

Title III Grant Project

Promoting Student Success

PROJECT MANUAL



Austin Peay State University
601 College St.
Clarksville, TN 37044

January, 2009
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INTRODUCTION

The U.S. Department of Education notified Austin Peay State University that it is one of 61 higher education institutions nationwide to receive a \$2 million, 5-year Strengthening Institutions Title III grant, titled *Promoting Student Success*. Title III grants are designed to support postsecondary institutions that serve high proportions of low-income, first generation college students. The grant provides the university \$400,000 per year to develop programs for APSU students to enhance their success in completing requirements for graduation. Known as the “President’s Program,” the grant will allow APSU to address issues that are considered barriers to student retention and graduation.

Two points are the foci of the grant—strengthening student retention and revitalizing faculty/staff development. Specific initiatives addressed through the Title III grant include academic advising and additional academic support for students who demonstrate characteristics that place them at a high risk for failure in completing degree requirements. Faculty members who wish to be actively engaged in developing new instructional strategies will be supported by Title III funds. In addition, a faculty development was hired and a Center for Excellence in Teaching and Learning was created to provide a variety of opportunities and resources for faculty who are interested in redesigning their courses.

Dr. Dixie Dennis was appointed Interim Director for the grant project and will provide the leadership for implementation of grant initiatives. Ms. Kay Haralson, formerly the Retention Specialist in Institutional Research, is the Student Success Specialist. Ms. Haralson taught developmental mathematics and fully understands the barriers that students often face in achieving their goals. Dr. Kane Gray is the Faculty Development Analyst and Mike Dunn is the Advising Coordinator for two academic colleges (CoAL and CoSM). Ms. Susan King is the Title III grant project secretary.

In 2003, APSU faculty and staff who were instrumental in the reaffirmation process required for accreditation by the Southern Association of College and Schools identified student retention as the university problem to be addressed through a Quality Enhancement Plan. Title III funding will allow the university to more aggressively pursue the goals identified during the SACS reaffirmation process.

Continued funding of the Title III program requires full compliance with federal regulations. Some important parts of these regulations are presented in this manual. (Of course, from time to time, revisions or additions to this manual may be necessary.) A complete guide to federal regulations, as they apply to the Title III Grant, is available in the Title III Grant Office, which is located in The White House on Drane Street (phone: 7633). Questions regarding information contained in this manual should be directed to the Title III Interim Director (phone: 7634) or Student Success Specialist (phone: 7608).

SUMMARY OF 5-YEAR GRANT ACTIVITIES

(See Appendix A for a complete list of Activity Objectives and Performance Indicators)

Year 1 (2008-09)	Year 2 (2009-10)	Year 3 (2010-11)	Year 4 (2011-12)	Year 5 (2012-13)
Strengthen Academic Support Systems				
Develop/pilot PASS with at least 150 students on probation.	Evaluate PASS for students on probation. Pilot with at least 40 students returning from suspension.	Evaluate PASS for students returning from suspension. Pilot with at least 20 conditionally admitted students with GPA of 1.5 – 2.0.	Evaluate PASS for conditionally admitted students.	Institutionalize PASS.
	Develop/pilot advising program for College of Profess. Programs and Social Science.	Develop/pilot advising program for College of Science and Mathematics.	Develop/pilot advising program for College of Arts and Letters.	Evaluate effectiveness of College-based advising, institutionalize.
Revitalize Faculty And Staff Development				
Design and set up the Teaching/Learning Center. Develop training materials and a comprehensive faculty/staff development calendar. Develop/deliver training in new instructional methodologies and diversity.	Develop and deliver training in (1) advising and information retrieval, (2) new instructional methodologies, and (3) diversity to improve student retention.	Develop and deliver training in (1) advising and information retrieval, (2) new instructional methodologies, and (3) diversity to improve student retention.	Develop and deliver training in (1) advising and information retrieval, (2) new instructional methodologies, and (3) diversity to improve student retention.	Develop and deliver training in (1) advising and information retrieval, (2) new instructional methodologies, and (3) diversity to improve student retention.
Implement Summer Academy to support course redevelopment. Expected course foci: high enrolled, high DFW rate core courses chosen through a selection process	Hold Summer Academy to support course redevelopment. Expected course foci: high enrolled, high DFW rate core courses chosen through a selection process	Hold Summer Academy to support course redevelopment. Expected course foci: high enrolled, high DFW rate core courses chosen through a selection process	Hold Summer Academy to support course redevelopment. Expected course foci: high enrolled, high DFW rate core courses chosen through a selection process	Hold Summer Academy to support course redevelopment. Expected course foci: high enrolled, high DFW rate core courses chosen through selection process

GRANT ADMINISTRATION

The **Title III Director (T3D) (50%)**, reporting to the President, will be responsible for overall project administration and evaluation. Beginning January 01, 2009, Dr. Dixie L. Dennis fills this position in an interim capacity.

Title III Director Responsibilities
<ul style="list-style-type: none">• Provide leadership to communicate Title III objectives and outcomes to constituents• Ensure compliance with all federal and state regulations that apply to the project• Develop, implement, and facilitate an objective evaluation process for all project components• Coordinate development and submission of annual performance reports• Authorize expenditures and monitor budget• Work with the University to institutionalize new improvements• Assist recruitment of program personnel• Supervise and evaluate project staff• Remain current regarding Title III and U.S. Dept. of Ed. policies grant terms and conditions

Activity Coordinator/Student Success Specialist (AC/SSS) - This **1.0 FTE** position reports directly to the Title III Director and is responsible for ensuring the integrated performance of all activity components to achieve maximum impact on student success and retention. This person also coordinates activities to develop the PASS program and select and train a cadre of faculty advisors. Ms. Kay Haralson serves in this capacity.

Act. Coord./SSS Responsibilities
<ul style="list-style-type: none">• Implement activities in accordance with all Title III regulations• Coordinate activities to ensure cost-effective and efficient use of federal funds and to eliminate redundancies• Direct Activity staff to carry out activity objectives• Maintain accurate records documenting all activities and end results

- Report status of the activity regularly to the Title III Director
- Help Title III Director prepare federal performance reports
- Help Director evaluate progress and success of activity
- Develop advising materials for faculty and students
- Train advisors in advising under-prepared and low income students as well as other students
- Communicate regularly with advisors and students
- Monitor and evaluate quality of and satisfaction with advising and adjust the system accordingly
- Develop, pilot, and evaluate the PASS system
- Direct and evaluate PASS personnel (**PASS Adjunct Instructors, PASS Ambassadors**)
- **The Advising Coordinators and Faculty Development Specialist** also report to the AC/SSS.

The Title III Interim Director and the Activity Coordinator/Student Success Specialist are assisted by the **Title III secretary, Ms. Susan King**. These three meet informally daily and formally once a month.

Faculty Development Analyst/Specialist (FDS) (100%) - This full-time person, who is scheduled for hire June 1, 2009, will report to the Activity Coordinator. The FDS will have primary responsibility for developing a system to guide faculty professional development, including on-site workshops, summer training institutes, and attendance at regional or national conferences and workshops in support of grant objectives. (Job announcement is on page 16)

Faculty Dev. Specialist Responsibilities
<ul style="list-style-type: none"> • Design, develop, and pilot Teaching/Learning Center • Establish faculty-training schedules and develop training modules • Develop/provide faculty with training and support on curriculum design, incorporating principles of learning theory • Develop/provide faculty with training and support to use technologies as teaching tools, including modifying teaching methods and

- | |
|--|
| curriculum
• Prepare required reports, surveys, and evaluation documentation. |
|--|

The **Advising Coordinators** (3), full-time academic college personnel who will report to the Student Success Specialist and assist with developing and implementing intrusive advising systems to increase success of under-prepared, at-risk learners in the three colleges (Professional Programs & Social Sciences; Science & Mathematics; Arts & Letters). One will be hired each year in Years 2-4, and institutionalization of salaries will begin in the second year of employment. The President has committed to institutionalizing each position within the budget for the Dean of Academic Support Services.

