

**STRENGTHENING ACADEMIC PROGRAMS AND SERVICES THROUGH ASSESSMENT-BASED
PROFESSIONAL DEVELOPMENT**

Table of Contents		
Section		Page
1.	Application for Federal Assistance (SF 424)	i
2.	Department of Education Supplemental Information Form for SF 424	ii - iii
	Budget Narrative Attachment Form ED Form 524	iv - v
3.	ED Abstract Form	vi
4.	Program Profile Page	vii
	Table of Contents	viii
5.	Program Narrative Attachment	1 - 50
(a)	Comprehensive Development Plan	1- 12
(1)	Strengths, Weaknesses/Significant Problems of College's Academic Programs, Institutional Management, Fiscal Stability Planning Process Used for Analysis	1 - 6 6 - 8
(2)	Goals	8
(3)	Objectives Related to Institutional Goals	8 - 10
(4)	Institutionalizing Practices and Improvements	10
	Methods for Institutionalization	10
	Resources for Institutionalization	11
(b)	Activity Objectives	12 - 16
(c)	Implementation Strategy	17 - 34
(1)	Comprehensive	17
(2)	Rationale	17 - 23
(3)	Chart of Implementation Strategies including Timetable	24 - 33
	References	34
(d)	Quality of Key Personnel	35 - 37
(1)	Experience and Training	35 - 37
(2)	Time Commitment	35 - 37
(e)	Quality of Project Management Plan	38 - 40
(1)	Management Procedures	38 - 39
(2)	Authority and Access	40
(f)	Quality of Evaluation Plan	41 - 45
(1)	Procedures	41
	Data Elements Collection	42
(2)	Formative and Summative results	42
	Tables of Quantifiable Evaluation of Objectives and Strategies	43 - 45
(g)	Budget	46 - 50
	Assurances & Certifications	52 - 56

PROGRAM NARRATIVE

(a) COMPREHENSIVE DEVELOPMENT PLAN

Carteret Community College (CCC), on the coastal southern Outer Banks of North Carolina, is a two-year, comprehensive, public, nonresidential post-secondary institution offering 34 transfer, technical and vocational programs that annually serve 8,000 people; over 2,400 students enroll in degree, diploma or certificate programs (full time equivalent (FTE) of 1,321).

(1) Strengths, Weaknesses/Significant Problems

Table 1: Academic Program Strengths
<p>Carteret Community College offers quality, diverse academic programs that are responsive to community needs.</p> <ul style="list-style-type: none"> • CCC offers 34 associate, diploma, and certificate programs as well as extensive non-credit specialized training programs. Academic programs range from university transfer (Associate in Arts, Science and Fine Arts) to technical (e.g. Web Technologies, Radiography) to vocational (e.g. Marine Propulsion Systems, Culinary). • In 2006, CCC met or exceeded 11 of 12 NC Community Colleges performance standards, earning it a rating as a Superior College for the second year in a row. Performance standards included performance of college transfer students, passing rates for licensure exams, employment status of graduates, success rate of developmental students in ensuing college-level courses, student satisfaction, curriculum student retention and graduation, employer satisfaction with graduates, and client satisfaction with customized training. • Accredited programs requiring graduates' licensure (nursing, basic law enforcement training, cosmetology, and radiography) have consistently had passing rates for first-time licensing test takers above 85%. • USA Counties in Profile reports that Health Services will grow at least 110% in the next five years. Since 1999, CCC has added Therapeutic Massage, Sonography, Paramedic Technology and Registered Nursing to its existing health science programs (Medical Assisting, Respiratory Care, Radiography, Practical Nursing). Business Services are projected to grow 99.5%. To support the local business community, CCC has added Web Technologies, Global Logistics Technology, Boat Manufacturing, Culinary, Hotel Management, Horticulture, and Aquaculture. The college has also added two transfer degrees: Associate in Fine Arts and Associate in Science.
<p>Carteret Community College is a leader in the delivery of alternative systems for instruction.</p> <ul style="list-style-type: none"> • In the spring of 1998, CCC offered one online course to 25 students. In the spring 2006, the college ran 119 online courses with 1,354 enrollments. • In fall 2005, 727 students represented 1,601 online enrollments for a total of 138.25 FTE, or 22% of all Fall 2005 credit FTE. Carteret has offered a total of 1,228 online courses in eight years with steady increases in the number offered in each semester but two.

CCC provides strong academic and student support services

- Acting on a plan developed with a Title III Planning Grant (2000-2001), the college has renovated a 30 year-old building and has brought all student development and support activities under one roof. These include Academic Support Services (tutoring), TRIO-Student Support Services, Student Enrollment Resources, and a new initiative, Career and Academic Planning Services (CAPS), located in one small room without equipment.
- Developmental Studies in reading, English, mathematics and science provide one quarter of Carteret’s students the opportunity to improve skills to prepare them for college level work.
- In spring 2006, the college administered the Community College Survey of Student Engagement (CCSSE) to benchmark student engagement. Results are expected in July or August 2006.

Table 2 : Institutional Management Strengths

Carteret Community College places a high priority on creating a college culture that fosters learning, and seeks to continuously improve by learning about itself.

- Each year, the college surveys employees and students concerning academic programs and services including administrative and physical operations services.
- In 2005, the college contracted with the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University for the Personal Assessment of the College Environment, which determined that Carteret is a “Consultative” College in which
 - Employees are significantly involved in the decision-making process;
 - Decisions are made at lower levels; leaders consult with followers regarding decisions;
 - Lower levels within the organization cooperate toward accomplishing college goals;
 - Influence is through a rewards process, with occasional punishment and some teamwork.

CCC has a comprehensive review and evaluation process for all academic and support programs.

- For the annual plan, each program performs an annual program analysis during which it records performance for the past three years and plans objectives and activities for the next academic year. Progress in meeting objectives is reviewed mid-year and at the end of the year. Program objectives are tied to budgeting through prioritization by the “Assembly for Strategy and Planning” or ASAP team, composed of representatives from all college areas.

Carteret Community College collaborates with universities, other colleges, public schools, and agencies to provide better services and programs for its students and the community.

- CCC is a founding partner of the Marine Science and Education Partnership (MSEP) that has brought together directors of three university marine science laboratories, NOAA Beaufort Laboratory, NC Marine Fisheries Dept., and the NC Aquarium, to develop transfer of marine research to economic development, particularly in biotechnology and aquaculture.
- The state of North Carolina recently awarded the county school system and its partner, CCC, a \$1.5 million grant to develop an Early College High School on the college campus which would serve 120 high school students per year.
- CCC’s Corporate and Continuing Education Division partners with over 30 agencies and companies to provide literacy and workplace skills training.

Carteret Community College is responsive to its community, and as a result, the community supports the college.

- Since 2000, CCC has held community forums every two years to elicit input regarding what programs and services they need; participants also indicated that the college must shape the

- trends and future of the county.
- In the 2000 election, 70% of Carteret County voters supported the college by approving \$14.5 million in bonds to construct new classroom buildings which replaced unserviceable structures and which house information technology, health sciences, boat manufacturing, and aquaculture programs.

Table 3 : Fiscal Stability Strengths

<p>Carteret Community College has consistently had outstanding audit performances.</p> <ul style="list-style-type: none"> • A single audit state, the North Carolina Auditor’s office conducts a full audit in odd numbered years and a financial review in even years. The college has received excellent reports in every year.
<p>Carteret Community College has implemented a strong program of college advancement</p> <ul style="list-style-type: none"> • Since 1999, the Carteret Community College Foundation has provided the college \$1,164,897 in cash and over one half million dollars in real property. • Since 1999, CCC has received over \$5 million in competitive grants.
<p>Carteret has a long history of sustaining and institutionalizing new programs.</p> <ul style="list-style-type: none"> • Despite flat or declining budgets, the college has economized in every possible way, including eliminating out-dated programs.

Table 4: Academic Program Weaknesses/Significant Problems

<p>Carteret Community College’s student retention and graduation rates are too low.</p> <ul style="list-style-type: none"> • Of the fall 2004 cohort of 145 full-time, first-time degree-seeking students, only 54% returned in fall 2005. • Between 2002 and 2005, the mean overall retention rate for college credit programs was 50% (the range in program retention in 2004 – 2005 was 33.3% to 100%). • In 2004 – 2005, transfer degree programs and the General Occupational Technology (GOT) program, enrolled 44.67% of the 1,434 credit students. Retention rates were: Associate in Arts: 42.9%; Associate in Science: 43.4%; Associate in Fine Arts: 59.1%; GOT: 33.3%. • Annual graduation rates for the past three years have ranged from 14% to 17% of students. The 3- year graduation rate reported for the 2004 IPEDS report was 29% of the 2001 cohort.
<p>Inadequate student learning assessment plans will not meet accreditation requirements.</p> <ul style="list-style-type: none"> • For almost all of CCC’s courses and programs, assessment is not related to improvements in teaching and learning. Only those programs that are accredited by professional agencies (e.g., Associate Degree Nursing, Radiography) have written assessment plans on the course and program levels that meet accreditation standards. • Only 75% of academic programs have completed annual program analyses. • CCC has not identified college-wide student learning competencies and the tools to assess achievement of those competencies.
<p>Students in online and hybrid Internet courses are less successful than students in traditional classroom courses.</p> <ul style="list-style-type: none"> • Unsuccessful students may be defined as those who fail, withdraw from, or do not complete a course within a semester. For the past three years, the mean percentage of unsuccessful students in Internet and hybrid courses has been 27.5%. For traditional classroom courses, the mean has been 23.9%. • Most instructors, who teach or have taught online, have taught few courses; 98 full and part-

<p>time instructors have taught online or hybrid courses in the 25 semesters since spring 1998, but 70 have taught fewer than 11 courses, and 24 have taught only one course using Internet technology; 28 instructors have taught over 70% of Internet and partial Internet courses.</p> <ul style="list-style-type: none"> • More than 80% of CCC’s students matriculate from the Carteret County Schools, ranked 7th out of 130 state school districts in classroom computer use. Students are more comfortable with computer use than many faculty members. • Carteret faculty try to stay current with the latest software for instruction, but find that the limited number of site licenses that the college resources allow restricts course offerings and the number of disadvantaged and disabled students that may participate in technology-based online classes. • 81% of CCC’s full time faculty members are over 40 years of age, “Boomers” with very different life and educational experiences than the “Millennial” students they teach. • Too few professional development opportunities for faculty have resulted in a low number of faculty using creative teaching methodologies. Professional development funds have declined in recent years due to state budget reversions. In fiscal 2006, the amount available per faculty member was \$130.23.
<p>Too few faculty and staff possess the knowledge and skills to advise students about academic and career choices.</p> <ul style="list-style-type: none"> • The percentage of full time faculty responding positively to the employee survey item asking whether they have received orientation on their role in advising has declined (from 48% of full-time faculty 2001 survey respondents to 39% in 2006). The percentage of part-time faculty responding positively has declined from 16% in 2001 to 11% in 2006. • Since 2002, when CCC began surveying students each spring, the percentage of survey respondents who know their faculty advisor has decreased (89.7% in 2002 to 83.8% in 2006, and the percentage of students who have met with their faculty advisor has remained unchanged, with one in five students not having met with his or her advisor.

Table 5 : Institutional Management Weaknesses/Significant Problems
<p>CCC’s Institutional Effectiveness Plan is not adequate to meet accreditation requirements.</p> <ul style="list-style-type: none"> • Too few administrators and staff understand assessment and written assessment plans for departments are not related to student learning and institutional competencies. • Too few instructors and staff understand the planning cycle, which breaks down due to inadequate evaluation. • Too little analysis of data means administrators do not have the information and data they need to inform planning and budgeting.
<p>From 1999 until 2004, enrollment increases strained college resources at a time when state and county funding declined or remained level.</p> <ul style="list-style-type: none"> • Acquisitions and upgrades of technology have not kept pace with growing needs and changes due to digitization. • Many faculty are working with outdated computers because the college has not been able to follow its equipment replacement schedule. • Two years after opening, the equipping of two new classroom buildings is not complete. Planned multimedia classrooms have whiteboards only.
<p>The state-mandated management information system provides limited data needed for institutional assessment and decision-making.</p>

- Designed to supply the state with data, the management information system does not provide the college with the data it needs for assessment, institutional decisions, and reports for federal level agencies and for other funding sources.
- Implementation of the management information system did not include training for institution researchers in how to use the system to retrieve or mine data.
- Electronic conversion between the old Unix system and the new Datatel system has been inconsistent; data have been lost requiring many work hours and great expense committed to keying old data into the new system.

