

Title V

by Title V Project

Retaining and Graduating

Title V Project results portfolio



Introduction

About us

The institutional Title V Planning Committee identified five (5) significant problem areas: (1) High student attrition in the first three semesters, and significant attrition in upper-level students; (2) Outdated 1st year Experience project; (3) Insufficient/disjointed assessment of at-risk students, and lack of an assessment culture among students and faculty; (4) Lack of a fullyweb distance learning offering providing interactivity and online collaboration as an innovative alternative, especially for students that cease to attend to their courses at the prescribed hours; (5) Insufficient online service infrastructure to make students services comprehensive, up-to-date and efficient.

To deal with the identified problem areas, USC proposes Retaining and Graduating through Technologically-Based Empowerment, a 5-year plan with three components: **FEP** (Freshmore Experience), **DEDOS** (Distance, Education and Online Services) and **SAS** (Student Assessment System).

Project components

- The first component: The Freshmore Experience Project **[FEP]** will contribute to retention and graduation by providing a new orientation and a 1st year-through-Sophomore seminar, to meet student needs with new strategies and activities to guide and accompany the students for three (3) semesters.
- The second component: The Distance Education and Online Services **[DEDOS]** project will address retention and graduation by: (1) providing a fully-web distance education initiative that will be used as a “back-up system” for students who are at risk of dropping out of their courses, and (2) creating a comprehensive 24/7 fully-web student services and support intervention.
- The third component: Systematic Assessment System **[SAS]** will address retention and graduation as follows: The proposed student learning assessment system will monitor student course of studies at USC to flag at-risk students and attend to their needs and interests with timely and appropriate interventions. And it will perform a systematic, standards-based, student learning assessment to ensure the quality and pertinence of the Title V Project’s offerings. The three proposed components directly address the needs of Hispanic and low-income students and are in keeping with authorized grant activities of the Higher Education Act of 2008 for Title V Part A of the act. Our Title V proposal has taken into consideration the need to improve student financial and economic literacy in the current fiscal situation and has scheduled activities that utilize distance education technologies.

Project objectives

- *Objective 1 for 9/30/2015: By 8/ 2015 undergraduate 6 th year average retention rate increase s by 10% from baseline year 2001 - 03 of 41.9%, and the 6 th year graduation rate by 1 5 % to 35% from baseline year 2001 - 03 of 30.7%*
- *Objective 2 for 9/30/2015: Smooth new student transition to the university and increased probabilities of success by offering a new f irst year experience (summer orientation, Freshmen - through - Sophomore Seminar, and diverse online and face - to - face academic and assessment activities) from a 2010 baseline of 0.*
- *Objective 3 for 9/30/2015 By 2015 students will have access to high - quality , fully - web alternative courses as a n option to prevent attrition due to external factors; 100% web - based courses will go from 0 in 2010 to 50 in 20 15.*
- *Objective 4 for 9/30/2015: By 2015 student will have access to 100% web - based services and the Institution's capacity to help high - risk students with a two - pronged online strategy will have been increased by: a) Integrating student support services into a single comprehensive online system from a 2010 baseline of 0; and b) Establishing a monitoring system of student course of studies and academic and service needs from a 2010 baseline of 0.*
- *Objective 5 for 9/30/2015: Assure the quality and pertinence of the Title V project academic offering by performing systematic, standards - based learning assessment of students in the new Freshmore Experience and the fully - web courses from a 2010 baseline of 0 .*

Documents

- Proposal: [Retaining and Graduating through Technologically-based Empowerment](#)
- [Proposal manual](#)

Retention

Results cohort 2011

Objective 1 for 9/30/2015: By 8/ 2015 undergraduate 6 th year average retention rate increase s by 10% from baseline year 2001 - 03 of 41.9%, and the 6 th year graduation rate by 1 5 % to 35% from baseline year 2001 - 03 of 30.7%