- | Advising Coordinator Responsibilities |
|---|
| <ul style="list-style-type: none"> • Assist students in identifying their strengths and optimum learning styles through assessment and discussion. • Assist faculty with developing skills in intrusive advisement and participate in developing assessment process and Early Alert and Referral Systems. • Assist in pilot-testing strengthened advising process by assisting students in the development of career/education portfolios and monitoring student progress. • Assist in evaluating student progress. |

Adjunct Success Faculty (10 in year 2) to teach pilots of the PASS course (PASS 0900) required for freshmen on probation.

PASS Ambassadors – Successful students will be selected and trained to participate in the pilot of PASS to increase success of conditionally admitted students who achieve GPAs in the 1.5-2.0 range, freshmen on academic probation, and students returning from suspension.

- | PASS Ambassador Responsibilities |
|---|
| <ul style="list-style-type: none"> • Hold group meetings twice a month with assigned students • Lead discussion of academic success topics at group meetings • Maintain contact with each assigned |

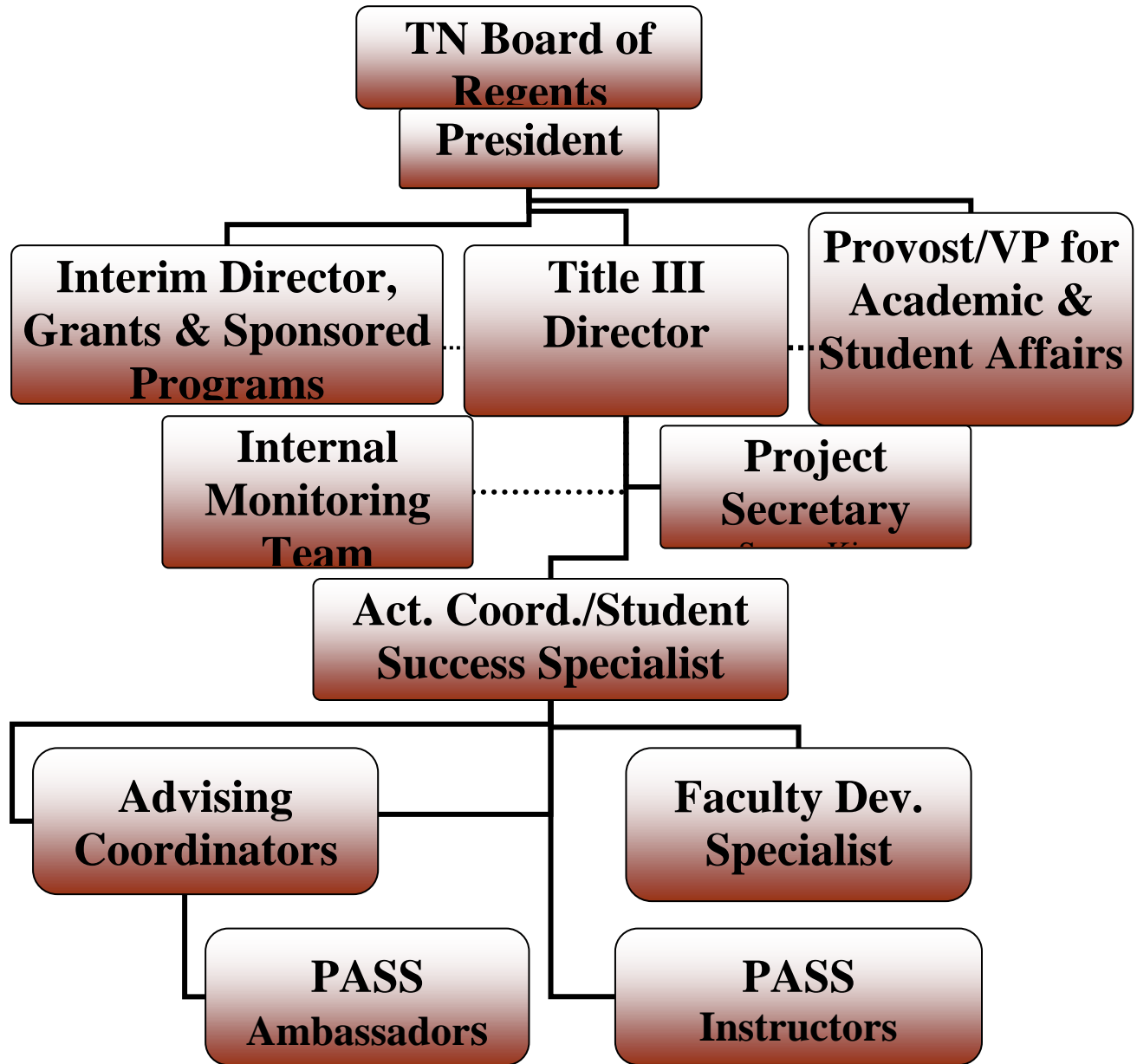
student

- Interview any assigned student who decides to withdraw from the University
- Attend 1 session of each Academic Planning Workshop
- Assist with one section of pilot of Success course
- Attend interest meetings, Ambassador training, and PASS ceremony

An **Internal Monitoring Team** (IMT) has been appointed by the President to provide input into the evaluation of Title III. Information about duties follows on page 11:

- Title III Director and CoPPSS Associate Dean, IMT Chair: Dixie Dennis
- Activity Coordinator/Student Success Specialist: Kay Haralson
- Director, Institutional Research & Effectiveness: Patty Mulkeen
- Assistant Vice President: Michael Becraft
- CoAL Associate Dean and Instructor: Dowanna Goldstone
- CoSM Associate Dean and Instructor: Cindy Taylor
- Faculty Senate Representative: Karen Meisch
- APSU, FC Executive Director: Bill Cox
- SGA member

APSU/Title III Organizational Chart



Role of the Internal Monitoring Team

The Internal Monitoring Team (IMT) will function independently to monitor progress and measure success of the Title III project to ensure that federal regulations are followed by reviewing evaluation questions, data collection instruments, and analysis techniques (modifying them, if necessary, to reflect project evolution) as well as monitoring staff’s collection and analysis of data and reviewing evaluation reports. Reports include monthly reports, fiscal reports, and the first-year report as well as the yearly Performance Report. The Team will meet at least quarterly to review progress and discuss any implementation problems that may develop. The IMT also will communicate project progress and success to campus constituencies.

Team members, as appointed by the President, are listed on page 9. The IMT will evaluate the Title III project using the following as a guide:

Criteria	Example of Questions to Ask
Timelines and Tasks	Were the stated tasks completed? Were results as expected? Are timelines being met? Are timelines realistic?
Objectives	Were objectives reached? If not, why not?
CDP Goals* (on following page)	Were goals achieved? In not, why not?
Problems and Weaknesses	What were problems and weaknesses? Were those problems/weaknesses mentioned in reports and efforts taken to alleviate?