Table 6: Fiscal Stability Weaknesses/Significant Problems

- The state of North Carolina, which funds community college instruction based on a Full Time Equivalent (FTE) formula, has provided flat funding for several years and has required reversions of from one to five percent of budget in each of the last five years.
- The County of Carteret, which funds capital expenses and maintenance for physical facilities has funded only half the capital requests in 7 years resulting in disintegrating infrastructure.
- Since fall 2004, enrollment of full-time students has declined in each semester, resulting in a loss of state funding, and inadequate allocation of funding for services designed to promote retention.

Persistent problems for which Carteret Community College has not yet found sustainable solutions include low retention rates of students and low graduation rates which directly translate to decreased funding as Carteret, like other North Carolina institutions, receives its instructional dollars from the state (68% of total funding) based on full time equivalent enrollment. Faculty and staff truly want to help students, but have received little or no training on how to assess and improve student learning or engage students, both of which translate to retention. Lack of training has resulted in a dearth of assessment throughout departments, divisions, and the institution as a whole. While the college collects a great deal of data – enrollment, demographic, end of course results, student and employee surveys – data is not analyzed for trends. Nor is it used to inform assessment and decision-making. This is in part due to the difficulty the staff and faculty have in retrieving data from an information management system that has not met expectations at best; at worst, conversion from the former system to the new state-mandated MIS has often broken down. Whole modules like the scheduling module (tested by system colleges other than Carteret) have yet to work. Added to this is an institution-wide malaise with planning

and evaluation, due in large part from an inability to see how the pieces of the annual institutional effectiveness plan fit together.

Anecdotal evidence indicates that students drop out of the college for many reasons, among them their own poor academic preparation, inadequate support from families and friends for their educational pursuits, and financial complications. Additionally, faculty report that younger students – who comprise over half of the college’s students – are often quite bored with instruction. Faculty who use methodologies that worked for many years, find that the “My Space” generation either will not or cannot pay attention to lecture and didactic presentations. This is true for online courses as well: students expect visuals, clarity and consistency of design. Most of all, students expect contact and communication. Faculty who have had a somewhat slapdash training in how to use the instructional platform, Blackboard, often rate poorly in the eyes of their student evaluators.

Students entering CCC for the first time often have poorly defined goals. Their high school academic preparation often lacks prerequisites such as lab sciences for the highly competitive Associate Degree Nursing, Radiography, and Respiratory Care programs. Too often, advising is merely a process of registering students without talking to them about goals, aspirations, strengths, interests, barriers. Faced with several semesters of pre-major work – sometimes in remedial courses – before they can proceed with a major, many CCC students lose heart. Without the intervention of a caring faculty or staff member, they leave the college.

Planning Process Used for Analyzing Institutional Strengths, Weaknesses/Problems

Throughout 2005-2006, trustees, administrators, faculty, staff, and students participated in a comprehensive analysis of Carteret’s strengths, weaknesses and significant problems in preparation for the reaffirmation process by the Southern Association of College and Schools

(SACS) that will formally begin in 2008. The college president asked representatives from every area of the college, including students, to participate on a large committee to examine strengths and weaknesses in recruitment, engagement, advisement, development of students, and instruction. Teams clustered around each of these areas gathered information and planned actions to be taken to address weaknesses. Of particular concern were the lack of college-wide learning outcomes or assessment tied to teaching and learning improvement.

At the same time, an ad hoc faculty advising committee formulated details for an advising center. The college administration named a faculty member as the part-time director for this Career and Academic Planning Services (CAPS), scheduled to open in late 2006.

The annual planning cycle also informed the Title III planning process. Each academic program analysis lists strengths and weaknesses as well as objectives for improving the program. The 25-member “Assembly for Strategy and Planning” (ASAP) that represents a cross-section of the college community, prioritized program objectives stemming from the program analyses. The ASAP team also reviewed strengths, weaknesses and persistent problems that the college has not been able to resolve. Carteret’s Technology Team’s three-year plan also influenced the Title III preparation. The Technology Plan revealed that the college’s needs for expanded and upgraded technological resources are far greater than the capacity of the college to meet with existing state equipment allotments. Preliminary results from an external evaluator leading a facilities plan (final results due in late summer, 2006) indicate that classroom utilization may be more efficient if mobile technology resources, like laptop carts, were available.

The president’s cabinet, which meets once per week and the Student Government Association, whose president sits on the Board of Trustees, have also contributed to planning by bringing issues and concerns to the forefront. Finally, data gathered from the campus-wide

student and employee surveys have illuminated significant and recurring problems particularly in the areas of assessment, distance education, advisement and registration, as well as limited access to technology. As a result of the planning process, a Title III Team determined the areas of the college in most critical need of improvement, and finalized Activity goals and objectives.

References: Carteret Community College Offices of Institutional Effectiveness (Stuens and employee surveys, FTE, retention reports; Office of the Registrar: course enrollments; Finance Office: Budget figures and professional development; Distance Learning Director: Evaluations.
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(2) Key Overall Goals for the Institution

Based on the comprehensive analysis of Carteret’s strengths, weaknesses, and significant problems, the institutional goals related to the one proposed activity are:

Table 7: Institutional Goals Related to Proposed Title III Activity
Goal 1: Improve assessment of student learning and institutional effectiveness through creation and implementation of a data-based comprehensive plan.
Goal 2: Improve student engagement and persistence through assessment-based teaching and learning strategies that focus on instructional technology and methodology.
Goal 3: Improve first year student retention and overall persistence to graduation through assessment-based student development services focused on advising.

(3) Measurable Objectives for the Institution

The comprehensive analysis identified the following measurable objectives related to the one proposed Title III Activity:

Table 8: Measurable Objectives for the Institution Related to Title III
Goal 1: Improve assessment of student learning and institutional effectiveness through creation and implementation of a data-based comprehensive plan.
Objective 1a: By September 2007, 100% of academic programs will have written plans for assessing student learning at the course, program and institution levels.
Objective 1b: By September 2007, 100% of administrative departments will have written plans for assessing institutional effectiveness.
Objective 1c: By September 2008, 100% of academic programs will have documented evidence of the use of assessment data to improve student learning.

Objective 1d: By September 2008, 100% of administrative departments will have documented evidence of the use of assessment data to improve institutional effectiveness.
Goal 2: Improve student engagement and persistence through assessment-based teaching and learning strategies that focus on instructional technology and methodology.
Objective 2a: By September 2011, the percentage of students who succeed in online and hybrid courses will increase from 63% to 75%.
Objective 2b: By September, 2011, student engagement, as measured by the Community College Survey of Student Engagement, will be increased by 10% over the college's 2006 results.
Goal 3: Improve first year student retention and overall persistence to graduation through assessment-based student development services focused on advising.
Objective 3a: By September 2011, the first to second year retention rate of first-time, full-time degree seeking students will be increased from 54% to 69%.
Objective 3b: By September 2011, the annual graduation rate will increase from the 2005 level of 18% to 24%, and the three-year graduation rate of first time, degree-seeking students will increase from 29% to 35%.

A summary of the relationship of the problems, goals and objectives related to the Activity follows:

Table 9: The Relationship of College Objectives to Problems and Goals		
Academic Problems		
	Goal to Address Problem	Objectives Related to Goal
Carteret Community College's student retention and graduation rates are too low.	1, 2, 3	1a, 1c, 2a, 2b, 3a, 3b
Inadequate student learning assessment plans will not meet accreditation requirements.	1	1a, 1c
Students in online and hybrid courses are less successful than students in traditional classroom courses.	2	2a
Too few faculty and staff know how to advise students about academic and career choices.	2, 3	2b, 3a, 3b
Institutional Management Problems		
CCC's Institutional Effectiveness Plan is not adequate to meet accreditation requirements.	1	1 a, 1b, 1c, 1 d
The management information system provides limited access to data needed for college assessment and decision-making.	1	1a, 1b, 1c, 1d
Fiscal Problems		
Loss of FTE Funding	1, 2, 3	1a, 1c, 2a, 3a, 3b

Achievement of these objectives will measurably progress CCC toward attainment of the stated institutional goals. Specific tasks as outlined in the Activity Implementation Table beginning on page 24 will become institutionalized as four current college staff and faculty will integrate these tasks into programs and services which they are just beginning. As demonstrated in the next section, CCC will dedicate an increasing amount of institutional funding to sustaining improvements begun with grant funds. The implementation table and evaluation table (p. 43) demonstrate tangible results that will be achieved as the project is fully institutionalized.

(4) Institutionalizing Practices and Improvements

Carteret Community College President Joseph T. Barwick, the President's Cabinet, faculty, staff and students involved in the planning process have given their wholehearted support to institutionalizing the improvements developed under this project and to assuring that the operational costs necessary to maintain improvements can be covered with institutional resources. The project has been structured to assure that the reforms it starts become an enduring part of the college. CCC assures that the practices developed under the proposed activity will be entwined into college operations, sustained after the grant ends, and expanded to meet future challenges.

Methods for Integrating Practices and Improvements: The Title III Project Director and staff will integrate the project into current programs and structures through consistent and comprehensive faculty and staff development. Learning by the faculty and staff will occur over the entire five-year grant period. Various constituencies, including the SACS Leadership Team, Distance Learning Committee, Technology Team, Faculty Executive Committee, and the CAPS Advisory team will assist the project team with institutionalizing assessment, instruction and advisement. The Project Director and staff will regularly meet with key administrators to collaborate on the alignment of services. The Project Director will report on progress monthly to the

president and trustees. Appropriate committees and boards will approve changes in procedures. The North Carolina Community College System (NCCCS) follows a Common Course Library that includes distance learning courses. Carteret does not foresee changing course competencies, but will obtain approvals from NCCCS if needed. Rather, this project will educate instructors in how to assess their teaching and advising in order to improve student learning and persistence.

TABLE 10 : TITLE III FUNDED POSITIONS					
Position	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director Activity Director=70% Coordinator = 30%	100% Title III	100% Title III	75% Title III 25% CCC	50% Title III 50% CCC	25% Title III 75% CCC
Instructional Technologist	100% Title III	100% Title III	75% Title III 25% CCC	50% Title III 50% CCC	25% Title III 75% CCC
Master Advisors	n/a	100% Title III	100% Title III	75% Title III 25% CCC	50% Title III 50% CCC
Project Staff Assistant	100% Title III	100% Title III	100% Title III	100% Title III	100% Title III

Resources Needed to Institutionalize Newly Developed Title III Strategies: The Title III project is funding two new full time positions, (Project Director/Director of Assessment and Planning and the Instructional Technologist) and three new part-time positions (Master Advisors) that will continue after the project ends, assuring long term sustainability of the enhanced services the project will provide. Over the project’s five years, CCC will pay an increasing portion of these salaries out of institutional funds and in the sixth year (first year post Title III) will assume all of their salaries. Using a cost benefit model developed by Dr. Hunter R. Boylan (2002), retention of students as a result of the project activity will provide sufficient funding to institutionalize positions started with Title III, Part A funding. An increase of 60 FTE from enhanced student success in distance learning courses and retention of first year-first time students at \$4,071 per FTE will result in an additional \$244,260 per year, which would sustain

the cost of continuing salary and benefits for the Project Director, Instructional Technologist and Master Advisors in the year following the projects end (total compensation will equal \$228,264).

Institutionalization will also result from CCC's commitment to support full time faculty participation in the project from the beginning. The college will assume at least a portion of the cost of the time that faculty will devote to this project. Administrators and staff that will work closely with this project include two Vice Presidents, the Public Information Officer who will assist the project with webpage construction, the Director of Network Technology, who will assure network upgrades are accomplished, and Administrative Services, which will manage project finances. Over five years the value of these services will approximate **\$225,000**.

