

**Title III Advisory Team  
March 1, 2004  
3:00-4:15  
Harold Rogers Commons Community Room**

Members Present: Dr. Barbara Jones, Dr. Tony Honeycutt, Roger Hollars, Kim Toby, Mandy Davis, Dexter Alexander, Dorothy Phillips, Arthur Dawson, Kim Cleberg, Lynn Crabtree, Gail Stringer, Roger Angevine, DeAnna Barnes, Linda Ballard, Linda Bourne. Notification of regrets for absences from numerous members were received.

The implementation strategy for the five years of the grant was passed out and discussed.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT, AS AMENDED IMPLEMENTATION STRATEGY AND TIMETABLE FORM					
1. NAME OF APPLICANT: Somerset Community College			2. ACTIVITY TITLE: Developing a Student Success Program		
3. SPECIFIC TASKS TO BE PERFORMED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM TO	
YEAR 1: 2003-2004					
1. Recruit and employ new activity staff.	Program Coordinator, Activity Director, President	Standard recruiting and hiring practices	Hiring of secretarial-clerical person and Student Success Center Director	09/03	12/03
2. Promote Student Success Program to faculty	Program Coordinator, Activity Director, Student Success Center Director, President	Presentations at faculty and division meetings; hosted on-site discussions	100% of faculty and professional staff familiar with and supportive of Student Success Program	09/03	08/04
3. Identify exemplary programs and conferences relevant to Student Success Program	Program Coordinator, Activity Director, Student Success Center Director, Leaders of college's Students Success Team and Enrollment Management Team	Phone consultation with leaders of other colleges, professional organizations; Internet exploration, discussions w/ USDOE staff	10 or more exemplary sites and 5 or more relevant professional conferences identifies	09/03	01/04
4. Enroll faculty and professional staff in 2003 Success Academy	Program Coordinator, Activity Director, Student Success Center Director, Leaders of college's Students	Applications sought from cross-section of faculty well respected by peers. Six successful applicants spend 20 or more volunteer hours each in	6 faculty and professional staff become deeply involved in Student Success Program and assist in development of	01/04	08/04
				02/04	08/04

5. Complete first phase of development of on-campus Student Success Center	Success Team and Enrollment Management Team  Program Coordinator, Activity Director, Student Success Center Director, Leaders of college's Students Success Team and Enrollment Management Team, 2003 Faculty Participants	Success Center, complete relevant travel, participant in training, and design success strategies  Select and order materials and computer technology, develop procedures manuals, publicize new center to students who need services	the program, with related linkages and revisions for 8 or more courses  Materials and computer technology selected, purchased and installed; procedures for operating Center formalized; students assessed and 200 or more enrolled in Center Services.		
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ED FORM 851A-3

FORM APPROVED: OMB No. 1840-0114

EXP. Date: 12/31/2002

The first year of the grant will only involve the Somerset campus and in year two will hopefully extend to Laurel. Roger Angevine and Dr. Jones attended the Project Directors' Meeting in Washington DC Feb 2-4 and learned a great deal about Title III and starting up a new program, and noted that we are in the same boat as the other new projects in regard to hiring.

The job description for the Lab Coordinator was read and it was noted that perhaps 15 people have applied. The search committee has begun its work and should have the candidates narrowed down to three for submission to Dr. Marshall before the end of the month. The project assistant position should be advertised very shortly.

The qualifications for the Lab Coordinator are:

- Coordinate Learning Lab tutorial program in developmental, technical, and collegiate areas at multiple sites within the institution
- Work with faculty and instructional specialists to find and purchase or design learning materials for face to face tutorials, on CD or DVD, or Web
- Work with faculty and students within established learning communities and determine need and establish others
- Monitor student progress in removing deficiencies identified by faculty
- Determine need and organize workshops for student success
- Counsel, advise, tutor, refer, teach(?)

Dr. Jones mentioned that travel was a large part of the first year of the grant. Roger Angevine, Gail Stringer, and Lynn Crabtree will be traveling to NADE (developmental ed national conference) in St. Louis, Mo. March 10-14. Also, there is travel money in the grant to allow committee members to visit exemplary learning centers across the country so we can see what has worked and how they have been set up. This will be something that we will begin to do as soon as the sites are identified.

The team will meet as a group at least quarterly, and as needed, to make sure we are meeting the requirements/goals of the project. A list of the desired goals was read. They are quite lofty and will require a good deal of effort and documentation. It was mentioned that a challenge will be to inform students, faculty and staff of the opportunities that will be available through the grant.

