

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address

Legal Name: College of Eastern Utah-San Juan Campus

Address: 639 West 100 South

Blanding
City

UT
State

San Juan
County

84511
ZIP Code + 4

Organizational Unit

P031A 030080

2. Applicant's D-U-N-S Number (b)(2)

3. Applicant's T-I-N 8 | 7 | - | 6 | 0 | 0 | 0 | 4 | 8 | 3 |

4. Catalog of Federal Domestic Assistance #: 84.0 | 3 | 1 | A |

Title: Strengthening Institutions Program

5. Project Director: Mr. Lynn Lee

Address: 639 West 100 South

Blanding UT 84511
City State Zip code + 4

Tel. #: (435) 678 - 2201 Ext 119 Fax #: (435) 678 - 2220

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6. Novice Applicant Yes No

7. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) G

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

K - Other (Specify): _____

Application Information

9. Type of Submission:

- PreApplication Construction
- Application Construction
- Non-Construction
- Non-Construction

10. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review): 3 / 3 / 2003

- No (If "No," check appropriate box below.)
- Program is not covered by E.O. 12372.
- Program has not been selected by State for review.

11. Proposed Project Dates: 10 / 1 / 2003 9 / 30 / 2008
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 12a.) No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?
 Yes (Provide Exemption(s) #): _____
 No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

Fulfilling the Dream: Enhancing Access, Performance, and Persistence for Disadvantaged Students

Estimated Funding

14a. Federal \$ 364,407 .00
b. Applicant \$ _____ .00
c. State \$ _____ .00
d. Local \$ _____ .00
e. Other \$ _____ .00
f. Program Income \$ _____ .00
g. TOTAL \$ 364,407 .00
(year 1)

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Dr. Ryan L. Thomas

b. Title: President

c. Tel. #: (435) 613 - 5220 Fax #: (435) 613 - 5422

d. E-Mail Address: rthomas@ceu.edu

e. Signature of Authorized Representative

Date: 2/28/03

Continuation of ED 424 – (Page 2 of the application.)

1. **Total FALL 1999 FULL-TIME EQUIVALENT (FTE) students =** 306.
- a. Total market value of endowment fund at the end of 1999-2000.** \$ 11,594,024.
- b. Total expenditures for library material during 1999-2000.** \$ 8,549.

Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.

Name: _____

Phone: _____
(area code) (number) (extension)

ABSTRACT

College of Eastern Utah – San Juan Campus, Blanding, Utah. Located in extreme southeastern Utah adjacent to the Navajo and Ute Mountain Ute Indian Reservations; a two-year public institution established in 1977 as an independent branch campus of the College of Eastern Utah; Fall 2001 enrollment of 458 students, of which 247 (54%) were ethnic minority, primarily Native American; 382 (83%) were low-income; 361 (79%) were first generation college; 158 (35%) were classified as disadvantaged based on a series of criteria; 2002/03 operating budget of \$2,180,700.

Contact Person: Mr. Lynn Lee

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Activity – \$1,436,235 over five years. Enhancing Access, Performance, and Persistence for Disadvantaged Students. This single Activity proposes to enhance access, with a focus on disadvantaged students, by extending services to three remote communities. The Activity has further been designed to improve academic success and graduation/completion of disadvantaged students through a series of four interrelated components, including developmental learning communities, summer bridge, leadership enhancement, and peer mentoring. Finally, the Activity will strengthen the skills of administrators, faculty, and professional staff in the use of technology to improve services for disadvantaged students. This Title III project provides a seamless network of strategies to shepherd disadvantaged students through the college experience, from enrollment through graduation. It is projected that enrollment at SJC will reverse the downward trend, resulting in an increase of 31% over the five years of the grant. There will be a 58% increase in disadvantaged students. The average grade point average among disadvantaged students will increase by 43% (from 1.75 to 2.50). It is proposed that 75% of the professional personnel will become proficient in the use of instructional technology. This represents a 226% increase.

This Activity is somewhat personnel intensive, with 75% of the budget allocated for salaries and benefits. Approximately 16% will be used to acquire hardware and software to enhance integration of instructional technology, including professional development. Another 5% will be devoted to professional development by assisting 3 individuals acquire degrees in instructional technology.

Project Management and Evaluation – \$356,260 over five years. This element of Title III will provide overall administration and evaluation. Approximately 89% of these funds will be used to support a Title III coordinator (50% time) and secretary (50% time). About 6% will be used to provide for independent evaluation (1% of the total budget). The remaining 5% will cover costs for supplies and travel (primarily to attend national conferences).

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College of
Eastern
Utah

February 3, 2003

Ms. Darlene Collins
U.S. Department of Education
SIP Title III HEA
1990 K Street, NW, 6th Floor
Washington, DC 20006-8513

Dear Ms. Collins:

Prior to my appointment as President of College of Eastern Utah in 2001, I had the opportunity to be involved in Title III at Utah Valley State College. The experience provided me with a keen insight into the potential of Title III to help an institution to strengthen its instructional, student support, and administrative programs to achieve greater self-sufficiency. With this background and personal commitment, one of my first efforts as President was to initiate a comprehensive institutional planning process. From my previous experience with Title III, I realized the necessity of involving the faculty, staff, administration, the public, and even the governing body. Without the initial input and unanimous acceptance of these groups, the support essential for success of programs which might be implemented through Title III might not be forthcoming.

I am pleased to say that the Title III activities outlined in this proposal have been carefully selected through an extensive planning process. The approaches to solve the identified problems have been extensively researched. I am confident that this will greatly enhance the possibility for success, since this is a campus-wide project as opposed to a single individual or department effort.

I have been actively involved in the planning process which identified proposed Title III activities. I actively participated in the development of the application, and I will be active in the implementation, management, evaluation, and institutionalization of Title III activities throughout the grant period. I have identified the most competent personnel at the San Juan Campus to serve in key positions. I do this with full realization that this will be a sacrifice, but I am also convinced that this is necessary for ultimate success. I am convinced that Title III can be the most significant program available to us in achieving self-sufficiency.

Office of the President

Ryan L. Thomas

451 East 400 North
Price, Utah 84501

(435) 613-5220
Fax (435) 613-5422
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Please be assured that I am totally committed to implement the development activities in pursuit of the objectives outlined in this proposal. This will enable the San Juan Campus to solve problems and deficiencies which stand in our way to becoming a viable and thriving institution of higher education.

Sincerely,

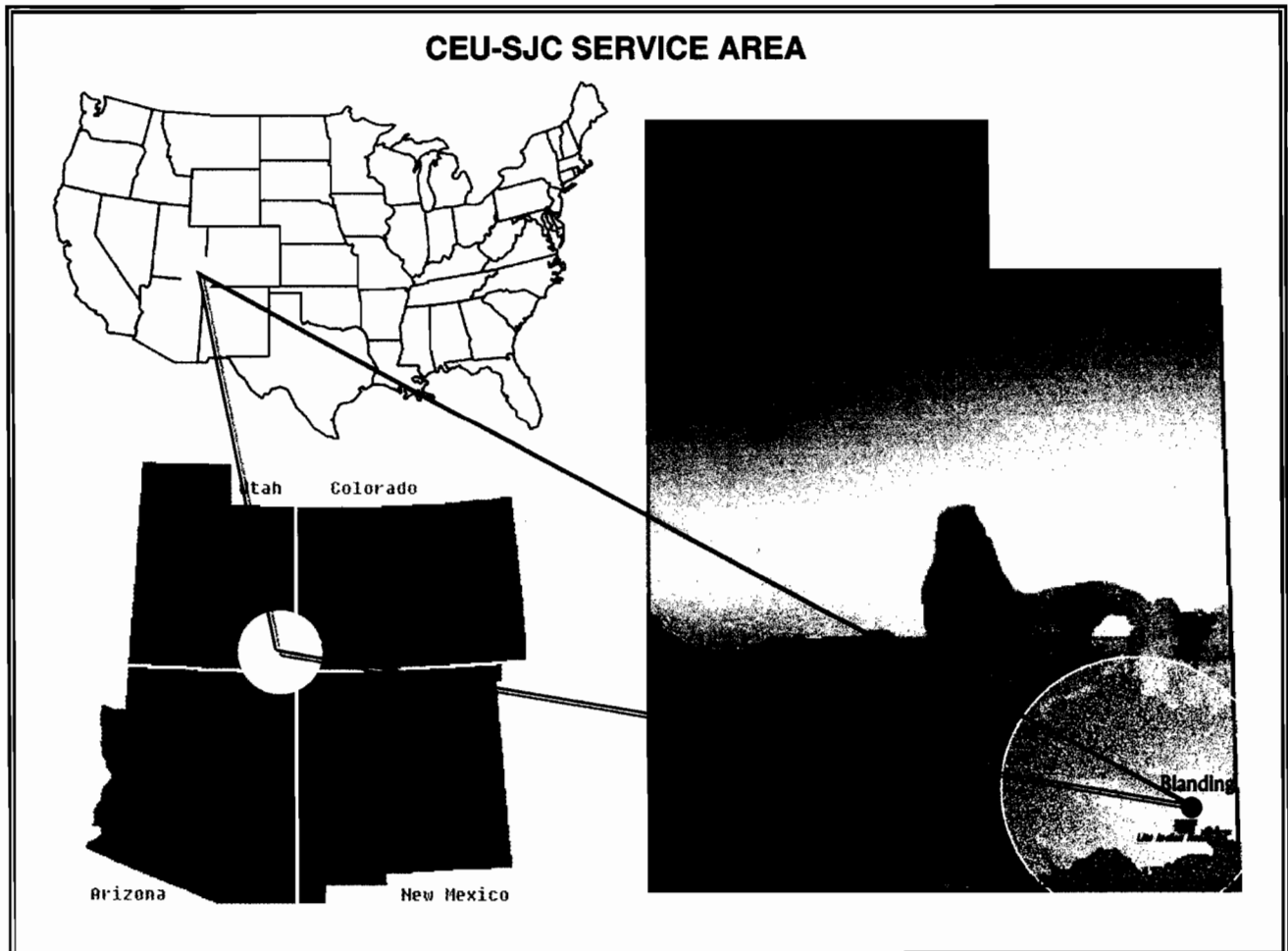
Ryan L. Thomas, President

PART I. OVERVIEW OF THE INSTITUTION

A. INSTITUTIONAL NARRATIVE: COLLEGE OF EASTERN UTAH–SAN JUAN CAMPUS

1. MISSION

The College of Eastern Utah is a two-year state supported, community college established in 1938 by the Utah State Legislature. The College consists of two major campuses, each of which satisfies all of the USDOE criteria for designation as a branch campus: the main campus in Price; and the **San Juan Campus (SJC)**, established in 1977, in Blanding – some 200 miles away in extreme southeastern Utah – where this Title III project will be implemented (see map below). The SJC service area includes several small remote communities, most of which are located on the Navajo Indian Reservation.



The College is accredited by the Northwest Association of Schools and Colleges, Utah State Board of Vocational Education, and is a member of the Council for Higher Education Accrediting. The San Juan Campus has routinely been included in accreditation site visits since October 1981. Offerings include Associate of Arts, Associate of Science, Associate of Applied Science, and five certificates of completion.

According to its mission statement:

“College of Eastern Utah is committed to the highest standards of instruction and learning. The College prepares students for certification, degree, or transfer programs. We strive to help instill the curiosity and skills necessary for a student to continue learning throughout life.

“The College of Eastern Utah – San Juan Campus adheres to the mission and goals of the college by providing associate degrees, short-term vocational training, continuing education, and student support services to the residents of the Four-Corners area. It meets a unique need by providing services to culturally diverse communities in which Native Americans and Anglo-Americans share an interest in education and training. The diverse student population, English as a Second Language, and a curriculum infused with Native American content are emphasized.”

In carrying out its mission, SJC recognizes the uniqueness of the area by making concerted efforts to reach non-traditional and disadvantaged students through specialized courses, programs, and support services. These efforts are recognized in the quote from the October 2001 Northwest Accreditation report found on page 19. SJC is poised for the challenges that will stimulate its pursuit of self-sufficiency through the 21st Century.

SJC literally emerged through local grass roots efforts to bring postsecondary education to a severely neglected population in geographically isolated communities of southeastern Utah, particularly Native Americans. SJC is the only Utah postsecondary facility serving the remote “Four Corners” region of southeastern Utah, northeastern Arizona, southwestern Colorado, and northwestern New Mexico (approximately 13,300 square miles). The SJC service area is nearly as large as Connecticut, Delaware, New Jersey, and Rhode Island combined.

The service area is geographically isolated from commerce, business, cultural, and education centers. Access to the nearest four-year institutions of higher education in Utah necessitates traversing two mountain ranges and traveling distances of 278, 319, and 350 miles. Paved highways are few and commercial transportation is nonexistent. Most of the Native American people residing in the service area live in small “camps” on isolated reservation lands scattered over an area of nearly 8,000 square miles.

The system for governance of higher education in Utah varies significantly from that of most states. Under Utah law, the Board of Regents, a 16 member body appointed by the governor to serve 6 year terms, is “*vested with the control, management, and supervision of the institutions of higher education*” (Utah Code, Section 538-1-103). In addition, each college has a separate 10 member Board of Trustees, who are also appointed by the governor and serve 4 year terms. Duties and responsibilities of the Board of Trustees include: 1) approval of all institutional policies and procedures which regulate students and employees; 2) appointment of faculty and staff; 3) approval of budget requests submitted to the Board of Regents; and 4) strengthening community and alumni support for the goals and programs of the college.

The president has the ultimate authority and responsibility for all aspects of the college. To assist in the administrative and supervisory functions, a vice president has been appointed as the chief executive officer at the San Juan Campus.

2. STUDENT CHARACTERISTICS

According to the **Utah System of Higher Education (USHE) Data Book, 2002/03**, Fall 2001 enrollment totaled 458 headcount with a full-time equivalent of 305. Ethnic minorities comprised 54% of the enrollment, with 50.5% being Native American. There are several other distinguishing student characteristics which place SJC in a strategic position for impacting the lives of disadvantaged populations: 32% have not had appropriate guidance for determining a

field of study; 62% are female; 64% Pell eligible; 33% single parents; 83% low-income; 79% first generation college; and 35% disadvantaged. These, along with additional characteristics, are illustrated in the following chart.

**STUDENT CHARACTERISTICS
FALL 2001**

Characteristics	Number		Percentage
	FTE	Headcount	
Total Enrollment	305	458	
Freshman	89	134	29.3%
Sophomore	120	180	39.2%
Unclassified	96	144	31.5%
Full-Time	168	253	55.2%
Part-Time	137	205	44.8%
Gender			
Male	117	176	38.5%
Female	188	282	61.5%
Residency			
Resident	304	456	99.0%
Non-resident	1	2	1.0%
Ethnicity			
White, non-Hispanic	138	207	45.1%
Native American	154	231	50.5%
Hispanic	9	13	2.9%
Black	1	1	0.2%
Asian/Pacific Islander	1	2	0.4%
Unknown	2	4	0.9%
Age			
Range		17-64	
Average		25	
Financial Aid			
Pell Eligible	195	291	64.0%
Single Parent	15	101	33.0%
Displaced Worker	2	3	0.6%
Disabled	31	46	10.0%
Low-Income	253	382	83.0%
First Generation College	275	361	79.0%

*SJC has established criteria for classifying disadvantaged students. In addition to academic performance (below 2.75 GPA), a student must meet at least three of the following characteristics:

- low-income (Pell eligible <150% poverty level)
- first generation college
- minority (ethnic/limited English proficient/English as a second language)
- single parent
- disabled (according to Division of Rehabilitation Services)
- anti-social behavior (arrest record/substance abuse/gang association)
- non-traditional (age)
- geographic isolation (reside in rural, isolated community)

SJC service area includes the largest Native American populated region in the United States, serving primarily members of the Navajo and Ute tribes. Hispanics rank second among ethnic minorities. Based on information from the **Chronicle of Higher Education: Almanac, 2001/02 and USHE Data Book, 2002/03**, this not only represents the largest enrollment of Native American students at any state institution of higher education in Utah, but other than tribally controlled Indian colleges, SJC has the highest percentage of Native American students of any public supported institution in the nation (50.5%).

