Districts • Private tutor, K-8, Michigan and Longview
Awards/Publications	• Sabbatical developmental education project, 2003
George Dennis – Faculty, Developmental Education	
Education	• M.A., University of Oregon • B.A., Western Washington University
Professional Experience	• Coordinator, Learning Center, Lower Columbia College • Developmental Education Director, Lower Columbia College • Instructor, Lower Columbia College • Professional Partners Coordinator
Awards/Publications	• NISOD award for excellence in teaching
Ann Kaneko – Dean for Educational Advancement	
Education	• M.A., University of California, Berkeley • B.A., University of California, Berkeley
Professional Experience	• Dean for Pre-College, Mathematics, Business, and Industrial Technology, Lower Columbia College • Director of Extended Learning, Lower Columbia College • Instructor, Lower Columbia College • Computer Consultant, Self-Employed
Awards/Publications	• Authored substantive change prospectus for distance education • First woman president of Kelso Rotary Club
David Liu – Faculty, Mathematics	
Education	• M.A., Portland State University and Pacific University • B.A., Beijing Normal University
Professional Experience	• Instructor, Portland Community College • Instructor, Woodburn High School • Instructor, Beijing Language and Culture University
Awards/Publications	• The Three Excellence Award, Beijing Normal University (four times) • Fellowship, Pacific University
Margit Brumbaugh – Educational Planner	
Education	• B.A., University of Washington
Professional Experience	• Educational Planner, Lower Columbia College • Entry Center Assistant, Lower Columbia College • Advising and Testing Program Coordinator, Lower Columbia College
Associations	• Board of Directors, Longview Junior Service League • Board of Directors, CASA (Court Appointed Special Advocate) • Treasurer, The Stage Guild • Volunteer Tutor, Weyerhaeuser Adult Literacy Program

Information Technology Committee

The Information Technology Committee will provide advice, leadership, and support to the activity director and staff and will assist in the selection of appropriate information technology instructional strategies and areas for development. The committee will receive and participate in training at on-campus and off-campus sites and will share in the further dissemination of selected strategies to a broad group of on-campus staff.

Resume Brief **Steve Jones – Manager, Information Services**	
Education	• A.A., Lower Columbia College
Professional Experience	• Manager, Information Services, Lower Columbia College • Systems Analyst/Programmer, Lower Columbia College • Adjunct Faculty, Lower Columbia College
Associations	• Information Technology Commission • Wahkiakum High School Vocational Advisory Board
Janelle Runyon – Director, College Relations and Marketing	
Education	• B.A., University of Washington • A.A., Bellevue Community College
Professional Experience	• Director of College Relations & Marketing, Lower Columbia College • Assistant Director, Pacific County Economic Development Council • Senior Reporter and Photographer, Pacific County Press • Assistant Manager/Lead Sales Consultant, Catering by Larry's Markets
Associations	• National Council for Marketing and Public Relations • SBCTC Public Information Commission • Longview-Kelso Chamber of Commerce
David Mielcarek – Internet Administrator	
Education	• Microsoft and other Internet/Programming Certification (multiple)
Professional Experience	• Internet Administrator, Lower Columbia College • Systems Engineer, BureauCom corporation • Senior Computer Operator, Paychex • Telecommunications Specialist, Air Force
Awards/Publications	• Lower Columbia College web page design and implementation
Lynn Lawrence – Manager, Registration and Records	
Education	• B.A., Central Washington University
Professional Experience	• Manager, Registration and Records, Lower Columbia College • Manager, Customer Service, Bank of America • Adjunct Faculty, Lower Columbia College
Associations	• Board Member, Adult Development Center
Ann Kaneko - Dean for Educational Advancement – see page # 69	

Program Assistant (.5 FTE)

The Program Assistant will perform work requiring knowledge and experience of developmental education programs. The Program Assistant will compose written communications and establish and maintain records relating to program operations and will compile and distribute information, confer with other campus departments, serve as resource to committees, and compile needed resources. The Program Assistant works under the supervision of the Activity Director, performing a variety of secretarial duties. The Program Assistant will be responsible for scheduling tutors and work space, setting up appointments, referring students to appropriate staff members, supervising student tutors when necessary, making arrangements for meetings and notify participants, assisting in the development and coordination of program activities, and will identify and prioritize conflicting work assignments.

Minimum qualifications: General knowledge of office computers including word processing, database management, and spreadsheets. Experience with purchasing and payroll records preferred. Strong written and oral communication skills are required.

F. Activity Budget

Other budget information data are provided on Ed Form 851A-5 on the following pages.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED	ACTIVITY NUMBER 1	PAGE NUMBER 72	NUMBER OF PAGES	FORM APPROVED OMB No: 1840-1114 EXP DATE: 12/31/2002

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: **Lower Columbia College - Longview, Washington**

2. Activity Title: **0**

3 Budget Categories by Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	
a. Personnel (Position Title)		$		$		$		$		$	$
Activity Director/Dev Ed.	1.00	56,000	0.66	38,069	0.66	39,211	0.66	40,387	0.66	41,599	215,2[illegible]
Program Assistant	1.00	31,000	0.50	15,965	0.50	16,444	0.50	16,937	0.50	17,445	97,791
Educational Planner	0.50	18,000	0.50	18,540	0.50	19,096	0.50	19,669	0.25	10,130	85,435
Faculty Replacement--Project	0.40	13,600	0.50	17,510	0.50	18,035	0.25	9,288	0.40	15,307	73,740
Faculty Replacement--Training	0.40	13,600	0.25	8,755	0.25	9,018	0.25	9,288	1.00	38,267	78,928
Information Tech Specialist	0.75	31,500	1.00	43,260	0.75	33,418	0.50	22,947	0.25	11,818	142,943
0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0
0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0
SUB-TOTAL		163,700		142,099		135,222		118,516		134,566	694,103
b. Fringe Benefits %		51,378		45,199		42,991		37,450		43,261	220,279
c. Travel		1,000		1,000		4,000		16,000		22,000	44,000
d. Equipment		0		39,139		39,139		39,139		0	117,417
e. Supplies		44,850		33,100		44,800		59,800		58,900	241,450
f. Contractual		54,000		39,500		32,000		39,000		50,000	214,500
g. Construction		0		0		0		0		0	0
h. Other		1,000		15,000		15,000		1,000		1,000	33,000
I. **TOTAL DIRECT CHARGES**		315,928		315,037		313,152		310,905		309,727	1,564,749