Promises made in Title III proposal are:

- Grades of C or higher will increase by 5% annually in 24 or more gatekeeper courses (courses with the lowest success rates for high-risk students in the baseline year 2002-2003).
- The overall annual retention rate will increase 5% annually above the baseline year 2002-2003.
- Student learning outcomes will improve by 0.25 standard deviation in 24 gatekeeper courses where faculty have joined with the Student Success Center to provide supplemental academic guidance, computer-assisted supplemental learning and peer or professional volunteer tutoring.
- As a result of Student Success Center operations, overall graduation rates in the institution will increase by 3.75% annually above baseline year 2002-2003.

The grant provides faculty stipends to support development of applications to improve student performance in 24 or more gatekeeper courses; that is, courses that tend to keep students from completing their programs of study. As a group, it will be necessary for us to identify these 'killer' courses and to determine guidelines for faculty to follow in submitting their requests for support in addressing the problems they see. Dr. Jones mentioned that the Dept of Ed did not

give \$1.2 million to SCC to do the same old things. The projects may be submitted by an individual or group of individuals and should be focused on improving completion of students in a single course. The projects could be completed during the summer or during a regular semester. Adequate lead-time must be allowed for faculty to develop their strategies and goals. Equipment may have to be purchased. Adequate time will have to be provided instructors through reassigned time if the project is developed through the school year rather than during the summer.

We have submitted an order for the first 18 computers and 3 printers for year one for the Learning Center. The order will be duplicated in years 2 and 3. In year 4, only 8 computers are to be purchased for use at off-campus locations.

Some unanswered questions were asked about merging all current labs with instructional specialists, including C108, into this project and locating the computer lab along with the Math and Writing Labs in Meece. Gail also said she was pursuing an education lab using the Math Lab computers as part of the Phi Theta Kappa grant. It might also support the computer needs of the physics and math departments.

Testing/placement was raised as an issue. To meet our goals, we need to properly assess student needs and shortcoming (this could be using the diagnostics from COMPASS or elsewhere). A need for software to do this was mentioned. Also, students without adequate computer skills need to be given basic instruction in order to overcome anxiety.

Redesigning courses may include pre-assessment as well as identifying learning styles. Dr. Jones mentioned that such strategies have been addressed in Monroeville, Alabama in the Nursing area and their program may be one that the nursing representative might want to visit.

Roger Hollars inquired whether professional counseling money was available in the grant. It is not, and if determined to be appropriate and needed, it would have to be written in and budget amended.

A brief description of the Student Services focus was given by Dorothy Phillips and a comparison to the Title III grant made. Student Services

can only serve 206 students and they must meet certain guidelines such as being first generation college students, in a certain income level, etc. in order to be served. A new name for the Student Success Center under the Title III grant is necessary to avoid confusion in everyone's mind.

It was again stressed that everyone on campus needs to be made aware of the Title III grant, what it is intended to do, and where students will go to receive help needed.

It was brought up and agreed upon that one or two students should be added to the membership of the Advisory Team.

## Title III Learning Lab Support Advisory Team

Member	Position/Specialty
Roger Angevine (A) Director/Math	Title III Activity
Deanna Barnes (A)	IT Director
Linda Bourne (A)	Distance Learning Coordinator
Gail Stringer (F)	DC for Science and Math/Developmental Coordinator
Lynn Crabtree (F) and	DC for Humanities, Fine Arts and Social Sciences
Arthur Dawson (F) Specialist	Developmental Math
Dana Muse (F)	Information Technology
Linda Ballard (F)	ADN Nursing Coordinator
Susan Gadd (F)	Accounting
Karen Mounce (F)	Business Tech
Kimbery Toby (S) Specialist	Computer Instructional
Mary Petry (S) Specialist/Special	Mathematics Instructional
Mandy Davis (S) (Temp F-T)	Needs Coordinator Writing Instructional Specialist
Donna Logan (F) Campus)	Office Systems & IT (Laurel
Joelyn Prather (F) reading/writing/math for	Remediation  technical programs
Mike Prater (F) Manufacturing	DC for Construction/
Ron Tomlinson (F)	DC for Transportation
Rob Spencer (F) (Vacant)	English (Laurel Campus) Lab supervisor at Laurel South

Dorothy Phillips (A)  
Services Program  
Roger Hollars (A)  
(Vacant)  
Kim Cleberg (S)  
Dexter Alexander (S)  
(Vacant)  
(Vacant)

Director, Student Support  
Counseling Center Director  
Title III Learning Lab Coordinator  
Assessment Coordinator  
Institutional Research  
Student (1)  
Student (2)

Ex Officio Members  
Dr. Barbara Jones (A)  
Dr. Tony Honeycutt (A)

Title III Project Coordinator  
Provost/CAO