

Table of Contents

Part I

Application for Federal Assistance (SF424)

Department of Education Supplemental Information Form for SF424

Part II

Department of Education Budget Summary Form (ED524)

Part III

ED Abstract Form

Table of Contents

Comprehensive Development Plan (13 pages)	1
• Analysis of Strengths and Weaknesses	1
• Institutional Goals	8
• Plan for Institutionalizing Activities	11
Activity Objectives (2 pages)	14
Implementation Timeline and Strategy (18 pages)	16
• Implementation Strategy Narrative	16
• Implementation Timeline	26
Key Personnel (4 pages)	34
Project Management Plan (4 pages)	38
Evaluation Plan (4 pages)	42
Budget Narrative (3 pages)	46
Letters of Support	49
Budget Narrative Attachment Form	
Other Attachments Form – Program Profile	

Part IV

GEPA Section 427

Assurances – Non-Construction Programs (SF424B)

Grants.gov Lobbying Form

Survey on Ensuring Equal Opportunity for Applicants

Disclosure of Lobbying Activities

ANALYSIS OF STRENGTHS AND WEAKNESSES

Processes for Gathering and Analyzing Data

Northwest Iowa Community College's Comprehensive Development Plan is the result of several extensive *processes*, including the self-study for accreditation, strategic and operational planning, College committee work, Higher Learning Commission workshops on assessment, CLARUS community college market assessment reports, and annual College state and federal reports.

Accreditation Self-study: The College completed a comprehensive, two-year self-study process for accreditation from the HLC in 2004. All full-time faculty and staff members, adjunct faculty, selected students and community members were involved in the process. Data collected and analyzed included student and course surveys, assessment materials, financial aid history, strategic plans, outcomes, and annual reporting/goal setting processes. At the end of each section of the self-study is a brief list of strengths and weaknesses. These lists were formative in the development of these grant activities.

Strategic and operational planning: NCC regularly undergoes a strategic planning process that includes a research component. The process is campus wide, and includes external stakeholders where appropriate. A major focus of the 2004-2008 plan was to become more *student learning focused*.

College committee work: The Curriculum Committee and the Assessment Committee are two existing campus groups that deal with the problems addressed by this grant. Their minutes reflect the importance of the activities outlined in this grant.

Higher Learning Commission workshops on assessment: The College sent two different five-member teams to attend HLC Assessment workshops in 2006 and 2007. The results of those workshops informed the grant development process.

Regular College state and federal reports: Annual reports provided the grant team with data on changing demographics, enrollments, retention and graduation rates to support grant initiatives.

CLARUS Corporation Assessment: NCC contracted with CLARUS in 2007, to conduct a market assessment that would define current college student information.

ACADEMIC PROGRAMS

Strengths	Weaknesses
<ul style="list-style-type: none"> • NCC is committed to assessment and using assessment results to improve student learning. • NCC supports professional development for its full-time faculty, providing opportunities and funds for faculty development & Quality Faculty Plan. • 100% of College programs are on a five-year rotation of program review. • NCC is a member of the Iowa Community College Online Consortium. • NCC continues to explore new program offerings and access ways to strengthen student success. • NCC provides students with the opportunity to engage in learning opportunities that meet constituent needs. • NCC has experienced continual growth in high school students enrolling in college courses. • NCC is moving to assessing general education across the curriculum. 	<ul style="list-style-type: none"> • Assessment results are fragmented and difficult to gather and use to improve courses and programs. • The HLC found evidence that NCC had completed three of the four steps in its assessment plan but needed to show evidence that change had resulted from the data collected. • Competency based assessment is sporadic, and less than 30% of courses rely on any type of outcomes based assessment. • The current program review model is inadequate and does not meet current course/program improvement needs. • Professional development funds are limited and generally used by faculty to acquire discipline training rather than curriculum improvement. • The opportunity for staff development is essentially non-existent for the 90+ adjunct faculty teaching for NCC. • Instructional pedagogy has not fully shifted to meet the needs of the new “millennial learners.” • Learning is too often passive and not active. • The growth of high school and online students has increased the number of students who need access to services, particularly at a distance. • Student access to all electronic information is limited. • Information on future students is limited. The College does not have what it needs to prepare for the future.
<p>Academic Problem 1: <i>NCC faculty are not able to assess student learning because learning outcomes measures have not been implemented in curriculum.</i> Academic Problem 2: <i>NCC faculty are not able to introduce active learning strategies into curriculum to improve student learning outcomes.</i></p>	

Discussion of Academic Problem Statement

While NCC is committed to assessment and using assessment results to improve student learning, *assessment results are fragmented and difficult to gather to use to improve courses*

and programs. Classroom assessment data is not collected in a format that is useful for improving student learning. Currently, data is collected and kept in notebooks in instructor or administrative offices. Although some faculty have begun to keep their data on Word documents stored as computer files, this is still a form of ‘paper and pencil’ recording. Without manually going into each notebook and copying data, there is no way to aggregate and analyze data. It has become a source of frustration to faculty who find the work meaningless in assisting with course improvements. In a recent faculty report, one experienced technical instructor said, “*Program assessment was an eye-opener for me and involved many extra hours of research to complete...I do not disregard the value of assessment but often wonder how well the results are being utilized.*” The HLC confirmed this weakness when they found evidence that NCC had completed three of the four steps in its assessment plan but needed to show evidence that change had resulted from the data collected (HLC, 2004).

Competency based assessment is sporadic, and less than 30% of courses rely on any type of meaningful outcome based assessments. All course syllabi have ‘goals and objectives’ but no work has been done to measure the outcomes. In addition, no work has been done to discover whether the outcomes listed are appropriate or measurable. No process for collecting this data is in place, nor has there been staff development time to integrate the competencies into courses/programs.

All College programs are on a five-year rotation of program review with an evaluation model that was formalized in 1991, and each year about twenty percent of the College programs (5 to 7 programs) are evaluated. The process has not been improved, and ***the current program review model is inadequate and does not meet current course/program improvement needs.*** In

75% of program reviews attempted in 2007-2008, the Board of Trustees were told repeatedly that “data was unavailable and the system needed to be improved.”

NCC supports professional development for its faculty, and every full-time faculty member must meet the requirements of the NCC Quality Faculty Plan (state requirement). However, *professional development funds are limited and generally used by faculty to acquire discipline training rather than curriculum improvement.* Each year faculty are only able to request \$560 for staff development. The HLC pointed out in their report after the last comprehensive visit, *“the amount is inadequate for anything but local conferences and the means of distribution is ambiguous.”* The current practice is to share development money on a rotating basis with four or five other instructors. As a result, an individual faculty member may only be able to attend training/conferences once every four or five years. Most faculty use this opportunity to learn more about their discipline than to learn about better teaching practices.

With 48 full-time faculty and over 40 programs, faculty routinely teach 15 or 16 credit hours plus overload and serve on committees. As enrollments have grown, staff development time has been limited by fixed budgets, and the potential for disruption of classes.

The opportunity for staff development is essentially non-existent for the 90+ adjunct faculty teaching for NCC. No stipends or travel funds are available to adjunct instructors. They are invited to attend campus in-service activities, but few do. NCC hires many online adjuncts that live in other states and cannot afford to travel to Iowa.

NCC is a member of the Iowa Community College Online Consortium (ICCO) and shares the delivery of online courses with six other Iowa Community Colleges. The ICCOC supports a small group of Mentor Trainers that work with online faculty to insure quality online instruction. It is the work the College has done in online learning that reinforces the importance

of active learning strategies to meet the requirements of our students online and face-to-face.

Learning is too often passive and not active. The College faces two problems in meeting this need: understanding the nature of active learning, and obtaining technological assistance to develop active learning objects.

The growth of high school and online students has increased the number of students who need access to services, particularly at a distance. Students in online courses are frustrated by the multiple user id’s and logins that are required to access the online learning platform, academic records, college information and email. The number one ICCOC helpdesk request is for assistance in logging into courses and email accounts (Concierge, 07-08). An interactive web portal that will provide faculty and students with a single sign-on to all web information is essential to the success of both online and face-to-face students and faculty.

Student access to all electronic information is limited. Students currently have to go to multiple websites for email, library, online/web-enhanced courses, weather notifications, online advising, contact information and other student services. A web portal is necessary to alleviate these problems.

INSTITUTIONAL MANAGEMENT

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • NCC has a history of successful grant management. • NCC has strong visionary leadership at the college. • NCC has a well-established, effective Board of Trustees. • NCC continues to improve the institutional planning process, which is inclusive of both the internal and external constituencies. 	<ul style="list-style-type: none"> • NCC needs to continue to improve communications between college faculty, students and staff. • NCC has challenges in data collection for assessment and program review. • There is too much dependence on paper to collect assessment data. • The College has a fragmented web presence and limited access from off campus to information or services for both students and faculty. • The college lacks market research information.
<p>IM Problem 1: Faculty, staff and students have limited access to the resources necessary for effective communication and data collection.</p>	

NCC has a history of successful grant management, including Title IIIA, a three-year \$1,740,332 Department of Labor Community-Based Jobs Training Grant that established a comprehensive Lab Technician program for Bioscience/Biotechnology Careers, and a TRIO: Student Support Services grant.

NCC has strong visionary leadership. NCC values a life of learning for its staff, faculty, students, and community partners. Additionally, the College has a well-established, effective Board of Trustees. College planning processes are inclusive of both internal and external constituencies.

However, NCC needs to continue to improve communications. According to a 2002 organizational climate survey (PACE), the mean score for communication was 3.34 on a 5 point scale, below the national average of 3.39. The College continues to work to address this disparity and to increase access to information for staff and students. Information is shared with students via the Intranet, email, and a printed college newspaper. The College website was designed in 2000 but is not interactive. *At the present time, students cannot register for classes, access student schedules, or transcript information electronically.* The catalog is in paper form or available as a .pdf file on the web that is not linked or easily searchable (Northwest Iowa Community College, 2004). *The college needs an interactive web portal that provides access to all faculty, students and staff to information essential to student academic success.*

NCC is moving to assessing general education across the curriculum. In the past 18 months the College has completed the process of identifying general education competencies that could be evaluated across the curriculum instead of in a limited number of “gen ed courses.” 100% of full-time faculty members have identified which competencies can be measured in the curriculum they are responsible for.

There is too much dependence on paper to collect assessment data. The major complaint of the assessment and curriculum committees and program review teams has been the inability to access aggregate electronic data in a format that is easy to analyze. Raw scores are in Word tables or separate Excel spreadsheets. Data is not readily available electronically nor disseminated outside of the committee responsible for its collection. The college needs assessment software that will allow all key stakeholders to collect, store and retrieve assessment data from on or off-campus.

The college lacks market research information and is not able to prepare adequately for future enrollments. ***A CLARUS scan of area residents and current high school students will provide the data necessary to assist the college in developing quality instruction and programs.***

FISCAL STABILITY

Strengths	Weaknesses
<ul style="list-style-type: none"> • NCC is the only affordable option for area residents. • NCC seeks additional revenue sources to support college needs while minimizing students’ financial needs. • NCC has a history of solid fiscal stability based on careful planning and budget management. • NCC is a strong member of the ICCOC. • Strong business and industry alliances indicate high potential for future support. • Student enrollment is growing. 	<ul style="list-style-type: none"> • Inadequate resources to respond to the increased student demand for new programs. • Inadequate resources to respond to the increased needs of area agencies for highly skilled technical workers. • Professional development funds are limited and generally used by faculty to acquire discipline training. • NCC is experiencing a major increase in concurrently enrolled high school students, while simultaneously seeing a low conversion to college enrollments, and a declining forecast of the high school market.