APSU Institutional Goals Related to Title III Project (*1-4 = CDP Goals)	
Academic Program Goals	1. Provide academic services that support student persistence to graduation.
Institutional Management Goals	2. Improve and systematize professional development for faculty and staff.
	3. Provide students, faculty, and staff with convenient access to information in the student information system.
Fiscal Stability Goal	4. Support APSU's fiscal health by improving student retention.

Comprehensive Development Plan Goals*	Measurable Objectives by September 2013	Actions Leading to Growth and Self-Sufficiency	Time-Frame
1, 2, 3, 4 1, 2, 3	<p>1. Increase fall-to-fall retention of first-time, full-time students to at least 79.7%, compared to 2006 baseline of 72.7% and an average of 78.5% at all Tenn. Board of Regents institutions.</p> <p>2. Increase the 6-year graduation rate from 37.4% (2000 cohort) to at least 43.4%, compared to an average of 43.3% at all Tenn. Board of Regents institutions.</p>	Develop the PASS program and related Success course to provide targeted services to conditionally admitted students who achieve GPAs in the 1.5-2.0 range, freshmen on academic probation, and students returning from suspension.	2008-11
		Create a structured faculty development program focused on curricular redesign to take advantage of new practices proven successful with at-risk learners.	2008-13
		Create a College-based intrusive advising system supported by professional development.	2009-13
		Develop a training program for faculty and staff on ways to use Banner and other resources to support advising, assessment, and other campus needs.	2008-13

TITLE III PERSONNEL QUALIFICATIONS/ADVERTISEMENTS

Interim Director

Abbreviated Resume for Dixie Dennis, Title III Interim Director	
Education:	<ul style="list-style-type: none"> • Ph.D. , SIUC, Health Education, 4.0/4.0 • M.S., APSU, Public and Community Health, 4.0/4.0 • B.S., APSU, Chemistry, 3.9/4.0
Work Experience:	<ul style="list-style-type: none"> • APSU: Associate Dean, CoPPSS, Interim Dean, CoSM; Interim Dean, CoPPSS, Chair and Professor, HHP (2005-2009) • University of Maryland Eastern Shore: Associate Professor; Research Coordinator for 2 doctoral programs: Ph.D. in Organizational Leadership and Ed.D. in Education Leadership (2001-2005) • Western Kentucky University: Assistant Professor (2000-2001)
Related Activities:	<ul style="list-style-type: none"> • Consultant on several grants, including being Biostatistician for the four-year, \$4.7 million National Institutes of Health grant between UMES and University of Maryland School of Medicine to establish the Maryland Comprehensive Center for Health Disparities Research, Training, and Outreach • Grant Developer: Partnership for Drug-Free Warren County, Kentucky: Agency for Substance Abuse Policy • Taught Evaluation • Certified Health Education Specialist, which reveals competence in needs assessment, program planning, program implementation, and evaluation. • Editor, Teaching Ideas Column, <i>American Journal of Health Education</i> • Reviewer, several peer-reviewed journals.

Activity Coordinator/Student Success Specialist

Abbreviated Resume for Kay Haralson-Activity Coordinator/Student Success Specialist	
Education:	<ul style="list-style-type: none"> • Education Specialist, APSU (with honors), Major: Education • MA-Ed, APSU (with honors), Major: Curriculum and Instruction • BS, APSU (Magna Cum Laude), Major: Mathematics
Work Experience:	<p>Austin Peay State University (1985-present)</p> <ul style="list-style-type: none"> • Retention Specialist/Institutional Research, 2006-2008 • Developmental Studies Program Coordinator, 2005-2007 • Associate Professor of Develop. Studies Mathematics, 1997-2007 • Math Coordinator for Developmental Studies Program 1988-2001
Related Activities:	<ul style="list-style-type: none"> • Grant-writing/implementation experience (APSU- and TBR-supported), 1993, 1997 • Equity 2000 Institute, 1992 • Dev. Studies Program Computer Lab Manager, 2005-2007 • University Evaluation Committee, 2001-2003 • University Student Standing Committee, 2000-2001, 2003-2004, 2006-2007 • Faculty Senator, 2000-2001, 2006-2009 • TN Board of Regents Task Force for On-Line Asynchronous Teaching and Learning, 2000-2001 • Faculty Mentor for Adjunct Faculty • Peer Evaluator for Tenure-Track and Adjunct Faculty • TBR Faculty Sub-council Representative, 2007-2009

Secretary

Position Title Secretary 2, Title III Grant
Department: APSU-Enrollment Mgt & Academic Support

The Secretary 2 reports to the Grants Director, performing secretarial and clerical duties for the Title III grant. The incumbent is responsible for all accountability reports and other reporting required by APSU's acceptance of the Title III Grant. This is a grant-funded position. Continuation is contingent upon continued grant-funding.

Hiring Range: \$18,395 - \$23,505

Typical Duties and Responsibilities

- Answer telephone, provide general information and direct calls to appropriate staff.
- Process incoming mail related to Title III.
- Type routine correspondence, reports, budgets and other correspondence related to Title III.
- Manage system for office monitoring of Title III activities to ensure that required tasks for compliance are performed in a timely fashion.
- Maintain complete and accurate files on all Title III activities.
- Assist with monthly review of expenditures on grant account; provide liaison between activities directors and University Business Office as needed.
- Monitor budgets and federal forms for activity reports.
- Distribute information regarding Title III activities and deadlines to faculty.
- Perform other job-related duties as assigned.

Required Qualifications

- High school graduate or equivalent.
- Previous office experience.
- Keyboarding exam and score of 45 wpm.
- Computer proficiency to include Microsoft Office Suite (Excel, Word, etc.).
- A background check will be required of the successful applicant.

Preferred Qualifications: -Two years of college or business training.

Posting Date: 10-20-2008

Closing Date: 10-27-2008

Special Instructions to Applicants:

For applicants who have a college degree: An unofficial transcript will be required of all interviewed applicants prior to the interview and an official transcript will be required of the selected candidate before the candidate will be offered a position. So as to not delay the interview process for this position, it is highly suggested that you have your unofficial transcript available in a PDF, Microsoft Word or Excel format. Attach your unofficial transcript in the "Optional Documents" section for "Unofficial Transcript." Please ensure that you attach your transcript before finalizing and submitting your application. You will not be able to attach the transcript or modify your application after it has been submitted. A keyboarding exam must be taken or previously taken with the Tennessee Job Services office in Clarksville, TN (931) 648-5530.

Employment Category Clerical/Support
Location Austin Peay State University (Clarksville)

Faculty Development Specialist
Regular Full Time Position
12 months, June 1-May 31

General Description

The Faculty Development Specialist reports to the Student Success Specialist, Title III Activity Coordinator. The Faculty Development Specialist will have primary responsibility for developing a system to guide faculty professional development, including on-site workshops, summer training institutes, and attendance at regional or national conference and workshops in support of grant objectives.

Primary Duties and Responsibilities

- Design, develop and pilot the Teaching/Learning Center.
- Establish faculty-training schedules and develop training modules.
- Develop and provide faculty with training and support on curriculum design, incorporating principles of learning theory.
- Develop and provide faculty with training and support to use technologies as teaching tools, including modifying teaching methods and curriculum.
- Prepare required reports, surveys, and evaluation documentation.

