

TITLE III B
COLLEGE COST REDUCTION ACT ALLOCATION
(CCRAA)

HISTORICALLY BLACK COLLEGES AND
UNIVERSITIES (HBCU)

UNDERGRADUATE PROGRAM

PROJECT PLAN
2009-2010



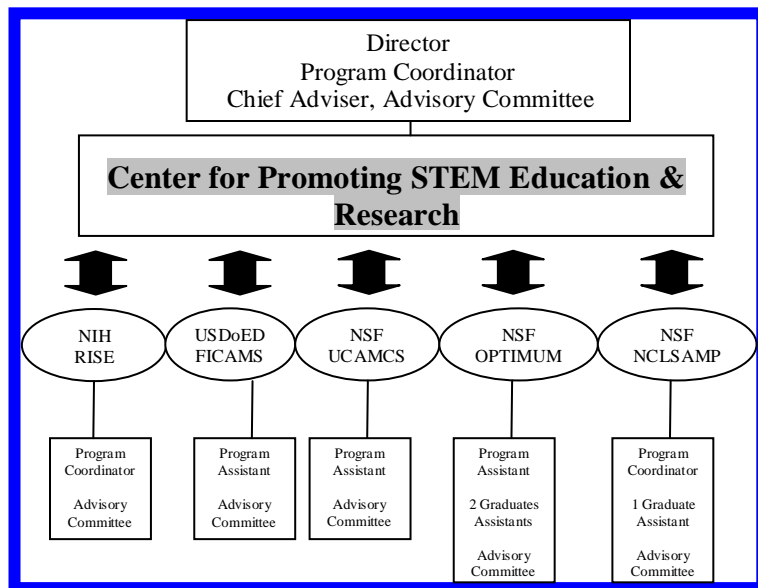
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Center for Promoting STEM Education and Research (CPSER)

Activity 1

The purpose of the activity is to continue the support for the Center for Promoting Science, Technology, Engineering and Mathematics (STEM) Education and Research (CPSER). The Center serves as an umbrella program for integrating all existing STEM educational enrichment programs and research activities in the College of Arts and Sciences (CAS), see the chart below. In addition to ensuring collaborations and coherence implementation of externally funded STEM enrichment programs, the Center coordinates an outreach summer research camp for rising high school seniors, a summer intramural research training program for rising Fayetteville State University sophomore STEM majors, the annual Mathematics and Science Undergraduate Research Symposium, STEM Faculty Focus Group and the STEM tutorial program. The primary goal of this Title III activity is to improve student outcomes by increasing the recruitment, retention, progression and graduation rates of minorities and women in STEM disciplines and to ensure their successful completion of baccalaureate degrees in STEM academic areas.



Rationale

Current status of STEM disciplines-FSU

Statistics from the Office of Institutional Research indicate a shortfall in STEM majors (Source: fall 2007 & fall 2008 Fact Book). For instance, the fall 2007 and fall 2008 reports shows that 4.4% and 5.0% respectively, of FSU students are majoring in all STEM disciplines. This is lower than the number of students majoring in Criminal Justice which currently stands at 4.2% (fall 2007) and 6.8% (fall 2008). The attrition in computer science mathematics and science continues to be a serious problem. The need to improve educational attainment in computer science, mathematics and science is consistent with the University's response to the recent UNC Tomorrow Initiative.

The average SAT scores of first-time freshmen of 846/865 are low compared to the 1072/1082 average for all 16 UNC institutions and 1009/1017 nationwide (fall 07/fall 08). Research has linked student academic performance in math and science to their SAT scores and a program to improve SAT scores of students, particularly those interested in math and science, is clearly an imperative.

Current outlook of STEM disciplines-National Level

In 2007, U.S. institutions awarded 27,658 doctorate degrees to U.S. citizens; 5th consecutive annual increase in U.S. doctoral degrees¹. Of these doctorate degrees only 20.2% (5,570) were awarded to members of racial/ethnic minority groups while 72% were awarded to whites (21,585). Even though the overall number of doctorates awarded to all minority U.S. citizens grew substantially over a 5-year period (2003-07) compared to whites the number of degrees awarded in STEM disciplines to racial/ethnic minorities still lag behind. Therefore, it is

¹ Source: National Science Foundation/Division of Science Resources Statistics, Survey of Earned Doctorates. (Nov. 2008; NSF 09-307)

imperative for undergraduate institutions to develop strategies to improve the recruitment, retention, progression, and graduation rates of minorities and women in STEM disciplines. Producing well-prepared STEM graduates from FSU will help to ensure the existence of a more diversified and competent workforce especially in the fields of life/physical/behavioral sciences, mathematics, computer science, technology and engineering to meet the demands of an ever changing global market.

The University faculty and the faculty within STEM departments believe that providing financial resources, meaningful academic advisement, opportunities for authentic research experiences and effective mentoring from STEM faculty will support learning and enhance effective recruitment, enrollment, retention, and graduation of students in the STEM disciplines. Historically, the number of FSU graduates who matriculate into graduate programs in the STEM disciplines has been low, and this may be due to inadequate professional development activities believed to strengthen students' overall interest and competitiveness. Lack of adequate mentoring is another factor contributing to insufficient minority student participation in STEM. The proposed strategy will give the students the opportunity to work with their peers while receiving appropriate group-based mentoring from the faculty.

The **Five-Week High School Rising Senior Summer Research Internship (HRSSR)** will run from mid-June to mid-July each year. Fifteen (15) high school rising seniors scholars will be selected from local high schools to participate in the camp. Five (5) STEM faculty members from the Departments of Mathematics and Computer Science and Natural Sciences will serve as research mentors. One (1) faculty from the Department of Mathematics and Computer Science will serve as the facilitator for the Advanced Algebra and Geometry workshops and one (1) faculty member from the Department of English and Foreign Language will serve as the facilitator for the service learning reading and writing workshops. Students will be assigned research projects and are expected to complete them within the period of the internship. The

activities will include 1) conducting research in applied mathematics, computing, biomedical and biological sciences, education and physical sciences for five weeks, 2) intensive SAT preparation, 3) STEM career workshops and a field trip to a research laboratory, 4) inquiry-based instruction in advanced algebra and geometry, 5) instruction in reading and writing using a service learning approach, and 6) an orientation session with FSU pre-college programs such as Upward Bound, Gear-Up and the Mathematics and Science Education Center’s Pre-College program. During the academic year students will be invited to attend the High School/Middle School Math & Science Family Fun Night and the Annual Mathematics & Science Undergraduate Research Symposium. In addition, opportunities will be available for students to continue working with research mentors on projects initiated during the internship. Also, students can participate in various pre-college programs in the College of Arts & Sciences. Finally, the CPSE staff will communicate monthly via email with students to track their academic progress during their senior year and to assist in their matriculation to FSU or the university of their choice.

| HRSSR INTERNSHIP | | | | |
|---|---|--|--|---|
| DAILY SCHEDULE: 9 am – 5 pm | | | | |
| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
| <ul style="list-style-type: none"> • Registration • Orientation • Pre-Test - SAT • Description of research projects provided • Faculty Assignments • Visit: Library, Admissions, Residence Halls, Recreation Center, Departments • Laboratory Orientations: Biotechnology, Computer Science, etc... • Research team formation | <ul style="list-style-type: none"> • Research mentoring • SAT Prep: Advanced Algebra and Geometry • SAT Prep: Reading and Writing • Mathematics Laboratory Programming and Visualization. | <ul style="list-style-type: none"> • SAT Prep: Advanced Algebra and Geometry • SAT Prep: Reading and Writing • Research mentoring – Scheduled Meetings with Mentors | <ul style="list-style-type: none"> • SAT Prep: Advanced Algebra and Geometry • SAT Prep: Reading and Writing • Research mentoring | <ul style="list-style-type: none"> • Post-Test-SAT • STEM Focused Field Trip • Research mentoring • Write Research Paper • Prepare PowerPoint Presentations • Closing Ceremony - Presentations and Awards |

The **Five-Week Rising FSU Sophomore Summer Intramural Research Internship**

(FSSIR) will run from mid-June to mid-July each year. Five (5) rising FSU sophomores will be selected to participate. The CP SER staff will enlist the assistance of staff//faculty from University College, FSU-RISE (Research Initiative for Scientific Enhancement) Pre-Freshman Summer Enrichment program, OpTIMUM (OPportunities for Talent Expansion in Interdisciplinary Education for Minorities and Women in Undergraduate Math and Science program) and the STEM Freshman Learning Community to identify students that have a strong interest in majoring in a STEM discipline. Each sophomore scholar will be matched with a faculty mentor from the Department of Natural Sciences or Department of Math & Computer Science who is also mentoring a rising high school senior. The sophomore FSSIR intern will conduct authentic research and scholarly activities that links research and education and leads to enhanced faculty-student mentoring at the undergraduate level. In addition, they will have an opportunity to serve as a peer mentor to an HRSSR intern.

The FSSIR intern will be assigned a research project and is expected to complete it within the period of the internship. The activities will include 1) conducting research in applied mathematics, computing, biomedical/biological sciences, education and physical sciences for five weeks; and 2) STEM career and academic professional development workshops and field trip to a research laboratory. Students are able to benefit from undergraduate research experiences, putting their course content into action viewing science and mathematics as an integrated whole. Furthermore, students are able gain technical expertise in a particular area. They learn problem solving skills and develop critical thinking skills that they will utilize in higher level undergraduate course as well in graduate level courses in the future. FSSIR interns will participate in several formal and informal discussions regarding relevant courses that should be taken in preparation for graduate school as well as a STEM career. At the completion of the summer intramural research internship, FSSIR interns should be able to demonstrate the attitudes

and behaviors needed to practice science, understand the nature of research, understand how a scientist practices their profession and begin to see themselves as a scientist. One of the expectations of students that complete this internship will be to participate in the Fayetteville State University Research Initiative for Scientific Enhancement (FSU-RISE) or the North Carolina Louis Stokes Alliance for Minority Participation (NCLSAMP) program during the academic year.

| FSSIR INTERNSHIP | | | | |
|--|--|--|--|--|
| DAILY SCHEDULE: 9 am – 5 pm | | | | |
| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
| <ul style="list-style-type: none"> • Registration • Orientation • Description of Research Projects provided • Faculty Assignments • Laboratory Orientations: Biotechnology, Computer Science, etc... • Research team formation | <ul style="list-style-type: none"> • Research mentoring • Career and academic professional development | <ul style="list-style-type: none"> • Research mentoring - Scheduled meetings with mentors • Career and academic professional development | <ul style="list-style-type: none"> • Research mentoring • Career and academic professional development | <ul style="list-style-type: none"> • Research mentoring • STEM Focused Field trip • Write Research Paper • Prepare PowerPoint Presentations • Closing Ceremony - Presentations and Awards |

The **Annual Mathematics and Science Undergraduate Research Symposium** will feature presentations by research scholars who participated in all STEM enrichment programs at FSU. In addition, the symposium will also feature a distinguished keynote speaker who has made great advances in promoting teaching, learning and research in the STEM disciplines. This event will be held annually in the spring semester. This is also the time when students and faculty mentors will be recognized for their participation in the program activities with certificates and awards. Participation in the symposium will be open to all STEM undergraduate students at FSU and other Historically Black Colleges and Universities.

The **STEM Faculty Focus Group** is a team of eleven faculty members from the Department of Natural Sciences and Department of Mathematics and Computer Science. These

faculty members have demonstrated a strong interest in promoting teaching, learning and research in STEM disciplines. Topics of discussion for the STEM Faculty Focus group will include grant writing policies and procedures at FSU, best practices in STEM pedagogies, best practices in distance education and the design/implementation of online instructional tools, faculty professional development, faculty evaluation, tips for classroom management and effective methods for student advising, research mentoring, and appreciative inquiry. In addition, the members of the STEM Faculty Focus group will be responsible for conducting STEM focused faculty and student professional development seminars during fall 2009 and spring 2010.

STEM Tutorial Program is a new initiative that was piloted and supported by Title III during the spring 2009 semester. In an effort to enhance retention and graduation rates of students majoring in STEM disciplines, tutorial services were provided to students enrolled in 100 & 200 level biology, chemistry, computer science, mathematics and physics courses. Tutors were selected following a rigorous interview and selection process. Tutors are STEM majors who successfully completed courses for which the tutees were enrolled. The tutors were matched with their tutees based on the following: course type, course instructor, best tutorial session times, etc.

