

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STRENGTHENING INSTITUTIONS PROGRAM, TITLE III, PART A OF THE HIGHER
EDUCATION ACT OF 1965**

CFDA # 84.031A

PR/Award # P031A100020

OMB No. 1840-0114, Expiration Date: 06/30/2013

Closing Date: AUG 05, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
MU GEPA Statement	e13
7. Dept of Education Supplemental Information for SF-424	e15

Narratives

1. Project Narrative - (Table of Contents ...)	e16
MU Table of Contents	e17
2. Project Narrative - (Program Abstract Applicants are required to su.....)	e18
MU Abstract	e19
3. Project Narrative - (Quality of Applicant's Comprehensive Developmen.....)	e20
MU Comprehensive Development Plan	e21
4. Project Narrative - (Quality of Activity Objectives (Maximum 15 poin.....))	e33
MU Measurable Objectives	e34
5. Project Narrative - (Implementation Strategy Maximum 20 points (1)	e41
MU Implementation Strategy	e42
6. Project Narrative - (Quality of Key Personnel Maximum 7 points (1)	e54
MU Key Personnel	e55
7. Project Narrative - (Quality of Project Management Plan Maximum 10 p.....)	e59
MU Project Management Plan	e60
8. Project Narrative - (Quality of Evaluation Plan Maximum 15 points (.....))	e65
MU Evaluation Plan	e66
10. Project Narrative - (Other Attachments Attach Program Profile Here.....)	e75
MU Profile	e76

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Continuation	* Other (Specify)
	<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:
7/30/2010		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
		N/A
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Methodist University		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
560657294		072014418
d. Address:		
* Street1:	5400 Ramsey Street	
Street2:		
* City:	Fayetteville	
County:	Cumberland	
State:	NC	
Province:		
* Country:	USA	
* Zip / Postal Code:	28311	
e. Organizational Unit:		
Department Name:		Division Name:
Academic Affairs		Academic Affairs
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Dr.	* First Name: Don
Middle Name:	L	

* Last Name: Lassiter

Suffix:

Title: Vice President for Planning and Evaluation

Organizational Affiliation:

North Carolina Conference of the United Methodist Church

* Telephone Number: (910)630-7081 Fax Number: (910)630-7421

* Email: DLASSITER@METHODIST.EDU

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031A

CFDA Title:

Strengthening Institutions Program, Title III, Part A of the Higher Education Act of 1965

*** 12. Funding Opportunity Number:**

070610001

Title:

Office of Postsecondary Education (OPE; Strengthening Institutions Program (SIP) CFDA Number 84.031A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Methodist University (MU) is located in Fayetteville, North Carolina (the 4th largest city in the state, with a population of over 250,000.) Approximately sixty-four percent of MU's 2200 students are in-state residents, with thirty-seven percent enrolling from University's home county, Cumberland County.

*** 15. Descriptive Title of Applicant's Project:**

Improving Academic Quality

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 2

* b. Program/Project: 2

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ [REDACTED]
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ [REDACTED]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 8/10/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Elton

Middle Name:

* Last Name: Hendricks

Suffix:

Title: President

* Telephone Number: (910)630-7005 Fax Number: (910)630-7317

* Email: ELTONH@METHODIST.EDU

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. M. Elton Hendricks

Title: President

Date Submitted: 07/28/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION
Methodist University
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. First Name: Elton Middle Name:
Last Name: Hendricks Suffix:
Title: President
Signature: _____ Date: 07/28/2010
ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : MU GEPA Statement

File : C:\fakepath\MU GEPA.pdf

TITLE III-STRENGTHENING INSTITUTIONS PROGRAM
Methodist University
Fayetteville, North Carolina

General Education Provisions Act Statement

Methodist University (MU) in Fayetteville, NC, has grown from an institution of only 128 students in 1960 to nearly 2,200 students today. This has been accomplished, in part, because of our core commitment to serve all students regardless of race, religion, national origin, gender, color, disability, or age. Our values are best exemplified by one of the statements in the Methodist University Pledge signed by all employees that come to the institution: “I will share the vision: ‘We must define success not in terms of the academic profile of entering students, but in terms of the positive impact we have as an institution on our students.’” Our Title III project will directly and positively impact the educational experience of all students. However, we project that the students who will benefit most are those who are traditionally underrepresented in higher education. By improving our ability to intervene in the lives of at-risk students quickly and effectively, we will reduce attrition particularly for those most in need of support. By increasing students’ ability to interact with faculty, we will build essential relationships and open students to curricular and co-curricular experiences that will expand cultural boundaries. By increasing students’ ability to collaborate with one another through student-use technology, we will continue to break down barriers often posed by differences.

Our student body is very diverse in terms of demographic characteristics. We are a relatively small university, yet students from over 30 foreign countries are enrolled here this term. For the Title III project, students will be most prominent in the *Student E³* Committee that will work with our faculty to identify, implement, and test student-use technology. Our Project

Director will insure that representation on that Committee is highly representative of all student cohorts.

Two new employees will be added to the MU roster through the Title III project. During the recruitment process, Methodist University will adhere fully to our published and practiced Affirmative Action Plan. Methodist University aims to achieve a diversity of faculty, staff, and student body in order to provide an excellent educational experience for its students. In student recruitment and job appointments, efforts are made to recruit and retain minority groups in the Methodist University community. When there are employment vacancies, Methodist University will use appropriate media and means to invite applications from all qualified persons.

The President of the University has ultimate responsibility for the affirmative action program, however, responsibility is shared by all managers and supervisors.

Because our project is so intensely grounded in technology, we will be extremely careful to insure that tech innovations are inclusive of all students, with special focus on students with disabilities. At MU, the Center for Personal Development is the central support unit for students and employees with disabilities. The Center acts as an advocate in the college community and serve as a liaison to secure reasonable accommodations and/or modifications. The Jenzabar EMS system that we have selected as our core integrated system already has within it many features to facilitate access by the disabled. In addition, as this system and other related technologies evolve over the five-year period, the Office of Institutional Computing will be charged to insure that access to technology is secured for all students, regardless of ability or disability.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Don L Lassiter

Address:

* Street1: 5400 Ramsey Street
 Street2:
 * City: Fayetteville
 County: Cumberland
 * State: NC* Zip / Postal Code: 28311 * Country: USA

* Phone Number (give area code) (910)630-7081 Fax Number (give area code) (910)630-7421

Email Address:

DLASSITER@METHODIST.EDU

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Table of Contents

Attachment 1:

Title: **MU Table of Contents** Pages: **0** Uploaded File: **MU Table of Contents.pdf**

TITLE III-STRENGTHENING INSTITUTIONS PROGRAM
Methodist University
Fayetteville, North Carolina

Improving Academic Quality

TABLE OF CONTENTS

Comprehensive Development Plan (CDP)	1
Introduction to the Institution	1
Comprehensive Process to Develop the Plan	2
Strengths of the Institution	4
Weaknesses of the Institution	5
Goals of the Institution	7
CDP and Title III Measurable Objectives	
Tasks, Methods, Tangible Results	
and Support	8
Institutionalization	12
Activity Narrative—Measurable Objectives	13
Relationship of Objectives to	
MU Problems and Goals	19
Activity Narrative—Implementation Strategy.....	20
Implementation Strategies, Tasks,	
Primary Participants, Results,	
and Timeframe	27
Activity Narrative—Key Personnel	32
Activity Narrative—Project Management Plan	36
Activity Narrative—Evaluation Plan	41

Detailed references for all sources cited in the development of this application are on file in the Office of the Vice President for Planning and Evaluation.

Project Narrative

Program Abstract

Applicants are required to submit a one page single-spaced Project Abstract in word format only and no charts. Please include in the Program Abstract the name of the institution, city, and purpose.

Attachment 1:

Title: **MU Abstract** Pages: **0** Uploaded File: **MU Abstract.doc**

TITLE III-STRENGTHENING INSTITUTIONS PROGRAM ABSTRACT

Methodist University Fayetteville, North Carolina

Level, Control, Affiliation: Four-year, independent, private university; governed by a 38 member Board of Trustees; affiliated with the North Carolina Conference of the United Methodist Church.

Primary Service Population: Methodist University (MU) is located in Fayetteville, North Carolina (the 4th largest city in the state, with a population of over 250,000.) Approximately sixty-four percent of MU students are in-state residents, with thirty-seven percent enrolling from MU's home county, Cumberland County. In addition, the University enrolls students from 41 states and 30 foreign countries.

Programs of Study: MU offers seventy undergraduate programs (including majors concentrations) and three graduate programs, all firmly grounded in the liberal arts. Bachelor's degrees are offered in Arts and Humanities, Business, Information and Technology, Public Affairs, and Science and Human Development. Three master's degrees are offered in Business, Justice Administration, and Physical Assistant Sciences.

Student Body Characteristics: Of the total Fall 2009 enrollment of 2,183 students, 2001 were undergraduate and 182 were graduate students, with 86 percent attending fulltime and 14 percent attending part-time. Gender distribution was 45 percent female, 55 percent male, with an average age of 24. The racial/ethnic distribution was 48 percent Caucasian, 18 percent Black, 5 percent Hispanic, and 29 percent other/mixed race or ethnicity. 92 percent of the Fall 2009 student body received financial aid to assist in attaining their academic goals.

Faculty Characteristics: In 2009, Methodist University employed 129 fulltime faculty, 66 percent of whom had attained a terminal degree in their teaching field. MU also employed a highly-qualified adjunct staff of 93 fulltime equivalents. The faculty-to-student ratio was 1-to-12.

Purpose of project: Methodist University will conduct a comprehensive five-year project, *Improving Academic Quality*. The project is based on the *three E's* provided by MU stakeholders during strategic planning. With Title III assistance, we will create a vibrant MU academic environment, a *culture of excellence*, through three inter-related initiatives: student data management technology will *engage* faculty and staff across divisional and departmental lines, and *engage* faculty and staff with students for essential, timely academic interventions; instructional technology will *enrich* the learning experience for all students, with special emphasis on our emerging nursing program as a model of collaborative, simulation-based, tech-infused learning experiences; and end-user technology will *empower* students to take control of their learning outcomes and give faculty and staff a robust tool to continue enhancing academic programs and student services. Title III support is requested for approximately [REDACTED] year for five years beginning October 1, 2010, with MU contributing over [REDACTED] in direct support to insure project success.

Project Narrative

Quality of Applicant's Comprehensive Development Plan

Quality of the Applicant's Comprehensive Development Plan (Maximum: 25 points).

- (1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.**
- (2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis.**
- (3) The objectives stated in the plan are measurable, related to institutional goals, and if achieved, will contribute to the growth and self-sufficiency of the institution.**
- (4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practices and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources.**

Attachment 1:

Title: MU Comprehensive Development Plan Pages: 0 Uploaded File: MU Comprehensive Development Plan.pdf

COMPREHENSIVE DEVELOPMENT PLAN (CDP)

Introduction to the Institution

For as long as any of us can remember, a framed plaque bearing a quote by Britain’s Queen Victoria has hung in our conference room at Methodist University, in Fayetteville, NC:

*"We are not interested in the possibilities of defeat.
 They do not exist."*

This declaration truthfully reflects our history: the determined civic, government, and church founders opening a college in 1960 with only 128 students; the institution persevering through mid-1970’s enrollment declines that nearly drove Methodist into insolvency; and the University effectively responding to the welcome, but demanding predicament caused by the last two decades of rapid growth. For fifty years, each and every challenge was squarely met and successfully overcome. And while Methodist University today is a focused, vibrant institution, this same quote still captures our spirit as our campus community strives to achieve our vision of service to students and continual improvement of an excellent higher education experience.

Methodist University (MU) is an independent, private, four-year institution of higher education offering 70 undergraduate majors/concentrations and three master’s programs to over 2,100 degree-seeking students. Regionally accredited since 1964, MU combines an educational and cultural commitment to our North Carolina region with a proactive respect for cultural and individual diversity. In Fall 2009, we enrolled students from 41 states and 30 foreign countries.



METHODIST UNIVERSITY			TABLE I METHODIST UNIVERSITY OVERVIEW, FALL 2009 (Total Enrollment 2,183)								METHODIST UNIVERSITY		
Class Distribution			Undergraduate Student Profile										
			Attendance		Gender		Race				Aver. Age	Fin Aid	
Ugrad	Grad	Day	FT	PT	Male	Fem.	Black	Cauc.	Hisp.	Other	Age	Aid	
2,001	182	83%	86%	14%	55%	45%	18%	48%	5%	29%	24	92%	

Comprehensive Process to Develop the Plan

The last two decades at MU are often referred to as our “renaissance years” reflecting the dramatic growth in programs, facilities, and student enrollment. As we approached 2010 and the completion of our fifth successive *Strategic Plan*, the University was faced with yet another challenge: given our strengths and weaknesses, opportunities and threats, where do we go from here? It was a challenge that required critical reflection, reliable data, and inclusion of diverse experiences and opinions. In response, our President, M. Elton Hendricks, Ph.D., initiated a comprehensive review and planning process that included a broad range of MU stakeholders: faculty, staff, students (both undergraduate and graduate), alumni, trustees, administrators, and area leaders. Resisting the temptation to try to be all things to all people, President Hendricks charged team leaders to be true to our mission, to identify assertive goals, and to develop progressive yet reasonable action steps to achieve our full potential. This highly collaborative process began in April 2009 with a thorough review of our mission and resulted in a comprehensive development plan approved by the MU Board of Trustees on October 24, 2009.