Equipment added to the college inventory through Title III will be incorporated into the three-year replacement plan and regular maintenance schedules. Without funds from Title III, the Network Technology staff will obtain warranties, install, and maintain equipment purchased with project funds. As retention expands student enrollment, the college technology fee will yield an additional \$15,000 which will be used for new equipment maintenance. CCC's Advancement Office will obtain new funding for faculty development, equipment, and retention initiatives.

(b) ACTIVITY OBJECTIVES FOR STRENGTHENING ACADEMIC PROGRAMS AND SERVICES THROUGH ASSESSMENT-BASED PROFESSIONAL DEVELOPMENT.

(1) Table 11 demonstrates that the Activity Objectives are realistic, connected to a problem or a weakness in the Comprehensive Development Plan (CDP), and are defined in terms of measurable results. Successfully attaining these objectives will significantly alter the institution and assist its long-term sustainability and ability to achieve its mission.

Table 11: Realistic and Measurable Activity Objectives

Objectives	CDP Problem Addressed	Performance Indicator
<p>Year I: 2006 – 2007</p> <p>1. By September, 2007, 100% of academic programs will have written plans for assessing student learning at the course, program and institution levels.</p> <p>2. By September 2007, 100% of administrative departments will have written plans for assessing institutional effectiveness.</p> <p>3. By September 2007, the percentage of students who succeed in online and hybrid courses will increase from 63% to 65%.</p> <p>4. By September 2007, the first to second year retention rate of first-time, full-time degree seeking students will be increased from 54% to 56%.</p>	<p>1a. Inadequate student learning assessment plans will not meet accreditation requirements.</p> <p>2a. CCC’s Institutional Effectiveness Plan is not adequate to meet accreditation requirements.</p> <p>3a. Students in online and hybrid Internet courses are less successful and less engaged than students in traditional classroom courses.</p> <p>4a. CCC’s student retention and graduation rates are too low. 4b. Too few faculty possess the knowledge and skills to advise students about academic and career choices.</p>	<p>1a. Assessment plans and evaluation tools are developed for measuring student learning and achievement of course and departmental objectives and college-wide competencies.</p> <p>2a. Assessment plans and evaluation tools are developed for measuring effectiveness of college departments in supporting student learning.</p> <p>3a. End of course reports will show a 2% decrease in student drops, withdrawals, failures, and incompletes and evaluations will indicate greater student satisfaction.</p> <p>4a. Analysis of retention rates will show that 56% of first year-first time students returned for a second year of college.</p>
<p>Year II: 2007 –2008</p> <p>1. By September 2008, 100% of academic programs will have documented evidence of the use of assessment data to improve student Learning.</p>	<p>1a. Inadequate student learning assessment plans will not meet accreditation requirements.</p>	<p>1a. Every course and academic department will show assessment data used to improve student achievement of course and department objectives and college-wide competencies.</p>

Objectives	CDP Problem Addressed	Performance Indicator
<p>2: By September 2008, 100% of administrative departments will have documented evidence of the use of assessment data to improve institutional effectiveness.</p> <p>3: By September 2008, the percentage of students who succeed in online and hybrid courses will increase from 65% to 67%.</p> <p>4: By September, 2008, student engagement, as measured by the Community College Survey of Student Engagement, will increase by 2% over the college's 2006 results.</p> <p>5: By Sept. 2008, the first-to-second year retention rate of first-time, full-time degree students will be increased from 56% to 59%.</p>	<p>2a. CCC's Institutional Effectiveness Plan is not adequate to meet accreditation requirements.</p> <p>2b. The management information system provides limited access to data needed for decision-making.</p> <p>3a. Students in online and hybrid Internet courses are less successful and less engaged than students in traditional classroom courses.</p> <p>4a. Carteret Community College's student retention and graduation rates are too low.</p> <p>5a. Carteret Community College's student retention and graduation rates are too low.</p>	<p>2a & 2b. Every administrative and instructional support department will demonstrate in writing the use of assessment and data to improve services provided in support of student learning and course, departmental and institutional objectives.</p> <p>3a. End of course reports will show a 2% decrease in student drops, withdrawals, failures, and incompletes and evaluations will indicate greater student satisfaction.</p> <p>4a. Results of the 2006 and 2008 CCSSE surveys will be compared and will show a 2% increase in the benchmark areas of active and collaborative learning, student efforts, academic challenge, student-faculty interaction, and support for learners.</p> <p>5a. Analysis of retention rates will show that 59% of first year-first time students returned for a second year of college.</p>
<p>Year III: 2008 – 2009</p> <p>1: By September 2009, the percentage of students who succeed in online and hybrid courses will increase from 67% to 70%.</p> <p>2: By September, 2009, student engagement, as measured by the Community College Survey of Student Engagement, will increase by 5% over the college's 2006 results.</p>	<p>1a. Students in online and hybrid Internet courses are less successful and less engaged than students in traditional classroom courses.</p> <p>2a. Carteret Community College's student retention and graduation rates are too low.</p>	<p>1a. End of course reports will show a 3% decrease in student drops, withdrawals, failures, and incompletes and evaluations will indicate greater student satisfaction.</p> <p>2a. Results of the 2006 and 2009 CCSSE surveys will be compared and will show a 5% increase in the benchmark areas.</p>

Objectives	CDP Problem Addressed	Performance Indicator
<p>3. By September 2009, the first to second year retention rate of first-time, full-time degree seeking students will be increased from 59% to 62%.</p> <p>4: By September 2009, the annual graduation rate will increase from the 2005 level of 18% to 20%, and the three-year graduation rate of first time, degree-seeking students will increase from 29% to 31%.</p>	<p>3a. Carteret Community College’s student retention and graduation rates are too low.</p> <p>4a. Carteret Community College’s student retention and graduation rates are too low.</p>	<p>3a. Analysis of retention rates will show that 62% of first year-first time students returned for a second year of college.</p> <p>4a. An analysis of graduation rates comparing annual rates with 2005 and each subsequent year, and a review of three-year rates comparing 2009 (2006 entering cohort) with 2005, will be conducted.</p>
Year IV: 2009 – 2010		
<p>1: By September 2010, the percentage of students who succeed in online and hybrid courses will increase from 70% to 72%.</p> <p>2: By September, 2010, student engagement, as measured by the Community College Survey of Student Engagement, will increase by 7% over the college’s 2006 results.</p> <p>3: By Sept. 2010, the first to second year retention rate of first-time, full-time degree students will increase from 62 to 65%.</p> <p>4: By September 2010, the annual graduation rate will increase from the 2008 level of 20% to 22%, and the three-year graduation rate of first time, degree-seeking students will increase from 31% to 33%.</p>	<p>1a. Students in online and hybrid Internet courses are less successful and less engaged than students in traditional classroom courses.</p> <p>2a. Carteret Community College’s student retention and graduation rates are too low.</p> <p>3a. Carteret Community College’s student retention and graduation rates are too low.</p> <p>4a. Carteret Community College’s student retention and graduation rates are too low.</p>	<p>1a. End of course reports will show a 2% decrease in student drops, withdrawals, failures, and incompletes and evaluations will indicate greater student satisfaction.</p> <p>2a. Results of the 2006 and 2009 CCSSE surveys will be compared and will show a 7% increase in the benchmark areas (active & collaborative learning, student effort, academic challenge, student-faculty contact, learner support).</p> <p>3a. Analysis of retention rates will show that 65% of first year-first time students returned for a second year of college.</p> <p>4a. An analysis of graduation rates comparing annual rates with 2005 and each subsequent year, and a review of three-year rates comparing 2010 (2007 entering cohort) with 2005, and 2009, will be conducted.</p>

Objectives	CDP Problem Addressed	Performance Indicator
<p>Year V: 2010 – 2011</p> <p>1. By September 2011, the percentage of students who succeed in online and hybrid courses will increase from 72 to 75%.</p> <p>2. By September, 2011, student engagement, as measured by the Community College Survey of Student Engagement, will increase by 10% over the college’s 2006 results.</p> <p>3: By Sept. 2011, the 1st to 2nd year retention rate of first-time, full-time degree seeking students will increase from 65 to 69%.</p> <p>4: By September 2011, the annual graduation rate will increase from the 2005 level of 18% to 24%, and the three-year graduation rate of first time, degree-seeking students will increase from 29% to 35%.</p>	<p>1a. Students in online and hybrid Internet courses are less successful and less engaged than students in traditional classroom courses.</p> <p>2a. Carteret Community College’s student retention and graduation rates are too low.</p> <p>3a. Carteret Community College’s student retention and graduation rates are too low.</p> <p>4a. Carteret Community College’s student retention and graduation rates are too low.</p>	<p>3a. End of course reports will show a 3% decrease in student drops, withdrawals, failures, and incompletes and evaluations will indicate greater student satisfaction.</p> <p>2a. Results of the 2006 and 2011 CCSSE surveys will be compared and will show a 10% increase in the benchmark areas (active & collaborative learning, student effort, academic challenge, student-faculty contact, learner support)</p> <p>3a. Analysis of retention rates will show that 69% of first year-first time students returned for a second year of college.</p> <p>4a. 4a. An analysis of graduation rates comparing annual rates with 2005 and each subsequent year, and a review of three-year rates comparing 2011 (2008 entering cohort) with 2005 and 2010, will be conducted.</p>

(2) Table 12: Relationship of Activity Objectives to Comprehensive Development Plan Goals

Institutional Goals Related to the Title III Part A Activity	Objectives				
	Year I	Year II	Year III	Year IV	Year V
1. Improve assessment of student learning and institutional effectiveness through creation and implementation of a data-based comprehensive plan.	1, 2	1, 2			
2. Improve student engagement and persistence through assessment-based teaching and learning strategies that focus on instructional technology and methodology.	3	3, 4	1, 2	1, 2	1, 2
3. Improve first year student retention and overall persistence to graduation through assessment-based student development services focused on advising.	4	5	3, 4	3, 4	3, 4

(c) QUALITY OF IMPLEMENTATION STRATEGY

(1) COMPREHENSIVE

The strategies Carteret Community College will employ to achieve the project objectives will touch every college constituency. While the full time faculty will be most involved in the proposed strategies, adjuncts will participate in the proposed professional development as well. Staff professional development will assist with program assessment. Students will reap the benefits of these strategies as their learning is enriched in technology infused environments and by methodologies that are constantly improved through assessment. They will also profit from professional advisement that evaluates their learning styles, career propensity, and academic preparation, as well as progress in a specific college program. The overall effect will be increased retention and persistence through graduation which will provide long-term sustainability.

(2) RATIONALE

Carteret Community College has chosen to pursue one activity of professional development containing to three components: (1) assessment on the course, departmental and institutional levels, (2) infusion of technology into instruction, and (3) improved student advisement. The implementation strategies beginning on page 24 were chosen after review of literature, discussion with authorities, investigation of models at other colleges, and discussion with experts on the Carteret Community College campus.

Assessment: Carteret Community College will begin the formal self-study for reaffirmation of accreditation in 2008. A review of the current Southern Association of Colleges and Schools (SACS) requirements for reaffirmation has indicated how ill-prepared Carteret is for this process. Carteret's president, Dr. Joseph Barwick, is a member of the SACS Commission on Higher Education; in this capacity, Dr. Barwick has visited numerous other colleges undergoing

reaffirmation. He has brought this experience to bear on his observations about Carteret's need to teach faculty and staff how to assess teaching and student learning and the work of the administrative departments in supporting student learning.

Carteret's strategies for improving assessment include intensive (1) professional development led by an expert in assessment, (2) continuous monitoring and improvement on the course, departmental and institution level led by the Project Director and the Institutional Effectiveness Director, and (3) purchase and implementation of a data tracking system like the SAS Institute's Data Integration software that will optimize the college's information technology structure and deliver data and information needed for decision-making and overall institutional effectiveness.

