



STRATEGIC PLAN REPORT



2014-2015

Year Two

This document provides an evaluation summary of the second year of the 2013-2016 Strategic Plan Revisit strategic imperatives and action items.

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YEAR TWO

INTRODUCTION

Mission and Purpose

As a two-year, university-parallel, church related college, Andrew exists to provide students a strong start to their pursuit of a higher education credential. Andrew specializes in the education of freshmen and sophomores. Andrew students enjoy the advantages of a small, residential campus. Students are afforded the opportunity to develop and demonstrate, in the freshman and sophomore years, participatory and leadership skills that many times would be delayed at larger senior institutions. As a United Methodist Church related institution, the faculty and staff are dedicated to the spiritual and intellectual development of students.

Mission Statement

Andrew College is a small, residential, two-year college related to The United Methodist Church. Its mission is to provide an academically challenging liberal arts curriculum within a nurturing community.

Vision Statement

Andrew College will prepare a new generation of Christian leaders characterized by intellectual excellence, moral integrity, global responsibility, and holiness of heart and life. Andrew College will become the preeminent private, residential, associate degree-granting college of the South, with a student body of 350 and the best remedial education and university-transfer programs in the state. Andrew will be known for the personalized approach of its academic preparation, and its liberal arts, service learning, and life skills development programs.

Guiding Principles and Imperatives

Andrew College values the following principles in pursuit of its vision:

- Servant Leadership, Service Learning, and Community Service
- Academic, Spiritual, and Cultural Development
- Comprehensive Student Services
- Quality, Accreditation, Assessment, and Accountability
- Accessibility and Diversity
- Course Articulation and Transfer

Accreditation

Andrew College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Andrew College.

The United Methodist Church

Andrew College is endorsed by the University Senate of The United Methodist Church as an affiliated United Methodist institution.

EXECUTIVE SUMMARY:

Strategic planning at Andrew College is a focused institution-wide emphasis on particular action items, targeted for institutional improvement, over a multi-year time frame. The strategic plan is comprised of clearly defined action items and associated implementation activities. Proposed action plans are submitted to the Board of Trustees, facilitated by the President. The President's Cabinet and the Institutional Effectiveness Committee assess and evaluate identified strategic plan action items and key performances indicators coinciding with strategic goals.

The strategic planning process at Andrew College includes the following actions:

- The solicitation of input from the entire College community.
- The review of key documents, including the College's mission statement, and academic and support service unit reports.
- The review of strategic goals from previous years to determine whether any of these need to be carried over into the new plan.
- A discussion of the plan with the campus community.
- The approval of the plan by the president.
- The development of implementation plans, selection of yearly goals, and writing of the plan itself.

The current Strategic Plan, *Making the Difference: Leading through Service (2013-2016)* was a revisit of the previous strategic plan and intended to provide guidance to the College's decision in the years leading up to the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC) reaccreditation. The strategic plan revisit began in January 2012 and the final plan was approved by the Board of Trustees on April 24, 2013. Six initiatives, current and relevant to the needs of the College, were established.

SP Initiative #1 -Strengthen Enrollment Management

SP Initiative #2 - Invest in Human Capital

SP Initiative #3 - Strengthen Physical Plant and Maintenance

SP Initiative #4 - Strengthen Financial Resource Management

SP Initiative #5 - Strengthen Academic Affairs, Student Affairs, and Administrative Department Programming

SP Initiative #6 - Strengthen Fundraising and Development.

Action plans have been developed for each of these activities, outputs, and outcomes. Key performance indicators directly related to the priority goal outcomes have been identified for each of the action items to determine the impact of the actions on goals progress.

This report of Year 2 of the *Strategic Plan Revisit: Making a Difference Making the Difference: Leading through Service (2013-2016)* is intended to provide the Andrew College Board of Trustees, administration, faculty, staff, and its community members a snapshot of the extent to which strategic action items and assessment activities have been implemented and achieved in the second year. While there is still one more year to go before the College will be able to determine the impact of the action plans on achieving strategic initiatives, it is not too early to note accomplishments and improvements occurring at this point, as well as identifying challenges and limitations to the plan.

SP INITIATIVE #1: STRENGTHEN ENROLLMENT MANAGEMENT

Andrew College will develop and implement an enrollment management plan to ensure a residential student enrollment of 350 students. To achieve and sustain residential student enrollment of 350 students, Andrew College will:

| Action Items | 2014-15 Target | Results | Plan of Action: |
|---|----------------|---|---|
| 1.1 Recruit and maintain a residential enrollment of 350 | 330 | GOAL NOT MET 303 Total Headcount / 295 Residential <u>Analysis:</u> High turnover in admissions staff | Hire a qualified person to oversee Enrollment Activities |
| 1.2 Recruit and maintain a commuter enrollment of 25 | 25 | GOAL NOT MET 9 Commuters (6%) | Assign counselor to local recruiting area; promote idea of commuting opportunities with school counselors and students; serve as a community resource |
| 1.3 To ensure the desired residential enrollment of 350 by Fall 2015 | | | |
| 1.3.1 Focus on admission counselor/program accountability and yield performances. | | IN PROGRESS <u>Analysis:</u> Counselors have prepared territory reports, analyzing past enrollment trends and feeder schools with specific territory goals; | Develop a recruiting SWOT analysis; |
| 1.3.2 Renew recruitment focus on independent, church affiliated high schools, home school markets, and schools with a 250 mile radius and affluent suburban areas | | IN PROGRESS <u>Analysis:</u> Working to increase linkages with homeschool and virtual school organizations; | Refocus recruiting efforts on feeder schools; Use data analysis and visual mapping to spot new opportunities |
| 1.3.3 Recruit specifically for the following programs: | | | Admission office will hold regular recruiting meetings with these areas, providing assistance through identifying feeder |

