

*Silver Lake College of the Holy Family Title III, Part A Strengthening Institutions Project
Proposal:
Increasing the Integration of the Liberal Arts and Professional Studies*

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5. Selection Criteria—Program Narrative

(a) Comprehensive Development Plan.

Introduction and Context. Throughout its 139 year history in Manitowoc, Wisconsin, Silver Lake College has evolved in a manner responsive to broader societal needs and trends while remaining true to its strong Franciscan traditions of Christian charity and service. The College's past might best be described as a series of paradigm shifts reflecting the broader course of national and regional history, where effective leadership enabled the institution to move to the next logical phase of development, yet all the while consistent with the founders' original vision.

Established in 1869, the Franciscan Sisters of Christian Charity (FSCC) initially formed a school for education of its members for the teaching profession. In 1885 Wisconsin granted a charter as an academy and normal school. By 1935 four-year college status was achieved, with the first liberal arts degrees granted in 1939. The college broadened its mission by admitting lay women in 1957 and becoming coeducational in 1969, all in an effort to better serve area needs. In 1972, the school incorporated separately from the religious community.

Since the 1970s, changes at Silver Lake have reflected broad shifts nationally in the number and types of students admitted to colleges. Moving beyond teaching and nursing, the college incorporated liberal arts and professional studies in its curriculum, launched service to off-campus sites, and began providing instruction to the educationally and geographically underserved areas of Wisconsin (most particularly to disadvantaged and disenfranchised populations locally and statewide--among them a significant Native American cohort).

An important turning point occurred in 2004 when the College welcomed its first lay president. Since 2007, virtually all SLC's top administrative positions have been filled by

equally lay men or women equally committed to our mission-- succeeding the incumbent Sisters who had retired or had moved into other positions in the Community. This shift from serving members of the Franciscan community to greater focus upon educating adults and traditional college-age students has opened up new challenges and opportunities to serve. Throughout our history, our most important role has been service as a “dynamic learning community,” always emphasizing quality liberal arts at the core, and always based upon the principles of the Franciscan Catholic tradition, whose cornerstones are interdependence, community, justice and stewardship. (*Mission Statement*, 2008). Now, more than ever before, we see the critical need to further hone the applicability of liberal arts to 21st century professions, bringing with that transformation a fresh infusion of technology to inform the careers of our graduates and our ways of doing business internally.

This newest paradigm shift—the careful examination of the liberal arts for the delineation and clarification for 21st century professions –brings with it the need to serve more diverse student populations. While work has begun to achieve both aims, substantial additional resources will be required for investments in technology and improvements to liberal arts courses for delivery to varied student audiences. Because the program is so well suited to our needs and purposes, and peer colleges have benefited noticeably from participation, we are for the first time ever seeking Federal assistance in the form of a Strengthening Institutions grant, seeing it as a means to hasten goal attainment.

(1) Analysis of Strengths, Weaknesses, and Significant Problems

Description of Analysis Process. A College-wide effort begun in 2005 resulted in a new and comprehensive strategic plan implemented in spring, 2006. To achieve the most effective plan possible, we first studied the literature; we used procedures recommended by peer institutions;

and we reviewed accreditation standards *vis-à-vis* planning. Finally, to ensure objectivity, we engaged expert outside assistance, contracting with the Performa Consulting Group--a national firm with a solid reputation for streamlining business processes while simultaneously meeting customer requirements. SLC's applying of their principles to academic practices enables better service to students through improved internal functioning, among other equally important objectives.

The process included focus group sessions with faculty, staff, students, and alumni; with our Franciscan Sisters of Christian Charity sponsors; and with community leaders, public and private school administrators and teachers. It involved more than a year of collecting, examining, and analyzing quantitative and qualitative data--deliberating what Silver Lake College had been, and should become, in the future. *Only through this detailed analysis of our strengths and weaknesses were we able to create a strong and living strategic plan--a document under constant review and revision. Ultimately we determined that SLC policies and actions should adhere to five strategic priorities: 1: Develop integrated academic and student programs consistent with 21st century learning and technology; 2: Create/support internal organizational infrastructures to maximize human resources; 3: Create a student services culture; 4: Transform the physical environment to meet college and student needs; and 5: Grow enrollment and financial resources.*

Through group planning exercises, the need for new funding to make the leap to the next level of institutional excellence became abundantly clear. Consensus emerged that we must transform SLC into a 21st century "model college," opening access both to new learning and technology within the context of our broader mission and goals, but also removing barriers for the disadvantaged and disenfranchised groups currently underserved in our region.

The voices of the College speak in unison about our strengths, weaknesses, significant problems, and opportunities. Below are the results of our deliberations. After an iteration of college strengths, we identify key weakness/significant problems in the academic programs, institutional management, and fiscal stability categories.

ACADEMIC PROGRAM STRENGTHS

--Silver Lake College uses a well-developed, competency-based and forward-looking, integrated liberal arts and professional studies curriculum, amenable to appropriate change and modification. (AS 1) Our mission statement drives all that we do in and out of the classroom. The curriculum integrates the liberal arts and professional studies, facilitating not only learning across disciplines but workplace experiences as well. College faculty invested more than a year determining appropriate competencies for the liberal arts curriculum; they are now considering where these competencies are addressed in courses and in co-curricular activities. Additionally, faculty leaders have conducted extensive inquiry into instructional best practices in the liberal arts and the influence of the Franciscan Intellectual Tradition in our curriculum, seeking means for students to hone their critical thinking/problem solving skills. These competencies will be further strengthened as the college secures necessary resources for the infusion of technology-based learning in the liberal arts, critically important for students to succeed in the 21st century.

-- Silver Lake College provides an exemplary teaching and learning environment. (AS 2) Faculty members have proven themselves dedicated to the College mission. We enjoy a good balance of new and veteran faculty members from diverse backgrounds, including a growing number with terminal degrees and substantial prior college teaching experience. Our music program is world renowned for its Kodaly training; our English and World Languages

Department includes gifted authors and language scholars; and our Education Department is well-respected in Wisconsin for its work in preparing and training licensed teachers.

--Silver Lake College engages in ongoing assessment and evaluation of learning in and out of the classrooms. (AS 3) After an in-depth, year-long analysis of all affecting factors, in 2007, the faculty members voted unanimously to adopt three major learning outcomes and related competencies comprising the College's liberal arts curriculum. Work is currently in progress to align all courses and co-curricular activities to the liberal arts competencies. Our assessment system consists of multiple measures that occur over time, from admission through to graduation and/or licensure completion. Our senior synthesis projects enable students to reflect upon and share their learning while enrolled. Our graduate degree and licensure programs include a culminating demonstration of scholarship and portfolio completion. We work continuously to assist students in developing the skills they need in their future lives and work.

--Silver Lake College provides challenging in-class and extensive co-curricular learning opportunities for students. (AS 4) In 2007 the College initiated the "One Book, One Campus" program bringing students together with faculty, staff, and administrators to study and reflect on a book relevant to college life and the world beyond our campus. In 2005 the College initiated an "Alternative Spring Break" project. While initially focused upon students traveling to Mississippi to assist in rebuilding efforts after Hurricane Katrina, the project now provides community assistance in other areas of the country. Although within an admittedly limited capacity, the college further provides internship and service learning opportunities linked to majors, minors, and the liberal arts. Recent James S. Kemper Foundation funding has enabled expansion of internship offerings by enabling undergraduate students to complete liberal arts internships with an international corporation, a regional company, or an area entrepreneur.

Additionally, the annual Liberal Arts Symposium provides students a forum to share what they have learned in their liberal arts preparation. We see increased experiential learning as a means to improve services to students.

ACADEMIC PROGRAM WEAKNESSES/SIGNIFICANT PROBLEMS

--More than 60% of college classrooms, laboratories, and 85% of resident rooms are deficient in technology for teaching and learning. (AW 1). SLC's network and technology services are stretched to full capacity. We must increase current server capacity and network bandwidth for student and faculty members to access the resources available via the world-wide web and online databases. As the College expands its student residences – moving student housing on campus for the first time since the College opened- then the academic network services also need to be available to students in the residences on a 24/7 basis. Currently the College has four computer labs and two of them also serve as classrooms. The College has demonstrated its commitment to stretch every available dollar to support academics by funding campus-wide, wireless internet access and by converting 13 classrooms into technology-enhanced rooms—yet still, the College classrooms, on a whole, lack adequate technology. In order to achieve this expansion the College must not only upgrade its course management software, but train faculty members in online teaching as well as provide support personnel when the classes are launched. Without grant support, the College will be deficient in means to access expanded technological resources for 21st century learners, whether through on-line courses, web-enhanced offerings, or other means.