FS Problem Statement 1: The College is unable to respond rapidly to faculty training needs and the development of highly technical programs.

NCC is the only affordable option for area residents and works to find additional revenue sources to support college needs while minimizing students’ financial needs. However, the College faces ***inadequate resources to respond to the increased needs of students.*** State and local revenues have decreased in the last 15 years. The College has had to raise tuition and fees significantly in order to meet basic operational costs. Without raising tuition substantially, NCC

cannot accomplish all that is needed, and that would negatively affect students. ***Decreasing state funding limits*** the initiation of new programs and inhibits the college’s ability to attract new markets. It also prevents the college from increasing staff development funds, providing release time for development activities, instituting curriculum revision projects, from purchasing and implementing software to enhance communication or assisting with assessment data collection, or developing active learning objects.

Analysis of enrollment trends shows that the College has a significant number of concurrently enrolled high school students. This segment increased from 27.6% of total enrollments in fall 2003 to 41.1% in fall 2006. The problem is that there is a low conversion to full-time college enrollment at NCC. At the same time, there is a decline in the total number of area high school students. These two factors negatively impact the fiscal stability of the college. ***To increase fiscal stability the College needs to create new programs that will meet student demand for highly technical training, and to obtain information to assist in identifying future students.***

KEY OVERALL GOALS FOR THE INSTITUTION

NCC 2004 Strategic Plan outlined initiatives that are directly related to the activities and institutionalization of this grant.

NCC STRATEGIC INITIATIVES

<i>Enhancing Student Success</i>	NCC is dedicated to enhancing student success by facilitating processes where every individual can realize his or her full potential through learning.
<i>Expanding Learning Opportunities</i>	NCC will pursue, strengthen and expand learning opportunities for our students and communities through partnerships and new initiatives.
<i>Developing Alternative Resources</i>	NCC will aggressively pursue alternative resources that will augment programs and facilities.
<i>Expanding Enrollment Management</i>	NCC is committed expanding enrollment management initiatives to ensure future viability of the college’s vision and mission.
<i>Embracing a Collaborative Culture</i>	NCC faculty, staff, and administration are devoted to embracing a collaborative culture that will serve as the foundation for quality in student and community learning.

GOALS AND STRATEGIC INITIATIVES FOR NORTHWEST IOWA COMMUNITY COLLEGE

STRATEGIC INITIATIVE	OPERATIONAL GOAL	OBJECTIVE
<i>Enhancing Student Success</i> (Academic Programs Goal)	A. Evaluate student success through a comprehensive learning and assessment program	2. Enhance student learning in the classroom 3. Expand the use of web-enhancements for face-to-face classes through the use of eCompanion 5. Expand existing College wide assessment process
	E. Focus attention on accountability	1. Evaluate Academic Quality Improvement Project
<i>Expanding Learning Opportunities</i> (Academic Programs Goal)	A. Increase distance learning programs and support services	3. Explore the needs of distance learning students for expanded/enhanced support services
<i>Developing Alternative Resources</i> (Fiscal Stability Goal)	C. Pursue grant opportunities that support strategic initiatives	1. Grant opportunities will be actively sought for the College
<i>Expanding Enrollment Management</i> (Fiscal Stability Goal)	A. Grow enrollment in all programs to capacity	2. Explore flexible program schedules with multi-delivery options
	C. Explore opportunities in new program development	1. Conduct internal and external needs assessment on desired programs
<i>Embracing a Collaborative Culture</i> (Institutional Management Goal)	A. Build internal cohesive teams and coalitions	1. Enhance internal College image by building a unified College atmosphere
<i>These Initiatives, Goals and Objectives are the relevant portions of the 2006-2008 NCC Operational Plan</i>		

MEASURABLE OBJECTIVES FOR NCC

GRANT GOAL	MEASURABLE OBJECTIVE	TIMEFRAME
<p><u>Academic Programs</u></p> <ul style="list-style-type: none"> • Ensure outcomes based assessment is used in all NCC curriculum • Encourage the use of active learning strategies in all NCC curriculum 	<ul style="list-style-type: none"> • Support active student learning and outcomes based assessment through professional development and curriculum development and redesign • Develop a new Program review process that is based on student learning outcomes <hr/> <p>Outcomes</p> <ul style="list-style-type: none"> • Increase by 75% the courses that incorporate measurable learning outcomes • Increase by 50% the number of courses that utilize active learning activities • Administer the new Program review process to 30% of NCC programs by the end of the grant period 	<p>2008-2013</p>
<p><u>Institutional Management</u></p> <ul style="list-style-type: none"> • Provide staffing and infrastructure to accommodate the technological needs of students and instructors • Administer web portal that delivers a single sign-on to students and faculty, and serves as access to faculty training resources, assessment software, and provides current and accurate data to all users. 	<ul style="list-style-type: none"> • Establish a student and faculty-friendly web portal to better support course goals and learner outcomes • Establish a faculty media lab & resource center to encourage and sustain the development of active learning strategies. <hr/> <p>Outcomes</p> <ul style="list-style-type: none"> • Build a library of 100 shared active learning objects • Increase by 75% faculty satisfaction with the collection of assessment data processes/software. • Increase to 75% the faculty satisfaction with the single sign-on access through the portal to email, campus servers and software 	<p>2008-2013</p>
<p><u>Fiscal Stability</u></p> <ul style="list-style-type: none"> • Provide access to high demand programs to NCC students 	<ul style="list-style-type: none"> • Develop two programs that are based on student learning outcomes and active learning strategies <hr/> <p>Outcomes</p> <ul style="list-style-type: none"> • Enroll 24 students into Sonography by the second year of the program • Enroll 24 students into Alternative Associate Degree Nursing by the second year of the program 	<p>2009-2012</p>

INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

All activities of the grant were developed through the research done for our 2004 Self-study for accreditation, ongoing assessment activities, Strategic and Operational Planning, and campus wide consensus building among key stakeholders. With *institutionalization* in mind, the college will integrate these activities into college procedures through NCC budgeting processes, course improvement/development activities, and ongoing accreditation activities. The college is preparing for the next accreditation process, which may include moving to a quality-improvement model. In addition, key college administrative personnel are committed to this project. The President, Chief Academic Officer, three Academic Deans, and the Director of Information Technology have all been part of the development process. They will serve as Task Force and Evaluation team members, again moving these activities seamlessly into the regular activities of the College.

This Title III grant will supply the ‘seed money’ to: *(a) Strengthening student learning through outcomes assessment, (b) active learning strategies, (c) and new program development.* Before each staff position and activity proposed in this application was written into the grant, the question was always asked: “What do we want to see at the end of the grant, and what can we afford to pay for after the grant is finished?” This was followed by a calculation of what was needed, what is outlined in College Operational Planning, and what will be generated by additional credit hours/student revenues.

GROWTH: NCC has always implemented a budget that is fiscally responsible, but that looks for enrollment growth to sustain the college. By increasing enrollment in two new programs by 48 students in two years, the college will be able to sustain the two new faculty members. The Active Learning Technician will be sustained by continued 20% annual growth in online courses.

SELF SUFFICIENCY: NCC will release the time of the Title III Project Director, Activity Director and Faculty member to serve as Assessment Coordinator for the length of the grant. At the end of the grant Assessment Coordinator will continue, and the other two will be returned to fulltime contract status. The college will temporarily reassign other personnel or make provisions for assuming the workload of the released staff for the duration of the grant assignment.

GROWTH: By providing faculty with the training they need to complete the assessment loop to improve student-learning outcomes, the College positions itself for continued accreditation and attractive to students. We anticipate increasing overall FTE college enrollments by 10% through the life of the grant, providing the revenues to sustain grant activities.

METHODS AND RESOURCES FOR INSTITUTIONALIZATION

The foundation for *institutionalization* is based on the analysis of faculty, student and college needs, analysis of the anticipated revenues to be generated, as well as the results from achieving the goals developed in response to these needs.

(a) Strengthening student learning through outcomes assessment

- The Curriculum and Assessment Committees will be involved in the implementation of grant activities from the beginning as members of the Task Force, Evaluation Team, and as faculty involved in curriculum redesign. Under the leadership of the Chief Academic Officer, they will be responsible for continuing these processes after the end of the grant period.
- Reimbursement for ongoing course redesign will be sustained by NCC after the end of the grant until all active courses are redesigned.
- The role of Faculty Coaches will be institutionalized at the end of the grant period, and the College will continue to provide them with additional staff development.

- The Deans will commit to having ongoing faculty development activities each year to continue learning about outcomes assessment and active learning strategies.
- All new faculty participate in a week of orientation, and outcomes based assessment and active learning strategies will be integrated into this process.
- Assessment software development and training will be institutionalized by the college in PY4. Ongoing training for faculty will be provided by the Outcomes Assessment Coordinator.

(b) Active learning strategies

- The College will maintain a Faculty Development lab and integrate the purchases of new hardware and software into the existing technology purchasing process. Students pay a technology fee that will be used to continue to support the needs of the lab.
- Portal installation and training will be institutionalized by PY5. Ongoing training and development costs will be paid by NCC. The web portal will be sustained by the general budget.

(c) New program development

- In the case of the two new program instructors, the college will begin assuming a share of costs in each year of the grant after they are hired. The Sonography instructor will be fully institutionalized in PY4 and the Alternative Associate Degree Nursing Instructor in PY5. In addition, the College will assume increasing percentages of release time for the Curriculum Design Coordinator, Outcomes Assessment Coordinator and the Active Learning Technician in each year of the grant.

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS	
Northwest Iowa Community College, IA	<i>Strengthening student learning through outcomes assessment, active learning strategies, and new program development</i>
MAJOR OBJECTIVES IN MEASUREABLE TERMS	PERFORMANCE INDICATORS
<i>Academic Problem 1: NCC faculty are not able to assess student learning because learning outcomes measures have not been implemented in curriculum.</i>	
<ul style="list-style-type: none"> • 250 of NCC Courses will be redesigned to include student outcomes based assessments, and outcomes will be collected and reported in an electronic database. 	<ul style="list-style-type: none"> ✓ By September 2010, Cohort 1 will have redesigned and piloted two courses each (60 courses) with outcomes based assessments. The assessment results will be collected and reported using the college wide assessment software. ✓ By September 2011, Cohort 2 will have redesigned and piloted two courses each (70 courses) with outcomes based assessments. The assessment results will be collected and reported using the college wide assessment software. ✓ By September 2012 Cohort 3 will have redesigned and piloted two courses each (70 courses) with outcomes based assessments. The assessment results will be collected and reported using the college wide assessment software. ✓ By September 2013, 50 courses taught by NCC adjunct will have been redesigned and piloted two courses with outcomes based assessments. The assessment results will be collected and reported using the college wide assessment software.
<i>IM Problem 1: Faculty, staff and students have limited access to the resources necessary for effective communication and data collection.</i>	
<ul style="list-style-type: none"> • Increase by 75% faculty satisfaction with the collection of assessment data processes/software. 	<ul style="list-style-type: none"> ✓ By September 2011 on a faculty survey 75% of Cohort 1 will express satisfaction with the assessment software. ✓ By September 2012 on a faculty survey 75% of Cohort 2 will express satisfaction with the assessment software. ✓ By September 2013 on a faculty survey 75% of Cohort 3 will express satisfaction with the assessment software.
<i>Academic Problem 2: NCC Faculty are not able to introduce active learning strategies into curriculum to improve student learning outcomes.</i>	
<ul style="list-style-type: none"> • Build a library of 100 shared active learning objects. 	<ul style="list-style-type: none"> ✓ By September 2009 create, store and implement 20 active learning strategies in face-to-face or online courses. ✓ By September 2010 create, store and implement an additional 20 active learning strategies in face-to-face or online courses. ✓ By September 2011 create, store, and implement an additional 20 active learning strategies in face-to-face or online courses. ✓ By September 2012 create, store, and implement an additional 20 active learning strategies in face-to-face or online courses. ✓ By September 2013 create, store, and implement an additional 20 active learning strategies in face-to-face or online courses.