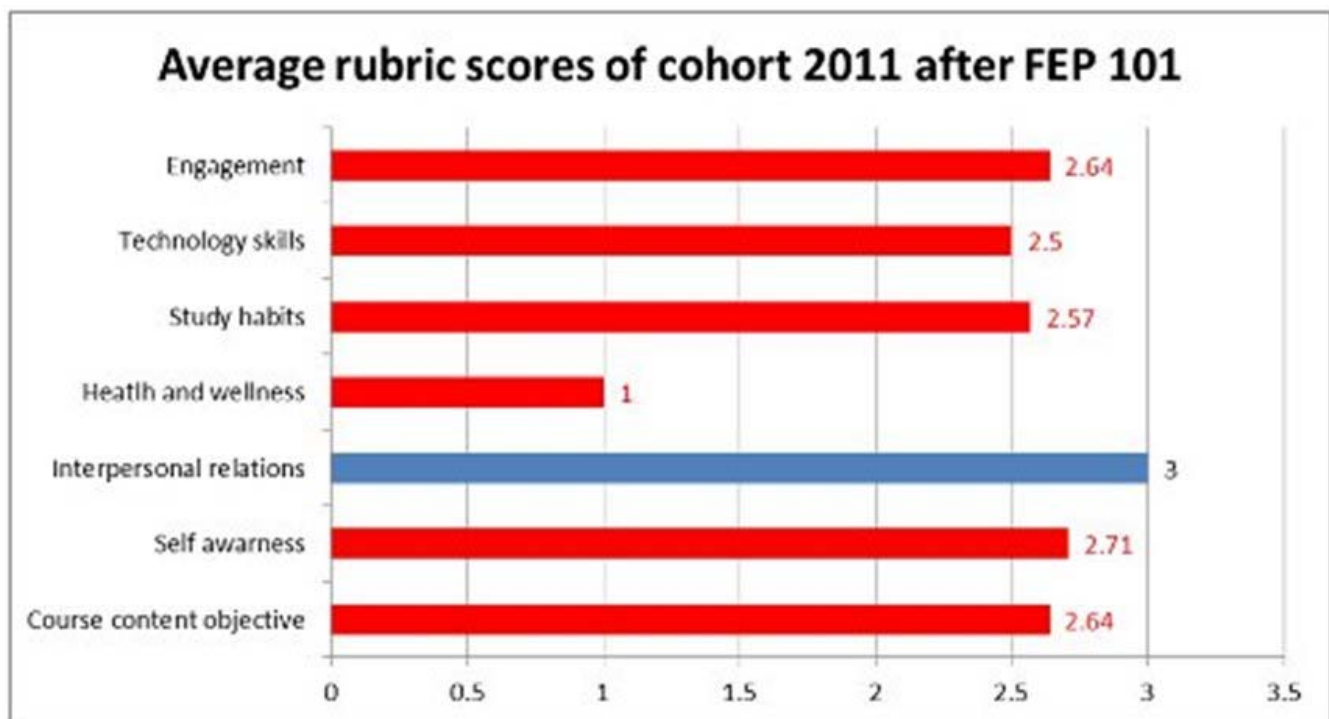
Cohort 2011 began in the fall semester with a pilot of 93 students, and the retention rate for the second semester was 93%. However, the retention rate for the third semester was 74%, well below what was expected.

FEP

Results summary

Objective 2 for 9/30/2015: Smooth new student transition to the university and increased probabilities of success by offering a new Freshmore Experience (summer orientation, Freshmen-through-Sophomore Seminar, and diverse online and face-to-face academic and assessment activities) from a 2010 baseline of 0. Five-year plan: By 6/2011 a plan will be ready stating the participants, protocols and assessment for the new Freshmore Experience. By 6/2013, the three semesters seminar, summer orientation, the face-to-face and online activities will be ready to be fully implemented. By 2015 100% of students will participate in the new Freshmore Experience and continue to be offered to new students annually thereafter.

The pilot cohort 2011 consisted of 93 students. The Fall 2011 cohort began the summer orientation and the FEP 101 course in August. The 2011 cohort took three core curriculum courses together besides the FEP 101 course, for a total of 4 courses they will take as a cohort. From these results, 78 % of pilot FEP 101 students approved the course with a grade of C or higher. FEP 102 had 70% students with C or higher, and therefore did not achieve the 75% measure. 74% of students would recommend FEP 101 to others, compared to 67% obtained by FEP 102. 87% of the students answered the FEP 101 increased their confidence in their success in Sagrado. The FEP 102 course is due for revision now that it has been piloted, so the 2012 cohort can take an improved course.



