

2004-2005 Annual Performance Report

SEMINOLE COMMUNITY COLLEGE

Name of College/University

P031A030273

PR Award Number

137209

Unit Identification

Primary contact information:

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Title III, Part A, Strengthening Institutions

Department of Education Grant Program

2-Year Public

Type and Control of Institution

Second Year

Grant Year

Minority Serving Institution:

 Historically Black College or University American Indian Tribally Controlled
College or University Historically Black Graduate Institution Hispanic Serving Institution Native Hawaiian-Serving Institution None of the above Alaska-Native Serving Institution

Branch Campus Reporting IPEDS Data for Individual Campus:

 No Yes Not applicable

Partnering institution(s) (if applicable)

Section 1—Executive Summary

The purpose of the legislation that established Title III-A 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. Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III-A Program.

1. Summarize, in 250 words or less, the impact your Title III-A grant has had this year in your institution’s capacity to contribute to fulfilling the goals of the legislation.

The Seminole Community College Title III Avenue to Success Program is designed to strengthen the institution through three major components: One, a Transformed Learning Center, currently known as the Academic Success Center; Two, the creation of a Faculty Institute for Teaching and Learning; and Three, A Foundation Endowment. One, the ASC provides Peer Mentors who help guide, through intellectual, social, and cultural support, college prep students during the perils of their first-year academic college experience, thus increasing retention and success of these students. Through the Avenue to Success Program, the ASC engenders for college prep and college credit students a supportive and nurturing learning community, offering: a) Specific-Subject Tutors for traditionally difficult math/science courses; b) supervised Supplemental Instruction, provided by trained student leaders, and c) Senior Mentors, degreed professionals in their academic area of expertise. Two: a newly created Faculty Institute for Teaching and Learning has been designed to increase faculty awareness and teaching effectiveness through primary activities such as faculty interaction/ discussion, published data/research, speakers, workshops, and conferences. Three: an Endowment, matched by the SCC Foundation, has been established and, upon maturity, the proceeds will support faculty initiatives resulting in academic, professional, and cultural development. As these components evolve, progressive achievements will demonstrate: a successful Academic Success Center that encourages student involvement and achievement of academic goals, resulting in increased student advancement and student retention; a more informed faculty, responsive to student needs; and a viable funding source for professional and academic achievement by qualified dedicated faculty.

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

The Title III Avenue to Success Program is recognized as an important element in the mission of Seminole Community College. It highlights the college’s

promise to provide a learning-centered, high-quality educational experience that anticipates and meets the needs of the students and faculty. Specifically, the Avenue to Success Program enhances the efforts of the College to attract and serve successfully an increasingly diverse population while complementing the College's efforts in providing to the community a comprehensive range of programs and services. Essentially, the components of Avenue to Success support the college in its efforts to provide "student development services that support the learning and teaching processes and promote student success" and help to increase student retention. The Program continues to generate strong administrative support and college-wide involvement.

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

From the list below, select at least two questions that document your institution's experience with the grant during this reporting period. Please answer each question selected in 250 words or less.

If your institution has received more than one Title III-A grant over time, discuss the long-range impact Title III-A has had on your institution's capacity to fulfill the goals of the legislation.

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.

Due to unpredictable and individualized student class and work schedules, coupled with the more important research-based evidence that students enrolled in three college prep courses usually will fail two of the three classes, we have tailored our course schedule so that students registering into any one of the designated college prep courses are now eligible for services offered in the Avenue to Success Program. This decision will enhance program effectiveness and positive outcomes during subsequent years of the grant, including: one, the confirmation that students should avoid taking more than two college prep classes during their first term; two, the need for catered advisement during the registration process; three, instituting designated classes that are compatible with the commuter population of students, who also maintain jobs and face other time constraints; and four, assisting an increased number of non-traditional students in reaching their personal academic and career goals.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

During the current reporting year, the Management Team, the Academic Task Force, and the Academic Committees worked to implement Grant objectives: a growing Peer Mentor program; an expanded Academic Success Center; and a Faculty Institute for Teaching and Learning. During the Fall 2005 term, the SCC Avenue to Success Program reviewed concerted efforts by the Office of Institutional Research, advising by the Counseling staff, and improved PeopleSoft adaptations to address the challenge of establishing a more student-friendly process in accessing Avenue to Success courses. As a result of this review, students who register for a designated college prep course are now automatically offered Avenue to Success services. Our challenge is two-fold: one, selecting/training enough Peer Mentors, and two, providing a forum/space for sufficient interaction by Peer Mentors and their assigned students. The External Evaluator has recommended that the College Success course (SLS 1101) is the ideal forum for this peer mentor interaction. To this end, college administrators are moving to have the College Success course required of all students testing into two or more college prep courses. Research shows that this strategy/requirement results in increased student retention and success, and we believe that it will expedite fulfillment of our Title III Avenue to Success Program goals.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