ED Form 851A-4

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/02

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Lower Columbia College	2. ACTIVITY TITLE: Interventions for Student Success

3. REMARKS

1. Personnel

Activity Director/Developmental Education Services: Will provide overall leadership and supervision to the Activity and act as the lead faculty to the developmental education component, including coordinating of all project activities, coordination with campus entities, and assurance of compliance with Title III rules and regulations.

Program Assistant: Will perform clerical and supportive tasks in support of project staff.

Educational Planner: Will serve as a liaison between Student Services and instructional activities and will provide supportive services to targeted students. This .5 FTE position is being phased into the LCC budget over five years.

Information Technology Specialist: This 1.0 FTE position will be phased onto the LCC budget beginning in year three.

Faculty: Faculty will be released from regular duties for training and program development activities. Funds requested are to hire part-time instructors to teach the classes of released faculty.

Position	2002-03	2003-04	2004-05	2005-06	2006-07
Activity Director/Dev. Ed.	56,000	38,069	39,211	40,387	41,599
Program Assistant	31,000	15,965	16,444	16,937	17,445
Educational Planner	18,000	18,540	19,096	19,669	10,130
Faculty Replacement—Dev. Ed. Project	13,600	17,510	18,035	9,288	15,307
Faculty Replacement—Training	13,600	8,755	9,018	9,288	38,267
Information Technology Specialist ***	31,500	43,260	33,418	22,947	11,818
Total	**163,700**	**142,099**	**135,222**	**118,516**	**134,566**

* This position slated for late start-up in year one.

2. Fringe Benefits

Personnel benefits are calculated at 27.0 – 34.0%, depending on category of employee.

Position	2002-03	2003-04	2004-05	2005-06	2006-07
Activity Director/Dev. Ed.	17,920	12,182	12,548	12,924	13,312
Program Assistant	8,370	4,311	4,440	4,573	4,710
Educational Planner	5,760	5,933	6,111	6,294	3,242
Faculty Release—Project	4,624	5,953	6,132	3,158	5,204
Faculty Release—Training	4,624	2,977	3,066	3,158	13,011
Information Tech. Spec	10,080	13,843	10,694	7,343	3,782
Total	**51,378**	**45,199**	**42,991**	**37,450**	**43,261**
Total Personnel	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**
	215,078	**187,298**	**178,213**	**155,966**	**177,827**

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/02

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Lower Columbia College	2. ACTIVITY TITLE: Interventions for Student Success

3. REMARKS

3. Travel

Travel provided through this project will focus on providing staff development for instructional and student support staff. Conferences will include First Year Experience, Retention of Developmental Students, and Mathematics Curriculum development topics. Later project years' travel will focus on areas of particular need as identified during the initial years.

Year One: First Year Experience Conference in California (Lodging $160 x 3 days=$480; per diem $38 x 3 days=$114; Airfare $200; Registration Fee $206)

Year Two: Retention of Developmental Students (Lodging $140 x 3 days=$420; per diem $38 x 3 days=$114; Airfare $200; Registration Fee $266)

Years Three through Five will be detailed in annual reports, as needs and strategies are identified.

Total	2002-03	2003-04	2004-05	2005-06	2006-07
Travel	1,000	1,000	4,000	16,000	22,000

4. Equipment

Minolta Document Imaging System will be purchased under a lease/purchase agreement over a three year period (years two - four) to provide document management and retrieval services. This is a client/server document imaging system to support several processes managed administratively in the areas of admissions, registration and records, and financial aid. This document imaging system would also be used to support future processes including but not limited to: testing, academic advising, student support services, counseling, and personnel. Two scanners will support 10 concurrent users.

Gigabit Server Switch, Web Server, and Media Server will be purchased to provide web page enhancement and support.

Minolta Document Imaging System (IT)	$79,000.00
Gigabit Server Switch (IT)	$5,100.00
Web Server (IT)	$17,250.00
Media Server (IT)	$17,250.00
Total Cost over three years	**117,417.00**

Total	2002-03	2003-04	2004-05	2005-06	2006-07
Equipment	0	39,139	39,139	39,139	0

5. Supplies

Each year funds are requested to purchase supplies needed to cover continued costs associated with the ongoing operations of the Activity. These include basic office and instructional supplies, including, but not limited to, paper, toner, notebooks, brochures, desk supplies, computer supplies, postage, envelopes for newsletters, and mailings. These also include computers and printers for the Technology and Learning Center to be used for group faculty development activities and for associated workstations. The maintenance contract for the Minolta

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/02

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Lower Columbia College	2. ACTIVITY TITLE: Interventions for Student Success

3. REMARKS

Document Imaging System and the Blackboard Course Creating Application License are also included. Purchase of classroom computers, projectors, and video projectors used to bring the most current technologies to classrooms are also included.