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS	
Northwest Iowa Community College, IA	<i>Strengthening student learning through outcomes assessment, active learning strategies, and new program development</i>
MAJOR OBJECTIVES IN MEASUREABLE TERMS	PERFORMANCE INDICATORS
<i>IM Problem 1: Faculty, staff and students have limited access to the resources necessary for effective communication and data collection.</i>	
<ul style="list-style-type: none"> • Increase by 75% student and faculty satisfaction with the single sign-on to all web information and services. 	<ul style="list-style-type: none"> ✓ By September 2011 on a survey, 25% of those responding will express satisfaction with the first phase of the web portal. ✓ By September 2012 on a survey, 50% of those responding will express satisfaction with the second phase of the web portal. ✓ By September 2013 on a survey, 75% of those responding will express satisfaction with the final phase of the web portal.
<i>FS Problem Statement 1: The College is unable to respond rapidly to faculty training needs and the development of highly technical programs.</i>	
<ul style="list-style-type: none"> • Enroll 24 students into Sonography by the second year of the program. • Enroll 24 students into Alternative Associate Degree Nursing by the second year of the program. 	<ul style="list-style-type: none"> ✓ By September 2009 enroll 14 students into year one of Sonography. ✓ By September 2010 retain and enroll 12 additional students into year two of Sonography. ✓ By September 2010 enroll 14 students into year one of Alternative Associate Degree Nursing. ✓ By September 2011 retain and enroll 12 additional students into year two of Alternative Associate Degree Nursing.

IMPLEMENTATION STRATEGY NARRATIVE

Northwest Iowa Community Colleges plans to use this Title III project (*Strengthening Student Learning Through Outcomes Assessment, Active Learning Strategies, and New Program Development*) to implement a comprehensive outcomes assessment process to increase student learning, improve program quality, and provide access to quality programs.

As an institution accredited by the Higher Learning Commission, NCC began focusing more on assessment after the HLC stated in 1989 their expectation that colleges would begin to assess the effectiveness of all institutional processes, including instruction (Northwest Iowa Community College, 2004). The College instituted a program review process in 1991. Every academic program is evaluated on a five-year rotation schedule, so that each year 5 to 7 programs are reviewed. The model has not changed substantially in the past 17 years. NCC began focusing on assessing student learning in a more direct manner in 1993. There have been several assessment plans, but in 2001, the College adopted the model developed by James O. Nichols (Nichols, Third Edition). The plan outlines three levels of assessment: program, course, and classroom. Every instructor maintains a five-column chart to track data. The diagram below shows the progression from Mission & Goals to Use of Results.

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
Mission & Goals	Outcomes	Means of Assessment	Results of Assessment	Use of Results



However, what works on paper is more difficult in practice. The faculty are frustrated by the difficulty in collecting data so that it can be used. Consequently, little progress has been made in converting classroom assessment outcomes into meaningful data to be used in course or program improvement. Time constraints, inadequate training, an outdated program review model, and limited technical infrastructure to store data impedes the ability of NCC to complete

the assessment ‘loop’ and implement improvements based on student learning outcomes.

Therefore, this grant will focus on improvement of student learning outcomes through:

- **Course Revision** through collaborative development and implementation of student learning outcomes and assessment strategies in all courses in alignment with program outcomes, the emphasis of the learner-centered educational experience, and the design and incorporation of interactive instructional strategies involving active learning in all courses, to deepen and improve student learning and achieve and accurately assess learning outcomes.
- **Program Revision** by gathering student-learning outcomes from course revision activities and the development of a new program review model.
- **Technical Infrastructure** will be used in the development of new resources to support learner-centered teaching and assessment. This will include a web portal for access for students and faculty, a development of new technologies to support course-embedded assessment efforts with active learning strategies; and multimedia learning objects.
- **New Program Development** will meet the goal to provide students with access to programs with high industry demand, but the development of these new programs will also be used to build a model new course/program development model to be used by the College in the future to ensure the quality of all new or redesigned programs.

IMPLEMENTATION STRATEGY

The **implementation strategy** for this portion of the activity will group faculty in cohorts as they progress through the two components of the activity: student-learning outcomes assessment and active learning strategies. Each component will contain two sequential phases: train/design followed by pilot/refine. All faculty will collaborate with an Outcomes Assessment Coordinator, an Active Learning Technician and Faculty Coaches to design, pilot, and refine

course outcomes, assessment, and active learning strategies in both on-site and online courses.

All faculty from a department/program will be in the same cohort so as they move through the development phases they will be able to formulate common vision and mission statements, share designs, reflect through discussion and envision common program goals and outcomes.

However, cohorts will be made up of more than one department/program so that a campus-wide view of assessment and student learning outcomes can also be developed. At the end of the five year process all full-time faculty and at least 33% of adjunct faculty will have contributed to the overall goal of curricular improvement and the development of a new program evaluation model. In addition to instructor development, programs will use assessment data to improve program quality, and the college will conduct program reviews using the new model developed as part of the grant activities. NCC will need to provide the technological infrastructure needed to develop and sustain the activities.

The *implementation rationale* incorporates current views on teaching and learning in higher education, the insights of educational assessment leaders, research involving best practices and case studies of model learning assessment programs. Course learning outcomes and assessment will be designed, piloted, and refined for alignment with NCC assessment goals. NCC maintains the strong belief that the development of course learning outcomes and their assessment must be accomplished *in concert* with active learning strategies. For assessment to be meaningful and sustainable for faculty and students, an approach that places learning as the highest priority is essential (Angelo, 1995). Although assessment takes place for many reasons, many higher education leaders state that the highest priority of assessment is student learning, accomplished via a process that is active and outcome oriented (Angelo, 1999; Bonwell, 1997). An essential ingredient to achieve learning outcomes and improving student success is switching

the focus from teaching to engagement of students in learning using active learning strategies (Bonwell, 1996; Cross, 1998; Huba 2000). The American Association of Higher Education (AAHE) “Principles of Good Practice for Assessing Student Learning” emphasize that assessment requires attention to “the effectiveness of learning experiences” (AAHE Assessment Forum, 1992).

Best practices guide the design of the activity. These include incremental steps, directed and focused faculty development, pilot-testing and refinement, faculty incentives, involvement of faculty leaders, collaboration, critical reflection, and adequate support resources (Farmer, 1999; Hambelton and Harvey-Morgan, 2001; Huba and Freed, 2000). Providing an introduction to outcomes assessment and active learning allows faculty time to build “shared motivation, shared language and shared guidelines” for assessment efforts (Angelo, 1999; Huba 2000). Use of program groups builds a collaborative approach to development at the course and program level, thus increasing faculty engagement and success in the process (Banta et. al., 2001; Estabrook, 2002; Hambelton, 2002, Huba and Freed, 2000). Building a college wide culture of assessment and a long-term plan for the institutionalization of assessment with the necessary resources helps assure a successful, sustainable activity (Angelo, 1995; Barr, 1998; Farmer, 1999; Banta et. al., 2001).

The ***implementation methodology*** involves the sequenced start of three faculty cohorts in years one, two and three. Each cohort will complete the two components of the activity by the end of year five. The three cohorts include all full-time faculty members and all courses and programs, with each single cohort consisting of six to eight department or discipline groups. All full-time faculty will be required to participate, and all adjunct will be encouraged to participate.

Activity One will build a systematic process for course and program development and redesign. The challenge of redesigning curriculum in all academic programs is daunting which is why the Title III development team decided on a systematic process for course and program redesign that breaks faculty into cohorts and spreads the activities out over all five years of the grant. The progressive **Implementation Methodology** will also help ensure that these activities will become institutionalized at NCC.

Faculty Development and Curricular Redesign by Cohort

Each cohort will progress through two training components. First they will learn about outcomes assessment and work to revise courses. Next, they will be trained in active learning strategies for implementation in revised courses. Beginning with courses that repeat each year and/or run in multiple sections, each full-time faculty member will design outcomes for a minimum of two courses, impacting up to 200 courses over the period of the grant (*including the redesign of 15 online courses*). Additional work by full-time faculty and work by adjunct faculty will account for an additional 50 courses by year five.

Full-time Faculty by Cohort		
Cohort 1	Cohort 2	Cohort 3
Math (2)	Business (1)	Humanities (1)
Communications (2)	Social Science (1)	Administrative Office
Science (4)	Radiologic Technology (1)	Management/Administrative
Practical Nursing (2)	Accounting (1)	Secretarial (1)
Associate Degree Nursing (2)	HIT (1)	Education (1)
Management (1)	Heavy Equip (2)	Bio Tech/Lab Tech(2)
Computer Network Tech (1)	Welding (1)	Carpentry/Construction Tech(1)
Computer Programming Tech (1)	Collision Repair and Refinishing (1)	Powerline(4)
Computerized Mfg Tech (1)	Collision Repair and Refinishing	Electrical Technology(1)
Engineer Drafting/CAD(1)	Technology (1)	Industrial & Commercial Wiring (3)
General Machining(1)	Auto Service (1)	
Instrumentation & Control (2)	Auto Service Technology (2)	
Truck & Diesel Technology (1)		
*NCC relies on more than 90 adjunct instructors to teach college transfer and online courses. They are not included in the above chart, but will participate in the curricular redesign process whenever possible.		

Stipends will be provided to faculty for their extensive effort. Department/program faculty will work collaboratively in the process and advance to each new stage of the activity as a group so that the end result is a coherent assessment plan. Instructional support will include expanded technology infrastructure for a faculty development lab, assessment software, web portal, and an electronic archive of curricular and instructional strategies accessible to all faculty.