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| | | | schools, producing some appropriate literature and inviting appropriate personnel along on visits throughout the school year. |
| 1.3.3.1 Athletic Training | 20 | Freshmen: 14 with interest listed; 5 new student scholarship awardees; 2 indicated as majors in Empower | |
| 1.3.3.2 Business | | Freshmen: 0 interest listed; 26 freshmen indicated as majors according to Empower | |
| 1.3.3.3 Andrew Serves | 20 | Freshmen: 11 with interest listed; 12 new student scholarship awardees; 14 new students according to Malanie | |
| 1.3.3.4 Education | | Freshmen: 1 interest; 2 indicated as majors according to Empower | |
| 1.3.3.5 Focus | 10 | Freshmen: 9 new students | |
| 1.3.3.6 Honors | 10 | Freshmen: 0 interests | Since there is not a specific honors program, I am not sure how to go about recruiting to it. |
| 1.3.3.7 Mass Media | Program Dropped for 14-15. Needs to be removed from 15-16 Strategic Plan report. | | |
| 1.3.3.8 Music, Piano, Theatre, and Visual Arts | 65 | Freshmen: 36 with interest listed; 13 new student scholarship awardees; 17 indicated as majors according to Empower <u>Analysis:</u> Loss of one full-time Music Faculty – Not able to recruit effectively to strictly Piano scholarships. | Remove Piano from next year's Strategic Plan Report Readjust FA scholarship goal to 60. |

| | | | |
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| | | Recommend dropping required 5 piano scholarships and lowering Fine arts scholarship goal to 60. | |
| 1.3.3.9 Sport Management | 20 | Freshmen: 26 interests; 1 new student scholarship awardee | |
| 1.3.3.10 Athletics | 121 | Freshmen: 130 interests; 50 new student scholarship awardees | |
| 1.4 Emphasize group and individual campus visits | | | Print visit cards and have them available at fairs and for mail outs; e-mail out invitations, call students, mail out PVD postcards; use social media to drive visits |
| 1.5 Continue to utilize the Enrollment Management Committee to: | | | |
| 1.5.1 Monitor enrollment trend data and glean information for decision making from Weekly Enrollment Comparison and Monthly Annual Enrollment Comparison reports | | | Meet monthly with enrollment office for updates and data review |
| 1.5.2 Determine the acceptance of applicants with marginal test scores/GPA | | | Continue to utilize committee for this purpose |
| 1.5.3 Serve as scholarship control and report distribution to Cabinet | | | Meet monthly with enrollment office for updates and data review |
| 1.5.4 Monitor effectiveness of recruiting programs and report progress to Cabinet | | | Meet monthly with enrollment office for updates and data review |
| 1.5.5 Review admission and retention procedures | | | Review updated enrollment procedures |

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| in light of best practices | | | with VP; create and utilize surveys of former students to gather data regarding retention |
| 1.5.6 Review admission application in light of current trends | | | Review application |

Summary

Achievements:

Athletics achieved enrollment goal of 121. Total athletes equal 130; 50 new student scholarship awardees

High interest in Sport Management

Action Plans for Improvement:

- Focus group test new ideas with parents and students;
- Develop mixed media communication flow;
- Increase counselor territory knowledge and ownership
- Review financial aid gap data;
- Review average award data;
- Update financial aid process in an effort to be able to move parents toward completing FAFSA sooner;
- Cross train counselors to package students;
- Utilize ACDN to create guides for parents and students over such topics as applying for financial aid and time management;
- Increase use of social media to increase interest in the College;
- “Humanize” and personalize our recruiting efforts through the use of “My Andrew Story”, quotes from students and faculty within publications, letters, etc.;
- Serve as a resource to local guidance counselors and educators;
- Fall photo shoot with eye toward the development of collateral publications this year and new central publications next year;

SP INITIATIVE #2: STRENGTHEN FINANCIAL RESOURCE MANAGEMENT

Andrew College will develop and implement a budgeting strategy to maximize the allocation and use of institutional dollars across the campus community to ensure achievement of its mission and vision. To strengthen financial resource management, Andrew College will:

| Action Items | 2014-15 Target | Actual | Plan of Action: |
|--|--|---|---|
| 2.1 Have a discretionary income fund of at least \$500,000 by Fall 2015. | \$350,000 | NOT ACHIEVED (\$1,144,512) <u>Analysis:</u> Not a proper goal to start with. Unachievable given the dependence on the line of credit. | Focus on reducing the balance of Line of Credit. Plan to reduce the Line of Credit balance by \$150,000. |
| 2.2 Adopt a zero based budgeting approach to annual a budget planning effective Fall 2013. | | COMPLETED | |
| 2.3 Increase tuition, room and board 5% annually effective Fall 2013. | Tuition \$13,755 Room \$4,281 Board \$4,356 | ACHIEVED Tuition \$13,755 Room \$4,281 Board \$4,356 | Will increase tuition, room and board 5% in Fall 2015. |
| 2.4 Increase student fees 2% annually effective Fall 2013. | Total fees: =\$467 | ACHIEVED | Fees raised annually by 2.0% |
| 2.5 Increase annual scholarship budget 2% annually effective Fall 2013. | \$2,216,740 | NOT DONE. Set at \$2,142,553 in FY 2014/15 <u>Analysis:</u> Fall 2014 total institutional aid was \$1910847 with 294 FT student enrollments = \$6500 per student | Continue to work with Coaches, Program directors and monitor aid awards based upon need and merit. New Goal = Achieve an institutional aid average per FT student < \$6500 |

Summary

Achievements:

- Raised both tuition and fees as planned in Year 2

Action Plans for Improvement:

- Need to reduce the institutional aid given per student. Have developed averages for each group.

SP INITIATIVE #3: INVEST IN HUMAN CAPITAL

Andrew College will recruit, hire, and retain, qualified faculty and staff in an effort to strengthen its capacity to achieve its mission and vision with the following personnel positions:

| Action Items | 2014-15 Target | Actual | Plan of Action: |
|--|----------------|--|--|
| 3.2.1 Provide across the board salary increase to employees with at least one full year of service to the college (January 2015) | 3% | POSTPONED <u>Analysis:</u> Lack of enrollment numbers plus additional expenses prevented salary increase. | Work on enrollment to offer a salary increase next year |
| 3.2.2 Part-time assistant VB coach | 1 | POSTPONED <u>Analysis:</u> Not enough funds | Attempt to find internships or other creative way to provide part-time coaches for both VB and BKB |
| 3.2.3 Part-time assistant Women's Basketball Coach | 1 | POSTPONED <u>Analysis:</u> Not enough funds | Attempt to find internships or other creative way to provide part-time coaches for both VB and BKB |
| 3.2.4 Part-time weekend Police Officer | 1 | ACHIEVED 2 | |
| 3.2.5 Faculty Position | 1 | ACHIEVED 1 <u>Analysis:</u> Added a second Biology instructor; Converted two Part-time faculty positions to full-time faculty positions; Unable to refill retired Math position until January. | Fill all unfilled positions in upcoming year |

Summary

Achievements:

- Two faculty positions cut, many position remained unfilled --- although saving the College money --- it has put an excessive workload on a few individuals that is not sustainable.

Action Plans for Improvement:

- Plan to fill unfilled faculty positions with faculty qualified to teach across disciplines
- Continue to look for volunteers to help with the management of athletic teams for small stipend/ food/ and room. With the number of athletes on some teams, along with maintenance, financial/administrative duties, travel and academic success accountability, help is necessary for continued positive experience and retention of student athletes.