Yes. SCC Title III Grant requires matching funds from the College Foundation. Upon maturity, these funds will support faculty initiatives designed to enhance their academic, professional, cultural growth and development.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

During this current reporting year, we have explored and instituted several initiatives to increase general awareness of the Avenue to Success Program and to enhance student involvement and identification with the Program and the college community (customer service). In meeting these goals to enhance the Program, we have: one, identified for the Academic Success Center, an electronic sign-in system that will be installed during the first weeks of the 2005-2006 reporting year; two, mailed to each Avenue to Success student a personalized letter of welcome; three, distributed postcards to Title III Instructors as an additional option to be used in maintaining/strengthening communication with their students; four; developed, with the assistance of the Office of Institutional Research, a survey for any student who withdraws from a course (survey to be mailed with a follow-up letter from the Avenue to Success Director); and five, compilation and distribution of NewsFlash, the Avenue to Success communiqué, produced each term. In addition we have compiled new and revised old student surveys to measure effectiveness of services offered by the Academic Success Center. These include assessment of Peer Mentors, Senior Mentors, Supplemental Instruction Student Leaders, and specific-subject Tutors. Likewise, through the Faculty Institute, the Office of Institutional Research, and the Department of Counseling and Educational Planning, formal surveys (CCSSE) have been employed to measure Faculty/Student assessment, college-wide.

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

Please report the total number full-time and part-time degree/certificate seeking students as of October 15, 2004.
[Note: Obtain the information from Part A of your most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2004

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	299	494	793	0
Black, non-Hispanic	522	1059	1581	850
American Indian or Alaskan Native	12	37	49	12
Asian or Pacific Islander	88	221	309	95
Hispanic	552	1014	1566	505
White, non-Hispanic	2575	5238	7813	1489
Race/ethnicity unknown	89	208	297	80
Grand Total	4137	8271	12408	3031

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

Please report the number of undergraduate students, by age and gender, enrolled as of October 15, 2004 [Note: The information for this table can be obtained from Part B of your IPEDS Fall Enrollment Survey for the most recent year available]. Because these data are taken from your IPEDS survey, please use IPEDS definitions for full-time and part-time students.

Enrollment by Age and Gender as of October 15, 2004

Undergrads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	12	20	148	125	160	145	305
18-19	716	823	444	470	1160	1293	2453
20-21	507	549	588	686	1095	1235	2330
22-24	258	299	637	744	895	1043	1938
25-29	179	258	525	808	704	1066	1770
30-34	58	148	361	539	419	687	1106
35-39	35	76	261	453	296	529	825
40-49	33	92	322	665	355	757	1112
50-64	20	22	114	291	134	313	447
65 and over	1	1	12	10	13	11	24
Age Unknown	0	0	11	1	11	1	12
Grand Total	1819	2288	3423	4792	5242	7080	12322

Section 2: Awards and Degrees Conferred

Please enter the total number of awards and degrees conferred at your institution in between July 1, 2004 and June 30, 2005. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>1246</u>
Number of awards conferred for programs of less than 1 year:	<u>434</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>304</u>
Total number of awards/degrees your institution conferred:	<u>1984</u>

Section 2: Accreditation

Who is your institution's primary accrediting agency? [Please check only one.]

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 Area

Grant activity carried out during this reporting period in your grant application:

Faculty Services under the Faculty Institute of Teaching and Learning

Total \$ spent on this activity during the current reporting period: 94158.81

Focus area: Academic Quality Student Services and Outcomes
 Fiscal Stability Institutional Management

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	.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.	.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.	12533.75	13%
Development and improvement of academic programs.	.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	960.26	1%
Tutoring, counseling, and student service programs designed to improve academic success.	.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	79098.16	84%
Joint use of facilities, such as laboratories and libraries.	.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	.00	0%
Establishing or improving an endowment fund.	.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.	.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Miscellaneous expenses, such as stationery supplies, printing, postage, signage	1566.64	2%
GRAND TOTAL	94158.81	100%

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 *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