--We expect a loss of 35% of well credentialed faculty due to retirements within the next five years. The quality and quantity of faculty are at risk now and in the future. (AW 2) The College faculty, consisting of the Franciscan Sisters of Christian Charity and lay faculty members, are approaching retirement age. We lack the full resources necessary to replace and

train new faculty members. Through contributed service, the FSCC represents a living endowment. However, as the community membership dwindles, the Sisters' services have become a more finite resource. The College needs to replace both the retiring Sisters and lay faculty members with well-trained and credentialed professionals. In order to attract new lay faculty members the College must strengthen our professional development and sabbatical opportunities. New faculty members will expect up-to-date technology and operational support. In addition, the College's year-long orientation and mentoring program for new faculty will have to expand, and that will require additional technology support and resources as the program moves to web-enhanced delivery.

While we have provided general professional development opportunities to all employees at the College, including our faculty members, we have been unable to fund specific and long-range faculty development programming for almost three years. Current resources do not enable faculty members to keep current in their discipline areas, in the liberal arts, or in instructional technology, whether through conference attendance, sabbatical support, or other means. The faculty members themselves have supported professional development by individual efforts or group activities such as Faculty Forums, Liberal Arts Strategies workshops, and the College-wide Colloquium series. However as advances occur in disciplines and instructional technology, the needs increase for expanded professional development.

--We must substantially improve the current curricular assessment system to reflect essential liberal arts competencies for 21st century learning and technologies. (AW 3) Our faculty must now identify the optimal means by which students integrate liberal arts competencies into their future professional lives. The curriculum mapping process will require updates to current offerings and new opportunities both in and out of the classroom for students to access and

integrate the knowledge, skills, and attitudes that define a Silver Lake College graduate. To that end, faculty have targeted experiential learning as critically important for expansion in coming years, enabling students to apply their liberal arts competencies in new and meaningful ways.

INSTITUTIONAL MANAGEMENT STRENGTHS

--Silver Lake College's mission consistently drives strategic planning and management

decision-making. (MS 1) The College President and VP's keep the mission and strategic planning priorities in the forefront as they make budgeting, personnel allocation, and enrollment management decisions. We keep stakeholders involved in our mission by including other agencies and community resources in our planning/implementation processes. For example, the College is a member of the Chamber of Commerce in four communities in close proximity. We further seek the expertise of the Wisconsin Association of Independent Colleges and Universities and the Wisconsin Foundation for Independent Colleges when planning for future programming and student needs.

-- Silver Lake College administration supports shared governance and open-communication

within and among all College constituencies. (MS 2) SLC communicates among its many constituencies continuously and through diverse means: regular and frequent meetings of key groups, regular e-mail and Web-based notices, campus-wide television monitors, once-a-month forums and updates, weekly student newsletters. Faculty members participate in monthly meetings and serve on standing committees. The Strategic Planning Implementation Team meets bi-weekly to review progress and goal attainment in support of our priorities. The staff and administrators group also meets monthly in support of College-wide activities. We further access student feedback through the Student Forum. The Board of Directors' committee memberships

include ex officio faculty members and students. Finally, the College President and Vice Presidents maintain an open-door atmosphere.

--Silver Lake College staff and administrators are experienced and well-credentialed with diverse backgrounds and training. (MS 3) The College has personnel who have been on board for over thirty years as well as newly-hired personnel who bring a full array of educational and professional skills and background to their positions. As part of Strategic Priority 2, “Create and support internal organizational infrastructure that will maximize human resources,” college administrators regularly review and modify operations for effectiveness and efficiency. They are currently identifying critical and high need areas for personnel placement. In one example of this process, resources were recently reallocated to hire an additional full-time high school recruiter in order to increase the College’s traditional-aged college student population.

--Silver Lake College adheres to a comprehensive, ongoing strategic plan. (MS 4) The College’s strategic plan, a living document, is reviewed and analyzed monthly by the SLC Board members, faculty, staff, students, and administration. The plan keeps the college constituencies aware of progress to our goals and necessary additional actions required to meet them. The strategic plan led to the development of the cross-functional Process Team that meets to analyze/improve business practices around the College’s operational data base, AIMS.

MANAGEMENT WEAKNESSES/SIGNIFICANT PROBLEMS

--By measures of normal workload at higher education institutions in Wisconsin and nationally, we operate with staffing at 50% below average for an institution of our size. (MW1)

Silver Lake College staff and administration are stretched to full capacity, with the majority of personnel serving more than one function. The Director of Career Services and Internships also serves as the Director of Student Residence; the Vice President of Student Services directly

provides assistance to students normally offered by specialists or paraprofessionals. The VP of Finance oversees an operation an administrative assistant for herself, Human Resources, or the Business Office. Other areas fulfill multiple functions as well. A personnel audit in preparation for the strategic plan indicated the college lacked adequate personnel in key faculty, administrative, and staff positions, and that by comparison to other private colleges of similar size and purpose, it was understaffed by almost 50%. (Performa Group, *Report to Silver Lake College*, January 2006).

--Silver Lake College is deficient in the information technology resources necessary to support expected growth and expansion. (MW 2) We define information technology as the hardware and software required to store, retrieve and manipulate information--at the lowest level, servers with an operating system housing database and web servers, connected to each other and users by a network infrastructure. The users accessing the servers have college-provided hardware, operating system, and software. The current system will support enrollments of 100-300 on-campus students and 70 full-time employees; however, campus enrollment now exceeds 500 and there are 98 full-time employees. It is painfully clear that the current student information system will not support projected growth; local experts feel our capacity is deficient by 50% or more. As with the academic areas, the current server capacity and network bandwidth limit the College's ability to support ongoing and future operations.

--Silver Lake College lacks a comprehensive IT system. (MW 3) The College has made additions, changes, and adjustments to IT resources in a piecemeal fashion. Private funders (i.e. the John Dunham and Ruth St. John West Foundation and the Arthur and Jane Stengel Fund) have provided generous, but limited support for immediately critical needs in technology replacement/repair and academic use. However, there is a strong need to integrate the academic

and operational IT systems and functions in a more systemic, long-term way -- to prepare for the growth and expansion for new student markets and 21st century learners. More resources will be required to achieve this goal.

-SLC lacks a comprehensive institutional research system to integrate the evolving body of knowledge about the college with information on external factors affecting all higher education. (MW 4) The North Central Higher Learning Commission Self-Study (January, 2008) and Visitation Report (March, 2008) both stress the importance of improved procedures for generating data to enhance College planning and decision-making. The College lacks a designated office of institutional research, relying instead on fragmented/time-consuming data gathering methods for budgeting, external reporting, and internal operations decisions. The College recognizes that more advanced data collection techniques and dedicated research, folded into a new institutional research system, would improve future decision making (Gailey, *Enrollment Manager*, April 1, 2008).

FISCAL STABILITY STRENGTHS

--The Silver Lake College President and VP's enjoy the full support of the Franciscan Sisters of Christian Charity and the College Board. (FS1) The FSCC leadership consistently provides financial and moral support necessary for the operation of the College, through contributed services and generous direct funding of specific activities and services. Further, the College Board members are not passive observers but active and engaged participants in the College's decision-making and planning for the future.

--Silver Lake College tuition is currently affordable; aid is available to many students. (FS 2) The average tuition for private colleges in Wisconsin is \$25,000 per year. SLC is substantially lower, projecting a tuition rate of \$19,200 for the 2008-2009 academic year. The College has a

merit aid system in place for high need, high performing students that reaches approximately 40% of first time, full-time students. In addition, the College offers annual and endowed scholarships, both need and merit based. Approximately 95% of SLC students receive some form of institutional, state, or federal aid.

--Silver Lake College currently has an endowment fund and the structure in place to attract new funding. (FS 3) The SLC endowment fund was created in the 1980s. While currently only partially adequate to meet college needs, it has seen modest gains since its inception and shows promise for the future. Current fundraising efforts are geared toward building the endowment. New Title III funding would provide a direct stimulus for improvement of our endowment and assist immeasurably in meeting college needs now and in the future.

--Silver Lake College currently has no long-term debt. (FS 4) The College has practiced fiscal conservancy since its beginning. Expenses are controlled as tightly as possible, enabling the College to direct necessary funding to academics and student support. The College's annual budget process involves constituents from all areas of the College. Faculty members are involved in the budgeting process and, as much as possible, fully participate in budget decisions. The College's tradition of involving all stakeholders in holding down costs and planning wisely have resulted in it being able to avoid long-term debt.