SP INITIATIVE #4: STRENGTHEN PHYSICAL PLANT AND MAINTENANCE

Andrew College will work to strengthen the appearance and operation of its physical plant through increased funding of the deferred maintenance budget, refresh existing capital assets, and support future capital projects. Andrew College will improve its physical plant to ensure the following:

| Action Items | Actual | Plan of Action: |
|--|---|---|
| 4.1 Keep any and all deferred maintenance on the forefront and work to improve, repair, and strengthen issues using quality materials and workmanship. | Complete Capital Projects list for FY 2014-15. (See Appendix A) | Prepare 2015-16 Capital Projects list and complete listed projects during FY next year. |
| 4.2. Utilize the weekly Maintenance Committee Meeting to: | | |
| 4.2.1 Report and track status of routine maintenance issues and repair | PARTIALLY ACHIEVED. <u>Analysis:</u> Discussed at Maintenance Meetings. Minutes kept in archives. No tracking other than discussions at meetings | Surveys monitored for improvement. |
| 4.2.2 Monitor quality of janitorial performance and staff | PARTIALLY ACHIEVED. <u>Analysis:</u> Discussed at Maintenance Meetings. Minutes kept in archives. No tracking other than discussions at meetings | Surveys monitored for improvement. |
| 4.2.3 Improve the use of Landport and use of building maintenance captains | MODIFIED. <u>Analysis:</u> Switched to MicroMain management system with the addition of National Resource Management as the Maintenance provider Biggest improvement is that manager now gets an text on his phone for each request. | Encourage more use of this system so that number of maintenance issues and timeliness of response to request for maintenance can be tracked more efficiently and effectively. |
| 4.3 Build a 200 bed residence hall | REMOVED | Financing not obtainable |
| 4.4 Fund projects utilizing excess monies realize from retrofit bond savings | COMPLETED 2013-2014 | |
| 4.5 2014-2015 Projects | | |
| 4.5.1 Increase Operations and Maintenance budget to fund: | | |

| | | |
|---|--|---|
| 4.5.1.1 Remove Sealy House | REMOVED – Being rented. Renovated the residence | Continue to use as rental property with maintenance as needed |
| 4.5.1.2 Renovate Randolph Street House | COMPLETED See Appendix A | Continue to use as rental property with maintenance as needed |
| 4.5.1.3 Renovate areas of Old Main | IN PROGRESS <u>Analysis:</u> Renovation being performed annually with available funds and contractor availability. | |
| 4.5.1.3.1 Continuation of exterior refresh | IN PROGRESS Completed: Repair of Steeple landing | Plan to Repair and paint exterior windows; seal top floors for bats; repair and paint exterior up to the fourth floor |
| 4.5.1.3.2 Renovate 1 st floor bathrooms | COMPLETED in 2012-2013 | |
| 4.5.1.3.3 Replace Student Center Carpet | COMPLETED in 2013-2014 | |
| 4.5.2 Rhodes Science Building Refresh | | |
| 4.5.2.1 New Carpet and tile | COMPLETED in 2014-2015 <u>Analysis:</u> Decided not to replace tile for cost savings | |
| 4.5.2.2 Fresh paint throughout entire building | COMPLETED in 2014-2015 Painted interior hall way trim, doors and windows | |
| 4.5.2.3 New bathroom fixtures | POSTPONED <u>Analysis:</u> Funding not available | Move to priority for 15-16 |
| 4.5.3 Hord Athletic Field physical plant improvements | | |
| 4.5.3.1 Shade structures | POSTPONED <u>Analysis:</u> Funding not available | Looking for additional fundraising opportunities to help supplement cost of Hord Complex improvements |
| 4.5.3.2 Parking Lot paved | POSTPONED <u>Analysis:</u> | Looking for additional fundraising opportunities to |

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| | Funding not available | help supplement cost of Hord Complex improvements |
| 4.5.3.3 Easement maintenance | POSTPONED Analysis: Funding not available | Looking for additional fundraising opportunities to help supplement cost of Hord Complex improvements |

Summary

Achievements:

- Switched from Landport to MicroMain. Changed Maintenance provider to begin FY 2014-2015.
- See Appendix A for Capital Projects completed in FY 2014-2015

Additional Action Plans for Upcoming Year:

- Look for additional fundraising opportunities to help supplement cost of Hord Complex improvements
- New bathroom fixtures in Rhodes Science Complex move to a priority for replacement next year.
- Continue progress on fixing up the interior and exterior of Old Main.
- Encourage more use of MicroMain so that number of maintenance issues and timeliness of response to request for maintenance can be tracked more efficiently and effectively.
- Follow up on areas needing attention based upon Survey responses.
- Prepare an annual list of items with greatest priority for maintenance and repair for reporting of progress in next year

SP INITIATIVE #5: STRENGTHEN ACADEMIC AFFAIRS, STUDENT AFFAIRS, AND ADMINISTRATIVE DEPARTMENT PROGRAMMING

Andrew College will continue to assess and improve its Academic and Student Programs in accordance with its Guiding Principles and Imperatives to ensure achievement of its mission and vision. Andrew College will:

| Action Items | Result | Plan of Action: |
|--|--|---|
| 5.1 Ensure achievement of Title III Grant outcomes | ACHIEVED See APPENDIX B of Title III – 2014 APR | Continue and complete the final year of the Title III grant |
| 5.2 Write, review, and complete SACSCOC Certification Report | ACHIEVED CCR was deemed excellent with only 8 standards needing follow up | <ul style="list-style-type: none"> Write and submit Focus Report as response to Off-site committee report. Submit QEP proposal for approval. Host on-site team in October. Respond as necessary. |
| 5.3 Submit SACSCOC Certification Report to SACSCOC (Spring 2015) | ACHIEVED | Submit Focus Report and prepare for SACSCOC on-site committee review in October 2015 |
| 5.4 Increase Phi Theta Kappa program budget to \$5000 | ACHIEVED | Keep at \$5000 in next budget year (2015-2016) |
| 5.5 Increase Academic Honors Program Budget to \$2000. | ACHIEVED | Keep at \$2000 in next budget year (2015-2016) |
| 5.6 Increase Student Activities budget to \$11,685 | NOT ACHIEVED Budget was set at \$9,700 for the 2014-15 budget year. | Increase to target \$ in 15-16 budget |
| 5.7 Increase SLO Clubs & Organizations budget to \$5000. | NOT ACHIEVED Budget for Clubs & Organizations set at \$4000 for the 2014-15 budget year. | Increase to target \$ in 15-16 budget |

Summary

Achievements:

- Successful Title III Report Year
- Successful Off-site review of Compliance Report –deemed Excellent by SACSCOC average of responses needing follow-up

Additional Action Plans for Upcoming Year:

- Increase Student Activities and SL Clubs & Organizations funding levels to SP target \$
- Write and submit Focus Report as response to Off-site committee report and QEP proposal.
- Host on-site team in October.
- Complete Title III Grant and file report

SP INITIATIVE #6: STRENGTHEN FUNDRAISING AND DEVELOPMENT

Andrew College will grow its fundraising capacity to support its mission and achieve its vision. Andrew College will:

| Action Items | Accomplished | Plan of Action: |
|--|---|--|
| 6.1 Raise \$7,500,000 in operating and capital funds by June 30, 2016 . | IN PROGRESS (60.6%) \$4,544,495.79 raised | See Summary Notes |
| 6.1.1 Raise \$5,400,000 to fund student scholarships and unrestricted support through the Andrew Fund (2014-15 Goal = \$1,800,000) | IN PROGRESS Actual \$1,784,827.35 | The Development Office will work in concert with the new president and the development committees on the identification of prospective donors, continues to steward historical donors, and solicit those historical donors for annual gifts at their previous level or seek an increase if given at the same level for more than three years. Solicitation methods will include face-to-face requests, email campaigns, personal letters, foundation solicitations, and phone solicitations. |
| 6.1.2 Raise \$1.5 million to fund Fine Arts and Residence Hall facility improvements | IN PROGRESS Actual \$417,322 | Due to the change in leadership, the development and executive committee will discuss whether or not this campaign will continue. |
| 6.1.2.1 Liddie Murphy Theatre | | |
| 6.1.2.2 Patterson Hall (Visual Arts) | | |
| 6.1.2.3 Suarez (Voice & Piano) | | |
| 6.1.2.4 Residence Hall issues | | |
| 6.1.3 Raise \$460,000 to fund the AndrewServes Servant Leadership Program | IN PROGRESS Actual \$383,049.94 | Many of the multi-year pledges have come to an end in this fiscal year. With the leadership of the new president, development committee and the development office a conversation will take place about the ask amount for renewing completed pledges by individual. |

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| 6.1.4 Raise \$140,000 to further enhance the <i>Andrew Difference</i> | IN PROGRESS Actual \$98,632.04 | Work with coaches to develop their annual solicitations with parents and former coaches to assure they are cost effective, not seeking support from Andrew Fund donors, and messages are on point. |
| 6.2 Research, identify, and apply for federal and private grants deemed appropriate in support of the mission and vision of the College. | IN PROGRESS Actual \$1,419,098.04 and increased of \$99,939.04 over 2013-2014 | Continue to identify prospects via the Center for Nonprofits I-990 database, seek ideas from trustees, faculty, staff, and friends of the college. Work with members of the campus community to expand support of federal funds from NEA and NEH. |
| 6.3 Grow and sustain Board membership at 30 members through expanded Board engagement. | NOT MET Recruited 1 new trustee to bring total to 25 | The executive committee and the new president will discuss the strategy for the recruitment of board members and determine the feasibility for expansion to 30 members. |

Summary

Achievements:

- Increased foundation giving over the previous fiscal year by \$99,939.
- While the Andrew Fund goal was not met, it exceeded the previous year's actual cash received by \$44,128.44.

Additional Action Plans for Upcoming Year:

- Host a number of welcome events for the campus community, regional community and alumni to introduce the new president
- Expand homecoming to include a 50th reunion and cultivate relationships that could spur requests for the Andrew Fund or other priorities of the institution
- With the loss of a staff member, develop a contract system for foundation writing and monthly communications
- Identify, solicit, and receive gifts from 101 new donors at \$1,000 (Andrew Society) and up to the Andrew Fund
- Due to the presidential transition, determine the viability of continuing the fine arts campaign to enhance the *Andrew Difference* with the advice and counsel of the Development and Executive Committees.

APPENDIX A

Operating Capital Projects 2014-2015

Old Main:

Repaired and painted steeple landing - major
Sealed top floors for bats - Continuation
Repaired damage due to lightning strike -
mechanical/phones, etc.
Elevator repair required for coding issues
Networked television system installed

Fort Hall:

Elevator repair required for coding issues
Replaced bedding/HVAC units in rooms as needed
Upgraded cable TV system with two on-campus
Vecima units

Rhodes Hall:

Repaired and painted facing on roof overhang
Replaced building water boiler system
Replaced bedding/HVAC units in rooms as needed

Upgraded cable TV system with two on-campus
Vecima units

Mitchell Hall:

Cleaned/repaired smoke damage
Replaced bedding/HVAC units in rooms as needed
Repaired and painted facing on roof overhang
Repaired/upgraded fire alarm system
Repaired outside doors and re-painted
Upgraded cable TV system with two on-campus
Vecima units

Patterson Hall:

Replaced piping system for HVAC system
throughout dorm
Replaced piping system for domestic water lines
Renovated/repaired six suites creating 24 new beds
Replaced bedding/HVAC units in rooms as needed
Upgraded cable TV system with two on-campus
Vecima units

Jinks Gym:

Replaced compressors on two HVAC units
Resealed athletic wood floors

Pitts Library:

Guttering system repair started and concrete cleaned
HVAC system major repair completed

Science Building:

Painted interior hallway trim, doors and windows
Replaced carpet in interior of building
Upgraded technology center with new computers and
chairs
Repaired outside doors and re-painted

Rental Houses:

Dean's House renovated/painted exterior/interior
Dean's House HVAC units replaced with two new
units
Student Support Services Building exterior
repaired/painted
Reid Center roofing issues repaired
Duplex roof repaired /exterior painted/repaired
Randolph Street house exterior painted/ repaired
Sealey House exterior repaired/painted
Sealey House interior repair on back unit

Jamison Fine Arts Building:

Exterior of house repaired and painted

HVAC unit repaired

Chapel:

Networked television system installed
Chimes repaired
Repaired and painted facing on roof overhang
HVAC compressor replaced

Dining Hall:

Repaired and painted full exterior of building
Replaced piping system in freezer/cooler units
Replaced coil system in air handler for cafeteria
Networked television system installed
Camera system for dining hall, north/east parking lot, roadway

Hord's Athletic Complex:

Repainted exterior of concession facility
Renovated and painted entrance to facility

APPENDIX B

Title III 2014 Annual Performance Report

Andrew College

Name of College/University

P031A100025

PR Award Number

138761

Unit Identification

Primary contact information:

Name Donnie Collins

Title Title III Director

Phone (229) 732-5986

E-mail donniecollins@andrewcollege.edu

Title III - Part A - Strengthening Institutions

Department of Education Grant Program

Improving Student Persistence and Success through Strengthening Academic and Student Support Services,
Transfer Programs, and Institutional Effectiveness

Project Title

2-year Private

Type and Control of Institution

Year 4

Grant Year

Authorized Representative:

Name Kirk Treible, Interim-President

Date 01/31/2015

Phone 229-732-5926

E-mail kirktreible@andrewcollege.edu

Section 1: Executive Summary

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

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III - Part A program.
1. The impact of the Title III - Part A grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Continued progress towards three goals which are central to the legislation that established Title III-A and which form the framework of the Andrew College Title III project is discussed below.