Qualities

- Strong teaching skills using a variety of methods.
- Background in curriculum design including prior experience with integrating technology in the curriculum.
- Ability to train faculty in curriculum design to promote learning for high-risk students.
- Experience in design of student learning assessment.
- Knowledge of instructional technology.
- Strong communication, planning, and time-management skills.
- Ability to relate well with peer faculty.
- Ability to create engaging instructional materials.
- Ability to create a teaching and learning environment by altering the classroom experience from faculty-oriented classrooms to student-centered learning environment.

Required Minimum Qualifications

- Doctorate Degree.

**Title III Advising Coordinator
Regular Full-Time Position
Half-Time in College of Arts and Letters
and Half-Time in College of Science and Mathematics
12 months, June 1-May 31**

General Description

The Advising Coordinator reports to the Student Success Specialist, Title III Activity Coordinator. The Advising Coordinator will assist with developing and implementing intrusive advising systems to increase success of under-prepared, at risk learners in the College of Arts and Letters and the College of Science and Mathematics.

Primary Duties and Responsibilities

- Assist students in identifying their strengths and optimum learning styles through assessment and discussion.
- Assist faculty with developing skills in intrusive advisement and participate in developing assessment process and Academic Alert and Referral Systems.
- Assist in pilot-testing strengthened advising process by assisting students in the development of career/education portfolios and monitoring student progress
- Assist in evaluating student progress.

Essential Functions

- Experience in advising students at the post-secondary level.
- Experience in working with at-risk students at the post-secondary level.
- Outstanding communication, leadership, and interpersonal skills.
- Ability to work with faculty to develop intrusive advising skills.
- Ability to relate well with peer faculty.
- Ability to help students identify their strengths and weaknesses.
- Ability to develop an evaluation system for student progress.

Required Minimum Qualifications

- Master's Degree in Education, Counseling or related field.
- Experience in advising or counseling in a post-secondary educational setting.
- Experience working with at-risk students is highly valued.

PASS Ambassadors

General Description

PASS Ambassadors report to the Student Success Specialist, Title III Activity Coordinator. PASS Ambassadors are successful students who have earned sophomore or above status, are in good academic standing, and have established a clear connection to the university. They will be trained to participate in the PASS program to increase success of conditionally admitted students who achieve GPA's in the 1.5-2.0 range, freshmen on academic probation, and students returning from suspension.

Required Minimum Qualifications

To be considered for the PASS Ambassador position a student must:

- Have documented prior experience in working with students as mentors, tutors, or organizational leaders on campus
- Cumulative GPA of 3.0 or greater
- Provide two on-campus references, one of which must be a faculty member

Primary Duties and Responsibilities (\$500 Scholarship Requirements)

- Attend the initial interest meeting of students who will be mentored, and participate in training in January
- Complete a personal Strengths Quest and become familiar with how to analyze the results in order to assist students to be able to apply the Strengths Quest approach to academic success
- Attend, with mentees, one session of each Academic Success Workshop from a list that will be provided, approximately one every two weeks
- Attend monthly meetings of all PASS Ambassadors and the Student Success Specialist
- Each Ambassador will be assigned 4-6 students.
- Hold group meetings twice a month with assigned students
- Lead discussion of academic success topics at group meetings
- Maintain personal contact with each assigned student, provide a log of student contacts to the Student Success Specialist
- Interview any assigned student who decides to withdraw from the University
- \$500 Scholarship based on approximate time commitment listed below. A log of time and effort must be turned in weekly to the Student Success Specialist.
 - \$7/hr x 6 hours of training \$42.00
 - \$7/hr x 5 hrs. week x 13 weeks \$455.00

\$497.00

Essential Qualities

- Outstanding communication, leadership, and interpersonal skills
- Good time management skills
- Ability to relate well with peer students
- Ability to be authoritative and yet approachable
- Strong work ethic
- Ability to work independently
- Ability to maintain confidentiality and discretion
- Ability to be flexible in meeting the requirements of the job
- Knowledgeable about the academic and support resources on campus.

TITLE III REPORTS

- **Time and Effort Monthly Reports:**

All persons who are fully or partially supported by Title III funds (not contract workers) are required to complete monthly time and effort reports to indicate the days Title III work was performed as well as indicate the particular Title III activities. The report is signed by the person completing the form and submitted to the Director no later than ten (10) days after the end of the month so that she may review and sign the form. The secretary files the report. **A copy of this form is found in Appendix B.** When a Title III worker is absent from APSU, s/he is also required to complete, and submit to the Title III Secretary, the online university Absence Form: (http://www.apsu.edu/hrhomepage/forms/fac_abs_frm.pdf for faculty or http://www.apsu.edu/hrhomepage/forms/staff_absence.pdf for staff).

- **Monthly Report:**

Grant recipients are required to monitor progress toward objectives and activities. As a form indicative of a monthly formative evaluation, progress on objectives, tasks, target dates, and the budget are monitored. With input from the Activities Coordinator/Student Success Specialist and Secretary, the Title III Director writes the monthly report (no later than ten (10) days after the end of the month). The secretary files the report. In summary, the report contains information related to progress, changes, and problems specific to yearly tasks, grant objectives, and the budget (summary of monthly encumbrances and expenditures for each line item; any discrepancies are explained). **A copy of the Title III Monthly Progress Report is found in Appendix C** of this manual. Through Banner, the Title III secretary prints a monthly budget report.

- **Mid-year Report:**

A mid-year formative progress report specific to objectives, problems, solutions, and modifications is due April 27, 2009—only for year one. This form was completed as per instructions from Imogene Byers, DoE Title III Program Officer. The Internal Monitoring Team and staff received the completed forms, too. Because APSU received notification of the grant late, and the Director began Jan. 2, 2009, this report will cover basically three (3) 2009 months—January, February, and March.

- **End-of-Year Report:**

Each grant year, by the end of October, the Director submits a final summary of the year's activities to the President, Title III staff, Internal Monitoring Team, and the federal authorities. Included in the report are the formative and summative evaluation efforts on all aspects of the program as well as progress toward objectives and recommended actions to adjust objectives or correct problems. Also included is the external audit report as are a summarization of monthly reports, budget explanations, and the impact of the grant to the Institution.

EVALUATION PLANS (Ex: Year 1) (ITM and Tim Culver will establish content validity)

PASS Program

Qualitative Evaluation

PASS Participants Focus Group Questions (not including probes):

- Let's begin by having each of you tell me a little bit, just in general, about your college experiences?
- To what do you attribute to you being ...(conditionally admitted, on probation, on suspension)?
- Specifically, tell me how the PASS experience helped you
 - in class?
 - in life?
- What did you like best about the PASS experience?
- What did you like least about the PASS experience?
- If you only could change one thing about this experience, what would it be?
- What could the PASS Ambassadors do differently to help the next group of PASS?
- Is there anything else you'd like to tell me? (now or later)

PASS Ambassador Focus Group Questions (not including probes):

- What was the best part about the PASS experience for you?
- In what area do you believe you most helped students?
 - What were some of their comments to you?
- If you could change one thing about this experience, what would you change?
- In what ways were you helped by Title III personnel to make you better able to do your job to help students?
- What do you believe PASS Ambassadors need to do their jobs better?
- Is there anything else you'd like to tell me (now or later)?

Open-ended survey questions about PASS for AC/SSS:

1. What was the most difficult part for you in planning and implementing the PASS program?
2. Discuss all of the issues that "stood in your way," and offer ways you believe will be helpful to alleviate them for the future?
3. What comments—positive or negative, if any, did students make to you regarding the PASS experience?
4. In the space provided, please make any comments that you believe will make this program better.