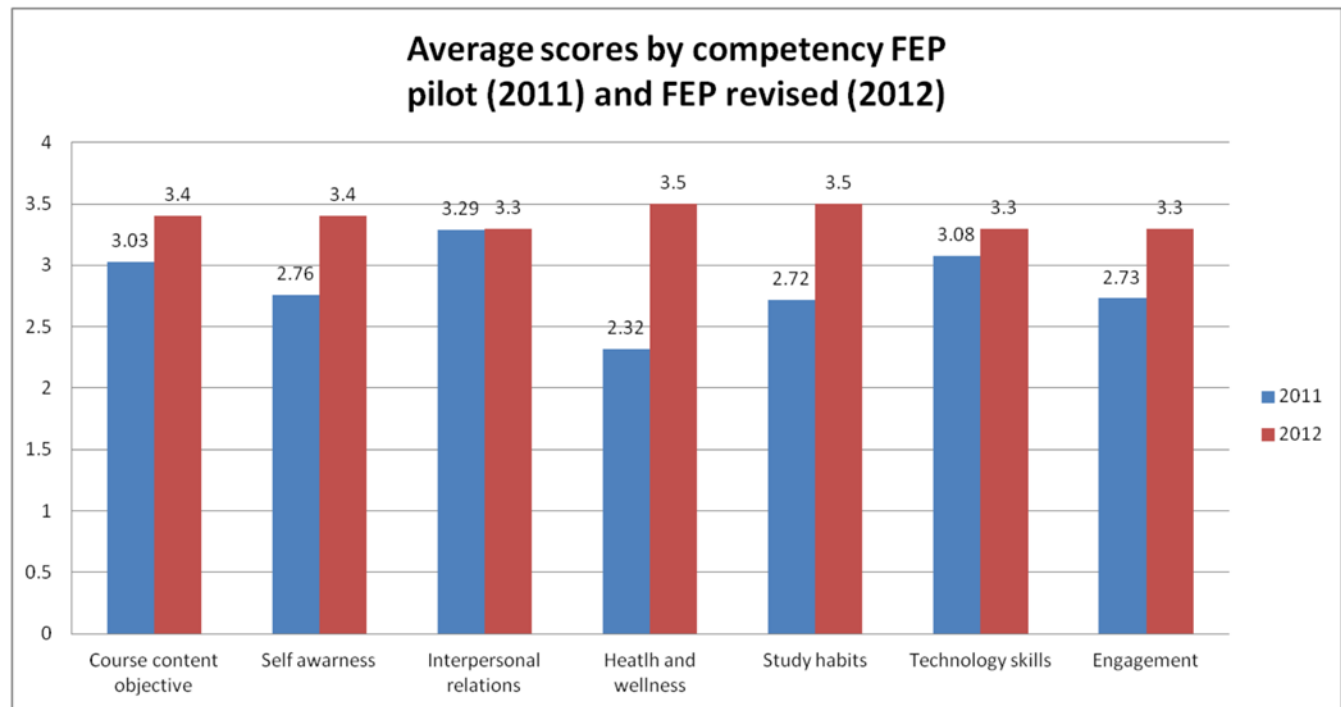
The FEP courses were complemented by Mi Camino en Sagrado, the website/learning community created for the students. 3,584 sessions; 36,975 pages; 359 answers to surveys; 26 Ask Dolphy, 883 articles read; 2,974 hits to student profiles; 316 discussions posts. See

complete results in Mi Camino en Sagrado page in this portfolio..

As part of the first year experience, the students benefited from a redesigned summer orientation. The new summer orientation pilot for cohort 2011 was very successful, as was the final implementation for cohort 2012. See results below in **Summer Orientation Section**.

Results of implementation of revised course FEP 101:

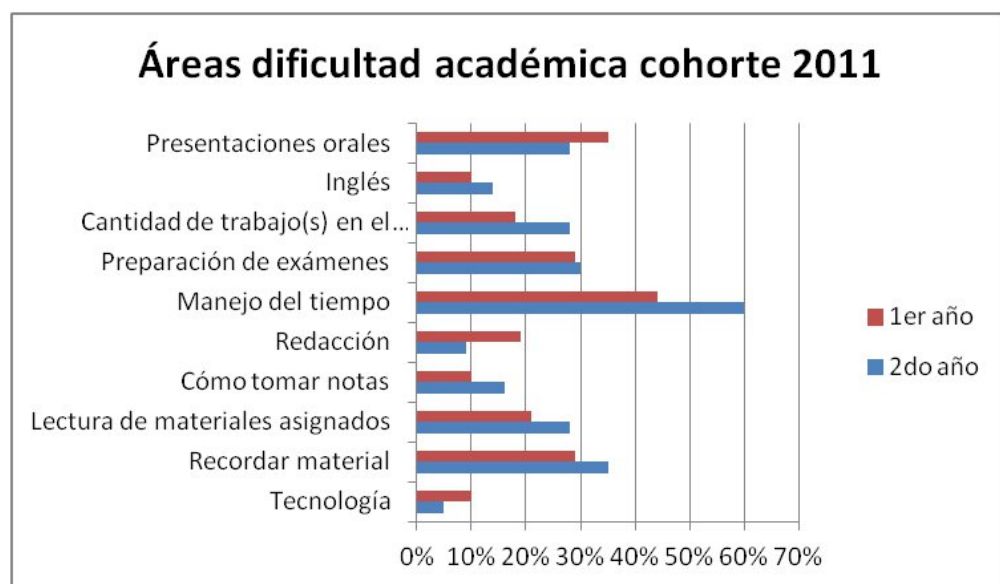
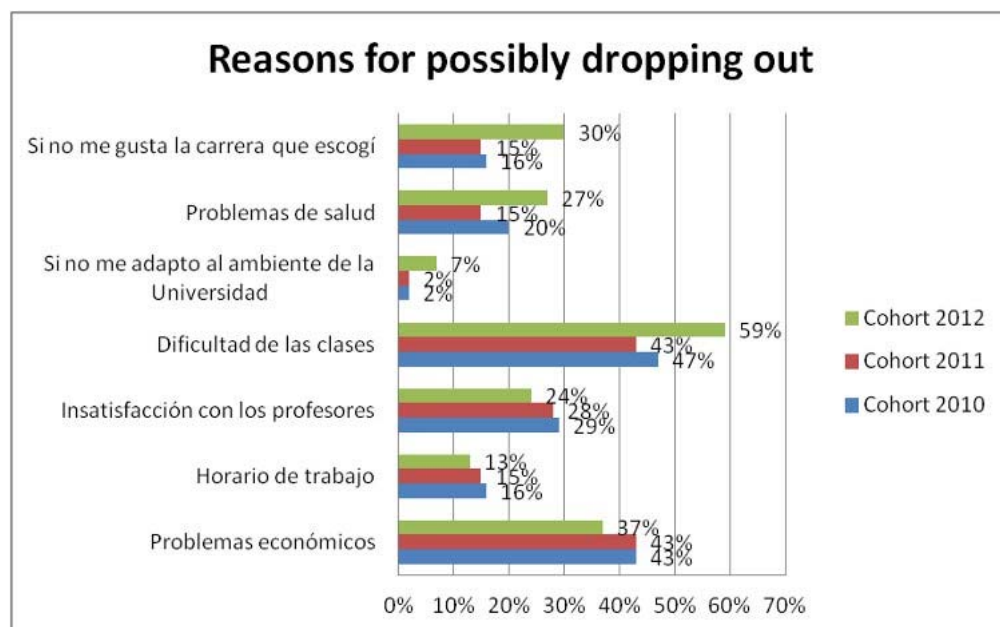
- Student success (grade C or higher) went from 78% in 2011 to 91% in 2012. The number of students that will highly recommend it increased from 35% to 69%.
- Even though in the first year of the Project Mi Camino had already proven to be a success with students, this year's statistics demonstrated that Mi Camino has been accepted and is being used by students as their online academic community. Sessions increased by 4%, pages read increased 15%, and questions to Ask Dolphy increased 50%.
- The use of Mi Camino has led to active participation in the new institutional student Portal, which USC wants to promote to be the principal web source of USC's information and services. In 2011-12, the portal had 52, 167 hits, and no doubt Mi Camino, which is in the Portal, contributed significantly to these statistics with its more than 5,500 sessions. A significant contribution to student's academic opportunities, since it prepares them to take hybrid web courses, and fully- web courses if they have the need.



