

EXECUTIVE SUMMARY

The Title III team has only just begun to assist the college in **Creating a Comprehensive Student Engagement System**. Nonetheless, work has been steady, more doors are opening than closing, and Title III is viewed as helping to change systems, practices, and opportunities for student success at Kansas City Kansas Community College.

Component 1: The exploration of appropriate software to be used in a Smart Classroom in support of student success in Reading 091 is well on its way as a pilot project. A Learning Communities initiative is also in the design phase and is receiving support from Title III staff who are working cooperatively with faculty and administrators. A targeted cohort of faculty teaching in adult education, GED preparation and ESL were identified and initiatives undertaken in a) addressing their strategic planning goals and objectives, b) developing more effective teamwork, communication, and consideration of work behavioral styles in the classroom environment, and c) receiving encouragement to use a Franklin Planner system as a means of record keeping to meet state program requirements.

Component 2: The Faculty Access Module hardware/software purchase, training, and use are in the pilot 1 stage to assist faculty with advising and technological access to mainframe information. Nothing but positive comments were received about the training and the accompanying handbook. Monthly Key Constituency meetings have been held with diverse faculty, staff, and administrative groups to brainstorm ideas and implementation timelines for comprehensive intake strategies, especially for student orientations and faculty advising support.

Title III team members have undertaken an aggressive learning plan to meet the needs of at-risk students through exploration and application of theory and practice in development education strategies, comprehensive intake support services, technological innovation, learning communities, and project management.

III. PROJECT STATUS—Year 1

Component 1—strengthening instructional programs	Objective Create new developmental reading courses incorporating strategies identified by faculty development for identifying at-risk students and addressing their needs through competency-based instruction	Progress toward meeting objectives Consultant contract with Developmental Reading instructor to research RDG 091 course and offer teaching strategies revisions; meetings and interviews with other Developmental Reading faculty; observation of faculty who integrate technology in the classroom. Funded two faculty members to attend 4C's Conference, one staff member to NADE to learn about new and/or different approaches to delivering Developmental Education courses.
Component 2—strengthening student support services	Objective Hold competency-based training for faculty and staff to administer Comprehensive Intake Strategies	The first priority was installation, pilot training with group 1 on the Faculty Access Module. Our corresponding focus has been on orientations and advising support. Key Constituency meetings (10-15 persons) have been held in Feb., March, and April and will continue on a monthly basis to include faculty, staff, and administrators in brainstorming and decision making about intake strategies.

Task (completed 1/30/05 and 2/17/05)

1. Release Title III Coordinator/Activity Director and hire and orient Specialists and Secretary

A. Accomplishments and outcomes (quantified wherever possible)

Job announcements, hiring processes and acceptance of Title III staff required most of Oct. through Dec. 2004. A need for a separate staff member to serve as Activity Director was determined because of current duties/assignments (assessment and re-accreditation self-study writing) of the Project Manager. The position shift was requested Jan. 2005. KCKCC hired, Dr. Helen Burnstad, Ed.D. on a temporary basis to fulfill the Activity Director position Jan-Oct 2005. A full complement of staff (5 members) became a team Jan. 2005 (Transition Support Specialist, Academic Program Specialist, Project/Activity Secretary, Project Manager and Activity Director). The Faculty Coordinator for developmental reading redesign began work Feb. 2005.

The Title III Team also held an Open House in Feb. 2005 About 40 people attended.

B. Project performance on established program performance indicators/measures

The five-member Title III staff is proceeding according to institutional policy with scheduled 3 month interim performance reviews for full-time college employees. Weekly team meetings of 5-member staff provide two-way communication for feedback, reporting progress on objectives, documenting activities, and discussing stages of the Design Model (listed under 4B).

C. Why planned objectives were not attained or scheduled activities not implemented

The September notification of the grant award slowed the timeline for all activities as published in the application. We are proceeding about 6 months behind the scheduled timeline.

Task (first meeting April 19, 2005; evaluation expectations reviewed/modified if needed)

2. Finalize Evaluation process and participants

A. Accomplishments and outcomes (quantified wherever possible)

A 12-member internal monitoring team has been determined. The KCKCC President appointed these team members at the beginning of April. The team will convene April 19 and at that time a quarterly rotation of meetings will be established. An evaluation design is under review by the Title III team. An external evaluator has been approached at the writing of this report.

B. Project performance on established program performance indicators/measures

The Title III Internal Monitoring Team will follow the specified responsibilities as outlined in the grant application.