At MU, our culture of strategic planning and assessment includes the use of data to make our decisions. For *Strategic Plan 2010—2015*, we listened actively to participant input, but we also incorporated relevant data and research to help insure objective, unbiased decision-making.

 TABLE II  SUMMARY OF STRATEGIC PLANNING DATA/RESEARCH	
Internal Sources	External Sources
<ul style="list-style-type: none"> › Strategic Planning sub-reports from Academic Affairs, Student Development Services, Enrollment Services, Business Affairs, Development & Alumni Affairs, University Relations, and Athletics; › Retention Committee Reports and Analyses; › MU Student Profiles 2005-2009; › Methodist University data sets from Admissions, Registrar, Financial Aid; › MU surveys of entering students, graduating seniors, and alumni; › Evaluation of Instruction; › Library Usage Reports; › MU Employer Surveys; › College BASE Institutional Summary; › MU Fall-to-Fall Retention Profiles; › Institutional Marketing Reports. 	<ul style="list-style-type: none"> › National Survey of Student Engagement (NSSE); & Faculty Survey of Student Engagement (FSSE); › Noel-Levitz Student Satisfaction Inventory; › SAT Summary Reports; › Cooperative Institutional Research Program (CIRP) Freshmen Profiles; › IPEDS Collegiate Navigator Reports; › Management Letters from MU auditors; › North Carolina Independent Colleges and Universities reports; › Southern Association of Colleges & Schools research and best practices reports › Literature from the American Association of Colleges & Universities (AAC&U), the National Education Association (NEA), Performa Higher Education.



On the following pages, we summarize the institutional strengths (Table III) and weaknesses (Table IV) that form the foundation of both our *Strategic Plan* and our application for Title III-Strengthening Institutions Program (SIP) assistance. Through comprehensive review, honest assessment, and collaborative planning we have identified our “Overarching Goal” for 2010-2015—Methodist University will be a top-choice, comprehensive university that attracts and retains a capable and diverse student body by providing relevant traditional and professional academic programs and an overall *culture of excellence* through highly qualified and motivated faculty and staff in an *Engaging, Enriching, and Empowering* environment. The **three E’s** will drive and support our initiatives to increase the capacity of Methodist University for the next five years.

Strengths of the Institution

 METHODIST UNIVERSITY	TABLE III STRENGTHS OF THE INSTITUTION	 METHODIST UNIVERSITY
<u>Academic Programs</u>		
<ul style="list-style-type: none">› Wide selection of undergraduate degrees (majors and concentrations).› Low student-to-faculty ratio of 12:1; sixty-six percent (66%) of faculty with terminal degrees.› Well-respected Physician Assistant Studies program.› Excellent MU student performance on PRAXIS (undergraduate) and PANCE (graduate) exams.› Campuswide commitment to a Quality Enhancement Plan to increase student reading.› International programming and service opportunities for students.		
<u>Institutional Management</u>		
<ul style="list-style-type: none">› Twenty-year history of assertive, inclusive strategic planning.› Recently completed, highly successful SACS reaffirmation process and outcome.› Eager, energized faculty and staff and experienced, respected University leadership.› Reputation for nurturing the “whole” student in a beautiful, friendly, safe campus environment.› Effective overall student recruiting strategies.› Successful athletics program that increases institutional morale and enrollment.		
<u>Fiscal Stability</u>		
<ul style="list-style-type: none">› Conservative fiscal management principles and practices.› Better than average weathering of the 2008-10 economic crisis with regard to investments.		

One of MU’s greatest strengths highlighted over and over again through the strategic planning process is the success of our Physician Assistant (PA) Studies program. This degree was a “leap of faith” for an institution that was, like many good liberal arts institutions, in danger of losing connection with the times. We have learned from this experience that degrees in health professions are compatible with the liberal arts. We also have learned that technologically-enhanced programs (PA is one of the region’s most tech-savvy programs) are professionally relevant and are in high-demand with students. Other MU academic programs and faculty are eager to emulate the PA example to *enrich* the student educational experience. However, it is not enough to have one tech-integrated niche program at a university that still communicates with students through obsolete systems. In short, reviewing our strengths helped to put our weaknesses into context. We will manage many of our challenges with institutional and donor funds. However, we will need initiating resources to enable the necessary academic and student-success technological transformation underscored by our strategic planning.

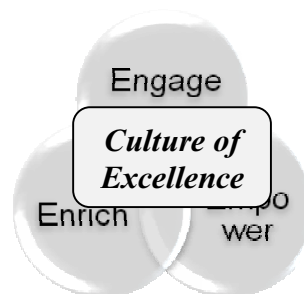
Weaknesses of the Institution

 METHODIST UNIVERSITY	TABLE IV WEAKNESSES OF THE INSTITUTION	 METHODIST UNIVERSITY
<u>Academic Programs</u> <ul style="list-style-type: none">› Unacceptably low freshman retention rate (52%) and 6-year graduation rate (39%).› Entering student profile (SAT, GPA) well below institutions of aspiration.› Increasing numbers of students require significant academic support and intervention.› Insufficient development of niche programs attractive to today's undergraduates (esp. health).› Faculty concept of technology integration not well informed or well developed.› Several majors/programs reflect a pattern of low enrollment.› Online/distance education opportunities underdeveloped.		
<u>Institutional Management</u> <ul style="list-style-type: none">› Student data management systems are outdated and not fully integrated.› University technology not appealing to MU's primary market: 18-25 year olds.› Daytime enrollment has grown 20% in last 10 years, straining campus resources.› Faculty and staff development not linked to institutional strategic goals.› Inadequate resources to help students become proactive managers of their own learning.› Intra-department communication does not promote the <i>culture of excellence</i> expectation.› 50% of students report being unsure of the value of an MU degree.		
<u>Fiscal Stability</u> <ul style="list-style-type: none">› The University is too dependent on tuition revenue.› Small institutional endowment for an institution of our size and maturity.› Alumni base not yet cultivated to maximum earning (giving) potential.› O&M budgets overly dependent on annual fundraising; limits use for growth and innovation.› Non-returning students cite questions about "value" of the MU experience.› Physical plant reflects too much deferred maintenance; newer facilities overshadowed.		

At Methodist University, we have looked carefully at our shortcomings and have begun to address them. Most critical among these challenges are our retention and graduation rates, both of which are well below desired levels. In Spring 2010, MU hired Performa Higher Education to analyze academic and student services who recommended, "MU needs to develop a campus community that uses data to inform decision making with a student-centered focus" (Performa, 2010). While this was a positive step, much more needs to be done to achieve our *culture of excellence*. Our entering student profiles (100 points below average SAT scores for peer institutions) continue to strain our remediation capabilities, yet raising the profile is nearly impossible without a modern, engaging academic environment attractive to academically strong students. More distressingly, 42% of our undergraduate students report being "neutral" to

“dissatisfied” with the MU experience (Retention Survey, 2009.) Our students tell us course delivery is not stimulating, a statement of concern to MU faculty eager to learn and integrate tech-enriched best-practices but with neither means nor opportunity to do so. Students also report that our communication systems do not meet their expectations for collaboration with faculty, and this same technological weakness severely hampers timely decision-making by faculty, staff, and administrators to serve students. Our over-arching goal proudly and intentionally includes the adjectives “*relevant*,” “*motivated*,” and “*top-choice*,” with regard to our programs, our stakeholders, and our institution. While our comprehensive planning leads us to this vision, the available resources take us only so far. With the assistance of the Title III-Strengthening Institutions Program, MU can go the distance.


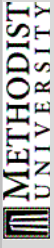
Our Title III project, *Improving Academic Quality*, is based on the *three E’s* given to us by our stakeholders during strategic planning. With Title III assistance, we will create a vibrant MU academic environment, a *culture of excellence*, through three inter-related initiatives: student data management technology *will engage* faculty and staff across divisional and departmental lines, and *engage* faculty and staff with students for essential, timely academic interventions; instructional technology *will enrich* the learning experience for all students, with special emphasis on our emerging nursing program as a model to lead the way; and end-user technology *will empower* students to take control of their learning outcomes and give faculty and staff a robust tool to continue enhancing academic programs and student services.


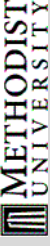


Goals of the Institution

Our seven-month strategic planning process came at an excellent time for Methodist University. We recently completed a very successful reaffirmation process for regional accreditation, and our enrollment and revenue have been relatively stable since 2002. However, our introspection made it clear that many initiatives are needed to sustain enrollment growth, improve retention, better serve our students (particularly our most academically at risk students), and design or revise academic programs to excite and engage students. MU stakeholders have overwhelmingly advised us that to achieve our *culture of excellence* we must develop a campus environment that is effective in communicating with today's students and that delivers relevant, interactive academic content. At Methodist University, our faculty, staff, and administrators agree that technology can be the powerful tool to effect this cultural change. However, our students do not merely use tech tools; they live in a tech-rich environment, and they are inviting us (requiring us!) to interact with them in ways that the MU environment does not currently allow. At MU we are mindful of research that tells us that we will serve the next generation of learners only if faculty and administration establish the vital infrastructure of technology in our classrooms and academic support systems (McNeely, 2005; Smith, 2004).

Our 2010-2015 *Strategic Plan* details these initiatives through primary goals in six areas: academic excellence; revenues and resources; enrollment; physical facilities; technology; and global citizenship. Our full *Plan* (detailing action steps, assignments, and assessments) is too lengthy to reprint here. The four goals directly related to our Title III initiative are: Goal A in "Enrollment"; Goals B and F in "Academic Excellence"; and Goal D in "Technology." These goals (pages 8-11) and our Title III objectives (pages 14-18) have the transformational potential to create an *engaging, enriching, and empowering* academic environment.

 METHODIST UNIVERSITY		TABLE V METHODIST UNIVERSITY CDP AND TITLE III		 METHODIST UNIVERSITY	
MU Strategic Goal “A” (Enrollment): Increase student retention and persistence to degree completion.					
Measurable Objectives	Specific Tasks	Methods	Tangible Results	Title III and MU Support	
<p><i>MU will increase daytime undergraduate enrollment by 15%.</i></p> <p><i>MU will increase freshman-to-sophomore retention from 52% to 65%.</i></p> <p><i>MU will decrease academic probation to a maximum of 4% and academic warnings to a maximum of 5% of all new student cohorts.</i></p> <p><i>MU will increase the 6-year graduation rate from 39% to 50%.</i></p>	<p>Develop and implement an integrated information management system to support student-faculty/student-staff interaction.</p> <p>Revise advising strategies to include information made possible through technology.</p> <p>Conduct a comprehensive assessment of causes of MU student attrition.</p>	<p>Contract with Jenzabar to implement the Enterprise Management System (EMS). Train faculty and staff.</p> <p>Revise student interventions to maximize use of the information system.</p> <p>Train faculty. Modify advising policies and procedures to make use of tech resources.</p> <p>Implement retention strategies recommended by Performa for MU.</p> <p>Monitor and assess annual progress.</p>	<p>By Fall 2015, all phases of the EMS transition are completed; 100% of staff and 65% of faculty are using the system to provide student support.</p> <p>By Spring 2015, students on academic probation will be reduced from 7.7% to 4% of any individual cohort.</p> <p>By Spring 2015, students on academic warning will be reduced from 8.4% to 5% of any individual cohort.</p> <p>By Summer 2015, 86% of undergraduates report that they are satisfied or very satisfied with the overall MU experience.</p>	<p>MU will use institutional resources to implement Performa recommendations and to release staff and faculty for training to support the Performa and Title III initiatives.</p> <p>Title III assistance will be requested to provide personnel experienced in technological integration, training for faculty, and instructional equipment to support initiatives developed by individuals and departments.</p>	