Was the number of FTE hired for improvement of funds management increased? No

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

Were relevant staff trained in how to use new funds management systems? No

If yes: Start # trained staff 0
End # trained staff 0
Application objective 0

Were the number of FTE hired for improvement of administrative management systems increased? Yes

If yes: Start FTE 1
End FTE 2
Application objective 2

Were relevant staff trained in how to use new administrative management systems? Yes

If yes: Start FTE trained 0
End FTE trained 1
Application objective 1

Did you establish or enhance an institutional research system? Yes

No standardized data elements

Did you establish or enhance a student tracking system? No

No standardized data elements

Section 3: Grant Activities and Focus Area

Grant activity carried out during this reporting period in your grant application:

Student Services under the Academic Success Center

Total \$ spent on this activity during the current reporting period: 81134.15

Focus area: ___ Academic Quality _X_ Student Services and Outcomes

 ___ Fiscal Stability ___ Institutional Management

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	.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.	10833.50	13%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	3087.38	4%
Development and improvement of academic programs.	.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	907.15	1%
Tutoring, counseling, and student service programs designed to improve academic success.	30021.95	37%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	19181.14	24%
Joint use of facilities, such as laboratories and libraries.	.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	.00	0%
Establishing or improving an endowment fund.	.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.	.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL 1. Miscellaneous expenses, such as stationery supplies, printing, postage, signage 2. Academic Advisement Project (Electronic Sign-in System)	17103.03	21%

GRAND TOTAL	81134.15	100%
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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 *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>16</u> End # <u>37</u> Application objective <u>0</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of counselors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>2</u> Application objective <u>0</u>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>10353</u> End # <u>16348</u> Application objective <u>0</u>	
Did the number of students satisfied with tutoring services increase?	Yes
<i>If yes:</i> Start # <u>97</u> End # <u>99</u> Application objective <u>0</u>	
Other: <u>Senior Mentors (Degreed)</u>	Yes
<i>If yes:</i> Start <u>0</u> End <u>3</u> Application objective <u>12</u>	
Other: <u>Peer Mentors (10/23) and Supplemental Instruction Leaders (4/10/23)</u>	Yes
<i>If yes:</i> Start <u>4</u> End <u>20</u> Application objective <u>46</u>	

Section 3: Grant Activities and Focus Area

Grant activity carried out during this reporting period in your grant application:

Endowment

Total \$ spent on this activity during the current reporting period: 66700.00

Focus area: Academic Quality Student Services and Outcomes
 Fiscal Stability Institutional Management

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	.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.	.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.	.00	0%
Development and improvement of academic programs.	.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	.00	0%
Joint use of facilities, such as laboratories and libraries.	.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	.00	0%
Establishing or improving an endowment fund.	66700.00	100%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	.00	0%
GRAND TOTAL	66700.00	100%

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: *Establishing or improving an endowment fund.*

Was an institutional endowment established for the first time? No

No standardized data elements

Was the endowment match raised? Yes

If yes: Non fed \$ raised 66700
Application objective 66700

Were the endowment funds invested? Yes

If yes: Total grant \$ 133400
Total non fed \$ 133400
Application objective 266800

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?

No

If yes: Initial # 0
 Final # 0
 Goal 0

I would like to provide a brief supporting statement:

Has the number of specialized accreditations increased?

No

If yes: Initial # 0
 Final # 0
 Goal 0

I would like to provide a brief supporting statement:

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

If yes: Initial: ___ poor ___ fair X good ___ excellent
Final ___ poor ___ fair X good ___ excellent
Goal 0

I would like to provide a brief supporting statement:

Has the enrollment of *minority* students increased? Yes

If yes: Initial enrollment 144
Final enrollment 0
Goal 0

I would like to provide a brief supporting statement:

For Fall Term 2005, the initial enrollment is 231; Out of the 231, 144 are minority students

Section 3: Focus Area Outcomes – Fiscal Stability

The following are institutional outcomes that can be categorized in the Fiscal Stability 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 institution's endowment increased? Yes

If yes: Start \$ 133400
 End \$ 269638
 Goal 133400

I would like to provide a brief supporting statement:

SCC Foundation administers the Title III Endowment Fund in a separate account. This account consists of federal funds and the matching requirements as stipulated

Has private institutional financial support increased? Yes

If yes: Start \$ 66700
 End \$ 133400
 Goal 66700

I would like to provide a brief supporting statement:

The goal is for the SCC Foundation to raise the required cash match for the Title III Endowment

Section 3: Focus Area Outcomes – Institutional Management

The following are institutional outcomes that can be categorized in the Institutional Management 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 specialized accreditations improved? No

If yes: Initial #0
 Final #0
 Goal 0

I would like to provide a brief supporting statement:

Have outreach programs to increase enrollment of secondary school students been established? No

If yes: Initial #0
 Final #0
 Goal 0

I would like to provide a brief supporting statement:

This activity is not covered under SCC's Title III grant objectives

Section 3: Focus Area Outcomes – Student Services and Outcomes

The following are institutional outcomes that can be categorized in the Student Services and Outcomes 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. If applicable, you have the option of defining the cohort of students for which this outcome is being measured. Among other things, your cohort might be based on your academic year, a sub-population of students (e.g., students with deficiencies in basic skills), or another point in time. Please be concise in this area.

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 institution's retention rate improved?

Will report next
year

Cohort:

If yes: Initial rate 0
Final rate 0
Goal 0

I would like to provide a brief supporting statement:

SCC's Title III Avenue to Success began in Spring Term 2005; retention data is not yet available and will be reported for the 231 students in the Fall Term 2005 in 2005-2006 APR

Has the average number of credits completed by students improved?

Will report next
year

Cohort:

If yes: Initial # 0
Final # 0
Goal 0

I would like to provide a brief supporting statement:

SCC's Title III Avenue to Success began in Spring Term 2005; retention data is not yet available and will be reported for the 231 students in the Fall Term 2005 in 2005-2006 APR

Has the average GPA of students improved?

Will report next
year

Cohort:

If yes: Initial GPA 0
Final GPA 0
Goal 0

I would like to provide a brief supporting statement:

SCC's Title III Avenue to Success began in Spring Term 2005; retention data is not yet available and will be reported for the 231 students in the Fall Term 2005 in 2005-2006 APR

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting your activity objectives. From your application, please list your objectives for each activity carried out this reporting period.

Activity: Faculty Services under the Faculty Institute of Teaching and Learning

On Schedule Activity Objectives:

Faculty Mentoring Program: 40 first and second-year faculty had mentors and participated in the Faculty Mentoring Program

New Faculty Orientation Program: 57 first and second-year faculty participated in the year-long New Faculty Program (monthly meetings)

Informal Symposia: 676 faculty attended 27 workshops led by faculty

Guest Speaker: Dr. Ken Bain, New York University, spoke on the research from his book, *What the Best College Teachers Do*. 38 attended

Faculty attendance and presentation at conferences: sponsored 34 faculty; 2 of these presented at conferences

Faculty Survey: Conducted surveys; collected and analyzed data

Section 4: Project Status

Activity: Faculty Services under the Faculty Institute of Teaching and Learning

Narrative Supporting Completed Objectives

Please provide brief statements, with data and references to goals stated in your application as appropriate, to document the objectives that were "completed" during the reporting period.

Activity Objective	Evidence of Completion
Hiring of Senior Staff Assistant	Senior Staff Assistant was hired on December 6, 2004

Section 4: Project Status

Activity: Faculty Services under the Faculty Institute of Teaching and Learning

Changes to Objective Schedule

Please provide brief statements, with data and references to goals stated in your application as appropriate, to support and explain the need for objective schedule changes.

Activity Objective	Reason(s) for change	Expected completion date
Add Conference Room, contiguous to FI, with Smart Classroom capability	Ground-breaking ceremony for the Altamonte Spring campus is scheduled for some time early 2006. It is anticipated that with the re-locating of faculty and staff upon completion of the new campus, classroom and office space will be available on the main campus of Sanford/Lake Mary. At that time, SCC will re-locate the Title III Avenue to Success Program to a central, contiguous locality within the main campus	2007-2008

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting your activity objectives. From your application, please list your objectives for each activity carried out this reporting period.

Activity: Student Services under the Academic Success Center

On Schedule Activity Objectives:

Peer Mentors: Recruitment, hiring, and training

Senior Mentors (Degreed): Recruitment, hiring in multi-disciplines, and orientation

Supplemental Instruction Leaders: Recruitment, hiring, and training

Tutors: Recruitment, hiring, and training

Cohort Classes in Spectrum: Identification of classes; selection of Instructors; Instructor's Guide; Trained classroom support

Student Surveys: Annual Spring ASC Services Random Survey; Cohort Class Surveys at the beginning and end of each Term; Data collection and analysis

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting your activity objectives. From your application, please list your objectives for each activity carried out this reporting period.

Activity: Endowment

On Schedule Activity Objectives:

Funds on deposit with the SCC Foundation. Faculty Awards Criteria and application have been developed