Year One			
Item	**Qty**	**Cost Each**	**Extended Cost**
Computers CTL Computer, Intel P4 2.4 GHz processor, 512 MG RAM, 40 GB Hard Drive, 250 MB Zip Drive, Network Adapter, 17" Monitor, Keyboard, Mouse, 3 year Warranty	15	$1,200.00	$18,000
Printers HP LaserJet 2200 Personal Printer, 19 ppm	15	$850.00	$12,750
Work Stations K-LOG Adjustable Mobil Workstation, Model #CWS-48Q	15	$200.00	$3,000
Instructional Supplies Software, Instructional support materials, General office supplies	1	$4,000.00	$4,000
Office Supplies General office supplies	1	$1,500.00	$1,500
Classroom Computer and Projector Boxlight Corporation, MP385T XGA Projector, 2600 Lumens, Ceiling Mount, 50 ft Extension Cable	1	$5,600.00	$5,600
Year One total			**44,850**
Year Two			
Instructional Supplies	1	$4,000.00	$4,000
Office Supplies	1	$500.00	$500
Minolta Document Imaging System Maintenance (IT) One-year maintenance contract for Minolta Document Imaging System. Will be provided by the vendor supplying the system.	1	$15,000.00	$15,000
Lab Supplies	1	$500.00	$500
Blackboard Course Creation Application License (IT)	1	$7,500.00	$7,500
Classroom Computers and Projectors	1	$5,600.00	$5,600
Year Two total			**33,100**
Year Three			
Instructional Supplies	1	$4,000.00	$4,000
Office Supplies	1	$1,000.00	$1,000
Minolta Document Imaging System Maintenance (IT) One-year maintenance contract provided by vendor.	1	$15,000.00	$15,000
Lab Supplies	1	$500.00	$500
Blackboard Course Creation Application License (IT)	1	$7,500.00	$7,500
Classroom Computers and Projectors	3	$5,600.00	$16,800
Year Three total			**44,800**
Year Four			
Instructional Supplies	1	$4,000.00	$4,000

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OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Lower Columbia College	2. ACTIVITY TITLE: Interventions for Student Success

3. REMARKS

Office Supplies	1	$1,000.00	$1,000
Minolta Document Imaging System Maintenance (IT) One-year maintenance contract provided by vendor.		$15,000.00	$15,000
Lab Supplies	1	$500.00	$500
Blackboard Course Creation Application License (IT)	1	$7,500.00	$7,500
Classroom Computers and Projectors	3	$5,600.00	$16,800
Computers CTL Computer, Intel P4 2.4 GHz processor, 512 MG RAM, 40 GB Hard Drive, 250 MB Zip Drive, Network Adapter, 17" Monitor, Keyboard, Mouse, 3 year Warranty	10	$1,500.00	$15,000
Year Four total			**44,800**
Year Five			
Instructional Supplies	1	$6,000.00	$6,000
Office Supplies	1	$1,400.00	$1,400
Minolta Document Imaging System Maintenance (IT) One-year maintenance contract provided by vendor.	1	$15,000.00	$15,000
Lab Supplies	1	$1,000.00	$1,000
Blackboard Course Creation Application License (IT)	1	$7,500.00	$7,500
Classroom Computers and Projectors	5	$5,600.00	$28,000
Year Five total			**58,900**

Total	2002-03	2003-04	2004-05	2005-06	2006-07
Supplies	**44,850**	**33,100**	**44,800**	**59,800**	**58,900**

6. Contractual

Contracted services will be used in the following three distinct areas:

Developmental Education: Nationally known leaders in Developmental Education will be brought to campus to provide training in effective teaching and curriculum development to assure progression of developmental education students.

Web Development: An outside contractor will be hired to perform web development services to build a modern, effective website for Lower Columbia College and to train staff in the maintenance and continued development of the website.

Blackboard Training: Once Blackboard is installed, trainers from the vendor will come to campus to train Information Technology staff in operation of the equipment and faculty on the most effective instructional use of this equipment.

Contractual	2002-03	2003-04	2004-05	2005-06	2006-07
Developmental Ed	15,000	14,000	14,000	14,000	25,000
Web Development	39,000	20,500	18,000	25,000	25,000
Blackboard Training	0	5,000	0	0	0
Total	**54,000**	**39,500**	**32,000**	**39,000**	**50,000**

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325	Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/02

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION: Lower Columbia College	2. ACTIVITY TITLE: Interventions for Student Success

3. REMARKS

7. Construction

There are no Construction costs associated with this proposal

Total Construction	2002-03	2003-04	2004-05	2005-06	2006-07
	0	0	0	0	0

8. Other

Staff from Minolta will provide assistance in installation of the document imaging system and training in the use. A total of 30 staff will be trained.

Total Other	2002-03	2003-04	2004-05	2005-06	2006-07
	1,000	15,000	15,000	1,000	1,000

9. Total Direct Costs

Total Costs	2002-03	2003-04	2004-05	2005-06	2006-07
	315,928	315,037	313,152	310,905	309,727