 METHODIST UNIVERSITY		TABLE V, continued METHODIST UNIVERSITY CDP AND TITLE III		 METHODIST UNIVERSITY	
MU Strategic Goal “B” (Academic): Provide students with an academic curriculum that is both engaging and empowering.					
Measurable Objectives	Specific Tasks	Methods	Tangible Results	Title III and MU Support	
<p><i>MU will create an instructional environment that infuses modern, discipline-appropriate technology in at least 75% of undergrad. courses</i></p> <p><i>MU will develop and offer to students collaborative (faculty-faculty, and faculty-student) academic experiences that showcase advanced educational technology, with emphasis on simulation-based learning.</i></p>	<p>Commit to a campuswide instructional tech-integration initiative; add professionals to MU staff to lead and assist.</p> <p>Create model collaborative courses and use these to teach and motivate faculty in all MU divisions.</p> <p>Provide students with tools to manage their own learning experience.</p> <p>Give students timely, accurate access to their MU records; incorporate academic planning tools.</p>	<p>Through professional development, provide faculty with opportunities to research and experience engaging, motivating learning environments.</p> <p>Provide mini-grants to enable faculty to incorporate tech-enabled best-practices into curricula and delivery.</p> <p>Purchase and support an e-portfolio system for students.</p> <p>Charge the BSN program with leading development of educational courses relevant to today’s students, demonstrating collaborative curricular design and tech-infused pedagogical methods.</p>	<p>By Summer 2015, MU students equal or exceed peer means for students reporting that quality of instruction is “excellent.”</p> <p>By summer 2015, at least 50% of MU students will use e-portfolios to document learning experiences and personal growth.</p> <p>By summer 2015, MU will meet or exceed the peer institution percentage of students who report that they work on projects with faculty outside of the classroom—an increase from 2%-15% for freshmen; 20%-40% for seniors. (NSSE item 7d)</p>	<p>MU will provide faculty time to participate in professional development activities, website support, and other means to document and disseminate information.</p> <p>Title III assistance will be requested to employ a Technology Integration Specialist for the five-year project, to support faculty development, mini-grants for faculty, and funds to initiate an e-portfolio system and other student-use technology.</p>	

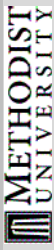




TABLE V, continued METHODIST UNIVERSITY CDP AND TITLE III			
MU Strategic Goal “F” (Academic): <i>Provide faculty and staff the training and support needed to excel.</i>			
Measurable Objectives	Specific Tasks	Methods	Tangible Results
<p><i>MU will involve 100% of fulltime faculty and student services staff in relevant professional development tied to institutional goals.</i></p> <p><i>MU will significantly increase resources for professional development tied to the 2010-2015 strategic plan and implement proven funding plans to sustain a high level of investment in faculty/staff development beyond 2015.</i></p>	<p>Identify areas of faculty and staff development related to MU’s strategic initiatives.</p> <p>Develop a process for faculty and staff to request support; involve Deans and Vice Presidents.</p> <p>Link professional development to annual faculty growth plans and staff evaluations.</p> <p>Seek and secure initiating funding for an endowment; identify and secure donor matching funds.</p>	<p>Strengthen the process for creating education and training opportunities for faculty and staff (in-house training, conferences and workshops, distance learning experiences, speakers, visits to other institutions, et al.); training will be linked to strategic objectives and shared with all faculty and staff (appropriate to topic) on campus.</p> <p>Document training and its impact on the teaching-learning environment.</p> <p>Include endowment solicitations in annual advancement plans.</p>	<p>Title III and MU Support</p> <p>MU will allocate the existing professional development funds (approx. \$65,000 per year) to support advancement of the strategic objectives, will dedicate faculty and staff release time for education and training, and will obtain matching funds for the endowment.</p> <p>TIII support is requested for additional development opportunities during the course of the project, and for seed dollars for building the endowment fund.</p>

 METHODIST UNIVERSITY		METHODIST UNIVERSITY CDP AND TITLE III		 METHODIST UNIVERSITY	
TABLE V, continued					
METHODIST UNIVERSITY CDP AND TITLE III					
MU Strategic Goal “D” (technology): Upgrade technology to better serve students, faculty, and staff.					
Measurable Objectives	Specific Tasks	Methods	Tangible Results	Title III and MU Support	
<p><i>MU will improve technology for full integration and accessibility of data for course management, grades, attendance, transfer evaluations, and degree audits.</i></p>	<p>Upgrade campus infrastructure to support rigorous, database management system delivery.</p> <p>Train faculty and student services staff to input, retrieve, and use data available from an integrated system.</p>	<p>Increase server, back-up, data storage, and security capacity of the MU system.</p> <p>Provide individual and small group training opportunities (from Jenzabar), opportunities for practice, and SOP’s.</p>	<p>By Summer 2011, computing system improvements will be completed.</p> <p>By Summer 2011, assessment of faculty use and attitude toward education technology will be used to develop individual and group training plans; 100% of fulltime faculty will participate in training.</p>	<p>MU will support the Database Administrator who will assist with faculty instruction, and all work by the Office of Institutional Computing.</p>	
<p><i>MU will enable students to manage campus life issues in a paperless environment.</i></p>	<p>Involve students in identification of technological enhancements for student support, campus life, and collaborative initiatives with students, faculty and staff.</p>	<p>Utilize the Constituent Relations Modules (Jenzabar) to provide end-user access to appropriate data and reports.</p> <p>Create a student committee to provide input into technology enhancements that are most useful to/desired by today’s students.</p>	<p>By Summer 2015, 75% of degree programs reflect appropriate levels of tech integration. Syllabi document changes in class and lab uses and in expectations for students.</p> <p>By Summer 2015, 85% of students indicate moderate to frequent use of technology in classes.</p>	<p>Title III assistance is requested for hardware and software for infrastructure readiness, faculty professional development/training, funds to initiate student recommendations for student-use technology, and a professional to work with faculty to achieve tech integration reflective of instructional best practices.</p>	
<p><i>MU will use technology to increase student collaboration with faculty, staff, and other students for academic and co-curricular purposes.</i></p>	<p></p>	<p></p>	<p></p>	<p></p>	

Institutionalization of Activities

This Title III project has been approved by MU President M. Elton Hendricks and his Administrative Committee, members of which have been integrally involved in project design. The *Implementation Plan* is structured to secure necessary intra-institutional authorizations from MU decision-making bodies (i.e., Faculty Curriculum Committee) at key points throughout the five-year project, and the *Project Management Plan* reflects the close coordination across divisional lines to insure a smooth and timely transition from federal to institutional support.

Although cost sharing is not required for Title III, the University will provide a substantial fiscal commitment. Significant pre-award commitments and continuing institutional support are reflected in this application. Most notably, we will assume the costs for three key personnel from the start of the project, and we will begin institutionalizing other project costs (i.e., Jenzabar maintenance) in Year 4. The MU Vice President for Business Affairs conservatively estimates MU assumed costs will be ██████████ for the five-year grant period.

Most importantly, Methodist University leadership has committed to institutionalize grant initiatives fully by the end of the five-year term. As we achieve our MU and Title III freshman-to-sophomore retention rates of 65% and our undergraduate degree completion goal of 50%, we are confident that resulting revenue streams will be more than sufficient to maintain this commitment. Using current enrollment as a baseline, today's tuition and instructional costs, and applying a cohort attrition model, reaching these two objectives will net \$1.2 million in additional revenue by 2015; \$17.6 million by 2020. This revenue stream is more than three times the amount that will be required to sustain the initiatives started through Title III. To assure that dedicated funds remain available, our project also includes an endowment and endowment match for long-term support and development of the initiatives begun under Title III.

Project Narrative

Quality of Activity Objectives (Maximum 15 points)

(1) The extent to which the objectives for each activity are realistic and defined in terms of measurable results.



(2) The extent to which the objectives for each activity are directly related to the problems to be solved and to the goals of the comprehensive development plan.

Attachment 1:

Title: MU Measurable Objectives Pages: 0 Uploaded File: MU Measurable Objectives.pdf

ACTIVITY NARRATIVE--MEASURABLE OBJECTIVES

A recent MU faculty presentation began with a quotation by Vince Tinto, “Successful retention is no more than, but certainly no less than, successful education” (2004). Through comprehensive strategic planning, MU has committed to excellence and modernization that will result in success for our students and simultaneously achieve the primary purpose of Title III--*to lead institutions toward self-sufficiency*. Seven key problems impede this transformation.

 METHODIST UNIVERSITY		TABLE VI		 METHODIST UNIVERSITY	
METHODIST UNIVERSITY SUMMARY OF SIGNIFICANT PROBLEMS					
CDP Problem	Description				
#1	Student success does not reflect MU academic quality or support long-term growth.				
#2	Admin. technology does not support effective communication or decision-making.				
#3	Instructional technology is insufficient to support an engaged learning environment.				
#4	Faculty/staff professional development is insufficient and not linked to strategic goals.				
#5	MU is slow to develop niche academic programs, particularly in the health fields.				
#6	The teaching/learning environment is less attractive to highly motivated students.				
#7	MU environment does not empower students to manage their academic experience.				

On the pages to follow, Methodist University presents *defined, realistic, and measurable objectives* directly related to the most critical challenges of the University (above) and to our overall Strategic Plan (CDP). Objectives also are purposefully tied to the *Evaluation Plan*, beginning on page 41. Measurable performance indicators will enable us to benchmark our progress continually. The timeline for federal support is October 1, 2010, to September 30, 2015. We have set August timelines for programs and services that must be in place by the beginning of a Fall Term.

Project objectives also address two of the invitational priorities of this year’s Strengthening Institutions Program (SIP) cycle: #1 increasing student persistence and graduation rates; and, #3 developing innovative support programs to increase student completion rates.

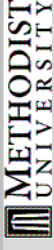


TABLE VII
TITLE III MEASURABLE OBJECTIVES RELATED TO INSTITUTIONAL PROBLEMS

Measurable Objectives	Performance Indicators
<p>ENGAGING--Integrated Information Management System.</p> <p>Related to Problems: #1,2,4,6,7 Related to CDP Goals: A, D, F</p> <p>By September 2013, 85% of MU fulltime staff and 35% of faculty will make use of the integrated information system to collect, analyze, and report information; by September 2014, 95% and 45%; by September 2015, 100% and 65%.</p> <p>By August 2013, 100% of MU advisors report they are making effective use of the information system advising module; by August 2015, improved advisement facilitates an increase in freshman-to-sophomore retention from 52% to 65 %.</p>	<p>By August 2011, 100% of infrastructure preparation will be completed. (See pgs. 20-22).</p> <p>The three-year conversion to the Jenzabar Integrated System has been detailed by company personnel working with MU staff, and will proceed as follows:</p> <p>By March 2011, the Initial Phase (end user need assess., role assignment) completed. By September 2011, the Set Up Phase (process review, security, installation) completed. By April 2012, the Data Conversion Phase (mapping, validation) completed. By September 2012, the Operational Phase (transition support, expansive use) completed. By September 2013, training for all end-users will be completed. (Begins October 2011).</p> <p>By September 2015, 100% of MU administrators, fulltime faculty, and staff report using data for inter-departmental collaboration and reporting.</p> <p>By August 2013, 100% of Faculty Advisors will have completed advanced training on the Jenzabar Learning Management System, and a new <i>MU Advisor Manual</i> will document use of the system to communicate with students in a timely, effective manner.</p> <p>By August 2015, students on academic probation will decrease from 7.7% to 4%, and students on academic warning will decrease from 8.4% to 5%.</p> <p>By August 2015, MU will be above the peer-group mean on all technology, student service, and administrative measures of the Noel-Levitz Student Satisfaction Inventory (SSI); undergraduates reporting on the survey that they are satisfied or very satisfied with the overall MU experience will increase from 47% to 80%.</p> <p>By August 2015, MU's will achieve a reputation as a comprehensive university utilizing tech-enriched best practices for instruction, decision-making, student intervention, and collaboration. (Reported by IPEDS, market scans, and peer evaluator surveys.)</p>