1. Work with Title III Project Manager and External Evaluator to monitor/measure progress
2. Function independently from the "project" to monitor "activity" progress/measure success
3. Review evaluation questions, data collection instruments and analysis techniques
4. Recommend modifications to reflect project evaluation
5. Monitor "activity" staff collection and analysis of data
6. Review evaluation reports
7. Communicate project progress and success to college community
8. Elect the team chair and meet at least quarterly for the five years of funding
9. Establish committees of its members to complete tasks
10. Follow an evaluation plan as specified in the "Kellogg Handbook"

C. Why planned objectives were not attained or scheduled activities not implemented

Planned objectives were not carried out as four members of the staff only began working in Jan. 2005. The Project Manager's time was devoted to hiring processes in Nov. and Dec. Therefore the Internal Monitoring Team meeting was not needed in January.

Task (in process)
3. Bid, purchase, and install supplies and equipment budgeted for Year 1.

A. Accomplishments and outcomes (quantified wherever possible)

PROJECT MANAGEMENT BUDGET

	Allocated	Spent	Project	Difference	Explanation
Travel	\$ 1,800	\$1038	Project Manager to Retention Symposium; to grant guidelines; to Truckee Meadows CC (no cost incurred)		
Equipment	\$ 2,620	\$1,996	Project manager/ secretary computers	+\$ 624	
Supplies	\$ 500	\$ 500		0	
Other	\$ 1,500	0		+\$1,500	External evaluator visit

ACTIVITY BUDGET

	Allocated	Spent	Project	Difference	Explanation	General Fund Exp.
Noel Levitz	\$14,400	\$ 2,033	Travel 2 Title III Staff to Retention Symposium	0	On Target	
NCTE		\$ 2,172	2 College Faculty to Conference	0		
NADE		\$ 1,350	1 Title III staff	0		
			Equipment			

Alpha Server	\$ 51,360	\$49,511	Faculty Access Module	+\$1,849	Less Trade In +(\$7,276)	
Smart Classroom	\$41,911	0	Reading Lab	0	Not Purchased yet	
Fac Access Software	\$ 12,500	\$9,138	Supplies Software	+\$3,362		
Dev. Reading Software	\$1,850	0	Reading Lab	0	Not Purchased yet	
Tracking Software	\$46,405	0	Tracking Software	0	Not Purchased Yet	
Alpha Server	\$ 1,050	\$1,935	Contractual License & Warranty	-\$ 885	Overbudget	
Consultant Services	\$ 0	\$4,000	Fee	-\$4,000	Overbudget	
Fall Inservice (on At Risk Students)	\$ 2,550	0	Fall Inservice	0	Will be spent Fall, 2005	
Tracking Implementation	\$ 4,450	0	Tracking implementation	0	Will be spent when compatible tracking software purchased	

B. Project performance on established program performance indicators/measures

TRAVEL: Of the 12 planned travel experiences in the grant application, 6 have been fulfilled. Additionally a counselor and the Academic Program Specialist are scheduled to attend a local conference, Symposium of the Recruitment and Retention of Students of Color, April 24-26, 2005 sponsored by the University of Kansas. The Academic Program Specialist is also scheduled to attend a Developmental Educator Certification at Appalachian State University summer 2005.

EQUIPMENT: KCKCC purchased and installed a system server to assist the functionality of the Faculty Access Module software. Training sessions were held for Pilot Group #1 on use of Faculty Access System in 3 levels: general access, program coordinator access, and dean/ administrative assistant access. Evaluations of training programs were positive.

Continued training of pilot groups #2 and #3 are planned as well as corresponding evaluations after spring pre-enrollment and electronic grade entering at semester end.

SUPPLIES: Faculty Access Module Software was purchased and training is in Pilot Phase #1.

CONTRACTUAL: Not completed at this time.

C. Why planned objectives were not attained or scheduled activities not implemented

TRAVEL: Travel is on schedule.

EQUIPMENT: **1.** The Smart Classroom for Developmental Reading is currently in the research phase along with software applications. The Faculty Coordinator for Developmental Reading along with the Activity Director are in various phases of researching and planning. By the end of summer, 2005, lab activities will have been designed, software purchased, and equipment installed. **2.** The tracking software activity is not on schedule and going more slowly because Noel-Levitz has discontinued TRAX software/training; another complication was that it would not communicate with our mainframe system software. Thoughtful research is being conducted involving questions about data-gathering use, connectivity to our current system, access by campus community, and purposes that are different from our mainframe database. These issues are taking time to discuss and understand as well as reaching consensus while considering divergent thinking.