To a large extent, increasing the efficacy of Carteret's assessment derives from its forthcoming reaffirmation of accreditation process. To prepare for submission of the required components, the college must first define and assess learning outcomes on the course, departmental and institution level. One college-wide learning, or institutional competencies, will form the basis for development of a Quality Enhancement Plan that assures improvement of student learning. This plan will become part of the ongoing planning and evaluation.

Regional Accreditation and Student Learning: Improving Institutional Practice (2004) defines many of the steps Carteret has chosen for its plan to improve assessment. Attributes common to learning colleges as identified by the Alverno Institute have also informed the choice of strategies for implementation of the assessment plan.

Choice of an intelligence platform like SAS-Data Integration (DI) is derived from information shared at conferences by experts and discussions with colleagues at other institutions within the North Carolina Community College System. SAS is currently partnering with

Datatel, the company that created the NCCCS management information system. SAS is working with several North Carolina community colleges as well as the NCCCS system office to optimize integration and performance.

Distance Learning and Technology: Each year, online education is increasing in prevalence and significance across the US higher education system. A 2005 study of online education found that overall online enrollment in higher education increased from 1.98 million in 2003 to 2.35 million in 2004. In addition, the number of public institutions expressing a “strong belief that online education is key to their long term strategy” increased from 67% in 2003 to 74% in 2005, (The Sloan Consortium, 2005).

At the same time, it must be recognized that transitioning from classroom to online instruction is not a simple transfer of skills, and that “lessons learned over a lifetime of teaching may or may not apply in the online setting,” (ibid). Indeed, Hinson and LaPrarie argue that “online delivery involves extensive planning and attention to details that are often overlooked in typical classroom settings,” (2005, p. 484). This, they argue, is the institution’s responsibility. They cite Schifter (2000) in evidencing “a lack of institutional support for faculty and for course-development needs (as) two of the most significant factors inhibiting faculty’s successful use of online technologies,” (2005, p. 485). Therefore, it is critical that faculty support be an essential component of any institution’s online integration program for a number of important reasons.

First, there are issues of technology and pedagogy. Instructors wading into the online waters may not be comfortable with (or even aware of) the array of technologies available “with potential for improved instruction,” (Watts & Hammons, 2002, p.5). For this reason, Palloff and Pratt contend that “faculty cannot be expected to know intuitively how to design and deliver an effective online course,” (2001, p.23). Simply providing instructors with an online platform (e.g.

Blackboard), despite their significant advances toward “user-friendliness,” will not ensure development of a successful course. Online instructors still require ample professional development to master such software (Weaver, 2006). It must also be realized that “the key to well-developed classes is training faculty not only in the use of technology but also in the art of online teaching,” (Palloff and Pratt, 2001, p. 21). In other words, the way in which an instructor approaches an online course requires “new pedagogical approaches, challenging previous practices with regards to assessment, group interaction and student/teacher dialogue,” (Ellis and Phelps, 2000). Yates found that online assessment differs significantly from traditional assessment, recommending that community colleges “provide monthly training and individual consultation to online instructors in assessment methods,” (2005, p. 89).

Second, there is the issue of the student. Researchers and practitioners emphasize that online students and classroom students are breeds apart. The Sloan online education study concluded that “students need more discipline to succeed in an online course than in a face-to-face course,” (2005). They also found this belief to be greatest at Associates institutions. Patrick Keough, Director of Distance Learning at Carteret Community College and an online instructor at CCC since 1998, argues on his personal web log that “students are arriving in [online] courses with more advanced and sophisticated technological skills (awareness) than ever before,” (Keough, 2006). This underlines the importance of professional development for online instructors to better understand the evolving nature of their students. Watts and Hammons summarize this idea by stressing that the success of a community college (i.e. the ability to retain students) “is due to its ability to change to meet the needs of its changing clientele,” (2002, p. 8).

Finally, there is the issue of accreditation. The Southern Association of Colleges and Schools, the accrediting body for Carteret Community College, reviews the College’s focus on a

number of criteria related to online instruction. The most relevant areas will be the “institution’s use of technology to enhance student learning,” (SACS, 3.4.14) and “evidence of ongoing professional development of faculty as teachers, scholars, and practitioners,” (SACS, 3.7.3).

Certainly, there is a critical need for ongoing, concerted, and effective professional development for online instructors at community colleges. For Carteret Community College, this belief is summed up again by Patrick Keough on his personal blog:

It’s crucial that all staff and faculty members be in synch when it comes to teaching, challenging, inspiring, counseling and making the effort to retain today’s computer / web savvy students....Our goal is to train Carteret Community College instructors to be the facilitators, mentors, and guides into this new frontier of data, information, content and multi-media.

The project also proposes purchasing a Citrix server, which, with appropriate licenses, allows disadvantaged and disabled students to access instructional software from home computers. One of the college librarians, who has for many years operated an Assistive Technology Center, recommended this server in order to expand opportunities for those students who cannot afford to buy expensive software. The Citrix also allows students who can afford only dial-up access a good speed with the use of instructional applications. For example, almost every academic program requires students to take Introduction to Computers. A major part of this class is working with Microsoft Office 2003, which costs \$140. Students who cannot go to the campus to take this course could connect for the duration of their class and use this software via Citrix at no charge. Another example is the class, Internet Technologies, which requires the use of Macromedia Studio which costs \$250 per license. A Citrix server will allow students to use applications remotely. In addition to students, adjunct faculty would also be able to use college resources instead of having to purchase them. Moreover, the college could purchase software that would allow blind students to be able use the Citrix server from home. Students with

physical impairments would greatly benefit from this as they would no longer have to either buy the software or come to campus. Parents taking care of their children, juggling a full time job and trying to go to college could access the Citrix and take more classes than they might otherwise be able to pursue, which is a great benefit in a 70 mile long county.

Academic advisement: According to Rouche et.al. (2001), advising plays a critical role in student success, particularly for the undecided and under-prepared student. Tinto (1993) noted that student persistence is positively affected by frequent contact with faculty. For several years, Carteret Community College has studied models of advisement at other community colleges. CCC chose to follow the best practices used by the Community College of Denver which has developed an “advising pipeline” that starts with multi-level student appraisal. Carteret is also choosing to emulate strategies used in its own Student Support Services program which assesses each of its 160 participants with a Learning Styles inventory and career aptitude/interest inventory upon entry into the program, and which has a 10% higher retention rate than the college as a whole. The Career and Academic Planning Services (CAPS) Director and Master Advisors will assess students for career aptitudes and goals and work with students to make appropriate academic choices based on assessment results. The CAPS Directors will also coach faculty and staff on using student data derived from assessment, and develop helpful strategies for incorporating what we know about students into teaching and advising. The activity will educate faculty on effective advisement and increase the availability of advisors for evening students. CCC will follow the best practices of Community College of Denver by providing professional development in advisement for faculty. This will include (1) building a strong advisor-student relationship that focuses on the student’s strengths and potential, (2) motivating students and helping them to become self-sufficient, (3) using good lead-off questions to get to

know the student, (4) overcoming bias in advising, (5) legal issues in advising, and (6) advising special populations. Nearly all of the community college models that CCC reviewed provide advising center space to meet with students and to find advisement and career materials.

Following the models, the nascent CAPS center will expand to a multi-purpose space where individual and group activity may occur simultaneously. The proposed Title III activity includes design and implementation for this center. Following an advisement system at Maysville (KY) Community College, Carteret will recruit and train three part-time Master Advisors. Master Advisors will assist arts and sciences faculty with college transfer students and the General Occupation Technology (GOT) students who are often preparing for eventual studies in health sciences.

Carteret Community College has chosen to follow these model colleges because of the success that they have achieved in retaining and graduating a large population of educationally disadvantaged and undecided students from diverse backgrounds. Maysville Community College has found that its model has had a positive effect on retention. CCC looked at “dispersed” and “centered” approaches to advisement. While the team felt that a somewhat “center” approach would be beneficial for college transfer, GOT, developmental, and undecided students as they could connect to these advisors, CCC also felt it should maintain the current system of dispersed faculty advisors in the major fields. Once students have chosen a definite goal and degree and diploma, they bond with their major’s faculty which benefits their college success.

Table 13: Chart of Implementation Strategy

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
YEAR I: OCTOBER 1, 2006- SEPTEMBER 30, 2007				
Hire and orient Project Director/ Title III Coordinator, Project Staff Assistant All Objectives	10/06- 11/06	Vice President, Instruction, CAPS Director, DL Director, IE Director	Internal Promotion Policies, College Personnel Policies. <i>(search to begin upon notification of grant award)</i>	Title III personnel and staff hired, oriented and working.
Establish Title III Steering Committee and hold first meeting All Objectives	10/06- conti- nuing	Project Director, CAPS Director, DL Director, IE Director, select faculty, staff	Select participants, discuss committee responsibilities, establish schedule.	Internal advisory team formed to monitor grant implementation and progress
Contract with Assessment Expert Objective 1, 2	10//06 11//06	Project Director, IE Director	Review of assessment writings, referrals from other colleges.	Expert in Assessment contracted.
Retain External Evaluator and plan evaluation. All Objectives	10/06	Project Director	Review skills of evaluators, meet with contracted evaluator.	External Evaluator for project retained.
Obtain 5 laptops and printer/fax and assessment and career soft- ware for CAPS Center Objective 4	10/06	CAPS Director	Follow college purchasing procedures and computing standards.	Students begin to use CAPS to access career, interest and aptitude information
Recruit and hire Instructional Technologist Objective 3	11/06	Project Director, DL Director	College Personnel Policies.	Technologist helps faculty with technology teaching.
Conduct comprehensive college audit of existing assessment strategies Objective 1, 2	11/06- 1/07	Project Director, IE Director	Baseline for forming an organized, interrelated assessment plan in place.	Conduct comprehensive college audit of existing assessment strategies.
Develop and implement assessment training for faculty and staff Objectives 1, 2	11/06- 3/07	Project Director	Adjuncts to teach for faculty to attend assessment training; faculty work with expert on course, department objectives.	Faculty can be scheduled into work sessions with Assessment Expert.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Form Advisement Team Objective 4	11/06	CAPS Director	Identify candidates, invite them to join.	Advisement Team in place and helping CAPS director
Implement Assessment Management Software Objective 1, 2	11/06-5/07	Project Director, IE Director	Follow college rules for bids and purchase; buy and install; train group of staff and faculty.	Data analyses provided for academic assessment of teaching and administrative assessment of effectiveness.
Develop and implement intensive, comprehensive course revision incorporating new technology and methodology. Objective 3	10/06-7/07	DL Director, Project Director	Recruit 8 full-time faculty to receive a one course teaching reduction in exchange for revising courses; recruit adjuncts to teach 8 courses.	Renewed teaching and student learning in revised courses; faculty move seamlessly from online to classroom environment and back.
Obtain high resolution digital cameras with video capability Objective 3	10/06	DL Director, Project Director	Purchase cameras and maintain in Distance Learning Directors office for check-out	Faculty are able to incorporate high quality images and video into online content.
Create survey instruments, revise evaluation forms for online evaluation. Objective 3	11/06-3/07	Project Director, DL Director	Review current tools, peer review from other colleges, choose criteria, draft, and edit.	Instruments for use in evaluation of change in online methodology.
Obtain laptops and IPODS for DL faculty check-out. Obj. 3	11/06	DL Director	Use college buying procedures and computing standards.	DL faculty have constant access to computers
Develop and implement training for adjunct instructors who teach online. Objective 3	1/07 – 7/07	DL Director, Instructional Technologist	Choose participants from part time instructors’ proposals; Compensate for training time.	Adjuncts have opportunity to renew teaching and student learning.
Schedule and implement late spring semester assessment training for staff. Obj. 2	1/07 - 3/07	Project Director, IE Director	Staff meet with Assessment Expert to work on course and departmental objectives.	Draft assessment plans.
Develop and implement advisement training for full and part time faculty. Obj. 4	1/07-3/07	CAPS Director	Set multiple times and present information about advisement.	Faculty oriented on CAPS and their role in advisement