The tutorial sessions were one-on-one but in some cases a small group approach was utilized. Tutees met with their tutor at least two (2) hours per week for each course. The tutorial sessions were time intensive, extremely interactive and monitored by the CP SER staff. The attendance and academic progress of tutees were monitored weekly by the CP SER program coordinator via a weekly log-in and academic progress form submitted by each tutor. The tutorial services were available during the academic year as well as summer I and summer II sessions.

At the end of the spring semester, 83% of students (25 of 30 students) that received tutoring earned a grade of C or higher which allowed them to pass their respective STEM course. In addition, 82.4% of tutees (14 of 17 respondents) agreed or strongly agreed (score of 4 or 5 on

a five-point Lickert scale) that the tutoring sessions were effective and 88% (15 of 17 respondents) agreed or strongly agreed that they would recommend the tutorial program to other students. Therefore, it may be concluded that the tutorial program was successful and effective. We are requesting funding to continue this activity and to increase the number of tutors. The success of this activity has been shared with FSU administrators; specifically the Provost and Dean of the College of Arts & Sciences, and they were very impressed with the results and provided suggestions on how to continue the program and have it institutionalized. For that reason, we believe that the support from Title III to continue this initiative will be instrumental in ensuring its institutionalization.

This activity addresses several priorities and initiatives of the Fayetteville State University 2009-2014 Strategic Plan. The priorities and initiatives addressed with associated activity objectives are as follows:

Priority 1: Increased Retention & Graduation rates

Initiative 1-Retention & Graduation Rates

Initiative 2-Improve Academics and Co-Curricular Programs

- *Objective 1: Improve retention and graduation rates toward fulfilling the 80-30-50 mandate for the STEM majors*
- *Objective 2: Increase student enrollment in the STEM disciplines at FSU*
- *Objective 3: Improve collaboration and implementation of existing STEM enrichment programs*
- *Objective 5: Improve achievement of secondary school students and rising FSU sophomore students*

Priority 3: Intellectual and Cultural Center

Initiative 2-Partner with the Community and Public Schools

- *Objective 3: Improve collaboration and implementation of existing STEM enrichment programs*
- *Objective 5: Improve achievement of secondary school students and rising FSU sophomore students*

Priority 5: Collaborations and Partnerships

Initiative 1-Expand Collaborations and Partnerships

Initiative 2-Increase Collaboration in Research and Scholarship

Initiative 4-Collaborate to Support Academic Achievement and Experiential Learning

- *Objective 3: Improve collaboration and implementation of existing STEM enrichment programs*
- *Objective 4: Improve research collaborations amongst faculty in the STEM departments*
- *Objective 5: Improve achievement of secondary school students and rising FSU sophomore students*

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|--|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Establishing a Center for Promoting Stem Education and Research</p> |
| <p>Objective 1 Improve retention and graduation rates toward fulfilling the 80-30-50 mandate for the STEM majors.</p> | <p>1a. Second year retention rate of first time freshmen STEM students increased by 5% at the end of the activity period</p> <p>1b. 4-year and 6-year graduation rates of STEM majors increased by 5% at the end of the activity period</p> <p>1c. Summer research internship for rising FSU sophomores conducted in June/July 2010</p> <p>1d. 80% of rising FSU sophomores that participate in the FSSIR internship will declare a major in a STEM discipline</p> <p>1e. 80% of all students receiving tutoring through CPSEER will pass their associated course(s) with a grade of C or better</p> |
| <p>Objective 2 Increase student enrollment in the STEM disciplines at FSU</p> | <p>2a. Student enrollment in STEM disciplines at FSU increased by 5%</p> <p>2b. Summer research internship for rising high school seniors conducted in June/July 2009 and June/July 2010</p> |
| <p>Objective 3 Improve collaboration and implementation of existing STEM enrichment programs</p> | <p>3a. Active Center for Promoting STEM Education and Research</p> <p>3b. Institutionalized Annual Mathematics and Science Undergraduate Research Symposium</p> <p>3c. Participation in Math & Science Family Fun Night with STEM enrichment programs and the Mathematics/Science Education Center</p> |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Establishing a Center for Promoting Stem Education and Research | | | |
|--|---|--|---|--|-------|
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Form the STEM advisory committee | CPSER chief adviser and director, RISE, NCLSAMP, UCAMCS, FICAMS, and OPTIMUM directors and co-directors | Survey STEM faculty Ad-hoc meeting of program directors and co-directors | 8 STEM advisory committee members identified | 10/09 | 11/09 |
| Conduct advisory committee meetings | Director, chief adviser, program coordinator, advisory committee members | Schedule monthly meetings Open some meeting sessions to the public Information sharing, events planning and reports on program activities | Minutes of meetings Progressive CPSER Dissemination of CPSER activities | 11/09 | 9/10 |
| CPSER STEM Tutoring Program for 100-200 level courses | Director, program coordinator, FSU STEM tutors and majors | Distribute promotional materials to University College, STEM enrichment programs, STEM departments, Advertise the program using different campus media – radio, Internet, print and CPSER website Selection of participants Hiring of STEM tutors | STEM majors and non-STEM majors received tutoring in 100-200 STEM courses | 10/09 | 9/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|--|--|---|---|--|------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Establishing a Center for Promoting Stem Education and Research | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Conduct 5-week summer research internship for rising high school seniors | Director, chief adviser, program coordinator, research mentors, math and English instructors, high school students | <p>Distribute promotional materials to local high schools</p> <p>Advertise the program using different media – radio, Internet, print and television.</p> <p>Selection of participants</p> <p>Hiring of math and English instructors for the SAT preparation and research mentors</p> <p>SAT preparation clinics, Pre-Test and Post-Test for the SAT</p> <p>Intensive SAT preparation in math and English</p> <p>STEM career workshops</p> <p>Field trip to a STEM research laboratory</p> <p>Closing and awards ceremony</p> | <p>15 high school students received research mentoring</p> <p>15 high school rising seniors received enhanced coaching in SAT in math, reading and writing</p> <p>15 high school rising seniors received instructions in advanced algebra and geometry, reading and writing</p> | 11/09 | 7/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|---|---|---|--|--|------|
| 1. Name of Applicant Institution Fayetteville State University | | 2. Activity Title: Establishing a Center for Promoting Stem Education and Research | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Conduct 5-week summer research internship for rising FSU sophomores. | Director, chief adviser, program coordinator, research mentors, rising FSU sophomores | <p>Distribute promotional materials to University College, STEM enrichment programs, STEM learning communities</p> <p>Advertise the program using different media – radio, Internet, print and television, CP SER website</p> <p>Selection of participants</p> <p>Hiring of research mentors</p> <p>STEM career and academic development workshops</p> <p>Field trip to a STEM research laboratory</p> <p>Closing and awards ceremony</p> | 5 rising FSU sophomores received research mentoring and career as well as academic development | 11/09 | 8/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|--|--|---|--|--|-------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Establishing a Center for Promoting Stem Education and Research | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| STEM faculty focus group | Director, chief adviser, faculty | Ad-hoc meetings of STEM enrichment directors and co-directors Retention of faculty with a strong interest in promoting teaching, learning and research in STEM from year 1 of grant. | 11 faculty focus group members identified in fall 08 will continue to participate | 10/09 | 11/09 |
| Conduct STEM faculty focus group meetings and workshops | Director, chief adviser, program coordinator, STEM Faculty Focus group members | Schedule monthly meetings Information sharing Seminars and workshops of teaching, learning and research in STEM (2 per semester for faculty and 2 per semester for students) Workshops on grant writing Travel support to professional meetings and conferences | Minutes of meetings Progressive CP SER Dissemination of CP SER activities 20 faculty members received professional development Increased level of external funding for CP SER sustainability | 11/09 | 9/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Establishing a Center for Promoting Stem Education and Research | | | |
|---|---|--|--|--|------|
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Conduct Annual Mathematics and Science Undergraduate Research Symposium | STEM enrichment program directors, co-directors, administrative staff, faculty and students | <p>Develop guidelines for abstract/paper submissions</p> <p>Call for participation and research abstracts and full paper using a variety of media: e-mail, website, announcements at meetings.</p> <p>Develop and print program for the symposium and proceedings</p> <p>Review papers and abstracts</p> <p>Identify, invite and arrange travel for the keynote speaker</p> <p>Invite important dignitaries from FSU and other institutions to the symposium</p> | <p>30 oral and poster research presentations</p> <p>Proceedings for the Symposium</p> <p>Attendees exposed to research careers in STEM</p> <p>30 students gained research experience in STEM</p> | 12/09 | 5/10 |
| 1. Name of Applicant Institution: FAYETTEVILLE STATE UNIVERSITY | | 2. Activity Title: ESTABLISHING A CENTER FOR PROMOTING STEM EDUCATION AND RESEARCH | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Complete quarterly and annual reports for CPSER | Director, chief adviser and program coordinator | Summary evaluative analysis of program activities | Completed quarterly and annual reports | 12/09 | 9/10 |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

| | | |
|---|--|---|
| 1. Name of Institution: Fayetteville State University | | |
| 2. Activity Title: Establishing a Center for STEM Education and Research | | 3. Activity Number: 1 |
| 4. Roster of Personnel and salaries | | |
| a. List of personnel (use position titles) | | b. Salary amount for each position |
| 1. Personnel | | |
| Chief Adviser | 100% (1 month summer) | 12,892 |
| Director | 50% (9 months) 100% (2 months summer) | 32,000 16,000 |
| Program Coordinator | 100% (12 months) | 35,000 |
| Five (5) Research Mentors | Five (5) weeks | 25,000 |
| Two (2) Math/English Instructors | Five (5) weeks | 10,000 |
| Six (6) Science/Math Tutors | Academic Year | 43,200 |
| Five (5) Rising FSU Sophomore Summer Intramural Research Internship Scholars | Five (5) weeks | 5,000 |
| Fifteen (15) High School Rising Senior Summer Research Internship Scholars | Five (5) weeks | 7,500 |
| Total for Personnel | | 186,592 |
| 2. Fringe | | 35,675 |
| 3. Travel | | 15,000 |
| 4. Equipment | | |
| 5. Supplies | | 12,167 |
| 6. Contractual | | |
| 7. Construction/Renovation | | |
| 8. Other | | 14,750 |
| 9. Training Stipends | | |
| Total | | \$264,184 |

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|---|------------------------------|
| 1. Name Of Institution: Fayetteville State University | |
| 2. Activity Title: Establishing a Center for STEM Education and Research | 3. Activity Number: 1 |

4. Provide Narrative

Personnel **\$186,592**

| | | |
|----------------------|-------------------------------|-----------------|
| Chief Adviser | 100% (1 summer month) | \$12,892 |
| Director | 50% (9 months) | \$32,000 |
| | 100% (2 summer months) | \$16,000 |

Funds are requested for summer salary for 2 months at 100% for Daniel Okunbor as the CPSER Chief Adviser. Also, funds are requested to support 50% release time for Sherrice Allen as the CPSER Director, during the academic year, and summer salary for 2 summer months at 100% is requested. As CPSER chief adviser and director, they will perform programmatic and administrative duties, including day-to-day oversight of the CPSER. The chief adviser and director will ensure that program activities are conducted according to the approved grant, provide assistance in recruiting participants, assist students in identifying research mentors.

Administrative Assistant **100% (12 months)** **\$35,000**

Administrative assistant: will provide administrative and clerical support for functioning of the CPSER. The administrative assistant will report to the CPSER director. Duties of the administrative assistant include: maintaining records of CPSER activities and personnel; providing administrative support for preparation of reports, requisitions for purchase, scheduling program meetings; all contracts and time sheets. It is necessary to have an administrative assistant whose responsibilities lie only with CPSER to ensure success of this program. Support for the CPSER administrative assistant is requested at 100%.

Five (5) Research Mentors **Five (5) weeks** **\$25,000**

Research mentors: will develop an appropriate research project for the rising seniors participating in the High School Rising Senior Summer Research Internship and for rising FSU sophomores in the Rising FSU Sophomore Summer Intramural Research Internship. The research mentors will be responsible for training students on relevant equipment, teaching laboratory techniques and ensuring that they are knowledgeable about the area of the research. Mentors will also assist scholars with academic/career advisement, preparing abstracts and/or publications, poster presentations and graduate school applications. Support for the CPSER research mentors is requested as summer salary for five (5) weeks.

Two (2) Math/English Instructors **Five (5) weeks** **\$10,000**

Advanced Algebra/Geometry and the Reading/Writing Workshop Instructors: will instruct the workshop each summer. Two positions are requested (math and English instructors). They will each conduct a 5-week workshop for 3 hrs/day.

