



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary

OMB No. 1890-0004  
Expiration: 10-31-2007

PR/Award #: - P031A000160

Final Grant Performance Report — October 1, 2000 through September 31, 2005  
Improving Academic and Student Service Programs by Developing  
A Digital Learning Resource System - - P031A000160  
Submitted on January 31, 2006 by Brian McLane, Project Director  
Northland Pioneer College

### Executive Summary

Through the Title III Grant Project, Northland developed a system consisting of hardware, software and digital academic and student service resources accessible to students for anytime-anywhere learning success. As the College serves an extensive rural and remote service area in Northeastern Arizona, the Digital Learning System goals and objectives have focused on improving access to and success in higher education for rural citizens through innovative distance learning applications.

Comprehensive goals included the following: to increase enrollment by enhancing access to online student service programs and effective communication between student service staff and students; to improve student academic performance by increasing the quantity and quality of digital resources for teaching, study and research; to enhance the teaching/learning process by integrating multimedia, WEB, and other digital technology into instructional and library services.

The Digital Learning Project was completed on September 3, 2005. Project tasks for the final year of the grant project were completed with no significant changes in methodology or objectives as referenced in the performances objectives included with this report Based upon summative evaluations, study and observations the College has achieved the following primary objectives:

- College-wide enrollment in the final year of the project (2004-2005) has increased by more than 36% over enrollment statistics for baseline period (1999-2000).
- The Digital Learning System being developed in this grant project has been fully integrated with the College's interactive television distance learning system, online learning programs and traditional lecture classes. In addition, the Digital Learning System has been fully integrated with the College's Library and with specific Student Service operations (Admissions, Registration, Financial Aid and Academic Advising).

- The College has increased the number of academic online database journal titles accessible via the campus network or the Internet by 60% and increased the number of faculty developing and using digital teaching/learning resources from 8 instructors to 32 as compared to base period data in Fall 1999.
- Access to academic research and study resources for successfully completing course work has been improved. Approximately 1350 students attending classes in the seven rural College Centers, twenty-two community service sites, and about 1000 Internet students who prior to the Title III project (Fall 1999) had limited or no access to the library book catalog and academic research data bases, now have access to these resources/services via the College network or the Internet. Northland now provides through digital resources the recommended number, scope and level of journal articles and other resources to support the curriculum as defined by Association of College and Research Libraries standards for medium to small academic libraries for two and four year colleges.
- 90% of faculty surveyed indicated a significant improvement in students use of reference/research library materials and resources for Fall 2005 coursework as compared to student performance in Fall 1999, 2000 or 2001.
- In the focus area of Internet enrollment, the Title III project has contributed to a significant increase in the College's Internet course enrollment. Baseline data (Spring Semester 2000) statistics show 399 headcount enrollment for Internet courses. For Spring Semester 2004, 1019 students were enrolled in Internet courses.
- The number of students declaring a specific academic degree has been increased from about 24% during Fall 1999 to more than 36% in Fall 2005.
- All college campus and center sites now maintain computer and distance learning workstations to meet special needs as specified by the College's Disabilities Resource Advisor, and the institutional web pages are compliant with ADA standards for text readers.

In order to continue the progress achieved in the Title III grant project, the college has taken several steps to institutionalize critical resources and services that were funded all or in part through grant project funds. Such resources include library data bases, online academic courses, online student services, high speed data circuits for Internet connectivity, and continued faculty and student training in digital resources. Efforts to insure grant activities are institutionalized for continued success include the following:

- Partnerships with commercial Internet service companies including Arizona LCC Internet Inc. and Telespectra Inc have been established. The college has entered into an agreement with these two commercial entities to provide high speed data circuits for Internet connectivity in return for use of college facilities and use of college personnel to provide basic service to networking equipment. A partnership with Northern Arizona University and Coconino Community College (Arizona) has also been established. These partnerships will enable the College to continue to increase Internet bandwidth to sustain project networking applications.
- The Library resources budget has been increased and funding transferred from other categories to increase money available for continued increase in items within the digital learning system.
- The annual budget for faculty and staff development funding has been increased as well as the number of training activities in online teaching and learning in order to insure the most effective use of the digital learning resource system.
- The college has received funding from State grants to integrate digital resources more comprehensively into other academic areas including the Nursing program.
- Tuition and technology fees have been increased to more fairly distribute the cost of maintaining state of the art technology within the college operational budget.

We recognize that the college has an obligation to share project information with other academic institutions who may face similar challenges in bringing higher education to rural constituents. We disseminated project strategies, challenges, and best practices through the following methods:

- On-Site Visits: from representatives of Mohave Community College and Coconino Community College County, Arizona, Community Colleges during 2000-2004, which resulted in implementation of similar distance learning systems at their institutions; Arizona State Legislators examining the process for bringing college level courses to rural communities via distance learning methods 2000 and 2004.
- Presentations: the Arizona Community College Administrators Annual Conference, March 2001; Arizona Learning Systems Consortium Workshops, 2001-02; Chair Academy 11<sup>th</sup> Annual International Conference, Kansas City, Missouri, March 2002; e-learning 12<sup>th</sup> Annual International Conference, April 2002; International Conference on Teaching and Leadership Excellence, National Institute for Staff & Organizational Development (NISOD), Austin, Texas, May 2002; Annual Title III Project Directors Workshops, Washington, D.C. 2000 and 2001.

- Publications: *Connecting Native Americans to Educational Opportunities*, Brian McLane, Project Director, article in e-learning, International Distance Learning Conference (IDLCON 2003) Proceedings; *Leaping Across the Digital Divide*, Brian McLane, Project Director, conference paper for Follow the Path to Leadership, Chair Academy Conference Proceedings 2002; and press releases and articles in local newspapers.
- The College has prepared a project analysis document and is currently seeking publication sources and presentation forums.