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Assist faculty in writing plans and tools for assessing student learning at the course, program and institution levels. Obj. 1	1/07-9/07	Project Director, IE Director	Review drafts; discuss and edit to clarify.	Each course, program and division has assessment plans and tools meeting accreditation standards.
Administer CCSSE. Objective 3, 4	4/07	Project Director, IE Director	Survey randomly selected CCC students.	Benchmarks on student engagement determined.
Attend, national assessment, advising, and distance learning conferences, NISOD Conference All objectives	5/07-7/07	Project Director, DL Director, CAPS Director, IE Director	Follow institutional procedures for travel arrangements.	Project team learns about new initiatives and methodologies; team presents to college faculty/staff upon return.
Gather data for assessment of first year. Objective 3	6/07 – 8/07	Project Director, IE Director	Examine end of course results & qualitative student surveys.	Formative evaluation.
Review and pilot test alternative student appraisal instruments for intake of new students. Obj 4	4/07-7/07	CAPS Director,	Obtain instruments from various sources; review in small discussion groups	New appraisal or validated current student appraisal (Compass)
Develop newsletter/webpage listing workshops, lessons learned, resources, and short articles about using assessment. All Objectives	5/07-8/07	Project Director IE Director	Write and edit bi-monthly newsletter; work with college webmaster to link newsletter to college website.	Share lessons learned as well as information about upcoming events.
Conduct end of first year formative evaluation. All objectives	7/07-9/07	Project Director, External Evaluator	Review outcomes to date, spot promising strategies and weaknesses, make corrections.	Plans revised and improved for year two; all required reports submitted.
Year II: October 1, 2007 – September 30, 2008				
Obtain laptops and IPODS for DL faculty check-out. Obj. 3	10/07	DL Director	Use college buying procedures and computing standards.	DL faculty have constant access to computers.
Obtain high resolution digital cameras with video capability. Objective 3, 4	10/07	DL Director, Project Director	Purchase cameras and maintain in Distance Learning Directors office for check-out.	Faculty are able to incorporate high quality images and video into online content.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Obtain 5 more laptops and printer/fax and assessment and career software for CAPS Center. Objective 4, 5	10/07	CAPS Director	Follow college purchasing procedures and computing standards.	Students begin to use CAPS to access career, interest and aptitude information.
Develop College-wide comprehensive written assessment plan. Objectives 1, 2	10/07-3/08	Project Director IE Director	Use the SA-SDI to review academic and administrative program assessment plans and combine into institutional plan.	Comprehensive plan for assessing institutional effectiveness and student learning meeting SACS standards.
Assist faculty and staff in developing plans and tools for assessing student learning and support for student learning at the course, program and institution levels. Obj. 1, 2	10/07-3/08	Project Director, IE Director, Assessment Expert	Review drafts; discuss and edit to clarify. Work with expert to finalize tools and plans.	Each course, program and division has assessment plans and tools meeting accreditation standards.
Implement intensive, comprehensive course revision incorporating new technology and methodology. Objectives 3, 4	10/07-5/08	DL Director, Instructional Technologist	Recruit 8 full-time faculty to receive a one course teaching reduction in exchange for revising courses; recruit adjuncts to teach 8 courses.	Renewed teaching and student learning in revised courses; faculty move seamlessly from online to classroom environment and back.
Identify two adjuncts to become Master Advisors and conduct Master Advisement Training. Objective 4, 5	10/07	CAPS Director	Personal contact, discussions with faculty, internal and external advertisements. Follow personnel policies.	Two adjunct faculty identified and trained to assist faculty with advisement.
Purchase, install and implement use of Citrix Server. Objective 3	10/07-1/08	DL Director, Director of Networking	Purchase and install instructional software and licenses to have up to 34 users accessing software at any time.	Increase student & faculty access to instructional software from off-campus locations including home.
Purchase, install and implement use of Macintosh Server. Objective 3	11/07-1/08	DL Director, Director of Networking,	Purchase and install server to support online instruction.	Increase student & faculty access to instructional tools.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Complete evaluation of student appraisal pilot test results including placement and student progress. Objective 5	11/07	CAPS Director,	Review placement of pilot group tested, their grades, their drop rate; interview faculty. Adjust process if needed.	Adjust multi-level assessment for use in summer and fall 2006 registration.
Implement advisement training for full and part time faculty. Objective 4, 5	1/08-3/08	CAPS Director	Set multiple times and present information about advisement.	Faculty oriented on CAPS and their role in advisement.
Attend Title III National Workshop. All objectives	2/08	Project Director, IE Director	Follow institutional procedures for travel arrangements.	Project staff and faculty will gain new knowledge and teaching methods.
Administer CCSSE survey. Objective 4	2/08 – 3/08	IE Director	Survey CCC students concerning their satisfaction and success.	Compare with previous year base-line to determine changes in student perception.
Attend assessment, advising, and distance learning conferences, NISOD Conference. All obj.	5/08 – 7/08	Project Director, DL Director, CAPS Director, IE Director	Follow institutional procedures for travel arrangements.	Project staff gain new knowledge and teaching methods.
Expand use of student appraisal on greater percentage of entering students. Objective 5	4/08-7/08	CAPS Director	Administer academic, career aptitude, learning styles assessments.	Data on students learning styles, career interests and test scores to share with advisors.
Develop career library and website of resources. Objective 3, 4	7/08-9/08	CAPS Director	Review and obtain appropriate career materials supporting regional employment.	Resources available for faculty and counselors.
Conduct end of second year formative evaluation. All objectives	7/08-9/08	Project Director, VP Instruction, President, Outside Evaluator	Review outcomes to date, identify promising strategies and weaknesses, and make corrections.	Plans revised and improved for year two; all required reports submitted.
Year III: October 1, 2008 – September 30, 2009				
Obtain laptops and IPODS for DL faculty check-out. Obj. 1,2	10/08	DL Director	Use college buying procedures and computing standards.	DL faculty have constant access to computers.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Continue to assist faculty and staff in assessment of student learning and support for student learning at the course, program and institution levels. All objectives	10/08-9/09	Project Director, IE Director	Review drafts; discuss and edit to clarify. Work with expert to finalize tools and plans.	Each course, program and division has assessment plans and tools meeting accreditation standards.
Implement intensive, comprehensive course revision incorporating new technology and methodology. Objective 1,2	10/08-5/09	DL Director, Instructional Technologist	Recruit 8 full-time faculty to receive a one course teaching reduction in exchange for revising courses; recruit adjuncts to teach 8courses.	Renewed teaching and student learning in revised courses; faculty move seamlessly from online to classroom environment and back.
Obtain high resolution digital cameras with video capability. Objective 1,2	10/08	DL Director, Project Director	Purchase cameras and maintain in Distance Learning Directors office for check-out.	Faculty are able to incorporate high quality images and video into online content.
Establish Mobile Technology Enhanced Classrooms (TEC) to support high-tech hybrid instruction. Objectives 2, 3, 4	10/08-12/08	Project Director, Academic Director, Network Technology	Purchase instructional technology and install into two identified classrooms.	One TEC is operational to support new teaching and learning methodologies.
Identify and train one additional adjunct to become Master Advisors. Objective 3, 4	10/08	CAPS Director	Advertisements, follow personnel policy.	Three adjunct faculty identified and trained to assist faculty with advisement.
Implement advisement training for full and part time faculty. Objective 3, 4	1/09-3/09	CAPS Director	Set multiple times and present information about advisement.	Faculty oriented on CAPS and their role in advisement.
Complete review of placement levels required by programs. Objective 3, 4	1/09	CAPS Director	Review records and meet with Division Directors.	Published placement expectations.
Attend Title III National Workshop, all objectives. All objectives	2/09.	Project Director, DL Director	Follow institutional procedures for travel arrangements.	Project staff gain new knowledge and teaching methods.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Administer CCSSE Objective 2	4/09	IE Director	Survey CCC students concerning their satisfaction and accomplishment.	Compare with previous year baseline results to determine changes in student perception.
Develop and Implement Advisement Manual, sending drafts to proper staff for revision. Objectives 3, 4	5/09	CAPS Director	Procedures will be clarified and universally understood.	Procedures manual drafted and critiqued.
Train counselors in multi-level appraisals. Objectives 3, 4	6/09	CAPS Director	Train college counselors in use of protocol and assessment instruments.	Increased use of multi level assessment.
Begin using multi-level assessment on greater percentage of students. Obj. 3	7/09	CAPS Director	Administer academic, career aptitude, learning styles assessments.	Data on students to share with advisors.
Conduct end of third year formative evaluation. All objectives	7/09-8/09	Project Director, VP Instruction, President, Outside Evaluator	Review outcomes to date, identify promising strategies and weaknesses, make corrections.	Plans revised and improved for year two; all required reports submitted.
Year IV: October 1, 2009 – September 30, 2010				
Continue to assist faculty and staff in assessment of student learning and support for student learning at the course, program and institution levels. All objectives	10/09-9/10	Project Director, IE Director	Review drafts; discuss and edit to clarify. Work with expert to finalize tools and plans.	Each course, program and division has assessment plans and tools meeting accreditation standards.
Implement intensive, comprehensive course revision incorporating new technology and methodology. Objective 1, 2	10/09-5/10	DL Director, Instructional Technologist	Recruit 8 full-time faculty to receive a one course teaching reduction in exchange for revising courses; recruit adjuncts to teach one course for each faculty participant.	Renewed teaching and student learning in revised courses; faculty move seamlessly from online to classroom environment and back.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Obtain laptops and IPODS for DL faculty check-out. Obj. 1,2	10/09	DL Director	Use college buying procedures and computing standards.	DL faculty have constant access to computers.
Obtain high resolution digital cameras with video capability for recording segments for online classes. Objective 1,2	10/09	DL Director, Project Director	Purchase cameras and maintain in Distance Learning Directors office for check-out as needed.	Faculty are able to incorporate high quality images and video into online content.
Develop and implement online faculty orientation. Objectives 2, 3	10/09	CAPS Director, Project Director,	Work with college web-master to develop webpages containing all orientation print materials.	Online orientation available for instructors.
Establish Technology Enhanced Classrooms to support high-tech hybrid instruction. Obj. 2	11/09	Project Director, Academic Director, Network Technology	Purchase instructional technology and install into two identified classrooms.	Two TECs are operational to support new teaching and learning methodologies.
Plan and design new CAPS Center with multiple spaces. Objective 3:	10/09- 2/10	CAPS Director, Advisement Team	Retain architect to design new CAPS center with spaces for individual and group work..	New center designed.
Implement advisement training for full and part time faculty. Objective 3, 4	1/10- 3/10	CAPS Director	Set multiple times and present information about advisement.	Faculty oriented on CAPS and their role in advisement.
Attend Title III National Workshop. All objectives	2/10	Project Director, CAPS Director	Follow institutional procedures for travel arrangements.	Project staff and faculty gain new knowledge and teaching methods; disseminate.
Administer CCSSE Objective 2	4/10.	IE Director	Survey CCC students concerning their satisfaction and success.	Compare with baseline results to verify changes in student perception.
Faculty and staff attend professional development at NISOD conference or comparable meetings. All Obj.	5/10	Project Director, faculty	Selected faculty participants in training attend conferences.	Faculty understand best teaching and student development practices at other institution.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Conduct end of fourth year formative evaluation. All objectives	7/10-9/10	Project Director, External Evaluator	Review outcomes to date, identify promising strategies and weaknesses, make corrections.	Plans revised and improved for year two; all required reports submitted.
Year V: October 1, 2010 – September 30, 2011				
Establish mobile Technology Learning Enhanced Classrooms to support high-tech hybrid instruction. Objectives 2, 3, 4	10/08-12/08	Project Director, DL Director, Instructional Technologist	Purchase instructional technology and install into two identified classrooms.	Two additional TECs are operational to support new teaching and learning methodologies.
Establish redesigned CAPS Center. Objectives 3, 4		CAPS Director	Purchase workstations for private offices, white boards, laptops.	Space for small group and individual work increasing capacity of CAPS center is equipped and opened.
Assist faculty and staff in continuing to student learning and support for student learning at the course, program and institution levels. All objectives	10/10-9/11	Project Director, IE Director	Review drafts; discuss and edit to clarify. Work with expert to finalize tools and plans.	Each course, program and division has assessment plans and tools meeting accreditation standards.
Implement intensive, comprehensive course revision incorporating new technology and methodology. Objective 1, 2	10/10-5/11	DL Director, Instructional Technologist	Recruit 8 full-time faculty to receive a one course teaching reduction in exchange for revising courses; recruit adjuncts to teach one course for each of faculty participants.	Renewed teaching and student learning in revised courses; faculty move seamlessly from online to classroom environment and back.
Obtain laptops and IPODS for DL faculty check-out. Obj. Objectives 1,2	10/10	DL Director	Use college buying procedures and computing standards.	DL faculty have constant access to computers.