FISCAL STABILITY WEAKNESSES

--For meaningful growth and development to occur, the Silver Lake College budget is overly dependent on tuition. (FW 1) Tuition funds approximately 80% of the College's operations. SLC ranks 2/20 in Wisconsin among private colleges in affordability; we are low in tuition for private colleges yet high compared to public institutions. The College is continually pulled between the need to stay affordable yet to fund the improvements in academic and operational

programs that will keep the College on the cutting edge academically and technologically. Our dependence on tuition unfortunately necessitates increases to keep pace with inflation and provide instructional services students expect. Rising tuition not backed by additional financial aid might prevent disadvantaged students from enrolling or graduating. Silver Lake is committed to reaching the underserved and sees the need to control tuition costs as the key element in following through on its commitment.

--College full-time and part-time enrollments have increased slowly and erratically. (FW 2)

Since the early 90's we have experienced growth in some programs and declines in others. The College is steadfast in its determination to provide a quality educational experience to students from all backgrounds and age groups, specifically targeting an increase in the residential college student of traditional age. We have a long history of providing quality educational offerings to the adult learner and commuter student—both populations who typically attend as part-time students. Our enrollment plans are dedicated to opening new opportunities for these two student populations. For the past two years we have begun increasing enrollments of full and part-time students; however, expanded services and current technology must be in place to attract and retain new students.

--The College endowment has not kept pace with institutional needs and priorities. (FW 3)

The College ranks on the lower third tier of endowments for private Wisconsin colleges. While the endowment has had limited growth, we cannot meet growth requirements with this inadequate fund source--particularly unfortunate since even limited seed money could upgrade academic offerings and create new programs. As we prepare for the silent phase of a capital campaign, we are challenged by the fact that our alumni and donors have not made large contributions.

--Silver Lake College must prepare for the financial cost of replacing contributed services of the Franciscan Sisters of Christian Charity with paid services of lay personnel. (FW 4) The Sisters serve as administrators, faculty members, and support staff and receive only a small stipend for their services. This living endowment has enabled the College to stretch its operational and academic funding so that more students can benefit from College programs. Most Sisters working at SLC are preparing for retirement within the next five to ten years. In addition to replacing the skills, knowledge, and devotion the Sisters represent, the College is also faced with the need to increase funding that will be crucial in hiring new, highly qualified lay personnel.

(2) The goals for Silver Lake's academic programs, institutional management, and fiscal stability are realistic and based upon comprehensive analysis. As evidenced by solid documentation on preceding pages, the college has carefully identified goals for its strategic plan and the Strengthening Institutions program in complementary ways. Our extensive use of both internal and external constituencies to formulate vision and goals, our involvement of outside experts to provide balance and objectivity, our study of peer institutions with similar programs and HEA Title III initiatives, our review of the literature and our institutional self study--both focusing upon a realistic understanding of the possible--have all materially assisted in formulation of goals for this project that are both realistic and comprehensive. We have formulated a plan for the project that is both visionary and reasonable in its aims.

(3) Objectives of the Silver Lake College plan are measurable, and clearly related to institutional goals and strategic priorities. They are further designed to contribute to

institutional growth and self sufficiency--a major intent of the legislation that undergirds the HEA Title III, Part A Strengthening Institutions Program.

To assist readers, we have provided *Table 1: Silver Lake College Strategic Goals and Objectives* that addresses our five strategic goals over a five-year period with the measurable objectives. All tasks, methods, responsible personnel, and tangible results appear in *Table 2, Implementation Strategy and Timetable*. Specific goals and objectives for which the College is seeking Title III assistance are identified with an asterisk (*). We amplify these objectives by an expanded statement of expected outcomes for each area of the project, on the pages following the chart. Further detail related to the objectives, in some cases necessarily overlapping appear in other sections of this proposal, as directed by the application guidelines.

Table 1: Silver Lake College Strategic Goals and Objectives

Strategic Initiative/Goal	Strategic Objectives- Title III assistance indicated by * and are bolded
<p>Goal One: The College will fully develop and clearly articulate the concept of an integrated curriculum to its internal and external constituencies where the liberal arts and professional studies can thrive together as the heart of the academic enterprise. Co-curricular programs developed and implemented by student leaders will complement the academic program and change the culture of campus life.</p>	<p>* 1.1 By the Year 2013, 100% (20% a year for all five years of the grant) of full-time faculty will be trained in methods to assess the linkage of the liberal arts competencies to professional studies. * 1.2 The College will increase by 15% over the 2007-2008 levels, the number of offerings and participation in mission-related curricular and co-curricular activities by students, faculty and staff. *1.3 Each year faculty and students will increase their use of technology by 10 % for in- class and out-of-class learning, linking the liberal arts to professional studies. *1.4 Silver Lake will test a system enabling faculty to assess how 20% of students per year are developing in the liberal arts competencies. *1.5 The College will expand experiential learning opportunities by 20% per year.</p>
<p>Goal Two: The College will commit to placing the right people in the right positions to best carry out the mission and vision. Expectations will be clear and accountability will be integrated</p>	<p>*2.1 The College will develop a strategic professional development fund and will increase it by 5% each year to improve performance in faculty and staff. 2.2 The College will develop a competitive compensation package for all employees.</p>

<p>into our systems so people can grow to their highest potential.</p>	<p>SLC will improve its annual performance review system, requiring 100% of employees to be trained in the annual performance review process *2.3 The College will identify one key administrative process per year to review and refine for efficiency and effectiveness (one each year of project) with correlation to technology.</p>
<p>Goal Three: The College will create a culture that makes service to students a priority. Seamless processes for students will include user-friendly methods for delivering services in all campus offices.</p>	<p>*3.1 Silver Lake will identify 1 key student-centered administrative process per year to refine for efficiency/ effectiveness with correlation to technology (one each year of the project). *3.2 The College will analyze its operations for efficiency and effectiveness of service to all students by 20% per year over the next five years.</p>
<p>Goal Four: The College will engage in an appropriate master planning process to determine the best use of space on campus and to designate capital projects and timelines for the future. The campus will begin to transform to a more collegiate setting.</p>	<p>4.1 Based on its campus master plan, the College will implement a schedule/ cost of capital projects to maintain the infrastructure of current buildings. 4.2 The College will implement a schedule & determine costs to renovate and improve current buildings/grounds, the analysis affecting 20% of structural areas yearly. 4.3 SLC will conduct a feasibility study and case for giving in preparation for a silent phase of a comprehensive fundraising campaign by May 2008.SLC will conduct a capital campaign program for Phase I.</p>
<p>Goal Five: The College will grow in enrollment and in financial resources. It will set five-year enrollment goals for all constituencies and develop strategies to meet those goals. Fundraising will facilitate an increased annual fund, endowment, and donor base in preparation for a capital campaign.</p>	<p>5.1 SLC will develop and test an integrated marketing plan. It will strategically target messages to its internal and external constituencies. *5.2 Silver Lake College will increase by 10 % annually or 50% by the grant’s conclusion, enrollment of its underserved constituencies. 5.3 SLC will expand its ethnically diverse student population by 5% per year. *5.4 The College will develop a retention plan to increase the freshman to sophomore retention rate by 5% per year. *5.5 Silver Lake College will achieve a 4-6 year graduation rate of 65% or better. 5.6 SLC will establish an operating budget that totally funds depreciation and provides for a surplus of 2% of operations. 5.7 SLC will increase the fiscal strength of the college as outlined in Fiscal Indicators. 5.8 SLC will increase its annual fund to \$1,000,000 by 2011. SLC will increase alumni participation by 5 % in events, 7 % in number of donors and 7% in amount of giving annually.</p>

All goals and objectives will be continuously reviewed and modified for progress and attainment. With Title III assistance in funding specific objectives, Silver Lake expects to become more self-sufficient and to expand our capacity to serve low-income students by strengthening our academic programs, institutional management, and fiscal stability.

(4) Silver Lake College affirms that it has in place all necessary means to institutionalize practices and improvements for ongoing project success. The planned activities are essential to college success in serving the underserved. The proposed Title III, Part A activity is the outcome of the comprehensive development plan and the College strategic plan which set the course for strengthening SLC. The development of the strategic plan and this grant activity involved all key decision makers from the beginning. Moreover, our *Board of Directors understands, approves, and supports the work ahead for the College with the Title III, Part A activity.* By the methods identified below we demonstrate our full commitment to the project beyond Title III funding.