3. FACULTY CHARACTERISTICS

Among the greatest strengths of SJC, as will be presented in a later section, are its faculty and staff. Such terms as “*quality*,” “*competent*,” “*respect*,” “*appreciation*,” “*dedication*,” and “*commitment to culturally diverse students*” routinely appear in reports, correspondence, and articles. SJC has maintained an impressive history of outstanding faculty. The faculty has consistently been highly rated by students. 77.8% have attained a master’s degree or higher. Almost all faculty are either tenured or tenure track.

FACULTY CHARACTERISTICS (Fall Semester 2002)				
	Full-time	Adjunct	Total	Percentage
Full-time Faculty	10	5	15	100%
Doctorate Degree	4	0	4	26.7%
Master's Degree	3	5	8	53.3%
Bachelor's Degree	0	0	0	0%
Associate Degree	1	0	1	6.7%
Certificate	2	0	2	13.3%
Tenured	5	2	7	46.7%
Tenure Track	2	2	4	26.7%
Non-Tenure Track	3	1	4	26.6%
Adjunct Faculty	14	5	19	
Faculty:Student Ratios	—		Full-time	1:17
			Full-time and Adjunct	1:11

B. COMPREHENSIVE DEVELOPMENT PLAN

1. STRENGTHS, WEAKNESSES, AND PROBLEMS

A cadre of strengths, weaknesses, and problems emerged through the planning process which is described on pages 28-31. Several critical concerns were identified that must be addressed to enhance student success and strengthen institutional stability. A series of goals, objectives, and strategies were also generated and will be presented in subsequent sections. These were accepted by the administration, faculty, staff, and Board of Trustees and approved for inclusion into the Comprehensive Development Plan.

a. Academic Programs

1) Strengths

a) Dedicated and competent faculty and staff

SJC faculty expect the best of their students and offer excellence in return. Of the full-time faculty, 28% have doctorates and 50% have masters degrees in their respective teaching disciplines. They represent a wide spectrum of knowledge and broad backgrounds. Instructors are dedicated and demanding, but always fair to their students. While many have had

opportunities to teach at other institutions, because of their affinity to the area and the people, they have chosen to make southeastern Utah their home.

Professional staff are equally committed to student success and to the institution. All bring to their assignments a myriad of formal training and experience that makes them professionals in their fields. Of the full-time professional staff, 85% have at least a bachelors degree, with 22% having a masters or doctorate.

b) Faculty:Student ratio

Taking into account both full-time and adjunct, the faculty:student ratio at SJC is 1:11. This compares quite favorably with the ratio of 1:19 for all community colleges in the Utah System of Higher Education. It is further noted that the average class size is 10. This compares to an average of 21 for the State of Utah (**USHE Data Book, 2002/03**). National data on class size is not available. This provides opportunities for greater individualized attention by instructors.

In **campus surveys**, faculty access was one of the most positive features that students enjoy at SJC. This faculty:student ratio and low class size enhances students' chances for a successful experience in their first two years of college.

2) Weaknesses

a) Limited variety of student life services and marginal engagement by students

SJC lacks a comprehensive student life program that integrates services to meet the academic, social, and health needs of disadvantaged students. Currently, the SJC Associated Student Government, with a part-time volunteer advisor, attempts to schedule academic enrichment forums, as well as social and recreational functions. According to **SJC-ASG records of activities**, typically, only 10-15% of the students participate in these programs. Little attention is given to health and wellness issues.

Disadvantaged students participate in student life programs at a rate far less than their non-disadvantaged peers. They seldom become involved in academic enrichment or leadership opportunities. The following data indicate the lack of engagement by disadvantaged students.

- Of the 6 elected student officers, only one is from a disadvantaged background.
- Only 27% of students participating in academic enrichment activities such as tutoring, study groups, and forums are classified as disadvantaged.
- Only 12% of out-of-class instructor contacts are by disadvantaged students.

The low engagement in student life by disadvantaged students contributes to high attrition.

b) Lack of family role models

SJC serves a population that has historically had very limited access to higher education opportunities. The **2000 Census** reports that 55% of the disadvantaged population in the service area has graduated from high school, and only 13% has completed a bachelor's degree. Among the Native American population in the service area: 59% of adults have less than a high school education; 10.4% have undertaken any college; and only 3% completed a program of postsecondary education. Consequently, 87% of those attending SJC are first generation college students, resulting in few role models. It is well documented that students who are uncertain about their career goals are at a high risk to drop out of college.

c) Incoming students are ill-prepared

SJC is confronted with a student body which is poorly prepared academically. A high proportion of new freshmen require developmental remediation. This need for remediation is identified by using students' test scores, high school GPA, and individual counseling. Of the disadvantaged students identified Fall Semester 2001, 65% needed two or more developmental courses. For 84% of these students, English is not their primary language (**Institutional**

Research). **Diagnostic testing** places 91% of the disadvantaged students in developmental English. These deficiencies are major factors leading to poor academic performance and attrition.

d) Poor coordination between developmental and college level courses

SJC has no bridge that takes the student who needs developmental instruction to college level course work. *“The most apparent need is to change the emphasis of instruction away from transmitting bodies of information toward preparing students to engage... therefore preparing students for upper level course work” (Derek Bok).* From a cross section of 75 students Fall Semester 1999 who started with two or more developmental courses and were successful with a C average or higher, only 27% continued on and were successful in their college level course work.

There is no formalized program for new students that brings together the important components to college success, such as: coordination between developmental and college level courses; student service; or early intervention programs. The Campus lacks a forum in which academic and non-academic skills are practiced and incorporated.

e) Academic preparation of faculty and staff is deficient in the use of technology pedagogies and to deliver instruction in the cultural context of the service area

The typical college instructor is a well-educated, highly-motivated individual who is most comfortable using the traditional professional style of teaching—single text, straight lecture, midterm, and final exam. SJC faculty are well-prepared in their academic disciplines. However, this does not necessarily include preparation in teaching pedagogies, and more specifically in the use of current technologies in teaching. Based on a **campus-wide survey** administered Fall 2002, a few (23%) SJC faculty utilize PowerPoint presentations, videos, and CDs in support of their teaching, but most have not been trained in the best use practices of those technologies. Only 9% rated themselves as being proficient in the integration of technology into their curriculum.

80% of SJC instructors received their terminal degree prior to 1990. While they strive to pursue professional development opportunities to stay current in their fields, efforts have not included technology pedagogies. Literature suggests that individuals in this age group are reluctant and cynical concerning integration of technology into their classrooms.

f) Geographic remoteness presents barriers to traditional modes of professional development

SJC is located in a rural setting at great distances from metropolitan centers. For example, Blanding, Utah is at least a six-hour drive from Salt Lake City, Denver, Albuquerque, or Phoenix. It is time-consuming and costly for personnel to access universities where training for technology use in the classroom might be available. To pursue the necessary training requires extensive time away from campus and teaching assignments. Financial costs, both to the individual and the institution, are extreme and escalating.

3) Problems

a) Low graduation/completion rate of disadvantaged students

It is well documented that students most likely to drop out are those who are academically underprepared, first-generation college, or uncertain about their goals. These characteristics, along with the previously addressed weaknesses of a limited student life program, low involvement in academic support services, absence of role models, poor academic preparation, and insufficient personalized services, have resulted in low retention and graduation/completion among disadvantaged students. The cohort year of 2000/01 had a retention rate of only 29%, as compared to 69% for other students. For comparison, national statistics show that 40% of all students who start college fail to earn a degree, with nearly 57% of all dropouts leaving before the start of their second year (**Vincent Tinto**).

According to **Institutional Research**, in Fall 2000, 96 students were identified as having severe academic problems, with 143 entries on those students (indicating that some students were showing up in more than one class). Of the 143 entries, 39% resolved the problem by withdrawing from the course; 24% received failing grades. Of the students who received failing grades, less than 30% returned the following semester. **Tinto** reports that academic difficulties is one of the major reasons for students leaving college. SJC data show that 30-35% leave for this reason. Without additional support, few of these students will persist to graduation.

b) Low academic performance of disadvantaged students

Students who are inadequately prepared academically face a barrier to college success that seems almost insurmountable. The average high school GPA of disadvantaged students who enroll at SJC from the local service area is 2.57. These students come from small rural high schools with a limited curriculum. Teachers are often assigned to instruct outside of their majors. With the more rigorous requirements of college, these same students' college GPA dropped to a 1.75 average (**Institutional Research**). As noted previously, 65% of these disadvantaged students needed two or more developmental courses. Data revealed that English, math, and science present major barriers to student success. Less than 50% of students enrolled in these disciplines complete with a grade of C (2.0) or above. Only 36% of those who did were able to pass the ensuing course sequence. Contributing factors in these findings are: inflated high school GPAs; economic and social isolation; high poverty levels; limited English proficiency; and first generation college.

At the end of Fall semester 2001, 52% of disadvantaged students had earned less than a 2.0 their first semester of attendance and were placed on academic probation and financial aid suspension. By the end of their second semester, an additional 19% had maintained less than a 2.0 GPA and were placed on financial aid suspension (**SJC Financial Aid Office**).

c) Personnel are not adequately prepared to deliver innovative services in a high technology environment

SJC has reached a critical position in its efforts to serve a widely-dispersed, very diverse population. Technological innovations make it possible to strengthen instruction and student services. However, the use of these very means requires extensive training and support in order to effectively serve the people and communities of the region.

Inasmuch as a majority of SJC personnel received their college education in a pre-technology era, they lack the expertise to utilize it effectively. Personnel need to be proficient to the degree that they are confident in extending assistance to students who are attempting to cross the digital divide, rather than being frustrated and seemingly inept with the electronic tools of education. Faculty and staff are confronted by a digital divide of their own. This applies to those who utilize technology to deliver instruction and/or design online/web-based courses. This separation of technology and humans is particularly challenging for Native American students whose culture is heavily family oriented, replete with human interaction. Personnel must be prepared with skills to build human bridges for disadvantaged students at SJC, particularly Native Americans, to cross the digital divide.

A recent survey (Fall 2002) confirmed that faculty and staff recognize changes in student needs. Furthermore, advances in educational technology mandate corresponding restructuring of classroom methodologies. Studies consistently demonstrate that technology-enhanced infrastructure improves acquisition of basic skills, retention of knowledge, and comprehension. Technology applications have been shown to be highly effective in improving learning for under-prepared, disadvantaged student populations (**RDR Associates, Inc., New Connections, Instructional Telecommunication Council, Washington, D.C., 1998**). SJC faculty readily acknowledge that they are not adequately prepared to effectively integrate technology into their

classrooms. At the same time, they are fully committed to professional development that will enhance their abilities to meet these challenges.

b. Institutional Management

1) Strengths

a) Commitment to non-traditional and diverse student populations

SJC is ideally situated to serve a diverse student body. The **2000 Census** reports a demographic profile for the service area of 53% Native American. Hispanics comprise the next largest ethnic minority group (7.4%). The Anglo population, at 39.6%, is actually in the minority. Enrollment at SJC reflects this composition. SJC is dedicated to meeting the special cultural and social needs of its students. Each of the major academic disciplines has incorporated Native American materials into its curriculum. For example: math has materials on ethnomathematics; literature a course on Native American literature and philosophy; and astronomy a section on archaeoastronomy.

How successful has this been? **NASC** wrote in its final evaluation:

“In spite of conditions that might inhibit operations, the Campus’ educational programs can be considered exemplary. . . the instructional staff, both full and part-time, demonstrates a high level of commitment to the Campus’ objectives and purposes. . . the success of the Campus in meeting the needs of non-traditional students is unique.”

b) Partnerships/Alliances

External partnerships and alliances have been an integral part of SJC since its inception. In fact, it was through such that SJC had its beginning. The San Juan Education Advisory Council was created in August 1977, just two months before the Campus was officially designated as a recognized unit of the Utah System of Higher Education. This Council has functioned without interruption since that time. The Advisory Council bylaws state that it is, *“A partnership organized to promote the purposes of education and training for the residents of southeastern Utah and the*

surrounding Four Corners Region.” Membership of the Advisory Council is comprised of representatives from 19 different agencies, community groups, political entities, and local citizens. It is a dynamic group which has remained committed to the students and the programs of SJC and continues to play an important role in the ongoing operations and future planning.

2) Weaknesses

a) Lack of technological stability and support staff impedes the delivery of services

The SJC service area comprises 13,300 square miles which is covered by one technical support person. This person is responsible for all SJC computer equipment. The distance factor of 90 to 150 miles round trip creates unacceptable down time. With limited technical support staff, only minimal service can be provided. For students who struggle academically under the best of conditions, this presents insurmountable odds against achieving their academic goals.

On average, at least once a week, technology failures disrupt classes and services. The incidence of equipment failure at distant sites is considerably greater. Based on information from the **Office of Institutional Research**, students at the more remote sites drop out at an alarming rate (45-50%), at least in part because they fall so far behind the rest of the class due to equipment failure. Problems range from antiquated phone lines, FAX machines, computers, lack of personnel, to weather that affects the microwave transmission system. Issues relating to phone lines and microwave will be largely resolved in the near future, through plans by the State to go from analog to digital technology.

b) Disparity between existing and emerging technology

While developments such as telecommunications and interactive video are providing the mechanisms for technology-enhanced delivery of education, SJC does not have the staff nor resources to remain current with these emerging initiatives. Three major challenges which

confront the Campus that are impacted by technology are academic integrity, efficiency, and ability to be competitive.

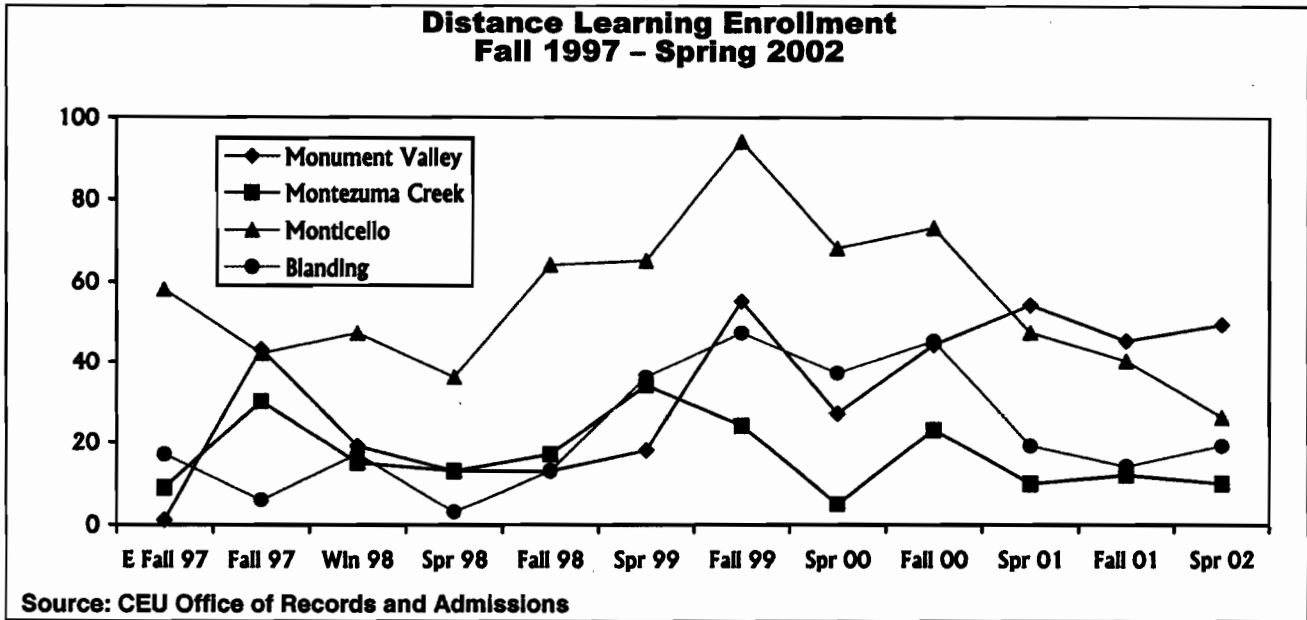
As a result of rapid advancements in information technology, costs for modernization, and very limited financial resources, technology tools are few and somewhat outdated. As a result, SJC is not able to adequately prepare students to live and work in an information era.