- (1.) Academic Quality: Increased enrollment, retention, persistence, and graduation rates through reforming Developmental Education, strengthening Education and Business associate degree programs, and strengthening academic and student support services.

During this grant year the college made significant progress in four of the seven statistical categories being tracked (Retention, Persistence, Learning Support, Education program) and maintained most of our past years' progress in the other three. Exigent circumstances related to unexpected staff and administration turnover at the institution during the year likely impacted several important areas. The Fall enrollment of 295 was 90% of the grant goal and represented a 7% decrease from the previous Fall enrollment. The enrollment did continue to reflect an increase (128%) over the baseline enrollment of 229 - thanks in no small part to the grant activities. Fall-to-fall retention also increased 5% (from 44% to 46%) but was less than the year three goal of 53%. The College saw a 1% increase in student fall to spring persistence (79% for year four compared to 78% for year three), remaining significantly above the grant goal of 73% and five-year target of 75%. The graduation rate bottomed out at 17% as the last of the very weak cohort of Fall 2011 freshmen cleared the three year window. This freshmen class (Fall 2011) resulted in significant growth in enrollment but at a great cost to other statistics based on the college-readiness of students, the last of which is the graduation rate.

The Student Success Center saw another new Director in April of year four, the third person to hold the position during the grant year. In spite of this organizational challenge, it continued to serve as the academic support center available to all students at Andrew College. The six professional tutors and four peer tutors provided tutorial sessions and monitored campus wide study halls. The successes of this Title III funded resource on campus are enumerated in other parts of this report and will not be restated here. The new Director, Ms. Terri Craft, has proven in her short tenure to be a match for this demanding position, probably the most important activity in pursuit of the grant goals.

The Learning Support courses pass rate (77%) increased significantly (26% increase over last year and 117% of goal) as the result of the two new faculty positions funded by the grant and to the effects of the LS Boot Camp piloted in the Summer term. The boot camp consisted of one week of intensive study in both reading and English course work with campers living on campus. In addition, students were given access to the computer software ComFit Learning to help them improve their overall skill level. The Student Success Center supported this initiative by having two professional tutors on duty and by opening the tutoring lab two hours each evening to assist students as they completed assignments and worked with the software program. The camp was attended by eleven students who showed a 100% improvement in Compass Reading scores, an 81% improvement in Compass Writing scores, and an overall success rate of 79%. The College will continue and expand this initiative by opening it up to more students and adding a math component in the fifth year of the grant.

- (2.) Institutional Management: Strengthened institutional assessment and research effectiveness and institutional technology infrastructure.

After more than a year of search the college was able to fill the grant funded position of Coordinator of Institutional Research and to set up the Office of Institutional Research and Effectiveness within Academic Affairs. Filling this organizational function was deemed by our external reviewer to be critical to fulfilling the expectations of the Title III project, as well as necessary to provide leadership and oversight for all data collection and analysis, including data analysis required for SACSCOC re-accreditation. Also on the advice of our external reviewers, the College appointed a broadly representative Retention and Institutional Effectiveness Committee chaired by the Coordinator of IR with college-wide responsibility for retention, research and institutional effectiveness. In collaboration with the Academic Dean, the Institutional Effectiveness Committee and the Title III Coordinator should coordinate all institutional efforts to foster a climate of continuous improvement. Specifically, the Committee should:

- Guide, coordinate, and monitor College efforts to improve student outcomes;
- Collect, analyze, review, and report longitudinal and comparative data on cohorts of student progression in order to identify trends and diagnose problems;
- Review data from surveys and focus groups in order to identify strengths and weaknesses in programs, practices, and services;

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- Oversee regular cycles of program review and budgeting in order to ensure the delivery of high quality, relevant curricula, and to foster a climate of continuous quality, productivity improvement, and accountability, and thereby to achieve the College's retention and completion goals;
- Identify critical retention questions and possible strategies;
- Oversee the evaluation of pilot interventions and retention initiatives;
- Oversee and support Academic Affairs in reviewing and improving the Learning Support Program by researching and implementing best practices;
- Determine whether and to what extent innovations should be scaled up and coordinated with related programs and services; and
- Ensure that decision makers receive timely information and foster a culture of evidence-based continuous improvement.

Progress was continued from previous grant years in Institutional Technology Infrastructure with grant funded projects to replace all outdated and now unsupported Windows XP computers on campus, upgrading classroom technology throughout the campus, continued tuning and expansion of the WiFi network, and the upgrade of one of the two campus computer classroom laboratories.

(3.) Fiscal Stability: Increased revenue and decreased revenue losses through increased enrollments and retention.

Efforts continued to improve the College's CFI in preparation for the SACSCOC accreditation visit. The CFI grew to 2.974 and the FRI grew to 2.97 both indicating continued and improving financial stability at the institution.

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

Andrew College is a small, residential, two-year college related to The United Methodist Church. Its mission is to provide an academically challenging liberal arts curriculum within a nurturing community. In keeping with its Christian heritage, Andrew College provides an environment which prepares students for further study at a senior college or university. Students enjoy individual attention from dedicated faculty and staff, small class sizes, and a quaint, vibrant residential campus. Students are afforded the opportunity to develop and demonstrate as freshman and sophomores participatory and leadership skills that often would not be available at larger four-year institutions.

As in past grant years, funds have provided the resources and personnel to allow the College to provide the unique environment necessary to fulfill its mission. The funding of five additional faculty positions, the Student Success Center, the First Year Experience program, a technology environment which rivals much larger institutions, professional development opportunities for faculty and staff, the input of expert consultants, and other grant activities are the ways in which the Title III Strengthening Institutions Grant have helped Andrew College continue to support its very unique and important mission.