Institutionalization of Personnel. Because the project is integrated into the college strategic plan, by its very nature, activities and practices will continue well into the future. After expiration of funding, the Director of Information Technology will continue in a full-time position and his duties will include the support and updates of the IT system that will result from the activity. The grant supported positions, Director of Institutional Research, Director of Professional Development, and Director of Experiential Learning will be fully funded by the operational budget, and the work begun in the grant will continue under their leadership. The College will begin paying a percentage of all activity-related personnel salaries beginning in Year Two of the project with all positions fully funded by the College at the end of funding.

Institutionalization of Technology and IT System. HEA Title III support for technology would greatly enhance our current capacity to serve students, both in new instructional methodologies and improved internal functioning. The College will be able to continue the software, hardware, and other technology-related purchases made possible by Title III into the period beyond grant support by seeking additional support from the West Foundation and by earmarking a portion of tuition for technology support.

Institutionalization of Professional Development. A major component of our Title III project is renewed professional development for faculty, staff, and administrators, consisting of program development and research sabbaticals, workshops, seminars, and other training opportunities. The Director of Professional Development will continue after the grant concludes, and that position, plus the funds necessary to keep professional development vital and integrated, will be supported by the increased revenue the College expects from increased full-time student enrollments. *If such enrollment increases do not materialize as expected, the college is prepared to reallocate funds according to our strategic initiatives to accommodate this critically important function.*

Institutionalization of Experiential Learning Opportunities. Once the grant activity concludes, we expect that the College's enrollment growth (plus support from a continuing donor, the James S. Kemper Foundation) will enable us to continue making experiential learning opportunities available to all students as an essential component of our mission. The College is fully committed to maintaining this crucial learning methodology for our students and again, *will reallocate other budget sources if the expected enrollment increases fail to materialize.*

To summarize, Silver Lake College has made the Title III project a top priority and will vigorously integrate the activity directly into its academic, management, and fiscal structure. Key

leaders have been involved in the activity design from the beginning, and the strategic plan will continue to serve as the long-term framework in support of the activity. Because grant funding will strengthen the College, we will have the capacity to sustain the strategies developed during the project. As evidenced in the project budget and elsewhere, the college is committing extensive in-kind services, cash, and other resources throughout the duration of the grant and well beyond. Moreover, the very nature of the program proposed here ensures gradual and thorough infusion of new methodologies throughout the institution: we have structured most objectives to affect 15-20 of faculty or students annually, so that over time, individuals can achieve the required outcomes with the college gradually absorbing additional necessary outlays.

(b) Quality of Activity Objectives

(1) Silver Lake College commits to objectives that are both realistic and measurable; moreover, we affirm that each cited objective is directly related to problems to be solved and goals of the comprehensive development plan. The College proposes to strengthen its academic, management, and financial infrastructure through the execution of five major implementation strategies, thereby enabling us to overcome the weaknesses identified in the comprehensive development plan of this proposal. The college strategic plan interlinked to the Title III comprehensive plan provides a secure foundation for the project goals, objectives, and implementation strategies of the project. In turn, each implementation strategy is designed to meet the objectives of the project and to strengthen identified areas of academic, management, and financial weakness. Carrying out this Title III program provides the best possible vehicle for the college to achieve both its short and long range goals and to better serve its expanding constituencies in a time of increasing technological demand. Here then, are our objectives including

(2) The extent to which the objectives for the activity are directly related to the problems to be solved and to the goals of the comprehensive development plan.

- By the Year 2013, 100% (20% a year for all five years of the grant) of SLC full-time faculty members will be trained in methods to specifically assess the linkage of the liberal arts competencies to professional studies. **Addresses Goal One and AW #3.**
- The College will increase by 15% over the 2007-2008 levels, the number of offerings and participation in mission-related curricular and co-curricular activities by students, faculty and staff. **Addresses Goal One and AW # 3 and #4.**
- Each year, faculty and students will increase their use of technology by 10% for in-class and out-of-class learning supporting the linkage of the liberal arts to professional studies.
Addresses Goal One and AW # 1.
- Silver Lake will evaluate 20% of students per year in a new system assessing liberal arts competencies. **Addresses Goal One and AW # 3.**
- The College will expand experiential learning opportunities by 20% per year supporting the undergraduate need to apply and assess what they have learned in class. **Addresses Goal One and AW # 4.**
- Silver Lake College will (after developing a strategic professional development fund) increase it by 5% each year to improve performance of faculty and staff. **Addresses Goal Two; AW # 2 and FW # 4.**
- The College will identify 1 key administrative process each year to review and refine for efficiency and effectiveness with correlation to technology (one key process each year of the grant). **Addresses Goal Two and MW # 1.**

- Silver Lake College will identify 1 key student-centered administrative process each year to review and refine for efficiency and effectiveness with correlation to technology (one major process each year of the grant). **Addresses Goal Three and MW # 2.**
- The College will analyze its operations for efficiency and effectiveness of service to all students by 20% per year over the next five years. **Addresses Goal Three and MW # 4**
- Silver Lake College will ambitiously, but realistically, based on current demographic and other indicators, increase enrollment to underserved constituencies by 50% by the 2012-13 school year (10% per year improvement). **Addresses Goal Five and FW #1.**
- The College will develop a retention plan to increase the freshman to sophomore retention rate by 5% per year. **Addresses Goal Five and FW #2.**
- Silver Lake College will achieve a 4-6 year graduation rate of 65% or better by 2013.
Addresses Goal Five and MW # 4.

Additional performance indicators. We fully expect a number of strong and beneficial outcomes as a result of grant activities. Below we itemize overall accomplishments expected at the end of the Title III funding after five years and then we provide a separate, year-by-year account of our expectations. Appropriate Government Performance and Results Act (GRPA of 1993) indicators are included and noted in parentheses.

After Five Years/End of Project Performance Indicators

- Silver Lake College will increase enrollment of disadvantaged students by 20% (GRPA).
- SLC will increase by 20% the number of disadvantaged students graduating within six years of initial enrollment (GRPA).
- SLC will expand its services to retain and graduate disadvantaged college students by 50% (GRPA).

- Silver Lake College will increase the professional credentials of 20% of full-time personnel that reflect state-of-the art and best practices for recognized college operations nationally.
- Silver Lake College will expand by 20% the technology training and professional development opportunities for faculty and other College personnel.
- Silver Lake College will operate within an Information Technology system that is fully supported and that integrates the academic and administrative functions of the College.
- Silver Lake College will deploy a fully-operational comprehensive institutional effectiveness assessment system generating up-to-the-moment data and other information to inform all plans, actions, and goals of the College.

Year One Outcomes

By the end of Year One, the College will have:

- completed the analysis for designing a comprehensive information technology system that incorporates academics, management, and financial functions into one College system
- trained at least ten faculty, staff, and administrators in the use of instructional or information technology
- placed at least five disadvantaged students into experiential learning opportunities and at least one faculty member into an externship placement
- reviewed all elements of a liberal arts assessment model
- selected and trained an institutional research professional with duties to include the tracking of Title III effectiveness outcomes
- analyzed one administrative process for efficiency and effectiveness
- analyzed one student service process for efficiency and effectiveness

Year Two Outcomes

By the end of Year Two the College will have:

- pilot tested phase I of the comprehensive information technology system that incorporates academics, management, and financial functions
- trained at least 10 additional faculty, staff, and administrators trained in the use of instructional or information technology
- completed research on trends in higher education with analysis of local implications
- placed at least five additional disadvantaged students into experiential learning opportunities and at least one faculty member into an externship placement
- pilot tested one or more components of the liberal arts assessment model
- analyzed one administrative process for efficiency and effectiveness
- analyzed one student service process for efficiency and effectiveness

Year Three Outcomes

By the end of Year Three, the College will have:

- completed and evaluated phase II of the comprehensive information technology plan that incorporates academics, management, and financial functions
- trained at least 10 additional faculty, staff, and administrators trained in the use of some element of instructional technology
- placed at least five additional disadvantaged students into experiential learning opportunities and at least one faculty member into an externship placement
- pilot tested the modified liberal arts assessment model
- analyzed one degree program for impact and outcomes

Year Four Outcomes

By the end of Year Four the College will have:

- completed phase III of the comprehensive information technology plan that incorporates academics, management, and financial functions
- trained five additional faculty, staff, and administrators trained in the use of some element of instructional technology
- placed five additional disadvantaged students into experiential learning opportunities and one faculty member into an externship placement
- evaluated the viability of the College liberal arts assessment system
- analyzed one administrative process for efficiency and effectiveness
- analyzed one student service process for efficiency and effectiveness

Year Five Outcomes

By the end of Year Five the College will have:

- completed all evaluation of the effectiveness of the comprehensive information technology plan that incorporates academics, management, and financial functions
- trained five additional faculty, staff, and administrators trained in the use of some element of instructional technology
- completed the technology updates to identified classrooms and learning areas including student residence areas
- placed 5 disadvantaged students into experiential learning opportunities & 1 faculty member into an externship placement
- developed a functioning comprehensive liberal arts assessment system.
- analyzed one administrative process & one student service process

(c) Implementation Strategies

The Silver Lake College Title III, Part A activity calls for a College-wide effort from faculty, staff, administrators, and students, with the full support of the College Board. The project is outcome-based, seeking to comprehensively integrate mission and curriculum into virtually every department. We foresee the project best organized into five separate components--each designed to address multiple goals/objectives in the College's strategic plan, and each in turn configured to strengthen the institution. All components are to be sustained once Title III funding concludes. Taken together, the five components will enable technology- supported enrollment growth and services expansion, all the while providing quality learning experiences to students--in particular those from disadvantaged and heretofore underserved groups. We have identified these five components and their particulars below.