3) Problem

a) Low utilization of technology in meeting the needs of disadvantaged students

Efforts to stay current in the utilization of technology in teaching and learning have been insufficient. While state-of-the-art infrastructure was installed in the early 1990's, state appropriations have become non-existent for equipment or capital outlay, due to budget shortfalls in the state economy. Consequently, SJC Associated Student Government consulted with administration and allocated a portion of student fee revenue towards technology support. As a result, funding for hardware and software upgrades has been acquired primarily through student fees and external resources. Support for professional development has also been inadequate. Needed improvements have been identified as upgrading of classroom equipment, as well as training faculty and staff to address deficiencies in meeting the academic and support services needs of the students. Both computer hardware and software must be upgraded to assist disadvantaged students in tutoring, mentoring, counseling, and academic advising during the critical freshman year.

One of the most serious deficiencies in technology relates to distance education. Records illustrate a very discouraging history regarding enrollments in distance education courses at remote sites within the service area, as noted in the following chart.



Infrastructure has been established to provide the classes through distance education at each of these remote sites; however, obsolete electronic classroom equipment and the lack of on-site technical support personnel have hampered efforts to successfully reach a larger number of students at these locations. Recent **community surveys** substantiate the need and interest in providing more and better services.

Furthermore, faculty and staff indicate a strong desire to upgrade their training and skills in order to provide better services to students. Faculty, in particular are not adequately prepared to effectively integrate technology into the classroom setting. Where faculty have integrated technology, it is apparent that the teaching and learning process is much more effective.

c. Fiscal Stability

1) Strengths

a) Line-item appropriation

Line-item appropriation for SJC as a separate fiscal unit assures autonomy in planning for current programs and for the future. Recognition as a separate, independent unit by the Utah State Legislature is a distinction enjoyed only by SJC and the branches of the state land-grant

university. Achieving that status was a landmark accomplishment and has allowed for operation of a separate budget committee with decision-making authority for departmental budgets.

b) Conservative fiscal management

Since its inception in 1977, SJC administration has demonstrated responsible fiscal management, which has resulted in strong direction and leadership for departmental heads. Guidance is given by the vice president, deans, and accountant in managing budgets within the constraints of finances received through state appropriations, tuitions, and fees. On the rare occasions when budgets are overspent, transfers are facilitated and safeguards imposed to prevent future occurrences. As a result, SJC budgets consistently operate in the black.

c) Auxiliaries are fiscally stable

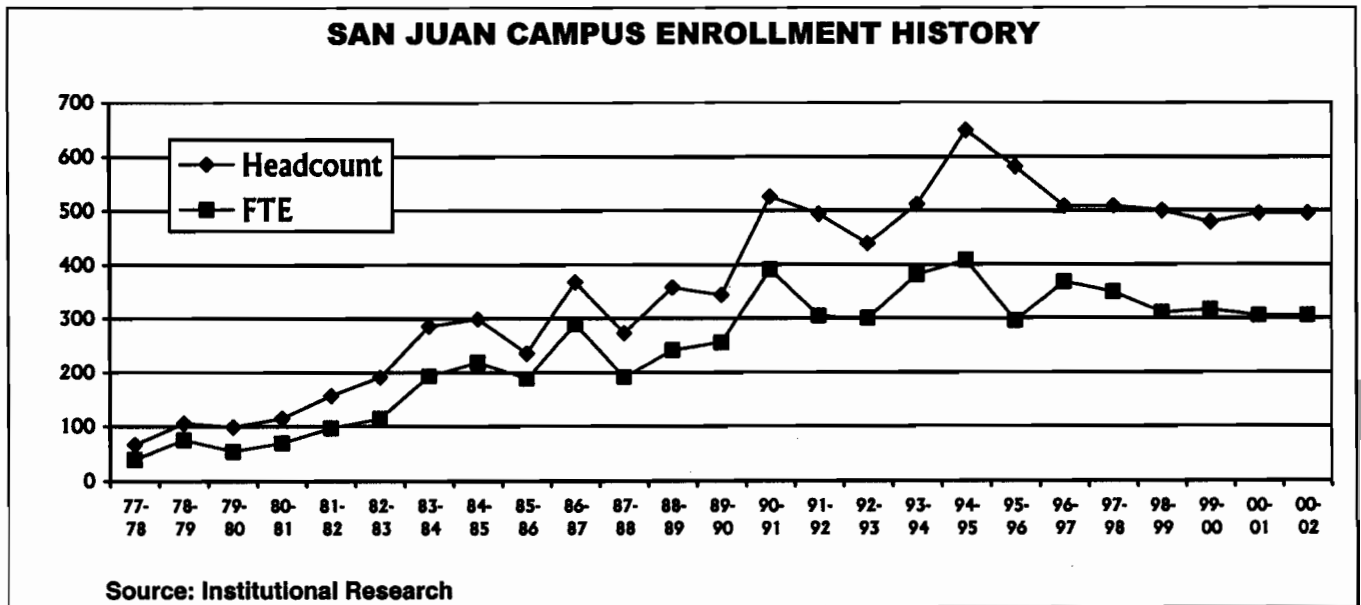
Fiscal stability of the auxiliaries, which includes student housing, food service, and bookstore, has been documented through **audit reports**. State statute and Board of Regents policies mandate that college auxiliaries operate independent of any institutional subsidy. This means they essentially function similar to a private business which must cover all operational costs, including salaries, from generated revenue. At a small institution, such as SJC, that can be a major challenge, making it vital that adequate numbers of students patronize these auxiliaries. The proposed objectives and strategies to increase enrollment and retention will further enhance fiscal stability of the auxiliaries.

2) Weaknesses

a) Declining enrollments

SJC experienced a rather favorable growth pattern from its inception in 1977/78 until 1994/95, from 66 to 648 students. The next seven years saw a steady decrease, to 458 in 2001/02. While the weakened economy, during this period of declining enrollments, had a detrimental

impact on the ability for many students to meet the costs of college attendance, it was particularly devastating for low-income populations in outlying communities. Significant numbers of these individuals simply could not afford the costs for travel, housing, and child care. Further impacting SJC was a change in the higher education statistical formula for tabulating enrollment figures. This statistical calculation favored urban colleges and universities and had an adverse impact on rural community colleges, such as SJC.



b) Current economic crisis adversely impacts institutional support

By law, states are required to balance their budgets each year. With the downturn in the economy, particularly since September 11, 2001, all states have had to make major budget cuts. Utah was no exception. Even after passing a budget that reflected a 2.5% decrease in funding for higher education, an additional 1.9% reduction was imposed. Another reduction is expected before the end of the year. In reality, this often results in a multiplier effect, not only in state appropriations, but also in lost revenues from tuition and fees due to elimination of programs/courses. The impact is magnified for smaller colleges.

c) “Economies of scale” for a small institution increases the burden of maintaining comprehensive services

SJC is a small institution with an average class size of 10. Obviously, this is to the benefit of students, but a tremendous economic disadvantage to the Campus. Theoretically, there would be little additional instructional costs for much larger classes, yet the revenues from tuition would be considerably greater. A similar scenario applies to student fees, bookstore, housing, and food services. This also extends to such functions as administration, accounting, purchasing, and utilities. There are certain basic costs that would be similar to those of a larger institution.

In order to adhere to accreditation demands, even small colleges must maintain a reasonable degree of quantity, with a level of quality that is comparable to larger institutions. One might question the logic of operating under such conditions. America continues to be characterized by numerous small, rural communities that are geographically isolated from centers of population. Small colleges are often the “lifeblood” of many of these communities, the one hope for breaking the cycle of poverty. This is certainly true for the residents of the SJC service area. Even with the challenges surrounding “economies of scale,” SJC is dedicated to providing postsecondary education, with a special emphasis on disadvantaged populations.

d) Traditional financial resources are inadequate to support essential technologies

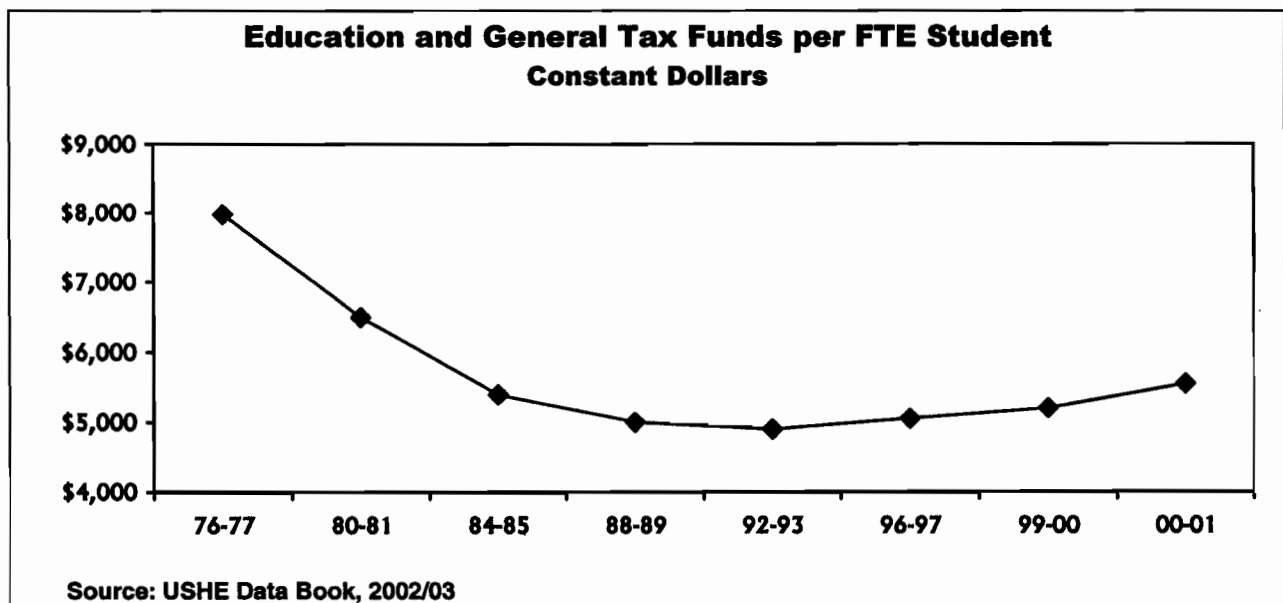
Since 1997, state funding to upgrade the technology infrastructure has dwindled to almost nothing. In 2001/02, the State Legislature approved a one-time appropriation of \$22,100 for support of technology at SJC. Then, as a result of a statewide budget cut, this was reduced to \$11,050, to be divided between two departments with over 300 computers, related networks, servers, switches, printers, and software. It became necessary to divert instructional funds to accommodate minimal upgrades. Projections for the immediate future are not any more encouraging.

3) Problems

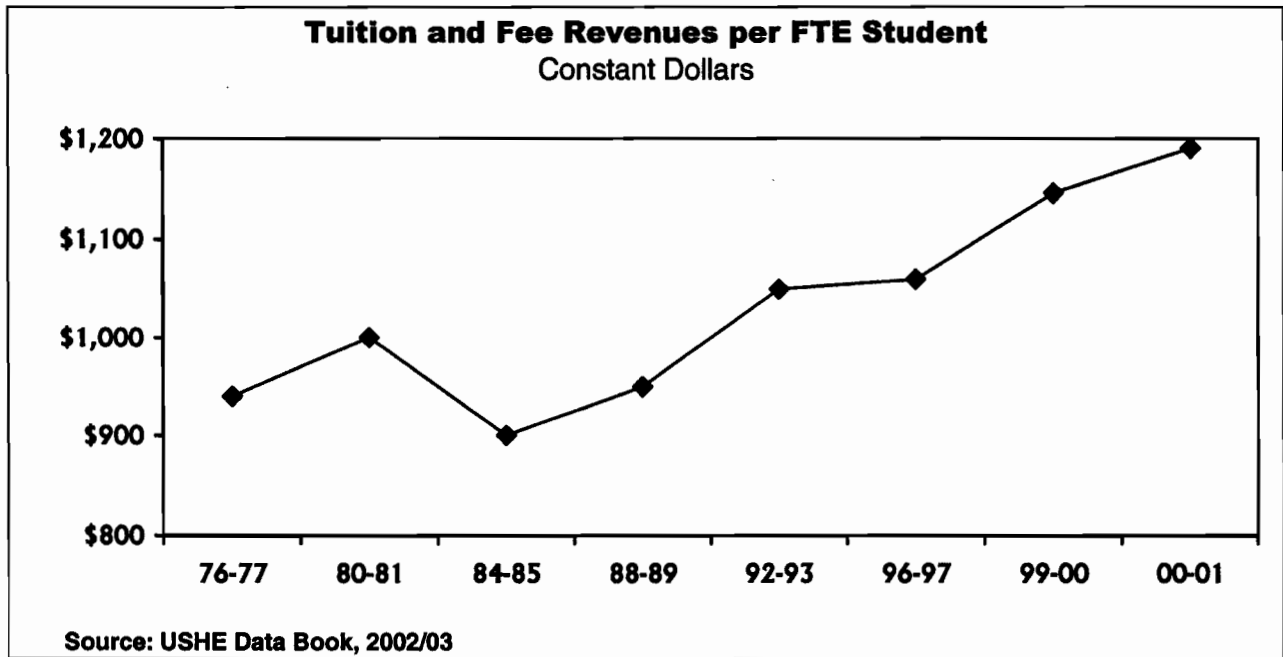
- a) Low state financial support to accommodate challenges of student diversity and geographic isolation

The trend has been to pass on an increasing share of the cost of higher education through raises in tuition and fees. These increasing student costs have had the demoralizing effect on low income students of not being able to afford a college education.

The following chart illustrates a 24-year history of State appropriations for the College of Eastern Utah, which includes the San Juan Campus. From a high of nearly \$8,000, appropriations have declined to \$5,500 per full-time equivalent student.