Quantitative Evaluation:

Number of PASS who earn 50 points in May

Number of PASS who re-enroll in fall, 2009

PASS Workshop Survey (See Appendix D)

Advisors/Advisees

A qualitative survey is being developed by Gray Kane for Mike Dunn to indicate what needs improved regarding his efforts/success/improvement initiatives as Advising Coordinator. A quantitative survey is being developed by Gray Kane so that advisees' can evaluate their advisors

Course Redesign

Qualitative Evaluation

Open-ended survey questions for redesign instructors

1. In what ways were the APSU course redesign presentations useful in helping you redesign your course?
2. What was the best part about doing the course redesign?
3. What was the worst part about doing the course redesign?
4. What do you believe will be/was the greatest impact on students?
5. What do you believe will have/had no impact on students?
6. What suggestion do you have for subsequent course redesign faculty development activities?
7. What academic activities, in general, do you believe will positively impact APSU students?
8. In the space provided, please make any comments that you believe will be helpful to Title III staff involved in helping students succeed.

Quantitative Evaluation

Percentage of faculty who attend course redesign presentations

Number of redesign faculty who attend the Summer Event

Number of redesign faculty who incorporate redesign efforts into syllabi in fall 2009 syllabi

Comparison of DFW rates to courses not engaged in course redesign (Year 2)

Professional Development Opportunities

Qualitative Evaluation

Faculty survey of presenters (See Appendix D)

Quantitative Evaluation

Establishment of Teaching and Learning Center

Number of on-campus professional development events

Faculty survey of presenters (See Appendix D)

In-house Evaluation of Title III

Internal Monitoring Team

Mid-Year Evaluation

End-of-Year Evaluations

Monthly Progress Reports (objectives, tasks, budget)

Monthly Time and Effort Reports

External Reviewer

Monthly formal meeting of Title III staff (daily informal meetings)

FISCAL ACCOUNTABILITY

All purchases/travel using Title III funds must:

- be made consistent with APSU policy.
- be related to Title III objectives. (All travelers must complete an Application to Travel form and submit a Travel Report form upon their return [See Appendix F])
- meet provisions of budget allowances.
- be approved by the Title III Interim Director.

Purchase Orders

- The standard APSU purchase order will be used for requesting all Title III purchases. Written estimates are required prior to purchase if the request is over \$2,000. (See [Appendix E for a copy of the APSU Request Form](#), which can be found online at http://www.apsu.edu/purchasing/pdf_forms/REQUISTION.pdf)
- The request must be approved/signed by the Director, and a copy will be kept on file in the Title III Office.
- The Title III Office will forward the request to the Interim Director, Grants and Sponsored Research or his/her designee.
- The form will be forwarded to the Director of Purchasing where original documentation and receipts will be maintained.

Travel Requests

- The standard APSU travel request form will be used for requesting travel. (See [Appendix E for a copy of the APSU Request Form](#), which can be found online at http://www.apsu.edu/ACCT_SERV/forms/Authorization%20of%20Travel%20PDF%20format.pdf). Justification about how the purpose of the travel fits within the Title III objectives is required [See Appendix F]. Also, an APSU travel claim is required after traveling within 30 days of the end of the trip (found online in Excel format). All receipts must accompany this form. Moreover, the traveler will complete a report of the travel to indicate how the conference/workshop supported Title III objectives [See Appendix F].
- The Title III request and report forms must be approved/signed by the Director, and a copy will be kept on file in the Title III Office.
- The Title III Office will forward the request to the Interim Director, Grants and Sponsored Research or his/her designee.
- The form will be forwarded to Travel Accounts Payable where original documentation and receipts will be maintained.

Equipment

- Under Title III regulations, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year. APSU defines equipment as any item costing \$500 or more. (Items costing less than \$500 are classified as materials). Although the Department of Education defines equipment as items costing more than \$5000, APSU defines equipment as tangible, nonexpendable personal property having a useful life of more than one year and costing \$500 or more. All procedures described above for

Purchase Orders apply to the purchase of equipment. A piece of equipment priced at \$2,000 or more must follow the college bid process.

- All Title III equipment is tagged by APSU. Also, Title III applies a “Title III” tag.

Supplies

- “Proof of Purchase” from Staples,® along with a Payment Authorization Form (See [Appendix E](#); also the form is found online at http://www.apsu.edu/acct_serv/forms/Payment%20Authorization%20APSU%20Draft%200one.pdf) is completed by the Title III secretary. Copies are kept in the Title III office.
- Allowable expenses do not include furniture.

Advertising

- Advertising is delimited to costs associated with advertising for recruitment of Title III personnel.
- Advertising for Title III personal is conducted through the online APSU PeopleAdmin process.

Consultants

- The Title III Director will contact a suitable person (preferable with experience in higher education, a strong background in evaluation, and at least three years of experience evaluating federally funded projects, preferably Title III, and, ideally, a member of the American Evaluation Association) to serve as the External Evaluator.
- Upon receipt of the evaluators fees and contract, the Title III Director will sign and forward it to the Interim Director, Grants and Sponsored Research or his/her designee.
- The evaluator’s fee must be less than \$5,000 or a bid process will be implemented.

Stipends

- Success Faculty (PASS Instructors): \$1,000 stipend (10 each in pilot Year 2); paid using APSU Extra Compensation Form
- Faculty Stipends for course redesign: \$4,400 total for each faculty, paid half upon selection and half after evaluation; paid using APSU Extra Compensation Form
- PASS Ambassadors: Stipends of \$500 each (8 in year 1; 14 in years 2 and 3); Title III secretary provides Financial Aid with the list of Ambassadors who receive funds posted to their financial aid account.

FACULTY DEVELOPMENT INITIATIVES

As part of the course redesign efforts implicit in the grant, faculty were offered the opportunity to submit course redesign proposals (See [Appendix F](#)). Also, faculty, who are interested in learning about incorporate initiatives in their class (without submitting a course redesign proposal but supporting the grant objectives), are given the opportunity to apply for Title III travel funds (See [Appendix F](#)).