Implementation Timeline	Year 1	Year 2	Year 3	Year 4	Year 5
Course Outcomes & Assessment					
Cohort 1			☀	☀	☀
Cohort 2				☀	☀
Cohort 3					☀
Active Learning Strategies					
Cohort 1				☀	☀
Cohort 2					☀
Cohort 3					
Technological Infrastructure					
Active Learning Support					☀
Web Portal				☀	☀
Organizational Structures					
Assessment Plans					☀
Program review process					☀
 = in progress ☀ = fully developed					

Faculty Development on effective teaching and teaching related issues

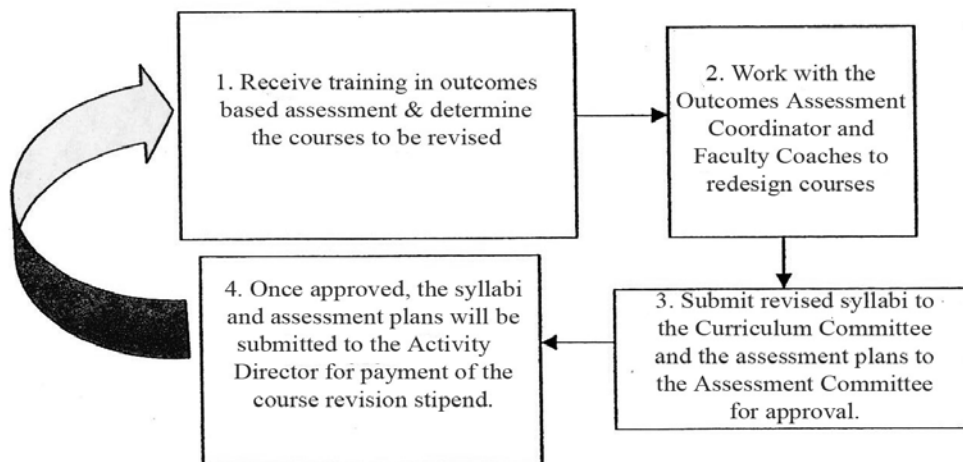
Faculty Workshops: Two types of workshops will be offered to faculty each year of the grant.

- Every fall there will be a general session for all faculty on curricular design and learner-centered curriculum. In the spring there will be another all-faculty workshop on assessment. These workshops will occur during regularly scheduled staff-development days and will keep the entire academic community informed of the latest research in student outcomes assessment and active learning. The grant will provide the college with funds to bring experts to campus to conduct the workshops. Title III staff will assist with these workshops. At the

end of the grant period, NCC will continue to have staff development workshops each year on active learning and assessment.

- Each cohort will participate in institutes on student learning outcomes assessment and active learning strategies. Typically, these institutes will be presented in the fall and early spring so that faculty have time to rewrite curriculum before piloting changes the following fall semester. All full-time and adjunct faculty will receive a stipend for attending a workshop, unless they are under contract.

Curriculum Revision: Faculty will be given a \$200 stipend for every course they redesign. The goal of the grant is to redesign 250 courses, but that is only 60% of the total number of courses taught by NCC either on campus or through the ICCOC. The stipend will be paid after the instructor has completed all necessary steps in curriculum revision. The steps will be:



Faculty Success Grants: In years four and five, faculty who have successfully redesigned their curriculum, assessed learning outcomes and improved curriculum based on those outcomes will be able to apply for a Success Grant. These grants will provide funds for an instructor, or team of instructors, to attend a national convention and to present their success to a group of peers. This will be one method for disseminating results from this grant, for rewarding excellence in

teaching and learning, and for dealing with the limited amount of staff development funds available to NCC faculty. The application form for the grants will be posted on the NCC Title III website along with artifacts from their presentations.

Outcomes Assessment Coordinator (OAC) will be identified from among the NCC faculty and given release time to coordinate the selection of the assessment software, to train their peers to use the software, to coordinate the collection of assessment results and disseminate them to appropriate members of the academic community. In addition, the OAC will assist with the process of measuring general education requirements across the curriculum and work with the program evaluation process. This position will be continued by NCC after the end of the grant and will become fully institutionalized.

Curriculum Design Coordinator (CDC) will be hired to assist with the training of faculty in developing learner-centered curriculum, to help redesign existing curriculum, to guide the Faculty Coaches, and work with the NCC Curriculum Committee and the program review process to ensure that measureable learning outcomes are written into all curriculum, and that active learning strategies are encouraged. NCC will sustain this position at the end of the grant.

Active Learning Technician (ALT) will be hired in the first year of the grant to assist faculty with the development of active learning activities, to build an online repository of learning objects that can be shared by all faculty and to oversee the Faculty Development Lab. The ALT will assist with the active learning workshops and with the portal project to make sure that all links between the repository and the portal are operational. This position will support both online and face-to-face instructors at NCC. The position will be institutionalized by NCC by the end of the five-year period.

Faculty Coaches: Four Faculty Coaches will be selected from the existing faculty to serve the curriculum redesign project by assisting with faculty workshops, working with instructors one-on-one as they redesign curriculum, and helping train instructors on the use of the assessment software. Coaches will receive additional staff development funds in each year of the grant.

Technological resources to place student learners on the leading edge of technology

Access to Information – the web portal: The students and faculty at NCC are hampered in their ability to communicate and access information because they have a fragmented system of web delivery for grades, e-mail, advising/registration, library services, online/web-enhanced courses and assessment or program software. All password-protected websites require different user id's and logins. A secure portal that provides access to all, while protecting information, is necessary to ensure student success.

Assessment software: In year one of the grant the College will select and purchase assessment software. The NCC Assessment Committee, Academic Deans, Chief Academic Officer, IT Director, and Title III staff will review products, request demonstrations, make a selection, submit an RFP in order to have the software installed by June 2009. The Assessment Coordinator will be responsible for training faculty and for working with the IT staff to integrate this project with the portal project. By year three of the grant, 100% of all full-time faculty and 33% of adjunct faculty will have their class-level assessment data stored electronically.

Faculty media lab & resource center: The center will be used for the development of active learning objects. The Active Learning Technician will be responsible for maintaining this lab, and NCC will provide the computers, storage space on the servers for learning objects, and IT support. In each year of the grant there are limited funds for purchasing software to support the

development of active learning strategies. At the end of the grant the college will continue to maintain this lab and these resources.

CLARUS study: A research study of current high school students and community needs will be conducted in years one and five. The data will be compared to enhance our understanding of future enrollment needs.

Expanded programs to provide students with access to opportunities for success

Sonography: NCC is going to use the opportunity presented by these grant activities to build a model program based on student learning outcomes and active learning strategies. In the first year of the grant, before faculty training activities begin, NCC will hire the new Sonography instructor. The instructor will be a member of the first cohort and will be trained in student learning outcomes and active learning as they develop the curriculum for this new program. The Sonography instructor will submit all curriculum to the Curriculum Development Coordinator and the Curriculum Committee before instruction begins. The timeline for the Sonography curricular development project will be slightly different from the rest of Cohort 1 because this is a new two-year program, and all curriculum will need to be developed.

Alternative Associate Degree Nursing (AADN): The AADN program will explore the use of alternative delivery systems for nursing instruction and will provide flexible scheduling of courses over 24 months. The AADN program will be included in Cohort 2, but assessment will be spread out an additional year to manage the extended timeline. This program will explore the use of active learning strategies in lab science/clinical instruction and will develop multi-media presentations to enhance web-delivery nursing.

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
YEAR I Appoint: Project Director, Activity Director, Title III Task Force	College President Chief Academic Officer (CAO)	Provide release time and make appointments	Appointments made	10/08	11/08
Review & refine design specifications of Activity	Activity Director, Title III Task Force	Review five year plans, modify and revise, verify baseline data	Overall plan and implementation strategy is approved	10/08	12/08
Hire Outcomes Assessment Coordinator, Curriculum Design Coordinator	Activity Director, Title III Task Force	Advertise, interview, and hire Outcomes Assessment Coordinator and Curriculum Design Coordinator	Positions filled	10/08	2/09
Provide overview of learning outcomes, assessment, and active learning to all faculty	Activity Director, Curriculum Design and Outcomes Assessment Coordinators, College Deans	Plan and deliver in-service workshop to all faculty on learning outcomes, assessment, active learning and current NCC Program assessment plan	All full-time faculty receive overview of learning outcomes, outcomes assessment, active learning, and program assessment	10/08	6/09
Select and train Faculty Coaches	Activity Director, Outcomes Assessment Coordinator, College Deans	Develop and document training protocols; identify and train Faculty Coaches	Training protocols developed and Faculty Coaches trained Faculty training manual begun	1/09	6/09
Develop technology infrastructure - web portal software	Activity Director, IT Staff	Review and purchase web portal software, begin training and make code decisions.	Software will be selected, phase 1 software will be installed and developed for pilot	10/08	10/09
Develop technology infrastructure – assessment software	Activity Director, IT Staff, Outcomes Assessment Coordinator	Review and purchase assessment software, begin training	Software will be selected and installed, training will be initiated	10/08	9/09
Train Cohort 1 faculty on learning outcomes and assessment strategies	Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	Deliver institute training; Faculty Coaches conduct on-going small group meetings with Cohort 1	Cohort 1 faculty trained on learning outcomes and outcomes assessment	3/09	8/09
Hire Active Learning Technician	Activity Director, Title III Task Force	Advertise, interview, and hire Active Learning Technician	Position filled	4/09	6/09

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
<i>(year 1 cont)</i> Build Faculty Resource Lab	Activity Director, IT Director, Active Learning Technician, Faculty Coaches	Build lab, review and purchase software for active learning	Lab will be established, active learning software purchased	5/09	6/09
Design Cohort 1 learning outcomes and assessment	Cohort 1, Outcomes Assessment Coordinator, Faculty Coaches	Trained faculty design learning outcomes and outcomes assessment for classroom and virtual environments	Learning outcomes and outcomes assessment designed and ready to pilot	5/09	9/09
Conduct CLARUS assessment of area residents and high school students	Program Director, Activity Director	Obtain an RFP and administer survey	NCC will have a baseline assessment of community and high school needs	11/08	3/09
Hire Sonography Instructor	Activity Director, CAO, Academic Dean	Advertise, interview, and hire Sonography instructor	Instructor Hired	1/09	2/09
Build year 1 of the new Sonography Program using Student learning outcomes assessment and active learning strategies	Activity Director, CAO, Academic Dean, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	NCC Program development process and will participate in Cohort 1	Year one curriculum will be ready to pilot	3/09	7/09
YEAR 2 Pilot learning outcomes and assessment in courses	Cohort 1, Curriculum Design and Outcomes Assessment Coordinators	Cohort 1 faculty pilot learning outcomes and assessment; faculty attend conferences	Learning outcomes and assessment used in Cohort 1 classes; learning assessed	10/09	6/10
Conduct mid-year workshop to discuss, reflect, and refine outcomes and assessment strategies	Cohort 1, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	Use reflective tools to facilitate critical reflection on outcomes assessment strategies; faculty discuss and share experiences	Learning outcomes and assessment strategies refined; assessment culture deepens	1/10	2/10
Evaluate student achievement and satisfaction with learning outcomes and assessment in Cohort 1 courses	Activity Director, Task Force, Cohort 1	Administer student course evaluations; collect and evaluate assessment data	Analysis of data used to refine strategies and approaches	5/10	8/10
Train Cohort 2 faculty on learning outcomes and assessment strategies	Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	Use protocol to deliver institute training; Faculty Coaches conduct on-going small group meetings with Cohort 2 faculty	Cohort 2 faculty trained on learning outcomes and assessment	3/10	7/10