SUPPLIES: **1.** Developmental Reading software is in the research phase alongside the smart classroom. The Reading Coordinator assignment/contract did not come to fruition until April and so the project is somewhat behind. Internal politics and lack of support along with much confusion about the faculty member assigned to this activity has caused this delay. The Activity Coordinator and Developmental Reading Coordinator now have plans for the project (hardware and software) to be completed by the start of the fall, 2005 semester.

CONTRACTUAL: **1.** The contractual honoraria is still intended to be expended for a presentation and corresponding workshop during our fall 2005 in-service for (129 faculty members and 65 staff members). We intend to invite Hunter Boylan, well known developmental educator, to discuss the needs of at-risk students, and to address educational structures, processes, and strategies for meeting their needs.

Task (in process)

4. Conduct mid-year evaluation

A. Accomplishments and outcomes (quantified wherever possible)

We are currently working toward this deliverable. The internal monitoring team meeting will be held April 19, the mid-year report has been submitted, personnel evaluations are scheduled, and an external evaluator has been contacted (negotiations are in progress).

B. Project performance on established program performance indicators/measures

A mind map was developed to display the complexity of the Title III grant activities. Systems were developed to promote the accomplishment of the Year One goals. These included: timelines for activities; time and effort form for staff accountability; travel application and travel reporting forms of Title III activities; aligning Title III requirements with institutional procedures, practices, and processes.

All Title III Project Designs are following this outline.

Pre - Planning (big picture thinking)

Copies were purchased for Developmental Education Committee members, faculty members, and supplied to State of Kansas, Kansas Board of Regents decision makers and leaders.

The Academic Programs Specialist has been invited to meet with Faculty/Staff Development Committee in order to provide input on programming indicated by the evolution of the Title III grant. One such outcome was an introductory session on Problem-Based Learning scheduled for the Spring Faculty Development Day, April 14. Eighty-seven faculty attended the workshop.

In addition the Academic Program Specialist has been attending monthly meetings with Kansas City Professional Development Council (KCPDC), a consortium of seven two-and four-year post-secondary education institutions in the greater Kansas City area from both Missouri and Kansas. The group is currently exploring co-sponsoring a scholar-in-residence with Hunter Boylan for 2005-06.

Both the Activity Director and the Academic Programs Specialist have been meeting bi-monthly with a KCKCC Learning Communities Task Force. The Faculty Development Day garnered sign-up from faculty to form a working task force to design a KCKCC system. The system will include an application process and reassigned time to design learning communities. In addition a system for scheduling learning communities and marketing them will be developed. The goal is for two learning communities to be piloted spring 06.

B. Project performance on established program performance indicators/measures

These efforts have resulted in increased communication about the Title III activities. Over 40 different faculty, staff, and administrators have been involved in planning meetings regarding academic program implementation.

Task (in process)

6. Train faculty in strategies for identifying at-risk students and addressing their needs through competency-based instruction.

A. Accomplishments and outcomes (quantified wherever possible)

The Academic Program Specialist is working with 1) the Director of Professional Development to design and produce resources for faculty, 2) the Kansas City Professional Development Council (KCPDC) to offer relevant Faculty Certification Program sessions on campus, and 3) the Learning Communities Task Force to pilot LC's in 2006 (approved in April 2005 by the VPAS).

A targeted cohort of faculty teaching in adult education, GED preparation and ESL were identified and the following program was undertaken with them:

A planning retreat addressed the goals and objectives under their strategic plan. It was attended by 13 faculty, staff, and the administrator of the programs. Included in the retreat time (2-4 hour sessions) was a workshop using the Personal Profile System (DiSC) to develop more effective teamwork, communication between and among members of the group, and consideration of work behavioral styles in the classroom environment. In addition, participants were provided with the Franklin Day Planner system and encouraged to use it as a means of record keeping to meet state program requirements.

B. Project performance on established program performance indicators/measures

Feedback from these sessions has been outstanding. Classroom visitations were conducted for 4 of the faculty who invited the facilitator to their class. A final evaluation of the program will be conducted in late April with the intention of designing a continuing program for 2005-2006.

Task (in process)

7. Design, develop developmental reading courses, Learning Center support, and evaluation mechanisms

A. Accomplishments and outcomes (quantified wherever possible)

The Title III team has been in the R & D phase for these three objectives with the following outcomes attained.