Appendices

Appendix A

Activity Objectives and Performance Indicators

Measurable Objectives	Related Indicators
YEAR 1 (2008-2009)	
1. By Fall 2009, at least 45% of faculty will report participating in at least 4 on-campus professional development opportunities. (2008 baseline = 37.6%)	<ul style="list-style-type: none"> ■ By 12/15/08, the Teaching/Learning Center will be established as a home for faculty development. ■ By 5/1/09, at least 8 on-campus professional development events will have been held.
2. By Fall 2009, at least one section each of selected high enrollment/low success courses will pilot redeveloped versions embedding new pedagogical practices. (See p. 23.)	<ul style="list-style-type: none"> ■ By 4/1/09, at least 4 instructors who teach the focus courses will be selected for participation in the Summer Academy. ■ By 8/30/09, 100% of Summer Academy participants will complete syllabi and instructional materials for use in course pilots.
3. By Fall 2009, at least 80% of 2008-09 PASS participants will have re-enrolled for the 2009-10 school year.	<ul style="list-style-type: none"> ■ By 5/1/09, at least 85% of PASS participants will have earned 25 or more points by participating in project services. ■ By 6/1/09, at least 85% of students in the success course will complete with status of "Satisfactory Compliance."
YEAR 2 (2009-2010)	
4. By Fall 2010, review of syllabi for pilot sections of additional selected high enrollment/low success courses will reveal incorporation of at least 70% of strategies identified through faculty development activities to address the needs of at-risk students, and the proportion of D/F/W grades in redeveloped pilot sections (Year 1 group) will be at least 10 percentage points lower than in non-pilot sections. (See p. 23.)	<ul style="list-style-type: none"> ■ By 4/1/10, at least 7 instructors who teach the focus courses will be selected for participation in the Summer Academy. ■ By 5/1/10, campus-wide faculty training will include at least ten strategies for using learning styles and interactive instructional methods (e.g., collaborative learning, instructional technology, etc.) to address the needs of at-risk students and will be delivered to at least 50 full- and part-time faculty. ■ By 5/1/10, at least 85% of faculty participating in professional development will demonstrate 90% of competencies addressed as measured by pre- and post-tests. ■ By 8/30/10, 100% of Summer Academy participants will complete syllabi and instructional materials for use in course pilots.
5. By Fall 2010, at least 80% of 2009-10 PASS participants will have re-enrolled for the 2010-11 school year.	<ul style="list-style-type: none"> ■ By 5/1/10, at least 85% of PASS participants will have earned 25 or more points by participating in project services. ■ By 6/1/10, at least 85% of students in the pilot success course will complete with status of "Satisfactory Compliance."
YEAR 3 (2010-2011)	
6. By Fall 2011, review of syllabi for pilot sections of additional selected high enrollment/low success courses will reveal incorporation of at least 70% of strategies identified through faculty development activities to address the needs of at-risk students, and the proportion of D/F/W grades in redeveloped pilot sections (Year 2 group) will be at least 10 percentage points lower than in non-pilot sections. (See p. 23.)	<ul style="list-style-type: none"> ■ By 4/1/11, at least 7 instructors who teach the focus courses will be selected for participation in the Summer Academy. ■ By 5/1/11, campus-wide faculty training will include at least ten strategies for using learning styles and interactive instructional methods (e.g., collaborative learning, instructional technology, etc.) to address the needs of at-risk students and will be delivered to at least 50 full- and part-time faculty. ■ By 5/1/11, at least 85% of faculty participating in professional development will demonstrate 90% of competencies addressed as measured by pre- and post-tests. ■ By 8/30/11, 100% of Summer Academy participants will complete syllabi and instructional materials for use in course pilots.
7. By Fall 2011, faculty in the College of Professional Programs and Social Science, under the leadership of an Advising Coordinator, will have increased # of advising contacts by at least 25% over previous year.	<ul style="list-style-type: none"> ■ By 12/1/10, at least 60% of faculty in the Coll. of Prof. Programs and Social Science will have participated in professional development on intrusive advising techniques. ■ By 5/1/11, at least 75% of students in the Coll. of Prof. Programs and Social Science will express satisfaction with advising.
8. By Fall 2011, at least 80% of 2010-11 PASS participants will have re-enrolled for the 2011-12 school year.	<ul style="list-style-type: none"> ■ By 5/1/11, at least 85% of PASS participants will have earned 25 or more points by participating in project services. ■ By 6/1/11, at least 85% of students in the success course will complete with status of "Satisfactory Compliance."
YEAR 4 (2011-2012)	
9. By Fall 2012, review of syllabi for pilot sections of additional selected high enrollment/low success courses will reveal incorporation of at least 70% of strategies identified through faculty development activities to address the needs of at-risk students, and the proportion of D/F/W grades in redeveloped pilot sections (Year 3 group) will be at least 10 percentage points lower than in non-pilot sections. (See p. 23.)	<ul style="list-style-type: none"> ■ By 4/1/12, at least 7 instructors who teach the focus courses will be selected for participation in the Summer Academy. ■ By 5/1/12, campus-wide faculty training will include at least ten strategies for using learning styles and interactive instructional methods (e.g., collaborative learning, instructional technology, etc.) to address the needs of at-risk students and will be delivered to at least 50 full- and part-time faculty. ■ By 5/1/12, at least 85% of faculty participating in professional development will demonstrate 90% of competencies addressed as measured by pre- and post-tests.

	<ul style="list-style-type: none"> By 8/30/12, 100% of Summer Academy participants will complete syllabi and instructional materials for use in course pilots.
10. By Fall 2012, faculty in the College of Science and Mathematics, under the leadership of an Advising Coordinator, will have increased the number of advising contacts by at least 25% over the previous year.	<ul style="list-style-type: none"> By 12/1/11, at least 60% of faculty in the College of Science and Mathematics will have participated in professional development on intrusive advising techniques. By 5/1/12, at least 75% of students in the College of Science and Mathematics will express satisfaction with advising.
11. By Fall 2012, at least 80% of 2011-12 PASS participants will have re-enrolled for the 2012-13 school year.	<ul style="list-style-type: none"> By 5/1/12, at least 85% of PASS participants will have earned 25 or more points by participating in project services. By 6/1/12, at least 85% of students in the success course will complete with status of "Satisfactory Compliance."
YEAR 5 (2012-2013)	
12. By Fall 2013, review of syllabi for pilot sections of additional selected high enrollment/low success courses will reveal incorporation of at least 70% of strategies identified through faculty development activities to address the needs of at-risk students, and the proportion of D/F/W grades in redeveloped pilot sections (Year 4 group) will be at least 10 percentage points lower than in non-pilot sections. (<i>See p. 23.</i>)	<ul style="list-style-type: none"> By 4/1/13, at least 6 instructors who teach the focus courses will be selected for participation in the Summer Academy. By 5/1/13, campus-wide faculty training will include at least ten strategies for using learning styles and interactive instructional methods (e.g., collaborative learning, instructional technology, etc.) to address the needs of at-risk students and will be delivered to at least 50 full- and part-time faculty. By 5/1/13, at least 85% of faculty participating in professional development will demonstrate 90% of competencies addressed as measured by pre- and post-tests. By 8/30/13, 100% of Summer Academy participants will complete syllabi and instructional materials for use in course pilots.
13. By Fall 2011, faculty in the College of Arts and Letters, under the leadership of an Advising Coordinator, will have increased # of advising contacts by at least 25% over previous year.	<ul style="list-style-type: none"> By 12/1/12, at least 60% of faculty in the College of Arts and Letters will have participated in professional development on intrusive advising techniques. By 5/1/13, at least 75% of students in the College of Arts and Letters will express satisfaction with advising.
14. By Fall 2013, at least 80% of 2012-13 PASS participants will have re-enrolled for the 2013-14 school year.	<ul style="list-style-type: none"> By 5/1/13, at least 85% of PASS participants will have earned 25 or more points by participating in project services. By 6/1/13, at least 85% of students in the success course will complete with status of "Satisfactory Compliance."
Overall 5-Year Objective:	
15. By Fall 2013, fall-to-fall retention of first-time, full-time students will be at least 79.7% , compared to 2006 baseline of 72.7%, and 6-year graduation rate will increase from 37.4% (2000 cohort) to at least 43.4% .	

Appendix B

Time and Effort Form

**Title III Grant P031A080039
Austin Peay State University PO Box 4544**

Time/Effort Report Form

Employee Name: _____

Position Title: _____

APSU Account #: _____

Month (Circle or Bold): Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

Year (Circle or Bold): 2009 2010 2011 2012 2013

Please:

1. provide exact dates for each month in the upper left corner for each day.
2. on the appropriate day, list all Title III major work performed.
3. designate any absence taken with an "A" (if university- or Title III-affiliated, list the activity), sick leave taken with an "S," "B" for bereavement leave, and holidays with an "H."