The following sections of this report include the objectives and performance outcomes for the final project year (10/04 through 9/05); grant objectives and performance outcomes for the entire grant period (10/2000 through 9/2005) as identified in the proposal; the budget breakdown for year five of the project; and a narrative describing the success, challenges and overall impact of the project on Northland Pioneer College.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

Year 5 (October 2004-October 2005)

1. Project Objective [  Check if this is a status update for the previous budget period.

Improve resources for academic research and student services by increasing the number of items in digital collection. ( p.78-79 of proposal)

I.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Increase number of online journal titles by 50%		Raw Number	Ratio	%	Raw Number	Ratio	cy.
				13700/22460		50	/

I.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Increase number of book titles in digital form by 50%		Raw Number	Ratio	%	Raw Number	Ratio	
				5940/29700		50	/

Explanation of Progress (Include Qualitative Data and Data Collection Information) — Objective I is continued to next page

Actual data for performance measures 1a. exceeded target data. In 99-00 online journal titles were about 13700 and in 04-05 number was 22460. As noted in other objectives not all students had access to online journals during base line data period 99-00. For measure 1 b. we were unable to reach the target data of 50% of library books (or about 14800) in digital format only reaching the actual measure of 20% or 5940. Reasons for not meeting the objective included: book vendors contacted during development of the proposal indicated that by 2003-04 digital titles available would include materials adequate in scope as those books purchased within the library's collection plan, however such materials were not available in digital form by that period; book vendors could not meet requirements that all digital titles be available within the guidelines of the library's checkout and usage patterns; digital collections available did not fully meet the college's curriculum and nor ACRL collection standards for medium to small libraries; library usage patterns indicate that students are using research journals more frequently than books. In response to student usage patterns the library has been able to meet teaching learning support needs with the same institutional book budget for the past three years but has increased the academic journal/serials budget by more than 70% in this same period. We expect this trend to continue and therefore the emphasis will be on increasing digital formats for journals and other print materials.



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Year 5 (October 2004-October 2005)

1. Project Objective (continued)       I Check if this is a status update for the previous budget period.

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	cy.
Increase number of government documents in digital form by 80%							
			18500/15720	80		/	85

1.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	cy.
Increase number of Instructors' Course Materials in digital form by 90%							0/0
			712/460	90		/	65

Explanation of Progress (Include Qualitative Data and Data Collection Information) Objective 1 is continued to next page

We were able to exceed target rate for 1.c. but did not meet the target rate for 1.d. Some reserve materials in physical format were not adaptable to digital format, such as kits or packages of research materials. In some cases, delay in process for converting materials created too great a time lapse in making items available as quickly as needed. The process for data analysis for objectives 1.c. through 1.d. consisted of gathering baseline data (1999-2000) from statistical reports on collection holdings and comparing those statistics to ending period (2004-2005) data.



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1. Project Objective (continued)       Check if this is a status update for the previous budget period.

I.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Increase number multimedia learning items relevant to course work (accessible online via digital learning system)		500	/		520	/	

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

We were able to slightly exceed target measure for i.e. The process for data analysis for objectives 1.e. consisted of gathering baseline data (1999-2000) from statistical reports on collection holdings and comparing those statistics to ending period (2004-2005) data.



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2. Project Objective (Year 5 - continued)       Check if this is a status update for the previous budget period.

Increase understanding of the project on student achievement. (p 78-79 of proposal)

2.a. Performance Measure	Measure Type	Quantitative Data					
70% of instructors surveyed will indicate improvement in student adequate use of library reference sources for research projects.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		12 /11	70	/	90		
2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	0/0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The college was able to exceed performance measures in Objective 2 as the library made great strides in improving access to, quality of, and development of training resources for the digital learning system. The data collection process primarily used surveys with student and faculty focus groups from campus and center locations before, during and after the grant project. 12 Full-time faculty from English, Performing Arts, Science, Math and Language were selected as a focus group as these instructors have several curricular activities involving academic research/study using library and digital collection resources. 11 instructors indicated improvement in student academic performance in terms of using relevant library resources.





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3. Project Objective (Year 5 - continued)       Check if this is a status update for the previous budget period.

Increase understanding of the project on fiscal stability and institutional effectiveness. p 78-79 of proposal

3.a. Performance Measure	Measure Type	Quantitative Data				
Increase by access by 70% to academic support services for students Students enrolled in Centers and those enrolled in Web-based courses		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio
		1350 /1350	100		/	100

3.b. Performance Measure	Measure Type	Quantitative Data				
Increase access by 70% to student services for all students enrolled in Centers and those enrolled in Web-based courses		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio
		1350 /1350	50%		/	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

We were able to exceed target rate for objectives 3.a. and 3.b. to achieve 100%. Data represents non-campus headcount for Fall 2005. The completion of the digital learning system provides access to all resources and services described in the proposal as the college network is accessible from labs and libraries at all campus and center locations, and access via the Internet for students from home computers. Prior to the grant project the 6 centers had no online access to such services. Campus labs and libraries had access to some online services and in-person services providing about 60% of all Northland students with access to basic academic and student services during the baseline data period 1999-2000.



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**3. Project Objective (Year 5 - continued)**       Check if this is a status update for the previous budget period.

Increase understanding of the project on fiscal stability and institutional effectiveness. p 78 -79 of proposal

3.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Improve opportunities for other institutions in creating digital learning resources by disseminating objectives, strategies and outcomes for project.			1/I	100		/	100

3.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

Objective 3.c has been completed. Findings, observations and relevant data has been compiled and written in the form of an article/report for professional journals or conference proceedings, and portions published to the NPC Web.



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1. Project Objective       Check if this is a status update for the previous budget period.

Grant Objectives For Proposal - Entire Project Period (10/00-9/05) Objectives as specified on p 38-50 of grant proposal.

Increase computer literacy and information/research skills for student body each semester.

I .a. Performance Measure	Measure Type	Quantitative Data					
Increase by 40% number of students provided with library research instruction		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	cy0
			432 /690	40		/	62

I.b. Performance Measure	Measure Type	Quantitative Data					
Increase student library resource usage by 60%		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	cy0
			3612/5432	60		/	66

Explanation of Progress (Include Qualitative Data and Data Collection Information)

For Performance measure I a, we increased by 62% the number of students receiving formal library instruction (690) as compared to the baseline data for 99-00 (432) In addition, many self-paced library instructional modules and services were used by students. Thus we are in the process of developing more a more stable process for measuring participation in student library instruction. We were able to meet the target rate of student library usage. Data collection methods consisted of library in-house gate count and system servers and client workstations data usage reports. Reports from 99-00 indicated annual usage by about 3612 students.