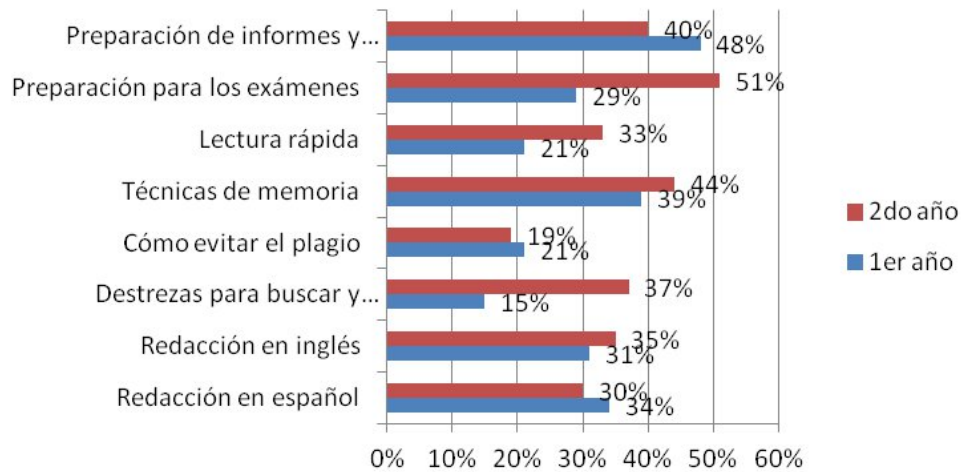
Needs Assessment

Below are some of the results of the systematic needs assessment that the Project does to ensure that the courses and the activities are in sync with student needs and preferences. The charts illustrate several of

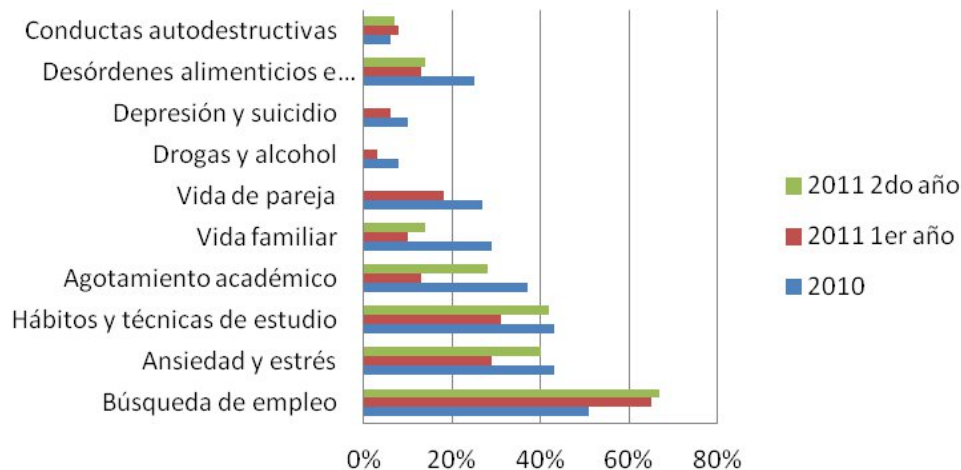
the questions student answer in the pre-test (needs assessment), which is given to all cohorts early semester in each of the three semesters they are with the FEP component. Some of the charts are left in Spanish so the reader can see the original answer choices.



Áreas académicas interesan ayuda



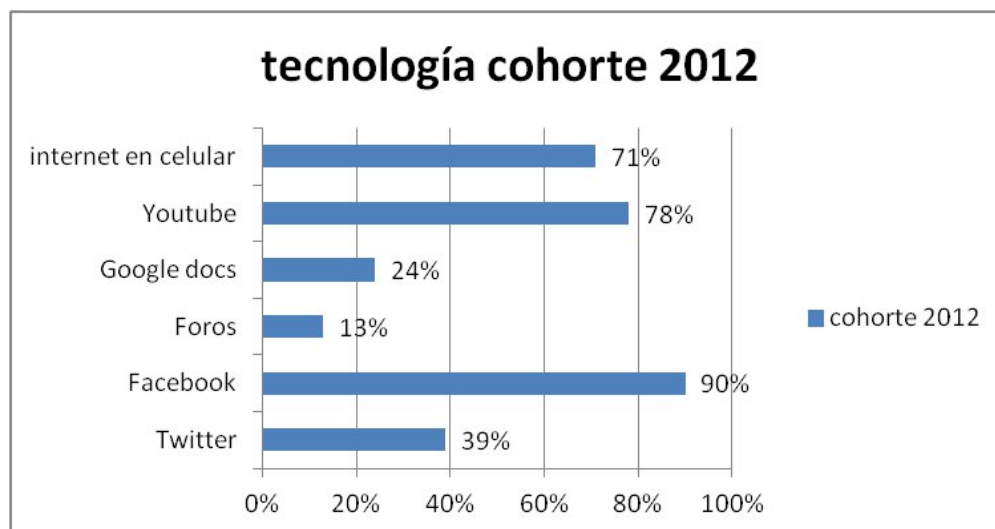
Interés en servicios



2011 cohort students were asked this question at the end of their second semester, when the FEP 201 course was being designed. The course content thus reflects students preferences in skill development.