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

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

Andrew College's Student Success Center Director position saw three different incumbents during grant year four. Unexpectedly this did not negatively affect the outcomes for the Center. One reason was that the current director was already working in a similar capacity in retention for another department on campus. Under the newly appointed director the Center experienced increased staffing from four academic support tutors to a total of six professional tutors and one additional peer tutor to provide tutorial sessions and monitor campus wide study halls. In addition, one part-time study hall facilitator was added to the staff to ensure much needed study hall availability for the student body. Tutoring and study hall facilitation was expanded in year four by extending the Student Success Center hours from 8:30 a.m. to 4:30 p.m. five days a week to 8:30 a.m. to 9:00 p.m. Mondays and Wednesday, retaining the regular hours of operation the remaining week days. Adding these additional tutors and tutoring/study hall hours has been a necessity due to the increased need and demand by the student body. Since making these changes there has been a marked increase in the number of students availing themselves of the tutoring/study hall services offered by the Student Success Center.

The relocation of the Student Success Center to the library building in year three has proven very effective for the use of services in year four by making it more readily accessible to students campus-wide. The need for more computer technology was answered by installing eight computers in the Student Success Center tutoring lab as well as a printer for students. The addition of technology resources has significantly increased the number of students coming to the Student Success Center and as a byproduct students are availing themselves more of the tutoring services offered.

As demand dictates and the outreach of the Student Success Center grows, the College plans to incorporate additional tutors as needed and extend the study hall hours in the final year of the grant and beyond. Due to the increased demand for computer technology, the College also plans to expand the computer lab and technology in the Student Success Center to include more computers to provide additional learning support to students.

Increased focus on academics and academic support on campus has led to a noticeable decline in student discipline issues. With the increase in student participation in academic support services, the improvement in classroom student behavior continues, as well as the decrease in disciplinary referrals to the Office of Student Affairs. The faculty and Student Affairs staff have found the students to be more interested and focused in their studies, and the students are experiencing a much smoother transition to the academic culture

along with a better understanding of academic expectations. To further faculty and academic support staffs' ability to engage students in a more meaningful manner the College began using the Noel Levitz College Student Inventory (CSI) in summer of 2014 during incoming freshmen InSpire Days, which is part one of the college's new student orientation program. The CSI is designed to access students' academic and non-academic motivational needs to better prepare academic advisors and academic support staff for the prioritizing of student success strategies by assessing the motivational factors that are influencing our entering students. The CSI identifies the leading non-cognitive indicators of students' success. Currently students who have been admitted with marginal SAT or ACT scores are administered the Compass Placement Exam for proper placement in verbal and math skills classes. The CSI takes this one step further by offering insight into students' academic motivations, levels of risk in a range of areas, including engagement and receptivity to academic support.

Year four saw continued improvement over baseline in retention rates. This was largely due to the efforts of the newly formed Academic Support Team comprised of various staff members on campus whose duty it is to offer individualized academic support and timely intervention to students in the areas of time management, study skills, creating working study plans, and tutor recommendations. The College created a retention document called Tiger Tracks, to track student intervention efforts campus-wide and it is shared with all members of the Academic Support Team to allow them to know what has and has not been done to assist a student deemed at risk. In addition, recognizing that retention is closely tied to campus engagement, the Director of the Student Success Center proposed several retention initiatives beginning year five: Andrew Shines, Tiger Talks, Making Your Mark, student centered Homecoming activities, a Veterans day program, and two preview day college visits for graduating students.

The Academic Support Team continued providing FYE workshops during grant year four. However, these were poorly attended, even by students for whom it was mandatory or who were referred to the workshops for extra assistance. Due to this poor outcome, it was decided to require FYE classes for all conditionally accepted students beginning fall 2014. Experience at the college with FYE classes has been less than encouraging so the newly revised and revamped FYE classes would be coordinated to have a standardized syllabus and curriculum. Instructors for these classes would have to attend mandatory training. Although initially FYE classes are mandatory for all conditionally accepted student, the College will look at requiring FYE classes for all incoming freshman during the next academic year.

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

Following are some of the challenges faced by Andrew College during grant year four.

The first challenge is the newly piloted Andrew CARES student retention and early alert system, the in-house program designed to replace STARFISH in grant year three. The Andrew CARES system was used by only 83% of the faculty and due to the sensitive nature of what faculty entered for an individual student a more robust and secure process was sought. The College's Student Information System, EMPOWER, has an Early Alert System as part of a recent upgrade to the program. Funds were redirected to send the Director of the Student Success Center to a training conference over the summer, as well as an additional one-on-one online session to learn more about the use of the Empower Early Alert System and to set it up for campus-wide use beginning Fall 2014. In keeping with the objective of the grant, the College is piloting this program for use. It is designed to send out automatic alerts when a student has missed two consecutive classes or three or more classes in any one course. The system also alerts to any D made at mid-term and final grade reporting.

The second challenge focuses on the Institutional Research and Student Assessment (IRSA) function at the college. The Dean of Academic Affairs worked diligently to advertise and hire a Director of Institutional Research, but was not successful until well into grant year four. A qualified IR person was hired as Coordinator of Institutional Research and Effectiveness in April and an Office of Institutional Research and Effectiveness was set up, but there is still much to be accomplished in this area.

The College continues to face the challenge of a very weak three-year graduation rate. After a couple of years of progress, the graduation rate at the College actually fell by 23% in grant year four. The newly formed Academic Support Team and use of the Noel Levitz CSI should help academic advisors and support staff be better equipped to assist students in understanding the importance of obtaining their Associate Degrees prior to transferring to a four year institution. In addition graduation initiatives were implemented by the newly hired director of the Student Success Center. The first graduation initiative, stated in the spring of 2014, was the "Making Your Mark" graduation ritual. This ritual is only for graduating students who are awarded their Andrew Shines gold Graduation dog tag and then in permanent marker write their names on the " Making Your Mark" wall in the Student Success Center tutoring lab. The second is the aforementioned Andrew Shines gold dog tag, which is awarded to students graduating from Andrew College. Since only graduates can receive the gold Graduate dog tag – it is hoped this will add another incentive to persist toward graduation

Another challenge is the lack of past success with FYE classes. Depending on the success rate of the piloted classes this Fall, the College will have to decide if these should be opened up to all incoming freshman as a mandatory course required for graduation. If this is done resources will need to be allocated to train and pay for instructors for the course. Additionally, classroom space which is already in short supply will have to be allocated to the FYE classes.

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Retention continues to be a challenge but one that has responded well to grant activities. The College hopes to improve its retention rates in year five over year four by 5% and continue with that increase in years beyond the Grant award years. The College will continue to organize and implement new ways for students to become more engaged on campus. With this in mind, the Academic Support Team meets every other month with the Dean of Academic Affairs to share retention ideas and programs within each division so that all divisions can benefit and to promote greater campus-wide student involvement in the programs. The Director of AndrewServes was also added to the Academic Support Team in furtherance of its goals.

