

CPCC Title III Strengthening Institutions Program:
Improving Academic and Support Services for High Risk Students

Mid-Year Report to the U.S. Department of Education

May, 2005

II. Executive Summary

Central Piedmont Community College (CPCC) can report that every aspect of the grant project which began on October 1, 2003, is on schedule, based on the detailed timeline presented in CPCC's Title III proposal. In fact, some important aspects of the grant activity are well ahead of schedule, including the faculty training component and the development of the Online Student Profile.

As indicated in the staffing plan for the Title III activity, Emma Brown is spending 25% of her time coordinating the project and serving as the liaison between

CPCC and the U.S. Department of Education for the grant project. Clint McElroy has responsibility (100% work time) for day-to-day management of the Title III Activity. Rita Dawkins, Laura Goppold, and Luke Arno have assumed their positions (which require 50% of their work time) as Component Directors for Components 1, 2, and 3, respectively. All work teams and oversight teams necessary for the activity have been working enthusiastically to keep the grant activity on track and even improve upon various aspects of the project.

The project budget and purchasing/payroll systems are in place and are functioning. As of March 31, 2005, we have expended \$141,495, or 40.3% of the approved annual projected budget. Based on the scheduled timing of expenditures, this figure represents the expected rate of expenditure. There have been no budgetary changes made during the course of the first six months of the Year Two grant period, and there has been no shift in focus of the grant activity.

III. Project Status:

We can report that every aspect of the grant project is on schedule the mid-point of Year Two, based on the detailed timeline presented in CPCC's Title III proposal. Emma Brown is spending 25% of her time coordinating the project and serving as the liaison between CPCC and the U.S. Department of Education for the grant project. Clint McElroy has full time responsibility for day-to-day management of the Title III Activity. Rita Dawkins continues to direct Component I, Laura Goppold is still directing

Component II, and Component III Director, Luke Arno also continues working 50% on the Title III activity.

The five managers assigned directly to the grant activity meet biweekly with other college personnel who serve on the CPCC Title III Leadership and Assessment Team. This group continues to provide a forum for discussion of all significant management, planning and assessment issues relating to the grant activity. This group (which has changed slightly in its membership since Year One) includes the following members:

Emma Brown, Title III Project Director

Clint McElroy, Title III Activity Director

Rita Dawkins, Component I Director (Enrollment and Student Services)

Laura Goppold, Component II Director (Instruction)

Luke Arno, Component III Director (Information Technology Services)

Bobbie Fields, Research Specialist

Michael Horn, Director of Resource Development

James Bazan, Division Director, Social and Behavioral Sciences

Linda Dunham, Faculty, ACA111 (orientation course)

Antonio Jordan, Counselor

Carrie Matson, Counselor

Lisa Foley, Faculty Member, English, Reading and Humanities Division

Joann Alexander, Title III Administrative Assistant

Jim H. Young, who has been involved with Title III at the Federal level since just after the program's inception, continues his service as our outside evaluation consultant.

The combined Leadership and Assessment Team members meet regularly to plan and strategize, and Jim Young returns during Spring and Fall Terms to assist with ongoing evaluation and implementation activities.

One important part of the assessment team's work this year was to set an annual evaluation schedule for all grant-related activities and create appropriate documents to allow for assessments as proscribed in the grant proposal. On the following two pages, the actual annual evaluation schedule is presented. It is important to note that this schedule is now a part of our College's ongoing institutional effectiveness process and has, therefore, been institutionalized. These assessments will continue to be a part of CPCC's self-evaluation in years beyond the life of the Title III activity. Following is the annual evaluation schedule:

July – December Assessment Schedule

Title III Assessment schedule						
	July	August	September	October	November	December
Component 1		SSC point of service (begin 2005-students)	Student Information Form (staff)		SSC point of service (students - 2004only)	
				ACA111 (students - first week of month)		ACA111 (students - first week of month)

Component 2		Faculty Training Survey (staff - mid month)		Faculty Training Survey 2 (staff - mid month)		
					ENG/RED teaching methods (students - end of month)	
Component 3						

Title III Assessment schedule	Schedule					
	January	February	March	April	May	June
Component 1		SSC point of service (students)				
			ACA111 (students - first week of month)		ACA111 (students - first week of month)	

			Faculty Training Survey (staff - mid month)		Faculty Training Survey (staff - mid month)	
Component 2				ENG/RED teaching methods (students - end of month)		
				OSP Survey (staff - Rita and Laura distribute)		
Component 3						

Grant Activity

All components of the grant activity are on or ahead of schedule, as outlined in the grant proposal. For each of the three components of the grant activity, generalized narrative is followed by statements of the Year One Objectives and Performance Indicators, as outlined in the “Activity Objectives and Performance Indicators” table (OMB# 1840-0114) of the grant proposal. Progress to date on each objective is detailed after the statement of each objective.