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2. Project Objective            J Check if this is a status update for the previous budget period.

Increase student access to educational and student service resources. P 39 of grant proposal.

2.a Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
90% of off-campus students (those enrolled at Centers and via Web-based courses) will have access to library and college web resources							
			1350	90		/	100
			/1350				

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	0/0
70% of off-campus students (those enrolled at Centers and via Web-based courses) will have access to online course related instructional resources and to student service resources							
			1350	70		/	100
			/1350				

Explanation of Progress (Include Qualitative Data and Data Collection Information)

We were able to achieve 100% in Objectives 2a and 2b. The completion of the digital learning system provides access to all resources and services described in the proposal as the college network is accessible from labs and libraries at all campus and center locations, and access via the Internet for students from home computers. Prior to the grant project, about 40% of students were provided with access to such services in that all 4 campus labs and libraries had access to some online services. Students at 5 centers and Internet students had no access to such services as online library journals and academic/student services digital resources. Data collection methods consisted of focus group surveys from the Fall 2005 headcount for non-campus locations (1350) and from library and system servers and client workstations data reports.



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2. Project Objective (continued)       Check if this is a status update for the previous budget period.

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
30% of students will (declare) commit to a specific academic program degree as opposed to enrolling as general studies							
			4591	30		/	36
			/1676				

2.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
75% of instructors' reserve or supplemental course material will be available in digital format							0/0
			212/126	75		/	60

Explanation of Progress (Include Qualitative Data and Data Collection Information)

We exceeded target performance measure 2c by achieving a little over 36% rate of students declaring a specific academic degree. Data collection process involved comparing percentage of headcount for Fall 2005 compared to those who declared or completed a degree plan. About 24% declared a degree in Fall 99. We did not meet target rate of 75% of instructors' reserve material in digital collection but accomplished 60% of such material in collection. Prior to grant project, less than 5% of this material was in digital format.



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2. Project Objective (continued)       Check if this is a status update for the previous budget period.

Grant Objectives written in proposal - Five Year Project Objectives as specified on p 38-50 of grant proposal.

2.e. Performance Measure	Measure Type	Quantitative Data					
150 college computers/workstations will be connected to the to network and able to access college digital collections and services		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	0/0
		150	/		396	/	

2.f. Performance Measure	Measure Type	Quantitative Data					
Access to digital collections and services from non-college computers will be established		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			*1*		100		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

For 2.e, We exceeded the target rate of 150 computers/workstations connected to the digital learning system and have connected 396 workstations. The primary reason for this increase was that the college expanded facilities at several locations and constructed a new campus allowing space for more public access computers. In addition to workstations purchased through the grant, the college was able to purchase additional units from institutional and other grant funding. We met target percentage in 2.f by establishing full access to digital services via the Internet. \*We can not provide a total number of non-college computers that connect to the digital learning system as we do not track connectivity from outside our network by individual computers, but only insure connectivity and access to students, staff and general public for some applications.. Data collection process consisted of counting number of college computers connected prior to grant as compared to those connected at end of grant, and testing accessibility to all system modules via college network and Internet.



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**3. Project Objective**      ] Check if this is a status update for the previous budget period.

3. Improve students' proficiency in identifying, locating, evaluating and utilizing instructional and research materials – p. 39-40 of grant proposal

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Library staff will be demonstrate 90% or better understanding and ability to operate and support digital system services		12			12	/	

3.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Students orientated to system will demonstrate 90% or better understanding ins use of digital system		72			70	/	

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

The college was able to meet performance measures in Objective 3 as the library made great strives in improving training resources for the digital learning system, including online self-paced instructional orientation resources. The data collection process primarily used surveys with student and staff focus groups from campus and center locations before, during and after the grant project. Once the participant achieved the 90% level the testing process was completed, so that level basically represented a passing score. Those who failed to achieve 90% were given the opportunity to re-test. The student focus group included 72 students from campus and center locations tested during 2004-2005, 70 completed instruction at 90% or better level of ability and 2 did not complete at 90% level of ability. For baseline period 99-00, of the 60 students in focus group, 38 achieved 90% or better understanding of library research tools/resources.



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**4. Project Objective**       I Check if this is a status update for the previous budget period.

Increase number of students enrolled by improving access to instructional and student service resources, p 41 of grant proposal

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
100% of students will be provided with communication via email, telephone, distance conferencing and other online methods for contacting instructors and institutional staff.			12460 /12460	100		/	100

4.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Registration statistics will show a total enrollment increase of 15% for 2004-05 over statistics for FY 1999-00.			9138 / 12460	15%		/	36%

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

The college met performance measure target rate for 4a by implementing, testing and providing technology and services for all students to communicate with instructors and staff via email, online services and other distance learning methods. The college exceeded target rate for 4b. as shown in comparison of annual head count rates of 9,138 for fiscal year 1999-00 and 12,460 for 2004-2005. Data collection process for 4a. consisted of testing usage of digital learning system for accessibility to email, telephone and other online methods from college network and the Internet. Data collection process for 4b. consisted of comparing annual headcount for 1999 (9,138) with annual headcount for 2004-2005 statistics report by college Office of Inst. Research.





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4. Project Objective (continued)       Check if this is a status update for the previous budget period.

4.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
50% of students at regional centers will participate in orientations on using email			1350/296	50		/	22

4.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
30% of students will use email to communicate with instructors			12460/3490	30		/	28

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

We did not reach target rate of 50% for 4c. Because student participation in such orientations were voluntary, an insufficient number of students choose to attend formal email orientation sessions. Several students did choose to use the self-paced training modules. The college is developing new strategies to increase the number of participants in formal email orientations and methods for tracking participation in self-paced modules. Staffing changes at key locations also resulted in delay in scheduling and managing orientations at some locations. We fell just short of 3d. target percentage of 30% for number of students using email to communicate with instructors achieving a rate of 28%. Data collection methods included student and faculty surveys as well as system generated usage reports.



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4. Project Objective (continued)       Check if this is a status update for the previous budget period.