Six (6) Science/Math Tutors **Academic Year** **\$43,200**

Tutors: The tutorial component of the CPSER will provide at least 12 hours a week in each of four areas: biology, chemistry, mathematic and physics. Six tutors are requested at Academic year (30 weeks) plus summer (10 weeks): \$15.00 *12 hr/wk * 40 wks= \$7,200 each (competitive rate for science/math tutors). Tutors provide small group and one-on-one tutorial assistance.

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|---|------------------------------|
| 1. Name Of Institution: Fayetteville State University | |
| 2. Activity Title: Establishing a Center for STEM Education and Research | 3. Activity Number: 1 |

4. Provide Narrative

Personnel cont. **\$186,592**

Five (5) Rising FSU Sophomore Summer Five (5) weeks **\$5,000**
Intramural Research Internship Scholars

Support for five (5) Rising FSU Sophomore Summer Intramural Research Internship (FSSIR) scholars is requested. Each scholar will receive a stipend of \$1,000 for work in the CP SER Rising FSU Sophomore Summer Research Internship activity.

Fifteen (15) High School Rising Senior Five (5) weeks **\$7,500**
Summer Research Internship Scholars

Support for fifteen (15) High School Rising Senior Summer Internship (HRSSR) scholars is requested. Each scholar will receive a stipend of \$500 for research work in the CP SER High School Rising Senior Summer Internship activity.

Fringe Benefits **\$35,675**

Fringe benefits are calculated at a rate of 24% for Chief Adviser, Director, Administrative Assistant, Research Mentors, Instructors and 7.65% for the Science/Math Tutors, Summer Research Internship scholars.

Travel **\$15,000**

\$2,500 each is requested for the Chief Adviser, Director, and four STEM faculty members to attend yearly educational and/or research conferences. The estimated cost includes conference registration, round-trip airfare, lodging, per diem, and ground transportation.

Supplies **\$12,167**

Supplies are needed for the effective operation of the administrative aspects of the CP SER. In addition, student resource material will also be purchased to assist with tutorials. Also, pedagogical content resource material will also be purchased to assist with the STEM Faculty Focus group. Finally, we are requesting that funds be made available for the purchasing of research supplies and computer application programs. The research supplies and computer application programs will be utilized by faculty research mentors and the high school senior research scholars/FSU sophomore research scholars to conduct the required research component of the internship.

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|---|------------------------------|
| 1. Name Of Institution: Fayetteville State University | |
| 2. Activity Title: Establishing a Center for STEM Education and Research | 3. Activity Number: 1 |

4. Provide Narrative

Other **\$14,750**

Research Symposium (\$5,000)

Funds are requested to cover all expenses associated with the research exposition

Publications/Documentation/Dissemination and Other Costs (\$1,000)

Funds are requested for telephone usage, printing, publications, and program materials (applications, announcements, workshop materials, flyers, etc).

STEM Faculty Focus Group Meetings (\$2,000)

Funds are requested to cover all expenses for twenty (20) STEM Faculty Focus Group meetings. Two (2) meetings will be held each month during the academic year (including summer months).

Summer Internship Participant Expenses (\$6,750)

Support for 5 rising FSU sophomores/ 15 rising high school seniors ; cost for ID Cards/Lanyards cost of all field trips or other campus activities (sustenance: \$250 for each scholar). In addition, funds are requested to cover all expenses associated with the summer research internship closing workshop/symposium.

Total **\$264,184**

Establishing a School of Education

Academic Advisement & Retention Center

Activity 2

Narrative:

The School of Education Academic Advisement & Retention Center (SOEAARC) will operate under the Office of the Dean, School of Education. The objective is to meet or exceed the teacher education retention and graduation rates of peer institutions and meet or exceed the enrollment projections by FSU and General Administration (GA). One way to achieve this goal is to continue the efforts the SOEAARC and *expand* student services to more of the student population. The SOEAARC will improve student success by providing answers and information about degree and major requirements, general advisement concerns, information about various majors and minors, Praxis I preparation, the process and steps toward graduation and licensure, and academic program requirements for all four departments within the School of Education.

The SOEAARC serves the needs of FSU undeclared undergraduate students, transfer students who do not have a major, and those individuals considering changing their field of study. The expansion of services to include students who are seeking licensure-only will cover all of the student groups who take courses within the School of Education. The overall mission of the SOEAARC is to make students' college career as smooth as possible by providing services that include explanation of the general core requirements, tutoring in preparation for the Praxis I examination, helping with class schedules, clarifying goals and options, and expanding community outreach to students transferring from community colleges. These activities will support efforts to improve time to graduation and subsequently increase the retention and graduation numbers.

The SOEAARC aligns with **Priority 1: Retention and Graduation Rates**. To this end, the SOEAARC will assist the SOE to have retention and graduation rates that meet or exceed rates at other comparable competitive institutions. The SOE will implement strategies that target and attract undergraduate and graduate students with a high probability of completing a degree, while continuing its commitments to access, affordability, and diversity. The SOEAARC will work to increase the percentage of students who identify a major within the SOE as their first-choice. The SOEAARC will also increase the percentage of new first-time, transfer, and graduate students whose academic preparation will enable them to complete degrees at FSU in a timely manner. The SOE will foster continuous improvements in student services in response to data on student satisfaction to achieve one-year retention rates, four-year graduation rates, and six-year graduation rates of at least 80%, 30%, and 50%, respectively. The SOE will enhance its attractiveness to prospective students by strengthening all existing academic programs, especially in high-need areas of teacher education, such as special education, middle grades, math, and science. The SOE will provide effective, efficient, and user-friendly services in all student support areas. These areas will use satisfaction survey results and other data to verify the quality of services and to identify areas of needed improvement. The SOEAARC goal is also to increase the percentage of undergraduate and graduate students who report high levels of satisfaction with their overall educational experience.

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|---|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: School of Education Academic Advisement & Retention Center (SOEAARC)</p> |
| <p>1.) Objective: To meet or exceed the retention and graduation rates of peer institution and meet or exceed the enrollment projections of FSU and GA by implement intrusive advising and counseling through workshops, one-on-one advisement, and printed expectations to retain students through admission to teacher education to graduation. Based upon NSSE data, the fall 2008 average advisement satisfaction result was 54.51% and 73.55% during the spring 2009 semester, marking a significant average increase of 19% for students majoring in education. A total number of 1013 advisement a sessions were conducted in less than four months of operation.</p> <p>2.) Objective: To serve the needs of FSU undeclared undergraduate students</p> <p>3.) Objective: To provide tutorial services</p> <p>4.) Objective: To offer Student Success Seminars and serve as a resource for faculty by providing advisement skills and updates on surveys to students to identify trends in retention for education majors.</p> <p>5.) Objective: To provide departmental program and curriculum sheets updates</p> <p>6.) Objective: To provide Praxis preparation student tutorial services</p> | <p>1.) After two years of the implementation of the center, the School of Education and university will have improved retention and graduation rates as a result of intrusive academic advising, meaningful advisement and counseling. The students in the School of Education will be better prepared and advised correctly as a result of the implementation of the SOEAARC. The Student Program Research Assistant will gather data monthly and conduct qualitative and quantitative research to determine needs of students and areas of student success improvement. The Coordinator/Advisor will work closely with the External Evaluator.</p> <p>2.) Identify students who are undeclared and provide services such as selecting major and career path information.</p> <p>3.) The SOEAARC proposed to work collaboratively with the FSU honors program to seek the assistance of academically successful students to help incoming students develop effective study skills.</p> <p>4.) The SOEAARC will provide opportunities for students to develop survival skills, designed for entering freshmen majoring in education, to help them survive their first year – a most vulnerable & tentative time for many college students.</p> <p>5.) The SOEAARC will provide program and curriculum sheets for each student. These sheets will guide beginning students’ academic tenure through programs.</p> <p>6.) The SOEAARC will collaborate with the PLATO lab and the SOE Praxis Committee to provide tutoring sessions for students who are</p> |

7.) Objective: To serve the needs of RALC licensure-only, NCMTEC, and MAT students

identified as needing specific assistance in mathematics, reading, and writing. The SOEAARC will encourage students to attend workshops coordinated and delivered in the Praxis Lab (joint use of facilities) located in the Butler Building, room 209. The SOEAARC will work with students, the praxis committee, and the Plato staff to coordinate test scheduling with the Testing Center (joint use of facilities) located on campus. Successful completion of Praxis I, and teacher education admission requirement, is a major barrier to retention and completion of teacher education majors. The SOEAARC will work to eliminate this barrier through UNIV course offerings to the Education Learning Community students and through use of the Tutor for specific daily assistance. Follow-up with students will assist with meeting the 80-30-50 goals for retention and graduation.

7.) The SOEAARC Advisor will work with Licensure-only students, North Carolina Model Teacher Education Consortium (NCMTEC) recipients, and Master's of Arts in Teaching degree-seeking students. The SOEAARC has attracted many licensure-only students, since opening in March, which was not included in the population for the SOEAARC to assist. By expanding services to this population, the SOEAARC will be able to compete with the Regional Alternative Licensure Center (RALC) to specifically assist the licensure-only students through Troops to Teachers and NCMTEC. More licensure-only students are coming from RALC to FSU. The RALC provides students with a list of courses designed to meet their requirements to refer students for a license to teach. This population of student does not have a specific office to seek assistance. The Advisor will provide them with general information as well as assist with course registration. The Advisor will work with the Office of Extended Learning and the SOE departments to identify courses to be offered for NCMTEC students. The NCMTEC and the SOE have a desire to attract more students into programs that lead to licensure. Professional development students will have a single point of contact to provide advisement and hopefully steer them into the Master's of Arts in Teaching (MAT) degree program. The SOEAARC Advisor will ensure a smooth transition to the MAT department for professional development students.

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|---|---|--|---|--|---------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: School of Education Academic Advisement & Retention Center (SOEAARC) | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Relocate SOEAARC office to a larger space within the Butler Building for ease of movement for students using the computer stations, to accommodate staff, and to ensure safety issues are eliminated. | SOEAARC staff, ITTS, Facilities staff | Need to hire an electrician to secure electrical outlets and ITTS technicians to drop computer lines. | Spacing issues must meet the needs of the faculty, staff, and students. | 10/09 | 10/09 |
| Complete hiring and training of Advisor/Community Outreach personnel | Dean, Director, Coordinator/Advisor or | Develop search team to implement hiring process | Staff will become more knowledgeable of job duties, procedures, and expected student success, retention and graduation outcomes; additional staff will result in expanded service to students | 10/09 | 10/09 |
| Secure computers and update electrical systems for setting up needed equipment. | SOEAARC staff, ITTS, SOE IT Consultant | Consult computer technician and electrician | A laptop computer is needed for the Advisor/Community Outreach staff to be effective. | 10/09 | 10/09 |
| Collaborate with Praxis Committee to provide workshops and seminars for students on Praxis preparation and test taking strategies. | Advisor/Community Outreach, Coordinator/Advisor or, Testing Center, Praxis Lab Technology Support Tech., students, SOE Praxis Committee | Use Plato Lab as a joint facility to provide workshops and Praxis tutoring sessions for reading, writing, and mathematics; use Education Learning Community to conduct formative assessment; develop workshop and seminar evaluations. | The workshop and seminar data will allow for analysis on success of Praxis I tutorial success and to identify additional activities to enhance the SOEAARC and increase test scores for the Praxis I exam, resulting in increased transition rate of students to Teacher Education. | 10/09 | Ongoing |

| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) | |
|---|---|--|---|----------------|---------|
| | | | | From | To |
| Hold monthly evaluative meetings with staff. | Dean, Director, Administrative Assistant, SOEAARC staff | Meeting with individual staff members of the Center. | Track and ensure procedures and goals are being met. | 10/09 | Ongoing |
| Provide budget status report expenditures of the SOEAARC | Dean, Director, University Budget Director, Title III Officer | Meeting with Dean, budget office and Title III representatives | Appropriate expenditures adhering to proposed budget activities. | 10/09 | Ongoing |
| External Evaluator to develop and track students who started their academic career during the fall 2008 semester. Systematically coordinate different efforts to obtain student feedback. | Dean, External Evaluator, Director, Coordinator/Advis or | Develop an evaluation and a systematic tracking system to review the progression of students toward the 80-30-50 goals. Continuation of the evaluation is necessary due to the four year and five year graduation expectation dates. | Different coordinated efforts to obtain student feedback. Anticipated outcome that students who used the services of the SOEAARC will meet the 80-30-50 goals as compared to students who did not use the services provided by the SOEAARC. | 10/09 | Ongoing |
| Conduct monthly evaluation of program services. | Dean, Director, External Consultant, Coordinator/Advis or | Administer electronic and paper surveys to a sample of the population to track effectiveness and student satisfaction; interview students to get additional data on effectiveness and satisfaction; develop a tracking system of students using EMT Retain and Banner. | Provide multiple vehicles for students to provide feedback on the effectiveness of the SOEAARC initiative. Track and ensure procedures and goals are being met. | 10/09 | Ongoing |
| Present and/or publish the outcomes of the SOEAARC initiative. | Dean, External Evaluator, Director, Coordinator/ | Compile research data and write reports based upon findings. Write articles for journal submission and presentations | Present findings and outcomes of the SOEAARC initiative. | 10/09 | Ongoing |

| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) | |
|---|-------------------------|---|---|----------------|---------|
| | | | | From | To |
| Provide day-to-day administration oversight. Communicate updates, reviews, and needs with the SOE Dean; Teach UNIV 110 course for transfer students expected to major in education. | Director | Direct processes and procedures for optimal efficiency. Track expenditures and report effectiveness. Review and revise workflow and processes as needed. | Meet or exceed established retention goals. | 10/09 | Ongoing |
| Coordinate activities related to student advisement, tutoring services, and workshops for student success; Provide advisement to Learning Community students; Teach Learning Community UNIV 101/102 courses; Conduct qualitative and quantitative research based upon the goals and objectives outlined by the SOEAARC; Provide and coordinate tutoring for students in academic difficulty; Work with Resource Laboratory staff to support student success; Assist students attending summer school to ensure a point of contact during the summer months and plan schedules for students according to ability and skill level; Answer scholarship questions and assist students with scholarship applications; Provide advisement to transfer and licensure-only students | Coordinator/Advisor | Coordinate the scheduling of workshops and advisement records of students. Coordinate with IRB and other offices on campus to ensure appropriate research of human subjects. Schedule workshops and information sessions related to scholarships and tutoring services. | Meet or exceed established retention goals. Report of findings is interpreted using a clear standard and articulated in an easy to understand format. | 10/09 | Ongoing |

| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) | |
|--|--------------------------------|--|---|----------------|---------|
| | | | | From | To |
| Provide community outreach to students in the community college dual enrollment program; Assist with answering questions and securing paperwork in a timely manner; Provide assistance with scheduling and registering for courses; Give information on process steps and work to schedule Praxis I examination; Provide tutoring services for students identified during the Plato pretest, those who have failed a section of Praxis I, and those who identify themselves as needing help in preparation for Praxis I. | Advisor/ Community Outreach | Coordinate dual enrollment forms and assist students. | Meet or exceed number of dual enrollment forms processed for each semester to meet retention goals. | 10/09 | Ongoing |
| Provide general assistance to all SOEAARC office; Track students signing into the SOEAARC onsite, via phone, and email; Track using EMT Retain; maintain academic file on all students using the Center; communicate with students using EMT Retain; phone students in academic difficulty, those not registered, and those not scheduled to take Praxis I to make an appointment with Advisor | Administrative Assistant | Organize office records and procedures for filing in-process and completed paperwork | Consistent workflow | 10/09 | Ongoing |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

| | |
|--|---|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: School of Education Academic Advisement and Retention Center (SOEAARC) | 3. Activity Number: 2 |
| 4. Roster of Personnel and Salaries | |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| 1. Personnel | |
| • Director | 5,000 |
| • Coordinator/Advisor | 48,000 |
| • Administrative Assistant | 22,000 |
| Personnel | 75,000 |
| Fringe | 11,235 |
| Travel | 5,000 |
| Supplies | 10,683 |
| Other | 3,500 |
| Total | \$105,418 |

SECTION B—INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|--|------------------------------|
| 1. Name of Institution: Fayetteville State University | |
| 1. Activity Title: School of Education Academic Advisement and Retention Center (SOEAARC) | 3. Activity Number: 2 |

4. Provide Narrative

Personnel **\$75,000**

| | |
|------------------------------|----------|
| Director | \$ 5,000 |
| Coordinator/Advisor, SOEAARC | \$48,000 |
| Administrative Assistant | \$22,000 |

Fringe Benefits **\$11,235**

Travel **\$ 5,000**

Travel will include costs of attendance for personnel associated with the operation of the SOEAARC. Expense amounts are based upon current or projected costs and are therefore approximations.

Supplies **\$10,683**

Non-EDP supplies: paper, file folder, pens and pencils, staples, envelopes, document binders, advisement program sheets, etc.; Computer supplies (application programs, diskettes, laser printer paper, etc.); Duplication and Reproduction

Contractual

External Evaluation Fee **\$3,500**

To review program activity, collect program data, document successful strategies, develop documents for publication

Activity Total **\$105,418**

Enhancing Minority Student Success in the School of Business and Economics by Creating a New Paradigm for Learning

Activity 3

This document consists of two sections: Section A is the Integration of Second Life, 3D, and Live Financial Trading and Section B is Enhancing Minority Student Preparation for Graduate Studies.

This grant allows the School to purchase:

- The infrastructure for Second Life, a 3D virtual world created in 2003 by San Francisco-based Linden Labs,
- 3D modeling equipment to enhance conceptual understanding in STEM and process oriented courses,
- Additional equipment for the School of Business' trading room which was designed to enhance student understanding of stock market, investment portfolios, and the dynamics of global financial market, and

Following Haque's² findings, we strongly believe that the application of the proposed technologies will enhance learning by allowing students to manipulate, experiment, and translate theories into real world applications. This, in turn, will positively impact the University's commitment to meet its 80 percent retention goal, 30 percent four year graduation rate, and 50 percent six year graduation rate.

More than 300 universities currently use these emerging technologies as educational tools in the areas of science, technology, and business. Additionally, the School is committed to infusing entrepreneurial thinking and activities throughout the campus.

Section A: Integration of Second Life, 3D, and Live Financial Trading into the Curriculum

Narrative:

The teaching/learning paradigm has evolved with traditional methods of classroom teaching increasingly supplemented by alternative methods to enhance student understanding of

2 Haque, M.E. "Visualization Techniques for Structural Design Education," Proceedings of the American Society for Engineering Education 2003 ASEE Annual Conference, 2003.

course materials. Because traditional methods frequently fail to provide students with the skills necessary to solve real world problems, emerging technologies (e.g., 3D dynamic illustrations, virtual reality worlds) have been developed to provide an engaging and diverse means to receive and apply knowledge. Previous research (e.g., Motlagh and Shahir-Motlagh, 2002)³ has shown that undergraduate students, particularly minorities, exhibit a stronger preference for active, sensing, visual, and sequential learning that is embodied in these emerging technologies. Visualization exploits a student's visual sense, allows students to engage the higher cognitive parts of the brain, and has the potential to increase minority participation in STEM fields. Research has demonstrated that it is an effective method to convey complex and process oriented materials because it explicitly models the connectivity between cause and effect.

Description:

Second Life- The use of Second Life in face-to-face or distance learning environments facilitates teaching/learning paradigms that require problem-solving, simulation of real life scenarios, the modeling of complex scenarios, and collaboration/ team work. Educational applications include bringing students from a variety of majors (e.g., Marketing, Management, Finance) to work on a project such as starting a new venture. Second Life would be introduced in several business courses including Business Communications, Entrepreneurship, Small Business Management, Human Resource Management, Marketing, Advertising, and Sales Management. Approximately 200 students would use Second Life as part of their learning process. We anticipate that Second Life will be adopted by other disciplines within the College of Arts and Sciences and the School of Education.

3 Motlagh, B. and Shahir-Motlagh, M. "Redefining Traditional Methods in Engineering Education in the New Millennium," American Society for Engineering Education Conference, 2003.

3D Equipment- Students often have difficulty visualizing the three-dimensionality of concepts in subjects such as Chemistry, Biology, Mathematics, Geography, Visual Arts, Nursing, and Management Science. While 2D drawing programs, “pseudo” 3D programs, and physical models are used in these courses, advances in computer software and hardware have made it practical to develop and project true 3D images. The 3D equipment requested in this proposal would enable students to construct virtual 3D models to: 1) visualize information, 2) develop high level proficiency in spatial analysis and problem solving, and 3) model complex processes. Moreover, by partnering with the local community college, which has developed extensive working relationships with firms in the public and private sector, students can learn to use this technology to address business needs. We anticipate that during the first year, 50 students will learn to use the 3D equipment with the number increasing substantially as the technology is adopted as an effective teaching tool across the University.

Trading Room- Business School trading rooms offer the experience of a real-world financial services setting in a learning environment. This technology mirrors the trading room on Wall Street and provides the opportunity for students to observe the financial markets in the US as well as across the globe. The trading room will serve as a working classroom where students can manage their portfolios while watching live trading activities and listening to commentary on CNBC, Bloomberg, and other financial news media. This experience will expose students to the dynamics of global financial markets and prepare business majors for successful careers in the financial services industry. Approximately 150 students enrolled will use the trading room. The room will also be open to students participating in the Stock Market Game. The funding will be used to cover the subscription cost associated with the ‘Telemet Orion Platform,’ financial and derivative software. The five software licenses will facilitate training; provide real-time Press

wires, mutual fund data, continuously updated delayed stock and indices, and unlimited access to tutorials and telephone support.

Oracle Labs- The Oracle Lab will help enhance student learning and provide practical experience in databases. Management Information Systems (MIS) and Computer Science (CS) majors will be trained and prepared to sit for the Oracle Developer certification. This certification is in high demand and will make students more marketable. The proposed lab will also enhance student learning and enable faculty to demonstrate practical and theoretical concepts by incorporating industry jargon and practices into the classroom delivery

Section B: Enhance Minority Student Preparation for Graduate Studies

Narrative:

The Boston Consulting Group study found that only 18 percent of blacks and 35 percent of Hispanics score higher than 500 points out of a possible 800 points on the GMAT. Comparatively, with more than 60 percent of Caucasians and Asians obtain scores exceeding 500⁴ points. Consequently, formalized GMAT prep workshops must be made available to minority students to bridge the gap and enhance their chances of admission to graduate schools.

Description:

GMAT Workshops- To enhance minority student preparation for graduate studies, two GMAT preparatory testing workshops would be made available, one in the Fall 2009 semester (October-November) and one in the Spring 2010 semester (February-March). Students participating in the workshops would attend the workshop for seven consecutive Saturdays from 8:30 am – 4:30 pm to obtain a total of 56 hours of training.

⁴ Alsop, Ronald. "The Wall Street Journal Guide to the Top Business Schools, 2006," Random House Reference.

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| 1. Name of Applicant Institution: Fayetteville State University | 2. Activity Title: Creating a New Paradigm for Learning |
|--|--|
| <ol style="list-style-type: none"> 1. To improve student performance in Operations Management, Entrepreneurship, Management Science, Finance, Investments, Networking, Databases, and other process oriented courses 2. To acquaint students with leading edge technologies that will enhance their ability to successfully compete in the global marketplace by the end of the Fall 2010 semester 3. To introduce interactive training modules to enhance student learning marketplace by the end of the Fall 2010 semester 4. To develop the necessary infrastructure to collaborate with universities and community colleges currently employing emerging technologies 5. To enhance student preparation for graduate students | <ol style="list-style-type: none"> 1. The number of “D”, “F”, and “W” grades in process oriented courses will be reduced by 10 percent by the end of the funding year 2. Student awareness of and proficiency in leading edge technologies will be enhanced. Student performance in this area will be measured as part of the SBE’s formal assessment process 3. Interactive learning modules will be included in 25 percent of process oriented courses by the end of the first year of funding. Additional courses will adopt these modules in subsequent years 4. The infrastructure will be in place to develop a collaborative partnership with the local community college. This partnership will provide students with additional opportunities to apply the technology in real world settings 5. Two GMAT workshops (Fall 2009 and Spring 2010) will be offered with a goal of 80 percent of attendees registering for the GMAT exam and 25 percent scoring 430 points or higher by the end of the funding year |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Creating a New Paradigm for Learning | | | |
|--|--|--|---|-----------------------|-----------|
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) | |
| | | | | From | To |
| a. Purchase annual agreement for Telemet Orion Platform software | FSU Information Technology & Telecommunications Services (ITTS), SBE and CAS faculty | Acquisition of software Through the University Purchasing process | Software will be purchased and installed | 10/09 | 11/09 |
| b. Purchase 3D and equipment | FSU Information Technology & Telecommunications Services (ITTS), SBE and CAS faculty | Acquisition of software and hardware through the University Purchasing process | Equipment will be purchased and installed | 10/09 | 1/10 |
| c. Contract with a 3D and Web 2.0 specialist to develop to develop learning modules based on faculty input and continue developing the Second Life island infrastructure | Human Resource Department, selected faculty | Advertisement of position, Follow FSU protocol to find qualified faculty | Hiring of a qualified 3D/Web 2.0 specialist | 10/09 | 9/10 |
| d. Send faculty for training on applications in Web 2.0 and 3D modeling and simulation | Selected faculty | Conferences and training workshops | Faculty qualified to teach in a 3D/Web 2.0 environment | 10/09 | 5/10 |
| e. Host campus wide workshops on Web 2.0 and 3D modeling and simulation | 3D specialist and selected faculty | Development and implementation of Web 2.0/3D workshops | Faculty attendance at workshops leading to widespread use of the technologies | 2/10 | 5/10 |
| f. Seek collaborative arrangements with other Universities and Community Colleges involved in Second Life and 3D modeling and simulations | Deans, selected faculty | Partnership agreements | Viable student learning partnerships with community colleges and universities in the region | 10/09 | 5/10 |
| g. Introduce 3D and Web 2.0 simulations in selected courses | Selected faculty | Inclusion of Web 2.0/3D simulations in course content | Integration of emerging technologies in the curriculum | 8/10 | 9/10 |
| h. Offer GMAT workshops | SBE Dean, selected faculty | Plan, develop, and implement workshops | Enhanced student performance on GMAT exam | 10/09 | 5/10 |