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
(<i>year 2 cont</i>) Develop Cohort 2 learning outcomes and assessment	Cohort 2, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	Trained faculty design learning outcomes and assessment for classroom	Learning outcomes and outcomes assessment designed and ready to pilot	3/10	9/10
Train Cohort 1 faculty on active learning strategies	Curriculum Design and Outcomes Assessment Coordinators, Active Learning Technician, Faculty Coaches	Use protocol to deliver training workshops; faculty coaches conduct on-going small group meetings with Cohort 1 faculty	Cohort 1 faculty trained on active learning strategies	10/09	6/10
Develop active learning strategies	Cohort 1, Curriculum Design Coordinator, Active Learning Technician, Faculty Coaches	Trained faculty design active learning strategies for classroom and virtual environments	Active learning strategies designed and ready to pilot	6/10	9/10
Technology infrastructure and expand web portal capabilities	Activity Director, IT Staff, Active Learning Technician	Expand web portal into phase 2 through expanded training, code decisions and implementation	Phase 2 software will be installed and developed for pilot	10/09	9/10
Develop technology infrastructure – assessment software	Activity Director, IT Staff, Outcomes Assessment Coordinator	Train Cohort 1 in the use of this software to collect outcomes	Cohort 1 will receive training and begin using the data collection software	10/09	9/10
Build year 2 of the new Sonography Program using Student learning outcomes assessment and active learning strategies	Activity Director, CAO, Academic Dean, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	NCC Program development process and will participate in Cohort 1	Year two curriculum will be ready to pilot	1/10	8/10
Hire Alternative Associate Degree Nursing Program Instructor	Activity Director, Chief Academic Officer, Academic Dean	Advertise, interview, and hire Alternative Associate Degree Nursing instructor	Instructor Hired	1/09	3/09
Begin development of policy manual for outcomes assessment and program review	Title III Task Force, Activity Director, Outcomes Assessment Coordinator	Policies and procedures for outcomes assessment & program review developed and compiled	Policy manual for institutionalization under development	10/09	9/10
Build year 1 of the new Alternative Associate Degree Nursing Program using Student learning outcomes assessment and active learning strategies	Activity Director, CAO, Academic Dean, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	NCC Program development process and will participate in Cohort 2	Year one curriculum will be ready to pilot	4/10	7/10

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
YEAR 3 Pilot learning outcomes and assessment incorporating active learning strategies	Cohort 1 faculty, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	Cohort 1 programs pilot learner-centered outcomes assessment; on-going Cohort group sharing facilitated by Faculty Coaches	Assessment data for Cohort 1 courses is collected; student learning improves	10/10	6/11
Pilot online courses that have incorporated learning outcomes and assessment with active learning strategies	Cohort 1 online faculty, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches, Active Learning Technician	Each member of Cohort 1, that teaches an online course, will incorporate active learning strategies, and outcomes assessment in at least one course	Assessment data for Cohort 1 courses is collected; student learning improves	10/10	5/11
Pilot learning outcomes and assessment in courses	Cohort 2, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	Cohort 2 faculty pilot learning outcomes and assessment; faculty attend conferences	Learning outcomes and assessment used in Cohort 2 classes; learning assessed	10/10	5/11
Conduct mid-year workshop to discuss, reflect, and refine outcomes and assessment strategies	Cohorts 1 & 2, Instructional Design and Outcomes Assessment Coordinators, Faculty Coaches	Use reflective tools to facilitate critical reflection on outcomes and assessment strategies; faculty share experiences	Learning outcomes and assessment strategies refined; assessment culture deepens	1/11	2/11
Evaluate student achievement and satisfaction with learning outcomes and assessment in Cohort 2 courses	Outcomes Assessment Coordinator, Activity Director, Task Force, Cohort 2	Administer student course evaluations; collect and evaluate assessment data	Analysis of data used to refine strategies and approaches	5/11	8/11
Evaluate student learning in courses incorporating active learning strategies	Outcomes Assessment Coordinator, Activity Director, Task Force, Cohort 1	Assessment data compiled and analyzed	Increase in student learning appraised	5/11	8/11
Refine/revise Cohort 1 learning outcomes and assessment incorporating active learning strategies; align with program assessment	Cohort 1, Instructional Design and Outcomes Assessment Coordinators, Active Learning Technician, Faculty Coaches	Faculty refine and revise piloted strategies and assessment plans for courses; program assessment plans reviewed for alignment with course assessment plans	Modifications in learning outcomes, assessment, and active learning strategies are made, course outcomes fully aligned with program outcomes	6/11	8/11
Collect data for assessment support	Outcomes Assessment Coordinator	Administer faculty assessment survey	Survey administered and analyzed	5/11	6/11
Train Cohort 3 faculty on learning outcomes and assessment strategies	Instructional Design and Outcomes Assessment Coordinators, Faculty Coaches	Use protocol to deliver institute training; Faculty Coaches conduct on-going small group meetings with Cohort 3	Cohort 3 faculty trained on learning outcomes and assessment	5/11	6/11

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
(<i>year 3 cont</i>) Design Cohort 3 learning outcomes and assessment	Cohort 3, Instructional Design and Outcomes Assessment Coordinators, Faculty Coaches	Trained faculty design learning outcomes and assessment for classroom and virtual environments	Learning outcomes and outcomes assessment designed and ready to pilot	6/11	8/11
Train Cohort 2 faculty on active learning strategies	Curriculum Design Specialist, Active Learning Technician, Faculty Coaches	Use protocol to deliver training workshops; faculty coaches conduct on-going small group meetings with Cohort 2 faculty	Cohort 2 faculty trained on active learning strategies	6/11	6/11
Select and train Cohort 2 for online active learning development	Activity Director, Curriculum Design Specialist, Active Learning Technician, Faculty Coaches	Cohort 2 faculty selected; receive training focusing on active learning strategies using online technologies	Faculty trained for active learning strategies using online technologies	6/11	6/11
Develop active learning strategies	Cohort 2, Curriculum Design Specialist, Active Learning Technician, Faculty Coaches	Trained faculty design active learning strategies for classroom and virtual environments	Active learning strategies designed and ready to pilot	6/11	9/11
Evaluate plans and strategies for full implementation of Cohort 1 assessment plans	Activity Director, Task Force, Cohort 1 faculty	Plans, responsibilities, and timelines are reviewed	Assessment plans are evaluated, modified and approved for implementing	7/11	9/11
Begin development of policy manual for outcomes assessment and program review	Title III Task Force, Activity Director, Outcomes Assessment Coordinator	Policies and procedures for outcomes assessment and program review developed and compiled for manual	Policy manual for institutionalization under development	1/11	8/11
Technology infrastructure and expand web portal capabilities	Activity Director, IT Staff, Active Learning Technician	Expand web portal into phase 3 through expanded training, code decisions and implementation	Phase 3 software will be installed and developed for pilot	10/10	9/11
Develop technology infrastructure – assessment software	Activity Director, IT Staff, Outcomes Assessment Coordinator	Train Cohort 2 in the use of this software to collect outcomes	Cohort 2 will receive training and begin using the data collection software	10/10	9/11
Build year 2 of the new Alternative Associate Degree Nursing Program using Student learning outcomes assessment and active learning strategies	Activity Director, CAO, Academic Dean, Curriculum Design and Outcomes Assessment Coordinators, Faculty Coaches	NCC Program development process and will participate in Cohort 2	Year two curriculum will be ready to pilot	3/11	8/11

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
YEAR 4 Pilot learning outcomes and assessment incorporating active learning strategies	Cohort 2, Instructional Design and Outcomes Assessment Coordinators, Faculty Coaches	Cohort 2 programs pilot learner-centered outcomes assessment; on-going Cohort group sharing facilitated by Faculty Coaches	Assessment data for Cohort 2 courses is collected; student learning improves	10/11	5/12
Pilot learning outcomes and assessment in courses	Cohort 3, Instructional Design and Outcomes Assessment Coordinators, Faculty Coaches	Cohort 3 faculty pilot learning outcomes and assessment; faculty attend conferences	Learning outcomes and assessment used in Cohort 3 classes; learning assessed	10/11	5/12
Develop technology infrastructure: Active Learning Repository	Active Learning Technician, IT Department, Cohort faculty	Review repository of active learning objects and assess additional software, and suggested additional objects	New software in place; repository inventory will be shared with all NCC faculty	10/11	5/12
Conduct mid-year workshop to discuss, reflect, and refine outcomes and assessment strategies	Cohorts 2 & 3, Instructional Design and Outcomes Assessment Coordinators, Faculty Coaches	Use reflective tools to facilitate critical reflection on outcomes and assessment strategies; faculty share experiences	Learning outcomes and assessment strategies refined; assessment culture deepens	1/12	2/12
Collect data for assessment support	Outcomes Assessment Coordinator	Administer faculty assessment survey	Survey administered and analyzed	5/12	6/12
Evaluate student achievement and satisfaction with learning outcomes and assessment in Cohort 3 courses	Outcomes Assessment Coordinator, Activity Director, Task Force, Cohort 3	Administer student course evaluations; collect and evaluate assessment data	Analysis of data used to refine strategies and approaches	5/12	8/12
Evaluate student learning in courses incorporating active learning strategies	Outcomes Assessment Coordinator, Activity Director, Task Force, Cohorts 1 & 2	Assessment data compiled and analyzed	Increase in student learning appraised	5/12	8/12
Refine/revise Cohort 2 learning outcomes and assessment incorporating active learning strategies; align with program assessment	Cohort 2, Outcomes Assessment Coordinator, Faculty Coaches	Faculty refine and revise piloted strategies and assessment plans for courses; program assessment plans reviewed for alignment with course outcomes and assessment plans	Modifications in learning outcomes, assessment, and active learning strategies are made; course outcomes fully aligned with program outcomes	6/12	8/12
Train Cohort 3 faculty on active learning strategies	Curriculum Design Coordinator, Active Learning Technician, Faculty Coaches	Deliver training workshops; faculty coaches conduct on-going small group meetings w/ Cohort 3	Cohort 3 faculty trained on active learning strategies	6/12	6/12

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
<i>(year 4 cont)</i> Develop active learning strategies	Cohort 3, Active Learning Technician, Faculty Coaches	Trained faculty design active learning strategies for classroom and virtual environments	Active learning strategies designed and ready to pilot	6/12	9/12
Design learning outcomes and active learning strategies for technology-based laboratory curricula and web-delivery	Cohort 3, Curriculum Design Coordinator, Active Learning Technician, Faculty Coaches	Faculty design curricula for active learning in technology-based laboratory environment and web-delivery	Active learning curricula and outcomes for laboratory environment and web-delivery designed	6/12	9/12
Develop technology infrastructure – assessment software	Activity Director, IT Staff, Outcomes Assessment Coordinator	Train Cohort 3 in the use of this software to collect outcomes	Cohort 3 will receive training and begin using the data collection software	10/11	9/12
Evaluate plans and strategies for full implementation of Cohort 2 assessment plans	Outcomes Assessment Coordinator, Activity Director, Task Force, Cohort 2 faculty	Plans, responsibilities, and timelines are reviewed	Program assessment plans are evaluated, modified, approved for implementing	7/12	9/12
YEAR 5 Pilot learning outcomes and assessment incorporating active learning strategies	Cohort 3 faculty, Curriculum Design Coordinator, Active Learning Technician, Faculty Coaches	Cohort 3 programs pilot learner-centered outcomes assessment; on-going Cohort group sharing facilitated by Faculty Coaches	Assessment data for Cohort 3 courses is collected; student learning improves	10/12	5/13
Develop technology infrastructure- Faculty Resource Lab	Active Learning Technician, IT Department, Cohort 3 faculty	Review repository of active learning objects and assess additional software, and suggested additional objects	New software in place; repository inventory will be shared with all NCC faculty	10/12	5/13
Finalize and implement policy manual for outcomes assessment and program review	Title III Task Force, Activity Director, Outcomes Assessment Coordinator, Project Director	Manual of policies and procedures reviewed and approved	Policies institutionalized	10/12	9/13
Disseminate results	Cohort faculty	Faculty from all Cohorts present papers or posters on new developments in active learning and outcomes assessment	Activity work and results disseminated	10/12	9/13
Collect data for assessment support	Outcomes Assessment Coordinator	Administer faculty assessment survey	Survey administered and analyzed	5/13	6/13
Evaluate student learning in courses incorporating active learning strategies	Outcomes Assessment Coordinator, Activity Director, Task Force, all Cohorts	Assessment data compiled and analyzed	Increase in student learning appraised	5/13	8/13