4.e. Performance Measure	Measure Type	Quantitative Data					
20% of students surveyed will indicate improvement in using email to contact faculty		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			92 /29	20		/	32

4.f. Performance Measure	Measure Type	Quantitative Data					
The College will develop a computer literacy course available to all students		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		1	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

We exceeded 4e target rate of 20%. Data collection methods included survey of student and faculty focus groups, in particular distance learners and faculty teaching via distance learning. We met 4.f. objective by developing and offering a college level course, CIS 103 Computer Literacy.



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4. Project Objective (continued)      **I I** Check if this is a status update for the previous budget period.

4.g. Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio
System will be implemented to generate monthly reports via email and online data transfer to all faculty and relevant institutional staff on library holdings, usage and other data.		1			1	/

4.h. Performance Measure	Measure Type	Quantitative Data				
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio
15 faculty members will be trained to use laptops and other portable multimedia technology for teaching		15	/		18	/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

We met target rate for 4g and exceeded target rate for 4h. Data collection methods for 4g consisted of testing, implementing and using digital system to transfer monthly reports to all relevant staff via college email system and to demonstrate via survey response that such reports were comprehensive and able to be interpreted for teaching support and institutional resource management. Data collections methods for 4h consisted of confirming participation by 18 faculty members in basic operation and management of portable teaching computer-based equipment. Data collection in 4i consisted of testing and implementing access to 11 departmental databases such as registration, financial aid, library, business office, disabilities office, various academic departments and other data records/files to the central web-based interface of the digital learning system.



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 Exp 10-31-2007

PR/Award # (11 characters): - P031A000160

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

4. Project Objective (continued)      ] Check if this is a status update for the previous budget period.

4.i. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
College network will be improved to fully integrate departmental data bases for access by all relevant staff			62 /62	100		/	100

4.j. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	0/0

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

We met target rate for 4i. Data collection in 4i consisted of testing and implementing access to 11 departmental databases including registration, financial aid, library, business office, disabilities office, various academic departments and other data records/files to the central web-based interface of the digital learning system. As of Fall 2005, 62 full-time staff used the system routinely for academic, student service or institutional activities.



U.S. Department of Education  
 Grant Performance Report (ED 524B)  
 Project Status Chart

OMB No 1890-0004  
 Exp 10-31-2007

PR/Award # (11 characters): - P031A000160

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective (continued)      ] Check if this is a status update for the previous budget period.

Improve opportunities for other institutions in creating digital learning resource systems by disseminating objectives, strategies and outcomes for the project (p 79 of proposal).

5.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Document findings, observations and relevant data in the form of an article or conference paper for submission to professional publications, and publish such information on the College web.		1			1	/	

5.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

We met target rate for 5a by preparing document as specified and making available on the Web. The college is currently seeking to publish paper in journal and/or conference proceedings. Section C narrative p. 14 of this report provides more details on dissemination activities.



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**SECTION B - Budget Information** (See instructions. Use as many pages as necessary.)

**Year 5 (10/2004 - 9/2005)**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>	<b>Column 7</b>	<b>Column 8</b>
<b>Budget Categories</b>	<b>Carryover Balance from Previous FY</b>	<b>Actual Budget</b>	<b>Expenditures</b>	<b>Non-Federal Expenditures</b>	<b>Carryover Balance</b>	<b>Next Year's Actual Budget</b>	<b>Changes? Y/N</b>
Personnel	.00	.00	.00	.00	.00	.00	No
Fringe Benefits	.00	.00	.00	.00	.00	.00	No
Travel	1600.00	4600.00	1500.00	.00	.00	.00	Yes
Equipment	.00	.00	.00	.00	.00	.00	No
Supplies	.00	84000.00	87100.00	.00	.00	.00	Yes
Contractual	.00	.00	.00	.00	.00	.00	No
Construction	.00	.00	.00	.00	.00	.00	No
Other	.00	50000.00	50000.00	.00	.00	.00	No
Endowment	.00	.00	.00	.00	.00	.00	No
<b>Total Costs</b>	<b>1600.00</b>	<b>138600.00</b>	<b>138600.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	



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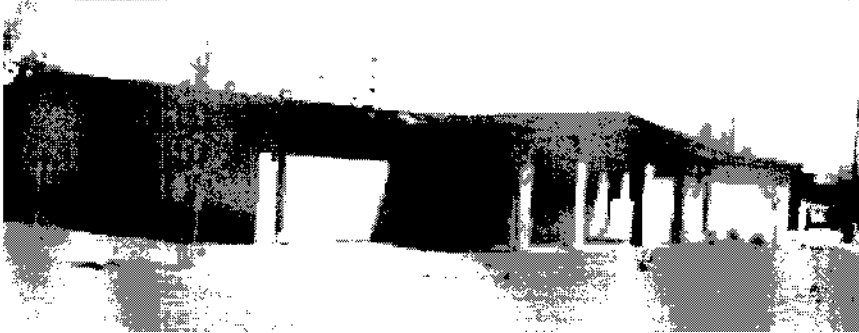
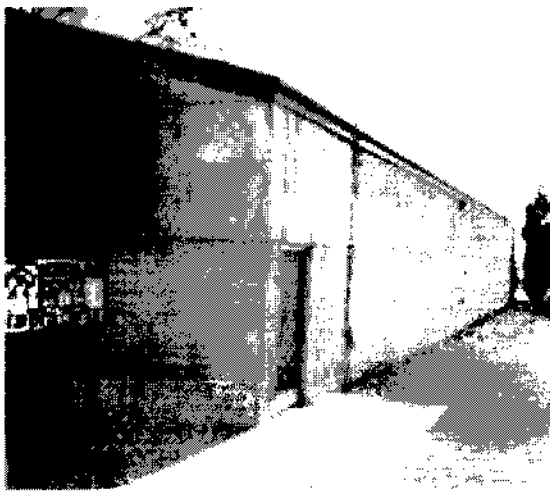
PR/Award # (11 characters): - P031A000160

SECTION B — Budget Information (See Instructions. Use as many pages as necessary.)