During this same period of time, as depicted in the following graphic, tuitions and fees have increased from around \$920 to nearly \$1,200. Thus, as state funding has decreased by some 30%, tuitions have increased by a comparable rate. As the overall support for higher education in Utah has decreased significantly, the burden on students has nearly doubled.



b) High costs associated with upgrading technology

According to the COSTS project (**Cost of Supporting Technology Services in Colleges and Universities**) at Hamilton College, the typical replacement cycle for technology infrastructure is: computers—3-5 years; central servers—3-4 years; networking electronics—5-6 years. SJC distance education infrastructure was installed in 1995/96. Now, almost 7 years later, the need to upgrade key infrastructure components is critical. While some minor components have been upgraded, when limited funding was available, much of the technology system no longer satisfies current operating standards.

Plans have been made to expand the bandwidth of the distant education “backbone” that serves SJC to triple the current capacity. This is to be accomplished during Spring 2003. Upgrading outdated analog equipment to a digital system will be an expensive process. Local and state resources have been committed for these upgrades and expansions.

A new, smaller and less expensive H.323 conference station system, with a camera/microphone connected to a monitor, can be installed in virtually any distance education site for

as little as \$3,300 to \$5,500, depending on system features and class size. Combining the current EdNet system with this less expensive technology can dramatically expand services to allow more flexibility in scheduling and transmission/receiving functions. Other equipment costs to upgrade existing classroom sites include computers, monitors, and component improvements.

2. PLANNING PROCESS

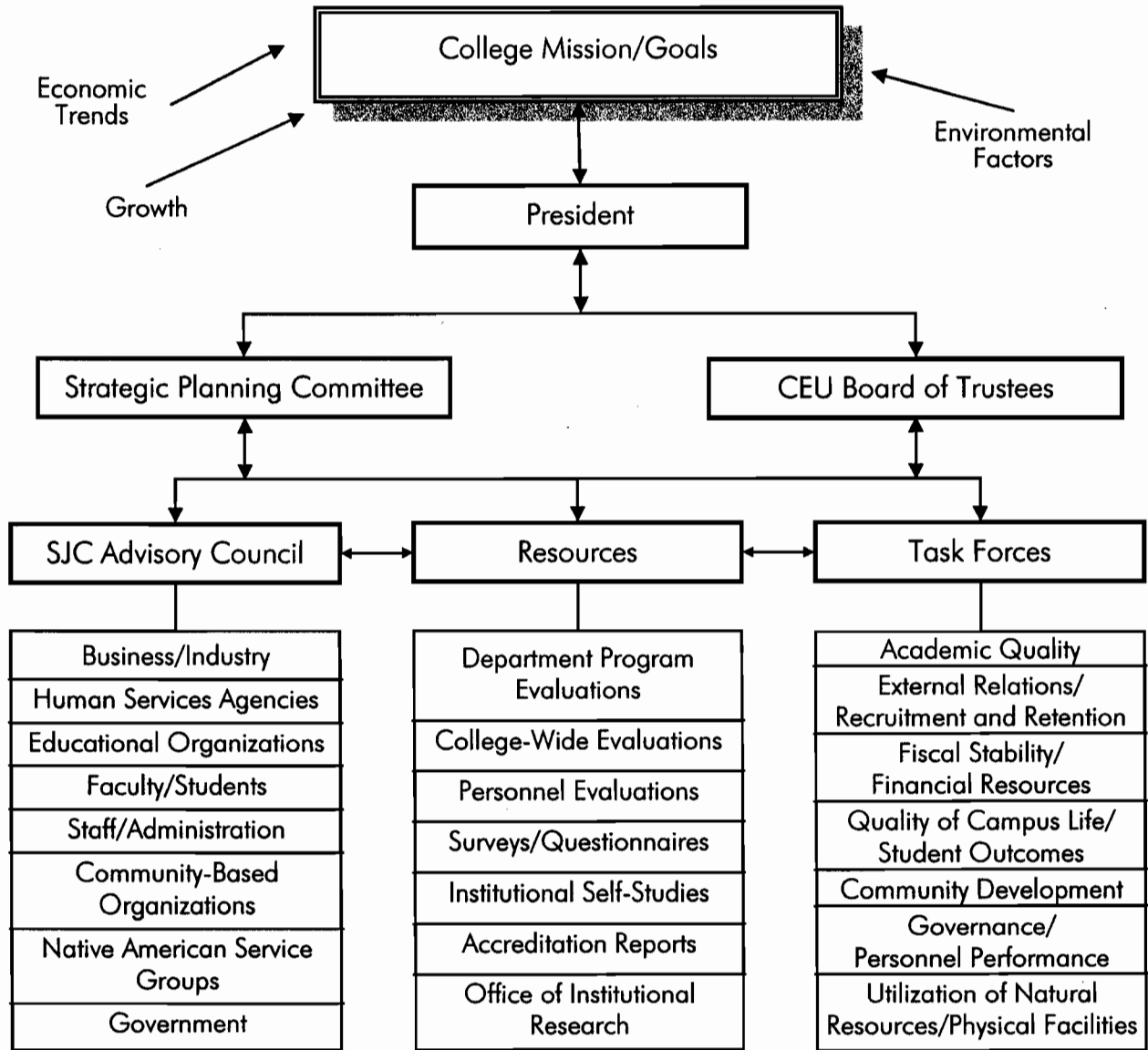
For many years, the College of Eastern Utah, including the San Juan Campus, relied on an informal planning process with extensive utilization of advisory committees, and monitoring of progress by top level executives. With expanded roles, increased student diversity, declining financial resources, and changing needs of industry, it became apparent that a more formal system must be initiated.

Each president, since 1985, promoted long-range planning as an important function. Following the accreditation visit by the Northwest Association of Schools and Colleges (NASC) in October 2001, newly appointed president Dr. Ryan Thomas determined that the planning process must be given greater emphasis. This was partially in response to a recommendation from NASC—

“The college should adopt broad-based processes for planning and evaluation that clearly identify strategic institutional goals, that provide measures of effectiveness for these goals, and that continually monitor attainment of these goals.”

As a result, President Thomas initiated a modification of the eco-system planning model developed by Banning and Kaiser (see following page). The central premises of this model are: (1) systems should reflect institutional mission and values; and (2) institutional systems or environments have a symbiotic relationship with campus constituents and their behaviors. Such a model requires the participation of all constituent groups (administration, faculty, staff, students, community, industry) to identify major planning themes. This participation was facilitated through a series of meetings held in all communities, including those within SJC service area.

CEU-SJC Strategic Planning: ECO System Model



Discussions resulted in the identification of various focus task forces with the following emphases: (1) academic quality; (2) recruitment and retention; (3) personnel performance; (4) quality of campus life; (5) fiscal viability; (6) governance; and (7) community needs. Interactive meetings were held bi-weekly, followed by reports to the general Strategic Planning Committee on the second and fourth Thursdays of each month.

Each task force was instructed to work within the parameters of growth, economic trends, and environmental factors which might affect the Campus over the ensuing five to ten years.

Four sequential steps were outlined.

STEP 1: Analysis of strengths and problems which might enhance or impede the Campus's ability to fulfill its mission.

STEP 2: Identification of national, state, and local trends which were likely to affect the Campus, students, and communities.

STEP 3: Identification of special needs of SJC and potential opportunities to improve the scope and quality of academic programs, services, and administration.

STEP 4: Adoption of goals, objectives, strategies, and measurable outcomes which were compatible with the mission and the special needs of the institution.

SJC was particularly active on each of these task forces, and the effort produced SJC-specific, as well as college-wide goals, objectives, and strategies. Four broad areas were determined to have a major impact on the long-range stability of SJC.

- Increasing enrollment, academic success, and retention, with a focus on disadvantaged students.
- Improving personnel performance, particularly in such areas as technology and student diversity.
- Overcoming adverse effects of the "digital divide."
- Increasing financial support to compensate for the depressed economy of the state and declining appropriations for higher education.
- Enhancing opportunities for disadvantaged students to pursue employment relating to local workforce needs, identified as health professions and teacher education.

A task force was assembled to determine the significance of the broad planning areas and to refine goals, objectives, and strategies whereby SJC might enhance student success, particularly for disadvantaged students, and move the Campus toward greater self-sufficiency.

The process has no termination date, since it is a dynamic effort which will be ongoing and evolving on a continual basis. As goals are accomplished, new ones will be identified and addressed, with the addition of new task forces and members as appropriate.

President Thomas presented the planning model to NASC in January 2002. According to NASC, *“CEU has begun a system-wide planning and evaluation model which, if followed, will result in an adequate and appropriate response to the Accreditation Team’s recommendation.”*

3. KEY OVERALL GOALS AND MEASURABLE OBJECTIVES

From the aforementioned planning process emerged a series of institutional goals and major objectives, which are in harmony with the role and mission of SJC. A cadre of performance indicators were also developed for each major objective. To avoid redundancy and conserve space, those performance indicators which will apply to the Title III project are presented later. It is also noted that, to conserve space (particularly in the implementation strategies charts within the Activity), objectives which might be impacted by common components have been consolidated into a single objective statement. Task forces were very careful to ensure that objectives and performance indicators were presented in measurable terms, along with specific time frames, to facilitate the assessment of progress in overcoming identified weaknesses and problems. The following chart gives a composite of these goals and objectives. Those which are proposed to be addressed by Title III are indicated by an asterisk (*). The pound sign (#) denotes goals which will be addressed partly by Title III, but primarily from other resources.

ACADEMIC PROGRAMS

***Goal 1. To increase academic success of disadvantaged students.**

*Objective 1.1. By September 2008, the average grade point average for disadvantaged students will have increased from 1.75 to 2.50 (43% increase); with at least 50% achieving a minimum GPA of 2.45.

***Goal 2. To increase graduation/completion rates of disadvantaged students.**

*Objective 2.1. By September 2008, the graduation/completion rate of disadvantaged students will have increased from 28% to 40% (43% increase).

Goal 3. To increase the transfer rate of disadvantaged students to four-year colleges/universities.

Objective 3.1. By September 2008, the transfer rate of disadvantaged students to four-year colleges/universities will have increased from 49% to 65% (33% increase).

INSTITUTIONAL MANAGEMENT

***Goal 4. To increase the proficiencies of administrators, faculty, and staff in utilizing technology to enhance services for disadvantaged students.**

*Objective 4.1. By September 2008, the percentage of administrators, faculty, and staff using information technology and interactive multimedia will have increased from 23% to 75% (226% increase).

Goal 5. To increase access and utilization of technology by disadvantaged students who are adversely affected by the digital divide.

Objective 5.1. By September 2008, the rate of disadvantaged students accessing educational information online will have increased from 45% to 90% (100% increase).

Objective 5.2. By September 2008, the rate of enrollment of disadvantaged students in distance education classes will have increased from 34% to 60% (76% increase); withdrawals will have decreased from 50% to 70% (60% decrease); average GPA will have increased from 1.9 to 2.6 (37% increase).

FISCAL STABILITY

***Goal 6. To increase access, particularly of disadvantaged students.**

*Objective 6.1. By September 2008, the enrollment will have increased from 458 to 600 (31% increase); including an increase in disadvantaged students from 158 to 250 (58% increase). *Note: This will result in an increase in the percentage of disadvantaged students from 34% to 42%.*

Objective 6.2. By September 2008, a resource development office will have been established.

Objective 6.3. By September 2008, SJC will have been successful in acquiring at least \$250,000 in new revenues to enhance programs and services, including: overcoming barriers of geographic isolation and student diversity; integration of technology; professional development; program quality and quantity; and student transfer preparation.

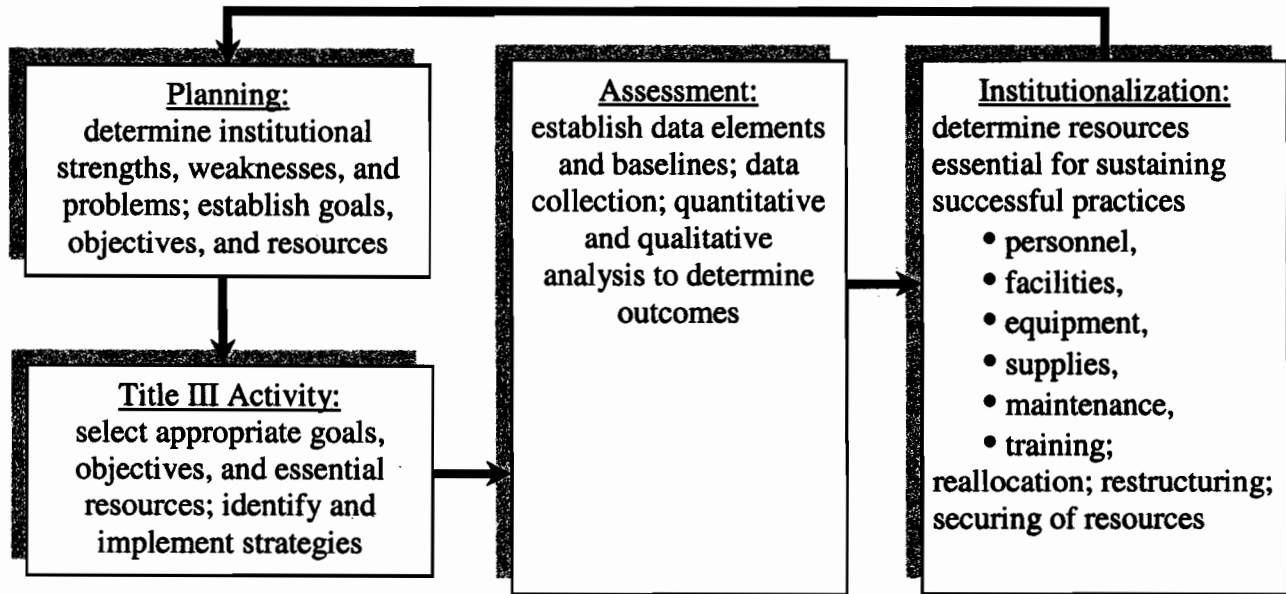
Responsibilities within the structure of SJC are organized into four functional areas: administration; instruction; student services; and financial services. While one goal may have more impact on a particular functional area than the others, achievement will necessitate institution-wide commitment. Goals are not considered to be mutually exclusive; rather, they are broad statements of desired outcomes that require cohesive efforts and unified priorities.

Local and state resources are not adequate to accommodate any significant degree of developmental endeavors. It has been determined that to overcome the weaknesses and problems which have been identified as barriers to student success and self-sufficiency, SJC must supplement institutional resources with external funding.

4. INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

As part of the planning process, careful consideration was given to sustainability. It was agreed that little value would result from developmental effort unless those strategies which proved successful could be maintained following the Title III grant period. Care was taken to: first, focus on those strategies which might be largely completed within the grant period with minimal ongoing costs; identify potential resources that will be committed to accommodate costs for institutionalization; finally, provisions for assuming a portion of anticipated ongoing costs during the grant period, beginning no later than Year 4.

As illustrated in the following flow chart, the Activity selected to be addressed by Title III emerged directly from the SJC strategic planning process which involved the entire Campus community, under the guidance of President Thomas and Vice President McPherson. This provides ownership by all appropriate constituencies and will be the driving force for effective implementation of the proposed strategies for corrective actions and ensure that there is a seamless transition with resources to replace grant funds.