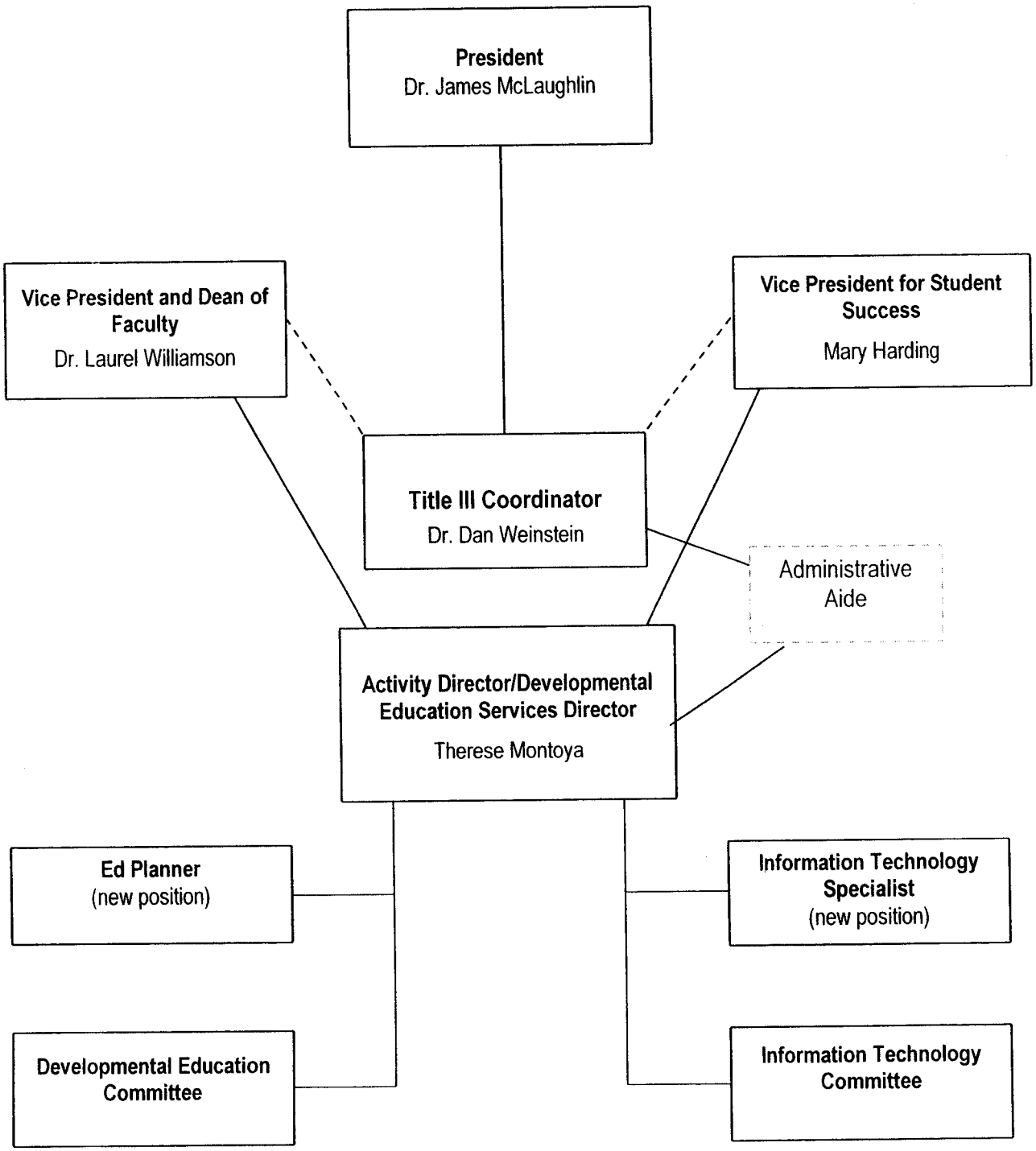
A. Project Management Plan

Administrative Authority

Dr. James McLaughlin, President of Lower Columbia College, will be responsible for overall supervision of the Title III project and will be personally involved in order to influence the quality of the project and oversee its impact on institutional outcomes. The President will, however, delegate authority to the Dr. Daniel Weinstein as Title III Coordinator for overall day-to-day management of the project. Since this project involves more than one major unit of the College the Title III Coordinator will have full authority and autonomy to administer the project according to this plan. Dr. Weinstein will report directly to the President, rather than to one of the vice presidents.

The Title III Coordinator and Activity Director have sufficient authority to conduct the project effectively, including access to the president or chief executive officer. The Coordinator will have management responsibility for and supervisory authority over the Activity Director for the percentage of her time officially assigned to this project. The Activity Director will have administrative control of the Activity and will have primary responsibility for accomplishing objectives of the activity and verifying accomplishments. Although she will structurally report to the Title III Coordinator, the Activity Director will also have access to the President and other top administrators of the college as needed. **The project organizational chart on the following page indicates lines of authority of the coordinator to key institutional decision-makers.**

LOWER COLUMBIA COLLEGE
TITLE III ORGANIZATIONAL CHART



B. Project Evaluation Plan

Procedures the Project Coordinator Will Use to Monitor the Progress of the Activity

Procedures for managing the project are likely to ensure efficient and effective project implementation. The Title III Coordinator will develop and modify, as needed, a comprehensive *Project Manual.* This important manual will specify all policies and procedures, detail staff responsibilities and lines of authority, list specific job descriptions for all Title III staff, provide examples of all required forms, and explain how to appropriately follow reporting procedures, including timelines. Copies will be distributed or will be readily available to all Title III staff, the Internal Steering Committee, and other institutional personnel upon request.

The following list of **monitoring procedures** has been compiled from talking to Title III Coordinators at other colleges with currently funded grants. The Title III Coordinator will be responsible for taking periodic and consistent measurements, using a variety of devices to ensure that progress toward each objective is being made in a timely manner. The procedures listed below, as well as others to be developed to administer Title III funds, will reflect concern for eventual full project integration into regular institutional operations.

1. **Regular Title III Staff Meetings:** Initially, the Title III Coordinator will meet weekly with the Activity Director. Other project staff and the Vice President and Dean of Faculty will be invited, as appropriate. As the project progresses and is successfully underway, it is probable that staff meetings will become bi-monthly.
2. **Time/Effort Reports:** Monthly *Time and Effort Reports* will be completed for each employee paid by Title III funds as stated and approved in the grant. Standard time reporting forms used at the college may be used, as appropriate. These reports will be submitted to the Title III Coordinator's Office at the end of each month.