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | | |
|--|------------------------------|--|
| 1. Name Of Institution: Fayetteville State University | | |
| 2. Activity Title: Creating a New Paradigm for Learning | 3. Activity Number: 3 | |

4. Provide Narrative

| | |
|---|------------------|
| Travel | \$ 13,776 |
| Faculty travel-Training on Web 2.0 and 3D modeling and simulation applications | |
| <ul style="list-style-type: none"> • Second Life Community Conference, Tampa, Florida. \$ 5,391 Airfare to Tampa, Florida, 3 faculty @ \$600 per person Registration: 3 faculty @ \$750 Hotel - 3 faculty @ \$149 per room/per night for 3 nights Total Second Life Community Conference: \$ 5,391 • IEEE Symposium on Visual Analytics Science and Technology \$ 8,385 Conference, Columbus, Ohio. Airfare to Columbus, Ohio - 3 faculty @ \$600 per person Registration – 3 faculty @ \$1350 Hotel – 3 faculty @ \$169 per room/per night for 5 nights Total IEEE Symposium: \$ 8,385 | |
| Equipment (Software and Equipment) | \$153,224 |
| <ul style="list-style-type: none"> • Software Lindo Dollars to build Second Life Island \$ 5,000 Total Software: \$ 5,000 • 3D Equipment 3D Projector with lens, light output 6000 ANSI lumens, native resolution 1080p Powered projection screen, suitable for application 3-D eyewear for up to 50 users 4 emitters for coverage Room audio system for program sound AV cabling, hardware, connectors, control system & interface AV system engineering Project Management Installation As Built drawings Training System warranty – 1 year Total 3D Equipment: \$ 105,824 • Oracle Equipment Oracle Lab equipment (2 servers): \$ 5,000 Total Oracle Equipment: \$ 5,000 • Oracle Lab Equipment Computers, 22 units @ \$ 1,000= \$ 22,000 Furniture, 22 computer desks/chairs @ \$700= \$ 15,400 Total Oracle Lab Equipment: \$ 37,400 | |

| | |
|---|------------------|
| Supplies | \$2,900 |
| 20 sets of GMAT Prep Books | |
| Book set: | |
| <u>The PowerScore GMAT Verbal Bible - \$39.99</u> | |
| <u>The PowerScore GMAT Critical Reasoning Bible - \$19.99</u> | |
| <u>The PowerScore GMAT Sentence Correction Bible - \$29.99</u> | |
| <u>The Official Guide for GMAT® Review, 12th Edition - \$36.95</u> | |
| <u>The Official Guide for GMAT® Quantitative Review - \$16.95</u> | |
| <u>The Official Guide for GMAT® Verbal Review - \$16.95</u> | |
| Contractual | \$ 10,100 |
| • Second Life (12 months @ \$ 300/month)= \$ 3,600 | \$ 3,600 |
| • Telemet Orion Platform (annual fee) = \$ 6,500 | \$ 6,500 |
| Other | \$20,000 |
| Contract services of a 3D modeling and Web 2.0 specialist- Create buildings and other infrastructure support. Develop learning modules for faculty across the campus, conduct workshops and training sessions | \$10,000 |
| Contract for two instructors- | |
| Instructors will teach the Verbal and Quantitative sections of the GMAT exam for currently enrolled Professional Development students and promising undergraduate senior students. Workshops will be held in Fall 2009 and Spring 2010 semesters. | \$10,000 |
| Total | \$200,000 |

LIBRARIAN/FACULTY COLLABORATIVE FOR INFORMATION LITERACY

Activity 4

According to the Association of College and Research Libraries (ACRL), information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, use effectively the needed information and observe ethical use of information." Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students (ACRL). Too often we assume that as students write research papers and read textbooks they are gaining sufficient information literacy skills. However, this is not true. Incorporating information literacy across curricula, in all programs and services, and throughout the university, requires the collaborative efforts of faculty, librarians, and administrators. The goal of this project is to increase librarian and faculty collaboration by blending the expertise of both groups to improve classroom assignments and thereby enhancing student retention. This project supports Priority 1 (Student Retention and Graduation Rates 1.4.2, 1.5.1, 1.5.2) and Priority 5 (Collaboration and Partnerships (5.1, 5.4) in the Chancellor's Strategic Plan for 2009-2014.

Chesnutt Library is proposing three workshops that will be a collaborative effort between faculty and librarians that will focus on incorporating information literacy into classroom assignments. SACS criteria states that: libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so they can continue life-long learning. Librarians must work cooperatively with faculty members and other information providers in assisting students to use research materials effectively... this should be consistent with the goal of helping students develop information literacy.... ACRL state that

collaboration is based on shared goals, a shared vision and climate of trust and respect. Each partner brings different strengths, weaknesses, attitudes and interests of students and of the content to be taught. The librarian adds a thorough knowledge of information literacy skills and methods to integrate them into the course, pedagogical knowledge for teaching these skills and an understanding of the student's frustration with the research process.

Through a variety of exercises and presentations, librarians will work with faculty to modify and existing syllabus to include information literacy objectives. Librarians and faculty will work together to design active learning assignments, plan instruction and develop assessment strategies. The goals are to promote resource-based learning outside of the classroom, to encourage use of library resources and to equip students with the skill they will need in their matriculation at the university and beyond. Each student will be able to meet basic information literacy competencies as defined by the Association of College and Research Libraries.

There will be three sessions January 2010, May 2010, and December 2010. Workshops will be facilitated by a consultant who will help plan and construct the workshops.

Presentation Topics for the Workshop

Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education,
Learning Objectives
Identifying Student Information Literacy Skill,
Plagiarism and Academic Honesty,
Assessment and Rubrics
Teaching Research Skills

Expectation for Faculty Participants

Faculty participants are expected to:

- Attend the three sessions of the workshops
- Modify course to include information literacy objectives
- Take a pre-assessment and post assessment
- An assignment that requires students to find, evaluate, and effectively use information

A strategy to promote academic integrity
Assessment of student performance
Teach the course using modifications
Be willing to utilize the DigitalCommons@FSU as a mentoring facility for student publication

Selection Criteria

A second cohort of ten participants (per session) will be selected by representatives of Chesnutt Library. Participants will be paid \$2,000 for completion of the workshops. (Each participant will be required to sign a contract)

Preference will be given to submissions of full time faculty who teach multiple sections of the same class

Applications will be weighted according to the following:

- Applicant’s commitment and interest, as evidence in a brief personal statement on an application form as to why they are interested in incorporating information literacy into their syllabus
- Identify the course in advance the course they will work on; and send a copy of the current syllabus and existing assignment
- Applicability to the learning objectives
- Overall quality of the proposal

Date: TBD

This project supports the following of the Chancellor’s strategic priorities:

Priority 1: Retention and Graduation Rates

Initiative 2: Improve Academic and Co-Curricular Programs

Principal Accountability 3: Demonstrate master of learning outcomes of major programs as specified in each program’s objectives

Initiative 5: Improve Student Services and Satisfaction

Principal Accountability 2: Increase the percentage of students who report high levels of satisfaction...library services....

Priority 5: Collaborations and Partnerships

Initiative 1: Expand Collaborations and Partnerships

Initiative 4: Collaborate to Support Academic Achievement

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|---|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Librarian/Faculty Collaboration for Information Literacy</p> |
| <p>Objective One: Increase Librarian and Faculty collaboration to enhance student Retention by blending expertise to improve classroom assignments with workshops implemented in 2010.</p> | <p>Objective One: Activity one: A library consultant will instruct the librarians and faculty on incorporating information literacy into classroom assignments.</p> <p>Activity two: A technology consultant will instruct all participants in the implementation of the most up to date teaching with technology strategies.</p> <p>Activity three: Conferences will be identified for librarians and/or faculty participants to attend each year to share expertise.</p> <p>Activity four: Faculty collaborators will attend the workshops and provide quality student resources for assignments incorporating information from the Librarians.</p> |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

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|--|--|--|---|--|-------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Librarian/Faculty Collaboration for Information Literacy | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Publicize the Chesnutt Fellows Institute | Coordinator for Bibliographic Instruction & Distance Education, Head of Public Services, Information Tech. Librarian Associate Director Director of Library Services | Create marketing materials hardcopy and electronic ally. Notify personal contacts | Brochures, flyers and list of contacts | 10/09 | 10/09 |
| Select the Consultants | Director of Library Services Associate Director Head of Public Services | Review literature and identify candidates | Contract with consultants | 10/09 | 10/09 |
| Develop the application process | Coordinator of Bibliographic Instruction & Distance Ed. Head of Public Services Information Tech. Librarian Associate Director Director for Library Services | Establish a library committee to develop criteria for acceptance into the Chesnutt Fellows Institute | Applications sent out to faculty | 10/09 | 10/09 |
| Select and Notify Participants/Issue Contracts | Library Chesnutt Fellow Institute Committee Director for Library Service | Committee makes recommendations to Director of Library | Applications received from faculty Oct. 6 th and reviewed by Oct. 8. | 10/09 | 10/09 |
| Conduct Chesnutt Fellows | Consultant, librarians and | Present identified | Collaboration of | 1/10 | 1/10 |

| | | | | | |
|---|---|--|--|-------|-------|
| Institute One | faculty | information literacy topics. | librarians and faculty in the day and half institute | | |
| Develop syllabi that includes library assignments | Faculty, library subject liaisons | Faculty meet with library subject liaisons | Scheduled library sessions and enhanced syllabus | 1/10 | 4/10 |
| Completed Syllabus | Faculty, subject liaisons | Faculty meet with library subject liaisons | Enhanced Syllabus | 4/10 | 4/10 |
| Presentation of Enhanced Syllabus | Coordinator of Bibliographic Instruction & Distance Ed. Head of Public Services Information Tech. Librarian Associate Director Director for Library Services, faculty | Panel Discussion Review | Review and make recommendations for improvement | 5/10 | 5/10 |
| Follow up Presentation | Faculty and Library Committee | Presentations by Chesnutt Fellow on the findings | Collaborative will be updated | 12/10 | 12/10 |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

| | |
|--|---|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Librarian/Faculty Collaboration for Information Literacy | 3. Activity Number: 4 |
| 4. Roster of Personnel and salaries | |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| 1. Personnel | |
| Library Consultants (2) | 4000 |
| Technology Consultant | 900 |
| Faculty Collaborators 10 stipends \$ 2,000.00 | 20,000 |
| Total for Personnel | 24,900 |
| 2. Fringe | 1,000 |
| 3. Travel | 7,500 |
| 4. Equipment | |
| 5. Supplies | 4,250 |
| 6. Contractual | |
| 7. Construction/Renovation | |
| 8. Other (software) | 2,350 |
| 9. Training Stipends | |
| Total | \$40,000 |

Improving Retention and Graduation Rates of Male Students: A Project to Plan and Implement Activities and Programs to Address the Deficit in Male Enrollment and Retention at Fayetteville State University

Activity 5

Narrative:

The primary objective is to establish a comprehensive program that addresses enrollment management with a special focus on retention activities to strengthen college success for male students that enroll at Fayetteville State University. Based on 2007 data, FSU retention of male students from the freshman-to-sophomore year is 67.6%, the graduation rate for 4 years declines significantly to 6.4% and rebounds at 6 years to 30.8%. Given these data, it is imperative that FSU further assess and establish academic support and co-curricular programs and activities that will help our male students persist and succeed. This project is in concert with FSU's strategic priorities, specifically, Priority 1: Increased Retention and Graduation Rates of its male student population; Priority 4: Leadership and Global Citizens through academic and co-curricular preparation of its male students; and Priority 5: Collaboration and Partnerships with on-campus and external organizations.