TABLE VII, continued

TITLE III MEASURABLE OBJECTIVES RELATED TO INSTITUTIONAL PROBLEMS

Measurable Objectives	Performance Indicators
<p>ENRICHING--Instructional Technology Integration</p> <p>Related to Problems: #1,3,4,6 Related to CDP Goals: A, B, F</p> <p>By August, 2012, 25% of MU faculty will have integrated discipline-appropriate/student-appropriate technology into their courses and programs. 45% by 2013; 65% by 2014; 75% by 2015.</p> <p>By August 2015, 80% of fulltime faculty will have participated in tech-integration professional development.</p> <p>By August 2015, the percentage of MU students indicating moderate-to-frequent use of technology in MU academic courses will increase from 34% to 85%.</p>	<p>By April 2011, 90% of MU fulltime faculty, 25% adjuncts, will complete departmental and individual assessment of knowledge, use, and attitudes toward technology integration.</p> <p>By June 2011, Instructional Technologist will complete Individual Tech Integration Plans for 90% of assessment participants. (Plans will vary by department and faculty member.)</p> <p>By June 2012, 75% of all participating faculty will complete their Individual Tech Plans.</p> <p>By August 2012, a minimum of 20% of fulltime faculty will have participated in technology/curriculum innovation professional development; 40% by August 2013; 60% by August 2014; 80% by August 2015.</p> <p>By August 2015, 75% of syllabi reflect tech integration changes—25% each at the basic, intermediate, and advanced levels.</p> <p>By August 2015, the response of MU students to the item, “The quality of instruction I receive in most of my classes is excellent” on the Noel-Levitz SSI will exceed the peer group mean for both importance and satisfaction.</p> <p>By August 2015, the attitude of faculty toward use of technology for academic improvement will improve by an average of 1.5 points (on a 1-5 Likert scale) over levels measured by the Instructional Technologist in 2011.</p> <p>By August 2015, 95% of freshmen and seniors taking the NSSE will respond that they use information technology “often” or “quite a bit.”</p> <p>By August 2015, the gap in perception of technology usage reported on NSSE and FSSE surveys by students (for students) and faculty (for students) will be three points or less.</p>



TABLE VII, continued

TITLE III MEASURABLE OBJECTIVES RELATED TO INSTITUTIONAL PROBLEMS

Measurable Objectives	Performance Indicators
<p>ENRICHING--Technology-Enriched Bachelor of Nursing Program</p> <p>Related to Problems: #3,5,6 Related to CDP Goals: A, B</p> <p>By August 2014, curriculum-driven tech integration in the BSN program will result in a 10% increase in applications by well qualified nursing candidates.</p> <p>By August 2014, a series of model collaborative learning experiences that exemplify curriculum-appropriate technology integration (including simulation-based options) will enroll a minimum of 90 students (45% of total students enrolled) from Nursing, Environmental and Occupational Management, Applied Forensic Science, and Physician Assistant Studies.</p> <p>By August 2015, dissemination of this model will result in a minimum of 10 collaborative, high-tech learning experiences in disciplines across all five MU academic schools.</p>	<p>By November 2013, the BSN program will provide a model of tech-integrated undergraduate academic programming, serving a minimum of 110 nursing students annually, and sharing use of the tech-rich virtual hospital environment with a minimum of 40% of students from science and health courses.</p> <p>By February 2014, BSN tech-innovation and curriculum development will enable faculty to develop both credit and co-curricular experiences focusing on relevant emergency management, disaster preparedness, and crisis leadership for a minimum of 40% of students annually, in four MU programs.</p> <p>By August 2014, 100% of MU fulltime faculty will have participated in collaborative course development training provided by the lead faculty from the BSN-led activity.</p> <p>By October 2014, a minimum of 15 collaborative, tech-integrated course experiences will be proposed to the Tech Integration Committee for Tech Innovation Proposal (TIP) support, at least 7 of which will include the use of discipline-specific, simulation-based experiences. A minimum of 10 will be selected for development and will be available for MU students by August (Fall Term) 2015.</p> <p>By August 2015, a minimum of 5 faculty-student-staff, tech-integrated, co-curricular experiences will be offered to undergraduate students.</p> <p>By August 2015, students working on projects with faculty outside of the classroom will increase from 2% to 15% for freshmen; 20% to 40% for seniors (NSSE survey item 7d).</p>



TABLE VII, continued
TITLE III MEASURABLE OBJECTIVES RELATED TO INSTITUTIONAL PROBLEMS

Measurable Objectives	Performance Indicators
<p>EMPOWERING—Student Use Technology</p> <p>Related to Problems: #1,2,6,7 Related to CDP: A, D</p> <p>By August 2012, 100% of MU students will access admission, registration, financial aid, and bill payment via the integrated software system.</p> <p>By August 2014, 85% of MU students will use the Student Constituent Relations Module (CRM) to access and manage their academic programs and to interact with advisors, faculty, and staff.</p> <p>By August 2015, 100% of on campus students will manage co-curricular, security, and business MU issues via technology-enabled access.</p> <p>By August 2015, 50% of MU undergraduate students will participate in electronic (e)-portfolios to document growth and development and to reflect critically on their learning experiences.</p>	<p>By October 2013, a student technology committee of fifteen undergraduate and graduate students will begin working with faculty to advance technology for student use.</p> <p>By June 2015, MU students will respond at or above the peer group mean for 100% of Noel-Levitz SSI items related to course selection, financial literacy and management, and student support; and for the quality of relationships with administrators and staff.</p> <p>By June 2015, MU students will respond above the peer mean on the following Noel-Levitz SSI items:</p> <ul style="list-style-type: none"> *Most students feel a sense of belonging here. *The campus staff and administration are caring and helpful. *I seldom get the “run-around” when seeking information. *Channels for expressing student complaints are readily available. *I generally know what is happening on campus. <p>By June 2015 a minimum of 75 % of undergraduate students will report that they are satisfied or very satisfied with the engagement and relevance of the MU experience (Methodist University Retention Survey).</p> <p>By August 2015, the percentage of graduating seniors reporting on the NSSE assessment that MU provides “quite a bit” or “very much” of the support needed to succeed will increase from 68% to 85%.</p> <p>By August 2015, improvements on the NSSE assessment will reflect:</p> <ul style="list-style-type: none"> *Worked with other classmates outside of class—from 40% to 65%. *Worked with faculty on activities outside of class—from 55% to 75%. *Discussed career plans with faculty or advisors—from 27% to 85%. *Seniors reporting their understanding of themselves as “good” or “excellent” (item 11k)—from 62% to 85%.



TABLE VII, continued



TITLE III MEASURABLE OBJECTIVES RELATED TO INSTITUTIONAL PROBLEMS



Measurable Objectives	Performance Indicators
<p>Creating the Culture of Excellence</p> <p>Related to Problems: #1,2,3,4,5,6,7 Related to CDP: A, B, D, F</p> <p>By August 2015, 100% of MU fulltime faculty and staff will have participated in professional development leading to the <i>culture of excellence</i> projected in the University <i>Strategic Plan</i>. (Note: 100% is a reasonable and achievable target for our relatively small institution with under 140 fulltime faculty.)</p> <p>By August 2015, MU Title III initiatives will have created an <i>engaged, enriched, empowered</i> academic environment that significantly increases enrollment and retention,</p>	<p>By April 2015, undergraduate applications to MU will increase by 10% over Fall 2010 levels; application by students not requiring academic support will increase by 10%.</p> <p>By June 2015, the MU six-year graduation rate will increase from 39% to 50%.</p> <p>By August 2015, the percentage of students who are positive about the value of an MU degree will increase from 50% to 85% (per exiting student surveys).</p> <p>By August 2015, the MU freshman-to-sophomore retention rate will increase from 52% to 65%.</p> <p>By August 2015, MU enrollment will increase from 2,183 to 2,510 (15%); daytime enrollment will increase from 1,811 to 2,082 (15%).</p> <p>By August 2015, the MU entering student profile will change as follows: average entering GPA from 3.28 to 3.34; average SAT from 1000 to 1010; President's Scholars will increase from 31% to 37% of the entering freshman class.</p> <p>By August 2015, 90% of MU faculty, staff, administrators, and Trustees report that the culture of excellence envisioned in the 2010-2015 Strategic Plan has been achieved.</p> <p>By August 2015, the President's Administrative Committee will have designed, and the President will have approved, a detailed strategy and resource plan to continue Title III technology, professional development, and collaboration initiatives.</p> <p>By October 2015, the Office of Institutional Research and Effectiveness and Title III Staff will provide substantive evaluative data and analysis to document successful achievement of the goals and objectives of the Title III project and the MU <i>Strategic Plan 2010-2015</i>.</p>

Relationship of Objectives to Significant MU Problems and Goals

The comprehensive, inclusive planning process at Methodist University has led us to identify our problems in academic programs, institutional management, and fiscal stability. While our *Strategic Plan 2010-2015* contains many important goals and action steps, none is more critical than our determination to achieve a *culture of excellence*. Our decision to achieve this goal through *enriching* academic instruction, *engaging* students, and *empowering* the total campus community was based on introspection, research, data analysis, and substantial dialogue. By transforming the academic environment and enriching learning experience, we will dramatically, positively impact student achievement. When it comes to student success, research confirms that when much is expected, much is achieved (Schilling & Schilling, 1999). As our academic environment is transformed, we will substantially enhance our reputation, attract and enroll more students who are motivated to learn, and enable more of them to persist toward degree completion. Student academic success is not only the heart of the Title III-Strengthening Institutions Program, but it is also the central focus of all that we do at Methodist University. This is the foundation of institutional self-sufficiency.

 METHODIST UNIVERSITY		TABLE VIII		 METHODIST UNIVERSITY	
TITLE III DEMONSTRATED IMPACT					
Pre-Title III		Post-Title III			
<ul style="list-style-type: none"> › Students dissatisfied w/learning environment. › Students hampered in their ability to work with one another or with faculty. › Faculty and staff unable to communicate effectively for key student interventions. › Faculty unaware of instructional best practice that is possible with technology. › MU unable to attract academically strong students, especially 18-25-year-olds. › Freshmen not returning for a second year. › Students leaving short of graduation. 	<ul style="list-style-type: none"> › Students <i>engaged</i> in learning, working collaboratively with one another and with faculty; managing their educational progress. › Staff and students with access to information for timely, effective interventions. › Faculty motivated to innovate instructional delivery and work across disciplines. › Instructional reputation attractive to today’s college students; daytime enrollment increased. › Profile of entering students at peer levels. › <i>Improved retention & graduation rates!</i> 				

Project Narrative

Implementation Strategy

Maximum 20 points

- (1) The extent to which the implementation strategy for each activity is comprehensive.**
- (2) The extent to which the rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects.**
- (3) The timetable for each activity is realistic and likely to be attained.**

Attachment 1:

Title: **MU Implementation Strategy** Pages: **0** Uploaded File: **MU Implementation Strategy.pdf**

ACTIVITY NARRATIVE—IMPLEMENTATION STRATEGY

Methodist University is committed to a transformational Title III project to ***Improve Academic Quality***, while strengthening institutional management and fiscal stability. Our project design encompasses seven major components. Of these, the four primary ones that will drive this transformation are: (1) An Integrated Information Management System; (2) Instructional Tech-Integration; (3) Student-Use Technology; and (4) Demonstrated Tech-Enrichment (led by the MU Nursing Program). Faculty Development (5) is essential for any meaningful change in teaching and learning and is, therefore, incorporated into each of the four primary components. In addition, our implementation model is designed to infuse assessment into all facets of this activity. Therefore, Project Benchmarking (6) is imbedded to insure timely and effective mid-course adjustment, and Summative Assessment (7) will link the Title III project to the MU *Strategic Plan* and to future initiatives beyond the federal project timeline. Together, these components will achieve our over-arching goal of creating a ***culture of excellence*** that is reflective of an ***engaging, enriching, and empowering*** academic environment.

1) **Integrated Information Management System**: The introduction of an integrated information management system will enable MU to ***engage*** our constituents (students, faculty, staff, and administrators) with one another in ways never before possible at our institution. Our inability to communicate timely, critical information across division and departmental lines and our lack of capacity to share decision-making information with our students is a primary barrier to student retention, success, and satisfaction. As part of our strategic planning, an MU task force appointed by the President, consisting of administrators, faculty, and staff, looked critically at our information system capacity and then began researching and interviewing possible vendors for an integrated system. Task force members unanimously recommended the Jenzabar

Enterprise Management System (EMS)—a system with a demonstrated track record of success at institutions similar to MU. We will begin by upgrading technology infrastructure including essential hardware (servers and uninterrupted power supplies), back-up hardware (one data domain), data storage software, and server software. All labor will be completed by the Office of Institutional Computing (OIC) without federal funding. Year-1 also will include initial data conversion activities and preliminary staff orientation and training. Jenzabar will assign a project liaison who will work with the Title III Database Manager to effect a two-year mapping, testing, and conversion process. Faculty and staff training provided by Jenzabar, beginning in Year-1, will continue (with expanded applications) through Year-3. Primary conversion will include offices that directly impact students: admissions, registration, advising, student life, financial aid, and the major business management and reporting functions. In Year-2, end-user potential increases as we add an attendance module to alert students, faculty, and advisors of prospective retention problems. By Year-3, attention turns to the Constituent Relations Modules (CRM's) enabling students and faculty to utilize fully the potential of the EMS to communicate and share information. Faculty Advising procedures and strategies also will be revised in Year-3, strengthening both student-faculty relationships and student academic planning.