1. Information Technology System. As in business, colleges face the need to continuously update and improve technology. Training must accompany typically very complicated systems upgrades. Indeed, "it is naïve to consider such training as a one-time activity" (*National Institute of Information Technology Newsletter*, May 2007). When added to the burden of system upgrades, keeping an academic curriculum technologically current is a daunting challenge for a college the size of SLC. Further, IT professionals predict that the needs of the current generation will be almost exponentially surpassed by the needs of future college students (Pence, H.E. "Preparing for the Real Web Generation," *Journal of Educational Technology Systems*, v35, n3). Therefore, in order to meet the needs of its current and future students, SLC will develop, pilot test, and refine a *comprehensive and expandable IT system*. In year one, the College will study and analyze current and projected technology needs in all academic and administrative areas, developing a roadmap for the

remainder of the project to support Goals 1 through 5 of the SLC Strategic Plan. Moreover, we will identify the technology that must be acquired to achieve the objectives underlying those goals. In years 2-5, the College will pilot test and modify as necessary the identified phases of technology enhancement—essential work if we are to be prepared for expected growth over the next ten years.

2. Staff Development for Faculty, Staff, and Administrators. The College will create and test a vigorous professional development program, preparing faculty and staff to use current instructional and administrative technology, and expanding teaching methodologies that address the needs of “new millennium” college students—the first generation to grow up habituated to digital media—as well as the needs of adult learners. These actions are partially in response to North Central Higher Learning Commission Review calling for the College to update and expand its instructional technology (*HLC Report*, March 2008), but also arise as a result of intensive, and collaborative, internal self assessment. Additionally, the Higher Learning Commission Report, our accreditation self-study, and the Comprehensive Development Plan collectively call for the College to update its administrative technology. The professional development offerings to meet both instructional and administrative technology needs will be managed by the Director of Professional Development along with the Director of Human Resources who will assist with identifying optimal learning opportunities for personnel. All professional development will be driven by strategic initiatives and the Title III goals and objectives.
3. Data Driven Enrichment: Institutional Research at Silver Lake College. The College will initiate an institutional research program that generates data needed to guide and direct future strategic planning, decision-making, budget matters, annual progress to goals, etc. The

Association for Institutional Research (Fall, 2007) cites the essential role of institutional research offices as assisting college personnel in planning and assessment activities. Working with an office of institutional research will enable faculty and others to analyze environmental and societal needs, so as to act upon the curriculum to meet those needs, whether through the introduction of new programs, or modification of older ones. Silver Lake embraces that role, supporting the need for an institutional research model as an integral part of all planning and budgeting. Further, through the institutional research office we will pilot test all adaptations and newly developed programs for at least two years to determine if the desired outcomes are being achieved. SLC will identify and select a Director of Institutional Research and set priorities for current and future areas of research designed to strengthen the College curriculum and operations.

4. Liberal Arts Competency Assessment. The College will develop, pilot test, and refine a liberal arts competency assessment program. Faculty and students will work together to define how they will know when and at what level a student has acquired the College's liberal arts competencies. The faculty and student services personnel will be trained in methods to assess the liberal arts. Students will learn to develop liberal arts portfolios. And the College will develop a student development transcript as a means of recording students' growth in the liberal arts competencies. The student development transcript will record each student's growth and development according to our mission, goals, and curriculum outcomes. Once the liberal arts assessment program is in place, faculty will be trained in means to capture the assessment details. By the end of the project all new in-class and out-of-class activities will be identified and aligned according to the liberal arts assessment model. The

liberal arts assessment program will use current in-class and out-of-class activities as the framework for the assessment program.

5. Experiential Learning for Students and Faculty. SLC will provide every undergraduate student with access to an experiential learning opportunity while they are enrolled at SLC. Internships and service learning activities will be structured and delivered so that both traditional-aged and non-traditional students can participate. The College will develop on-the-job experiential learning offerings when possible for our students who are working full-time. The College will expand its liberal arts internships and major-related internships by working with employers from the region, state-wide, and globally. Faculty and the Director of Experiential Learning will work together to delineate outcomes and prepare for the assessment of these outcomes. In addition the College will seek to place at least one faculty member per year into an “externship” setting that provides the faculty member with “real world” application of the faculty member’s area of expertise and/or discipline.

Table 2: Implementation Strategy Timetable

Year One through Five				
Overall project management				
Action	Timeline	Objective addressed	Person responsible	Notes
Identify and select all key personnel	At grant notice & as needed throughout	All objectives	President and designated subordinates	With assistance from VPs
Maintain all project records	Throughout funding cycle	All objectives	Title III Coordinator	
Convene Title III Strategy Team	Month one, monthly throughout	All objectives	President and Title III Coordinator	
Promote Title III activity and strategies	At grant notices & continuously	All objectives	President, Title III Coordinator,	Assisted by Strategy Leaders
Prepare and submit annual reports to DOE	Within 90 days of end of project year	All objectives	Title III Coordinator	Asst by Dir of IR
Year One October 1, 2008 through September 30, 2009				
Strategy One, Year One Information and Instructional Technology System				
Convene Tech. Planning Team (TPT)	Months 1-3	All objectives	Dir of Information Technology (DIT)	
Identify and select IT consultant	Month 4	1.2, 2.3, 3.1 3.2	DIT, Technology Planning Team (TPT)	
Complete tech inventory	Month 6	1.2, 2.3, 3.1, 3.2	DIT, TPT	With IT consultant

Conduct technology needs assessment- to include IT certification upgrade needs	Month 6	1.2, 2.3, 3.1, 3.2	DIT, TPT	With IT consultant
Conduct tech trends scan for impact on College IT	Month 7	1.2, 2.3, 3.1, 3.2	DIT, TPT, and DIR	With IT consultant
IT personnel complete certification upgrades	Month 8	1.2, 2.3, 3.1, 3.2	DIT	With IT consultant
Purchase & install one smart board and one projector	Month 7-12	1.2, 2.3, 3.1, 3.2	DIT and IT staff	
Strategy Two, Year One Professional Development for Faculty, Staff, and Administrators				
Convene P D Support Team	Month 1-12		Dir Prof Develop.	With Dir of HR
Establish College-wide priorities for P D	Month 5		Dir Prof Develop.	With VPs and Dir of HR
Establish PD grant procedures	Month 6		Dir Prof Develop.	
Issue PD mini-grants	Month 7-12		Dir Prof Develop.	
Implement IT & Instructional training	Month 9-12		Dir Prof Develop.	With Dir of HR
Identify training success measures	Month 10		Dir Prof Develop., DIR, Title III Coordinator	
Strategy Three, Year One Data-Driven Enrichment: Institutional Research				
Identify & select Dir of Institutional Research (DIR)	At grant notice	All objectives	Pres, VPs, Title III Coordinator	
Set 12-month IR goals	Month 2	All objectives	Pres, VPs, DIR	
Analyze College academic program viability	Month 4	2.3; 3.2	President, DIR, Faculty, VPs	
Analyze curricular needs	Month 6	2.3; 3.2	Pres. VP/Acad. DIR	w/faculty input
Complete Title III end-of-the year progress report	Month 11-12	All objectives	Title III Coordinator DIR	
Select continuous improvement model	Month 6-12	All objectives	DIR, Pres, VPs, Title III Coordinator	
Strategy Four, Year One Learning Assessment: the Liberal Arts Competencies				
Convene Liberal Arts Task Force	Months 1-10	1.1, 1.2, 1.4, 5.6	Director of Learning Assessment (DLA)	Task Force is currently in place
Identify & select assessment model	Month 5	1.1, 1.2, 1.4, 5.6	DLA	Liberal Arts Task Force
Determine data collection methods	Month 6	1.1, 1.2, 1.4, 5.6	DLA, DIR	Assisted by DIT & VP Academics
Present liberal arts assessment model	Month 8	1.1, 1.2, 1.4, 5.6	DLA	Present to faculty for approval
Plan lib arts assessment training	Month 11	1.1, 1.2, 1.4, 5.6	DLA	Assisted by Title III Coordinator
Strategy Five, Year One Experiential Learning for Students and Faculty				
Identify & select Director of Experiential Learning (DEL)	At grant notice	1.2,1.5, 5.4, 5.5	Pres, VPs, Title III Coordinator.	
Inventory experiential learning opportunities	Months 1-4	1.2, 1.5,5.4, 5.5	DEL, Director of Career Services	Assisted by faculty
Analyze output and outcomes of current experiential learning	Month 4-6	1.2, 1.5, 5.4, 5.5	DEL, DIR, DLA	
Determine experiential learning success measures	Month 6-12	1.2,1.5, 5.4, 5.5	DEL, DIR	Assisted by Title III Coordinator
Id. & select disadvantaged students for experiential learning placements	Months 6-12	1.2, 1.5,5.4, 5.5	DEL	Assisted by faculty