Section 2: Accreditation

Accreditation

Institution's primary accrediting agency.

X Southern Association of Colleges and Schools

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Improving Student Persistence and Success through Strengthening (1) Academic and Student Support Services; (2) Transfer Programs; (3) Institutional Effectiveness; and,(4)To develop institutional technology infrastructure.**

Total \$ spent on this activity during the current reporting period: \$322,563.69

Focus Area: *Student Services and Outcomes*

| Legislative Allowable Activities [Note: All listed activities are directly from the legislation.] | Dollars Spent | % of Dollars |
|--|----------------------|---------------------|
| Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes. | 23,206.99 | 7 |
| Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings. | 0.00 | 0 |
| Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. | 10,515.68 | 3 |
| Development and improvement of academic programs. | 104,984.96 | 33 |
| Purchase of library books, periodicals, and other educational materials, including telecommunications program material. | 1,244.33 | 0 |
| Tutoring, counseling, and student service programs designed to improve academic success. | 152,303.24 | 47 |
| Funds management, administrative management, and acquisition of equipment for use in strengthening funds management. | 0.00 | 0 |
| Joint use of facilities, such as laboratories and libraries. | 0.00 | 0 |
| Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector. | 0.00 | 0 |
| Establishing or improving an endowment fund. | 0.00 | 0 |
| Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services. | 30,308.49 | 9 |
| OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL | 0.00 | 0 |
| Total Expenditure For This Activity | 322,563.69 | 100% |

Process Measures for “Improving Student Persistence and Success through Strengthening (1) Academic and Student Support Services; (2) Transfer Programs; (3) Institutional Effectiveness; and,(4)To develop institutional technology infrastructure.”

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

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

| | |
|--|-----|
| Did the number of library books increase? | Yes |
| <i>If yes:</i> Start # <u>35667</u> End # <u>36711</u> Application Objective <u>0</u> | |
| Other: Did the number of library eBooks increase? | Yes |
| <i>If yes:</i> Start <u>149</u> End <u>195</u> Application Objective <u>0</u> | |

LAA Category: *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

| | |
|--|-----|
| Did the amount of scientific or laboratory educational equipment purchased increase? | Yes |
| <i>If yes:</i> Start \$ spent on equipment <u>15700.00</u> End \$ spent on equipment <u>38907.00</u> Application Objective \$ <u>0.00</u> | |
| Did the quality of scientific or laboratory educational equipment purchased improve? | Yes |
| <i>No standardized data elements</i> | |

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

| | |
|--|-----|
| Did the number of computers available to students outside of the classroom increase? | Yes |
| <i>If yes:</i> Start # of computers <u>63</u> End # of computers <u>77</u> Application Objective # <u>0</u> | |

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| | |
|--|-----|
| Did the number of computers available to faculty outside of the classroom increase? | Yes |
| <i>If yes:</i> Start # of computers <u>63</u> End # of computers <u>77</u> Application Objective # <u>0</u> | |

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

| | |
|--|-----|
| Did the number of faculty developing new curriculum increase? | Yes |
| <i>If yes:</i> Start # of faculty <u>2</u> End # of faculty <u>6</u> Application Objective # <u>0</u> | |
| Did the number of faculty with advanced degrees increase? | Yes |
| <i>If yes:</i> Start # of faculty <u>6</u> End # of faculty <u>8</u> Application Objective # <u>0</u> | |
| Other: Did the amount spent on faculty development, etc. increase? | Yes |
| <i>If yes:</i> Start <u>29043</u> End <u>32604</u> Application Objective <u>0</u> | |

LAA Category: *Development and improvement of academic programs.*

| | |
|--|-----|
| Did the number of new academic programs increase? | Yes |
| <i>If yes:</i> Start # of academic programs <u>4</u> End # of academic programs <u>6</u> Application Objective # <u>0</u> | |
| Did the academic attainment of students in revised courses increase? | Yes |
| <i>If yes, methodology used:</i> Test scores Class observation | |
| Did the course completion rate of students in revised courses increase? | Yes |
| <i>If yes:</i> Start % completion rate <u>61.00</u> End % completion rate <u>77.00</u> Application Objective % <u>70.00</u> | |

| | |
|--|-----|
| Other: Did the amount spent on development and improvement of academic programs increase? | Yes |
| <i>If yes:</i> | |
| Start <u>314072.00</u> | |
| End <u>419057.00</u> | |
| Application Objective <u>0.00</u> | |

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

| | |
|---|-----|
| Did the number of tutors increase? | Yes |
| <i>If yes:</i> | |
| Start # <u>5</u> | |
| End # <u>7</u> | |
| Application Objective # <u>0</u> | |
| Did the quality of tutors increase? | Yes |
| <i>No standardized data elements</i> | |
| Did access to tutors increase? | Yes |
| <i>No standardized data elements</i> | |
| Did the number of students using tutoring services increase? | Yes |
| <i>If yes:</i> | |
| Start # <u>127</u> | |
| End # <u>239</u> | |
| Application Objective # <u>0</u> | |

Focus Area: Student Services Outcomes

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

| | |
|---|-----|
| Has the institution's retention rate improved? | Yes |
| Cohort: <u>Fall 2013 First Time Full Time Freshmen</u> <i>If yes:</i> Initial rate <u>36</u> Final rate <u>46</u> Goal <u>53</u> <i>I would like to provide a brief supporting statement:</i> Fall-to-fall retention increased 5% (from 44% to 46%) over the previous year and 27% (from 36% to 46%) over baseline. | |
| Has the average GPA of students increased? | Yes |
| Cohort: <u>Fall 2013 to Fall 2014</u> <i>If yes:</i> Initial GPA <u>2.1</u> Final GPA <u>2.56</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i> This reflects an 22% increase in GPA from beginning of Fall 2013 to end of Spring 2014. Does not include dual enrolled students, Summer Term students or Fall New First Time Freshman, who do not have a beginning GPA. | |
| Other, please specify: Has the institution's first time freshman persistence rate increased ? | Yes |
| Cohort: <u>Fall 2013 First Time Freshmen</u> <i>If yes:</i> Initial # <u>66</u> Final # <u>79</u> Goal <u>73</u> <i>I would like to provide a brief supporting statement:</i> The rate increased 1% over last year (79% from 78%) while remaining significantly above the grant goal of 73% and five-year target of 75%. | |

Section 4: Project Status

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

ACTIVITY: Improving Student Persistence and Success through Strengthening (1) Academic and Student Support Services; (2) Transfer Programs; (3) Institutional Effectiveness; and,(4)To develop institutional technology infrastructure.