All Title III funds have been drawn down and expended. Total budget amount for Year 5 was set at \$137,000, however \$1600 was carried forward from Year 4 to Year 5 making the actual budget for Year 5 \$138,600. During Year 5, \$3100 from Travel category was transferred to Supplies category. Because the Project Director was working on other distance learning projects for the college, institutional funds were used for travel leaving additional funds in Travel category. Supplies category was increased because additional funds were needed for supplies (ADA compliant computers and other distance learning components).

## FINAL PERFORMANCE REPORT — SECTION C

For the Title III Project Director, plugging away on activities on a daily routine basis, worrying if we can make it on deadline to the next task, and charting out each gradual change in terms of numbers and percentages, we sometimes lose track of the impact a project can have on the individual student. However, in preparing this final report, I had the opportunity to browse through some old before and after pictures of the project sites and I have included some photos from one of our sites (Kayenta Center site prior to the project, top left; vast stretch of highway from Holbrook Campus to Kayenta Center about 142 miles, top right; current Kayenta Center, bottom left; Kayenta Center students using system resources, bottom right.)





From the perspective of a casual viewer of distance landscapes (now that I have completed my final Project Director duties), I was struck by the great distance that has been covered in our Digital Learning Resources Project. The term *distance* and *access* were used often in our proposal because that's what it was all about, overcoming severe distance barriers for rural access to higher education and providing equitable academic and student services to all despite location or population density.

In addition to helping us to reach important long term institutional goals, I would like to note two Title III assistance processes that we found most helpful. Consultation, most often via email, with our Program Officer before project start and throughout enabled us to direct activities, make modifications quickly and assess our progress effectively. Secondly, the ability to complete annual reports online and other Web-based services from the IDUES site enabled the college to complete reports and acquire information more efficiently throughout the project.

As described in the institutional narrative for our grant proposal (p. 4-8), Northland Pioneer College, a rural, two-year, comprehensive community college, serves as the primary resource for delivery of education, training, cultural and political awareness and social events for residents of Navajo and Apache Counties in Northeastern Arizona. The vast, extremely rural and remote service area envelops the reservations of three Native American tribes, and over 28% of students are Native American. Its locale is an area marked by both great natural beauty and high poverty and unemployment. Because of the size and nature of our service area, we rely upon a distance learning network of audio/

video and computer-based technologies to deliver educational opportunities to a widely distributed and diverse student body. Four campuses and five centers serve a population of 158,850 in an area of 21,000 square miles. The average population density is only 7.5 persons per square mile, while the state's population density is almost 42 persons per square mile. These communities have an average population of 7,205. The regional centers, which are smaller service units, are located in communities with an average population of 5,714.

One of our primary objectives was to increase enrollment and the challenge in succeeding in this objective was to provide an effective means to deliver services to rural and remote students at their local sites. Therefore, providing distance learning via interactive television and web-based curriculum, as well as support services for this type of instruction were important factors in our success at achieving a 36% increase enrollment through the Digital Learning Resource System Project.

In our 1998 accreditation report by the North Central Association of Colleges (NCA) and in the observations noted in the CDP of the grant proposal (p.19-25), academic and student services for some students especially those attending at centers or other non-campus locations were not equitable to students attending Northland's campus locations nor were they adequate to meet community needs. Title III funding, in combination with College funding for construction of permanent modern facilities during the grant period has enabled us to respond to this critical issue. Successful completion of our project has resulted in significant improvement of resources and services to provide provided a consistent, comprehensive and comparable level of higher education for all our learners.

In the narrative section of our proposal (p.5-6) we listed a number of primary purposes from the College's published institutional mission statement as of 2000. The following represent those purposes that we considered would be directly impacted by the Title III grant project:

- Access- to disseminate learning and deliver services to diverse communities throughout the college's rural service area.
- Support Services- to enhance student success through accessible and comprehensive student services.
- Institutional Effectiveness- to strengthen planning and evaluation of our institutional purposes to assure that our goals are effectively met.

Given the importance of these purposes, the Title III project focused on improving access to higher education through comprehensive access to academic and student services for all our residents including those who were located a great distance from one of Northland's four campuses. As noted in our proposal, many 158,850 constituents in our 21,000 square mile service area reside up to 200 miles from one of the four campuses. Thus a major challenge for our project was to improve outreach to all, even those who reside in the most remote areas of our counties and increase the number of students enrolled in higher education.

Our proposal noted that although all 25 of the fastest growing occupations in the state require a college education or higher, education attainment levels, especially on the reservation lands in our service area, were extremely low. 25% of all Navajo County students do not complete high school. Dropout rates are highest for minority student populations. Over 22% of Navajo County Hispanic students and 32.4% of Native American students drop out before completing high school. In Apache County, the average four-year drop out rate is approximately 21.6% overall, while the drop out rate for Native American youth is 39.2%. So we recognized that access to strong support services for these at risk students would be critical to their success in higher education. Thus in addition to completing activities for improving access to higher education, the proposal also focused on enhancing the quantity and quality of institutional services, in particular library research/study materials, teaching/learning programs and student service resources. Because of the significant expanse of the College's service area, our proposal focused on distance learning networking technologies to create a comprehensive collection of such resources and services.

Lastly, the proposal targeted an improvement in institutional effectiveness in terms of managing and using such resources by faculty, staff and students. Key project management personnel, faculty, students and staff received training and we evaluated performance in operating and using project technology and applications by focusing on target groups throughout the process.

On pages 101-109 of our proposal we noted the rationale of or implementation strategy was to implement technology, which will enable electronic access to academic and student service resources for faculty and students located on campus, center, or community outreach sites. Access points needed to include college-networked computer workstations as well as home computers/modems. In addition to providing online access to NPC resources/applications, the system would need to be integrated with other governmental and commercial databases to increase the scope of resources available to students and faculty. Thus the rationale for development of a Digital Learning Resource System was based on the proposition that this method would enable the College to increase and sustain resources more economically and to provide an effective process for distributing resources at most anytime to most anywhere.

We were able to follow the implementation strategy of our proposal as listed on pages 87-100 with very little change to specified activities nor significant timeline modifications as demonstrated in our annual reports. In terms of meeting the budget timeline for expenditures, we carried forward approximately \$2000 in years three and four, and completed drawing down and spending of all grant funding in the final year of the project.