Component I (Strengthening Student Services):

Development of the Levine Campus Student Success Center (the Central Campus SSC opened in August, 2004, as scheduled) is being guided by an advisory group led by Component I director Rita Dawkins and composed of representatives from the student service and instructional support areas of the college.

The renovation involved in creating a Student Success Center for Levine Campus has been put out for bids and is scheduled for construction to begin in late spring or early summer. The Student Success Center on Levine will involve all the student services available at Levine Campus, with the major change that students entering the building will walk through an information center, where staff will greet and assist them as soon as they come through the door.

Implementation of assessment instruments to determine the learning/cognitive styles and personality types of students has been successful and the instruments are being used in the classrooms of trained developmental reading and English courses, as well as in the ACA 111 orientation course.

The offerings of ACA111 orientation course sections are proceeding according to the schedule set in the grant proposal.

Objective 2.1: By September 30, 2005, CPCC will revise, adopt, and implement the expanded and improved model of “Student Success,” based on the needs of high risk students and developed in Year 1, and integrate these services in a centralized Student Success Center on CPCC’s Central Campus..

Anticipated Outcome: By September 30, 2005, CPCC will implement an expanded and improved model of "Student Success" at a centralized Student Success Center on CPCC's Central Campus (1st of 6 campuses) that is able to assist all high risk students with student support and academic services through referrals and interviews..

Progress to date: The Central Campus Student Success Center opened in August of 2004, one year ahead of schedule, and it is currently in use. All high risk students attending Central Campus may now seek or be referred for assistance at the Student Success Center. A second Student Success Center is slated to open during Fall Term 2005 at the Levine Campus, again one year ahead of the proposed schedule.

Objective 2.2: By September 30, 2005, CPCC will revise, adopt and administer 2 new assessment instruments - a learning/cognitive style assessment and a personality type assessment - to 25% of all entering high risk students (approximately 1,200 students).

Anticipated Outcome: By September 30, 2005, by administering the 2 new assessment instruments, students, student services staff and developmental faculty will have personality assessment results for 25% of entering high risk students to assist in teaching, planning and decision making.

Progress to date: Because high-risk students are taking the two assessments in the ACA111 course and in the developmental reading and English courses being taught by instructors who have been enrolled in the Student Success Faculty Training Series, students, student services staff, and developmental faculty will have the personality and learning style assessment results for over 30% of entering high risk students by September 30, 2005.

Objective 2.3: By September 30, 2005, CPCC will implement a one credit-hour orientation course, based on the needs of high risk students, for 25% of all entering high risk students (approximately 1,200 students).

Anticipated Outcome: By September 30, 2005, these 25% of all entering high risk students surveyed will indicate that they benefited from participating in a one credit-hour orientation.

Progress to date: Pre- and post-testing of all ACA111 students indicates that 100% of students benefit from participating in the course. The table below shows actual and potential enrollments for ACA111, including the offering of nearly 300 more seats in ACA111 than indicated in the proposal.

	Sections	Potential Enrollment	Actually Enrolled
Fall, 2004	32	800 students	538 students

Spring, 2005	20	450 students	334 students
Fall, 2005	60	1498 students	

Component II: Improving Faculty Skills:

Under the direction of Component Director Laura Goppold, five faculty from the English, Reading, and Humanities Division volunteered during Year One to serve as the leaders of the classroom-based Title III activities. They are: Dee Shamsid-Deen, Lisa Foley, Deanna Highe, Patty Hill, and James Kirkpatrick. These faculty, in conjunction with Ms. Goppold and Activity Director Clint McElroy developed the Student Success Faculty Training series for all (full- and part-time) faculty teaching students in the developmental English and reading areas. These five are designated the faculty trainers for the length of the five-year grant.

Development of the faculty training series was completed ahead of schedule during Year One, and by March 31, 2005, the first group of faculty had completed the training series complete. Collaboration among faculty working with developmental students in both ACA111 and the developmental reading and English courses has been accomplished and continues with shared training activities, as outlined in the grant proposal.

A second part of Component II is establishment of an online tutorial/supplemental instruction component for all developmental English and reading courses. This process is complete, with 100% availability in all developmental English and reading courses (our target for Year Five of the grant activity, so we are well ahead of schedule).

Objective 2.4: By September 30, 2005, CPCC will revise, adopt and implement the “Student Success” series of faculty development programs; as a result, 25% of developmental faculty will be trained to integrate learning and personality styles, and student success strategies into their courses.

Anticipated Outcome: By September 30, 2005, through the “Student Success” faculty training program presentation to 25% of developmental faculty, classroom observation and faculty surveys will indicate that at least 80% of these trained developmental faculty have integrated student learning/cognitive styles, personality styles, and student success strategies into their teaching.

Progress to date: The “Student Success” series of faculty training programs, totaling 48 hours of instruction for faculty from the developmental reading and English areas and 32 hours of instruction for faculty working with the ACA111 orientation course is completely developed. By March, 31, 2005, 17 faculty members teaching ACA111, developmental reading, and/or developmental English had the opportunity to complete the entire Student Success Faculty Training Series. An additional 23 faculty members from

these same areas are scheduled to being the second full round of training in May of 2005. All integration strategies have been verified via a peer-observation process and assessments via student surveys are currently in progress. The goal for Year Two has already been met and exceeded.

Objective 2.5: By September 30, 2005, CPCC will revise, adopt, and implement a computer-based tutorial in 25% of developmental English classrooms.

Anticipated Outcome: By September 2005, by implementing a new computer based tutorial for developmental English courses, students in 25% of developmental English classrooms will have completed the tutorial.

Progress to date: Both computer-based tutorials are available to students in 100% of developmental reading and English courses. This means that this outcome for the grant activity is completed ahead of schedule.

Component III: Improving Technology for Student Tracking:

As with the other two sections, the work on Component III is progressing on or ahead of schedule at the six month point of Year Two. The main focus of Component III is on student tracking and information. Component Director Luke Arno and the ITS staff have worked closely with the Title III Leadership and Assessment group to create a user-friendly student tracking system which will “pull” data from a variety of sources, including the Legacy and Colleague systems (as well as systems from outside vendors) in

order to provide advisors, counselors, and faculty members with detailed information about students.

Design work for the student tracking and profiling system, including implementation of the Online Student Profile (OSP) function was completed ahead of schedule during Year One. After a nearly a year of usage, feedback from students, faculty members, and counseling/advising staff members was used in creating revisions to the OSP system. Revisions to the system – which was very positively assessed by the users – resulted in modifications to the beta version of the OSP. These revisions will lead to the OSP version 2.0 being readied for a scheduled implementation in May of 2005.

Objective 2.6: By September 30, 2005, by implementing the Online Student Profile-Tracking System (OSP) developed in Year 1, all student services staff and developmental faculty will have access to ½ of 2004-2005 entering high risk students' demographic and performance data, individual student goals, and early warning intervention notices to assist them in planning and decision making.

Anticipated Outcome: By September 30, 2005, by implementing the Online Student Profile (OSP), all developmental faculty and student services staff will receive and track at least 50% of the entering developmental students' demographic and performance data, individual student goals, and early warning intervention notices to assist them in teaching, planning and decision making..

Progress to date: All faculty and staff working with high-risk students now receive demographic and performance data on 100% of high risk students.

All faculty members also have access to the early warning intervention functions of the Online Student Profile.

Anticipated Student Outcomes for Year Two:

Objective 2.7: By September 30, 2005, the retention rates (within the semester) and graduation rates for at least 50% of entering developmental students will be at least 3% higher than in 2001-02.

Anticipate Outcome: By September 30, 2005, enrollment and graduation records will indicate that retention rates (within the semester) for at least 50% of entering high risk students are 3% higher than in 2001-2002.

Progress to date: Complete Spring Term enrollment records and course averages were not available at the end of the six-month reporting period and are not available at the time of this writing. However, significant increases in within term retention have been measured in previous terms, as reported in the Year One annual report. We anticipate continuation of these increases for Year Two, and data for Year Two will be available for reporting on the Year Two annual report.

Objective 2.8: By September 30, 2005, the success rates at a level of “C” or better for students in 25% of developmental faculty’s classrooms will be at least 5% higher than in 2001-2002.

Anticipated Outcome: By September 30, 2005, grade reports will indicate that success rates at a level of “C” or better for students in 25% of developmental faculty’s classrooms will be 5% higher than in 2001-2002.

Progress to date: Complete Spring Term enrollment records and course averages were not available at the end of the six-month reporting period and are not available at the time of this writing. However, significant increases in success rates at a grade of “C” or better have been measured in previous terms, as reported in the Year One annual report. We anticipate continuation of these increases for Year Two, and data for Year Two will be available for reporting on the Year Two annual report.

IV. Budget Information

As indicated in item #5 on the cover sheet, our actual budget expenditures for the reporting period were \$141,495, or 40.3% of the approved annual budget. Based on the project timeline, expenditures are being made at the expected rate. There have been no significant changes to the budget resulting from modification of project activities. All

project activities are taking place, as described in the grant proposal. Our grant activity is progressing as described in the grant proposal, and no new budget modifications have been made in Year Two.

V. Supplemental Information

CPCC's Title III project is on track and working well. Therefore, we wish to make no changes to our grant performance objectives or activities at this time.