2) **Instructional Tech-Integration**: Technology will, once again, be the tool of choice to help us *enrich* our teaching and learning environment. In Year-1, MU will employ an Instructional Technologist to lead the tech-infusion component of our project. She/He will assess baseline skills and attitudes of all faculty regarding technology usage. Individualized Technology Plans (ITP's) will be developed with each faculty member and for each academic department. Faculty will proceed to various degrees of advanced instruction based on their interest, acumen, and enthusiasm. MU faculty will work individually and in small groups to

master programs designed and/or acquired and taught by the Technologist. At MU, we believe that meaningful transformations can take place only with faculty, within the classrooms, in ways that are appropriate to each discipline. “Campuses are accepting the obvious truth that human change must come first, and that educators themselves must lead technology initiatives” (Batson, 2010.) As faculty work on ITP’s, efforts will be guided by a Tech Integration Committee, with representatives from each school within the University. Working with the Instructional Technologist, the Committee will research and investigate (through individual and group professional development) instructional best-practices linked to technological innovation. They will help design the departmental tech-integration matrices and work with the MU Curriculum Committee for curricular approvals. In Years 2-5, the Committee will oversee an annual Tech-Innovation Proposal (TIP) program inviting faculty to submit proposals for curriculum and instructional design changes that use technology to *engage* and motivate students. As faculty develop their skills, levels of innovation will increase, with latter years focusing more on collaborative learning experiences, fusion of curricular and co-curricular opportunities, and simulation-based technology. Faculty and student feedback, including comparative analysis of learning outcomes, will be used formatively to improve the TIP program. The expected outcome of this component is not tech integration, per se, but rather the significant enhancement of the teaching-learning environment through pedagogically sound, innovative technology infusion.

3) **Student-Use Technology**: Using our new tech-enhanced capabilities to *empower* students is a Title III focus in Year-4. A new MU student group, the *Student E³ Committee*, comprised of fifteen undergraduate and graduate students, will be appointed to collaborate with the Tech Integration faculty and the Instructional Technologist to discover, pilot, and help implement collaborative uses of the Enterprise Management System to improve student success.

Student E³ will recommend other technology systems that are important to today's college students. Examples already recommended by students during strategic planning were an email/text just-in-time communication tool linking faculty, students, and staff (Year-4), an interactive data calendar connecting students to learning experiences and co-curricular opportunities (Year-4), and the introduction of e-portfolios (Year-5) for documentation of personal and academic growth. Project planners used pricing from Jenzabar, Active Data, and Symplicity for budgeting purposes. However, **E³** will work with the Instructional Technologist and MU computing staff to make specific recommendations in Years 4 and 5.

4) **Demonstrated Tech Enrichment (led by the MU Nursing Program)**: To demonstrate the power of technology to enhance learning, specifically for simulation-based courses and collaborative learning experiences, our new Bachelor of Science in Nursing (BSN) program will provide the model. Our BSN curriculum was designed to cross disciplinary lines to provide real-world health experiences. Title III support will enable us to teach other program faculty to follow this example. In Years 2-4, support is requested for BSN to work with Environmental and Occupational Management, Applied Forensic Science, and Physician Assistant programs to develop a collaborative experience extremely relevant to 21st century America. Together they will create a virtual hospital, using technology to simulate community emergencies that require combined knowledge, skills, and abilities. The curricular opportunities that will be designed will include, at a minimum, student hands-on experiences with disaster preparation and response, emergency management, and on-scene leadership. Students will be able to experience first-hand how emergency health providers, scientists, environmentalists, public safety, and public relations experts work together to manage and diffuse the most urgent community crises that are becoming more and more prevalent in our society. These tech-infused

courses will make maximum use of the technology available to our students and, with the assistance of community agencies, to current practitioners as well. Not only will this program provide a valuable academic experience for health students, but BSN and partner faculty will teach pedagogical and curricular strategies to other MU faculty, motivating them to develop similar innovative opportunities within their own disciplines. New programs will underscore our reputation as a modern, comprehensive university providing highly-relevant academic programs.

5) **Faculty Development**: Faculty and staff development is essential to the successful implementation of any academic transition. As noted, all MU faculty and staff will be trained on effective use of the Enterprise Management System to enhance the student experience. Additional Title III support is requested to enable faculty to bridge a serious gap in their current understanding of tech-infused best practices and the level which they must achieve to effect the envisioned academic environment. The Tech Integration Committee will assume the role of assisting in the identification of professional development opportunities for faculty each year. These may include workshops, seminars, and short-courses to which faculty must travel; programs that faculty can access through distance technologies; visits to institutions of aspiration; invitations to guest speakers and/or trainers to work on the MU campus; and more. Working with the deans of each school and the Title III Director, the Committee will develop a recommended professional development plan for each year, linking these recommendations directly to the Title III initiative. In addition to technology, professional development will include discipline-specific best practices, relevant content, and collaborative instruction. The recommendations will be reviewed and approved by the Vice President for Academic Affairs to insure that the experiences are also directly relevant to the MU *Strategic Plan*. Professional development will receive final review and approval by the President. The Title III Director will

have the added responsibility of insuring that all professional development is documented, that faculty participants share their new skills and knowledge with the full MU faculty through presentations, short-courses on the Title III website, or other appropriate means. Project planners expect a minimum of 15 faculty to participate, directly, each year. However, using this method, 100% of all fulltime faculty and a large percentage of our regular adjunct faculty will benefit from the professional development initiative. (Earnings from the endowment challenge included in this project will augment faculty growth and development resources beyond the grant period.)



6) **Project Benchmarking**: Project benchmarking is listed here as a key component of the project because we believe that effective assessment must be incorporated throughout the project design. The full *Evaluation Plan*, including the addition of a TK20 Campuswide comprehensive assessment and reporting system, is detailed later in this application. The Title III Director, aided by the Office of Institutional Research and Effectiveness, will use this *Plan* to insure timely collection of data, dissemination to stakeholders, and use of data to make mid-course corrections to strengthen the project.

7) **Summative Assessment**: Summative assessment will begin in the months prior to our final year with a focus on demonstrating outcomes, institutionalizing all initiatives, and continuing the institutional and professional growth and development made possible through Title III. An Independent Evaluator who has been involved in the design of this Title III project will assist the Project Director in assessing the major impact of Title III on our University. Additional details are provided in the *Evaluation Plan*.

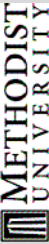
Our Title III project is tech-intensive. However, technology is not our intended “end” but is our chosen “means” to meet many of the problems spotlighted by our strategic planning. The proposed Title III project will use technology to bridge some important gaps between our very



good university and the excellent one envisioned in our planning, These coordinated initiatives will come together to create the *culture of excellence*.


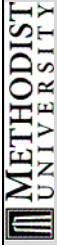
The Title III project will touch almost every MU department and individual. Our project design reflects an orderly implementation timeframe to insure initiatives are thoroughly executed and appropriately integrated within the capacity of combined Title III and MU resources.

 METHODIST UNIVERSITY		TABLE IX TITLE III PROJECT TIMETABLE				 METHODIST UNIVERSITY	
	2010-11	2011-12	2012-13	2013-14	2014-15		
Integrated Info. Mgmt. System	X	X	X				
Infrastructure readiness	X						
Initial phase and set phase	X						
Data conversion and operation	X	X					
Training	X	X	X	X	X		
Full Implementation				X	X		
Technology Integration	X	X	X	X	X		
Nursing Tech Enhancement		X	X	X			
Student-Use Tech Innovation				X	X		
Faculty Development	X	X	X	X	X		
Project Benchmarking	X	X	X	X	X		
Summative Assessment				X	X		

The Methodist University Fall 2010 semester will be underway before Title III awards are announced. Therefore, MU will conduct some activities at institutional expense to effect a true start date of October 1st. Duties for Dr. Lassiter, Vice President for Institutional Research and Planning, and Mrs. Mary Hupp, Systems Programmer, will be reassigned so they can assume the responsibilities of Director and Database Administrator, respectively. Both positions are paid by the University as an institutional commitment (see *Key Personnel*). We also will advertise for the Instructional Technologist and the Clerical Assistant. The President and Title III Director will appoint and charge the Tech Integration Committee members. All participating institutional departments and committees will be thoroughly oriented to their role in the project, and the Board of Trustees will be thoroughly briefed prior to October 1st.

 METHODIST UNIVERSITY		METHODIST UNIVERSITY	
TABLE X TITLE III IMPLEMENTATION STRATEGIES			
Tasks	Primary Participants	Results	Timeframe From/To
Year-1 (2010-2011) Assign Project Director; Database Manager	President	Duties reassigned.	08/10 10/10
Employ Instructional Technologist and Clerical Asst.	Proj. Dir.; Adv. Board; President	Searches conducted; qualified professional staff in place.	08/10 01/11
Appoint, charge Tech Integration Comm.	VPAA; Proj. Dir.	Faculty nominated; selected; oriented.	08/10 10/10
Establish Title III policies, procedures, and presence on campus.	Proj. Dir.; TIII Staff; OIC	Procedures Manual published; website established.	10/10 01/11
Begin identification of faculty development for tech integration.	Tech. Int. Comm.; VPAA; Faculty	Process for selecting experiences & faculty, documenting, & debriefing established.	10/10 08/11
Purchase, test, and install hardware infrastructure for Jenzabar system.	Database Admin.; OIC	Servers, server software, backup and data storage purchased, installed, and tested.	10/10 09/11
Complete Initial & Set-up Phases of Info. Mgmt. System conversion; begin training.	Database Admin.; OIC; Jenzabar personnel	Definitions, security, installation, and configuration completed.	10/10 09/11
Complete baseline faculty assessment of tech competencies, use, attitudes.	Instruct. Tech.; Faculty; VPAA; OIRE	Assessments completed for 90% fulltime & 25% adjunct faculty.	01/11 04/11
Develop Individual Tech Plans; begin training; design department matrices to identify tech use by course and discipline.	Instruct. Tech.; Tech. Int. Comm.; Faculty; VPAA; Curr. Comm.	Tech. Plans in place; individual & group courses/training begins.	04/11 06/11

 METHODIST UNIVERSITY		TABLE X, continued TITLE III IMPLEMENTATION STRATEGIES		 METHODIST UNIVERSITY	
Tasks	Primary Participants	Results	Timeframe From/To		
<p>Year-2 (2011-2012)</p> <p>Complete Data Phase & Transition Phase of Info .Mgmt. System conversion; continue training.</p> <p>Add attendance module to the Jenzabar system</p> <p>Initiate TIP for faculty tech-integration proposals; continues each year.</p> <p>Continue individual and group work on Ind. Tech. Plans.</p> <p>TK20 Campuswide comprehensive assessment system purchased; linked to Title III outcomes; strategic plan objectives.</p> <p>Begin curriculum design for BSN collaborative experience.</p>	<p>Database Admin.; OIC; Jenzabar personnel</p> <p>Tech Int. Comm.; Instruct. Tech.; Advisors</p> <p>Tech. Int. Comm.; Instruct. Tech.; Faculty; Curr. Comm.</p> <p>Instruct. Tech.; Faculty; VPAA; Curr. Comm.</p> <p>Proj. Dir.; OIRE; Independent Eval.</p> <p>BSN Director; Department Faculty; VPAA</p>	<p>Mapping & data conversion completed; MU validates system; students begin using direct access.</p> <p>Advisors, faculty and staff use system to identify student problems; students alerted; encouraged to address issues.</p> <p>Faculty proposals for tech-integration in courses & for professional development reviewed; selected.</p> <p>Syllabi reflect tech integration for 25% of faculty.</p> <p>System purchased, installed, tested; associated with Jenzabar data system for student information and with the Title III <i>Evaluation Plan</i> data sets.</p> <p>Virtual hospital and other health-collaborative experiences completed; BSN Director and partners model curricula for other dept. faculty.</p>	<p>10/11</p> <p>10/11</p> <p>10/11</p> <p>10/11</p> <p>10/11</p> <p>10/11</p> <p>10/11</p>	<p>09/12</p> <p>08/12</p> <p>08/12</p> <p>08/12</p> <p>08/12</p> <p>08/12</p> <p>08/12</p>	