3. **Monthly Progress Reports**: The Activity Director will complete monthly Progress Reports and submit them to the Title III office within one week after the month has ended. Monthly reports will reflect progress toward objectives and activities as stated in the approved grant application. Progress reports will indicate any travel and use of consultants during the time period. External reports and materials, such as those provided by consultants, will be attached to the reports. Progress related to acquisition and installation of equipment, development and piloting of new practices, and formative evaluation issues (such as collection of baseline data) will also be included, as appropriate, in the monthly reports. Unanticipated problems and alternative solutions will also be noted. Delays or anticipated delays to projected timelines and requests for assistance, as needed, will be included in the reports. Any joint efforts with other units of the college outside the grant project will be reported.

The Activity Director will require key personnel to complete monthly or "*project reports*," as appropriate. For example, faculty will submit short written reports updating the Activity Director as to the progress of the development and piloting of new methods. Such reports submitted to the Activity Director will be included in the Activity Progress Report submitted to the Title III Coordinator.

4. **Quarterly Summary Reports**: The Activity Director will provide a Quarterly Activity Summary Report to the Title III Coordinator. This report will be a brief summary composite of monthly reports, reflecting overall progress toward objectives and activities.

The Title III Coordinator will synthesize the quarterly reports into a one- or two-page *Quarterly Title III Executive Summary Report* to be distributed to the President, Vice Presidents, and Deans. To further enhance institutional communication, the President will include the *Quarterly Title III Executive Summary Report* in the informational packet for the Board of Trustees and all-staff meetings.

5. **Interim and Annual Reports:** These reports will be synthesized from quarterly summaries and will be included in the annual performance reports to justify the substantial progress required for subsequent year funding.

6. **Comprehensive Fiscal and Accounting Procedures**: Procedures are not detailed in this proposal because the application guidelines indicated that the President's signature on the signed Institutional Assurances forms included with this application were sufficient. However, it is important to note that policies related to travel and purchasing will not deviate from the standard and approved practices at LCC which are more restrictive than federal requirements.

7. **Personnel Evaluations:** Staff evaluations will be conducted on all Title III project personnel, consistent with standard approved and negotiated policies for administrators, classified staff, and faculty.

8. **Contact with Federal Title III Program Officer**: Contact will be ongoing. LCC and the Title III Coordinator recognize the importance of good communication and a strong working relationship with program staff

Procedures That the Title III Coordinator Will Use to Provide Information to Key Institutional Administrators

1. **Title III Representation in Standard Governance and Committee Structure**: To maximize communication and eliminate the potential for the creation of a separate Title III fiefdom, careful plans have been made to integrate this proposed Title III development project into the ongoing governance and organizational structures at LCC.

   - The Title III Coordinator will *report to the President*. This group is the primary administrative group that creates policies and procedures and directs institutional operations.
   - The Activity Director, in addition to serving on the Title III Steering Committee chaired by the Title III Coordinator, will serve on appropriate college committees to assure direct access to appropriate instructional/curriculum approval groups: The Title III Coordinator and Activity Director will serve on the Developmental Education Committee and the Information Technology Committee.

2. **Campus Newsletter:** The Title III Coordinator will have a regular column in *First Connection*.

3. **Special Title III Newsletter/Bulletin**: As sufficient newsworthy feature items begin to compile, an occasional special edition of a Title III Newsletter will be printed and distributed to the entire college community. It is anticipated that such a bulletin would be printed only two or three times a year and would feature special topics such as exemplary pilot projects, new practices, and improvements.

4. **Annual Reports to Board of Trustees:** At the end of each project year, the Title III Coordinator will prepare a presentation, under the supervision of the college President and with the participation of key project staff, for the Board of Trustees.

Management Key Personnel

The President's Cabinet and members of the Title III proposal development team recognize the importance of the position of Title III Coordinator. Beyond the Coordinator's core skills and abilities, they all believe it to be important that this individual have an extensive knowledge of the institution, a strong working relationship with people on campus, and experience working with budgets and data. Therefore, it quickly became clear that an internal member of the LCC community would serve best in this position. As a result of the internal search, Dr. Dan Weinstein emerged as the individual who would be the best candidate for this position. Dr. Weinstein began his career in the community college classroom teaching social science courses. Currently, **he is in his fifth year as LCC's Director of Institutional Research, Assessment, and Planning.** He is a highly respected administrator in the LCC community and is committed to student success. **Dr. Weinstein organizes and presents much of the college's data reporting and, consequently, understands the importance of the activities delineated in this proposal**. As can be seen in Dr. Weinstein's vitae, he has substantial experience in higher education, including teaching, research, and data management.

Resume Brief Daniel A. Weinstein, Ph.D. – LCC Director of Institutional Research, Assessment, and Planning	
Education	• Ph.D., University of Idaho (Higher Education) • M.A., San Diego State University (Sociology) • B.A., University of California, San Diego (Sociology)
Professional Experience	• Director, Institutional Research, Assessment, and Planning, Lower Columbia College • Social Science Instructor and Research Specialist, Columbia Basin College
Presentations/Publications	• Presenter at the Pacific Northwest Association of Institutional Research and Planning • Published "Juggling Outcomes Assessment" in *Assessment and Accountability Forum* • Published "Outcomes Assessment in Student Services" in the *Journal of Applied Research in the Community College*