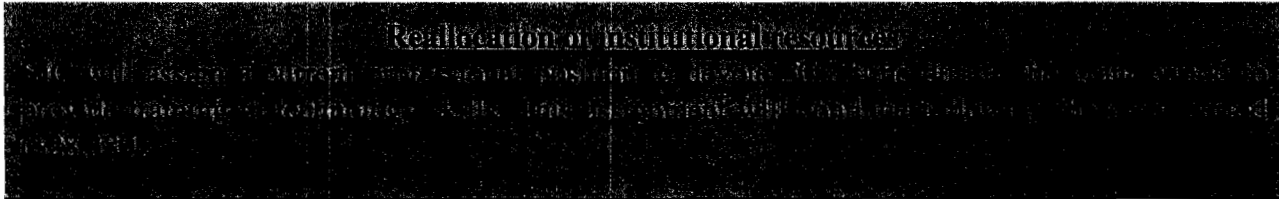


SJC does ensure that successful practices developed under the Title III project will be integrated into institutional operations and sustained beyond the grant period. The proposed strategies integrate new approaches into existing operations thereby minimizing any concern of abandonment or phase-out. It will be noted in the accompanying illustration that institutional resources have been identified to incrementally absorb costs associated with grant functions.

Additional state appropriation, as a result of increases in enrollment and retention
 Annualized FTEs are projected to increase by at least 100 during the five-year grant period. Based on the current rate of \$2,010, this would result in an additional \$201,000 annually. The administration has agreed to commit 25% of this increase for institutionalization (\$50,250). Strong support has been indicated by the Legislature for an appropriation to cover the cost and replacement of institutional equipment (\$50,000).

Additional tuition revenue, as a result of increases in enrollment and retention
 With the projected increase of 100 annualized FTE, the current tuition schedule of \$1,295 will generate \$129,600. 33% of these funds have been committed to institutionalization (\$42,750).

Additional revenues from student fees, as a result of increases in enrollment and retention
 With a fee schedule of \$374 per FTE, an additional 100 students will generate \$37,400. The administration and Associated Student Government have agreed to commit 30% of this increase to support institutionalization of elements of Title III relating to student enrichment (\$11,200). It has further been agreed to increase student fees by \$20 (\$10/semester) with the total being applied to supporting student enhancement. This would produce an additional (\$8,200).



SUMMARY

• Additional state appropriation	\$ 100,250
• Additional tuition revenues	\$ 42,770
• Additional student fees	\$ 26,900
• Reallocation of institutional resources	\$ 28,380
	\$ 198,300

SPECIFIC ACTIONS

Personnel

Student Life Facilitator – SJC will assume 25% of the cost for salaries and benefits in Year 4, 50% in Year 5, and 100% following the grant period.

Technology Trainer(s) – SJC will provide for salary and benefits for a 50% time technology trainer throughout and following the grant period. This position is already included in the SJC budget.

Site Supervisors – SJC will assume the costs of salaries and benefits for one site supervisor in Year 4, two in Year 5, and three following the grant period.

Outreach Developer – This position will not be required following the grant period.

Program Designers – Will not be required following the grant period.

Travel

Travel costs for interaction between SJC and outreach centers.

Equipment/Supplies

Costs for maintenance and replacement of technology hardware and software, based on 6-year replacement.

Other

Rent and utilities for outreach centers have been calculated to average \$1,000/month at each center. Two-thirds of these costs will be paid by other education programs (e.g. adult, vocational, community education).

INSTITUTIONALIZATION PLAN							
Cost Category	Source	Year 1	Year 2	Year 3	Year 4	Year 5	Post-Grant
Student Life Facilitator	Title III	55,090	56,743	58,445	45,149	31,002	
Technology Trainer	Title III	4,896	5,043	5,195	5,350	5,511	
Site Supervisors	Title III	4,403	18,131	32,699	28,850	14,869	
Outreach Developer	Title III	19,393	19,975	20,574	10,596	10,914	
Program Designers	Title III	15,109	15,562	16,029	16,510	-0-	
Travel	Title III	11,301	7,327	9,432	8,168	7,934	
Equipment/Supplies Maintenance/Replacement	Title III						
Rent/Utilities	Title III						
TOTAL							179,189

PART II. DEVELOPMENT/GRANT SPECIFICS

A. PRIOR TITLE III SUPPORT

The College of Eastern Utah, including both the Price and San Juan Campus, has received no Title III support within the five-year period preceding the date that this grant would begin.

B. RANKING ACTIVITIES

The proposed Title III grant application is designed as a single, integrated Activity to enhance access, performance, and persistence of disadvantaged students.

C. ACTIVITY NARRATIVE – ENHANCING ACCESS, PERFORMANCE, AND PERSISTENCE FOR DISADVANTAGED STUDENTS

1. OBJECTIVES AND PERFORMANCE INDICATORS

Major objectives and performance indicators are detailed in the chart that begins on the following page.

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

FORM APPROVED
OMB No.: 1840-0114
EXP. DATE: 12/31/2002

Activity Objectives and Performance Indicators

1. NAME OF APPLICANT INSTITUTION:
College of Eastern Utah - San Juan Campus

2. ACTIVITY TITLE: Enhancing Access, Performance, and Persistence for Disadvantaged Students

3. MAJOR OBJECTIVES IN MEASURABLE TERMS

Goal 1. To increase the academic success of disadvantaged students at SJC.

Objective 1.1. By September 2008, the average grade point average for disadvantaged students will have increased from 1.75 to 2.50 (43% increase), with at least 50% achieving a minimum GPA of 2.75.

Components

- Learning Communities
- Summer Bridge

4. PERFORMANCE INDICATORS

LEARNING COMMUNITIES

YEAR 1 (10/1/03-9/30/04)

- 1.1.1. By January 2004, research on model Learning Community (LC) programs will have been completed.
- 1.1.2. By May 2004, first LC (level 1) will have been designed.
- 1.1.3. By September 2004, a facility will have been retrofitted and equipped to accommodate a technology-enhanced Computer-Assisted Learning Lab (CALL) to provide out-of-class support for developmental students involved in LCs, as well as other Activity components.
- 1.1.4. By September 2004, pilot cohort of 15 first-year developmental students will have enrolled in LC1.

YEAR 2 (10/1/04-9/30/05)

- 1.1.5. By December 2004, second LC (level 2) will have been designed.
- 1.1.6. By January 2005, at least 12 pilot cohort students will have enrolled in LC2.
- 1.1.7. By July 2005, LC1 and LC2 will have been assessed and revised.
- 1.1.8. By July 2005, third LC (level 3) will have been designed.
- 1.1.9. By September 2005, second cohort of 20 first-year developmental students will have enrolled in LC1; at least 20 will enroll in LC2; and, at least 10 returning developmental students will have enrolled in LC 3 (pilot cohort).
- 1.1.10. By September 2005, the average GPA of pilot cohort will be at least 1.85, with 50% achieving a minimum GPA of 2.00.

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3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS
<p>Goal 1. To increase the academic success of disadvantaged students at SJC.</p> <p>Objective 1.1. By September 2008, the average grade point average for disadvantaged students will have increased from 1.75 to 2.50 (43% increase), with at least 50% achieving a minimum GPA of 2.75.</p> <p><u>Components</u></p> <ul style="list-style-type: none"> • Learning Communities • Summer Bridge 	<p>LEARNING COMMUNITIES</p> <p><u>YEAR 1 (10/1/03-9/30/04)</u></p> <p>1.1.1. By January 2004, research on model Learning Community (LC) programs will have been completed.</p> <p>1.1.2. By May 2004, first LC (level 1) will have been designed.</p> <p>1.1.3. By September 2004, a facility will have been retrofitted and equipped to accommodate a technology-enhanced Computer-Assisted Learning Lab (CALL) to provide out-of-class support for developmental students involved in LCs, as well as other Activity components.</p> <p>1.1.4. By September 2004, pilot cohort of 15 first-year developmental students will have enrolled in LC1.</p> <p><u>YEAR 2 (10/1/04-9/30/05)</u></p> <p>1.1.5. By December 2004, second LC (level 2) will have been designed.</p> <p>1.1.6. By January 2005, at least 12 pilot cohort students will have enrolled in LC2.</p> <p>1.1.7. By July 2005, LC1 and LC2 will have been assessed and revised.</p> <p>1.1.8. By July 2005, third LC (level 3) will have been designed.</p> <p>1.1.9. By September 2005, second cohort of 20 first-year developmental students will have enrolled in LC1; at least 20 will enroll in LC2; and, at least 10 returning developmental students will have enrolled in LC 3 (pilot cohort).</p> <p>1.1.10. By September 2005, the average GPA of pilot cohort will be at least 1.85, with 50% achieving a minimum GPA of 2.00.</p>

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	<p><u>YEAR 3 (10/1/05-9/30/06)</u></p> <p>1.1.11. By January 2006, third cohort of 20 first-year developmental students will have enrolled in LC1; at least 16 returning developmental students will have enrolled in LC 2 (second cohort); and, at least 16 returning developmental students will have enrolled in LC 3 (second cohort).</p> <p>1.1.12. By March 2006, LC1 and LC2 will have been reassessed, modified, and adopted.</p> <p>1.1.13. By March 2006, LC3 will be assessed and revised.</p> <p>1.1.14. By September 2006, fourth cohort of at least 25 first-year developmental students will have enrolled in LC1; third cohort of at least 25 returning/new first-year developmental students will have enrolled in LC2; at least 12 returning students will have enrolled in LC3 (second cohort).</p> <p>1.1.15. By September 2006, the average GPA of LC students will be at least 2.00, with 50% achieving a minimum GPA of 2.15.</p> <p><u>YEAR 4 (10/1/06-9/30/07)</u></p> <p>1.1.16. By January 2007, the fifth cohort of at least 25 first-year developmental students will have enrolled in LC1; at least 30 returning/new first-year developmental students will have enrolled in LC2 (fourth cohort); and, at least 16 returning developmental students will have enrolled in LC3 (third cohort).</p> <p>1.1.17. By March 2007, LC3 will have been reassessed, modified, and adopted.</p>	

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
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<p>1.1.18. By September 2007, the sixth cohort of at least 30 first-year developmental students will have enrolled in LC1; fifth cohort of at least 30 returning/new first-year developmental students will have enrolled in LC2; at least 20 returning students will have enrolled in LC3 (fourth cohort). 1.1.19. By September 2007, the average GPA of LC students will be at least 2.20, with 50% achieving a minimum GPA of 2.40. <u>YEAR 5 (10/1/07-9/30/08)</u> 1.1.20. By January 2008, the seventh cohort of at least 30 first-year developmental students will have enrolled in LC1; at least 35 returning/new developmental students will have enrolled in LC2 (sixth cohort); at least 20 returning developmental students will have enrolled in LC3 (fifth cohort). 1.1.21. By September 2008, the average GPA of LC students will be at least 2.50, with 50% achieving a minimum GPA of 2.75. SUMMER BRIDGE <u>YEAR 1 (10/1/03-9/30/04)</u> N/A <u>YEAR 2 (10/1/04-9/30/05)</u> 1.1.22. By December 2004, research on model Summer Bridge (SB) programs will have been completed. 1.1.23. By March 2005, first SB will have been designed. 1.1.24. By September 2005, first SB will have been completed and assessed.</p>	

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

FORM APPROVED
OMB No.: 1840-0114
EXP. DATE: 12/31/2002

Activity Objectives and Performance Indicators

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4. PERFORMANCE INDICATORS

YEAR 3 (10/1/05-9/30/06)

- 1.1.25. By March 2006, based on assessment of 2005, SB will have been modified for 2006.
- 1.1.26. By September 2006, at least 20 developmental students will have completed 2006 SB, and program will have been assessed.
- 1.1.27. By September 2006, the average GPA of SB developmental students will be at least 2.00, with 50% achieving a minimum GPA of 2.15.

YEAR 4 (10/1/06-9/30/07)

- 1.1.28. By April 2007, SB for 2007 will have been designed.
- 1.1.29. By September 2007, at least 30 developmental students will have completed 2007 SB, and program will have been assessed.
- 1.1.30. By September 2007, the average GPA of SB developmental students will be at least 2.20, with 50% achieving a minimum GPA of 2.40.

YEAR 5 (10/1/07-9/30/08)

- 1.1.31. By April 2008, SB for 2008 will have been designed
- 1.1.32. By September 2008, at least 40 developmental students will have completed 2008 SB.
- 1.1.33. By September 2008, the average GPA of SB developmental students will be at least 2.50, with 50% achieving a minimum GPA of 2.75.

Outcome: Average GPA of disadvantaged students will have increased to at least 2.50, with 50% achieving a minimum of 2.75.

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<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p> <p><u>ACADEMIC PROGRAMS</u></p> <p>Goal 2) To increase graduation/completion rate of disadvantaged students at SJC.</p> <p>Objective 2.1. By September 2008, the graduation/completion rate of disadvantaged students at SJC will have increased from 28% to 40% (43% increase).</p> <p><u>Components</u></p> <ul style="list-style-type: none"> • Leadership Enhancement • Peer Mentoring 	<p>4. PERFORMANCE INDICATORS</p> <p><u>LEADERSHIP ENHANCEMENT</u></p> <p><u>YEAR 1 (10/1/03-9/30/04)</u></p> <p>2.1.1. By August 2004, a freshman level leadership program will have been designed.</p> <p>2.1.2. By September 2004, a freshman level leadership program will have been implemented.</p> <p><u>YEAR 2 (10/1/04-9/30/05)</u></p> <p>2.1.3. By August 2005, a sophomore level leadership program will have been designed.</p> <p>2.1.4. By August 2005, the freshman level leadership program will have been field tested, assessed, and revised.</p> <p>2.1.5. By September 2005, revised freshman level leadership program will continue, and sophomore level program implemented.</p> <p><u>YEAR 3 (10/1/05-9/30/06)</u></p> <p>2.1.6. By June 2006, the freshman level leadership program will have been reassessed, final revisions made, and formally adopted.</p> <p>2.1.7. By August 2006, the sophomore level leadership program will have been field tested, assessed, and revised.</p> <p>2.1.8. By September 2006, the freshman level leadership program will have been incorporated into the SJC catalog, and the revised sophomore level program continued.</p>

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<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p> <p><u>YEAR 4 (10/1/06-9/30/07)</u> 2.1.9. By June 2007, the sophomore level leadership program will have been reassessed, final revisions made, and formally adopted. 2.1.10. By September 2007, the freshman level leadership program will have continued, and sophomore level program incorporated into SJC catalog.</p> <p><u>YEAR 5 (10/1/07-9/30/08)</u> N/A</p> <p>PEER MENTORING <u>YEAR 1 (10/1/03-9/30/04)</u> 2.1.11. By December 2003, research on model peer mentoring programs will have been completed. 2.1.12. By March 2004, SJC peer mentoring program will have been designed. 2.1.13. By August 2004, pilot cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies. 2.1.14. By September 2004, academic support, recreational, and social events will have been scheduled for 2004/05.</p> <p><u>YEAR 2 (10/1/04-9/30/05)</u> 2.1.15. By December 2004, second cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.</p>

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4. PERFORMANCE INDICATORS

- 2.1.16. By September 2005, first cohort of peer mentors will have continued at the sophomore level.
- 2.1.17. By September 2005, academic support, recreation, and social events will have been scheduled for 2005/06.
- 2.1.18. By September 2005, the graduation/completion rate of disadvantaged students will have increased to at least 30%.

YEAR 3 (10/1/05-9/30/06)

- 2.1.19. By December 2005, the peer mentoring program will have been assessed and revised as deemed appropriate.
- 2.1.20. By August 2006, third cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.

2.1.21. By September 2006, second cohort of peer mentors will have continued at the sophomore level.

2.1.22. By September 2006, academic support, recreational, and social events will have been scheduled for 2006/07.

2.1.23. By September 2006, the graduation/completion rate of disadvantaged students will have increased to at least 32%.

YEAR 4 (10/1/06-9/30/07)

2.1.24. By January 2007, the peer mentoring program will have been assessed and revised as deemed appropriate.

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4. PERFORMANCE INDICATORS

- 2.1.25. By August 2007, third cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.
- 2.1.26. By September 2007, second cohort of peer mentors will have continued at the sophomore level.
- 2.1.27. By September 2007, academic support, recreational, and social events will have been scheduled for 2007/08.
- 2.1.28. By September 2007, the graduation/completion rate of disadvantaged students will have increased to at least 36%.