 METHODIST UNIVERSITY		TABLE X, continued TITLE III IMPLEMENTATION STRATEGIES		 METHODIST UNIVERSITY	
Tasks	Primary Participants	Results	Timeframe From/To		
<p>Year-3 (2012-2013)</p> <p>Complete Info. Mgmt. System training for all extended users, including faculty. Train faculty and staff in effective use of the Constituent Relations Modules to interact with students and with each other.</p>	<p>Database Admin.; OIC; Jenzabar personnel; Faculty; Staff (engaged in student services)</p>	<p>Info. Mgmt. System in place; 100% of fulltime faculty and staff will have completed relevant Jenzabar training; 100% of administrators, faculty, staff using Jenzabar for data sharing and decision-making. 45% of syllabi reflect tech integration.</p>	<p>10/12</p>	<p>08/13</p>	
<p>Revise Student Advising system to integrate Info. Mgmt. System capacity.</p>	<p>Advisors; Database Admin.; Retention Committee</p>	<p>100% of Advisors revise procedures to use System; strategies and interventions documented in new Advisor Manual.</p>	<p>10/12</p>	<p>08/13</p>	
<p>Continue tech integration/curriculum redesign work through Tech. Int. Comm. and the TIP program.</p>	<p>Instruct. Tech.; Faculty; VPAA; Curr. Comm.</p>	<p>Syllabi reflect tech integration for 45% of faculty.</p>	<p>10/12</p>	<p>08/13</p>	
<p>Continue design of BSN collaborative, simulation-based experience.</p>	<p>BSN Director; Department Faculty; VPAA</p>	<p>Curriculum developed; approved by Curriculum Committee; continue development of the virtual hospital for academic experiences across four MU programs.</p>	<p>10/12</p>	<p>08/13</p>	

METHODIST UNIVERSITY		TABLE X, continued		METHODIST UNIVERSITY	
TITLE III IMPLEMENTATION STRATEGIES					
Tasks	Primary Participants	Results	Timeframe From/To		
<p>Year-4 (2013-2014)</p> <p>Appoint and charge <i>Student E³</i> committee to assist in identification, recommendation, testing, and promoting student use technology; TIII work continues through 2015; <i>Student E³</i> institutionalized after grant period.</p>	<p>Undergrad. and grad. students; Instruct. Tech.; Tech. Int. Comm.; OIC</p>	<p>100% of students using Jenzabar Student CRM for MU academic management; students recommend, pilot, and help implement student-use technology (i.e., just-in-time communication w/faculty & students; curricular/co-curricular interactive calendar, et al.)</p>	10/13	08/14	
<p>Continue tech integration/curriculum redesign work through Tech. Int. Comm. and the TIP program.</p>	<p>Instruct. Tech.; Faculty; VPAA; Curr. Comm.</p>	<p>Syllabi reflect tech integration for 65% of faculty. Proposals reflect more sophisticated use of technology in the learning environment as their own knowledge and skills increase.</p>	10/13	08/14	
<p>Complete BSN-led model collaborative program; program development process documented and presented to MU faculty through showcases, short-courses, print and web-based instructional materials.</p>	<p>BSN Director; Department Faculty; VPAA; Tech. Int. Comm.</p>	<p>Collaborative, simulation-based learning experiences offered; a minimum of 90 students enrolled for Fall 2014. 75% of faculty participate in demonstrations/training provided by BSN and partner faculty; best practice tips published as a faculty reference on the Title III webpage.</p>	10/13	08/14	

METHODIST UNIVERSITY		METHODIST UNIVERSITY	
TABLE X, continued			
TITLE III IMPLEMENTATION STRATEGIES			
Tasks	Primary Participants	Results	Timeframe From/To
Year-5 (2014-2015)			
Focus on advanced tech integration and collaborative curricular and co-curricular opportunities for TIP proposals.	Tech. Int. Comm.; Instruct. Tech.; Faculty; Curr. Comm.; VPAA; Student Services Staff	Syllabi reflect tech integration for 75% of faculty; 10 tech-rich collaborative courses, and 5 curricular/co-curricular experiences in place for students.	10/14 08/15
<i>Student E</i> ³ committee continues to assist in identification, recommendation, testing, and promoting student use technology; <i>Student E</i> ³ institutionalized after grant period.	Undergrad. and grad. students; Instruct. Tech.; Tech. Int. Comm.; OIC	Eportfolios implemented for student reflection and documentation of academic and personal growth; students actively using technology for collaborative curricular and co-curricular projects with faculty.	10/14 08/15
End-Project Activities			
Assess Title III content, input, process, product, and sustainability per the CIPP evaluation model selected for this project.	Proj. Dir.; OIRE; Adv. Board; TIII Staff	NSSE, FSSE, enrollment, student satisfaction, retention, & graduation improvements documented; changes in entering student profile documented.	10/14 08/15
Conduct summative assessment and disseminate reports to stakeholders	Proj. Dir.; OIRE; Adv. Board.	Complete and compile all qualitative assessments as per Evaluation Plan.	10/14 08/15
Complete institutionalization of initiatives begun under Title III.	Proj. Dir.; VP Business Affairs; Administrative Committee; President	Budget allocations in place; endowment committed to support continuation of Title III initiatives.	10/14 09/15

Project Narrative

Quality of Key Personnel

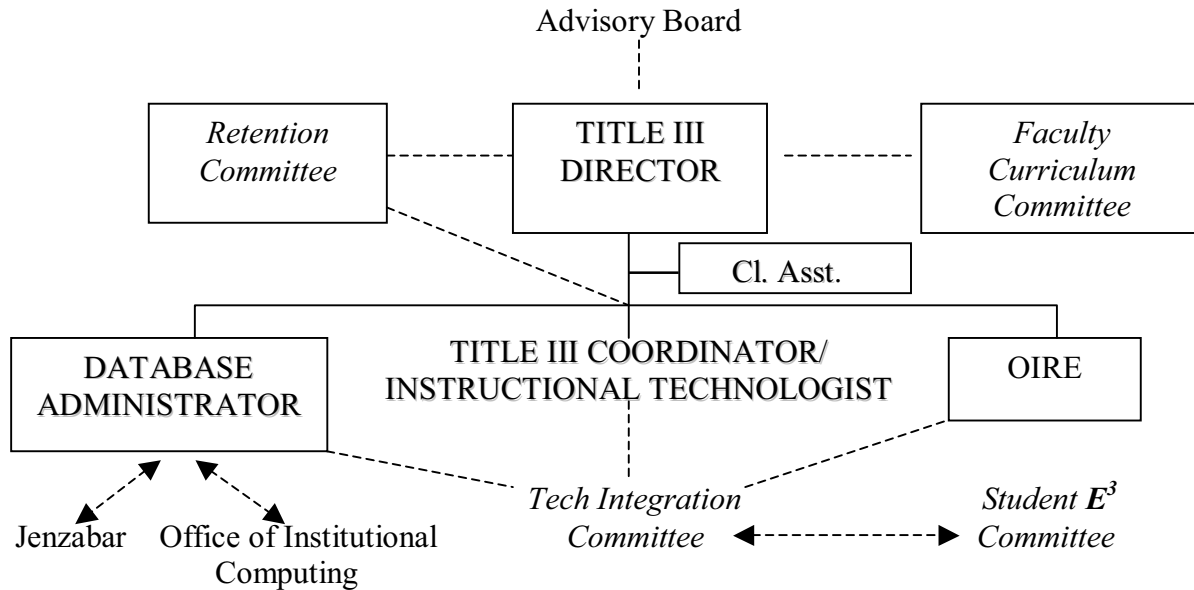
Maximum 7 points

- (1) The extent to which the experience and training of key professional personnel are directly related to the stated activity objectives.**
- (2) The extent to which the time commitment of key personnel is realistic.**

Attachment 1:

Title: **MU Key Personnel** Pages: **0** Uploaded File: **MU Key Personnel.pdf**

ACTIVITY NARRATIVE—KEY PERSONNEL





This Title III project is one of the most comprehensive initiatives that Methodist University has undertaken. It is a technology-intensive project that also needs substantial investment in experienced, qualified personnel. As an institutional commitment to project success, the University will assume the personnel costs of our Title III project for all but one of the key personnel from the very beginning of the project.

Our project requires the leadership of a proven administrator who thoroughly understands the academic and support systems of the University and who has directed projects of similar depth and breadth. President Hendricks has selected Dr. Donald L. Lassiter to serve as Title III Director, at institutional cost, for the five year period. Dr. Lassiter has a Ph.D. in engineering psychology, with 20 years experience in higher education, and currently serves as the University’s Vice President (VP) for Planning and Evaluation, as well as Dean of the School of Graduate Studies. As VP, he is responsible for leading the University’s assessment and evaluation efforts, and was therefore integrally involved in the development of the *Strategic Plan* that undergirds this Title III project. He also recently led MU in successfully obtaining its

reaffirmation of regional accreditation, a role that thoroughly prepared him to coordinate this transformational Title III project. For 2010-2015, the University will reassign his Graduate Dean's duties to a senior graduate faculty member, enabling Dr. Lassiter to devote 50% of his time to Title III. In addition, the Office of Institutional Research and Effectiveness (OIRE) will continue to report to Dr. Lassiter. As noted in this application, OIRE involvement is imbedded throughout the Title III project to insure that evaluation is a key consideration from start to finish. (Note: Because application page limits allow only for summary information on qualifications and duties of key personnel, these are outlined in Tables XI and XII. However, complete job descriptions including essential functions in compliance with the Americans with Disabilities Act, and resumes for all currently employed personnel to be included in Title III staff, are on file in the MU Human Resources Office.)

The primary responsibilities required of our Title III Director are as follows:

 METHODIST UNIVERSITY	TABLE XI TITLE III PROJECT DIRECTOR RESPONSIBILITIES <i>(50%; Years 1-5; fully MU supported)</i>	 METHODIST UNIVERSITY
<ul style="list-style-type: none">› Establish effective, responsive office management system.› Communicate an informed understanding of project goals and major components.› Plan and direct project activities for effective use of Title III and MU resources.› Insure project operates in full compliance with Title III and federal Dept. of Ed. policies.› Assist in the recruitment/selection of personnel.› Work with the Title III Advisory Board.› Serve as liaison with Title III Independent Evaluator (if needed).› Develop and maintain accurate project budgets; review and approve all expenditures.› Prepare fiscal, technical, and progress reports for all project constituencies.› Prepare annual (and other) performance reports required by federal Dept. of Ed.› Serve as liaison with the Title III Program Office; attend federal training meetings.› Assist MU administration in the timely institutionalization of Title III components.		



An **Instructional Technologist** (who will also serve as the Project Coordinator) will be a new position for the University. Immediately upon notification of a Title III award, MU will conduct national a search to include advertisements in national publications, posting on MU and

regional websites, and use of media and professional networks. Under the leadership of Dr. Lassiter, the Advisory Board will begin the screening and interview process, with the intention of filling this full-time position (dedicated 100% to Title III) no later than January 1, 2011. All aspects of our Title III project involve technology. This professional will, therefore, serve a critical dual role—working directly to train faculty and transform the academic environment through modern, technology-rich delivery systems and helping to coordinate other initiatives (such as the Jenzabar training and implementation) that will facilitate collaboration between and among faculty, staff, and students. Minimum requirements and duties are specified in Table XII.

Database Administrator: Methodist University will assign Systems Programmer, Mary Hupp, to this position and will assume the costs of replacing her in the Office of Institutional Computing (OIC). This professional will be trained by Jenzabar to serve as the institutional liaison to transition MU from its current outdated database system to the integrated platform. She will assist with data mapping, test conversions and error reconciliation, and training of faculty and staff. Working with the Instructional Technologist, she also will design and deliver advanced training to enable faculty, staff, and students to utilize the full capacity of the integrated system to work collaboratively on educational projects and to access data for timely, effective decision-making. Position qualifications are summarized in Table XII, and Ms. Hupp exceeds these specifications.

A half-time **Clerical Assistant** also will be provided by the University to aid the Director and project staff with documentation, file maintenance, and project communication to all stakeholders.

An **Independent Evaluator** will be contracted to assist the project. Qualifications, duties, and scope of work are detailed on page 42 in the *Evaluation Plan*.

 METHODIST UNIVERSITY	TABLE XII TITLE III KEY PERSONNEL	 METHODIST UNIVERSITY
<i>Instructional Technologist/Project Coordinator (100% yrs.1-5; TIII support Years 1-5)</i>		
Minimum Qualifications: Master’s in Education Tech or related field; 3 years exp. designing, teaching, evaluating ed-tech strategies; ability to develop/teach tech courses to faculty; knowledge of tech use and trends; demonstrated expertise in the use of technology to improve teaching/learning outcomes; recent experience in coordinating institution-wide tech integration initiatives; and knowledge of assessment strategies in higher education.		
Duties: Assess tech literacy, usage, attitudes of faculty; design Individual Tech Plans; develop and teach tech training program; recommend/assist faculty with tech integration; guide selection/installation of new instructional technology; assist in TIII evaluation.		
<i>Database Administrator (50% Years 1-3; fully MU supported)</i>		
Minimum Qualifications: Bachelor’s degree in computer science or related field; minimum five years experience working with database management systems; knowledge of system security, tuning and monitoring, data modeling and SQL; excellent organizational and communication skills; demonstrated ability to train faculty and staff.		
Duties: Serve as primary MU liaison with Jenzabar; successfully complete the migration of institutional data to the new system; assist in training personnel; assist in TIII evaluation.		
<i>Clerical Assistant (50% Years 1-5; fully MU supported)</i>		
Minimum Qualifications: HS diploma plus equiv. of 2 yrs. college; bachelor’s degree preferred; 3 yrs. advanced clerical work; computer competency; excellent communication skills.		
Duties: Assist with recordkeeping, correspondence, file maintenance, purchasing; produce and disseminate project newsletter; update website.		