STRATEGY	TIME FRAME	WHO WILL DO IT	HOW THEY WILL DO IT	EXPECTED RESULTS
Obtain high resolution digital cameras with video capability. Objective 1,2	10/10	DL Director, Project Director	Purchase cameras and maintain in Distance Learning Directors office for check-out.	Faculty are able to incorporate high quality images and video into online content.
Revise and complete Advisement manual. Objective 2, 3, 4	12/10.	CAPS Director, Project Director,	Procedures will be clarified and universally understood; final version printed and burned to CD for distribution.	Procedures manual drafted and critiqued, and completed (in print, CD, online).
Present at Title III National Workshop. All objectives	Feb.	Project Director, DL Director, CAPS Director, IE Director	Follow institutional procedures for travel arrangements.	Project staff & faculty disseminate project lessons.
Implement advisement training for full and part time faculty. Objective 3, 4	1/11-3/11	CAPS Director	Set multiple times and present information about advisement.	90% of faculty oriented on CAPS and faculty role in advisement.
Administer CCSSE. Objective 2	4/11	CAPS Director	Survey CCC students concerning their satisfaction and success.	Compare with previous year baseline results to determine changes in student perception.
Faculty and staff present at NISOD conference. All objectives	5/11	Project Director, faculty	Selected faculty participants in training attend conferences.	Project staff & faculty will disseminate project lessons.
All first year- first time students receive multi-level student appraisal. Objective 3	7/11	CAPS Director, Counselors,	Identify which students receive holistic assessment in registration for fall 2006 term.	Increased use of ordinal and holistic assessment for fall semester.
Conduct final summative evaluation, draft final report and send to US Department of Education. All objectives	6/11-9/11	Project Director, Assessment Specialist, Outside Evaluator, VP Instruction	Evaluate all outcomes, identify promising and less promising strategies, celebrate accomplishments and prepare reports.	Objectives accomplished. All reports prepared & submitted as required. Dissemination plans in place.

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(d) QUALITY OF KEY PERSONNEL

Project Director: For efficiency, Carteret Community College has chosen to combine the Activity Director and Title III Coordinator into one position, the Project Director, a position that requires a minimum of a masters degree and five years experience in higher education administration. The college has identified Donald Staub, Ed.D. as Project Director for the proposed Title III Part A project (resume below). Dr. Staub will devote 100% of his time to Title III Part A, 70% to the Activity and 30% to project coordination (see section e below). Dr. Staub currently serves the college as a part-time grant writer. The Project Director will report to the President of the College. Primary responsibilities will include: (1) facilitating collaboration of disparate departments to achieve activity objectives; (2) leading college efforts to develop

Table 15: Resume – Project Director (Activity Director and Title III Coordinator) (Director, Assessment & Planning) Donald F. Staub, Jr., Ed.D.	
Experience	<p>Carteret Community College; Grant Writer and Instructor in English (2004 – present)</p> <ul style="list-style-type: none"> • Eastern Michigan University, Director, Office of Collaborative Education (2000-2004); Developed and Administered Transitions to Teaching federal grant program; program evaluation. • Doctoral Fellow in the Institute of Education Reform, performed data collection and management for school improvement in high needs schools (1998-2000). • Washtenaw Community College, English Language Instructor, 1997- 1999. • Anadolu University, Turkey, Lecturer, Education Faculty, 1993- 1997. • Michigan State University, English Instructor and Teaching Assistant , 1989- 1993.
Education	<p>Doctor of Education (2006); Education Leadership, Eastern Michigan University</p> <ul style="list-style-type: none"> • M.A., Teaching English to Speakers of Other Languages, Michigan State University, 1991; B.A. English Literature, Michigan State University, 1982 – 1986.

assessment on the course, program and institution-wide levels; (3) contracting with experts to provide advisement training; (4) assisting faculty and staff with development of assessment plans; (5) coordinating project-related professional development activities, including recruiting adjuncts to teach classes while faculty are on release time or attending workshops; (6) leading in creation of faculty orientation CD (7) meeting monthly with Division Directors to coordinate

Title III efforts; (8) sustaining assessment and planning efforts during and after the project conclusion. After the project, he will continue as the Director of Assessment and Planning.

Table 16: Key Personnel: Institutional Effectiveness Director, Jennifer A. Ulz
Title III Duties: 35% of Time spent on duties directly related to Title III; provide data from numerous sources, including employee and student surveys, instructor evaluations, student evaluations of courses, enrollment and end of course reports, CCSSE administration, link with system office.
Experience: 1999-Present: Responsible for the college’s planning process and research functions, including: program reviews, institutional effectiveness plan, college surveys, state and federal reporting, and special projects Data Consultant, Wayne Community College: Assist Planning and Research Department with student success data for “Achieving the Dream” grant and research. 2003- <i>Executive Director, Carteret Catch.</i> Helped create non-profit corporation whose mission is to promote the local fishing industry through promotion and education. 1995-Present Adjunct Faculty, Carteret Community College taught algebra and statistics Adjunct Faculty, Park College, <i>Havelock, NC</i> , taught algebra, statistics, pre-calculus. Education: Graduate Level Course in Institutional Research, Penn State University MS in Mathematics/Actuarial Science, from the University of Connecticut, Storrs, CT. BS in Chemical Engineering, with honors, from the University of Connecticut.
This position is paid with Institutional Funds.

Table 17 : Key Personnel Director of Distance Learning Patrick Keough Title III
Duties: 30% of Mr. Keough’s time will be taken up with Title III duties training instructors in enriched use of technology both online and in the classroom, including “extreme curriculum makeovers” of courses on Blackboard, video casting, pod casting, use of blogs, seamlessly weaving online and classroom instruction.
Experience: Carteret Community College, Curriculum Coordinator of the Fine Arts Program and Director of Distance Learning, 2005 – present; Curriculum Coordinator of the Fine Arts Program (2006-2002); Director of Distance Learning & Instructor, Photography, (1997 – 2000); Instructor, Photographic Technology (1987-1997). Designer, Virtual Campus of the North Carolina Community College System; Art Appreciation Instructor for Carteret Community College, Lenoir Community College, Wayne Community College, Southwestern Community College (2006-1999) Professional development workshops on all phases of Internet course development conducted for the NC Community College System. Latest innovation: developing methodology for teaching studio art and photography courses online; (computer art, commercial photography, digital imaging, photojournalism and graphic design). Education: Master of Fine Arts , East Carolina University; Bachelor of Fine Arts, New York Institute of Technology; AAS, Community College of the Air Force.
This position is paid with Institutional Funds.

Table 18: Key Personnel-Career and Academic Planning Services Director: Heather Sarratt-Hebert
Title III Duties: 30% of time will be spent on Title III Activity strategies including faculty orientation, training and supervision of master advisors, set up and training on career and aptitude assessments, review and implementation of new appraisal instruments for first-time, first year college students.
Experience: Carteret Community College 1997- present: Director, Career and Academic Planning Center; Director of Physical and Social Sciences; Psychology Instructor. <ul style="list-style-type: none"> • Craven Community College 1993-1997: Psychology and Sociology Instructor • Park University 1997-2003, NC Wesleyan College 1995-1996: Adjunct Instructor, • Finalist for the State of North Carolina Excellence in Teaching Award 2004 • Education: Master of Arts in Psychology, 1992 Appalachian State University, Boone, NC • Bachelor of Arts in Psychology, 1990 University of South Carolina • Bachelor of Science in Business Management, 1989 University of South Carolina
This position is paid with Institutional Funds.

Table 19: Title III-Funded Position: Instructional Technologist
Title III Duties: 100% of time will be spent on Title III duties: Assist Distance Learning Director with teaching faculty how to use technology. Work individually with faculty and small groups. Observe faculty teaching with technology in the classroom. Teach faculty basic computer skills if needed. Assist with set-up of Technology Enhanced Classrooms.
Full-time, 10 month position. Associate Degree required, BS preferred. \$3,500 per month. Skilled in use of Word Processing, Spreadsheets, Database, Electronic Presentation, Web Navigation, Web Site Design Skills, E-Mail Management, Digital Cameras, Computer Network Knowledge Applicable to the college, File Management & Windows Explorer Skills, Downloading Software From the Web, Installing Computer Software onto a Computer System Blackboard Teaching, Videoconferencing Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs), Scanner Knowledge, Knowledge of PDAs, Deep Web Knowledge, Educational Copyright Knowledge Computer Security Knowledge.
This position is funded by Title III: 100% in Years 1, 2; 75% in Year 3, 50% in Year 4, and 25% in Year 5.

Table 20: Job Description: Master Advisors
Three half-time (20 hour per week) positions, spending all of their time on the Title III Activity. Requirements: Bachelors degree in Counseling, Psychology or higher. Assist CAPS Director with student appraisals, career counseling, goal clarification, course selection, graduation readiness; job seeking and keeping skills.
Positions are funded by Title III Part A.

Table 21 : Assessment Expert
Recognized national trainer in assessment of student learning on the course, departmental and institutional levels. Research into recommendations and referrals for experts are started. A bid process will follow. The contractual rate for the Assessment Expert is based on fees charged by similar experts such as the Junior and Community College Institute and Noel-Levitz.

(e) QUALITY OF PROJECT MANAGEMENT PLAN

Managing Procedures: Carteret Community College has proven management processes and procedures to ensure effective operation and integration of the project into current college structures. Procedures are in place for grant administration and monitoring which reflect the requirements of EDGAR, other federal agencies, the North Carolina Administrative Code and college policies. Fiscal management under these procedures is the responsibility of the Vice President for Administrative Services and her fully qualified staff. Grant directors are supported by the college advancement office which helps new directors with budget and reporting. Salaries, benefits, and personnel hiring practices adhere to CCC personnel policies. All equipment purchases are subject to state purchasing rules for bidding and selection processes. Title III travel regulations, inventory policies, and internal audit procedures will also conform to existing college policies outlined in the operations manual. Federal funds will not supplant college funds.

Because of the selected topic of this single activity Title III project, and the selected Project Director's experience in education administration and federal grant management, CCC has chosen to combine the Title III Coordinator and that of the Activity Director into a single, full-time position called, "Project Director". The activity job description for the Project Director and Dr. Donald Staub's resume are included in the Narrative Regarding Key Personnel. Dr. Staub will spend approximately 30% of his time coordinating the project. (See Table 15).

Because of the special collaboration needed for the faculty development, assessment, technology upgrading, and activities designed to ultimately improve student learning, Carteret believes that it will be most beneficial if the coordinator is selected from inside the college. Greater ownership, success, and institutionalization of project activities will occur as a result of this position.

Table 22 : Job Duties - Title III Coordination

<p>The Project Director’s Title III, Part A Coordination duties will include:</p> <ul style="list-style-type: none"> • Coordinating communications concerning the project to internal and external constituents, particularly through newsletters and websites; • Serving as liaison to US Department of Education Title III officials on project matters; • Preparing reports and continuation proposals; • Monitoring collection and analysis of data for evaluations in consultation with the Office of Institutional Effectiveness; • Advising the president on project issues and progress; • Revising project activities in accordance with formative evaluations, with appropriate approval from college and US Department of Education Title III officials; • Assuring adherence to all institutional, local, state and federal policies and procedures; • Assuring fiscal accountability; maintaining the Title III budget, approving all expenditures; • Reporting to CCC president, trustees, Academic Division Directors, employees.