Qualifications of the Title III Coordinator	
Minimum criteria used for the internal search for Title III Coordinator	• Master's degree • Minimum of five years administrative experience in higher education • Minimum of two years experience with direct management of state and federal grant programs and familiarity with the title III program • Strong interpersonal and communication skills and demonstrated ability to work as a member of a team • Experience in budgeting academic programs, grant programs, or an administrative unit • Demonstrated experience with computer and information management • Commitment to use of performance indicators for measurement of individual project success and overall impact on the institution
Responsibilities of the Title III Coordinator	• To communicate an informed understanding of the objectives of the Title III project to all constituencies of the college • To establish and maintain effective communication channels and procedures to assure that the operation of the project remains congruent with the goals of overall institutional development • To supervise Title III program Activity Director and assist with monitoring the Activity as necessary • To coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources, including personnel. • To facilitate the development and implementation of an effective and objective system of evaluation of both components of the program and their impact on the institution. • To remain thoroughly informed regarding Title III and Department of Education policies and grant terms/conditions and to assure that the program operates in total compliance throughout the period of federal support.

	• To assist in the recruitment of key program personnel and to assist program staff in the engagement and coordination of external resource personnel. • To oversee the preparation and monitoring of fiscal and technical reports relating to the project for both the institution and the U.S. Department of Education. • To coordinate the writing and submission of the annual continuation applications. • To authorize any and all expenditures in the Title III project and maintain control over the budget and responsibility for appropriate utilization of funds. • To ensure that all external assistance, consultants, and other contracts are operating and executed according to schedule and work with college personnel to conduct the bidding process, when required or appropriate. • To advise and assist in the proper inventory and distribution of all Title III acquired equipment. • To work with college staff to institutionalize new practices and improvements. • To measure progress towards meeting the project objectives.

Project Assistant

Responsibilities: The project assistant works under the supervision of the Title III Coordinator, performing a variety of difficult and complex secretarial duties, emphasizing administrative detail and tasks, including the following: compose correspondence independently; take and transcribe minutes from committee meetings; word process a variety of correspondence, memoranda, reports and other materials; receive mail and identify matters to assigned administrator in order of priority; maintain general and confidential filing; order office supplies and equipment; compose, edit, assemble, coordinate, and word process various documents; compose, prepare, and assemble agenda materials; write, produce, and word process various Title III materials, guidelines, and regulations for distribution on campus; research, collect, compile, and compute statistical, financial, and other diverse information into special college and Title III reports; review incoming reports and maintain records of all Title III expenditures; review and check forms, documents, and records for accuracy, completeness, and conformance to Title III and college rules and regulations; arrange and schedule visitors, set up appointments, screen visitors and telephone calls, and refer to appropriate staff members; make travel arrangements for Title III staff; supervise and train any office clerical personnel and student assistants; make arrangements for meetings and notify participants;

assist in the development and coordination of office or program activities; and identify and prioritize conflicting work assignments.

Minimum qualifications: A general knowledge of office computers including word processing, database management, and spreadsheets. Experience with purchasing and payroll records is preferred. Strong written and oral communication skills are required. The Administrative Aid will be a "shared position" with .5 FTE for project management and the remaining .5 FTE for the Activity.

Activity Director

Responsibilities: This position will provide day-to-day management of the project activity and has primary responsibility for activity evaluation. This position provides the Coordinator with information for maintenance of up-to-date records of all expenditures and obligations charged to the activity budget, including timely submission of monthly, quarterly, and end-of-year progress reports to the Title III Coordinator. The Activity Director is also responsible for providing maintenance of up-to-date records and documentation of programmatic operations of the Activity, as well as assisting the Title III Coordinator with preparation of revised budgets and activity proposals for subsequent years' funding and providing the Coordinator with information for maintenance of up-to-date inventory of supplies and equipment. Also, the position assembles and meets regularly with the Title III Coordinating Committee and appropriate standing committees as assigned; works with the Title III Coordinator on all budget revisions, program amendments, contractual arrangements, and necessary correspondence with the Department of Education; and assists in institutionalizing new practices and improvements into the ongoing programs of the college.

Project Evaluation Plan

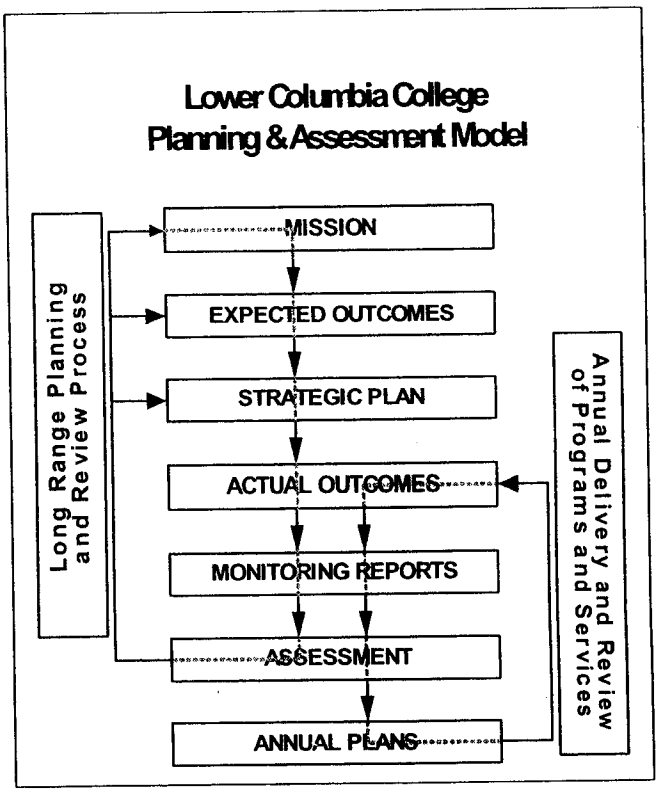
It is proposed that, through involved academic and administrative areas, emphasis will be placed on evaluation of both the outcomes of the process (the training) and the outcomes of the product (trainees). Since the project also emphasizes the increase in efficiency and infusion of information through technology,

it will also be essential to evaluate gains or acquired knowledge, behavior, and skills of staff, advisors, and administrators throughout campus.