YEAR 5 (10/1/07-9/30/08)

- 2.1.29. By August 2008, fifth cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.
- 2.1.30. By September 2008, fourth cohort of peer mentors will have continued at the sophomore level.
- 2.1.31. By September 2008, academic support, recreational, and social events will have been scheduled for 2008/09.
- 2.1.32. By September 2008, the graduation/completion rate of disadvantaged students will have increased to at least 40%.

Outcome: Graduation/Completion rate of disadvantaged students will have increased 43% (from 28% to 40%).

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<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p>
<p>Goal 4) To increase the proficiencies of administrators, faculty, and staff at SJC in utilizing technology to enhance services for disadvantaged students.</p> <p>Objective 4.1. By September 2008, the percentage of SJC administrators, faculty, and staff at SJC using information technology and interactive multimedia will have increased from 23% to 75% (226% increase).</p> <p><u>Components</u></p> <ul style="list-style-type: none"> Professional Development 	<p><u>YEAR 1 (10/1/03-9/30/04)</u> N/A</p> <p><u>YEAR 2 (10/1/04-9/30/05)</u> N/A</p> <p><u>YEAR 3 (10/1/05-9/30/06)</u> 4.1.1. By November 2005, 3 professional personnel will have been selected to participate in a degree program in instructional technology. 4.1.2. By December 2005, a comprehensive technology training plan for SJC administrators, faculty, and staff will have been designed, including at least 16 hours of training for Phase I. 4.1.3. By February 2006, hardware, software, and training manuals will have been acquired for Phase I of the technology training plan. 4.1.4. By August 2006, 3 professional personnel will have completed 18 credit hours toward a degree in instructional technology. 4.1.5. By September 2006, at least 75% of administrators, faculty, and staff will have successfully completed Phase I of the technology training plan.</p> <p><u>YEAR 4 (10/1/06-9/30/07)</u> 4.1.6. By November 2006, Phase I of the technology training plan will have been assessed and revised as deemed appropriate. 4.1.7. By January 2007, based on assessment of Phase I, content for Phase II of the technology training plan will have been completed, including at least 32 hours of training. 4.1.8. By March 2007, hardware, software, and training manuals will have been acquired for Phase II of the technology training plan.</p>

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Disadvantaged Students

3. MAJOR OBJECTIVES IN MEASURABLE TERMS

Outcome: At least 75% of SJC administrators, faculty, and staff will be proficient in the use of technology to enhance services for disadvantaged students.

4. PERFORMANCE INDICATORS

- 4.1.9. By August 2007, 3 professional personnel will have completed an additional 18 credit hours toward a degree in instructional technology.
 - 4.1.10. By September 2007, at least 75% of administrators, faculty, and staff will have successfully completed Phase II of the technology training plan.
- YEAR 5 (10/1/07-9/30/08)
- 4.1.11. By November 2007, Phase II of the technology training plan will have been assessed and revised as deemed appropriate.
 - 4.1.12. By January 2008, based on assessment of Phases I and II, content for Phase III of the technology training plan will have been completed, including at least 32 hours of training.
 - 4.1.13. By March 2008, hardware, software, and training manuals will have been acquired for Phase III of the technology training plan.
 - 4.1.14. By September 2008, 3 professional personnel will have completed a degree in instructional technology.
 - 4.1.15. By September 2008, at least 75% of administrators, faculty, and staff will have successfully completed Phase III of the technology training plan.

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3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS	
<u>FISCAL STABILITY</u> Goal 6) To increase access, particularly of disadvantaged students, at SJC. Objective 6.1. By September 2008, the enrollment at SJC will have increased from 458 to 600 (31% increase); including an increase of disadvantaged students from 158 to 250 (58% increase). <u>Components</u> <ul style="list-style-type: none"> • Outreach Community Centers 	<u>YEAR 1 (10/1/03-9/30/04)</u> 6.1.1. By December 2003, a remote community in the SJC service area with highest need and interest will have been selected for an outreach center. 6.1.2. By June 2004, facilities will have been developed to initiate educational services at the selected remote site. 6.1.3. By August 2004, a schedule of classes and support services will have been established for 2004. 6.1.4. By September 2004, at least 25 new students will have enrolled at the remote site, 15 of which will be disadvantaged. <u>YEAR 2 (10/1/04-9/30/05)</u> 6.1.5. By November 2004, a second remote community in the SJC service area will have been selected for an outreach center. 6.1.6. By June 2005, facilities will have been developed to initiate educational services at the second remote site. 6.1.7. By August 2005, a schedule of classes and support services will have been established for 2005. 6.1.8. By September 2005, at least 50 new students will have enrolled at the remote sites, 30 of which will be disadvantaged. 6.1.9. By September 2005, funds will have been obligated to purchase furnishings and equipment for the third outreach center. <u>YEAR 3 (10/1/05-9/30/06)</u> 6.1.10. By November 2005, a third remote community in the SJC service area will have been selected for an outreach center.	

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Outcome: Enrollment at SJC will have increased by at least 31% (from 458 – 600), including a 58% increase in disadvantaged students (from 158 – 250).	6.1.11. By June 2006, facilities will have been developed to initiate educational services at the third remote site. 6.1.12. By August 2006, a schedule of classes and support services will have been established for Fall Semester 2006. 6.1.13. By September 2006, at least 75 new students will have enrolled at the remote sites, 45 of which will be disadvantaged. <u>YEAR 4 (10/1/06-9/30/07)</u> 6.1.14. By June 2007, a comprehensive, plan for stabilizing and enhancing enrollments and services at outreach centers will have been implemented. 6.1.15. By August 2007, a schedule of classes and support services will have been established for 2007. 6.1.16. By September 2007, at least 105 new students will have enrolled, of which a minimum of 65 will be identified as disadvantaged. <u>YEAR 5 (10/1/07-9/30/08)</u> 6.1.17. By June 2008, the plan for stabilization and enhancement will have been assessed and revised as deemed appropriate. 6.1.18. By August 2008, a schedule of classes and support services will have been established for 2008. 6.1.19. By September 2008, at least 142 new students will have enrolled, 92 of which will be disadvantaged.	

2. RELATIONSHIP OF ACTIVITY OBJECTIVES TO THE CDP

In order to maximize the impact of resources that might be made available, SJC proposes to limit this Title III project to a single Activity. This Activity has been designed to incorporate a series of interwoven components that are deemed vital for effectively addressing the goals and objectives outlined in the Comprehensive Development Plan. Achievement of the major objectives will be instrumental in resolving specific problems presented in the CDP that are confronted by disadvantaged student populations: access to postsecondary education opportunities; academic enhancement; graduation/completion; and professional development in utilizing technology.

GOAL	OBJECTIVE	COMPONENT
Increase academic success of disadvantaged students	43% increase in average GPA with 50% achieving a GPA of at least 2.75, by September 2008	<ul style="list-style-type: none"> • Learning Communities • Summer Bridge
Increase graduation/completion of disadvantaged students	43% increase in graduation/completion, by September 2008	<ul style="list-style-type: none"> • Leadership Enhancement • Peer Mentoring
Increase proficiencies of professional personnel in utilizing technology	226% increase in personnel utilization of information technology and interactive multimedia, by September 2008	<ul style="list-style-type: none"> • Professional Development
Increase access, particularly for disadvantaged students	31% increase in enrollment, including 58% in disadvantaged students, by September 2008	<ul style="list-style-type: none"> • Outreach Community Centers

3. IMPLEMENTATION STRATEGY AND TIMETABLE

As indicated previously, this Activity incorporates a seamless network of interwoven components that build upon one another to provide a comprehensive structure for enhancing success of disadvantaged students. Strategies for addressing each performance indicator, leading toward achieving prescribed major objectives, are detailed in the following charts.

IMPLEMENTATION STRATEGY AND TIMETABLE FORM			
1. Name of Applicant Institution:	College of Eastern Utah- San Juan Campus	2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results
			7. Timeframe
			From To
Objective 1.1. Increasing academic performance – Learning Community (LC)			
YEAR 1 (10/03-9/04)			
1. Appoint Title III Coordinator	President, Vice President	Lynn Lee is identified in the application to fill this position	Lynn Lee will have been appointed as Title III Coordinator. 10/03
2. Appoint Activity Director	Vice President, Title III Coordinator	Gail Glover is identified in the application to fill this position	Gail Glover will have been appointed as Activity Director. 10/03
3. Select Student Life Facilitator	Activity Dir., Title III Coord, Deans of Students and Instr.	Advertise; screen, interview; select Student Life Facilitator	Student Life Facilitator will have been appointed. 10/03
4. Conduct review of literature on LC programs	Activity Director, Student Life Facilitator	Research; select and review literature on LCs	A literature review will have been completed. 11/03
5. Identify successful models and visit 2 institutions	Activity Director, Student Life Facilitator	Identify and select two sites with successful LC programs; schedule and visit sites	Two LC sites will have been visited. 1/04
6. Select LC model for SJC	Activity Dir., Title III Coord, Deans of Students and Instr.	Select and design LC model	LC model for SJC will have been designed. 1/04
7. Identify personnel to develop first LC	Activity Director, Student Life Facilitator	Select personnel to develop first LC	Personnel to develop the first LC will have been selected. 2/04
8. Coordinate materials from existing courses and develop new materials for first LC	Student Life Facilitator, Program Designers	Determine competency levels for first LC; assess materials; develop new material	Curriculum for first LC will have been developed. 5/04
9. Advertise/Promote first LC	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	First LC will have been promoted and advertised. 7/04
10. Retrofit facility for Computer-Assisted Learning Lab (CALL)	Activity Director, Physical Facilities Staff	Identify faculty; design CALL; acquire materials; remodel	Facility will have been completed to accommodate CALL. 10/03

IMPLEMENTATION STRATEGY AND TIMETABLE FORM					
1. Name of Applicant Institution:		2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students	
College of Eastern Utah-San Juan Campus					
3. Specific Tasks to be Completed		4. Primary Participants		6. Tangible Results	
		5. Methodologies Involved		7. Timeframe	
				From	To
11. Determine, acquire, and install hardware and software in CALL	Activity Director, Purchasing Dept. Staff	Determine appropriate hardware and software; advertise and select bids; prepare purchase orders; install		10/04	11/04
12. Determine selection process; select and register students for first LC	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students		7/04	9/04
<u>YEAR 2 (10/04-9/05)</u>					
13. Identify personnel to develop second LC	Activity Director, Student Life Facilitator	Select personnel to develop second LC		10/04	10/04
14. Coordinate materials from existing courses and develop new materials for second LC	Student Life Facilitator, Program Designers	Determine competency levels for second LC; assess materials; plan new material		7/04	9/04
15. Advertise/Promote second LC	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources		12/04	1/05
16. Determine selection process; select and register students for Spring 2005 LC	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students		11/04	1/05
17. Identify personnel to develop third LC	Activity Director, Student Life Facilitator	Select personnel to develop third LC		4/05	4/05
18. Evaluate faculty, assess effectiveness, and modify first and second LCs	Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Prog. Designers	Design evaluation forms; conduct peer and student assessments; make appropriate modifications		3/05	7/05
19. Coordinate materials from existing courses and develop new materials for third LC	Student Life Facilitator, Program Designers	Determine competency levels for second LC; assess materials; plan new material		4/05	7/05

IMPLEMENTATION STRATEGY AND TIMETABLE FORM			
1. Name of Applicant Institution:	College of Eastern Utah- San Juan Campus	2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students	7. Timeframe
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results
			From To
20. Advertise/Promote Fall 2005 LCs	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	Fall 2005 LCs will have been promoted and advertised. 6/05 7/05
21. Determine selection process; select and register students for Fall 2005 LCs	Student Life Facilitator, Academic Counselors	Determine criteria; screen; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Fall 2005 LCs. 7/05 9/05
22. Evaluate academic status of initial pilot cohort	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Collect and analyze data; review and chart student outcomes	Evaluation will have documented average GPA of LC students to be at least 1.85, with 50% achieving 2.0. 7/05 9/05
YEAR 3 (10/05-9/06)			
23. Advertise/Promote Spring 2006 LCs	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	Spring 2006 LCs will have been promoted and advertised. 10/05 11/05
24. Determine selection process; select and register students for Spring 2006 LCs	Student Life Facilitator, Academic Counselors	Determine criteria; screen; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Spring 2006 LCs. 11/05 1/06
25. Reassess, modify, and adopt first and second LCs	Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Program Designers	Conduct peer and student assessments; make appropriate modifications; adopt first and second LCs	First and second LCs will have been adopted. 1/06 3/06
26. Evaluate faculty, assess effectiveness, and modify third LC	Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Prog. Designers	Design evaluation forms; conduct peer and student assessments; make appropriate modifications	Assessment and modifications of third LC will have been completed. 1/06 3/06
27. Advertise/Promote Fall 2006 LCs	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	Fall 2006 LCs will have been promoted and advertised. 6/06 7/06

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		2. Activity Title:		7. Timeframe	
College of Eastern Utah-San Juan Campus		Enhancing Access, Performance, and Persistence for Disadvantaged Students		From	To
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7/06	9/06
28. Identify, group, and register students according to levels in Fall 2006 LCs	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Fall 2006 LCs.	7/06	9/06
29. Evaluate academic status of LC students	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Collect and analyze data; review and chart student outcomes	Evaluation will have documented average GPA of LC students to be at least 2.0, with 50% achieving 2.15.	7/06	9/06
<u>YEAR 4 (10/06-9/07)</u>					
30. Advertise/Promote Spring 2007 LCs	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	Spring 2007 LCs will have been promoted and advertised.	10/06	11/06
31. Identify, group, and register students according to levels in Spring 2007 LCs	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Spring 2007 LCs.	11/06	1/07
32. Reassess, modify, and adopt third LC	Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Program Designers	Conduct peer and student assessments; make appropriate modifications; adopt first and second LCs	Third LC will have been adopted.	1/07	3/07
33. Advertise/Promote Fall 2007 LCs	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	Fall 2007 LCs will have been promoted and advertised.	6/07	7/07
34. Identify, group, and register students according to levels in Fall 2007 LCs	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Fall 2007 LCs.	7/07	9/07
35. Evaluate academic status of LC students	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Collect and analyze data; review and chart student outcomes	Evaluation will have documented average GPA of LC students to be at least 2.20, with 50% achieving 2.40.	7/07	9/07