ID and select faculty for externship	Months 6-12	1.2, 1.5, 5.4, 5.5	DEL	
Year Two, October 1, 2009 through September 30, 2010				
Implementation Strategy One, Year Two Information and Instructional Technology System				
Select training for IT & finance personnel on AIMS	Months 1-2	2.3, 3.1, 3.2	DIT, TPT	training conducted by Aprtron Corp.
Purchase & install instructional technology	Months 3-12	2.3, 3.1, 3.2	DIT & IT personnel	
Purchase & install AIMS executive reporting module	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Purchase & install identified software for database and web	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Identify output and outcome measures for IT system	Months 6-12	2.3, 3.1, 3.2	DIT, DIR, Title III Coordinator	Assisted by VP of Finance
Implementation Strategy Two, Year Two Professional Development for Faculty, Staff and Administrators				
Convene PDP Strategy Team	Months 1-12	All objectives	DPD	
Update PD goals for year	Month 2	All objectives	DPD	
ID & analyze previous PD year output & outcomes	Month 6	All objective	DPD, DIR, Title III Coordinator	
Notify personnel of PD funding	Month 1-12	All objectives	DPD	
Direct PD training funds	Month 1-12	All objectives	DPD	
Continue to refine PD model	Month 1-12	2.3, 3.1	DPD	
Strategy Three, Year Two Data-Driven Enrichment: Institutional Research				
Identify higher ed trends	Months 1-3	2.1, 2.3, 3.1, 3.2	DIR	
Assist DLA w/evaluation measures for LA Model	Months 6-13	1.1, 1.2, 1.3	DIR, DLA	
Pilot IT System continuous improvement model	Months 1-12	All objectives	DIR, Title III Coordinator	
Report on monthly activities	Months 1-12	All objectives	DIR	
Complete Title III end of yr report	Month 12	All objectives	DIR, Title III Coordinator	
Refine College institutional effectiveness measures	Month 1-12	All objectives	DIR	
Implementation Strategy Four, Year Two Liberal Arts Assessment				
Convene LA Task Force	Monthly	1.1, 1.3, 2.1	DLA	
Design evaluation measures	Months 6-12	1.1, 1.3, 2.1	DLA, DIT	
Pilot LA assessment model	Months 1-12	1.1, 1.3, 2.1	DLA, DIR	
Id LA-related activities	Month 1-6	1.1, 1.3, 2.1	DLA & Task Force	
Select success measures	Month 6	1.1, 1.3, 2.1	DLA, Task Force	
Train faculty in LA assessment	Months 6-12	1.1, 1.3, 2.1	DLA, PDP	10 faculty per year
Assist faculty with course updates	Months 6-12	1.1, 1.3, 2.1	DLA	10 courses per year
Implementation Strategy Five, Year Two Experiential Learning for Students and Faculty				
Identify & select student portfolio system	Months 1-3	1.1, 1.5, 5.4, 5.5	DEL	
Train faculty, staff, students in use of student development portfolio	Months 3-6	1.1, 1.5, 5.4, 5.5	DEL, DPD	
Select disadvantaged students	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL, faculty, VP of	At least five per

for experiential learning offering			Student Services	year
Collect data on EL output and outcomes	Months 6-12	1.1, 1.5, 5.4, 5.5	DEL, DIR	
Select faculty for externship	Months 6-12	1.2, 1.5, 5.4, 5.5	DEL	
Expand EL offerings	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Design EL system for transfer and working adult students	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Year Three October 1, 2010 through September 30, 2011				
Implementation Strategy One, Year Three Information and Instructional Technology				
Organize AIMS training for financial aid & admissions	Months 1-2	2.3, 3.1, 3.2	DIT, PDP	training conducted by Apron Corp.
Purchase & install smart boards and projectors	Months 3-12	2.3, 3.1, 3.2	DIT & IT personnel	
Purchase & install AIMS module upgrades	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Purchase & install identified software for database and web	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Pilot test IT assessment system	Months 6-12	2.3, 3.1, 3.2	DIT, DIR, Title III Coordinator	Assisted by VP of Finance
Direct faculty technology training	Months 1-12	1.1 1.3, 2.3, 3.1, 3.2	DIT, DPD	
Implementation Strategy Two, Year Three Professional Development				
Convene PDP Strategy Team	Months 1-12	All objectives	DPD	
Update PD goals for year	Month 2	All objectives	DPD	
ID & analyze previous PD year output & outcomes	Month 6	All objective	DPD, DIR, Title III Coordinator	
Notify personnel of PD funding	Month 1-12	All objectives	DPD	
Refine PD program model	Months 6-12	2.1	DPD	
Implementation Strategy Three, Year Three Data Driven Enrichment: Institutional Research				
Identify higher ed trends	Months 1-3	2.1, 2.3, 3.1, 3.2	DIR	
Assist DLA w/evaluation measures for LA Model	Months 6-13	1.1, 1.2, 1.3	DIR, DLA	
Refine IT System continuous improvement model	Months 1-12	All objectives	DIR, Title III Coordinator	
Report on monthly activities	Months 1-12	All objectives	DIR	
Complete Title III end of yr report	Month 12	All objectives	DIR, Title III Coordinator	
Initiate at least one effectiveness study	Month 1-12	2.3, 3.1	DIR	
Provide data for College-wide planning	Months 1-12	All objectives	DIR	
Implementation Strategy Four, Year Three Liberal Arts Competency Assessment				
Convene LA Task Force	Monthly	1.1, 1.3, 2.1	DLA	
Analyze evaluation measures	Months 6-12	1.1, 1.3, 2.1	DLA, DIT	
Refine LA assessment model	Months 1-12	1.1, 1.3, 2.1	DLA, DIR	
Update courses to include LA assessment	Month 1-6	1.1, 1.3, 2.1	DLA	Assisted by Task Force members
Train faculty on Assessment model	Month 6	1.1, 1.3, 2.1	DLA, Task Force	
Implementation Strategy Five, Year Three Experiential Learning for Students and Faculty				
Refine student development transcript/portfolio system	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	