Three meetings have been held with the Dean of Humanities and Fine Arts and members of the reading faculty. The first meeting was an exploratory meeting regarding the Title III grant and was attended by 6 people. Meeting number two was attended by 6 people as well and advanced the planning for the immediate response to the goals and objectives of the grant. The most recent meeting was held to further the plans and was attended by 4 people. At this time the reading faculty member has been identified, a contract has been completed for 3 hours in Spring and 3 hours in Summer to accomplish the tasks outline. Plans have been made for the faculty member to meet with the Dean weekly and with the Title III Instructional Team twice a week.

Title III funding was provided to support two reading faculty members to attend National Council for Teachers' of English national conference. Each member reported on findings from the conference to the members of the Key Constituents Group, has completed a written conference report, and will present a Title III Travel Talk before the end of the semester.

B. Project performance on established program performance indicators/measures

Biweekly meetings with faculty consultant and research have led to (as of Friday, April 15) a pilot proposal for RDG 091. Title III is represented on the Developmental Education and Student Success Committees. Along with Academic Resource Center and Developmental Education faculty, "Wednesday Workshops" were developed.

C. Why planned objectives were not attained or scheduled activities not implemented

The determination of the reading faculty member to be involved in the Title III grant took much longer than anticipated. However the faculty member is now at work, so hopefully the accomplishments will be on track by August 2005.

D. Corrective actions to be taken

The reading faculty member, the Title III Academic Programs Specialist, and the Title III Activity Director will be working as a team to get this component on track so that the revision of RDG 091 can be piloted in the SMART classroom by Fall 2005.

Task (in process)

8. Design, develop Comprehensive Intake Strategies

A. Accomplishments and outcomes (quantified wherever possible)

The POISE CampusConnect Faculty Access System is providing KCKCC faculty/staff/administrators with a web interface to view and update specific administrative data at any time.

The Poise Consultant consulted on campus March 15-16, 2005 to train system administrators/ faculty/staff. On March 28-30, 2005 Administrative Computing and Admissions/Registrar staff trained pilot group-1 of divisional faculty members, their dean and administrative assistants, and specific staff members. Additional training sessions were deemed necessary to provide different levels of access to program coordinators as well as deans and their administrative assistants.

A second pilot group of faculty/staff (those teaching in the summer) will be trained in June 2005 for fall enrollment. Both groups 1 & 2 will advise for fall 2005 and enter summer 2005 grades.

By Sept. 2005, software/management issues will have been resolved and then numerous training sessions will be held for interested faculty/staff (group 3). Adjunct faculty training (group 4) will begin Jan. 2006.

Key Constituency meetings (10-15 persons) have been held in Feb., March, and April and will continue on a monthly basis including faculty, staff, and administrators in brainstorming and decision making session about intake strategies. The first priority was installation and pilot training with group 1 on the Faculty Access Module. The next focus has been on orientations and advising support.

B. Project performance on established program performance indicators/measures

FERPA guidelines have been reinforced through an on-line assessment and agreement. A training evaluation produced positive results.

The first pilot group has been asked to advise for summer/fall enrollment using the system and enter spring, 2005 grades. Another evaluation will occur at this time.

Task (in progress)

9. Provide staff training on Comprehensive Intake Strategies

A. Accomplishments and outcomes (quantified wherever possible)

The Transition Support Specialist has been instrumental in setting up training for Faculty Access Module 1) pilot group faculty/staff/administration (March 28-29-30), 2) level 2 for program coordinators, and 3) level 3 for deans and administrative assistants. A training manual was also prepared and distributed.

In conjunction with KCKCC's Carl Perkins Grant and Professional Development Office, a conference and training catalog was developed and is housed in the Title III office for faculty and staff reference.

B. Project performance on established program performance indicators/measures

Qualitative evaluation was conducted at the conclusion of each training session. Additional feedback will be requested after Spring 2005 enrollment and semester 2005 end.

Task (not at this point in time)

10. Conduct year-end evaluation

IV. BUDGET INFORMATION

Funds are being expended at the expected rate for most of the activities. The tracking software funding (\$46,405 software—1st installment and \$4,450 implementation) will be delayed until a number of issues are resolved. We did not pay 3 staff members in Nov. and Dec. (\$18,786) and 1 staff member did not start working until the last week of Jan. (\$2,275). This (\$21,061) unspent salary dollars was used for supplies (books, subscriptions, printing—Faculty Access Module Training Manual), and some travel for Title III staff as noted above.

Unanticipated outcomes/benefits

Some issues that were previously at a standstill have now been opened for discussion, such as how to improve advising practices, training for faculty, creating systems for student support, and bridging divisional chasms. The Title III team has been well received with the Academic and Services KCKCC communities. The team is making a difference!