IMPLEMENTATION STRATEGY AND TIMETABLE FORM						
1. Name of Applicant Institution:		College of Eastern Utah-San Juan Campus				
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3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
<p><u>YEAR 5 (10/07-9/08)</u></p> <p>36. Advertise/Promote Spring 2008 LCs</p> <p>37. Identify, group, and register students according to levels in Spring 2008 LCs</p> <p>38. Evaluate academic status of LC students</p>	<p>Student Life Facilitator, Community Relations Dir.</p> <p>Student Life Facilitator, Academic Counselors</p> <p>Activity Director, Student Life Facilitator, Inst. Researcher, Counselors</p>	<p>Advertise in at least three external sources.</p> <p>Determine criteria; develop screening process; identify qualified students; provide orientation; register students</p> <p>Collect and analyze data; review and chart student outcomes</p>	<p>All LCs will have been promoted and advertised.</p> <p>Selection process will have been determined, and students will have been registered in Spring 2008 LCs.</p> <p>Evaluation will have documented average GPA of LC students to be at least 2.50, with 50% achieving 2.75.</p>	<p>10/07</p> <p>11/07</p> <p>7/08</p>	<p>11/07</p> <p>1/08</p> <p>9/08</p>	
Objective 1.1. Increasing academic performance – Summer Bridge (SB)						
<p><u>YEAR 1 (10/03-9/04)</u></p> <p>NA</p>						
<p><u>YEAR 2 (10/04-9/05)</u></p> <p>39. Conduct review of literature on SB programs</p> <p>40. Select SB model for SJC</p> <p>41. Identify personnel to design 2005 SB</p> <p>42. Determine curriculum and calendar 2005 SB</p> <p>43. Advertise/Promote 2005 SB</p>	<p>Activity Director, Student Life Facilitator</p> <p>Activity Director, Student Life Facilitator, Dean of Students, Dean of Instr.</p> <p>Activity Director, Student Life Facilitator</p> <p>Activity Director, Student Life Facilitator, Dean of Students, Dean of Instr., Program Designers</p> <p>Student Life Facilitator, Community Relations Dir.</p>	<p>Research; select and review literature</p> <p>Select SB model</p> <p>Select personnel to design 2005 SB</p> <p>Determine competency levels; develop curriculum; calendar events</p> <p>Advertise 2005 SB among LC students</p>	<p>A literature review will have been completed.</p> <p>SB model for SJC will have been selected.</p> <p>Personnel to design 2005 SB will have been selected.</p> <p>2005 SB program will have been planned.</p> <p>2005 SB will have been promoted and advertised.</p>	<p>10/04</p> <p>11/04</p> <p>12/04</p> <p>1/05</p> <p>3/05</p>	<p>10/04</p> <p>12/04</p> <p>3/05</p> <p>3/05</p>	

IMPLEMENTATION STRATEGY AND TIMETABLE FORM						
1. Name of Applicant Institution:		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students		
College of Eastern Utah-San Juan Campus						
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
44. Determine selection process and register students in 2005 SB	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify eligible students; provide orientation; register students	Students will have been registered in 2005 SB.	4/05	5/05	
45. Assess 2005 SB content	Activity Director, Student Life Facilitator, Academic Counselors	Design assessment forms; conduct assessment; track student progress	Assessment of first SB content will have been completed.	7/05	9/05	
YEAR 3 (10/05-9/06)						
46. Identify personnel to refine and design 2006 SB	Activity Director, Student Life Facilitator	Select personnel to design 2006 SB	Personnel to refine and design 2006 SB will have been selected.	12/05	12/05	
47. Determine curriculum and calendar 2006 SB	Activity Director, Student Life Facilitator, Dean of Students, Dean of Instr., Program Designers	Determine competency levels; develop curriculum; calendar events	2006 SB program will have been planned.	1/06	3/06	
48. Advertise/Promote 2006 SB	Student Life Facilitator, Community Relations Dir.	Advertise 2006 SB among LC students	2006 SB will have been promoted and advertised.	3/06	3/06	
49. Select and register students for 2006 SB	Student Life Facilitator, Academic Counselors	Determine criteria; identify qualified students; provide orientation; register students	Students will have been registered in 2006 SB.	3/06	5/06	
50. Assess 2006 SB content and student outcomes	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Design assessment forms; conduct assessment; track student progress	2006 SB content and student outcomes will have been assessed (2.0 GPA; 50% at 2.15).	7/06	9/06	
YEAR 4 (10/06-9/07)						
51. Advertise/Promote and calendar 2007 SB	Student Life Facilitator, Community Relations Dir.	Advertise 2007 SB among LC students	2007 SB calendar of events will have been finalized.	3/07	4/07	
52. Select and register students for 2007 SB	Student Life Facilitator, Academic Counselors	Determine criteria; identify qualified students; provide orientation; register students	Students will have been registered in 2007 SB.	3/07	5/07	

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved		6. Tangible Results	
						7. Timeframe	
						From	To
53. Assess 2007 SB content and student outcomes	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Design assessment forms; conduct assessment; track student progress	2007 SB content and student outcomes will have been assessed (2.20 GPA; 50% at 2.40).	7/07	9/07		
YEAR 5 (10/07-9/08)							
54. Advertise/Promote and calendar 2008 SB	Student Life Facilitator, Community Relations Dir.	Advertise 2007 SB among LC students	2008 SB calendar of events will have been finalized.	3/08	4/08		
55. Select and register students for 2008 SB	Student Life Facilitator, Academic Counselors	Determine criteria; identify qualified students; provide orientation; register students	Students will have been registered in 2008 SB.	3/08	5/08		
56. Assess 2008 SB content and student outcomes	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Design assessment forms; conduct assessment; track student progress	2008 SB content and student outcomes will have been assessed (2.50 GPA; 50% at 2.75).	7/08	9/08		
Objective 2.1. Increasing graduation/completion – Leadership Enhancement							
YEAR 1 (10/03-9/04)							
1. Select Student Life Facilitator (see Objective 1, Task 3, page 50)	Title III Coordinator, Activity Director, Selection Committee	Advertise position through appropriate in-house and external media	Student Life Facilitator will have been selected.	10/03	11/03		
2. Provide appropriate training for Student Life Facilitator	Title III Coordinator, Activity Director, Dean of Students	Identify and attend appropriate workshops, conferences, seminars; identify and visit model colleges	Student Life Facilitator will have been trained in student retention strategies.	11/03	3/04		
3. Identify personnel to assist in designing freshman level leadership program	Activity Director, Student Life Facilitator	Determine interest and expertise; select personnel	Personnel will have been selected to design freshman leadership program.	3/04	4/04		
4. Coordinate existing materials and develop new materials/courses for freshman level leadership program	Student Life Facilitator, Program Designers	Review existing materials; revise to include new strategies; develop additional materials	Materials will have been developed for freshman leadership program.	8/04	8/04		

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		2. Activity Title:		7. Timeframe	
College of Eastern Utah-San Juan Campus		Enhancing Access, Performance, and Persistence for Disadvantaged Students		From	To
3. Specific Tasks to be Completed		5. Methodologies Involved		6. Tangible Results	
5. Advertise/Promote freshman level leadership program	Student Life Facilitator, Academic Advisors, Mentors	Provide promotional brochures to academic advisors; meet with interested students	Freshman leadership program will have been advertised and promoted.	7/04	8/04
6. Select and register pilot cohort for Fall 2004 freshman level leadership program	Student Life Facilitator, Academic Advisors, Mentors	Review applications; interview and select applicants; register students	12 freshmen (6 disadvantaged) will have registered for freshman level leadership program.	7/04	9/04
YEAR 2 (10/04-9/05)					
7. Identify personnel to assist in designing sophomore level leadership program	Student Life Facilitator, Dean of Students	Determine interest and expertise; select personnel	Personnel will have been selected to design sophomore leadership program.	10/04	11/04
8. Register pilot cohort for Spring 2005 freshman level leadership program	Student Life Facilitator, Academic Advisors	Identify students; enroll students	12 students will have been enrolled in freshman leadership program, Spring 2005.	12/04	1/05
9. Coordinate existing materials and develop new materials/courses for sophomore level leadership prog.	Student Life Facilitator, Program Designers	Review existing materials; revise to include new strategies; develop additional materials	Materials will have been developed for sophomore leadership program.	11/04	8/05
10. Assess effectiveness and modify 2004 freshman leadership program	Activity Director, Student Life Facilitator, Academic Advisors, Program Designers, Inst. Researcher	Administer satisfaction survey; administer program evaluation to peer mentors; measure increase in student engagement; modify as deemed appropriate	Freshman leadership program will have been assessed to determine effectiveness in student engagement and modified.	5/05	8/05
11. Advertise/Promote Fall 2005 freshman and sophomore level leadership programs	Student Life Facilitator, Academic Advisors, Mentors	Provide promotional brochures to academic advisors; meet with interested students	Freshman and sophomore leadership programs will have been advertised and promoted.	6/05	8/05
12. Select and register second freshman cohort and sophomores in Fall 2005 leadership programs	Student Life Facilitator, Academic Advisors, Mentors	Review applications; interview and select applicants; register students	24 students (12 disadvantaged) will have registered in appropriate leadership program.	7/05	9/05

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students	
College of Eastern Utah-San Juan Campus		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
				From	To
<p><u>YEAR 3 (10/05-9/06)</u></p> <p>13. Register students for Spring 2006 leadership program</p> <p>14. Reassess effectiveness of freshman leadership program, make final revisions, and adopt</p> <p>15. Assess effectiveness and modify 2006 sophomore leadership program</p> <p>16. Advertise/Promote Fall 2006 leadership programs</p> <p>17. Select and register third freshman cohort and sophomores in Fall 2006 leadership program</p>	<p>Student Life Facilitator, Academic Advisors, Mentors</p> <p>Activity Director, Student Life Facilitator, Program Designers, Inst. Researcher</p> <p>Activity Director, Student Life Facilitator, Academic Advisors, Program Designers, Inst. Researcher</p> <p>Student Life Facilitator, Academic Advisors, Mentors</p> <p>Student Life Facilitator, Academic Advisors, Mentors</p>	<p>Review applications; interview and select applicants; register students</p> <p>Administer satisfaction survey; administer program evaluation; measure increase in student engagement; modify as deemed appropriate; adopt freshman leadership program</p> <p>Administer satisfaction survey; administer program evaluation; measure increase in student engagement; modify as deemed appropriate</p> <p>Provide promotional brochures to academic advisors; meet with interested students</p> <p>Review applications; interview and select applicants; register students</p>	<p>24 students (12 disadvantaged) will have registered in leadership program.</p> <p>Freshman leadership program will have been reassessed, revised, and adopted.</p> <p>Sophomore leadership program will have been assessed to determine effectiveness in student engagement and modified.</p> <p>Leadership programs will have been advertised and promoted.</p> <p>24 freshmen (12 disadvantaged) will have registered for freshman level leadership program.</p>	<p>12/05</p> <p>4/06</p> <p>5/06</p> <p>7/06</p> <p>8/06</p>	<p>1/06</p> <p>6/06</p> <p>8/06</p> <p>9/06</p>
<p><u>YEAR 4 (10/06-9/07)</u></p> <p>18. Reassess effectiveness of sophomore leadership program, make final revisions, and adopt</p> <p>19. Advertise/Promote Fall 2007 leadership programs</p>	<p>Activity Director, Student Life Facilitator, Program Designers, Inst. Researcher</p> <p>Student Life Facilitator, Academic Advisors, Mentors</p>	<p>Administer satisfaction survey; administer program evaluation; measure increase in student engagement; modify as deemed appropriate; adopt sophomore leadership program</p> <p>Provide promotional brochures to academic advisors; meet with interested students</p>	<p>Sophomore leadership program will have been reassessed, revised, and adopted.</p> <p>Leadership programs will have been advertised and promoted.</p>	<p>4/07</p> <p>7/07</p>	<p>6/07</p> <p>8/07</p>

IMPLEMENTATION STRATEGY AND TIMETABLE FORM						
1. Name of Applicant Institution:		2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students		
College of Eastern Utah-San Juan Campus						
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
20. Select and register fourth freshman cohort and sophomores in Fall 2007 leadership program	Student Life Facilitator, Academic Advisors, Mentors	Review applications; interview and select applicants; register students	24 freshmen (12 disadvantaged) will have registered for freshman level leadership program.	8/07	9/07	
21. Institutionalize leadership program	Title III Coordinator, Activity Director, President, Vice President	Identify resources to complete institutionalization	Freshman and sophomore leadership program will have been institutionalized.	9/07	9/07	
<u>YEAR 5 (10/07-9/08)</u> N/A						
Objective 2.1. Increasing graduation/completion – Peer Mentoring						
<u>YEAR 1 (10/03-9/04)</u>						
22. Conduct review of literature on peer mentoring programs	Student Life Facilitator, Student Services Personnel	Research; select and review literature	A literature review will have been completed.	10/03	11/03	
23. Select peer mentoring model for SJC	Activity Dir., Student Life Facilitator, Dean of Students	Identify successful mentoring model	Peer mentoring model will have been selected.	11/03	12/03	
24. Identify personnel to design peer mentoring	Activity Dir., Student Life Facilitator, Dean of Students	Review expertise of student services personnel	Personnel to design mentoring model will have been identified.	12/03	12/03	
25. Complete design for peer mentoring	Student Life Facilitator, Program Designers	Identify components of successful mentoring program; develop mentor manual	Peer mentoring program will have been designed.	12/03	3/04	
26. Determine process for selecting peer mentors	Student Life Facilitator, Academic Advisors	Identify priorities; coordinate with advisors; inform prospective mentors	Process for selecting peer mentors will have been determined.	3/04	5/04	
27. Select first cohort of mentors and train in retention strategies	Student Life Facilitator, Academic Advisors	Rank mentors according to priority matrix; conduct training	12 mentors will have been selected and trained.	6/04	8/04	
28. Enroll first cohort of mentors in freshman level leadership program	Student Life Facilitator, Academic Advisors	Register mentors for freshman level leadership program	Mentors will have been enrolled in freshman leadership.	8/04	9/04	
29. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2004/05	Student Life Facilitator, Student Council, Mentors	Assign peer mentors to specific committees to plan events	Schedule of events for 2004/05 will have been completed.	8/04	9/04	

IMPLEMENTATION STRATEGY AND TIMETABLE FORM			
1. Name of Applicant Institution:	College of Eastern Utah- San Juan Campus	2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students	
		4. Primary Participants	5. Methodologies Involved
3. Specific Tasks to be Completed	6. Tangible Results	7. Timeframe	
	From	To	
<p><u>YEAR 2 (10/04-9/05)</u></p> <p>30. Select second cohort of mentors and train in retention strategies</p> <p>31. Enroll first cohort of mentors in sophomore level leadership program and second cohort in freshman level</p> <p>32. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2005/06</p> <p>33. Conduct evaluation of graduation/completion rates for disadvantaged students</p>	<p>Rank mentors according to priority matrix; conduct training</p> <p>Register mentors in appropriate leadership program</p> <p>Assign peer mentors to specific committees to plan events</p> <p>Compile data; compare retention/graduation rates for disadvantaged students/peers</p>	<p>10/04</p> <p>8/05</p> <p>8/05</p> <p>8/05</p>	<p>12/04</p> <p>9/05</p> <p>9/05</p> <p>9/05</p>
<p><u>YEAR 3 (10/05-9/06)</u></p> <p>34. Conduct assessment of effectiveness of peer mentoring</p> <p>35. Make appropriate revisions/modifications of peer mentoring, based on results of assessment</p> <p>36. Select third cohort of mentors and train in retention strategies</p> <p>37. Enroll peer mentors in appropriate levels of leadership program</p> <p>38. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2006/07</p>	<p>Measure increase in rate of engagement; assess retention and graduation</p> <p>Study assessment results; incorporate revisions as recommended in assessment</p> <p>Rank mentors according to priority matrix; conduct training</p> <p>Register mentors in appropriate leadership program</p> <p>Assign peer mentors to specific committees to plan events</p>	<p>10/05</p> <p>11/05</p> <p>6/06</p> <p>8/06</p> <p>9/06</p>	<p>11/05</p> <p>12/05</p> <p>8/06</p> <p>9/06</p> <p>9/06</p>