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

I certify that the above information is correct and that I have spent ____% of my time
on Title III activity _____
(signature) (date)

Title III Director: _____
(signature) (date)

This report should be submitted to the Title III Director no later than ten (10) working days after the end of the month.

Appendix C

Monthly Progress Report

STAFF MEMBER(S) COMPLETING REPORT

REPORT PERIOD

DATE SUBMITTED

1. IMPLEMENTATION PLAN AND TIMETABLE (IPT): COMMENT ABOUT PROGRESS, CHANGES, PROBLEMS RELATIVE TO EACH TASK ON THE IPT.

- APPOINT TITLE III DIRECTOR (T3D):
- APPOINT ACTIVITY COORDINATOR/STUDENT SUCCESS SPECIALIST (AC/SSS):
- PURCHASE AND INSTALL EQUIPMENT FOR 3 SMART CLASSROOMS (FOR NEW TLC AND 2 CLASSROOMS TO PILOT NEW APPROACHES TO LEARNING):
- PURCHASE EQUIPMENT FOR NEW TITLE III STAFF:
- HIRE AND TRAIN ADJUNCT FACULTY AND PASS AMBASSADORS FOR PILOTING PASS:
- IDENTIFY, CONTRACT WITH EXTERNAL EVALUATOR:
- DESIGN COMPREHENSIVE FACULTY DEVELOPMENT PLAN:
- SELECT AND TRAIN ADVISING COORDINATOR FOR AN ACADEMIC COLLEGE (WILL BE CHOSEN BY DR. DENLEY):
- PROVIDE PROF. DEV. ON DEALING WITH DIVERSITY, TECHNOLOGY IN THE CLASSROOM: (CARRY OUT TRAINING; NEW PRACTICES EMBEDDED IN INSTRUCTION)
- IDENTIFY FACULTY FOR PARTICIPATION IN SUMMER ACADEMY:
- IDENTIFY AND TRAIN PASS AMBASSADORS FOR NEXT ACADEMIC YEAR:
- DEVELOP DESIGN FOR COMPREHENSIVE ADVISOR TRAINING:
- MID-YEAR EVALUATION:
- END OF YEAR EVALUATION:

2. OBJECTIVES: INDICATE COMPLETED OBJECTIVES (IF ANY).

1. BY FALL, AT LEAST 45% OF FACULTY WILL REPORT PARTICIPATING IN AT LEAST 4 ON-CAMPUS PROFESSIONAL DEVELOPMENT OPPORTUNITIES. (2008 [REALLY 2006] BASELINE= 37.6%, WHICH EQUALS 42 FACULTY.

- BY 12/15/08, THE TLC WILL BE ESTABLISHED
 - BY 05/01/09, AT LEAST 8 ON-CAMPUS PROFESSIONAL DEVELOPMENT EVENTS WILL HAVE BEEN HELD.
2. BY FALL 2009, AT LEAST ONE SECTION EACH OF SELECTED HIGH ENROLLMENT/LOW SUCCESS COURSES WILL PILOT REDEVELOPED VERSIONS EMBEDDING NEW PEDAGOGICAL PRACTICES.
 3. BY FALL 2009, AT LEAST 80% OF 2008-2009 PASS PARTICIPANTS WILL HAVE RE-ENROLLED FOR THE 2009-10 SCHOOL YEAR.
 - BY 05/01/09, AT LEAST 85% OF PASS PARTICIPANTS WILL HAVE EARNED 25 OR MORE (I.E., 50) POINTS BY PARTICIPATING IN PROJECT SERVICES.
 - BY 06/01/09, AT LEAST 85% OF STUDENTS IN THE SUCCESS COURSE WILL COMPLETE WITH STATUS OF "SATISFACTORY COMPLIANCE."

3. BUDGET STATUS: PROVIDE A SUMMARY OF EXPENDITURES AND ENCUMBRANCES FOR EACH LINE ITEM, AND EXPLAIN ANY DISCREPANCIES.

Austin Peay State University Title III Budget					
Personnel	Time	2008-0909	Month	Variance	Variance Explanation
Title III Director					
Secretary					
Act. Cord../Stu. Success Special.					
Faculty Dev. Specialist					
Advising Coordinator					
Advising Coordinator					
Advising Coordinator					
Adjunct instructors for success					
Faculty Stipends					
<i>Personnel Subtotal</i>					
Fringe @ 33%					
Travel					
Key staff to Confs					
Fac. to professional dev. seminars, conferences, etc.					
Equipmt:					
Supplies					
Desktop + printer					
Office/instruc. supplies & printing					
Contractual					
Other:					
Evaluator					
Ambassador stipends					
StrengthsQuest					

TOTAL

Appendix D

PASS Workshop Survey

Faculty Evaluation of Presenters

P.A.S.S. Program Spring 2009
Academic Success Workshop Evaluation

Please place a check by the workshop listed below which is being evaluated on this form, then complete the evaluation. Evaluations, may be turned in to your PASS Ambassador or to the Title III office in Kimbrough 128.

- | | |
|---|---|
| <input type="checkbox"/> What Advisors Want – Dr. Pam Gray | <input type="checkbox"/> StrengthsQuest |
| <input type="checkbox"/> – Melissa Gomez | |
| <input type="checkbox"/> Identifying Learning Styles – Christiana Chester-Fangman | <input type="checkbox"/> Maximizing |
| <input type="checkbox"/> Your Memory – Kay Haralson | |
| <input type="checkbox"/> Effective Study Strategies – Bonnie Hodge | <input type="checkbox"/> Effective Test |
| <input type="checkbox"/> Preparation – Bonnie Hodge | |
| <input type="checkbox"/> Time Management and Overcoming Procrastination – Melissa Gomez | |
| <input type="checkbox"/> Test Anxiety and Stress Management – Dr. Lowell Roddy | |
| <input type="checkbox"/> Academic and Career Planning – Janet Valezquez | |

Please indicate your level of agreement with the statements regarding the workshop being evaluated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Workshop topic was appropriate and helpful.					
2. Presenter was knowledgeable and willing to answer questions.					
3. Information was presented in an understandable and interesting manner.					
4. I had the opportunity to ask questions and participate in discussions.					
5. Questions were satisfactorily answered.					

6. What was your overall opinion of the workshop?

7. Was the length of time of the workshop appropriate for the material covered?

8. Please comment on the material covered.

9. What are your suggestions for future Academic Success Workshop topics?

Evaluation Form for Title III Presenters

Date of Presentation: _____

*In the following 3 questions, please **bold** or **circle** either yes or no. If asked, please present your reason.*

1. Did the presenter seem to be knowledgeable about his/her topic? Yes No
2. Before the presentation were you interested in being involved in the topic presented?

Yes No

- Please provide the reason for your answer to #2.

3. After the presentation, were you interested in being involved in the topic presented?

Yes No

- Please provide the reason for your answer to #3.

In the following questions, please indicate your answers.