The Implementation and Strategy Time Table (p. 87-100) lists the numerous individual activities undertaken each year in detail. For this report, the following is a concise description of the general scope of these activities:

- Implement servers and other central site technology to accommodate all resources, materials and services to support client workstations connected to the digital learning system.
- Implement computer and teleconferencing equipment and applications for campus and center libraries, labs, student service areas, and distance learning interactive classrooms, student service area for teaching, learning, research, advisement, registration, financial aid, career counseling and other activities to deliver comprehensive curriculum and institutional service to all students.
- Implement an online system for students to communicate and consult with faculty, academic advisors, financial aid staff, and to conduct student service activities such as placement testing and registration via teleconferencing, telephone, email and in person.
- Implement computer-based access to all College academic and student service data bases, and resources for course assignments, research and study activities.
- Develop a comprehensive collection of digital materials including research/study data bases, student service resources and other non-print items for student usage.
- Conduct training activities for faculty, staff and students to effectively utilize system resources; monitor system usage, performance and impact on student success; modify system design and application in order to meet outcome measures.

- Gather formative and summative data to evaluate impact on student performance and institutional effectiveness as listed described in the Evaluation Plan (p. 145-161) and the Measurable Objectives (p. 38-50)

Northland used a team consisting of the Project Director, the two Activity Coordinators, the Director of Institutional Research, Academic Deans and the Vice President of Student Services, Vice President of Learning, College Faculty, and other staff members in managing and evaluating the project. Registration and enrollment statistics, student and faculty surveys, library usage statistics, student service studies, focus study groups, observational studies, system usage reports and other institutional data were used to evaluate the impact of the Title III project on enrollment, student success, and institutional effectiveness in higher education using a comprehensive Distance Learning Resource system. Primarily, data from 1999-2000, the academic year prior to project start, served as the source for baseline data and data from academic year 2004-2005 was used as summative data for comparison. In some cases, data from Fall Semester 1999 and Fall Semester 2005, or Spring 2000 Semester and Spring 2004 Semester was used to evaluate outcomes.

The Title III project had a positive impact on improving access to higher education for our residents as demonstrated by a 36% increase in enrollment during 2004-2005 (12,460 headcount and 2,709 FTSE) as compared to 1999-2000 (9,138 headcount and 1,988 FTSE). This data represents annualized enrollment data as presented to the State by Northland's Office of Institutional Research. While the primary goal to increase enrollment college-wide was met, the objective of increasing the number of students

enrolling in Internet courses was also achieved. Less than 400 students were enrolled in Internet courses during Spring 2004 while the college increased Internet enrollment in Spring of 2004 to 1019 students.

In addition to improving access to higher education, the grant project had a significant impact on student ability and performance in using online research/study resources for completing course work. 90% of faculty surveyed (12 full-time professors from the English, Science, Math and Performing Arts Departments) indicated a 70% or higher level of improvement in students use of research and reference resources that are directly applicable to research assignments as compared to observations noted by instructors during the baseline data period (1999-2001). As noted in the proposal, the inability for all students to search for and acquire adequate library resources prior to the grant project had a profound impact on the student's performance in selecting and using such resources for essays, research papers and other assignments. Approximately 1350 students attending classes in the seven rural College Centers and twenty-two community service sites that prior to the Title III project (Fall 1999) had no online access to the library book catalog and academic research data bases, now have access to these resources/services via the College network or the Internet. Through development of the Digital Learning Resource System, the College has increased the number of academic online databases accessible via the campus network or the Internet by 60%, the number of online courses by approximately 150%, and increased the number of faculty developing and using digital teaching/learning resources from about 8 instructors to 32 as compared to base period data in Fall 1999. We are convinced that the most critical aspects for performing



competent research for completing college level course activities such as essays and research papers is access to a comprehensive collection of college level library resources. Northland now provides through digital resources the recommended number, scope and level of journal articles and other resources to support the curriculum as defined by Association of College and Research Libraries standards for medium to small academic libraries for two and four year colleges.

Our project was also successful in improving student services at Northland. In the 2005 annual student survey less than 12% of students indicated dissatisfaction with access to admissions, registration, financial aid and other student service activities as compared to 28% during 1999. The number of students declaring a specific academic degree has been increased from about 24% during Fall 1999 to 36% in Fall 2005. The objective for increasing the percentage of students who declared a specific degree was based on observations that students who attended Northland and failed to target studies toward a specific degree did not meet academic objectives as well as those who did declare a degree. The process of declaring a degree provided both the student and the advisor with a solid plan that could successfully integrate the student's time schedule and other factors with degree completion requirements. Project system reports indicate a 60% increase in contact/communication with instructors and student service staff for students at Centers via email and teleconferencing over contact records for academic year 1999-2000. The 1350 students attending these Centers did not have adequate access to academic or students services prior to the implementation of this project.

One of the most difficult areas to manage in distance education is secure and equitable testing procedures for distance learners. Through this project, Northland was able to establish quiet, monitored testing facilities at each of the campus and center libraries to effectively meet the needs for faculty and students in terms of remote testing. In one month, December of 2006, almost 800 students were able to complete tests using computer or teleconferencing services to insure equitable access and procedures to those students testing in the traditional classroom setting.

We believe that the Title III project has significantly improved institutional effectiveness in terms of Northland's efficiency in managing and staffing comprehensive distance learning technology, services and resources. Prior to the grant project, the college maintained several systems with no common portal or interface. The Digital Learning System being developed in this grant project has been fully integrated with the College's interactive television distance learning system and Internet courses as well as teaching application within traditional lecture classes. In addition, the Digital Learning System has been fully integrated with the College's Library and with specific Student Service operations (Admissions, Registration, Financial Aid and Academic Advising). A standard online course application, WebCT, is now in place and fully integrated with the administrative, library, Internet, email, interactive television, and other technical systems.