The evaluation process provides information for monitoring strengths and weaknesses of the knowledge gained through training and efficiency increased through technology. Product evaluation will provide information to determine the extent to which the objectives are being achieved and to determine whether the strategies, procedures, or methods being implemented to attain these objectives should be improved, modified, or continued.

This evaluation methodology provides four outcomes:

1. *Planning decisions*, which influence selection of goals and objectives;
2. *Structuring decisions*, which ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions;
3. *Implementation decisions*, which afford the means for carrying out and improving strategies; and
4. *Feedback decisions*, which determine whether to continue or modify existing objectives.



Through this evaluation methodology, the project goals and objectives will evolve and be institutionalized through the next five years of the grant funding and beyond, as they are fully infused into the LCC culture. The LCC Planning and Assessment flowchart shows LCC's annual formative evaluation cycle.

Evaluation methods of the Title III project will evolve through the next five years. Initially, the Coordinator will establish a beginning measure, or baseline, in the form of a normative standard from which changes can be determined. Prior to the implementation of the Title III project, the Coordinator and Institutional Research Director investigated and compiled historical files related to major activities and related goals. The results of all relevant surveys and research that have been previously conducted by LCC on matters pertaining to this proposal will be studied as well. This information has established a baseline for comparison in ensuing years.

Each year, the emphasis throughout the evaluation process will be of a formative nature in which the data and information will be used critically to assess and make constructive suggestions for improvement. Formative evaluation will provide an opportunity for revision of objectives, work plans, and reallocation of resources by the Project Coordinator in collaboration with other units within LCC. Formative evaluation is a crucial component of the entire evaluation plan. The Coordinator, Activity Director, and the evaluation team will collect data throughout the life of the grant in order to identify problems, stimulate alternatives, and, through resolution of problems, generate a more positive summative evaluation.

Gathering, Using, Disseminating, and Retaining Data

For data to be of worth as indicators of enhancement to the divisions and departments and thus the college, it must be focused on specific statements of objectives, activities, and expected outcomes, set forth by Title III activities outlined in the Comprehensive Development Plan.

Two sets of data files will be maintained and reported by the Title III Coordinator. The data reported and maintained will be mainly longitudinal in nature. The ascertainable changes in students' computer literacy developed through active participation in training will be compared and evaluated. Data on student cohorts (sub-populations) will be maintained, and trend studies or time-series studies, as well as exploratory data analyses, will be conducted to examine the accomplishment of specific Title III objectives stated in the CDP. Other data files will be cross-sectional in nature and will typically reflect day-to-day

operations, and will be useful as historical records for each reporting period, and present the conditions of the Title III project at any given time.

The Title III Coordinator will examine the available instruments at the start of the project and will develop the instruments necessary for furnishing criteria from which valid and reliable inferences can be formulated concerning the intended outcomes of the objectives set forth in the Title III project. The Coordinator must possess the technical and quantitative expertise to design, test, and administer valid and reliable instruments. Since there are multiple data sources, the Title III Coordinator will put in place a set of procedures for gathering qualitative and quantitative data required for the project. Early in the evaluation period, the data will be used in a formative context; later it will be a source for summative reports. All data regarding the specific outcomes for the Title III project will be archived in hard copy and on computer disk storage, so that those in the future who wish to understand the move from Year One to Year Five, and the integration of the program past Year Five, will have all appropriate data.

LCC Title III: Data Elements and Sources

Data that is relevant to the progress of the objectives delineated in this proposal will be collected and maintained by LCC's Office of Institutional Research, Assessment, and Planning. The data will be available in the following formats:

- **Student tracking and academic progress data** from the Data Warehouse provided to the college by the State Board for Community and Technical Colleges (SBCTC)
- **Student Satisfaction data** collected using survey instruments both standardized and designed in-house
- **Institutional Fiscal data** from LCC's Finance Office
- **Student Financial Aid data** from LCC's Financial Aid Office

RELATIONSHIP OF DATA ELEMENTS AND SOURCES to PROBLEMS, OBJECTIVES, and KEY STRATEGIES OF ACTIVITY			
CDP PROBLEMS	***CDP OBJECTIVES***	***KEY STRATEGIES PROPOSED IN ACTIVITY TO HELP ATTACK PROBLEMS and REACH GOALS and OBJECTIVES***	***Data Elements and Sources***
Academic Problem #1: **Low levels of persistence of students between quarters** as measured by retention between quarters and persistence to goal completion, graduation, and transfer.	By 2008, and by using a combination of strategies specified the Activity, LCC will increase the retention of degree-seeking students by 3% per year between their first and second year from a 2002 baseline of 58.9 % for a total of 15 % increase in first- to second-year retention. By 2008, there will be a 10% increase in the number of degrees and certificates awarded over a 2002 baseline of 378.	• **Establish faculty Technology and Learning Center as a hub for innovation and improvement of instruction.** • **Improve infrastructure for developmental education.** • **Improve advising and support systems.**	• Student degree attainment data available through the Data Warehouse from the LCC Office of Institutional Research. • Student tracking data available through the Data Warehouse from the LCC Office of Institutional Research. • Student feedback data from the Community College Student Experiences Questionnaire (CCSEQ) and in-house student satisfaction inventories. • Faculty feedback data from an in-house instructional efficacy inventory.
Academic Problem #2: **Progress of students is obstructed** at critical developmental and degree-path gateways.	By 2008, there will be a significant increase in the percentage of students progressing to college-level coursework from developmental/basic skills level courses. • There will be a 10% increase in mathematics over a 2002 baseline of 23.2%. • There will be an 8% increase in reading/English over a 2002 baseline of 61.3%. • There will be a 10% increase in developmental students moving to college-level sciences courses over a	• **Developmental Ed team sent to Kellogg Institute for training.** • **Expand and strengthen Learning Center and tutorials.** • **Train faculty in effective pedagogy/methods and formative classroom assessment.** • **Target high risk courses that are pre-requisites to program completion.**	• Student tracking data available through the Data Warehouse from the LCC Office of Institutional Research. • Student feedback data from the Community College Student Experiences Questionnaire (CCSEQ) and in-house student satisfaction inventories. • Faculty feedback data from an in-house instructional efficacy inventory.