ACTIVITY TITLE: <i>Strengthening student learning through outcomes assessment, active learning strategies, and model new program development</i>					
SPECIFIC TASKS	PRIMARY PARTICIPANTS	METHODS INVOLVED	TANGIBLE RESULTS	FROM/TO	
<i>(year 5 cont)</i> Refine/revise Cohort 3 learning outcomes and assessment incorporating active learning strategies; align with program assessment	Cohort 3, Outcomes Assessment Coordinator, Faculty Coaches	Faculty refine and revise piloted strategies and assessment plans for courses; program assessment plans reviewed for alignment with course outcomes and assessment plans	Modifications in learning outcomes, assessment, and active learning strategies are made; course outcomes fully aligned with program outcomes	6/13	8/13
Finalize design of laboratory active learning curricula	Cohort 3, Curriculum Design Coordinator, Active Learning Technician	Faculty refine and revise piloted strategies and assessment plans for curricula using technology	Modifications in outcomes, assessment, and learning strategies made	6/13	8/13
Evaluate plans and strategies for full implementation of Cohort 3 program assessment plans	Outcomes Assessment Coordinator, Activity Director, Task Force, Cohort 3 faculty	Plans, responsibilities, and timelines are reviewed	Program assessment plans are evaluated, modified, approved for implementing	7/13	9/13
Evaluate program quality and student and faculty satisfaction	Outcomes Assessment Coordinator, Cohort programs	Compare student achievement to baseline data and survey students and faculty	Impact of outcomes assessments documented; data used to modify programs; program quality is improved	5/13	9/13
Conduct second CLARUS assessment of area residents and high school students	Program Director, Activity Director	Obtain an RFP and administer survey	NCC will have a comparison data to use in improving fiscal stability through program dev.	11/12	3/13
Transfer Task Force duties to CAO, Active Learning Coordinator, Curriculum and Assessment Committees	President, Project Coordinator	The CAO, OAC, CDC, ALT, Curriculum and Assessment Committees will be responsible for institutionalization	Outcomes assessment institutionalized	1/13	9/13

KEY PERSONNEL**Title III Project Director .2 FTE**

Position Requirements: Master's degree in education, business administration or educational leadership with a minimum of five years experience in higher education, experience with budgeting, grant programs or educational administrative units, familiarity with federal Title III Strengthening Institutions programs, strong communication and organizational leadership skills.

Title III Project Director Responsibilities: Title III funding will support .2 FTE of the individual's time to oversee the project activities. Susan Schmidt, NCC Basic Skills Specialist, will assume the duties of Title III Project Director. She is a member of NCC's staff with 7 years of service at the college in various capacities including serving on the 2000-2005 Title III team. She is highly motivated with 23 total years of experience in education, as well as a background in business, which gives her the skills to be a strong Title III project director. NCC will provide release time equal to 20% of NCC's current 260-day contract to serve in the capacity. Title III funding will be used to fund salary and benefit costs for this portion of her time.

Title III Assistant 1FTE

Position Requirements: Clerical diploma or degree in office management, accounting or related field; or two or more year's office-work experience, community college experience preferred.

Title III Assistant Responsibilities: Title III funding will provide funding will support 1 FTE administrative assistant to support all activities surrounding the grant. The Title III Assistant will provide support services necessary for the successful completion of projects related to the grant.

Title III Activity Director .5 FTE

Position Requirements: Master's degree, a minimum of five years experience in higher education, experience with budgeting, grant programs or educational administrative units, familiarity with federal Title III Strengthening Institutions programs preferred, strong communication and organizational leadership skills, demonstrated computer literacy and

proficiency in college information systems.

Title III Activity Director Responsibilities: Title III funding will support the .5 FTE Activity Director. Rhonda Huisman has been selected to fill this position. Huisman has been the academic librarian at NCC for four years. She is highly organized and has strong knowledge of curriculum and program development, assessment and outcomes evaluation, and best practices in instruction and guidance. She has earned an MA in Education, a BS in English and Social Sciences, and is working on an MA in Library Science. NCC will provide release time equal to 50% of NCC's current 260-day contract to serve in the capacity. Title III funding will be used to fund salary and benefit costs for this portion of her time.

Outcomes Assessment Coordinator .5 FTE

Position Requirements: Master's degree with a minimum of five years experience in higher education, familiarity with various assessment processes, tools and techniques, strong communication and organizational leadership skills, demonstrated computer literacy and proficiency in college information systems.

Outcomes Assessment Coordinator Responsibilities: Title III funding will support the .5 FTE assessment coordinator to assist faculty in the development, implementation and management of the assessment protocols as part of the comprehensive assessment plan and curriculum redevelopment. Susan Grapevine has been appointed by the president to fill this position. She has been a mathematics instructor at NCC since 1992, and served on both the curriculum and assessment committees. She is currently the co-chair for the Assessment Committee. NCC will provide release time equal to 50% of NCC's current 260-day contract to serve in the capacity. Title III funding will be used to fund salary and benefit costs for this portion of her time.

Curriculum Design Coordinator .5 FTE

Position Requirements: Master's degree in education preferred, experience with higher education preferred, familiarity with curriculum design, including active learning theories, strong communication and organizational leadership skills, demonstrated computer literacy and proficiency in college information systems. **Curriculum Design Coordinator Responsibilities:** Title III funding will provide full-time funding to support .5 FTE Curriculum Design Coordinator to work hands on with faculty in assisting them with developing active learning strategies and integrating outcomes based assessment into the curriculum.

Active Learning Technician 1 FTE

Position Requirements: Associate's degree plus one year work-related experience in developing web content, knowledge of latest HTML standards, and other software related to web-based learning, strong skills manipulating various types of media using different technologies, strong communication and organizational leadership skills. **Active Learning Technician Responsibilities:** Title III funding will provide full-time funding for 1 FTE Active Learning Technician to assist in the design and creation of learning materials for web delivery. Primary duties will be to promote and encourage the integration of technology-enhanced learning into the college environment by assisting faculty in the design, development, production of materials for use in technology classrooms and online learning.

Sonography Instructor 1 FTE

Position Requirements: Bachelor's degree in related field or technical degree with 5 years of industry experience, instructional experience preferred, strong communication and organizational leadership skills. **Sonography Instructor Responsibilities:** Title III funding will provide full-time funding will support 1 FTE Sonography Instructor to develop and implement the Sonography program using the techniques and procedures of student assessment and competency based curriculum. Job duties include developing and maintaining course syllabi/outlines;

measure and evaluate student progress; maintain accurate grade computations; schedule and meet with the program advisory committee; identify instructional materials and equipment; provide effective instruction in all assigned areas; recommend library materials; assist in the budgeting process; and assist in promotion of the instructor's respective program.

Alternative Associate Degree Nursing (AADN) 1 FTE

Position Requirements: Master's degree in nursing with five years experience, instructional experience preferred, strong communication and organizational leadership skills. **Alternative**

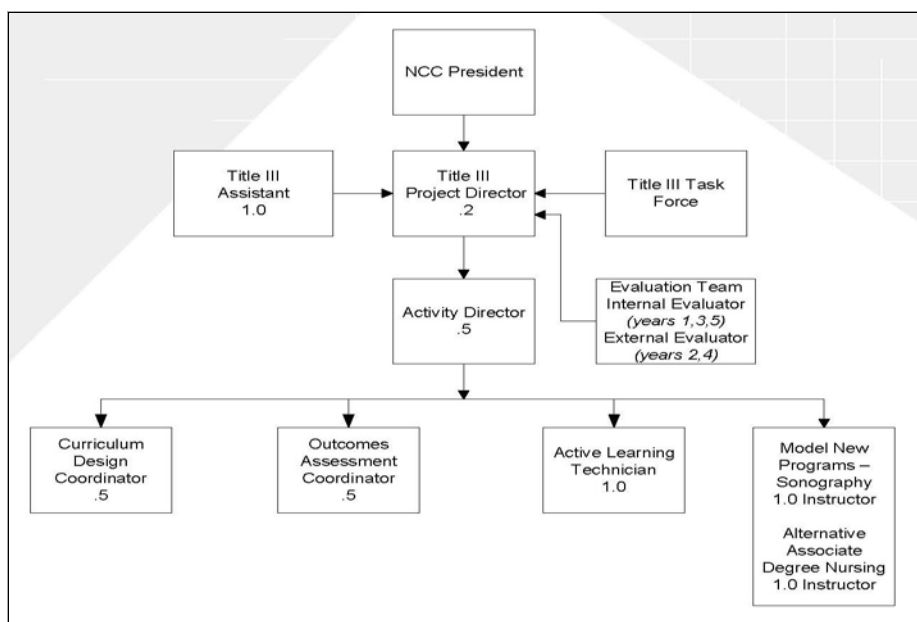
Associate Degree Nursing (AADN) Instructor Responsibilities: Title III funding will provide full-time funding to support 1 FTE Alternative Associate Degree Nursing (AADN) Instructor to develop and implement the AADN program using the techniques and procedures of student assessment and competency based curriculum. Job duties include developing and maintaining course syllabi/outlines; measure and evaluate student progress; maintain accurate grade computations; schedule and meet with the program advisory committee; identify instructional materials and equipment; provide effective instruction in all assigned areas; recommend library materials; assist in the budgeting process; and assist in promotion of the instructor's respective program.

PROJECT MANAGEMENT PLAN NARRATIVE

Thoughtful study and consideration was given to the project management plan. The College functions as an independent institution with a separate and autonomous board of trustees and duly appointed president. The standard lines of authority, communication and procedures are outlined in board policies and procedures.

Dr. William Giddings, president of Northwest Iowa Community College, will be responsible for overall supervision of the Title III grant. This will ensure that all college executive officers are fully aware of the progress made, the impact of activities within the college, student outcomes, and ultimately academic quality and fiscal stability of the institution.

President Giddings will delegate authority for day-to-day project management to the Title III Project Director, who will have management responsibility and supervisory authority over the Activity Director and other key personnel for the percentage of their time that has been officially assigned to this project. In turn, the Activity Director will have administrative control of his/her activity and will assume primary responsibility for accomplishing other goal objectives of the activity and for documenting accomplishments and outcomes.



The Title III Director and Activity Director will work closely with a Title III Task Force appointed by the President and the College Executive Council. The Task Force will facilitate communications, activity implementation and evaluation activities at the college and provide guidance to project staff regarding the most effective strategies for integrating project activities into NCC operational structures. This committee will also serve as liaison with the project evaluators and the Evaluation Team.

The Project Director and Activity Director will meet with the Task Force, face-to-face, once quarterly throughout the grant period. These meetings will provide opportunity to review activity progress in detail, discuss any barriers to activity implementation and possible solutions, and approve modifications to project strategies, timelines and expenditures. The Task Force will report back to the Executive Council.