On-Schedule Activity Objectives

To increase retention, persistence, and graduation rates through implementing academic and student support initiatives

To increase enrollment through strengthening the Business and Education programs

To strengthen institutional effectiveness by strengthening and centralizing student assessment and institutional research capacity

To develop institutional technology infrastructure and tools with an adequate capacity to support institutional data management and student support needs

Section 4: Budget Summary

| Category | Carryover Balance from Previous FY | Actual Budget | Expenditures | Non-Federal Expenditures | Carryover Balance | Next Year's Actual Budget | Changes (Y/N) |
|-----------------|------------------------------------|---------------|--------------|--------------------------|-------------------|---------------------------|---------------|
| Personnel | \$1,769.36 | \$224,091.00 | \$232,952.73 | \$11,235.36 | (\$7,092.37) | \$169,513.79 | Yes |
| Fringe Benefits | \$150.77 | \$42,974.00 | \$37,827.67 | \$2,275.71 | \$5,297.10 | \$44,816.00 | Yes |
| Travel | \$2,240.60 | \$18,400.00 | \$15,462.18 | \$0.00 | \$5,178.42 | \$15,900.00 | No |
| Equipment | \$324.01 | \$0.00 | \$0.00 | \$0.00 | \$324.01 | \$0.00 | No |
| Supplies | \$18,036.01 | \$14,700.00 | \$3,653.09 | \$0.00 | \$29,082.92 | \$19,027.37 | Yes |
| Contractual | (\$1,546.69) | \$16,000.00 | \$15,000.00 | \$0.00 | (\$546.69) | \$37,683.69 | Yes |
| Construction | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | No |
| Endowment | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | No |
| Other | \$948.35 | \$83,820.00 | \$73,255.67 | \$0.00 | \$11,512.68 | \$112,917.15 | Yes |
| Total | \$21,922.41 | \$399,985.00 | \$378,151.34 | \$13,511.07 | \$43,756.07 | \$399,858.00 | |

Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of changes in each of the selected line item categories.

Personnel

The Personnel shortfall of \$7,092 will be covered out of the Supplies excess discussed in that section below. This shortfall was the result of multiple turnovers in the Director of Student Success Center position and the uncertainty of the timing on the search for the Coordinator of Institutional Research and Effectiveness position. The “Non-federal expenditures” on this line and on the Fringe Benefits line represent the “institutionalization” of the grant funded salary positions as laid out in the grant proposal.

Fringe Benefits

These funds are directly related to the personnel funds but have not stabilized as much as those items and have a year four carryover of \$5297. The reason is twofold- continued turnover in some positions restrict the employee’s ability to take advantage of some fringe items and some employees do not choose to participate in some of the fringe benefits. A flat 23% burden rate was used in preparing the grant proposal.

Supplies

Consistently through the first four years of the grant, the supplies expenditures have been significantly under the budgeted amount. With such a large increase in the original year five supplies budget, over seven fold, funds were redistributed to other budget line items. There is no evidence that any grant activity has gone without needed supplies as a result of the funds not being spent or being transferred to other line items. As reflected in the “Next Year’s Actual Budget” column, the \$29,083 year four carryover and the original \$114,000 year five budget for this item will again be used to supply all of the activities of the grant and the excesses will be directed to other areas of need including covering the carryover shortfall in Personnel and Contractual as well the new initiative in Contractual discussed in that section below.

Contractual

As stated in the year two APR and reaffirmed in year three, the role of consulting and contractual resources in the success of the Title III objectives was much greater than estimated when the original grant application was written. It is expected that we will continue to utilize contracted expertise in the final year of the grant. One new area where these funds will be expended is in Institutional Management support for the Enrollment and Financial Aid Department which has experienced so much instability during the grant period because of staff turnover.

Other

The \$12,000 carryover in this line item resulted from the delayed creation of the Office of Institutional Research and Effectiveness caused by the inability to hire a qualified person to fill the lead position. After more than a year of search and a revision of the job description a Coordinator of Institutional Research and Effectiveness was hired at the end of grant year four. Most of this carryover will be used in funding the start-up of this very important organizational function.

Section 4: Budget Summary Narrative

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

The \$22,000 carried forward into year four was used to support renewed emphasis on retention through increased funding of Student Success Center and First Year Experience programs. The newly formed Institutional Effectiveness Committee is focused on identifying how to maximize the impact of this funding on our retention rate during year five and into the future.

The bulk of the \$400,000 grant fund was spent as planned during year four. There were a couple of exceptions made possible by the flexibility of the grant management process which allows for our grant project to address current, sometimes unanticipated challenges. A very important use of redirected “Other” funds was the project to replace all of the Windows XP computers still in service on campus before Microsoft’s end of support date in April 2014. This project was accomplished in part by using carryover and redirected Title III year four funds to upgrade the computers in the SC110 computer lab, a project budgeted for but not undertaken in the Title III year three budget, thereby freeing up the Windows 7 computers taken from the lab to be used to replace all of the remaining XP computers left in use on campus. This was necessary to protect the integrity of the campus network and would not have been possible without the Title III funds. As a result of this project all of the classrooms on campus were upgraded and, at the same time, the complexity of the hardware in most was greatly reduced making it much easier for faculty to utilize in lectures. This also complemented the SMART technology added to every classroom in previous grant year projects.

Another project which holds great potential for reaching our retention goals was the piloting of a “learning support boot camp” during the summer term. Funded by Title III and headed by the Learning Support faculty (also funded by Title III), this project proved that very early and targeted intervention with students who test into Learning Support classes is extremely effective. The pilot involved all those students who were not unconditionally admitted for the Fall term as identified by the Enrollment Committee. Impressive outcome statistics published elsewhere in this report leads us to plan an offering of this support program to all eligible Fall 2015 students during the summer before the term begins. The return on our investment of only a few thousand dollars was exceptional.

Title III funds in the amount of \$5,000 were used to support our part of a project (Ga-TRACS) undertaken by the Georgia Independent Collage Association, an association of Georgia's private (independent), not-for-profit colleges and universities. This software service will allow us to track the success of our students as they move on to other institutions for the purpose of completing their four year degrees. This information will be invaluable in assessing our effectiveness in attaining many of the grant objectives, not the least of which is the three year graduation rate.

The larger than expected carryover of grant funds from year four into year five was the result of personnel turnover in several administrative positions at the college late in the grant year. Of the \$43,000 carried over to grant year five, \$26,000 was directed to the Contractual line item to help cover the cost of the outsourced project to shore up the management of the Enrollment and Financial Aid Department. The remaining carry over was allocated to the Personnel and Fringe Benefits line to cover the newly filled IR Coordinator position through year five.