

2008 Annual Performance Report

Coconino

Name of College/University

P031A040200

PR Award Number

404426

Unit Identification

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Title III, Part A, Strengthening Institution

Department of Education Grant Program

2-year Public

Type and Control of Institution

Fourth year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No Yes Not applicable

Partnering institution(s) (if applicable)

Northland Pioneer College

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Section 1: Executive Summary

The purpose of the legislation that established the Title III-A program is to “improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.”

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III-A program.

1. The impact of the Title III-A grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

The Title III-A Grant has enabled our institutions to make progress in improving the quality of our distance learning courses, our institutional management of distance learning, and our fiscal stability as we strive to best serve our 18,000+ and 21,000+ square mile districts. Both institutions have been assessing the quality of distance courses and instructors have been enhancing distance learning courses with learning objects, as well as attending training sessions on use of the technology to create and deliver distance courses. We are developing and refining criteria for web course development, and a rubric to assess the quality of research has been created now that both institutions have enhanced their libraries of online research databases. Online student support services are being developed and enhanced in the areas of career services, financial aid and scholarships, new student orientations, and online tutoring. The Title III grant has helped both institutions develop and improve processes and procedures for managing distance learning, as well as tracking and supporting distance learning students. The cooperative grant has allowed both institutions to upgrade and expand bandwidth, hardware, software, and student information management and course delivery systems for distance learning. This has increased the reliability and quality of distance delivery at both institutions. In addition, each institution is developing online or hybrid programs that increase access in our districts to degree and certificate programs.

2. How has the grant helped to carry out the mission of the institution?

Our Title III-A Grant has helped CCC carry out its mission of acting as a learning-centered college “to enrich lives by embracing diversity and transforming the future through quality education”, and helped NPC carry out its mission “to create, promote, and support lifelong learning”. By strengthening our distance learning programs and online support services, we have provided additional access and support to our diverse rural student populations. Students can now find many support services online 24 hours per day, allowing them to conduct their educational business without having to travel to one of our campuses or centers. As we’ve used Title III resources to enhance the quality of our courses and increase the training of faculty, our students have had more opportunities to achieve success in their educational goals, pursue their life learning goals and consequently transform their futures through quality education

3. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

The cooperative arrangement of the grant allowed for additional diversity in the planning and implementation of distance learning programs at both institutions. Colleagues from both institutions have been able to share ideas, experiences, and resources to achieve good solutions through cooperative efforts. The shared Web Analyst has been able to help both institutions develop web pages and learning objects to better serve distance learners. Cost savings have been realized in sharing license agreements and software purchases. Subcommittee meetings between Title III team members at both institutions have resulted in the creation of standards and resources for both institutions. Cooperative efforts between the IR departments at both institutions have resulted in a clearer understanding who our distance learners are and what type of data we should be looking at. All students at both institutions have received benefit from the additional online resources created through this cooperative agreement.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title III-A has had on your institution's capacity to fulfill the goals of the legislation.

Prior to earlier individual Title III Strengthening Institutions grants in 1998, Coconino Community College and Northland Pioneer College did not have strong distance education programs, or adequate infrastructure to adequately support distance learning. CCC’s first Title III (1998-2003) provided the resources to develop a catalog of online courses, and to train faculty in the use of technology and the equipment to deliver courses at a distance via interactive television. Our current Title III Strengthening Institutions Cooperative grant (2004-2009) has provided resources to enhance and upgrade our technology infrastructure, continue technology training to keep faculty and staff up to date with changes, develop a full complement of online student support services, and develop online degree and certificate programs. We now have the capability to provide more services to those who are unable to attend classes on campus. Our distance learning student enrollments continue to increase, and our reputations within the districts are strengthened as both institutions are able to provide expanded services at a distance.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

As a result of our Title III Strengthening Institutions grant, we have looked very closely at our distance learning systems, processes, infrastructure, programs, and students. Unexpected strengths and weaknesses have been revealed in all these areas as a result of the grant management and implementation process. We have learned how to best set up and improve our Student Information systems in order to provide better services to our staff, faculty, and students, as well as enhance our ability to track students and produce relevant reports. We have seen how bandwidth needs continue to increase as more students access new online resources and engage in social networking. We have learned that storage and backup needs increase greatly in order to upgrade and develop enhanced administration and course management systems, and to continue to ensure reliable distance learning services. We are developing standards, criteria, and procedures to measure and track information about our distance courses and distance learner success. We have learned that our students need online courses to fill gaps in schedules and programs they are unable to meet through traditional classes, even if they are not pursuing a fully online program. As we continue to look at student profiles and results of our Title III initiatives, we can continue to find better ways to best meet the needs of our students and strengthen the quality of education and support services at our institutions.

Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2007. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2007

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	0	0	0	0
Black, non-Hispanic	21	38	59	10
American Indian or Alaskan Native	208	661	869	105
Asian or Pacific Islander	10	36	46	2
Hispanic	91	217	308	27
White, non-Hispanic	513	1802	2315	131
Race/ethnicity unknown	16	51	67	2
Grand Total	859	2805	3664	277

Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2007. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

Enrollment by Age and Gender as of October 15, 2007

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	1	0	95	121	96	121	217
18-19	84	104	152	181	236	285	521
20-21	127	150	196	202	323	352	675
22-24	92	86	235	254	327	340	667
25-29	52	50	185	197	237	247	484
30-34	14	31	78	135	92	166	258
35-39	11	14	54	103	65	117	182
40-49	8	15	89	187	97	202	299
50-64	5	5	79	220	84	225	309
65 and over	1	3	23	25	24	28	52
Grand Total	395	458	1186	1625	1581	2083	3664

Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2007 and June 30, 2008. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>188</u>
Number of awards conferred for programs of less than 1 year:	<u>4</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>28</u>
Total number of awards/degrees your institution conferred:	<u>220</u>

Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Development of a Distance Resources Partnership**

Total \$ spent on this activity during the current reporting period: \$482,372.39

Focus Area: *Student Services and Outcomes*

Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0%
Development and improvement of academic programs.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	54,340.86	11%
Tutoring, counseling, and student service programs designed to improve academic success.	13,522.60	3%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	414,508.93	86%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	482,372.39	100%

Process Measures for “Development of a Distance Resources Partnership”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

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

Did the number of periodical subscriptions increase?	Yes
<i>If yes:</i> Start # <u>57</u> End # <u>80</u> Application Objective <u>0</u>	
Other: Did the number of library full text articles increase	Yes
<i>If yes:</i> Start <u>51888</u> End <u>85036</u> Application Objective <u>0</u>	

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.*

Did the number of faculty trained in technology increase?	Yes
<i>If yes:</i> Start # faculty <u>243</u> End # faculty <u>433</u> Application Objective # <u>0</u>	
Did the number of students taking distance learning courses increase?	Yes
<i>If yes:</i> Start # of students <u>4176</u> End # of students <u>5941</u> Applicatiobn Objective # <u>0</u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>12</u> End # <u>32</u> Application Objective # <u>0</u>	
Other: Did the GPA of students receiving online tutoring increase	Yes
<i>If yes:</i> Start <u>308</u> End <u>328</u> Application Objective <u>0</u>	

Focus Area: Student Services Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's retention rate improved?	Yes
<p>Cohort: <u>distance learners</u> <i>If yes:</i> Initial rate <u>27</u> Final rate <u>34</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i> NPC increased to 31% from last year's actual of 17.4% and CCC increased to 37% from last year's actual of 36%.</p>	
Has the average GPA of students increased?	Yes
<p>Cohort: <u>online tutoring</u> <i>If yes:</i> Initial GPA <u>308</u> Final GPA <u>328</u> Goal <u>3</u> <i>I would like to provide a brief supporting statement:</i></p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Development of a Distance Resources Partnership

On-Schedule Activity Objectives

By 09/30/2008 to increase the fall to fall persistence rate of students with disabilities from 52% in 2002-03 to 60% in 2007-08 at CCC and from 68% in 2002-03 to 73% at NPC by making online learning resources ADA compliant.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By 09/30/2008 to increase the distance learning course completion rate of six math/science courses from 61% in 2002-03 to 75% in 2007-08 at CCC and from 48% in 2002-03 to 62% in 2007-08 at NPC through online services.	Results for course completion rates for six math/science courses: CCC 81% and NPC 76%
By 09/30/2008 to increase distance learning course completion rate of six English/liberal arts course from 50% in 2002-03 to 65% in 2007-08 at CCC and from 53% in 2002-03 to 68% in 2007-08 at NPC through further expansion of online supplemental instructional learning modules.	Results for course completion rates for six english/liberal arts courses: CCC 87% and NPC 80%

Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
By 09/30/2008, to increase fall to fall persistence rate of distance learning students from 34% in 2002-03 to 43% in 2007-08 at CCC and from 31% in 2002-03 to 40% in 2007-08 at NPC through further development of an online admissions, orientation, financial aid payment services, and financial counseling.	Fall to fall persistence rate is increasing at CCC, to 37% but not at the target rate projected in the grant. NPC fall to fall persistence rate is also increasing at 31% but not at the projected target rate of the grant. Both institutions have made significant increases, and with future development of services, we will see additional positive results.	09/30/2009
By 09/30/2008 to increase the graduation rate among distance learning students by 10% over the 2002-03 rate through further development of online career planning and advising.	The graduation rate increased from 0 to 7.4% at CCC and NPC increased from 0 to 7.8%. The actuals did not meet the projected rate stated in the grant, but significant increase was noted through the further development of online career planning and advising.	09/30/2009

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	33584.53	130280.00	151069.55	0.00	2489.00	131401.00	No
Fringe Benefits	1773.94	23350.00	36361.01	0.00	0.00	23448.00	No
Travel	0.00	10000.00	11886.90	0.00	0.00	5500.00	No
Equipment	6801.33	92174.00	92929.86	0.00	0.00	87124.00	No
Supplies	0.00	15490.00	775.62	0.00	0.00	700.00	No
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	0.00	226660.00	244601.86	0.00	0.00	251664.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	42159.80	497954.00	537624.80	0.00	2489.00	499837.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

Year Four expenditures were allowable, allocable, and reasonable in supporting our Title III-A Strengthening Institutions Development of a Distance Learning Resources Partnership grant. Objectives supported included strengthening technology infrastructure, enhancing design and delivery of distance learning courses, developing online student support services and online tutoring support, and developing online degree and certificate programs. Coconino Community College (CCC) purchased document imaging equipment to ensure implementation for Spring 09. Cost savings were realized in discounts for shared purchases of job placement software and library data bases. The original plan called for CCC to host Northland Pioneer College (NPC) on their WebCT course management system, but NPC had a more critical need to upgrade their Jenzabar student information system so that it could accommodate an upgraded course management system. This upgraded system also provides a backbone to develop a student portal, integrated online support services, and a new website for student services. All funds are being expended at the expected rate of purchase.