The College has increased the number of academic online databases accessible via the campus network or the Internet and all library locations meet Association of College and Research Libraries standards for two/four year colleges in terms of journal articles and

other research materials. Approximately 1350 students attending classes in the seven rural College Centers and twenty-two community service sites who prior to the Title III project (Fall 1999) had no online access to the library book catalog and academic research data bases, now have access to these resources/services via the College network or the Internet. In the focus area of Internet course development, the number of online courses available each semester has been increased by approximately 150% over the number of courses available online in Fall 1999. Overall, the number of faculty who develop and use digital teaching/learning resources in courses each semester has increased from about 8 instructors to 32 as compared to base period data in Fall 1999. The Title III project enabled the college to improve technology for disabled students. All college locations now maintain computer and distance learning workstations to meet special needs as specified by the College's Disabilities Resource Advisor, and the institutional web pages are compliant with ADA standards for text readers.

Lastly, Northland increased the number of student completing degrees and certificates from 204 in 1999 to 311 in 2005. We are convinced that the accomplishments in improving academic and student services had a direct impact on increasing the number of students who were able to complete associate level degrees or certificates.

In order to continue the progress achieved in the Title III grant project, the college has taken several steps to institutionalize critical resources and services that were funded all or in part through grant project funds. Such resources include library data bases, online academic courses, online student services, high speed data circuits for Internet

connectivity, and continued faculty and student training in digital resources. Efforts to insure grant activities are institutionalized for continued success include the following:

- Partnerships with commercial Internet service companies including Arizona LCC Internet Inc. and Telespectra Inc. have been established. The college has entered into an agreement with these two commercial entities to provide high speed data circuits for Internet connectivity in return for use of college facilities and use of college personnel to provide basic service to networking equipment. We have also established a partnerships with Northern Arizona University and Coconino Community College (Coconino County, Arizona) to efficiently increase bandwidth for distance learning/services to meet future growth.
- The Library resources budget has been increased and funding transferred from other categories to increase money available for continued increase in items within the digital learning system.
- The annual budget for faculty and staff development funding has been increased as well as the number of training activities in online teaching and learning in order to insure the most effective use of the digital learning resource system.
- The college has received funding from State grants to integrate digital resources more comprehensively into other academic areas including the Nursing program.
- Tuition and technology fees have been increased to more fairly distribute the cost of maintaining state of the art technology within the college operational budget.

We recognize that the college has an obligation to share project information with other academic institutions who may face similar challenges in bringing higher education to rural constituents. We disseminated project strategies, challenges, and best practices through the following methods:

- **On-Site Visits:** from representatives of Mohave Community College and Coconino Community College County, Arizona, Community Colleges during 2000-2002, which resulted in implementation of similar distance learning systems at their institutions; Arizona State Legislators examining the process for bringing college level courses to rural communities via distance learning methods.
- **Presentations:** the Arizona Community College Administrators Annual Conference, March 2001; Arizona Learning Systems Consortium Workshops, 2000-2001; Chair Academy 11<sup>th</sup> Annual International Conference, Kansas City, Missouri, March 2002; e-learning 12<sup>th</sup> Annual International Conference, April 2002; International Conference on Teaching and Leadership Excellence, National Institute for Staff & Organizational Development (NISOD), Austin, Texas, May 2002; Annual Title III Project Directors Workshops, Washington, D.C. 2000 and 2001.
- **Publications:** *Connecting Native Americans to Educational Opportunities*, Brian Mclane, Project Director, article in e-learning, International Distance Learning Conference (IDLCON 2003) Proceedings; *Leaping Across the Digital Divide*, Brian Mclane, Project Director, conference paper for Follow the Path to Leadership, Chair Academy Conference Proceedings 2002; and press releases and articles in local newspapers.

A number of valuable lessons were learned through our Title III project. The most important observations we identified for avoiding problems fall into the following suggestions:

- re-conducting and re-examining surveys and studies throughout the project will insure that grant resources are being targeted most effectively;
- insuring that end user technology is easy to use and intuitive will help users accept, adapt to and utilize project services and resources more effectively;
- developing efficient and flexible ongoing technology training methods and resources is critical to keeping the project moving forward.

Given the factors outlined above, we feel strongly that the Title III project accomplishments will continue to be fully integrated into Northland's operations and within the other State academic institutions as well. In developing a Digital Learning Resource System we have built a bridge for rural America to cross over to productive self-sufficiency through higher education. Northland is committed to enhancing these programs throughout our area because we feel that nothing we can do to contribute to the well-being of rural Arizona and the nation is more important than developing effective and innovative teaching/learning programs to enable students in all locations to build better lives for themselves.

### Section 3: Process

#### Measures

Please complete the following table to let us know what you have accomplished during the past year in this LAA category for this Activity.

LAA Category *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of library books increase? NA

*If yes:* Start # 0  
End # 0  
Application objective 0

Did the number of periodical subscriptions increase? NA

*If yes:* Start # 0  
End # 0  
Application objective 0

Did the number of educational materials increase? NA

*If yes:* Start # 0  
End # 0  
Application objective 0

NA NA

*If yes:* Start #  
Application objective 3

Other: learning objects in web form 

*If yes:* Start 332  
End 516  
Application objective 3

Other: NA

*If yes:* Start 0  
End 0  
Application objective 0

## Section 3: Process

### Measures

Please complete the following table to let us know what you have accomplished during the past year in this LAA category for this Activity.

**LAA Category** *Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.*

Was student access to the internet increased? Check

*If yes:* Start # of students 4472  
End # of students 4864  
Application objective 1

**Was faculty access to the internet increased?** Yes

***If yes:* Start # of faculty 56  
End # of faculty 62  
Application objective 1**

Was the number of computers available to students outside of the classroom increased? NO

*If yes:* Start # of computers 6  
End # of computers 12  
Application objective 4

**Was the number of computers available to faculty outside of the classroom increased?** Yes

***If yes:* Start # of computers 12  
End # of computers 22  
Application objective 4**

**Did the number of faculty trained in technology increase?** Yes

***If yes:* Start # of faculty 32  
End # of faculty 38  
Application objective 1**

Did the number of students taking courses using technology increase? NA

*If yes:* Start # of students 0  
End # of students 0  
Application objective 0

**Did the number of courses using technology increase?** Yes

***If yes:* Start # of courses 52  
End # of courses 74  
Application objective 2**



Were distance learning facilities established? NA  
*No standardized data elements*