To ensure that the Project Director efficiently and effectively implements this project, a Title III Steering Team composed of the Vice President of Instruction and Student Development and Division Directors most closely connected with the project will meet and monitor progress. The team will help align project activities with existing college operations. For the first year, the team will meet every two weeks, and monthly thereafter to ensure that the project operates within existing college management structures and increases the efficiency of institutional effectiveness processes. A Staff Assistant will help the Project Director, spending half of his time supporting activity objectives, particularly in assessment and institutional effectiveness, and half of his time accomplishing coordination tasks.

Table 23 : Job Description for Project Staff Assistant

<p>The Staff Assistant is responsible for providing clerical and administrative support for the Title III grant. The position ends with the termination of the grant. The staff assistant reports directly to the Title III Project Director.</p>
<p>Duties and Responsibilities Maintains program and financial grant records; assists the Project Director with monitoring the budget and expenditures, purchasing, with clerical and administrative tasks associated with implementation strategies; tracks project implementation; assists Project Director with preparation of internal and external reports; records and distributes minutes of steering team meetings; makes travel arrangements for Project Director and key personnel.</p>
<p>Qualifications Associate degree required. Ability to maintain accurate and detailed program and financial records. Experience with MS Office required. Ability to learn Datatel. Excellent organizational, interpersonal and communication skills.</p>

Authority and Organizational Power: The Project Director will report directly to the President and have complete administrative autonomy to manage the day-to day operations of the project. The Project Director will also have administrative authority to see that project strategies are implemented and objectives achieved in order to solve the problems indicated in the Comprehensive Development Plan. The chart depicts the reporting structure that gives the Title III Project Director the necessary authority and essential linkages to CCC’s key decision makers

Accomplishing the objectives of this project will require a great deal of coordination of Distance Learning, the CAPS Center, Institutional Effectiveness, information technology, admissions, placement testing, counseling, academic support, learning laboratories, and entry level programs of the college. Staff and faculty associated with these functions have been directly involved in the Title III planning process. The various functions fall under the responsibilities of the Vice Presidents for Administrative Services and Instruction/Student Support, both of whom have indicated their complete support for this project. The Administrative Lines of Authority are shown in the following chart:

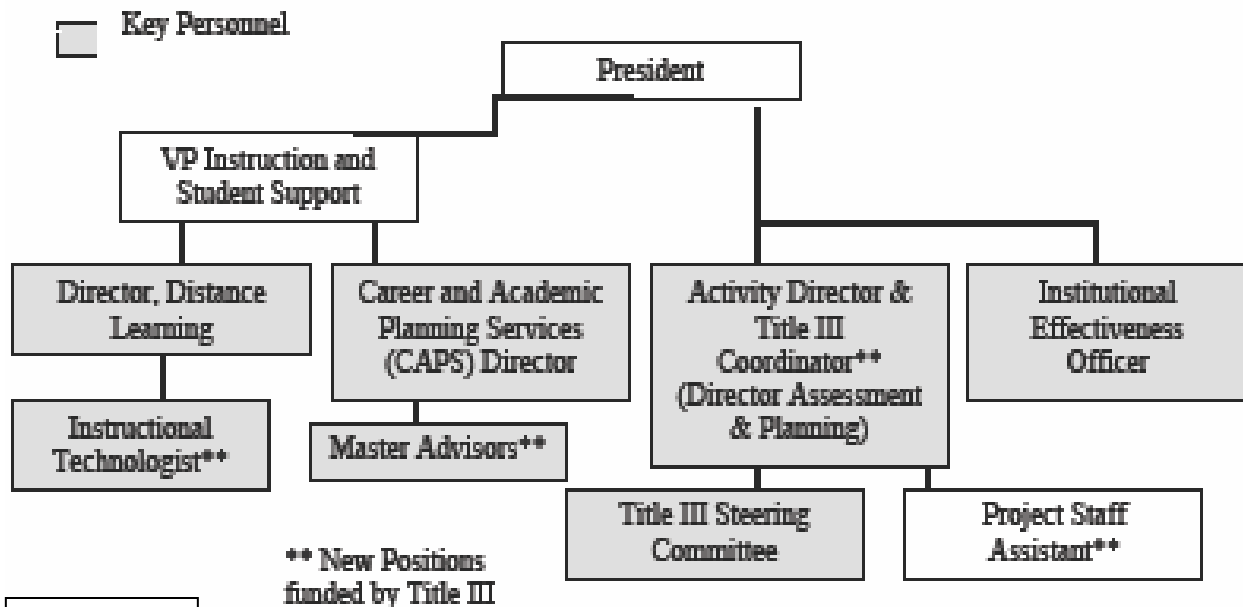


Figure 1

(f) EVALUATION PLAN

Procedures to Assure a Valid Assessment: The purposes of the evaluation plan are (1) to provide college decision-makers and Title III staff with reliable and valid information as to whether the Activity is achieving the goals, objectives, and strategies in a prudent time frame and at the proper cost; (2) to provide CCC with accurate, timely, reliable, and valid information as to whether the Activity will conclude with the desired impacts and outcomes; (3) to examine budget expenditure patterns in order to make adjustments as needed; (4) to report each year and at the conclusion to U.S. Department of Education and Carteret decision-makers, and (5) to ensure that the college assimilates the practices and improvements of the Activity into CCC's operation.

The evaluation will include both formative and summative assessments with quantitative and qualitative information. The Project Director will have responsibility for formative and summative evaluation. An internal Title III Evaluation Committee of three faculty and staff not associated with the project will assist and report to the Project Director. They will meet quarterly to discuss formative evaluation; they will ensure that evaluation activities are carried out as defined, and that results are used as a proper means to improve the efficiency and effectiveness of the evaluation processes. This committee will pay attention to how project results are helping solve problems outlined in the Comprehensive Development Plan and improving Carteret's growth and self-sufficiency. The project will also retain an external evaluator.

Table 24 : Job Description: External Evaluator
The external evaluator will interview the key personnel and will review documentation that demonstrates the project's programmatic, administrative, and fiscal status. The evaluator will give an annual oral report to CCC's president, outlining project strengths and weaknesses and recommending actions. The evaluator will conduct onsite visits each project year and will assess the extent to which the project has achieved objectives, the relation of the project to approved timeline, tangible project impacts on the college, extent to which the project has cured identified deficits, extent to which funds are used in an effective and allowable manner, extent to which the project has moved the institution to self-sufficiency. The evaluator will write a Year 3 report and a Year 5 summative report.

Evaluation Methods

Quantitative data: Formative evaluations will produce an array of quantifiable evidence of progress toward objective attainment. Throughout the project, these will be collected and analyzed. Outputs include surveys using a Likert scale, pre-and post tests of competency and learning, end of semester and year-to-year retention reports, grade reports, and new tools identified during assessment training as measures of student learning on course, departmental, and institutional levels. Observation reports will provide useful outputs that will help continuously improve teaching and learning. Proof of purchase, confirmation of installation and testing, approval for use, inventory listings will constitute initial evaluation of equipment. At later intervals, faculty and students using equipment will provide evaluations of its performance.

Qualitative data: Qualitative and anecdotal information will include journals, instructor notes, and other impressions and perceptions about the Activity objectives and implementation strategies. These will be collected through the use of more open-ended questions on the surveys and questionnaires. Interviews and focus groups with faculty, students, administrators, and trustees will also provide qualitative outputs that may be used to strengthen the management of the project and the ultimate achievement of the goals, objectives and strategies of the Activity.

Summative Evaluation and Support of GPRA Requirements: The summative report at the project's end will demonstrate the achievement of project objectives and manifest support for Department of Education Goals 4 and 5. Reports throughout the project and at its conclusion will demonstrate an increase in the retention rate of first year full time students and in the number of students that graduate within three years of enrollment. These, combined with an increase in the number of full time students enrolled at CCC, retained by its strengthened programs and services, will give testament to the efficacy of Title III, Part A and its impact on student success.

Table 25: Quantifiable Evaluation Procedures of Objectives

Data Elements	Data Collection	Data Analysis	Data Reporting	Baseline Indicators
Objective: By September 2007, 100% of academic programs will have written plans for assessing student learning at the course, program and institution levels.				
Percent of academic programs that have written plans for assessing student learning and success at the program, course, and college competency level.	Faculty submit written assessment plans by September 2007 to Project and Institutional Effectiveness (IE) Directors.	Assessment expert provides formative analysis; Project Director review assessments to assure methods for measuring every course, program objective and college learning competency are included.	Project Director and IE Director work with faculty to complete plans and compile into college-wide assessment plan for SACS Team and Project Steering Team.	100% of academic programs have measurable written plans for assessing student learning that meet accreditation requirements. 2006 baseline = 75%.
Objective: By September 2007, 100% of administrative departments will have written plans for assessing institutional effectiveness.				
Percent of administrative programs having written plans for assessing effectiveness of departmental functions to support student learning.	Administrative teams submit written assessment plans by September 2007 to Project and IE Directors.	Assessment expert provides formative analysis during the year; Project Director reviews assessments to assure direct and indirect appraisal of efficiency in supporting student learning are included.	Project Director, IE Director works with staff to complete plans and compile into CCC-wide assessment plan for SACS Team and Title III Steering Team.	100% of academic programs have measurable written plans for assessing student learning that meet accreditation requirements.
Objective: By September 2008, 100% of academic programs will have documented evidence of the use of assessment data to improve student learning.				
Written documentation of how assessment data are used to revise teaching and student learning.	By Sept. 2008, and each Sept. thereafter, faculty submit records of use of assessment tools to improve student learning to Project & IE Directors.	Faculty analyze student performance, revise teaching, learning methods. Project Director analyzes documentation to assure assessment results are used to improve student learning.	Project Director submits reports to the SACS Leadership Team and the Title III Steering Team.	100% of academic programs have written evidence that they have used assessment to improve student learning and meet accreditation requirements.

Objective: By September 2008, 100% of administrative departments will have documented evidence of the use of assessment data to improve institutional effectiveness.				
Data Elements	Data Collection	Data Analysis	Data Reporting	Baseline Indicators
Written documentation of how assessment data are used to revise strategies for improving effectiveness in supporting student learning.	By Sept. 2008, and each Sept. after, staff submit records of their use of assessment tools to improve effectiveness to Project and IE Directors.	Staff analyze student performance, revise teaching, learning methods. Project Director analyzes documentation to assure assessment results are used to improve student learning.	Project Director submits reports to the SACS Leadership Team and the Title III Steering Team.	100% of academic programs have written evidence that they have used assessment to improve student learning and meet accreditation requirements.
Objective: By Sept. 2011, the percent of students succeeding in online & hybrid courses will increase from 63% to 75%.				
End-of-course grade reports showing students who passed courses with a grade of “D/1.0” or above. Student evaluations will demonstrate an increase in satisfaction with instruction.	IE director will collect end of course data from Registrar. Distance Learning (DL) Director will collect student evaluations.	Project Director will analyze online, hybrid data for success, grades, pass rates, incompletes, drops. Project Director and DL Director will review student online and hybrid evaluations concerns and compare with baselines by each Sept.	Project Director and DL Director will review data each year by the end of August and compare with baseline data.	Baseline in 2006 is 63% of students are successful. 2007 baseline is 65%. 2008 baseline is 67%. 2009 baseline is 70%. 2010 baseline is 72%. In September 2011, the baseline is 75%
Objective: By September, 2011, student engagement, as measured by the Community College Survey of Student Engagement, will be increased by 10% over the college’s 2006 results.				
Level of student engagement as shown by increase in active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.	Community College Survey of Student Engagement (CCSSE) administered each spring to students in randomly selected classes by IE Director.	Project Director reviews data each year by September and compares with 2006 baseline data and the benchmarks from the previous year.	Project Director reports on CCSSE results college-wide and to Board of Trustees.	Baseline will be established in July or August, 2006. An overall annual increase of 2% in each benchmark is expected with an overall of 10% above the 2006 level.