Through focused efforts, FSU can strengthen its efforts to attract and retain male students. This can be done through careful planning, focused strategies, data collection and gathering of information with regard to the issues and problems, utilization of best practices and models, and the development and implementation of solutions in the form of programs, activities, and intervention that will result in increased year-to-year retention and graduation rates. Currently, FSU has goals to increase its overall (males and females) retention and graduation rates by 2011 to 80% for first-year students, 30% for the 4-year graduation rate, and 50% for the 6-year

graduation rate. Goals for the outcomes of this project will correlate with the university's 80-30-50 university goals and strategies.

Collaboration between Academic Affairs (including Enrollment Management and University College), Student Affairs, and other FSU units and departments will be critical to the success of this project. Working with these units, the activity director and enrollment/retention counselor will be able to establish and implement programs and activities that focus on male students' preferences in the areas of student life, academic programs, and support services.

Specific activities and programs will be to:

- Lead strategic planning effort
- Collect/gather data and information on issues and potential solutions
- Develop programs and activity plans, budgets, and evaluation processes
- Collaborate with existing internal programs and departments on campus, such as Student Affairs, Academic Affairs, Enrollment Management, The Bronco Men, fraternities, etc.
- Establish external community links, partnerships for collaborative opportunities
- Identify funding sources / write proposals
- Conduct specific programs, workshops, speakers, and extracurricular activities related to the strategic plan
- Develop or conduct mentoring, role model, and networking opportunities and programs
- Implement other programs and activities
- Evaluate programs and activities

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|---|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Improving Retention And Graduation Rates Of Male Students: A Project To Plan And Implement Activities And Programs To Address The Deficit In Male Enrollment And Retention At Fayetteville State University</p> |
| <p>Objective 1:</p> <p>Assess FSU activities and programs that target retention and successful learning outcomes to identify strategies and potential ideas/opportunities for activities and programs that will be beneficial to improving retention and graduation of FSU male students</p> | <p>Anticipated Results:</p> <p>Become knowledgeable through evidence of facts about FSU male students—current and historical—in order to develop programs that will accurately address problem/need areas. Utilize surveys, existing data from Institutional Research and other sources, and identification of best practices and models to conduct the assessment and comparative analysis.</p> <p>Identify departments and units—internal and external—who have been actively involved with related retention, recruitment, student and academic service activities and programs in order to build synergy and partnerships for future programs and activities related to this project.</p> |

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|---|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Improving Retention and Graduation Rates of Male Students: A Project to Plan and Implement Activities and Programs to Address the Deficit in Male Enrollment and Retention at FSU</p> |
| <p>Objective 2:</p> <p>Develop Comprehensive Strategic Plan to include Action Plans for Specific Programs and Activities to Achieve Measurable Goals and Objectives with Regard to Improving Retention and Graduation Rates of FSU Male Students</p> | <p>Anticipated Results 2:</p> <p>Document and define strategies, plans, activities, and programs to achieve the measurable goals of improving retention and graduation rates of FSU male students</p> <ul style="list-style-type: none"> - Complete and distribute a strategic plan document - Incorporate data results and findings - Incorporate selected best practices and models <p>Use the document as a source of information and reference for internal and external groups/individuals interested in the program</p> <ul style="list-style-type: none"> - Publish strategic plan on FSU website <p>Develop information and communiqués from this source document, such as press releases, website information, brochures, flyers, handouts, etc.</p> <ul style="list-style-type: none"> - Write and distribute press releases in collaboration with FSU Public Relations department - Develop website or specific web pages in support of this project, possibly with the “Captain of my Destiny” theme - Develop brochures, flyers, invitations, announcements, etc. for handouts or electronic distribution |

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|---|---|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Improving Retention And Graduation Rates Of Male Students: A Project To Plan And Implement Activities And Programs To Address The Deficit In Male Enrollment And Retention At FSU</p> |
| <p>Objective 3:</p> <p>Implement Specific Programs and Activities Developed in the Strategic Plan with an Emphasis on Collaboration and Partnerships</p> | <p>Anticipated Results 3:</p> <p>Implement specific programs in the areas of academic support, forums and workshops, learning communities, and co-curricular activities for students, as well as faculty-staff sessions that address the problem/need areas and solution-oriented topics and activities</p> <ul style="list-style-type: none"> - Use questionnaires/surveys to gather information from faculty and staff that will help in defining this program - Create a calendar of events that focuses on male retention and support activities and programs - Develop and implement PEER Mentoring activities - Follow-up on male students based on institutional data and Early Alert System of mid-term grades - Monitor Academic Progression of male student population - Measurable Outcomes: <ul style="list-style-type: none"> o 2009-10: Increase first-year retention of fall 2009 freshman male students by 2% (69.6%) compared to 2007 data of (67.6%) <p>Focus on collaborations and partnerships in order to be cost-effective, strengthen programs and activities, and build upon existing programs and activities when appropriate.</p> <ul style="list-style-type: none"> - Increase male students into Summer Bridge and academic support programs (CHEER, Center for Personal Development, etc.) |

| | |
|---|--|
| <p>Seek Additional External Funding Opportunities</p> | <ul style="list-style-type: none"> - Collaborate with other groups for co-curricular activities that will increase student engagement, such as: <ul style="list-style-type: none"> - Males into CHEER Summer Bridge Program - Involvement with Eagles Nest student organization - Involvement with Bronco Men - Involvement with Student Government Association for related programs and activities, such as Boys-to-Men and Brother-to-Brother - Involvement with Admissions “Captain of My Destiny” - Involvement with deans, chairpersons, and faculty for related programs and activities specific to male students as well as overall retention activities <p>Work with Sponsored Programs and Development, as well as through self-initiated efforts, to identify additional external funding sources to strengthen and/or broaden the programs and activities being addressed in this project with an eye toward long-term sustainability of this project.</p> <ul style="list-style-type: none"> - Write and submit at least one grant proposal for funding per year - Assist Activity Director with Title III Reports for 2009-2010 |
|---|--|

IMPLEMENTATION STRATEGY/TIMETABLE FORM

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|---|--|---|---|--|------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Improving Retention and Graduation Rates of Male Students: A Project to Plan and Implement Activities and Programs to Address the Deficit in Male Enrollment and Retention at FSU | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Review existing information and materials on FSU male students | Director of Program Program Assistant Institutional Research | Collect and review data, reports, programs, activities, etc. | Provide Summary Reports of quantitative and qualitative data | 10/09 | 1/10 |
| Meet with individuals and departments involved with related retention, recruitment, student and academic service activities and programs, student organizations, and potential fundraising or grant support units | -University College -Enrollment Management -Student Affairs -Development and University Relations -Sponsored Programs -Male Initiative Advisory Group | Set-up Meetings Create Agenda and Desired Outcomes Provide meeting notes and next steps | Provide Summary Reports of meetings to Project Director Include in Title III Quarterly Reports | 10/09 | 9/10 |
| Develop a Strategic Plan with Action Plans | Director of Program Program Assistant Activity Director Male Initiative Advisory Group | Draft Strategic Plan Obtain Reviews and Approvals Distribute Strategic Plan | Strategic Plan document | 10/09 | 6/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|--|---|---|---|--|------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Improving Retention and Graduation Rates of Male Students: A Project to Plan and Implement Activities and Programs to Address the Deficit in Male Enrollment and Retention at FSU | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Continue search for upgraded position of Director of Male Retention (formerly Program Coordinator) | Director of Program (Interim) Activity Director Interim Program Assistant | Advertise/Announce Create Search Committee Follow Hiring Process | Director hired | 10/09 | 1/10 |
| Implement Action Plans and include measureable evaluation instruments for the activities | Director of Program Program Assistant Collaborative Partners | Prioritize Action Plans into specific programs and activities Create Detailed Implementation Plans with Timelines and Assignments Evaluate programs, debrief, and document improvement plans | Programs and activities to enhance retention of male students | 11/09 | 9/10 |
| Prepare and submit Title III Reports on a quarterly basis | Director of Program Program Assistant | Prepare and submit Title III Quarterly Reports to Project Director for review Submit quarterly reports to Title III Office | Title III Quarterly Reports document | 12/09 | 9/10 |
| Prepare and submit Title III Proposal for 2010-2012 | Director of Program Program Assistant Activity Director | Meet with Project Director to develop plans for 2010-2011 proposal Prepare Proposal and submit | Title III Proposal for 2010-2011 document | 5/09 | 9/10 |
| Develop and write grant proposals for additional funding for program expansion | Director of Program Program Assistant | Identify grant opportunities Write and submit proposals | Grant proposals | 10/09 | 9/10 |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

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|---|---|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Improving Retention and Graduation Rates of Male Students: A Project to Plan and Implement Activities and Programs to Address the Deficit in Male Enrollment and Retention at FSU | 3. Activity Number: 5 |
| 4. Roster of Personnel and Salaries: | |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| 1. Personnel | |
| Director | 90,000 |
| Program Assistant | 41,600 |
| Total for Personnel | 131,178 |
| 2. Fringe | 22,372 |
| 3. Travel | 3,000 |
| 4. Equipment | 3,000 |
| 5. Supplies | 5,000 |
| 6. Contractual | 1,000 |
| 7. Construction/Renovation | |
| 8. Other (Printing, Workshop Materials) | 3,000 |
| 9. Training Stipends | |
| Total | \$168,550 |

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

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|---|------------------------------|
| 1. Name Of Institution: Fayetteville State University | |
| 2. Activity Title: Improving Retention and Graduation Rates of Male Students: A Project to Plan and Implement Activities and Programs to Address the Deficit in Male Enrollment and Retention at FSU | 3. Activity Number: 5 |

4. Provide Narrative

Personnel

\$131,178

The Director will be a full-time professional staff member that will lead the work effort related to this project, including strategic planning and project development, action plans, implementation of programs and activities, evaluation of programs and activities, tracking and monitoring programs and activities.

\$90,000

The Program Assistant will be a full-time position to assist the Program Coordinator and to be the lead person in managing the day-to-day operations of the office, and assist the coordinator with the managing of the programs and activities, and serve as a back-up to the coordinator as needed.

\$41,178

Fringe Benefits

\$22,372

Travel

The business travel budget will be used for the staff travel and for activity- and program-related travel that may also involve other faculty, staff, and students. This business travel will be specifically related to the strategic plan and/or the program and activity plan and will adhere to university travel guidelines.

\$ 3,000

Equipment

Equipment maintenance and repairs will be for the office computers, printer, fax, scanner, and telephones.

\$ 3,000

Supplies

Supplies will include office supplies, and operational supplies in support of the strategic planning and program planning work that will be the primary focus during the first year.

\$ 5,000

Contractual

The contractual budget will be for additional professional staff needs expected in the first year, such as website development, graphic design of print materials, writing/proofreading of the strategic and program plans, printing, etc.

\$ 1,000

Other

Finally, the funds budgeted in “Other” is to cover unplanned and unexpected costs that arise during the first year.

\$ 3,000

Total

\$168,550

Enhancing Undergraduate Students' Research Training through Faculty Mentorship: An Interdisciplinary Behavioral Science Approach.

Activity 6

Narrative:

The proposed project seeks to improve the quality of the undergraduate experience in the behavioral sciences at Fayetteville State University through active participation in community-based research. Undergraduate students in the Departments of Sociology, Psychology, Criminal Justice, and Social Work will form interdisciplinary research teams to collaborate on community-based research projects in Cumberland and surrounding counties. Faculty members in the four disciplines will also form mentoring teams to assist the students to undertake the research projects. The major outcomes of the proposed project include: (a) enabling students to develop advanced skills in applied research; (b) deepening students' appreciation of the importance of team work and collaboration in research; and (c) facilitating student-faculty interactions and role modeling through mentorship.

The project will be executed in two phases—the planning phase and the implementation phase. In the planning phase, participating students will be required to attend workshops to develop additional skills in research methodology and statistical analyses, including the use of statistical packages such as SPSS. In the implementation stage, students will design community-based studies, collect and analyze data. This stage will also include dissemination of research findings in the community.

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|--|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Enhancing Undergraduate Students' Research Training through Faculty Mentorship: An Interdisciplinary Behavioral Science Approach</p> |
| <p>Fayetteville State University (College of Arts and Sciences—Departments of Sociology, Social Work, Criminal Justice and Psychology)</p> | <p>Objectives:</p> <p>Upon successful participation and completion of this interdisciplinary community-based research project, students will be able to:</p> <ul style="list-style-type: none"> i) Translate theoretical ideas into research practice; ii) Develop advanced skills in applied research; iii) Identify a research problem in the local community, design studies, collect and analyze data, and use findings to implement intervention and formulate policy; iv) Acquire team building and collaboration skills in social research; v) Gain valuable professional research experience through mentorship. |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

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|--|---|--|--|--|-------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Enhancing Undergraduate Students' Research Training through Faculty Mentorship: An Interdisciplinary Behavioral Science Approach | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Recruitment of students and faculty mentors. | Student eligibility—Minimum GPA of 3.0; junior standing. Faculty eligibility—Full-time faculty status | Project announcement in classes; email to all majors and faculty; flyers; department websites. | 4 research teams composed of 20 students per team; at least 4 faculty mentors per team (1 faculty member per department for each research team). | 10/09 | 10/09 |
| Review applications | Department project coordinators will review student and faculty applications and select participants. | Use defined eligibility criteria. | Top 80 student applicants will be selected; at least 16 full-time faculty members will be selected. | 11/09 | 11/09 |
| Plan and design orientation; identify and purchase needed supplies. | Department project coordinators and office support staff. | Secure space and presenters; prepare handouts. | Development of orientation program and materials will be completed. | 11/09 | 12/09 |
| Orientation and formation of interdisciplinary research teams. | Selected students; faculty mentors; presenters; and department chairs. | Implementation of orientation. | At least 80% of participants will rate the orientation as informative. | 1/10 | 1/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|--|---|--|---|--|-------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Enhancing Undergraduate Students' Research Training through Faculty Mentorship: An Interdisciplinary Behavioral Science Approach | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Prepare project proposal for IRB approval. | Student participants, faculty mentors, and support staff. | Submit IRB proposal to Office of Sponsored Research. | Receive IRB approval. | 2/10 | 3/10 |
| Data collection | Student participants and faculty mentors. | Collect data using IRB approved methodology. | Complete data collection. | 3/10 | 09/10 |
| End of semester project conference | All participating research teams and faculty mentors. | Present status of individual team projects to other research teams. | At least 80% of research participants will rate the presentations as informative. | 4/10 | 4/10 |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

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|--|---|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Enhancing Undergraduate Students’ Research Training through Faculty Mentorship: An Interdisciplinary Behavioral Science Approach | 3. Activity Number: 6 |
| 4. Roster of Personnel and salaries | |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| 1. Personnel | |
| Total for Personnel | |
| 2. Fringe | |
| 3. Travel (student and faculty conferences) | 20,000 |
| 4. Equipment | 10,000 |
| 5. Supplies | 10,000 |
| 6. Contractual (workshop presenters; faculty release) | 20,000 |
| 7. Construction/Renovation | |
| 8. Other (data collectors) | 50,000 |
| 9. Training Stipends | |
| Total | \$110,000 |

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|--|------------------------------|
| 1. Name Of Institution: Fayetteville State University | |
| 2. Activity Title: Enhancing Undergraduate Students' Research Training through Faculty Mentorship: An Interdisciplinary Behavioral Science Approach | 3. Activity Number: 6 |

4. Provide Narrative

Conference registration and attendance for students and faculty mentors (20,000.00)

- Students will attend professional conferences to gain updated information on research.
- Faculty mentors will attend professional conferences to gain updated information on mentorship and supervision of undergraduate research.

Supplies (10,000.00)

- General office supplies
- Data collection software
- Survey instruments

Equipments (10,000.00)

- Computer laptops for data collection in the field

Contractual (20,000.00)

- Stipend for workshop attendees, presenters and release time for faculty mentors

Data collectors (50,000.00)

- Stipend for field workers to collect data

Total: \$110,000.00

Continued Enhancement of the WFSS Laboratory for Communication Majors

Activity 7

In 2008, funding was provided for the formulation of a laboratory for communication majors. The funding allowed for the repair and purchase of equipment that allowed students and staff to be properly trained for careers in the radio and television industry. Funding also enabled administrators to subscribe to programming, new services, and memberships in professional organizations. The acquisition of these materials allowed instructors to teach students about program directing, interviewing, and how highly regarded wire services gather and disseminate news. Funding is being requested to continue and expand these opportunities and valuable teaching tools to students.

Additionally, funding is requested to upgrade the WFSS Laboratory and make it digital compliant as mandated by federal law. This upgrade will allow better quality digital transmissions and more programming options, localized emergency alerting and localized traffic reports.

Concurrently, funding is requested to upgrade the televisual laboratory allowing for modern cameras, lighting, computer equipment, and technology support kits to support the Communication curriculum and its students. Funding is requested also for a permanent technology support person, supervised by the Coordinator of the Communication program, to maintain the program's technology inventory, maintain the Communication program's computer laboratory, and assist students and faculty needing specialized expertise for audio and video production editing.

While this funding is in effect, the laboratory will be evaluated closely by the station's general manager, Coordinator of the Communication degree program, and the Chair of the

Department of Performing and Fine Arts to monitor activity operations. Reports outlining expenditures and activity operations will be made available to ensure compliance of Title III guidelines.

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

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|--|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Continued Enhancement Of The WFSS Laboratory For Communication Majors</p> |
| <p>OBJECTIVE ONE</p> <p>To continue renovations on the WFSS Lab that will allow students majoring in the field of communication to have hands-on experience with up-to-date equipment.</p> <p>OBJECTIVE TWO</p> <p>To expose students to professionals in their desired fields of study that could ultimately assist them in achieving their desired career goals.</p> | <p>1a. The anticipation of Title III funds will facilitate the institution's progress toward its stated mission and goal of providing students with the best education possible.</p> <p>2a. The expenditure of Title III funds will have maximum positive impact on student development.</p> |

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|---|---|
| 1. Name of Applicant Institution: Fayetteville State University | 2. Activity Title: Continued Enhancement Of The WFSS Laboratory For Communication Majors |
| <p>OBJECTIVE FOUR</p> <p>To train students on the most modern audio and video equipment.</p> | <p>4a. The expenditure of Title III funds will allow communication arts students to learn on the most state-of-the art equipment in the industry, thus making them marketable commodities upon graduation from the institution.</p> |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

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|---|---|--|--|--|------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Continued Enhancement Of The WFSS Laboratory For Communication Majors | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Subscribing to Associated Press (AP) News Service | Communication majors, station personnel, and communication scholars | The service will be used to demonstrate how news is obtained from one of the most respected news sources. | Using computers in the communication lab, students will be able to access the AP News Service and use its content to deliver news to listeners of the university and student radio stations. | 7/09 | 6/10 |
| Subscribing to National Public Radio and the following NPR Programs: Prairie Home Companion and Market Place, Tell Me More, Michael Eric Dyson Show, Car Talk, etc. | Communication majors, station personnel, and communication scholars | These programs will expose the primary participants, particularly the communication majors to quality radio programming. Professors will use these programs to instruct students on programming production, interviewing, etc. | Students will be able to produce quality programming and will know the methods by which stations select the programming for specific stations. | 7/09 | 6/10 |
| Purchase of BMI General Licensing | Communication majors, station personnel, and communication scholars | Purchase of license will allow the communication majors to play the music of artists based on the station's format | The primary participants, especially students, will learn the rules and regulations of the music and broadcast industry as they relate to artists and playing their music on the air. | 7/09 | 6/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

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|---|--|---|---|--|------|
| 1. Name of Applicant Institution: Fayetteville State University | | 2. Activity Title: Continued Enhancement Of The WFSS Laboratory For Communication Majors | | | |
| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) From To | |
| Purchase membership in the following professional organizations: North Carolina Public Radio Association and African-American Public Radio Consortium | Communication majors and radio station personnel | Communication majors and station personnel will affiliate themselves with industry organizations for professional growth and development | As a result of becoming affiliated with these professional groups, students and station personnel will have access to internships, contact with professionals in the communication industry, and affiliate themselves with students and/or professionals who share common career interests. | 7/09 | 6/10 |
| Enhancing/Repairing Production Room | Communication majors and station personnel | The production room will be utilized to train students in radio production techniques using the most advanced equipment. The students will learn from trained professionals and communication scholars. | Students will be able to edit and produce news and programming in a professional environment and be prepared for work in the communication and broadcast industry. | 7/09 | 6/10 |

| | | | | | |
|---|---|---|--|------|------|
| Purchase of equipment needed for digital radio broadcasting | Communication majors and station personnel | The digital lab will be used to train students on the most advanced digital equipment. | Students will be able to edit and produce news and programming on digital equipment. | 7/09 | 6/10 |
| Renovation of the radio production room, student radio station, computer lab, and storage area. | Communication faculty and staff and station personnel | The renovation of the production room will accommodate the growing number of communication majors and allow greater access for both station personnel and students. The renovation of the classroom lab and student station will accommodate a mass media writing lab for the planned program in print journalism and enhance the current student station, respectively. Renovations of the lab will allow for safe keeping of all equipment. | Faculty and staff will be able to safeguard all equipment and maintain proper inventory. Additionally, a print journalism component will be added to the communication arts program in the spring. A writing mass media lab needs to be incorporated into the current lab, along with needed renovations to the student station. | 7/09 | 6/10 |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

| | |
|---|------------------------------|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Continued Enhancement of the WFSS Laboratory for Communication Majors | 3. Activity Number: 7 |
| 4. Roster of Personnel and salaries | |
| a. Technical Support Staff Member: Audio/Visual | b. \$28,000 |
| Technical Support Staff Member: Audio/Visual | |
| Total for Personnel | 28,000 |
| 2. Fringe | |
| 3. Travel | |
| 4. Equipment | 142,425 |
| 5. Supplies | |
| 6. Contractual | 30,000 |
| 7. Construction/Renovation | |
| 8. Other – Membership | 8,000 |
| 9. Training Stipends | |
| Total | \$208,425 |

SECTION B – INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|---|------------------------------|
| 1. Name Of Institution: Fayetteville State University | |
| 2. Activity Title: Continued Enhancement of the WFSS Laboratory for Communication Majors | 3. Activity Number: 7 |

4. Provide Narrative

Personnel - \$28,000

The Communication Arts Program is in need of Technical Support Staff Member with audio/visual expertise. This staff member will be responsible for supporting the communication majors' production courses, maintaining the Communication program's computer lab, and will be responsible for monitoring, maintaining, and organizing video and audio production equipment. The staff member will implement an effective check-in/check-out program, and will be required to work with students, staff, and faculty on a regular basis to support both audio and video production. The staff member will assist in the construction and planning of upgrading facilities as needed, and will be supervised by the Coordinator of the Communication program.

Equipment - \$142,425

The radio production room is in need of equipment and repairs to bring it up to standards and to allow students to work on modern equipment. Additionally, equipment is needed to make the station digital compliant as required by federal law. The current communication arts lab needs to be expanded to accommodate the print component that will be instituted in the spring. The student station needs renovations and repairs to bring it up to standards as required by the appropriate accrediting agencies of communication arts programs. A storage room needs repairs for the safeguarding and maintenance of all equipment. A check-in/check-out system will be implemented for this purpose.

Contractual - \$30,000

Programming fees for Associated Press and other wire services and news programs for the lab

Other - \$8,000

Funds are requested for memberships in professional organizations such as the African-American Public Radio Consortium, North Carolina Public Radio Association and Audience Research Analysis.

| Activity Total - \$208,425

Establishing a Student Service Center to Strengthen Student Support -

Activity 8

Narrative:

The primary objective is to develop a culture of responsiveness and expert student service within academic affairs. The center will initially focus on the enrollment areas, admissions, financial aid and registration to enhance our efforts to engage and retain students and to provide seamless delivery of services and assistance to students.

The Student Service Center will consist of a centralized call center, counselors and a director of student services. The call center is a central place where enrollment management counselors will handle enrollment related calls from all constituencies. The call center will need equipment that will give the staff the ability to handle a considerable volume of calls simultaneously. The staff will screen calls and forward to individual staff in Enrollment Management (EM) offices as appropriate. The service center will handle walk-in traffic a Lily for the office of financial aid, the registrar's office and the Bursar's office.

The first implementation phase of the center will be the design and establishment of a call center that will consolidate and enhance services provided through the three offices. Next, we will establish an on-campus service center that we will staff with cross-trained enrollment generalists who can handle the first level of student contact. Lastly, we will establish a virtual and interactive service office, where we will consolidate all enrollment related activities into one website.