Did the number of students using the distance learning facilities increase? Yes  
*If yes: Start # of students 4928  
End # of students 5197  
Application objective 1*

Did the number of faculty trained in teaching distance learning courses increase? Yes  
*If yes: Start # of faculty 28  
End # of faculty 44  
Application objective 2*

Did the number of faculty teaching distance learning courses increase? **NA**  
*If yes: Start # of faculty 0  
End # of faculty 0  
Application objective 0*

Did the number of distance learning courses under development increase? Yes  
*If yes: Start # of courses 4  
End # of courses 8  
Application objective 2*

Did the number of distance learning courses increase? Yes  
*If yes: Start # of courses 62  
End # of courses 80  
Application objective 2*

Did the number of students taking distance learning courses increase? Yes  
*If yes: Start # of students 2103  
End # of students 2298  
Application objective 1*

Other: Increase in number of faculty teaching Internet courses (does not include all dist. learning courses) **Yes**  
*If yes: Start 17  
End 20  
Application objective 2*

Other:

NA

*If yes:* Start 0  
End 0  
Application objective 0

Section 3: Focus Area

Outcomes — Academic Quality

The following are institutional outcomes that can be categorized in the Academic Quality focus area. Please provide information on at least two of the measures that you feel are *most reflective of your activities supported by Title III/V funds* for the current reporting period. You have the option of entering your own unique outcome goals in the area marked "Other."

You should indicate whether you achieved the related outcome during this reporting period. Remember, you are only required to select at least two outcomes. Many grantees might be in their first grant year and unable to report on any outcomes. If this is the case, you should indicate which goals you will report on next year.

In some instances, it might be necessary to provide a statement that supports your response. (Your supporting statement should be limited to 2 to 3 sentences.)

Row below each item: If you indicate that you have achieved a certain goal, please provide supporting data elements: the initial data point related to the outcome goal, the final data point related to the outcome goal, and the actual outcome goal as stated in your grant application. Note that certain intangible goals will require you to select an appropriate "rating" (e.g., poor, fair, good, excellent).

Has the number of new academic programs increased? NA

If yes: Initial # 0  
Final # 0  
Goal 0

I would like to provide a brief supporting statement:

Has the number of specialized accreditations increased? NA

If yes: Initial # 0  
Final # 0  
Goal 0

I would like to provide a brief supporting statement:

Has retention of full time tenure track faculty improved? NA

*If yes:* Initial average annual retention rate 0  
Final average annual retention rate 0  
Goal 0

I would like to provide a brief supporting statement:

Has recruitment of faculty for full time tenure track positions improved? NA

*If yes:* Initial recruitment time 0  
Final recruitment time 0  
Goal 0

I would like to provide a brief supporting statement:

Has the institution's library holdings increased? Yes

*If yes:* Initial # of holdings 62525  
Final # of holdings 73428  
Goal 1

I would like to provide a brief supporting statement:

Has the institution's education technology infrastructure improved? Yes

*If yes:* Initial: \_\_\_ poor \_\_\_ fair **X good** \_\_\_ excellent  
Final \_\_\_ poor \_\_\_ fair \_\_\_ good **X\_ excellent**  
Goal 2

I would like to provide a brief supporting statement:

The college's infrastructure extends distance learning services to more rural sites than any other community college in our region.

Has the quality of the institution's classroom space improved? Yes

If yes: Initial: \_\_\_ poor  fair \_\_\_ good \_\_\_ excellent  
Final \_\_\_ poor \_\_\_ fair  good \_\_\_ excellent  
Goal 2

I would like to provide a brief supporting statement:

This represents development and renovation to computer lab areas directly related to the Title III activity.

Has the quantity of the institution's classroom space increased? Yes

If yes: Initial square feet 2200  
Final square feet 3400  
Goal 2

I would like to provide a brief supporting statement:

This represents development and renovation to computer lab areas directly related to the Title III activity.

Has the enrollment of *non-traditional* students increased? NA

Initial enrollment 0  
Final enrollment 0  
Goal 0

I would like to provide a brief supporting statement:

Has the enrollment of *part time* students increased? Yes

If yes: Initial enrollment 3957  
Final enrollment 4188  
Goal 1

I would like to provide a brief supporting statement:

Has the enrollment of *minority* students increased?

Yes

*If yes:*     Initial enrollment 1466  
                  Final enrollment 1669  
                  Goal 1

I would like to provide a brief supporting statement:

These numbers are for Native American students

Has the enrollment of *rural* students increased?

Check

*If yes:*     Initial enrollment 4928  
                  Final enrollment 5197  
                  Goal 1

I would like to provide a brief supporting statement:

Has the enrollment of *low-income* students increased?

Yes

*If yes:*     Initial enrollment 650  
                  Final enrollment 653  
                  Goal 0

I would like to provide a brief supporting statement:

Has the completion rate of *non-traditional* students increased?

NA

*If yes:*     Initial completion rate 0  
                  Final completion rate 0  
                  Goal 0

I would like to provide a brief supporting statement:

Has the completion rate of *part time* students increased?

NA

*If yes:*     Initial completion rate 0  
                  Final completion rate 0  
                  Goal 0

I would like to provide a brief supporting statement:

Has the completion rate of *minority* students increased?

NA

*If yes:*     Initial completion rate 0  
                  Final completion rate 0  
                  Goal 0

I would like to provide a brief supporting statement:

Has the completion rate of *rural* students increased?

NA

*If yes:*     Initial completion rate 0  
                  Final completion rate 0  
                  Goal 0

I would like to provide a brief supporting statement:

Has the completion rate of *low-income* students increased?

NA

*If yes:*     Initial completion rate 0  
                  Final completion rate 0  
                  Goal 0

I would like to provide a brief supporting statement:

Other: increase number of degrees awarded in focus area



*If yes:* Initial 136  
Final 154  
Goal 4

I would like to provide a brief supporting statement:

Degrees include: AA AAS ABUS AGS AS

Other:

NA

*If yes:* Initial 0  
Final 0  
Goal 0

I would like to provide a brief supporting statement: