

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

Third year
Grant Year

Minority Serving Institution:

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

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 ability to compete in a globalized world depends on the skill of a country’s labor force. A grasp of the fundamentals of math, reading, and writing by each and every citizen is necessary if the potential of our nation is to be reached. Developmental education prepares students who did not obtain the necessary skills in their K-12 experience to be productive members of the labor force. Seminole Community College’s Title III Avenue to Success program, through two of its major components of an improved learning center and creation of a Faculty Institute for Teaching and Learning, has strengthened the institution by demonstrating its ability to successfully prepare its cohort of Title III developmental education students. This is demonstrated by its students outperforming the comparison group of non-title III developmental education students in the benchmarks of higher course completion rates and lower withdrawal rates. This has been accomplished through a combination of a more involved and energized faculty, in-class Peer Mentors, and Senior Mentors who serve as tutors and have enhanced academic expertise and experience in the subject fields of math, English, reading, and science. These assets have given Seminole Community College’s Title III students the capacity to exceed the course completion rates of non-Title III students for four consecutive semesters, three semesters of which are within the grant’s current reporting period. The withdrawal rates for the Title III students have also been lower than the comparison group of non-Title III students for each of the last four semesters. (249 words)

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

The Title III Grant has promoted at least three of the components of SCC’s mission. These include the promotion of an exemplary and highly motivated faculty, staff, and administrators who foster a professional and caring relationship with students through the addition of the Faculty Institute and its ability to host workshops and seminars with presenters of local and national repute. These have underlined Seminole Community College’s mission to provide _the highest quality learning environment_ to prepare students to meet _Seminole County’s need for an educated, highly skilled workforce._ The Grant

also promotes a curriculum that fosters student success during the critical first two years of higher education. Finally, the Grant has supported an expanded student learning center that delivers innovative services that support teaching and learning. This includes the addition of more qualified Senior Mentors who have advanced education and experience in the field of English, math, reading, and science.

(150 words)

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.

During the first two years of the Grant, a stand-alone tracking system was implemented that allowed SCC to track Title III student use of counseling and tutoring resources. This system was not integrated with the College_s newly adopted enterprise system, PeopleSoft. While the stand-alone system did allow for the tracking of students as designed, it did not allow for the integrated tracking that a system which was tied to the College_s enterprise system, PeopleSoft, would allow. After its implementation, a detailed demographic breakdown of students is possible. For instance, the progress of students who use tutoring services supported by the Title III Grant can be measured and compared to students who are not using the tutoring services. The grades, completion, and withdrawal rates could be analyzed according to the level of use of the Senior Mentors. During the third year of the Title III Grant, the enhanced tracking system was developed through the in-kind contribution of SCC_s Computing and Telecommunication Services (CTS). It was finally implemented in September, 2006, the last month of the current reporting period. While it has been a challenge to meaningfully track the students who have been impacted by Title III in the first three years of the grant, now data can be generated on students who went through the first three years of the grant as well as those who are affected during the next two years.

(231 words)

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.

Seminole Community College is undergoing a \$100 million dollar capital expansion which includes the construction of joint use facility with the University of Central Florida and two additional sites within Seminole County, Florida. Expansion brings with it both opportunity and challenge. One opportunity that is also a challenge is the need to expand the mentoring and tutoring services available to students at the additional locations. Currently, the Academic Success Center on the original campus, which is in part supported by Title III funds, serves at least 2,000 students a month in just the area of tutoring in math, English, reading, and science. At our current stand-alone campus, these students are provided with Senior Mentors who are degreed and experienced in their specialty. The current staff of Senior Mentors is sufficient for the population of students at the College's original campus but Title III funds are not sufficient to expand to the other stand-alone campus or to the new campuses when they open. The challenge lies in finding the resources that can be used to expand the successful mentoring that has been provided to developmental education students through Title III funds. The steps that have been taken to address the need for tutors and Senior Mentors at the current stand-alone campus and the future sites include increasing institutional funding for these positions as well as seeking out SCC Foundation support and private contributions.

(231 words)

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?

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

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, 2005.
[Note: Obtain the information from Part A of your most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2005

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	235	356	591	98
Black, non-Hispanic	489	931	1420	684
American Indian or Alaskan Native	19	27	46	11
Asian or Pacific Islander	110	177	287	71
Hispanic	572	942	1514	466
White, non-Hispanic	2587	4620	7207	1273
Race/ethnicity unknown	155	249	404	94
Grand Total	4167	7302	11469	2697

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, 2005 [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, 2005

Undergrads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	7	13	46	50	53	63	116
18-19	708	862	315	431	1023	1293	2316
20-21	530	610	524	655	1054	1265	2319
22-24	274	316	564	784	838	1100	1938
25-29	156	209	437	811	593	1020	1613
30-34	58	133	257	473	315	606	921
35-39	35	82	180	425	215	507	722
40-49	38	67	217	675	255	742	997
50-64	14	27	113	277	127	304	431
65 and over	1	0	14	19	15	19	34
Age Unknown	0	0	0	0	0	0	0
Grand Total	1821	2319	2667	4600	4488	6919	11407

Section 2: Awards and Degrees Conferred

Please enter the total number of awards and degrees conferred at your institution in between July 1, 2005 and June 30, 2006. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>1377</u>
Number of awards conferred for programs of less than 1 year:	<u>254</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>329</u>
Total number of awards/degrees your institution conferred:	<u>1960</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 for Teaching and Learning

Total \$ spent on this activity during the current reporting period: 97295.50

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.	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.	25186.12	26%
Development and improvement of academic programs.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	1327.90	1%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	69234.88	71%
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.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Miscellaneous expenses, such as stationery supplies, printing, postage, and admin travel	1546.60	2%
GRAND TOTAL	97295.50	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 the number of FTE hired for improvement of administrative management systems increased? No

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

Did you establish or enhance a funds management quality control system? No

No standardized data elements

Did you establish or enhance a purchasing and inventory management system? Yes

No standardized data elements

Did you establish or enhance an institutional research system? Yes

No standardized data elements

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 *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

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

If yes: Start # of faculty 115
End # of faculty 250
Application objective 0

Did the number of faculty trained in new or alternative teaching techniques increase? Yes

If yes: Start # of faculty 176
End # of faculty 372
Application objective 0

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase? Yes

If yes: Start # of faculty 974
End # of faculty 1751
Application objective 0

Other: FI Curriculum Theory Workshops Yes

If yes: Start 116
End 148
Application objective 0

Other: FI Learning Outcomes Workshops Yes

If yes: Start 113
End 140
Application objective 0

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: 272074.43

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.	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.	14157.50	5%
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.	3693.01	1%
Tutoring, counseling, and student service programs designed to improve academic success.	222940.19	82%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	20406.30	8%
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.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL 1. Miscellaneous expenses, such as stationery supplies, printing, postage, admin travel 2. Academic Advisement Project (Electronic Sign-in System)	10877.43	4%

GRAND TOTAL	272074.43	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>37</u> End # <u>61</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>2</u> End # <u>8</u> Application objective <u>0</u>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>16348</u> End # <u>30164</u> Application objective <u>0</u>	
Did the number of students satisfied with tutoring services increase?	No
<i>If yes:</i> Start # <u>99</u> End # <u>99</u> Application objective <u>0</u>	
Other: <u>Senior Mentors (Degreed)</u>	Yes
<i>If yes:</i> Start <u>3</u> End <u>19</u> Application objective <u>0</u>	
Other: <u>Peer Mentors (10/13) and Supplemental Instruction Leaders (10/3)</u>	No
<i>If yes:</i> Start <u>20</u> End <u>16</u> Application objective <u>0</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.	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.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
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.	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.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	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 \$ 200100
Total non fed \$ 200100
Application objective 400200

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 institution's library holdings increased? Yes

If yes: Initial # of holdings 110213
Final # of holdings 114743
Goal 0

I would like to provide a brief supporting statement:

The Faculty Institute added 28 to its collection of 49 books and acquired 60 copies of DVDs/videos and CDs

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:

Title III Grant funded the upgrade of one classroom to a smart classroom, SLM L-212. Total Smart Classrooms count for Fall 2005 is 41; Fall 2006 is 53

Has the quantity of the institution's classroom space increased? No

If yes: Initial square feet 0
Final square feet 0
Goal 0

I would like to provide a brief supporting statement:

Has the enrollment of *minority* students increased? No

If yes: Initial enrollment 62
Final enrollment 49
Goal 0

I would like to provide a brief supporting statement:

Actual number of minority students in Title III courses increased from 144 to 230 but the percentage of minority students declined from 62.2% to 49.1%. The decline in minorities percentage was anticipated to reflect the percentage of minorities in the College Prep, Non-Title III courses of 45.7%.

Other: Course Completion Rates

No

If yes: Initial 65
 Final 65
 Goal 0

I would like to provide a brief supporting statement:

Course Completion Rates for Title III Students declined from 65.4% to 64.7%. During this same time, Course Completion Rates for Non-Title II College Prep Courses declined from 68.3% to 59.6%

Other: Course Withdrawal Rates

Yes

If yes: Initial 23
 Final 15
 Goal 0

I would like to provide a brief supporting statement:

Course Withdrawal Rates for Title III Students declined from 22.7% to 14.5%. During this same period, Course Withdrawal Rates for Non-Title III College Prep Students rose slightly from 23.9% to 25.6%.

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 \$ 269638
 End \$ 414874
 Goal 400200

I would like to provide a brief supporting statement:

SCC Foundation administers Title III Endowment Fund. This account consists of federal funds, matching requirements as stipulated, and interests earned

Has private institutional financial support increased? Yes

If yes: Start \$ 133400
 End \$ 200100
 Goal 200100

I would like to provide a brief supporting statement:

The goal is for the SCC Foundation to raise the required cash match of \$66700 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:

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

Has the institution's information management infrastructure improved? No

If yes: Initial \$ of infrastructure 0
Final \$ of infrastructure 0
Goal 0

I would like to provide a brief supporting statement:

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

Has the institution's information management capabilities improved? No

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

I would like to provide a brief supporting statement:

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

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? Yes

Cohort: Title III Students

If yes: Initial rate 0
Final rate 78
Goal 80

I would like to provide a brief supporting statement:

Title III Students: Fall to Spring Re-Enrollment Rate Fall 2005 to Spring 2006 78.4% Final Rate No data available for Initial Rate

Has the average number of credits completed by students improved? Yes

Cohort: Title III

If yes: Initial # 6
Final # 6
Goal 0

I would like to provide a brief supporting statement:

Courses Completed/Started Per Term for Title III Students 2004-2005 5.7 credits Initial 2005-2006 6.2 credits Final

Has the average GPA of students improved? No

Cohort: Spring 05 and Spring 06

If yes: Initial GPA 3
Final GPA 3
Goal 0

I would like to provide a brief supporting statement:

Spring 2005 Cohort 2.89 GPASpring 2006 Cohort 2.55 GPA

Has the retention rate of students who received academic counseling increased?

Will report next year

Cohort:

If yes: Initial rate 0
Final rate 0
Goal 0

I would like to provide a brief supporting statement:

Student Tracking System, recently linked to College database, will allow us to report next year

Has the retention rate of students who received tutoring services increased?

Will report next year

Cohort:

If yes: Initial rate 0
Final rate 0
Goal 0

I would like to provide a brief supporting statement:

Student Tracking System, recently linked to College database, will allow us to report next year

Has the average number of credits completed by students who received academic counseling increased?

Will report next year

Cohort:

If yes: Initial # 0
Final # 0
Goal 0

I would like to provide a brief supporting statement:

Student Tracking System, recently linked to College database, will allow us to report next year

Has the average number of credits completed by students who received tutoring services increased?

Will report next year

Cohort:

If yes: Initial # 0
Final # 0
Goal 0

I would like to provide a brief supporting statement:

Student Tracking System, recently linked to College database, will allow us to report next year

Has the average GPA of students who received academic counseling increased?

Will report next year

Cohort:

If yes: Initial GPA 0
Final GPA 0
Goal 0

I would like to provide a brief supporting statement:

Student Tracking System, recently linked to College database, will allow us to report next year

Has the average GPA of students who received tutoring increased?

Will report next
year

Cohort:

If yes: Initial GPA 0
 Final GPA 0
 Goal 0

I would like to provide a brief supporting statement:

Student Tracking System, recently linked to College database, will allow us to report next year

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 for Teaching and Learning

On Schedule Activity Objectives:

New Faculty Orientation Program: 21 new faculty participated in 2005-2006 new faculty program

Informal Symposia: 682 faculty attended 45 workshops led by faculty

Professional Development Day October 2005: A full-day specifically set aside at SCC for faculty Professional Development Day. 5 sessions were conducted; 201 (duplicate) attendees

Guest Speakers: Alejandro Gallard; Susan Orr; Mia Alexander Snow; Tara Ebersole; Michelle Deardorff; William Greene (Total attendees: 136)

Faculty attendance and presentation at conferences: sponsored 95(duplicate count)faculty; 16 of these presented at conferences

Faculty Survey: conducted surveys; collected and analyzed data (59 questionnaires returned)

Section 4: Project Status

Activity: Faculty Services under the Faculty Institute for 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 Staff Assistant: Senior Staff Assistant resigned due to extended illness.	Replacement hired in Feb 2006

Section 4: Project Status

Activity: Faculty Services under the Faculty Institute for 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
Conference Room, contiguous to FI, with Smart Classroom capability	FI is temporarily located in a temporary building, T2-102. We were able to secure a small classroom in T2 with a computer and limited smart classroom capability (monitor, dvd, projector). The Ground-breaking ceremonies for the SCC Altamonte Springs campus and SCC Heathrow Center took place in 2006. It is anticipated that with the re-locating of faculty and staff upon completion of these sites, classroom and office space will become 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. Established parameters in class visitation, presentations upon request, and floor time in open lab area

Senior Mentors (Degreed): Recruitment, hiring in multi-disciplines, and orientation. BS degree or higher in English, Math, and Science. Increases quality of tutoring, model tutoring, etc

Supplemental Instruction Leaders: Recruitment, hiring, and orientation. Established SI for Intermediate Algebra

Cohort Classes: Class Instructors identified every new term; classes printed in Spectrum; students enrolled in these classes monitored and tracked

Student Tracking System: Hardwares purchased and installed with recommendations from Computing & Telecommunication Services Dept

Student Surveys: Conducted at beginning and end of each term in Title III classes. Each Spring, separate random survey conducted on ASC services

New Initiative: Senior Mentor-specific Florida State Exit Tutoring Pilot Program for instructor-recommended students unable to pass State Exit in two full semesters

New Initiative: Hardwares served dual-purpose - Student tracking and access to on-line student tutorial programs (Math, English, Reading, and Sciences)

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:

Federal and non-federal matching funds on deposit with SCC Foundation.