Monthly progress reports, time and effort sheets, and minutes from meetings will document communications among the Task Force members. The Project Director will be responsible for establishing and facilitating communication and reporting processes.

The proposal development team thoroughly researched policies and procedures implemented at NCC and other colleges for the successful and efficient management of a Title III project. It was determined that the management strategies implemented during our 2000-2005 grant would work well again. Therefore, the College will use the comprehensive set of documentation policies and procedures established at that time to ensure compliance with federal regulations. An independent accounting firm conducts an annual audit of grant funds.

The first duty of the Title III Project Director will be to develop, publish and orient key stakeholders to a comprehensive Project Management Guide. The Guide will specify all operational policies and procedures, detail staff responsibilities and lines of authority, list

specific job descriptions for all Title III staff, provide examples of all project documentation forms, and describe documentation/reporting procedures, timelines and parameters. Copies of the Guide will be distributed electronically and stored on shared server space for all project personnel, the Project Task Force, NCC's chief finance officer, and President Giddings. The Guide will also be available on the NCC Website.

Initially, the Title III Director will hold weekly meetings with the project staff and college personnel as needed. After the first quarter of implementation, staff meeting frequency will be reviewed and the schedule will be modified by group consensus to respond to project needs. Meetings will involve key personnel on campus to provide a regular forum for discussing operational and procedural issues, and to facilitate institutionalization.

Each Title III employee will complete a monthly *time and effort form*, documenting time spent on project activities, and a *monthly project report* documenting project activities and accomplishments. The Activity Director will complete *a status report of activities implemented* during the month. The Title III Director will collect and review these reports for accuracy. Reports will be due by the 10th of each month. The Project Director will also keep a *complete inventory of all equipment acquired and installed* with project funds, including a description of the equipment, serial and model numbers and location where the equipment is being housed. Numbered, Title III-specific equipment tags will be purchased by the project. The project assistant will assign a numbered tag to all equipment upon receipt. *Copies of project-generated material* (training materials, best practice guides, etc) will be attached to monthly reports.

Baseline and/or formative evaluation data collected as part of project activities during the month will be forwarded to the Project Director. Finally, a summary of unanticipated problems

and alternative solutions employed will be noted, as well as requests for modifying activity timelines.

Quarterly summary reports to the Task Force will be compiled by the Project Director. The monthly progress reports will form the basis of these reports, which will include a concise summary of grant activities reflecting overall progress toward objectives. Project staff will review the draft report, providing suggestions for refining the report prior to submitting it to the Task Force. Upon acceptance of the report by the Task Force, the report will be distributed to the College president.

The Title III Director will complete the **Title III Annual Performance Report**, drawing information from monthly reports, evaluation activity reports, project databases, and additional information provided by the Activity Director and other project staff.

To facilitate project management and fiscal control, **all project funds will be awarded** to the College, and NCC's business office will process all expenditures. NCC will follow college policies for negotiating and paying for consultant and vendor contracts. The NCC Board of Trustees will approve all contracts and purchase orders over \$5,000, as per Board policy. **The fiscal and accounting procedures will be comprehensive and available for review.** The Project Director will provide a summary fiscal report to the Project Task Force quarterly.

The Project Assistant will submit Title III updates regularly to the College staff/faculty weekly newsletter, and in addition articles will be submitted to the student newspaper. A link to Title III activities/documentation will be added to the College webpage, and when built, updates will be posted on the Web Portal Dashboard. These communication tools will help to inform and engage all college staff in this project.

EVALUATION PLAN NARRATIVE

The Title III Project Director will assume full responsibility for coordinating the project evaluation activities and reporting outcomes to the College president and Executive Council. The project evaluation design is based on evaluation models developed by the National Science Foundation and W.K. Kellogg Foundation. The project will employ both formative and summative procedures in evaluating project outcomes, collecting and analyzing both quantitative and qualitative data. A comprehensive documentation project notebook will be compiled by Project Director.

Formative evaluation will be ongoing throughout the five-year project, with periodic review of data (at strategic times during each semester and after project-sponsored trainings/institutes) by project administration and activity staff. Each month, the Activity Director will prepare a report of activities implemented and outcomes achieved. This monthly reporting process will serve as the vehicle for regular review of project goals, activities and implementation strategies with thoughtful consideration of modifications to strategies and timelines. The Project Director will prepare and submit progress reports on a semester basis to the College's Executive Council.

Summative Evaluation data will provide the foundation for outcomes measurement.

- Baseline data will be collected through a faculty survey administered in the first month of the grant to evaluate faculty readiness and/or understanding of outcomes based assessment, active learning strategies and course/program improvement. Faculty will be surveyed by cohort as they progress through the faculty development activities of this grant. All faculty will be surveyed at the end of the grant to measure improvements.

- Student learning outcomes will be measured in the pilot phase of all redesigned courses.

Once improvements to courses have been made, outcomes will again be measured for student learning improvements.

Periodic review of data will allow project staff to assess impact of activities upon academic quality and learning outcomes. Modification of strategies will be based on disconnect between anticipated outcomes and actual outcomes.

An annual report describing both formative and summative findings will provide a total project assessment of overall project accomplishments. Project findings will be distributed to key stakeholders including project staff, Executive Council, College president, Chief Academic Officer, as well as being posted on the College's Title III webpage, shared with other higher education institutions and included in the project documentation notebook.

Throughout the grant an internal Evaluation Team support evaluation activities and work with the *internal evaluator* in PY1, PY3 and PY5. They will work with the external evaluator in PY2 and PY4. This will institutionalize the evaluation processes. The team will be selected by the Executive Council and will include members of the Curriculum and Assessment Committees and academic community. NCC Social Science Instructor Stephen Gibbons will conduct the internal evaluation. His work in sociological research, his experience as an instructor (both face-to-face and online), and his committee work will make him an excellent evaluator. In addition, he will be serving in the future on committees that will institutionalize the grant.

This evaluation will review project processes, documentation of activity implementation, project response to quantitative and qualitative data collected, and progress toward achieving project goals. Recommendations for improving documentation, responding to disconnects

between project plan and activity implementation, and using data to achieve project goals will be addressed in a written report submitted to the project coordinator.

During PY2 and PY4 a professional *external consultant* will conduct a comprehensive evaluation of activities, including the appropriateness of activity strategies in relation to achieving project outcomes. The evaluator will work with the Project Director and the Evaluation Team to develop a specific set of evaluation questions to be explored during the 2.5-day site visit. Findings may be based on data review, student/faculty focus groups and staff interviews conducted by the consultant. A written report addressing evaluator findings and recommendations for improvement will be submitted to the Project Director, College president and Executive Council. The Project Director will be responsible for responding to recommendations with the assistance of project activity staff.

Judith Cook will be the external evaluation consultant for the project. She serves Iowa Lakes Community College as the Executive Director of Planning & Development. She is a member of the Iowa Lakes senior management team, with 27 years' service at the college in various capacities, including adjunct faculty, director of multiple state and federal grants, grant writer, administrator responsible for strategic planning, outcomes assessment and institutional research, as well as Title III project director for five grants, and occasionally serving as a Title III grant reader.

EVALUATION CRITERIA	
Quantitative	Qualitative
Goal: 250 of NCC Courses will be redesigned to include student outcomes based assessments, and outcomes will be collected and reported in an electronic database.	
<ul style="list-style-type: none"> The Curriculum Committee and Assessment Committee will evaluate redesigned courses and report findings to the Activity Director. 	<ul style="list-style-type: none"> Faculty will be surveyed after completing a cohort cycle of staff development, course redesign and assessment to improve student learning outcomes for their suggestions for improving the College assessment process.
Goal: Increase by 75% faculty satisfaction with the collection of assessment data processes/software.	
<ul style="list-style-type: none"> The Outcomes Assessment Coordinator will survey all cohort faculty at the end of each training/redesign, pilot/implementation phase. At the end of the grant all cohort faculty will be surveyed again and the results submitted to the Activity Director. 	<ul style="list-style-type: none"> Faculty satisfaction with the improved assessment of student learning outcomes processes will be surveyed by cohort periodically during the grant process by the Activity Director
Goal: 30% of NCC Programs will pilot a new student outcomes based program review process	
<ul style="list-style-type: none"> By year three, a new program evaluation model based on learning outcomes and active learning strategies will be developed. The Chief Academic Officer, with the Activity Director, will select the programs to be reviewed in each year of the grant after development. At least 7 programs will be evaluated throughout the grant period. 100% of the results of the program reviews will be shared with established College teams. 	<ul style="list-style-type: none"> The Curriculum Committee, Assessment Committee, Executive Council and program faculty will evaluate the revised program review process.
Goal: Build a library of 100 shared active learning objects	
<ul style="list-style-type: none"> In each year of the grant the Active Learning Strategies Technician will submit a catalog of at least 20 learning objects to the Activity Director. 	<ul style="list-style-type: none"> Faculty who have developed the learning objects will evaluate their effectiveness and additional software/hardware to continue the process.
Goal: Enroll 24 students into Sonography by the second year of the program	
<ul style="list-style-type: none"> A report from the Registrar will confirm student enrollment. 	<ul style="list-style-type: none"> Student Satisfaction Survey will be conducted at the end of each academic term regarding satisfaction with the program.
Goal: Enroll 24 students Alternative Associate Degree Nursing by the second year of the program	
<ul style="list-style-type: none"> A report from the Registrar will confirm student enrollment. 	<ul style="list-style-type: none"> Student Satisfaction Survey will be conducted at the end of each academic term regarding satisfaction with the program.

BUDGET NARRATIVE

The budgets are designed to conform to institutional policy regarding wages, travel, technology acquisition and contractual agreements while cost effectively providing adequate resources for project implementation. All personnel salary and benefit costs reflect a 4 percent annual increase in anticipation of personnel union salary/benefit negotiated increases. The standard college benefits package includes paid family medical insurance (hospitalization, major medical, and dental, 2007-08 = \$13,268). Employer share of state and federal retirement, Medicare and workers' compensation cost are figured per government formulas. Salaries for new positions are developed based on NCC's employee classification salary/wage scales. Cost sharing for positions that will be sustained at the end of the grant are incrementally decreased in each year of the project.

