

**CPCC Title III Improving Institutions Grant:  
Improving Academic and Support Services for High Risk Students**

**Quarterly Report to the U.S. Department of Education  
January, 2004**

Abstract

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. 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 assumed full time responsibility 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 employees to be hired during the first quarter are in place, performing their functions. All work teams and oversight teams necessary for the activity are in place. The project budget and purchasing/payroll systems have been in place since October and are functioning. The student cohort to be selected and enrolled for Spring Term is in place, and these students are currently enrolled in the pilot sections of developmental reading and/or English. The students in the cohort have completed the ACA111 orientation course or are currently enrolled in the ACA111 orientation course.

Project Management:

The project management team has been completely assembled to facilitate the supervision of work on the Title III grant activities. We can report that every aspect of the grant project is on schedule, 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 assumed full time responsibility for day-to-day management of the Title III Activity. As specified in the proposal, Rita Dawkins has assumed directorship of Component I and Laura Goppold has assumed directorship of Component II, with each working 50% of her load on the grant activity.

In addition to the managers specified in the grant proposal, the Component III Director has been selected and is working on the grant activity. Luke Arno, the Component III Director, is an experienced employee in CPCC's Information Technology Services area and has already contributed much to the work on the activity since his hiring in

November. Prior to his hiring, ITS staff members David Kim and Veena Patel provided excellent representation on the project management team.

The five managers assigned directly to the grant activity meet biweekly with other college personnel who serve on the CPCC Title III Leadership Team. This group exists to provide a forum for discussion of all significant management and planning issues relating to the grant activity. This group includes the following members:

Emma Brown, Title III Coordinator  
 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)  
 Terri Manning, Associate Vice President for Planning & Research  
 Michael Horn, Director of Resource Development  
 Elvira Johnson, Faculty, ACA111 (orientation course)  
 Joann Alexander, Title III Administrative Assistant

One important component of the coordinated project management activities is the assessment component. For our own purposes and also for reporting to the U.S. Department of Education, CPCC has convened a Title III Assessment Team to work out the ongoing logistics of project assessment. The members of this work group are:

Emma Brown, Title III Coordinator  
 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)  
 Karen Williams, English, Reading and Humanities Division  
 Patty Hill, English, Reading and Humanities Division  
 James Bazan, Social and Behavioral Sciences Division  
 Tony Bass, Social and Behavioral Sciences Division  
 Terri Manning, Institutional Research  
 Michael Horn, Resource Development

Over the past two months, this group has worked diligently to set a framework for assessment which will allow us to evaluate the success of the various components of the project. This group is currently in the process of selecting an external consultant – as prescribed in the grant proposal – to assist with data collection and analysis.

### Grant Activity

All components of the grant activity are occurring on schedule and within the budget proscribed for Year One in the grant proposal. There are no budget overages to report, nor are there any budget revisions to report. Everything is proceeding according to plan.

The remainder of this report concerns progress on the three components which comprise the grant activity. One significant item of note is the collaborative work that has occurred between CPCC (a new Title III grant recipient) and Brookhaven College of the Dallas, Texas, Community College District (a Title III recipient since 1999). CPCC has been able to leverage much of the work that Brookhaven has done toward its own Title III activity, and, in turn, Brookhaven has benefited from CPCC's Information Technology Services area, which is assisting them in implementing greater automation in their student information/tracking system.

*Component I (Strengthening Student Services):*

Preparations are underway for the renovation involved in creating a Student Success Center for Central Campus. The Student Success Center on Central will involve all the services available in the Central High Building, with the major change that students entering the building (at the entrance facing Elizabeth Avenue, in the center of the building) will walk through an information center, where staff will greet and assist them as soon as they come through the door. Development of the Student Success Center is being guided by an advisory group composed of representatives from the student service and instructional support areas of the college.

Final selection of two assessment instruments to determine the learning/cognitive styles and personality types of students is being done now, in coordination with the activities of the Title III Assessment Team. All students placing into developmental reading or English will eventually be assessed in these ways, so that faculty members and advisors/counselors can use this information to help students be more successful. Students and faculty have tried out a variety of these assessments during the selection process.

A comprehensive orientation course (ACA111) has been piloted and is being used with a pilot group of 125 students, who are currently assigned to sections of developmental reading or English classes taught by faculty participating in first-year Component II activities (see below). Eventually, all students placing into developmental reading or English classes on the CPT will take ACA 111 as part of their courses of study.

*Component II: Improving Faculty Skills:*

Five faculty from the English, Reading, and Humanities Division have volunteered 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 have been working to begin development of a faculty training series for all (full- and part-time) faculty teaching students in the developmental English and reading areas. These five will be the faculty trainers for the length of the five-year grant.

One early stage of this development process involved a "train-the-trainer" staff development activity on November 5, 6, and 7, with Sharon Burton of Brookhaven Community College (part of the Dallas Community College District in Texas).

Brookhaven has had a Title III grant since 1999 which involves a faculty training component, and Sharon Burton has been the designated trainer for the entire length of the grant. She presented workshops on the Critical First Three Weeks of a Course, Learning Style/Personality Type, and Diversity Issues. The second two workshops were also attended by 17 staff members from the counseling/advising area.

The workshops were very well received and were rated highly by the attendees. Particularly helpful was the fact that Sharon Burton gave CPCC all of the training materials that Brookhaven has developed to support faculty and staff training under their Title III grant. This will save us a lot of time and effort in developing our own materials.

A second part of Component II is establishment of an online tutorial/supplemental instruction component for all development English and reading courses. Faculty members Brad Bostian and Lisa Foley are leading this effort, which already involves tests of several online tutorial/instruction products. Lisa and Brad will be working with the other developmental faculty in their division to assess the effectiveness and usability of these products during the 2003/2004 academic year, so that we can choose a package for use by all students beginning in the 2004/2005 year.

*Component III: Improving Technology for Student Tracking:*

The main focus of Component III is on student tracking and information. Luke and the ITS staff are working closely with the Title III leadership and assessment groups 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.

Again, CPCC is working closely with Brookhaven College in Texas to modify a system developed by Brookhaven for our own use. In this case, our ITS area has also been working to help Brookhaven improve and automate its own student tracking system, creating a win-win situation for both colleges.

Current work on this system is focusing on what elements need to be included in the student tracking system. Excellent progress is being made, and this part of the Title III activity is on schedule.