IMPLEMENTATION STRATEGY AND TIMETABLE FORM					
1. Name of Applicant Institution:		College of Eastern Utah-San Juan Campus			
2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students			
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
				From	To
39. Conduct evaluation of graduation/completion rates for disadvantaged students	Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher	Compile data; compare retention/graduation rates for disadvantaged students/peers	Graduation/completion rate for disadvantaged students will have increased to at least 32%.	8/06	9/06
YEAR 4 (10/06-9/07)					
40. Review effectiveness of peer mentoring	Activity Dir., Student Life Facilitator, Dean of Students, Academic Advisors	Identify increase in retention and graduation rates as a result of peer mentoring	Review of effectiveness of peer mentoring will have been completed.	10/06	11/06
41. Make final revisions and adopt peer mentoring	Student Life Facilitator, Program Designers	Incorporate revisions; adoption by Curriculum and Instruction Committee	Final revisions will have been made and peer mentoring program adopted.	11/06	1/07
42. Select fourth cohort of mentors and train in retention strategies	Student Life Facilitator, Academic Advisors	Rank mentors according to priority matrix; conduct training	Fourth cohort of mentors will have been selected and trained.	6/07	8/07
43. Enroll peer mentors in appropriate levels of leadership program	Student Life Facilitator, Academic Advisors	Register mentors in appropriate leadership program	12 sophomores and 12 freshmen will have been enrolled in respective leadership program.	9/07	9/07
44. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2007/08	Student Life Facilitator, Student Council, Mentors	Assign peer mentors to specific committees to plan events	Schedule of events for 2007/08 will have been completed.	9/07	9/07
45. Conduct evaluation of graduation/completion rates for disadvantaged students	Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher	Compile data; compare retention/graduation rates for disadvantaged students/peers	Graduation/completion rate for disadvantaged students will have increased to at least 36%.	8/07	9/07
YEAR 5 (10/07-9/08)					
46. Select fifth cohort of mentors and train in retention strategies	Student Life Facilitator, Academic Advisors	Rank mentors according to priority matrix; conduct training	Fourth cohort of mentors will have been selected and trained.	6/08	8/08
47. Enroll peer mentors in appropriate levels of leadership program	Student Life Facilitator, Academic Advisors	Register mentors in appropriate leadership program	12 sophomores and 12 freshmen will have been enrolled in respective leadership program.	9/08	9/08
48. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2008/09	Student Life Facilitator, Student Council, Mentors	Assign peer mentors to specific committees to plan events	Schedule of events for 2008/09 will have been completed.	9/08	9/08

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution: College of Eastern Utah- San Juan Campus		2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students		7. Timeframe	
3. Specific Tasks to be Completed		5. Methodologies Involved		From	To
49. Conduct evaluation of graduation/ completion rates for disadvantaged students		4. Primary Participants Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher		6. Tangible Results Graduation/completion rate for disadvantaged students will have increased to at least 40%.	
Objective 4.1. Increasing proficiencies in utilizing technology - Professional Development					
<u>YEAR 1 (10/03-9/04)</u>					
N/A					
<u>YEAR 2 (10/04-9/05)</u>					
N/A					
<u>YEAR 3 (10/05-9/06)</u>					
1. Identify personnel to design technology training plan	Title III Coord., Activity Dir., Technology Trainer, Technology Oversight Committee (TOC)	Identify personnel to design training plan; provide orientation and training as necessary	Personnel to design technology training plan will have been identified.	10/05	10/05
2. Select 3 professional personnel to participate in a degree program in instructional technology	Title III Coordinator, Activity Director, Vice President, Deans	Determine criteria; advertise opportunity; accept applications; select participants	3 professional personnel will have been selected to participate in a degree program in instructional technology.	10/05	11/05
3. Design SJC technology training plan	Activity Director, TOC Technology Trainer	Review and document current technology skills; review and research training methodologies; design SJC model	SJC technology training plan will have been designed.	10/05	12/05
4. Determine and purchase appropriate hardware, software, and training manuals for Phase I	Activity Director, TOC, Technology Trainer, Purchasing Staff	Determine hardware and software; request bids; issue purchase orders	Hardware, software, and manuals for Phase I technology training will have been purchased.	12/05	2/06
5. 3 personnel will complete 18 credit hours toward degree in instructional technology	University instructors	Apply and receive admission; register; complete courses	3 personnel will have completed 18 credit hours in instructional technology.	5/06	8/06

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution: College of Eastern Utah- San Juan Campus		2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students			
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
				From	To
6. Document participation of administrators, faculty, and staff in Phase I training	Activity Director, Technology Trainer	Administer pre- and post-evaluations; maintain rosters	75% of professional personnel will have completed 16 hours of training in technology applications.	3/06	9/06
<u>YEAR 4 (10/06-9/07)</u> 7. Assess effectiveness of Phase I and revise	Activity Director, Technology Trainer, TOC	Quantify and evaluate progress and productivity; administer questionnaires	Effectiveness of Phase I training will have been assessed and revised as warranted.	10/06	11/06
8. Determine content for Phase II	Activity Director, TOC Technology Trainer	Consider effectiveness of Phase I; conduct additional research; design Phase II	Content for Phase II technology training will have been determined.	11/06	1/07
9. Determine and purchase appropriate hardware, software, and training manuals for Phase II	Activity Director, TOC, Technology Trainer, Purchasing Staff	Determine hardware and software; request bids; issue purchase orders	Hardware, software, and manuals for Phase II technology training will have been purchased.	1/07	3/07
10. 3 personnel will complete an additional 18 credit hours toward a degree in instructional technology	University instructors	Apply and receive admission; register, complete courses	3 personnel will have completed an additional 18 credit hours in instructional technology.	5/07	8/07
11. Document participation of administrators, faculty, and staff in Phase II training	Activity Director, Technology Trainer	Administer pre- and post-evaluations; maintain rosters	75% of professional personnel will have completed 32 hours of training in technology applications.	3/07	9/07
<u>YEAR 5 (10/07-9/08)</u> 12. Assess effectiveness of Phase II and revise	Activity Director, Technology Trainer, TOC	Quantify and evaluate progress and productivity; administer questionnaires	Effectiveness of Phase II training will have been completed.	10/07	11/07
13. Determine content for Phase III	Activity Director, TOC Technology Trainer	Consider effectiveness of Phase II; conduct additional research; design Phase III	Content for Phase III technology training will have been determined.	11/07	1/08

IMPLEMENTATION STRATEGY AND TIMETABLE FORM						
1. Name of Applicant Institution:		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students		
College of Eastern Utah-San Juan Campus						
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
14. Determine and purchase appropriate hardware, software, and training manuals for Phase III	Activity Director, TOC, Technology Trainer, Purchasing Staff	Determine hardware and software; request bids; issue purchase orders	Hardware, software, and manuals for Phase III technology training will have been purchased.	1/08	3/08	
15. 3 personnel will complete a degree in instructional technology	University instructors	Apply and receive admission; register; complete courses	3 personnel will have completed a degree in instructional technology.	5/08	8/08	
16. Document participation of administrators, faculty, and staff in Phase III training	Activity Director, Technology Trainer	Administer pre- and post-evaluations; maintain rosters	75% of professional personnel will have completed 48 hours (Phase III) of training in technology applications.	3/08	9/08	
Objective 6.1. Increasing access - Outreach Centers						
YEAR 1 (10/03-9/04)						
1. Select Outreach Developer	Title III Coordinator, Activity Director, Selection Committee	Advertise regionally; screen and interview applicants; recommend and appoint successful candidate	Outreach Developer will have been selected.	10/03	11/03	
2. Determine community with highest priority to establish the first outreach center	Title III Coordinator, Activity Director, Outreach Developer	Administer assessments; analyze responses; select community for first center	Community for first outreach center will have been selected.	11/03	12/03	
3. Create community advisory group	Activity Director, Outreach Developer	Select community members with interest in higher education	Ten member community advisory group will have been appointed.	11/03	12/03	
4. Design program of educational services based on community needs	Activity Director, Outreach Developer, SJC Faculty/Staff, Advisory Group	Design program based on surveys, interviews, and public meetings	Programs with highest interest and the potential for meeting workforce needs of community will have been designed.	11/03	1/04	
5. Arrange for facilities	Title III Coordinator, Activity Director, Outreach Developer	Assess available facilities; collaborate with community agencies to secure resources; develop lease/rent agreement	Arrangements for facilities to accommodate a community outreach center will have been completed.	12/03	3/04	

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students	
College of Eastern Utah-San Juan Campus		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students	
4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
			From	To	
3. Specific Tasks to be Completed					
6. Determine, purchase, and install furnishings and equipment	Assess needs for equipment and furnishings; request bids; prepare purchase orders; install	Community outreach center will have been prepared for delivery of services.	3/04	6/04	
7. Select Site Supervisor	Advertise regionally; screen and interview applicants; recommend and appoint successful candidate	Site Supervisor for outreach center will have been hired.	6/04	6/04	
8. Develop sequence of courses and prepare schedule for 2004	Establish course matrix; give priority to community workforce needs; complete Fall class schedule; advertise schedule	Class schedule for Fall 2004 will have been completed.	6/04	8/04	
9. Enroll students for Fall 2004	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/04	9/04	
<u>YEAR 2 (10/04-9/05)</u>					
10. Determine community with highest priority to establish the second outreach center	Administer assessments; analyze responses; select community for second center	Community for second outreach center will have been selected.	10/04	11/04	
11. Create community advisory group	Select members with interest in higher education	Community advisory group will have been appointed.	10/04	11/04	
12. Design program of educational services based on community needs	Design program based on surveys, interviews, and public meetings	Programs with highest interest and the potential for meeting workforce needs of community will have been designed.	11/04	1/05	
13. Arrange for facilities	Assess available facilities; collaborate with community agencies to secure resources; develop lease/rent agreement	Arrangements for facilities to accommodate a community outreach center will have been completed.	12/04	3/05	

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students	
College of Eastern Utah-San Juan Campus		2. Activity Title:		3. Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
				From	To
14. Determine, purchase, and install furnishings and equipment	Activity Director, Outreach Developer, Purchasing Staff	Assess needs for equipment and furnishings; request bids; prepare purchase orders; install	Community outreach center will have been prepared for delivery of services.	3/05	6/05
15. Select Site Supervisor	Activity Director, Outreach Developer, Advisory Group	Advertise regionally; screen and interview applicants; recommend and appoint successful candidate	Site Supervisor for outreach center will have been hired.	6/05	6/05
16. Develop sequence of courses and prepare schedule for 2005	Activity Director, Outreach Developer, Site Supervisor, SJC Faculty/Staff	Establish course matrix; give priority to community work-force needs; complete Fall class schedule; advertise schedule	Class schedule for Fall 2005 will have been completed.	6/05	8/05
17. Enroll students for Fall 2005	Site Supervisor, SJC Staff	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/05	9/05
18. Commit funds for furnishings and equipment for third outreach center	Activity Director, Outreach Developer, Purchasing Staff	Project needs; request bids; obligate funds	Funds for furnishings and equipment for third outreach center will have been obligated.	8/05	9/05
YEAR 3 (10/05-9/06)					
19. Determine community with highest priority to establish the third outreach center	Title III Coordinator, Activity Director, Outreach Developer	Administer assessments; analyze responses; select community for third center	Community for third outreach center will have been selected.	10/05	11/05
20. Create community advisory group	Activity Director, Outreach Developer	Select members with interest in higher education	Ten member community advisory group will have been appointed.	11/05	11/05
21. Design program of educational services based on community needs	Activity Director, Outreach Developer, SJC Faculty/Staff, Advisory Group	Design program based on surveys, interviews, and public meetings	Programs with highest interest and the potential for successfully meeting workforce needs of community will have been designed.	11/05	1/06

opinion; Campus visits; and Experience (LACE). This model has gained wide acceptance and adds to the reliability of strategies. Research was studied and used to substantiate the unique approach to the principles used to guide the direction of this application. Each strategy has been researched and discussed among the staff before implementation into their program. It was a necessary component to confirm the need for positive, authentic, and a proven need for change. The literature also presented the challenges for each approach. The SJC team has submitted a well thought-out and broad sweeping program to illicit change within their college.

10 points

Weaknesses

No weaknesses found

Reader's Score: 10

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

Strengths

9. The timetables for each activity and for all major activity tasks cited are realistic. For instance: the SJC team will not begin all new activities at one time. There are phases and a few will not begin until year 4. The fourth summer Bridge program for example will be designed, implemented and assessed. This program will be adopted and institutionalized by the SJC. Much consideration has been given to each phase of the educational process with its myriad of opportunities for growth in learning, social and leadership situations for the students. Timetables for each experience has been realistic and is attainable.

5 points

Weaknesses

No weaknesses found

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

Strengths

10. In each key personnel studied the past training and experience are directly related to the stated activity objectives. The likelihood for the success of the program is high. Each person in the top key positions has the background with the SJC and is familiar with its challenges and needs. All eight positions have been clearly identified and the time commitment clearly allocated. The qualifications, responsibilities and time commitments are directly related to the outcome and process objectives.

7 points

Weaknesses

No weaknesses found

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

Strengths

11. In every case the time commitment of the key personnel is realistic. The chart presented is clear and illustrates the 100%, 50%, Part-time, 25%, etc. categories for the distribution of the salaries of all of the employees within the SJC Title III program.

3 points

Weaknesses

No weaknesses found

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective project implementation? (5 Points)

Strengths

12. The management plan has been clearly stated and has the endorsement and commitment from the President who has advocated and sanctioned the Title III program from the beginning of his administrative responsibilities at the College of Eastern Utah. The Activity Director has access to the Vice President and CEO of the SJC administrator through the Title III Coordinator. There are other Title III programs on the

SJC. The guidelines and standards of a government program will be expected and familiar to the staff at the institution. Seven specific outcomes have been established to promote effective project management. They appear to be comprehensive, realistic and attainable. A clearly defined chart has been submitted to illustrate the linkages among the college staff and a Title III Task Force will be established at the onset to provide support, direction, and monitoring of the program
5 points

Weaknesses

No weaknesses found

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

Strengths

13. The project coordinator and the activity director have significant authority to conduct the project effectively. They have access to all of the facilitators of the program as well as the President at the College of Eastern Utah in Price, Utah. The organizational chart shows their positions within the college structure.
5 points

Weaknesses

No weaknesses found

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

Strengths

14. A comprehensive plan has been developed to ensure measuring success. Evaluation is perceived to be an integral to each aspect of the Title III plan. The Activity Evaluation Plan has been exhibited in a chart and illustrates the collection

procedures for baseline data, outcome results, data elements and shows the clear connections to the objectives. The collection procedures are appropriate to measure the attainment of activity objectives and to measure the success of the project. Formative and summative evaluative methods have been utilized with the time frames proposed. Vital questions will be answered throughout the entire program as the evaluation process begins with the onset of the Title III program. The involvement of an external evaluator with a broad exposure to Title III institutions will enhance overall implementation and impact on the SJC community.

5 points

Weaknesses

No weaknesses found

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

Strengths

15. The extent of the data analysis procedures responding to formative and summative results on attaining activity objectives and measuring the success of the project were evident throughout the evaluation plan. The Implementation strategy and Timetable Form clearly illustrate within the 17 pages the integration of the evaluative process with the total program from onset to completion. The goals of the comprehensive development plan are measurable by the evaluative methodologies that will be utilized by the program staff.

5 points

Weaknesses

No weaknesses found

Reader's Score: 5

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

16.

Strengths

The proposed costs are necessary and reasonable in relation to the project's objectives and score.

Weaknesses

No weaknesses found

Reader's Score: 5

Status: Submitted

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