The comprehensive initiatives proposed in this project require active participation of faculty and staff. Most personnel will participate in some aspects of the project, but two committees will be new to the University and will remain as standing committees after the five-year project. The Tech Integration Committee (TIC), a faculty-led group that will include staff and administrators, will identify and recommend discipline-appropriate instructional changes and guide faculty training. The *Student E³ Committee* will provide direct student input into technological integration at MU.

Because OIRE and OIC have contributed significantly to the development of this proposal, and Dr. Lassiter and Ms. Hupp are currently employed by MU, our project will have a true start date of October 1st.

Project Narrative

Quality of Project Management Plan

Maximum 10 points

- (1) The extent to which procedures for managing the project are likely to ensure efficient and effective project implementation.**
- (2) The extent to which project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer.**

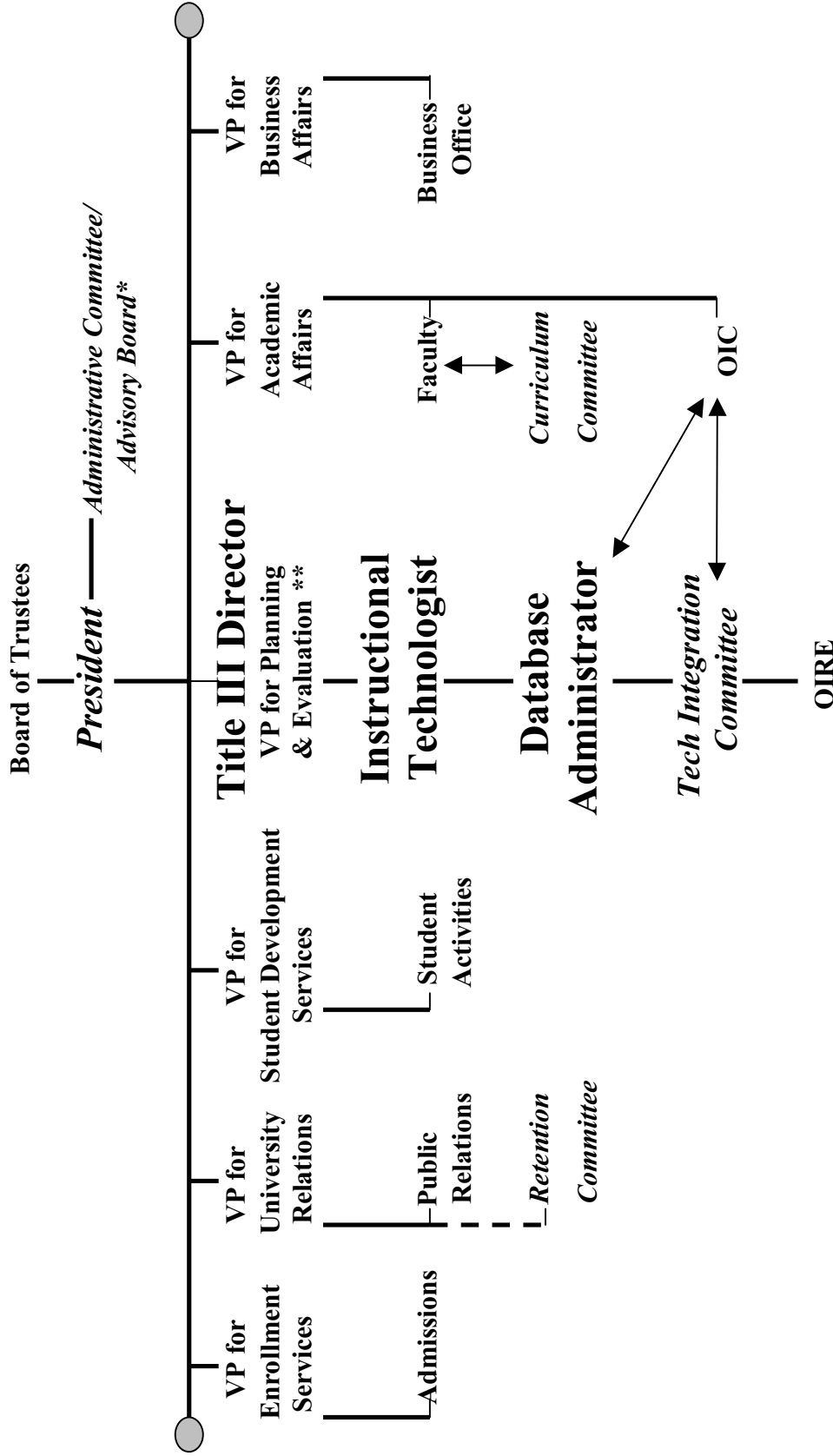
Attachment 1:

Title: **MU Project Management Plan** Pages: **0** Uploaded File: **MU Project Management Plan.pdf**

ACTIVITY NARRATIVE—PROJECT MANAGEMENT PLAN

We have developed a Title III *Management Plan* that reflects concern for the orderly integration of project outcomes into regular institutional operations. Like other universities with limited resources, our staff and faculty wear many hats. When institutions launch new, assertive strategic plans, workloads inevitably increase. It is imperative that the key initiatives of Title III are seamlessly integrated into the principal activities at the core of MU's strategic planning.

As indicated by the management chart on page 37, the proposed Title III project is central to the development of a *culture of excellence* that we have identified as the vision of the institution. While Title III will provide important resources to advance our goals, the project is designed to interface completely with the MU professionals, departments, and committees working on related initiatives. For example, Student Development staff and the Retention Committee are continually working to improve the success of our students, including a recent project with Performa, a retention consulting group. Their findings helped to document student needs highlighted in our strategic planning. The Office of Institutional Research (OIRE) and Effectiveness is ready to play a major role in obtaining and disseminating the data that will document Title III outcomes. Office of Institutional Computing (OIC) will take the lead in preparing campus infrastructure, and the Business Affairs Division stands ready to provide the necessary purchasing and accounting oversight essential to a successful federal project. Institutional and project personnel will work as a cohesive team to achieve Title III objectives in an orderly manner. This team approach, coupled with the substantial MU fiscal commitment, will help insure reasonable institutionalization of Title III initiatives over the five-year period. It also will insure that positive changes—*engaged* students, *enriched* instructional delivery, and *empowered* stakeholders—are experienced throughout the University community.



*All six University Vice Presidents are members of the Administrative Committee that will serve as the Title III Advisory Board.

**The Vice President for Planning and Evaluation will be released from 50% of his current responsibilities as Dean of the Graduate School, to serve as Title III Director for five years as an institutional commitment from Methodist University.



Communication between and among the various MU divisions involved in this project and between MU leadership and the Title III program is assured by a streamlined administrative structure. The Project Director, Dr. Lassiter, is already a highly-respected administrator with experience leading major, broad-based institutional plans. He will present monthly project updates to the Administrative Committee of which he is already a member. This Committee will serve as the Advisory Board for the five-year project. Dr. Lassiter also will meet quarterly with the Curriculum Committee and will be a guest participant at all Retention Committee meetings. Dr. Lassiter will continue to report directly to the President, already has peer status with all MU vice presidents, and will have ample authority to manage a program that spans several institutional divisions. At the President's invitation, Dr. Lassiter also will be invited to update the Board of Trustees semi-annually on Title III progress and outcome.

As specified in *Key Personnel*, Dr. Lassiter's education and experience, along with his existing organizational understanding of the University, make him the perfect choice to direct this transformational project. With a full-time Instructional Technologist and a half-time Database Administrator, substantial assistance from Jenzabar professionals, and the participation of MU faculty and staff, the Director's position will be well managed through 50% release time of a highly-skilled administrator. Moreover, Dr. Lassiter's duties (with Graduate Dean tasks removed) concentrate on assessment and evaluation of MU academic, administrative, and support functions. The synergy of institutional duties and closely related Title III Director's tasks will help to insure that the project is effective at meeting our greatest institutional challenges.

The University will maintain open and continual communication at the highest level throughout the Title III project. Immediately upon notification of an award, our President will convene a Faculty/Staff Convocation to celebrate the achievement and explain how the federally

funded project will advance MU’s *Strategic Plan*. The President and the Title III Director will then begin an ongoing process of reinforcing the importance of the Title III activity for institutional growth and development. During the five-year project, MU will develop and publish a website dedicated to Title III. In addition to information regarding purpose, objectives, personnel, and procedures, the website will keep the campus community advised of initiatives, expenditures, and progress toward achieving performance measures. The webpages will be updated regularly by the Clerical Assistant and will contribute to a high level of awareness and excitement regarding the project and its impact on strengthening Methodist University. In addition, an electronic newsletter will be created by the Instructional Technologist to provide regular tech-tips including discipline-specific and pedagogical adaptations and ideas to continue advancing the use of the Jenzabar integrated data system to enhance the academic environment.

The Title III project encompasses seven major components. We have designed a tightly focused implementation plan to make efficient use of both MU and Title III personnel resources.

 METHODIST UNIVERSITY		TABLE XIII IMPLEMENTATION COMPONENT LEADERSHIP		 METHODIST UNIVERSITY	
TIII Major Components	TIII Lead Personnel	TIII Support Group	Methodist University Lead Personnel		
Integrated Instructional Management System	Instructional Technologist & Database Administrator	Jenzabar Liaison & Trainers	Office of Institutional Computing		
Instructional Tech-Integration	Instructional Technologist	Tech. Integration Comm.	Curriculum Comm.		
Student Use Technology	Instructional Technologist	Student <i>E³</i> Comm.	Office of Institutional Computing		
Demonstrated Tech Enrichment	Instructional Technologist	Tech. Integration Comm.	BSN Director		
Faculty Development	Instructional Technologist	Tech. Integration Comm.	VP’s for Academic Affairs & Std. Devel.		
Benchmarking	Title III Director	All TIII Staff	OIRE		
Summative Assessment	Title III Director	All TIII Staff	Independent Evaluator		

The Project Director will develop and publish a *Policies and Procedures Manual* to insure that Title III activities are in line with all federal, state, and institutional policies. The *Manual* will be used by all project staff and published on the Title III website. In addition, the Independent Evaluator will provide training (through Go-to-Meeting) for project and affected MU personnel to establish office procedures and file maintenance processes (such as time and effort reports protocols) in line with EDGAR and useful for annual project reporting.

The University already has allocated offices for the project in the North Administration Building which also houses the Project Director (Vice President for Planning and Evaluation) and the OIRE. From the beginning, the Title III project will be highly visible and central to MU daily operations. Office furniture, administrative computers, business software, website support, and office machine access will be immediately available to project staff. The Title III project will be ready to go on October 1st and thoroughly supported throughout the five-year project. The focused project design will enable MU to provide needed data for Title III objectives under the Government Performance and Results Act (GPRA). The primary goal of GPRA as it relates to Title III, Part A, Programs is “to improve student success and to provide high-quality educational opportunities for students.” The MU project will result in increased enrollment, retention, and graduation of degree-seeking students, with special emphasis on the University’s primary undergraduate cohorts of first generation and low income students. Since Methodist is already a primary provider of education for first-generation and low income students, the impact will be felt most significantly by students who are traditionally under-represented in higher education—also a part of the GPRA goal for Title III programs. In addition, our *Evaluation Plan* beginning on page 41 will enable us to demonstrate the major impact of our program and the efficiency and cost-effectiveness of our policies, procedures, and strategies.

Project Narrative

Quality of Evaluation Plan

Maximum 15 points

(1) The extent to which the data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan.


(2) The extent to which the data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan.

Attachment 1:

Title: MU Evaluation Plan Pages: 0 Uploaded File: MU Evaluation Plan.pdf

ACTIVITY NARRATIVE—EVALUATION PLAN

The Methodist University Title III project is intentionally designed to build institutional capacity. Our evaluation design follows the *CIPP model* to measure content, input, process, and product as well as sustainability (Stufflebeam, 2000). As such, Title III personnel and MU administration will seek answers to key questions for each component of our project design.