Through focused service initiatives and expert student service, FSU's enrollment team can help increase the retention and graduation rates by providing efficient and effective service to students throughout their academic careers at the University.

Collaboration between Enrollment Management, University College, Bursar's Office, Academic Affairs, Student Affairs, ITTS and other FSU units and departments will be critical to the success of the student services center. Working with these units, the activity director will establish training sessions, establish and implement programs and activities that focus on expert student service.

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|--|---|
| 1. Name of Applicant Institution: Fayetteville State University | 2. Activity Title: Student Service Center |
| Objective 1 To develop a culture of responsiveness and expert student service within academic affairs. | <ol style="list-style-type: none">1. Number of complaints about service decreased by 50% after the first year, 80% the second year and by 100% in the third year.2. Improved retention and graduation rates, due to improved services and student understanding of processes and procedures for successful enrollment into and graduation from the university. |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| 3. Specific Tasks To Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline(s) | |
|---|--|--|--|----------------|-------|
| | | | | From | To |
| Hire Call Center Employees | Associate Vice Chancellor for Enrollment Management Provost & Vice Chancellor for Academic Affairs | Announce/Advertise positions Review applications Interview applicants Select and hire | Employ six call center employees | 10/09 | 09/10 |
| Equipment and Software | Associate Vice Chancellor for Enrollment Management | Investigate queue management systems to queue and route calls Determine equipment needs (computers, headsets) | Queue system purchased and implemented Equipment identified and purchased Reports on call activities Decrease in student complaints | 10/09 | 12/09 |
| Location | Associate Vice Chancellor for Enrollment Management | Identify an appropriate space and begin renovation | Student Services Center space identified | 10/09 | 09/10 |
| Hire student service staff | Associate Vice Chancellor for Enrollment Management | Establish positions, advertise, interview and hire staff. | Staff hired | 10/09 | 12/09 |
| Purchase center furniture, equipment and software | Associate Vice Chancellor for Enrollment Management Associate Vice Chancellor for Business and Finance | Purchase walk-in queuing management system for Lily (Financial Aid, Registrar, and Bursar's Office) | Walk-in queuing system purchased and implemented | 1/10 | 05/10 |
| Virtual and interactive student service office | Associate Vice Chancellor for Enrollment Management Vice Chancellor for ITTS University Web Master Design Consultant | Contract a design consultant to work on the project with the university web master | New website live | 7/10 | 9/10 |

SECTION A – INDIVIDUAL ACTIVITY BUDGET

| | |
|--|---|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Student Success through Outreach, Advisement, Engagement and Academic Enrichment and Support – Student Service Center (Year 1) | 3. Activity Number: 8 |
| 4. Roster of Personnel and salaries | |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| 1. Personnel – Year 1 and on-going <ul style="list-style-type: none"> • Student Center Manager • 6 Part-time Center Staff | 41,500 69,120 |
| Total for Personnel | 110,620 |
| 2. Fringe (17%) (not including part-time staff) On-going | 7,055 |
| 3. Travel and Training - On-going | 1,200 |
| 4. Equipment and Software - One-time | 52,600 |
| Queue telephone management system with specialized phone equipment – One-time \$35,000 | |
| Center Set-Up Costs (workstations) \$17,600 | |
| 5. Supplies | 2,000 |
| 6. Contractual | 0 |
| 7. ½ Construction/Renovation (one-time expense) | 26,525 |
| Total | \$200,000 |

INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|--|------------------------------|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Student Success through Outreach, Advisement, Engagement and Academic Enrichment and Support | 3. Activity Number: 8 |

4. Provide Narrative

Personnel

\$110,620

The Director of Student Services will manage the call center and will act as the academic affairs ombudsperson. The director will provide training to staff and assist in planning major EM events. \$41,500

Until the center is operational, six part time staff will work in individual offices to assist with current call volume. After the center is open the (6) six part time counselors will work evening hours, and as back up for staff absences. Specifically we will need (3) three counselors for the 5-9 evening shifts (3-4 evenings a week). We will need 2-3 staff to serve as back up during regular hours, and to assist with calls.

\$69,120

Fringe Benefits

\$7,055

For full-time positions only (director and full-time counselors)

Travel

\$1200

Travel will be for training purposes only for the director and staff.

Equipment

\$52,600

All equipment needs are one-time purchases to set-up the service center.

Queue management system to queue and route calls \$30,000

- Monitor calls in real time
- Easily assessable reports of counselor call activity

Computers and Headsets \$5000

- This is specialized equipment to use with the telephone queue management system

- Q-Matic system to manage walk-in traffic \$35,000
- Students can schedule appointment on-line
 - Walk-ins can view wait times on the web and plan when they want to visit the offices
 - Message alerts (texting, email etc)
 - Students sign in, arrival time is entered, ID information and what type of service they are requesting
 - Receive alphanumeric tickets or pagers.
 - Q-Matic provides arrival times, number of students who come into the offices by category, the most frequent times they visit, wait-times, walk-ins and appointment data, staff data and workload distribution suggestions.
 - Monitor for students while waiting with critical information, dates, instructions and presentations.

- Center Set-Up \$17,600
- Director office set-up \$5,000
 - 6 Workstations \$12,000
 - Telephone and computer lines \$600

Supplies \$2000

Supplies will include office supplies, and operational supplies to support the center.

Renovations \$26,525

Center space will need to be identified and likely retrofitted to the needs of the center's purpose.

Total \$200,000

Project Administration and Evaluation

Activity 9

The primary responsibility of the office of Title III Coordination at Fayetteville State University is the administration, monitoring and the evaluation of the institution's Title III and related grants such as the CCRAA. The office is currently staffed with a Title III director, an administrative officer/university program assistant and an office assistant IV. The purpose of project administration is to assist the university to achieve its mission and vision through the development and implementation of the university's strategic priorities. These priorities are aligned with those of the State of North Carolina Board of Governors and details how Fayetteville State University will aid the state to achieve its strategic priorities.

During the grant period 2009-10, the Title III office staff will monitor and evaluate activity operations, monitor and approve planned budget expenditures, submit required reports and supporting data represent Title III/CCRAA interests at appropriate meetings, and serve on relevant committees. Additionally, the staff will provide support to the activity directors and staff who conduct the various Title III/CCRAA efforts for the university. The grant management and oversight responsibilities are reflected in the objectives of the project administration and evaluation activity. The only additional funds requested for the activity are those to pay for a summative and a formative evaluation of the Title III/CCRAA activities.

ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

| | |
|--|--|
| <p>1. Name of Applicant Institution: Fayetteville State University</p> | <p>2. Activity Title: Project Administration and Evaluation</p> |
| <p>3. Major Objectives in Measurable Terms:</p> | <p>4. Anticipated Results to Measure Success:</p> |
| <p>OBJECTIVE ONE</p> <p>To design each activity so that it will address one or more goals or objectives in the university’s Long-Range Strategic Plan.</p> <p>OBJECTIVE TWO</p> <p>To process project expenditure requests in such a way that each satisfies institutional, state, and federal regulations and requirements.</p> <p>OBJECTIVE THREE</p> <p>To monitor and evaluate progress, including seeing that needed adjustments are made, such that on an objective assessment by and external agency, the overall project rating will be no less than 3.0 on a scale of 1-5, where</p> <ul style="list-style-type: none"> 1 = No significant progress 2 = Performance less than 50% of the measure identified 3 = Performance between 50% and 90% measure 4 = Performance within 10% <u>±</u> of the measure (91%-110%) 5 = Performance exceeds the measure by more than 10% (111% and above) | <p>1a. The application of Title III/CCRAA funds will facilitate the institution’s progress toward its stated mission and goals.</p> <p>2a. No audit exceptions will result from the use of Title III funds at Fayetteville State University.</p> <p>2b. The expenditure of Title III/CCRAA funds will have maximum positive impact on institutional development.</p> <p>3a. Progress of the university’s Title III/CCRAA activities will satisfy the funding agency’s “significant progress” requirement, ensuring continued funding of the project.</p> |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|---|---|---|--|------------------------------------|-------|
| 1. Name of applicant Institution: Fayetteville State University | | | 2. Activity Title: Project Administration and Evaluation | | |
| 3. Specific Tasks to Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline (s) From To | |
| a. Hold initial Activity Directors Meeting (3) | Title III Coordinator Administrative Officer and Activity Directors | Meetings to distribute and discuss activity Plans of Operation | Activity operation aids in progress toward unit objective | 10/09 annual | 10/09 |
| b. Establish project accounts | Title III Coordinator Administrative Officer, Grants Accountant | Completing and submitting to fiscal affairs the Chart of Account from using ED approved budgets for each activity | Activity personnel will expend funds as approved in pursuit of activity objectives | 10/09 annual | 10/09 |
| c. Provide Chart of Accounts to activity directors (2) | Title III Coordinator and Administrative Officer | At initial Activity Directors (AD) meeting, charts will be explained and provided to ADs | All expenditures will conform to requirements of the funding agency, the state of North Carolina and the university resulting in no audit exceptions | 10/09 | 10/09 |
| d. Submit copies of Summative/Formative Evaluation Report to the U.S. Department of Education (4) | Title III Coordination staff | Copies of 2006-07 Summative/Formative External will be sent to the U.S. Department of Education | The evaluation agency's report and finding will be on file in the Department of Education | 12/09 | 12/09 |
| e. Attend the Annual Title III Technical Assistance Workshop (4) | Title III Office representative(s) and the Chancellor | Travel to Washington, DC | Current information concerning Title III Regulations and requirement will be on hand | 9/09 | 10/09 |
| f. Submit Annual Performance Report to ED | Title III Coordinator and staff | Collect data from activity director; evaluate and refine it; compile and submit | Annual Performance on file at ED and in Title III office | 12/09 | 12/09 |
| g. Activity Quarterly Monitoring Reports received in office (3) | Title III Coordination staff and Activity Directors | Interoffice mail or hand delivered | Coordination office kept abreast of progress of the activities for monitoring purposes four times each grant period | 11/09 | 10/10 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

| | | | | | |
|--|---|---|--|------------------------------------|-------|
| 1. Name of applicant Institution: Fayetteville State University | | | 2. Activity Title: Project Administration and Evaluation | | |
| 3. Specific Tasks to Be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeline (s) From To | |
| h. Hold Quarterly evaluation meeting with activity directors (3) | Title III Coordinator, Administrative Officer, and Activity Directors | Meeting with individual activity directors following receipt of quarterly monitoring reports | Concerns of/about individual activities addressed four times each grant period | 1/10 | 10/10 |
| i. Schedule/host Formative External Evaluation (3) | Title III Coordinator, Administrative Officer Activity Directors, and Evaluation Team | Evaluators will interview activity personnel regarding progress of activities, seeking documentation to support claims of accomplishments and make recommendations as/if needed | Activities will continue on present course or change if findings indicate such need | 2/10 | 4/10 |
| j. Host Summative External Evaluation (3) | Title III Coordinator, Administrative Officer Activity Directors, and Evaluation Team | Evaluators will interview activity personnel regarding progress of activities, seeking documentation to support claims of accomplishments and make recommendation as/if needed | Activities will be deemed “on target” or if merited by finding, recommendations of the evaluators will be used as input to improve activity operations | 11/09 | 2/10 |
| k. Provide Activity Directors with budget status reports (2) | Administrative Officer | Enter expenditures into spreadsheet as they are approved; access financial records system online; produce hard copy of budget status | Activity Directors are kept abreast of account status (monthly) | 10/09 annual | 9/10 |

SECTION A-INDIVIDUAL ACTIVITY BUDGET

| | |
|---|---|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Project Administration and Evaluation | 3. Activity Number: 9 |
| 4. Roster of Personnel and salaries | |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| 1. Personnel | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Total for Personnel | |
| 2. Fringe | |
| 3. Travel | |
| 4. Equipment | |
| 5. Supplies | |
| 6. Contractual | |
| 7. Construction/Renovation | |
| 8. Other | 10,000 |
| 9. Training Stipends | |
| Total | \$10,000 |

SECTION B-INDIVIDUAL ACTIVITY BUDGET NARRATIVE

| | |
|---|------------------------------|
| 1. Name of Institution: Fayetteville State University | |
| 2. Activity Title: Project Administration and Evaluation | 3. Activity Number: 9 |

4. Provide Narrative

Personnel

Fringe Benefits

Travel

Equipment

Supplies

Contractual

Construction/Renovation

Other

\$10,000

The external evaluators contracted for a formative and a summative evaluation of Title III activities will provide the same services for the Title III /CCRAA grant. Both Formative and summative evaluations will be conducted during the grant year at a charge of \$5,000 for each evaluation.