Select disadvantaged students for experiential learning offering	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL, faculty, VP of Student Services	At least five per year
Collect data on EL output and outcomes	Months 6-12	1.1, 1.5, 5.4, 5.5	DEL, DIR	
ID and select faculty for externship	Months 6-12	1.2, 1.5,5.4, 5.5	DEL	
Expand EL offerings on and off campus	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Pilot EL system for transfer and working adult students	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Year Four, October 1, 2011through September 30, 2012				
Implementation Strategy One, Year Four Information and Instructional Technology				
Organize AIMS training for registrar and faculty	Months 1-2	2.3, 3.1, 3.2	DIT, PDP	training conducted by Aptron Corp.
Purchase & install instructional technology	Months 3-12	2.3, 3.1, 3.2	DIT & IT personnel	3 Smart Boards, 3 projectors
Purchase & install identified software for database and web	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Initial report on IT system effectiveness	Months 6-12	2.3, 3.1, 3.2	DIT, DIR, Title III Coordinator	Assisted by VP of Finance
Direct faculty technology training	Months 1-12	1.1 1.3,2.3, 3.1, 3.2	DIT, DPD	Continues from previous year
Implementation Strategy Two, Year Four Professional Development				
Convene PDP Strategy Team	Months 1-12	All objectives	DPD	
Update PD goals for year	Month 2	All objectives	DPD	
Evaluate PD effectiveness & modify as needed	Month 6	All objective	DPD, DIR, Title III Coordinator	
Notify personnel of PD funding	Month 1-12	All objectives	DPD	
Implementation Strategy Three, Year Four Data Driven Enrichment: Institutional Research				
Identify higher ed trends	Months 1-3	2.1, 2.3, 3.1, 3.2	DIR	
Assist DLA w/refining LA Assessment model	Months 6-13	1.1, 1.2, 1.3	DIR, DLA	
Implement IT System continuous improvement model	Months 1-12	All objectives	DIR, Title III Coordinator	
Provide data for planning	Months 1-12	All objectives	DIR	
Complete Title III end of yr report	Month 12	All objectives	DIR, Title III Coordinator	
Initiate at least one effectiveness study	Month 1-12	2.3, 3.1	DIR	Continues from previous year
Provide data for College-wide planning	Months 1-12	All objectives	DIR	
Implementation Strategy Four, Year Four Liberal Arts Competency Assessment				
Convene LA Task Force	Monthly	1.1, 1.3, 2.1	DLA	
Refine evaluation measures	Months 6-12	1.1, 1.3, 2.1	DLA, DIT	
Refine LA assessment model	Months 1-12	1.1, 1.3, 2.1	DLA, DIR	
Pilot new LA-related activities	Month 1-6	1.1, 1.3, 2.1	DLA	Assisted by Task Force members
Update courses to include LA assessment measures	Month 6	1.1, 1.3, 2.1	DLA, Task Force	
Train faculty in LA assessment	Months 6-12	1.1, 1.3, 2.1	DLA, PDP	At least 10 faculty per year

Implementation Strategy Five, Year Four Experiential Learning for Students and Faculty				
Refine student development transcript/portfolio system	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Train faculty, staff, students in use of student development portfolio	Months 1-6	1.1, 1.5, 5.4, 5.5	DEL, DPD	Continues from pervious year
Select disadvantaged students for experiential learning offering	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL, faculty, VP of Student Services	At least five per year
ID and select faculty for externship	Months 6-12	1.2, 1.5,5.4, 5.5	DEL	
Collect data on EL output and outcomes from previous year	Months 6-12	1.1, 1.5, 5.4, 5.5	DEL, DIR	
Expand EL offerings on and off campus	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Refine EL system for transfer and working adult students	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Year Five, October 1 2012 through September 30, 2013				
Implementation Strategy One, Year Five Instructional and Information Technology				
Organize AIMS training for all users	Months 1-2	2.3, 3.1, 3.2	DIT, PDP	training conducted by Aptron Corp.
Purchase & smart boards and projectors	Months 3-12	2.3, 3.1, 3.2	DIT & IT personnel	3 Smart Boards, 3 projectors
Purchase & install identified hardware & software to complete system	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Purchase & install identified software for database and web	Months 6-12	2.3, 3.1, 3.2	DIT & IT personnel	
Refine IT system model	Months 6-12	2.3, 3.1, 3.2	DIT, DIR, Title III Coordinator	Assisted by VP of Finance
Direct faculty technology training	Months 1-12	1.1 1.3,2.3, 3.1, 3.2	DIT, DPD	
Maintain IT staff certification training	Months 1-12	All objectives	DIT, DPD	
Implementation Strategy Two, Year Five Professional Development				
Convene PDP Strategy Team	Months 1-12	All objectives	DPD	
Update PD goals for year	Month 2	All objectives	DPD	
ID & analyze previous PD year output & outcomes	Month 6	All objective	DPD, DIR, Title III Coordinator	
Notify personnel of PD funding	Months 1-12	All objectives	DPD	
Complete assessment College-wide PD system	Months 1-12	2.1	DPD, DIR, Title III Coordinator	
Implementation Strategy Three, Year Five Data Driven Enrichment: Institutional Research				
Identify higher ed trends	Months 1-12	2.1, 2.3, 3.1, 3.2	DIR	
Assist DLA w/modifying LA assessment model	Months 6-13	1.1, 1.2, 1.3	DIR, DLA	
Modify IT System continuous improvement model	Months 1-12	All objectives	DIR, Title III Coordinator	
Report on monthly activities	Months 1-12	All objectives	DIR	
Complete Title III end of yr report	Month 12	All objectives	DIR, Title III Coordinator	
Initiate at least one effectiveness study	Month 1-12	2.3, 3.1	DIR	

Provide data for College-wide planning	Months 1-12	All objectives	DIR	
Implementation Strategy Four Year Five Liberal Arts Competency Assessment				
Complete course updates	Months 1-12	1.1	DLA	
Complete evaluation of LA Assessment model	Months 1	1.1	DLA, DIR, Title III Coordinator	
Train adjunct faculty on LA course updates	Months 1	1.1	DLA, DPD	
Implementation Strategy Five, Year Five Experiential Learning for Students and Faculty				
Design annual training methods on student portfolio system for all new students	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Evaluate training for effectiveness & efficiency	Months 1-6	1.1, 1.5, 5.4, 5.5	DEL, DPD, DIR	Continues from pervious year
Select disadvantaged students for experiential learning offering	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL, faculty, VP of Student Services	At least five per year
ID and select faculty for externship	Months 6-12	1.2, 1.5, 5.4, 5.5	DEL	
Analyze data on EL output and outcomes	Months 6-12	1.1, 1.5, 5.4, 5.5	DEL, DIR	
Expand EL offerings on and off campus	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	
Refine EL system for transfer and working adult students	Months 1-12	1.1, 1.5, 5.4, 5.5	DEL	

(d) Key Personnel

We anticipate that key personnel for the Title III project will be a mix of full-time employees of SLC with release time or new hires. Any new hires would adhere to the minimum qualifications of existing staff identified below and on the following pages.

The Title III Coordinator will be Dr. Julie A. Mayrose, currently the Director of Graduate Education at Silver Lake, but an individual with extensive experience in federal grant administration at the undergraduate level. Dr. Mayrose has over 20 years experience in higher education administration including directorship of a Title III activity at a college in Virginia. Her duties will involve overseeing and directing the implementation of the project. She will monitor the work of faculty, teams, and managers working on each of the project strategies. She will lead the Title III Strategy Team consisting of the College President, the Vice Presidents, and Strategy Team Leaders. As Title III coordinator Dr Mayrose will report directly to Dr. George Arnold,

President of Silver Lake College, assuring her access and authority to carry out the program. The Title III coordinator will be a .5 FTE position. The activity will involve additional key personnel who will either be supported by released time or hired to work full-time on the project.

Identification and work assignments of key personnel. This project activity involves five major implementation strategies to be led by highly qualified College personnel. Specific faculty members and other personnel have been designated to serve as Strategy Leaders while other strategy leaders will be hired using Title III funds. In those cases personnel will be selected according to College policy and will hold all credentials and experience necessary to complete the duties. The College will seek qualified applicants via Statewide and national searches consistent with federal and state guidelines and policies, to begin at the notification of grant award. Should circumstances change and designated personnel are unable to assume the Strategy Leader positions, then well-qualified personnel will be selected as replacements and the College’s USDOE Program Officer will be consulted to secure approval.

Table 3: Key Personnel in Addition to Title III Coordinator

Position	% of time	Person designated	Duties	Qualifications
Director of Professional Development	.5 FTE	Sister Marcollette Madden	Strategy 2: <u>Professional Development</u> Lead faculty and staff development committee Assist personnel with planning and preparing professional development activities Design and lead training evaluation processes Notify personnel of training opportunities Assist with sabbatical requests Liaison with universities to set up on site doctoral courses Serve on Title III Strategy Team	Associate professor of Education, holds two masters degrees in education, former chair of the College Faculty Development Committee, currently serves as Chair of the College-wide President’s Council on Diversity, has over 20 years experience implementing change and organizational leadership
Director of Experiential Learning	1.0 FTE	To be named	Strategy 5: <u>Experiential Learning for Students and Faculty</u> Work with individual students in selecting experiential learning	Masters degree in college student development, counseling, or related field, will have a minimum of three years experience in career assessment,