4. What was the best part about the presentation/presenter?

5. What was the worst part about the presentation/presenter?

*Please submit this evaluation either **electronically** (kings@apsu.edu), knowing that your answers will not be associated with your name, or via **campus mail** ([PO Box 4544](#)), knowing that your answers are anonymous. Thanks, Title III staff*

Appendix E

APSU Purchase Requisition

APSU Travel Request Form

APSU Title III Staff Absence Form

APSU Payment Authorization Form

Purchase Requisition

http://www.apsu.edu/purchasing/pdf_forms/REQUISTION.pdf

(Actual form is included in the hard copy of this Project Manual)

Travel Request Form

http://www.apsu.edu/ACCT_SERV/forms/Authorization%20of%20Travel%20PDF%20format.pdf

(Actual form is included in the hard copy of this Project Manual)

Title III Absence Form

http://www.apsu.edu/hrhomepage/forms/staff_absence.pdf

(Actual form is included in the hard copy of this Project Manual)

Payment Authorization Form

http://www.apsu.edu/acct_serv/forms/Payment%20Authorization%20APSU%20Draft%20one.pdf

(Actual form is included in the hard copy of this Project Manual)

Appendix F

Call For Preliminary Proposals

Student Retention and Success Faculty Projects Preliminary Proposal

Application for Title III Faculty Development Travel Funds

Title III Funded Travel Report Form

CALL FOR PRELIMINARY PROPOSALS
FUNDING FOR SPRING/FALL 2009 DEVELOPMENT PROJECTS

- Grant Objective:** Selected high enrollment/low success courses will pilot redeveloped versions embedding new pedagogical practices.
- Project Period:** Spring/Summer 2009 Development, Fall 2009 Implementation, and Spring 2010 Evaluation and Dissemination of Results to Faculty
- Participation:** Open to all Full-Time Faculty
- Compensation:** A stipend of \$4,400 will be paid to the faculty members whose proposals are selected. One half of the stipend will be paid upon selection, the other half will be paid upon completion of all aspects of the project, including training, developing, piloting, and evaluating the outcome of the project, and disseminating the results to faculty.

The Title III goals to Strengthen Student Retention and Revitalize Faculty Development call for faculty initiated and developed projects that make substantial changes in pedagogy or delivery methods designed to promote student retention and success.

Priorities:

1. Introductory-level college courses (General Education Courses, or entry level discipline courses.)
2. Proposals should be focused on pedagogical changes that involve but are not limited to one or more of the following:
 - a. Computers and instruction (computer assisted instruction, multimedia presentations, internet resources, etc.)
 - b. Multicultural instruction (multicultural materials, perspectives, or methods)
 - c. Diversifying instructional strategies to address different learning styles
 - d. Alternative course delivery methods

Preliminary Proposal Deadline:

February 15, 2009

Proposal Procedures:

A *Preliminary Proposal* form is also attached to this email. Proposals should be typed, signed by the applicant, approved by and signed by the Chair of your department and the Dean of your college, submitted to the Provost for final selection, and forwarded to the Title III Office for approval. You may contact Dr. Tristan Denley at denleyt@apsu.edu or call 221-6236 if you have any questions.

**STUDENT RETENTION AND SUCCESS FACULTY PROJECTS
PRELIMINARY PROPOSAL**

Grant Objective: Selected high enrollment/low success courses will pilot redeveloped versions embedding new pedagogical practices.
Project Period: Spring/Summer 2009 Development, Fall 2009 Implementation, and Spring 2010 Evaluation and Dissemination of Results to Faculty
Participation: Open to all Full-Time Faculty

Preliminary Proposal Deadline: February 15, 2009

Compensation: A stipend of \$4,400 will be paid to each faculty member whose proposal is selected. One half of the stipend will be paid upon selection, the other half will be paid upon completion of all aspects of the project, including training, developing, piloting, and evaluating the outcome of the project, and disseminating the results to faculty.

Proposals should be completed on-line or typed, with a printed copy submitted for approvals. Proposals should be approved by the Chair of your department, the Dean of your college, and then submitted to the Provost for final selection. If your preliminary proposal is selected, a final proposal form will be due April 15, 2009, after redesign presentations are conducted by Provost Denley. You may contact Dr. Tristan Denley, at 221-6236 or email to denleyt@apsu.edu if you have any questions.

Name _____

Discipline _____ Department _____

Office Location _____ Office Phone _____ APSU Email Address _____

Project Title: _____

Course to be Redesigned: _____

Conformity to Grant Priorities

_____ Types of proposed changes (Check the appropriate line/s)

_____ Computers and Instruction

_____ Multicultural Resources and Instruction

_____ Diversified Instructional Strategies

_____ Alternative Course Delivery Methods

_____ Other (please specify) _____

Description of the Project: _____

What are the project objectives and how will they likely result in increased student retention and success?

APPLICATION FOR TITLE III FACULTY DEVELOPMENT TRAVEL FUNDS

NAME _____
DISCIPLINE _____
DEPARTMENT _____
OFFICE LOCATION _____ OFFICE PHONE _____
E-MAIL ADDRESS _____
TITLE OF CONFERENCE, WORKSHOP, INSTITUTE OR OTHER FACULTY DEVELOPMENT ACTIVITY: _____

PLEASE DESCRIBE IN A BRIEF PARAGRAPH HOW YOUR PARTICIPATION IN THIS ACTIVITY WILL SUPPORT THE GOALS OF THE TITLE III GRANT: 1) STRENGTHEN THE SUCCESS/RETENTION OF AT-RISK STUDENTS; 2) REVITALIZE FACULTY DEVELOPMENT; 3) STRENGTHEN ACADEMIC ADVISING. _____

IF YOU ARE REQUESTING TRAVEL FUNDS FOR A CONFERENCE WITH MULTIPLE SESSIONS, PLEASE LIST BELOW 3 SESSIONS YOU PLAN TO ATTEND THAT SUPPORT THE GOALS OF THE TITLE III GRANT LISTED ABOVE.

1. _____
2. _____
3. _____

PLEASE LIST EXPECTED EXPENSES FOR YOUR TRAVEL FUNDS REQUEST. ATTACH DOCUMENTATION FOR EXPECTED EXPENSES TO THIS FORM. AFTER OBTAINING THE SIGNATURE OF YOUR CHAIR, DEAN AND THE PROVOST FORWARD THIS FORM AND ATTACHMENTS TO THE TITLE III OFFICE FOR APPROVAL AT P.O. BOX 4544. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT KAY HARALSON AT 221-7608 OR EMAIL AT haralsonk@apsu.edu.

REGISTRATION FEE _____
TRANSPORTATION _____
LODGING _____
MEALS _____
PARKING _____
OTHER _____
TOTAL FUNDING REQUEST _____

APPLICANT SIGNATURE _____ DATE _____ DEPARTMENT CHAIR SIGNATURE _____ DATE _____

COLLEGE DEAN SIGNATURE _____ DATE _____ PROVOST SIGNATURE _____ DATE _____

STUDENT SUCCESS SPECIALIST/ACTIVITY COORDINATOR SIGNATURE _____ TITLE III DIRECTOR SIGNATURE _____
DATE _____

DIRECTOR OF GRANTS AND SPONSORED PROGRAMS SIGNATURE _____ DATE _____

TITLE III Funded Travel Report

Name _____

Department _____

Office Location _____ Office Phone _____

E-Mail Address _____

Title/Place of conference, workshop, institute, activity attended

Date(s) Attended

By circling or bolding the number(s) below, indicate which Title III Activities/Objectives were met by your travel (Indicate all that apply):

- 1) Strengthen the success/retention of at-risk students*
- 2) Revitalize faculty development*
- 3) Strengthen academic advising*

If you requested travel funds for a conference, workshop, or institute with multiple sessions, please list below at least 3 sessions you attended, which show support the activity(ies)/objective(s) you indicated above.

- 1.
- 2.
- 3.

Please describe, in a brief paragraph, how you will use the Title III-related information you obtained at the conference, workshop, or institute:

Director of Title III Grant Signature

Date