Objective: By September 2011, the first to second year retention rate of first-time, full-time degree seeking students will be increased from 54% to 69%.					
Data Elements	Data Collection	Data Analysis	Data Reporting	Baseline Indicators	
Student enrollment data showing number of first-time, full-time degree seeking students who return for the second year.	IE Director will extract data from SAS-BI each year, the number of first time, full time cohort who enrolled in the previous year and return for the second year.	Project Director, Career and Academic Planning Services (CAPS) Director and IE Director will analyze data and compare with previous years.	Project director will report to the president, vice presidents, division directors, Title III Steering Committee.	2006 baseline is 54%; 2007 baseline is 56%; 2008 baseline is 59% 2009 baseline is 62%; 2010 baseline is 65%. The September 2011 baseline is 69%.	
Objective: By September 2011, the annual graduation rate will increase from the 2005 level of 18% to 24%, and the three-year graduation rate of first time, degree-seeking students will increase from 29% to 35%.					
Student enrollment data showing the percent of all students who annually graduate and the number of first time-full time degree-seeking students who graduate within three years of entering.	IE Director will extract data from SAS-BI each year: percent of all students who annually graduate & number of first time-full time cohort who graduate within three years of entering.	Project Director, Career and Academic Planning Services (CAPS) Director and IE Director will analyze data and compare with previous years.	Project director will report to the president, vice presidents, division directors, Title III Steering Committee.	1-year baseline 2008=18%; 2009=20%; 2010=22%; 2011=24%;	3-year baselines 2008=29%. 2009=31% 2010=33% 2011=35%.

Table 26 : Evaluation of Project Tasks			
Data Elements	Data Collection	Data Analysis	Data Reporting
Implementation and use of assessment management software	Project Director monitors installation, training of users, surveys faculty, staff on use.	Project Director reviews surveys, works with IE Director to provide help.	Project Director reports to Title III Team, Technology Team
Professional Development - Distance Learning	DL Director surveys faculty about training, observes online and hybrid classes.	DL Director and Project Director review surveys, class evaluations.	Project Director reports to Title III Team, faculty
Professional Development - Advisement	CAPS Director surveys faculty, observes advisement.	CAPS and Project Directors review surveys.	Project director reports to Title III & Advisement Team

(G) BUDGET

The proposed costs are necessary to accomplishing the outlined strategies that support activity objectives and ultimately college goals. Carteret Community College adheres to state regulations for purchasing and contracting (www.doa.state.nc.us/PandC), which assures the reasonableness of cost. Salaries and benefits adhere to the college personnel plan, found on the college website (www.carteret.edu). A detailed five-year budget follows the narrative.

Table 27 : Narrative of Budget Items			
Years	Item and Rationale for Expense	Calculation of Expense	5 Yr Total
Personnel			
I - V	<u>Project Director</u> (Director, Assessment & Planning - 70% of time is spent on Title III Activity, 30% on coordination)	5% increase each year. Year 3- CCC assumes 25% of salary. Yr. 4, CCC assumes 50% of salary; Yr. 5 CCC =75% salary	196,179
I - V	<u>Instructional Specialist:</u> 100% of time spent on Activity	Year 3-CCC = 25% of salary. Yr 4, CCC = 50% of salary; Yr 5 CCC =75% salary	129,207
I - V	<u>Staff Assistant</u> - 100% Title III; 50% of time is spent on Activity, 50% on coordination.	Total Yr I Salary is \$27,000 5% increase each year	149,194
I - V	<u>Adjuncts to teach during faculty release time:</u> 8 faculty per year receive one class release time <u>Adjuncts to teach</u> during faculty Professional Development – estimated on one class period per full time faculty member per year at \$25	\$25 per hour X 50 hrs X 8 adjuncts. 5% increase each year for all. 3 hour class period X \$25 per hour per adjunct X 57 full time faculty members	55,256 23,622
I - V	<u>Adjunct faculty</u> in Distance Learning Professional Development <u>Adjuncts</u> participate in Professional Development in Advisement:	20 hours per course x \$25/hour per adjunct x 10 adjunct faculty members 5 faculty X 40 X 25	\$27,628 \$27,628
II - V	<u>Master Advisors</u> Two are hired in Year II; one additional is hired in Year III	5% increase each year ; In Yr IV, CCC = 25% of salary; in Yr V CCC = 50%.	200,771
Fringe Benefits			
I - V	<u>Full time benefits</u> FICA and Medicare Health Insurance Retirement <u>Part-time Benefits</u> FICA and Medicare	7.65% 7.35% 6% (mean of 3% - 9% range) 7.65% 5% increase each year	99,663 24,852

Years	Item and Rationale for Expense	Calculation of Expense	5 Yr Total
Travel			
I - V	National Institute of Staff and Organizational Development (NISOD) Conference, Austin, Texas - Project Director and three directors	Registration: \$500, hotel: \$600; meals \$200; airfare and ground transport \$700)	40,000
I II - V	Title III, Washington, DC - Four Directors for 3 days Two directors for three days	Hotel: \$600; meals \$150; airfare, ground transport \$250	12,000
I II - V	Assessment - An intensive activity like the Alverno Institute's weeklong program; Attendance at 4-day conference	2 at 7 days @ 250/day for hotel and food; plus transport of 1000 + registration of \$900	23,100
I - V	Distance Learning – Attendance at a national distance education or technology conference like EDUCOMM	2 at 4 days @ \$250/day, transport of 1000 + registrations @ 600	21,000
I II - V	Advisement - CAPS Director attends National Academic Advising Association or similar conference Years 2 - 5 : CAPS Director and two Master Advisors	1 @ 4 days @ 250 day plus \$1000 plus registration of \$600 3 attend	33,800
Equipment			
I	Blackboard Server:increase speed &storage capacity f	Server - \$12,000	\$12,000
II	Citrix Server provides students access to Instructional software for which the college has multiple licenses. Increases disadvantaged & disabled students' ability to take on-line courses without having to purchase expensive software	Server - \$7,000; Citrix Access ste 4.2 Media Kit 1 = \$41.50; Open E Citrix Access Ste 4.0 – 34 @ \$298.30 = \$10,142.20; Open E Presentation Server = \$9,960.00; MS terminal server licenses 34 @ \$50	28,886
I	SAS Data Integration (DI) will enable CCC to optimally and reliably complete a wide variety of data integration projects. Integrates data from several databases including Datatel, CCSSE, Census.	Data integration software = \$26,180; training for up to 30 staff: \$6,750; set-up and service: \$30,000 (service spread over years I & II) Yearly License, Yrs II - V	99,5463
II	Macintosh X serve G 5 server to support graphics, art, photography, design online and hybrid classes;	1.15GHz system bus per processor; 8GB DDR400 ECC SDRAM3x500 GB Serial ATA drive; Gigabit Ethernet	\$7,700
III-V	Mobile Technology Enhanced Classroom One mobile TEC in Yr III and 2 in each of yrs IV and V	20 Laptops - \$31,000; Harbor Laptop cart (with recharging modules and padding) \$ 1,943 Epson PowerLite Projector	\$36,000

		\$1,070; (HP Officejet Pro 550) \$359; Software \$1,628	
Supplies			
I – V	8 laptops each year for faculty use for developing and implementing online and hybrid courses. Dell Latitude D610, Pentium M 740; 1.0GB, SDRAM, 40GB Hard Drive Windows XP Professional, DVD+/- RW MS Office for Professionals; Adobe Acrobat RW.	With Microsoft Office and Adobe Acrobat (read/write) software, laptops are \$1,700 each.	\$68,000
I -V	IPODS with recording capability for Instructional Podcasts	\$300 each times 40 faculty	12,000
I - V	High resolution 7 megapixel digital cameras with video capability	\$500 per unit – 7 cameras	3,500
I – II	Laptops for CAPS Center- for Accessing student appraisal software and career information	Dell Latitude D610 with software at \$1,700 (10 laptops).	17,000
V	New CAPS Center equipment	5 Dell workstations at \$1,100, 1 printer (\$300), projector at \$1,100, TV/VCR at \$600	\$7,500
I – V	Student appraisal instruments for academic, interest, career aptitude, and other testing in CAPS Center	Packages like Strong Interest Inventory (\$3,315), Discover (\$875 per yr) Holland Self-Directed Search \$1,613), Focus Career Planning (\$685 per yr)	17500
I	All-in-One for CAPS center	Printing and FAX	300
I - V	Books, periodicals, subscriptions	CAPS Center & Library assessment, distance learning, and advising materials	10,000
I - V	Office Supplies to support Activity and coordination including paper, printing cartridges, copying	\$3,000 per year for activity and coordination.	15,000
I	Workstation and printer for Staff Assistant and Laptop and printer for Project Director, printer for CAPS	Workstation: \$1,200, printer \$400; laptop and software \$1,700, 2printers : \$700	4,000
Contractual			
I, II, V	Assessment Expert - Fees based charges by professional consultants (e.g., Junior and Community College Institute)	\$1,500 per day for 15 days in Year 1, 5 days in year 2, and 2 days in year 5	\$22,500
IV, V	Architect to design new CAPS center in Student Services Building	\$200 per hour	\$5,000
Other			
I - V	External Evaluator (see job description in Evaluation Section)	\$1,500 per day	\$6,000

Table 28 : Budget Detail					
	Year I	Year II	Year III	Year IV	Year V
Personnel					
Project Director	\$ 52,000	\$ 54,600	\$ 43,680	\$ 30,098	\$ 15,801
Instructional Specialist	35,000	36,750	29,400	20,258	7,799
Staff Assistant	27,000	28,350	29,768	31,256	32,820
Adjuncts to Teach During Faculty Release Time	10,000	10,500	11,025	11,576	12,155
Adjuncts to Teach During Faculty Professional Development	4,275	4,489	4,713	4,949	5,196
Adjunct Distance Learning Development	5,000	5,250	5,512	5,788	6,078
Adjunct Advisement Professional Development:	5,000	5,250	5,512	5,788	6,078
Master Advisors	-	44,160	68,448	49,680	38,483
Total Personnel	138,275	189,349	198,058	159,393	124,410
Fringe Benefits					
Full time personnel	23,940	25,137	21,598	17,139	11,849
Part-time benefits	1,857	4,984	6,923	5,887	5,201
Total Fringe Benefits	25,797	30,121	28,521	23,026	17,050
Travel					
NISOD	8,000	8,000	8,000	8,000	8,000
Title III	4,000	2,000	2,000	2,000	2,000
Assessment	6,300	4,200	4,200	4,200	4,200
Distance Learning	4,200	4,200	4,200	4,200	4,200
Advisement	2,600	7,800	7,800	7,800	7,800
Total Travel	25,100	26,200	26,200	26,200	26,200
Equipment					
Blackboard Server	12,000	-	-	-	-

	Year I	Year II	Year III	Year IV	Year V
Citrix Server		28,886	-	-	-
Macintosh Server		7,700			
SAS Business Intelligence Data Integration	52,930	19,154	9,154	9,154	9,154
Mobile Smart Classroom			36,000	72,000	72,000
Total Equipment	64,930	55,740	45,154	81,154	81,154
Supplies					
8 laptops for instructors' use	13,600	13,600	13,600	13,600	13,600
IPODS with recording capability	2,400	2,400	2,400	2,400	2,400
Digital Cameras	1,000	500	1,000	500	500
5 laptops advising center	8,500	8,500			
New CAPS center:					7,500
Assessment instruments	3,500	3,500	3,500	3,500	3,500
All-in-one for CAPS	300				
Books, periodicals, etc	2,000	2,000	2,000	2,000	2,000
Office supplies	3,000	3,000	3,000	3,000	3,000
Workstation, laptop, 3 printers	4,000				
CCSSE	6,000	6,000	6,000	6,000	6,000
Total Supplies	44,300	39,500	31,500	31,000	38,500
Contractual					
Assessment Specialist	22,500	7,500	-	-	3,000
Architect to Design Larger CAPS Center				5,000	5,000
Total Contractual	22,500	7,500		5,000	8,000
Construction	-	-	-	-	-
Other External Evaluator	6,000	3,000	3,000	3,000	6,000
TOTAL BUDGET	\$ 326,902	\$ 351,410	\$ 332,433	\$ 328,773	\$ 301,314
TOTAL BUDGET – FIVE YEARS					\$1,640,832