	baseline of 25 students. • There will be a 10% increase in ESL students who progress into college-level coursework over a 2002 baseline of 41 students.		
Institutional Management Problem #3: Historically poor Management Information Systems prevent access to student data needed for advising, student tracking, educational planning, and decision-making.	By 2008, there will be a 10% decrease in the number of students entering their third quarter at LCC with undeclared majors when compared to a Spring 2002 baseline of 287 students. By 2008, LCC will decrease the number of students on financial aid probation by 10% from a Fall 2002 baseline of 115 students.	• **Review and strengthen assessment and placement.** • **Support implementation of Web Development.** • **Develop computer support for advising and degree and transfer audits, including Student Education Plans.** • **Implement student tracking and matriculation plans to decrease undecided majors.** • **Train staff and faculty on new systems.**	• Student financial aid data available from the Financial Aid Office. • Student feedback data through a financial aid service satisfaction inventory from the LCC Office of Institutional Research. • Academic advisor feedback through an advisor inventory from the LCC Office of Institutional Research.
Fiscal Stability Problem #4: Scarce resources prohibit investment into programs and services development which are needed to overcome problems related to attrition and low levels of student success.	By 2008, LCC will increase collected tuition revenue by 8% over a 2002 baseline of $3,099,334 through an increase in the number of students moving from non-tuition based developmental education to tuition based courses.	• **Reduce Attrition.** • **Increase Enrollment (through improved persistence).**	• Fiscal data available from the LCC Finance Office. • Student tracking data available through the Data Warehouse from the LCC Office of Institutional Research. • Endowment data available from the LCC Foundation Office. • Student feedback data from the Community College Student Experiences Questionnaire (CCSEQ) and in-house student satisfaction inventories.

Use of Evaluation Information

The data collected during the evaluation process will be analyzed to produce relevant information that can be used for management decision-making. A variety of spreadsheets, graphical packages, statistical packages, and statistical techniques will be utilized by the Coordinator to produce the evaluation reports. During the entire project, the Coordinator will be responsible for the collection, interpretation, and analysis of data and for developing reports about the accomplishment of each activity relevant to outcome evaluation measures. The Coordinator will present the evaluation report results, along with deficiencies, problems, and suggestions about each activity, to the President's Cabinet. Decisions made by the President's Cabinet based on formative and summative evaluations will be shared with other LCC administrators for further implementation, corrective actions, and improvement of tasks. The Coordinator has the ultimate responsibility of monitoring the progress of the plan with any modifications. At the completion of the project, a comprehensive summative evaluation will be created and executed. The results will be used for further improvement and institutionalization of the Title III activities.

Responsibility for Evaluation

During the project the Activity Director, in cooperation with the Title III Coordinator, will be responsible for collecting data, analyzing it, and presenting data to support reports about the progress relevant to performance evaluation measures. Faculty will be responsible for gathering data needed for evaluation of their own individual curriculum development pilots. Dr. Dan Daniel A. Weinstein, Title III Coordinator and LCC Director of Institutional Research, Assessment, and Planning, has establish tracking mechanisms to track cohorts of students as needed.

Why Use an External Evaluation Consultant?

The majority of the personnel required to implement the evaluation plan will be members of the project staff and persons at the college. Evaluation tasks have a high priority status in the job descriptions of all project staff. However, the services of an external evaluation consultant are requested for years three and

five. In support of this complex project, Dr. McLaughlin, the President, wishes for an external expert--in both Title III and evaluation--to be brought in three times during the five years of this grant. In year one, an external evaluator with appropriate experience and training will come to LCC for a "start -up" assessment of the project and intended progress towards goals and objectives. In the third year, an external evaluator will come to the college for a "midterm" assessment of progress toward objectives--both those presented in the Activity and those in the Comprehensive Development Plan. The fifth year consultant will assist with the final summative assessment of the impact of the project.

Responsibilities: The person hired as evaluation consultant will make site visits to the college and be available to provide extensive consultation and information needed to implement the evaluation plan. The external evaluation consultant will provide information about appropriate methodology and recommend research design and procedures for each Activity and projected outcomes. This position will also examine the progress of the evaluation process and the administration operation of the project and report to the college on its status, with specific recommendations for improvement, if needed and will submit written reports to the college.

Qualifications: The external evaluation consultant will be a well-qualified person contracted to provide expertise needed to assess all dimensions of the Title III project. An external evaluation consultant will have a minimum of three years experience in evaluating federally-funded projects, preferably Title III projects. This position will also have knowledge in evaluation processes and procedures, possess an understanding of the regulations governing Title III grants, be familiar with community colleges as institutions of higher education, have experience in training faculty in educational procedures and institutional self-study, have experience in national or regional accreditation, and have knowledge of the application of modern technology to higher education development and operations.

C. Project Management and Evaluation Budget