ACTIVITY BUDGET JUSTIFICATION

Budget Category by Year/By Object Class	Year 1	Year 2	Year 3	Year 4	Year 5	Total Request
a. Personnel	Request	Request	Request	Request	Request	
Activity Director (.5)	\$19,259	\$20,029	\$20,830	\$21,663	\$22,530	\$104,311
Assessment Coordinator (.5)	22,410	18,637	14,536	10,078	5,241	70,902
Curriculum Coordinator (.5)	17,500	17,472	13,628	9,449	4,913	62,962
AL Technician (1.0)	17,500	29,120	22,713	15,748	8,189	93,270
Sonography Instructor (1.0)	27,499	25,740	17,846	9,280	0	80,365
AADN Instructor (1.0)	0	12,667	29,640	20,550	10,686	73,543
SUB-TOTAL	\$104,168	\$123,665	\$119,193	\$86,768	\$51,559	\$485,353
b. Fringe Benefits	46,473	56,580	55,322	40,212	23,803	222,390
c. Travel	19,500	16,500	19,000	36,500	36,500	128,000
d. Equipment	10,000	0	0	8,250	0	18,250
e. Supplies	51,050	66,650	67,050	90,550	90,550	365,850
f. Contractual	86,663	52,000	52,000	31,000	61,000	282,663
g. Construction	0	0	0	0	0	0
h. Other	20,000	20,000	20,000	20,000	20,000	100,000
i. TOTAL DIRECT CHARGES	\$337,854	\$335,395	\$332,565	\$313,280	\$283,412	1,602,506

Justification of Non-Employee Costs

<p>c. Travel: travel costs include registration, transportation and support as per college guidelines. Documentation for expenditures is required. Mileage is calculated at \$0.505/mile, as per college policy.</p> <ul style="list-style-type: none"> • Title III Conference (<i>or related professional development</i>): Airfare \$500, Ground Transportation \$150, lodging \$600, Meals \$250, Miscellaneous fees \$500 (\$2,000 per year: PY1, PY2, PY3, \$4,000 PY4, PY5: Activity Director/staff.) • Outcomes assessment training/active learning strategies training for OAC and CDC, ALT: registration, travel and meal allocation \$5,000 per year PY1,PY3,PY4,PY5 \$3,000 in PY2(as selected by faculty/staff) • Travel for adjunct to Active Learning Institutes (\$1,500 in PY1, PY2, PY4, PY5; \$1,000 in PY3) • Travel for adjunct to Assessment Institutes (\$1,500 in PY1, PY2, PY4, PY5; \$1,000 in PY3) • Faculty Coach Development Conferences (\$8,000/yr for four faculty in PY1,PY2,PY3, PY4, PY5) • Success Grants Travel Stipends (\$15,000 PY4; \$15,000 PY5; 8 instructors each year • Travel for Grant Staff for training in software development (\$1,500 in PY1, PY2, PY3, PY4, PY5 	<p>\$14,000</p> <p>\$23,000</p> <p>\$7,000</p> <p>\$6,500</p> <p>\$40,000</p> <p>\$30,000</p> <p>\$7,500</p>
<p>d. Equipment: purchases over \$5,000 are subject to Board of Trustees approval</p> <ul style="list-style-type: none"> ▪ Computers for Activity staff (4 in PY1 and 4 in PY4), Project Printer (\$2,000) 	<p>\$18,250</p>
<p>e. Supplies</p> <ul style="list-style-type: none"> • Web portal software (\$16,750 PY1- PY3,\$10,000 PY4- PY5) • Assessment software (\$15,00 PY1- PY2, \$10,000 PY3- PY5) • Activity documentation & supplies (\$300 PY1, \$900 PY2, \$1,300 PY3, PY4,PY5) • College-wide staff-development in-service on Assessment (\$2,500/yr in PY1, PY2, PY3, Py4, PY5 for training expenses) • Outcomes Assessment Institutes (\$15,000 in PY1, PY2 & \$10,00 in PY3, PY4 & PY5 conference expenses &trainers) • Active Learning Institutes (\$15,000 PY2-PY3; \$30,000 PY4-PY5 conference expenses & trainers) • Faculty Development Lab (Media equipment/software \$10,000 in PY4-PY5) • Clickers/Active Learning Strategies (\$10,000 PY3, \$15,000 PY4-PY5) • Coordinate/implement activity strategies (\$1,000/yr PY1,PY2,PY3,PY4,PY5, for Activity Staff) 	<p>\$70,250</p> <p>\$60,000</p> <p>\$8,100</p> <p>\$12,500</p> <p>\$60,000</p> <p>\$90,000</p> <p>\$20,000</p> <p>\$40,000</p> <p>\$5,000</p>
<p>f. Contractual: <i>The training and support activities identified will provide NCC faculty and staff with the ability to sustain project processes following grant conclusion.</i></p> <ul style="list-style-type: none"> • Assessment Institute Stipends (\$6,000 in PY1, PY2, PY3) • Active Learning Institute Stipends (\$6,000 in PY2, PY3, PY4) • Course revision stipends: (\$15,000 in PY1-PY5 to revise up to 350 courses) • Assessment software training/implementation (\$5,000 PY1, \$2,500 in PY2 & PY3) • Web Portal training/implementation (\$15,000 PY1, \$12,500 in PY2 & PY3) • College-wide staff-development speakers on assessment (\$5,000/yr PY1, PY2, PY3, PY4, PY5) • College-side staff-development speakers on Active learning – 2 speakers/trainer per year (\$10,000 PY1, PY2, PY3, PY4, PY5) • CLARUS study (\$35,663.00 PY1, \$36,00 PY2) 	<p>\$18,000</p> <p>\$18,000</p> <p>\$75,000</p> <p>\$10,000</p> <p>\$40,000</p> <p>\$25,000</p> <p>\$25,000</p> <p>\$71,663</p>
<p><i>*Stipends are based on faculty cohorts' average per diem wage. Travel expenses allocated for lodging is computed at \$150/night unless otherwise specified. In-service Presenter and Training Consultant fees are based on preliminary contacts with experts in the fields related to Activity focus topics.</i></p>	

PROJECT MANAGEMENT BUDGET NARRATIVE

Budget Category by Year/By Object Class	Year 1	Year 2	Year 3	Year 4	Year 5	Total Request
b. Personnel	Request	Request	Request	Request	Request	
Project Director (.2)	\$8,970	\$9,328	\$9,702	\$10,092	\$10,493	\$48,585
Assistant (1.0)	17,280	17,971	18,690	19,437	20,215	93,593
SUB-TOTAL	\$26,250	\$27,299	\$28,392	\$29,529	\$30,708	\$142,178
b. Fringe Benefits	20,027	20,827	21,660	22,526	23,428	108,468
c. Travel	2,000	2,000	2,000	2,000	2,000	10,000
d. Equipment	2,000	0	0	0	0	2,000
e. Supplies	1,000	1,000	1,000	1,000	1,000	5,000
f. Contractual	2,000	6,000	2,000	6,000	2,000	18,000
g. Construction	0	0	0	0	0	0
h. Other	0	0	0	0	0	0
i. TOTAL DIRECT CHARGES	\$53,277	\$57,126	\$55,052	\$61,055	\$59,136	\$285,646

Justification of Non-Employee Costs

<p>d. Travel: travel costs include registration, transportation and support as per college guidelines. Documentation for expenditures is required. Mileage is calculated at \$0.505/mile, as per college policy.</p> <ul style="list-style-type: none"> Title III Conference (or related professional development): Airfare \$500, Ground Transportation \$150, Lodging \$600, Meals \$250, Miscellaneous fees \$500 (\$2,000 per year: PY 1, 2,3,4,5: Project Director.) 	\$10,000
<p>d. Equipment: purchases over \$5,000 are subject to Board of Trustees approval</p> <ul style="list-style-type: none"> Computers for Title III Activity Assistant 	\$2,000
<p>e. Supplies</p> <ul style="list-style-type: none"> Postage, printing, office supplies (\$500/yr PY1, PY2, PY3, PY4, PY5) Meeting supplies for grant management (\$500/yr PY1, PY2, PY3, PY4, PY5) 	\$2,500 \$2,500
<p>f. Contractual: The training and support activities identified will provide NCC faculty and staff with the ability to sustain project processes following grant conclusion.</p> <ul style="list-style-type: none"> Internal evaluator stipend (\$2,000/yr, PY1, PY3, PY5) External evaluator stipend (\$6,000/yr, PY2, PY4) 	\$6,000 \$12,000
<p><i>*Travel expenses allocated for lodging is computed at \$150/night unless otherwise specified. In-service Presenter and Training Consultant fees are based on preliminary contacts with experts in the fields related to Activity focus topics.</i></p>	



**Northwest Iowa
Community College**

May 19, 2008

Ms. Darlene B. Collins
U.S. Department of Education
1990 K Street, N.W. 6th Floor
Washington, D.C. 20006-8513

Dear Ms. Collins:

Northwest Iowa Community College continues to strengthen our institution's mission and address the strategic initiatives we identified through our institutional planning processes. This Title IIIA Strengthening Institutions grant application supports effective teaching and student learning, which are of paramount importance to the continued success of our institution and the area we serve. The College's first Title III grant in 2000 elevated the College to a higher level, and the 2008 Title III grant application presents new opportunities:

Improving the use of outcomes based assessment: Through an intensive faculty development experience, faculty cohorts will redesign college courses/programs using outcomes based assessment strategies. In addition, a new Program Review Model based on learning outcomes, assessment of general education across the curriculum, and active learning strategies will be implemented.

Increasing active learning strategies and technologies: Active learning strategies will be the focus of faculty and staff development activities. To support this process, the College will build the infrastructure for development and storage of learning objects utilizing technology.

Expanding student-learning opportunities through the development of model programs: The College will add two new Associate of Applied Science programs, Sonography and Alternative Associate Degree Nursing, as models for constructing future programs based on student learning outcomes and active learning strategies.

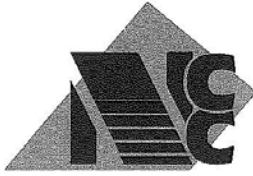
As NCC president, I have been involved in the development of this proposal and am determined that the activities and goals will be implemented and institutionalized. I assure you the Board of Trustees commits to these improvements and is confident that the College will position itself to continue these initiatives upon completion of the grant timeline.

The administration, faculty and staff of Northwest Iowa Community College are committed to the activities and evaluative measures that we outline in this Title III grant application. This grant will allow us to continue to be true to our mission, which directly supports effective teaching and student learning.

Sincerely,

A handwritten signature in black ink that reads "William Giddings".

Dr. William Giddings, President



**Northwest Iowa
Community College**

May 14, 2008

Darlene B. Collins
U.S. Department of Education
1990 K. Street NW 6th Floor
Washington, D.C. 20006-8513

Dear Ms. Collins:

As faculty members and Assessment Team Co-Chairs, we are writing this letter in support of the Title III Grant application by Northwest Iowa Community College.

Over the past few years, NCC has made good progress in the area of assessment of student learning. However, more recently, we have found that forward progress has slowed because some key resources needed to develop a comprehensive assessment program that will be integrated through the whole college are missing. Currently, the Assessment Team Co-Chairs are full-time faculty members. Subsequently, neither person has the time required to direct assessment activities and organize, examine and act on assessment activity results. Having a person with dedicated time to work on assessment would help NCC strengthen its overall assessment program and would help integrate assessment into the day-to-day workings of the college.

In addition, data and results from assessment activities are haphazardly stored. No central data management system for assessment data exists. This makes it difficult to follow up on assessment plans and reports to develop a more thorough understanding of how student learning is progressing on campus. The lack of a data management system also makes it difficult to provide timely and appropriate feedback to the faculty and staff who are completing the assessment activities on campus. Without appropriate feedback and follow up, these activities just become another "hoop" that faculty and staff feel they need to jump through.

NCC is dedicated to student learning. Assessment allows us to capture information about student learning to help us improve it and document it for internal and external constituencies. Title III grant funding would allow us to expand and enhance our current assessment efforts and truly create a culture of assessment at all levels of the college.

Thank you for your consideration of our Title III grant proposal.

Sincerely,

A handwritten signature in cursive script that reads "Ruth Hobson".

Ruth Hobson
Assessment Team Co-Chairs

A handwritten signature in cursive script that reads "Sue Grapevine".

Sue Grapevine