<p>Management → How will we insure effective project operation?</p> <p>Implementation → How will we monitor progress?</p> <p>Objectives → How will we regularly evaluate our performance?</p> <p> University and Title III Goals → How will we know that we have achieved expected outcomes?</p>

The Title III Director, Dr. Lassiter, will have primary responsibility for the administration of project evaluation. The Office of Institutional Research and Effectiveness (OIRE), which will continue to report to Dr. Lassiter through the OIRE Assistant Dean, will provide valuable assistance for assessment of the project itself and for the overall assessment of the MU *Strategic Plan*. The Title III Director's evaluative efforts also will be aided by the Advisory Board, the Retention Committee, and the Title III staff. The MU Title III project is uniquely designed to infuse quantitative and qualitative evaluation at each critical step. Over the years, MU has developed strong assessment practices which helped to guide the design of this Title III *Evaluation Plan*. A comprehensive system of project benchmarking, along with the collection of relevant data sets and evaluative strategies will provide a continual, accurate picture of program progress, and will enable timely mid-course corrections to achieve desired outcomes.

As a relatively small University with a Title III project that will impact virtually everyone

on campus, our evaluation design includes an Independent Evaluator to assist with objective analysis of progress and to provide both mid-course and summary recommendations.

Dr. Barbara Motola, an educator with over 30 years' experience in educational program design and evaluation (including Title III), has been involved in the development of this *Evaluation Plan* and will serve in this capacity. The qualifications that our Administrative Committee considers to be essential for this professional are included in Table XIV, along with the duties to be performed. These were based on the Guiding Principles for Evaluators (systematic inquiry, competence, integrity, respect for people, and responsibility) published in 2004 by the American Evaluation Association. Dr. Motola's full resume is on file in the President's Office.



 METHODIST UNIVERSITY	TABLE XIV	METHODIST UNIVERSITY 
TITLE III INDEPENDENT EVALUATOR SCOPE OF WORK		
Qualifications: Individual or organization with substantial experience in the conduct of effective and efficient Title III-Strengthening Institutions programs; knowledge of federal regulations and policies affecting education institutions; experience with quantitative and qualitative evaluation methods; excellent oral and written communication skills; recent (within 3 years) references from colleges/universities where similar work has been performed.		
Duties: Assist the Title III Director with establishment of strategies, procedures, and timelines for effective collection of data; review data sets and qualitative inputs to assess project impact; provide comprehensive end-of-year report on progress of each Title III objective; recommend formative changes in project and budget for subsequent project year; assist the Project Director with issues regarding program changes and compliance with federal regulations and performance reports; maintain regular contact w/Director (phone, email, etc.) throughout the project year. Minimum of two days on campus working with Title III staff each year.		

Evaluation of the Title III program will be a continual, integrated process. Our MU *Strategic Plan* is evaluated regularly with updates each semester to the Administrative Committee, annual reports to the Board of Trustees, and regular information to campus stakeholders. As a member of the President's Administrative Committee, the Title III Director will bring project updates into the mainstream of institutional planning and assessment. The evaluation of Title III objectives and performance measures will not be an isolated activity but an integral part of regular MU administration open to review by all stakeholders.



Formative evaluation, undertaken primarily by the Office of Institutional Research and Effectiveness, will be a vital first stage component of the overall process. Through formative evaluation we will collect baseline data and regularly benchmark changes in these measures. To insure that formative evaluation begins with the first days of Title III funding, all Advisory Board members, administrators, and Trustees will receive a copy of the Title III project and will participate in a thorough orientation to program objectives, implementation strategies, and assessment measures. The orientation will be designed and delivered by the Project Director.

The second component of the integrated evaluation process will be summative evaluation. This will be undertaken at the end of each project year, with special emphasis given to Year-5 when the project fully transitions from federal to institutional support. These summative assessments will measure the effect of each planned component, the total impact of the Title III program on the institution, and the result of any unintended outcomes. Quantitative and qualitative evidence will be sought to demonstrate that the project is measurably contributing to the strength, stability, and self-sufficiency of Methodist University. An annual report, prepared by the Director for internal stakeholders and for the federal Program Office, will help to redirect, if necessary, activities and resources as allowed under federal authorizations.

With the support of the President, the guidance of the Independent Evaluator, the assistance of the OIRE, and the full participation of TIII key personnel, the evaluation effort will be appropriately staffed and ably managed. The following charts depict the specific data sets (Table XV) and evaluation strategies (Table XVI) that will help insure continual, meaningful project review. As previously noted, MU *Strategic Plan* Goals A, B, D, and F are directly related to the Title III project, and these are cross-referenced to the data sets that will guide project assessment.

 METHODIST UNIVERSITY		TABLE XV			 METHODIST UNIVERSITY	
DATA SETS RELATED TO PERFORMANCE INDICATORS						
Data Set	Baseline Collected	Person(s) Responsible	Frequency	CDP Goals		
Total MU enrollment; full-part-time undergrad; daytime	Fall 2010	Reg.; OIRE	Annually	A		
# of freshman applications	Fall 2010	Proj. Dir.; Reg.	Annually	A		
# of freshmen returning yr-2	Fall 2011	Proj. Dir.; Reg.; OIRE	Annually	A		
# of freshmen on probation	Spring 2011	Proj. Dir.; Reg.	Per semester	A		
% of cohort graduating in 4 years; 6 years	Fall 2004 cohort	Proj. Dir.; Reg.; Ret. Comm.; OIRE	Annually	A		
Entering freshmen academic profile (SAT, GPA, Scholars)	Fall 2010	Proj. Dir.; VPES; OIRE	Annually	B,D		
NSSE score reports	Spring 2010	OIRE	Annually	A,B,D		
FSSE score reports	Spring 2009	OIRE	Annually			
Faculty use/attitudes re: technology	Spring 2011	Inst. Tech.; OIRE	Annually	D,F		
# of faculty completing individual tech plans	Summer 2012	Inst. Tech.	Per semester	B,D,F		
# of faculty participating in professional development	Fall 2010	Proj. Dir.; Tech. Int. Comm.; VPAA	Per semester	B,D,F		
# of faculty submitting TIP proposals for tech integration	Spring 2011	Proj. Dir.; Tech. Int. Comm.	Annually	B,D,F		
% of syllabi reflecting mid- to advanced use of technology	Fall 2010	Proj. Dir.; Inst. Tech; VPAA	Annually	B,D,F		
# of students applying for admission to the BSN program	Fall 2010	Reg.; BSN Dir.; VPES	Annually	A,B,D		
# of students participating in the BSN collaborative tech experiences	Fall 2012	Reg.; BSN Dir; Department Faculty	Per semester	A,B,D		
# of tech-rich collaborative courses and experiences	Spring 2012	Proj. Dir.; Tech. Int. Comm.	Annually	A,B,D,F		
% of students using e-portfolios	Spring 2013	Inst. Tech; E ³	Per semester	A,B,D		
% of students using MU technology to enrich their academic experience	Spring 2013	Inst. Tech; E ³ ; OIC	Per semester	A,D		
<p>Legend: Proj. Dir.--Project Director; Inst. Tech.--Instructional Technologist; DB Admin.--Database Administrator; Adv. Bd.--Advisory Board; Tech. Int. Comm.--Tech Integration Committee; E³--Student E³ Committee; OIRE--Office of Institutional Research and Effectiveness; Reg--Registrar; OIC--Office of Institutional Computing; VPAA--VP for Academic Affairs; VPBA--VP for Business Affairs; VPES--VP for Enrollment Services.</p>						

In addition to data elements, we also have identified strategies to qualitatively assess the impact of Title III on MU growth and development. Once again, the Project Director will bear primary responsibility for scheduling, implementing, and reporting these assessments. He will be assisted by the OIRE whose staff will insure that surveys, interviews, and other strategies are designed (if necessary), scheduled and administered.

 METHODIST UNIVERSITY		TABLE XVI TITLE III EVALUATION STRATEGIES		 METHODIST UNIVERSITY	
Strategy				Frequency	
Objective review of performance indicators by Advisory Board				Monthly	
Initial, continuing collection of student data—applications for admission, enrollment, retention, and graduation				Per semester	
Student Exit Interviews				On-going	
National Survey of Student Engagement scores—MU and peer				Annually	
Faculty Survey of Student Engagement scores—MU and student				Annually	
Noel-Levitz Student Satisfaction Inventory				Annually	
Methodist University Retention Survey				Annually	
Program performance and fiscal reports to the federal Dept. of Education				Annually	

As previously noted, our *Evaluation Plan* also includes the use of a robust database tool, TK20 CampusWide, to augment our assessment strategies. TK20 will be used by the Project Director and OIRE as a management tool for the Title III project, allowing for the planning and linking of assessment to outcomes, and outcomes to project goals. Moreover, this software tool can be fully integrated into the Jenzabar system, enabling TK20 to become MU’s primary assessment platform and extending the impact of this Title III undertaking far into our future.

The key questions at the heart of summative assessment for the Methodist University Title III project is: *has the project resulted in the creation of a culture of excellence that reflects an enriched, engaging, and empowered academic environment that 21st century students will find stimulating and meaningful?* The translation in terms of our students: *did we succeed in making a significant, positive impact on the persistence and success rates of our*

students? And the translation for institutional development and increased capacity is: ***did the changes in the information management, academic programs, teaching/learning technology, and faculty expertise, enable Methodist University to meet our projected enrollment, retention, and degree-completion targets and thereby generate revenue to advance toward institutional self-sufficiency?***

The most significant problems facing Methodist University are our unacceptably low retention and graduation rates. For the past fifty years, our mission has been to develop the intellect and the spirit of the students who enroll and to assist them in achieving their aspirations for a higher education. If we are not successful in this, nothing else matters. Our research, discourse, and planning have shown us how to meet this challenge. Using technology as a tool, we can use valuable institutional data to improve every aspect of our organization, re-energize the instructional program through technology-integration, vastly enhance the expertise of our faculty and staff, and create an academic environment that excites, motivates, and serves our students and faculty. We can achieve a ***culture of excellence*** that reflects the descriptive words in our over-arching goal: *relevant, motivated, top-choice*. Our primary obstacle is the singular need for an infusion of resources to jump-start our strategic initiatives. However, the plaque that has hung forever in our conference room reminds us all that:

***"We are not interested in the possibilities of defeat.
They do not exist."***

The support of the Title III-Strengthening Institutions Program, coupled with our commitment of institutional resources, will enable Methodist University to meet its challenges and to emerge as a strong, modern comprehensive university.

Project Narrative

Other Attachments

Attach Program Profile Here.

Attachment 1:

Title: **MU Profile** Pages: **0** Uploaded File: **MU Profile.pdf**

84.031A Strengthening Institutions Program Profile

INSTRUCTIONS: ALL applicants must complete these pages. The completed pages must be attached to the "Other Attachments Form" in the application package in the e-Grants system (as either a .doc, .rtf or .pdf document). DO NOT MODIFY OR AMEND THESE PAGES.

OPE ID # 00294600

1. INSTITUTION (Legal Name):

Methodist University

2. Are you applying as a Branch Campus? YES NO

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address: 5400 Ramsey Street

City: Fayetteville State: NC Zip: 28311-1420

4. Are you addressing an invitational priority? YES NO. If yes, indicate the priority by placing an "x" beside it.

- Support activities that will improve the institution's persistence and graduation rates;

Work with the appropriate State agencies to develop strategies for using State longitudinal data systems to track outcomes for students attending the grantee institution, including the extent to which the students complete certificates, 2-year degrees, and 4-year degrees at other institutions;

- X Develop academic programs to improve course completion rates or develop innovative support programs that are designed to increase completion rates; and,

Develop dual enrollment programs that facilitate the transition between high school and college or career pathway programs that integrate basic academic instruction with technical or professional occupational training to advance individuals, particularly adult learners, on a career path toward high-wage occupations in high-demand industries.

5. ENDOWMENT FUND ASSURANCE:

X **By checking this box (or placing an “X” beside it)**, an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Strengthening Institutions Program grant award, made under the authority of Title III, Part A of the Higher Education Act of 1965, as amended, to establish or increase the institution’s endowment fund. The institution agrees to abide by the Department of Education’s regulations governing the Endowment Challenge Grant program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607. The institution further agrees to raise the required matching funds.

- 6. DUAL SUBMISSION CERTIFICATION:** If an institution applies for more than one grant, it must indicate which grant it wishes to receive if it is selected to receive more than one. N/A

- 7. COOPERATIVE ARRANGEMENT FOR PARTICIPATING INSTITUTIONS:** The applicant institution must provide for each Participating Institution: the Institution Name, DUNS Number, Location (City and State). N/A

8. Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

Content: On a separate page, provide the following information:

TOTAL 2007-2008 FULL-TIME EQUIVALENT (FTE) STUDENTS= 2,253

A. Total market value of endowment fund at the end of 2007-2008\$ 15,325.129

B. Total expenditures for library materials during 2007-2008 \$ 163,115

C. Check activities applicant proposes to carry out in application:

a. Faculty Development X

b. Funds and administrative management _____

c. Development and improvement of academic X

programs

d. Acquisition of equipment for use in strengthening X

management and academic programs

e. Joint use of facilities _____

f. Student Services _____