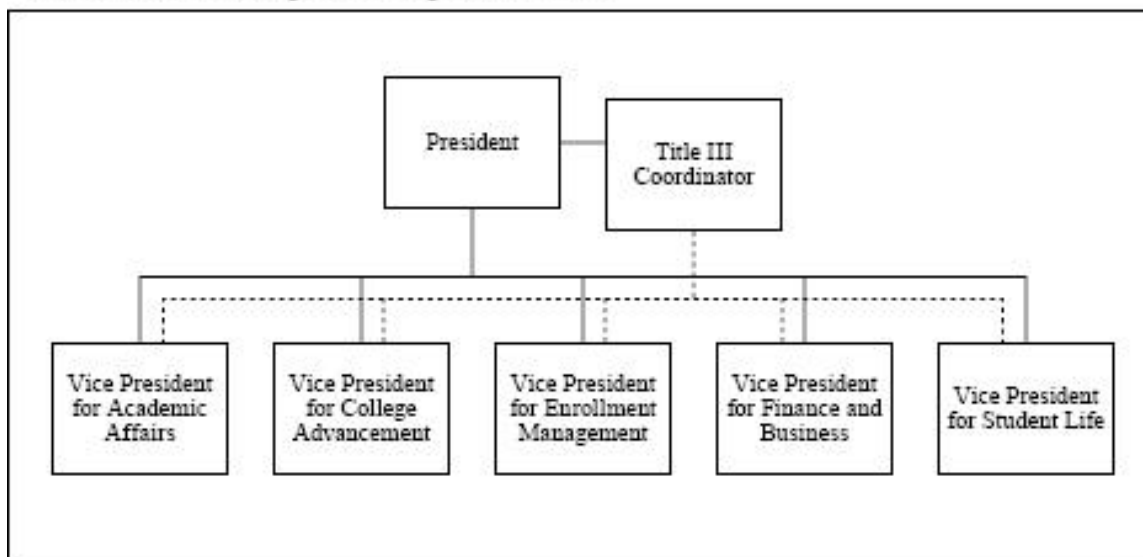
			setting, oversee experiential placements, notify College of experiential learning opportunities Work with faculty members to set up “externship” placements Serve on Title III Strategy Team	counseling, professional development or related field, will have experience working with adult learners and traditional college students
Director of Institutional Research	1.0 FTE	To be named	Strategy 3: <u>Institutional Research</u> Conduct institutional research, maintain information on local, state, and national trends in higher education, complete reports, supply data and data analysis; Serve on Title III Strategy Team	Will hold a doctoral degree with minimum of five years experience in higher education as a faculty member or administrator, experience conducting small and large scale research studies, tracking local, state, and national trends, analyzing data, application of research findings to planning
Director of Information Technology	1.0 FTE	Niles Klaves	Strategy 1: <u>Information Technology System</u> Will provide all services related to identifying, purchasing, installing project related technology and organizing technology training as part of current job duties; Serve on Title III Strategy Team	Over 20 years experience in higher education technology related to both instruction and academic administration
Director of Learning Assessment	.5 FTE	Dr. Albert Sears	Strategy 4: <u>Liberal Arts Competency Assessment</u> Direct faculty members in identifying learning outcomes and competency completion benchmarks Analyze and report on learning outcomes College-wide Lead faculty in design, implementation, pilot-testing, and refining of liberal arts competency assessment	Associate Professor of English, holds PhD, in English, over 10 years experience teaching at college level, serves as chair of College Liberal Arts Task Force, led faculty in identification and designation of liberal arts competencies and outcomes

e) Project Management Plan

(1) Management Procedures & (2) Authority to conduct the project. The College has in place all appropriate procedures for managing the Title III project. The Title III Coordinator and identified Strategy Leaders (as discussed in the Key Personnel Section) are highly qualified to complete the duties of the activity. The Title III Coordinator, a half-time position, will report directly to the President; this individual will convene and lead the Title III Strategy Team. The Strategy Team will meet monthly during the first year of the project and bi-monthly during the remaining years. Membership on the team will consist of the SLC President, the VPs, the Director of Human

Resources, and the Strategy Leaders. The Title III Coordinator will provide the leadership and be responsible for achieving the activity goals and objectives. The Title III Coordinator will report as needed to the President and his Staff at their weekly staff meetings. The Title III Coordinator will hold administrative authority over all of the Title III implementation strategies and will meet individually with the Strategy Leaders in order to manage and monitor the progress of all the implementation strategies. The Title III Coordinator will work directly with the VP of Finance and the Business Office to oversee the budget and requests for expenditures. The organizational chart for the Title III personnel shows the clear lines of authority and communication:

Table 4: Silver Lake College Title III Organizational Chart



(f) Project Evaluation Plan

(1) Data elements clearly described. & **(2) Data analysis procedures.** Silver Lake College has developed a detailed evaluation plan to assess the impact of the proposed Title III project. The purposes of the evaluation plan are to 1) establish a review process with which to evaluate the attainment of the activity goals and objectives, 2) define the data elements which will be monitored in order to evaluate the outputs, outcomes, and impact of the strategies, 3) ensure the integration of the strategies with the ongoing institutional assessment process at the College, 4)

identify and document successes and problems associated with the project in order to make adjustments to improve outputs and outcomes, 5) ensure budgetary guidelines and timetables, 6) provide formative and summative reports to track the project, and 6) communicate the progress of the project to the internal and external College community.

The SLC Title III project will deploy the W. K. Kellogg Foundation Program Logic Model as the framework for its evaluation plan. This method links outcomes with program activities/processes and the theoretical/principles of the program (W.K. Kellogg Foundation, *Logic Model Guide*. Battle Creek, MI: January, 2004). According to this model an organization identifies input--the resources available to completing project work, and activities—as those tasks a project carries out. The input and the activities lead to outputs, products of the activities; outcomes, which are changes brought about from the project; and impact, which are fundamental changes that occur in the organization, the community, or system (Kellogg, January, 2004).

The program logic model serves as an excellent method for SLC to identify and track progress toward goals. The data and data collection procedures will clearly measure the output, outcomes, and impact of the project--both during the five year grant period, and after, since the College will maintain project impact evaluation as part of its institutional research system. The program logic model, beginning with baseline indicators, will produce both summative and formative results to be reviewed by an Internal Evaluation Committee as well as an External Evaluator each year of the project. The Internal Evaluation Committee will consist of representatives from the faculty, staff, administrative, and student sectors of the college. We have also identified an experienced external evaluator familiar with the Kellogg Model (as well as other viable evaluation constructs) who has agreed to assist upon project funding. An out-of-state professional with an extensive higher education background and a terminal degree, she

served as administrator for four separate Title III projects over two decades. Now retired, she offers consulting services in proposal writing and grant evaluation.

The College evaluation plan will enable the internal committee and external evaluator, as well as the Dept of Education, to assess the worth of the project by producing data in support of outcomes and impacts. *The following components comprise the program logic model that will be used as the basis for our grant evaluation:*

(1) Input/Resources: Funding—Institutional and Title III, Part A funding; Highly skilled personnel—currently in place or to be selected once project is funded; Mission—drives all decision-making and all activities support the College mission; Accreditation—that which makes Silver Lake College an authorized institution capable of serving students

(2) Activities: Create up-to-date IT system that supports current and future capacity; Professional Development for Faculty, Staff, and Administrators; Data Driven Enrichment: Institutional Research; Liberal Arts Competency Assessment; Experiential Learning for Students and Faculty..

(3) Outputs by Strategy. *Strategy One*: Updated hardware; updated software; installed instructional technology; updated administrative technology; trained personnel. *Strategy Two*: Faculty trained in instructional methods suitable for 21st century learners and adult learners; staff members trained in strategies to improve service; faculty, staff, and administrators trained in technology for improving job performance. *Strategy Three*: Data collected and analyzed; annual reports completed; research conducted. *Strategy Four*: Assessment model created; assessment methods analyzed; assessment methods refined. *Strategy Five*: Experiential learning offered; students complete experiential opportunities; faculty complete externships. *Strategy Six*: Main entrance remodeled; plans drawn; labs remodeled.

(4) Outcomes after five years: Operational funds increased; more students enrolled; more students retained; more students graduating within six years; faculty credentials

(5) Impact within five to seven years of project: More disadvantaged students in the region from disenfranchised and underserved groups have access to a four-year college education; college able to maintain impact in community by providing employment; college capabilities enhance attractiveness of overall economic development.

Finally, the detailed evaluation plan will enable the college to continuously revise and modify its program for improved performance, further enhancing the viability of the college strategic plan as a living document.

(g) Budget

The proposed costs within the scope of this activity are necessary and reasonable for achieving its objectives. All expenditures are allowable under 34 CFR 607.10 and 607.30. The salaries and fringe benefits are appropriate for the State of Wisconsin and comparable to other private colleges in the State for similar positions as well as for Title III programs nationally. Health care costs, in particular, have greatly accelerated the fringe benefits rate for not only grant programs but the general college budget in recent years. Likewise, expenditures for equipment, supplies, and contractual services are all consistent with HEA Title III previous projects and similar programs nationally and within the state of Wisconsin.

The “Budget Narrative Attachment Form” is included in the submission packet that follows.