The Project communicates with students mainly through e-mail, Mi Camino and Facebook. This practice results from the student's own choices in communication media, as shown below.



Summer Orientation

SUMMER ORIENTATION 2011

In our engagement efforts for Summer Orientation we gave t-shirts, backpacks, notepads and pens as a starting kit. A booth zone was ready in place with representatives of the student organizations and service areas available to students. Dr. Fraile welcomed students to USC, the President of USC also addressed the students.

- Campus Tour
- City Tour
- How to Manage Budget Presentation
- Integration Workshop with LIPIT Group
- Salsa Dance Lessons
- Scavenger Hunt
- Student Associations Shows
- Cirino's Careers and Vocational Test
- "Mi Camino en Sagrado" Learning Community Social Network Tour

The Assessment Technician prepared and submitted a survey for all students who came to the orientation. Below are the results of the satisfaction survey of students on the 2011 Summer Orientation. Freshmen who attended the Summer Orientation show 75% satisfaction overall. Below are the results of the survey:

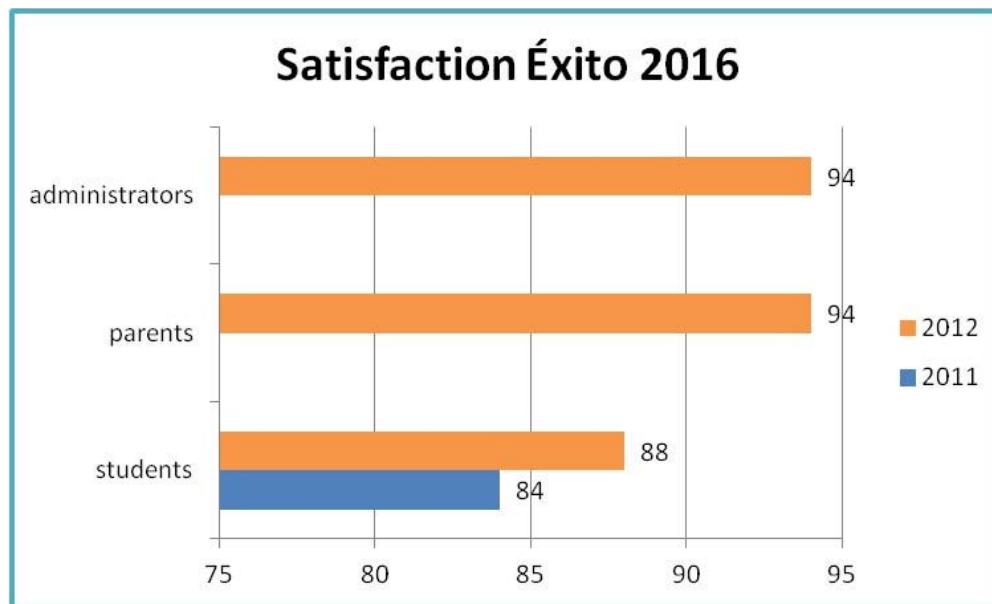
- [Photos](#) - Entries in our blog detailing activities for the summer orientation: planning and implementation
- [Student satisfaction- summer Orientation 2011.](#)

In the period between Orientation 2011 and Orientation 2012, a new and closely related project was begun with funds from the Walmart foundation and the initiative of HACU. This project made possible the collaboration between the Dean of Students, the FEP coordinator and the Director of the Title V project and its staff. The project consisted of the mentoring from St. Mary's University in San Antonio Texas. USC greatly benefited and learned from the St. Mary's team and among the results from this new project was an improved summer orientation, based on what the Title V team had already done in the Summer of 2011.

SUMMER ORIENTATION 2012 AND A NEW PROJECT: HACU-WALMART

A new and closely related project was begun with funds from the Walmart foundation and the initiative of HACU. This project made possible the collaboration between the Dean of Students, the FEP coordinator and the Director of the Title V project and its staff. The project consisted of the mentoring from St. Mary's University in San Antonio Texas. USC greatly benefited and learned from the St. Mary's team and among the results from this new project was an improved summer orientation, based on what the Title V team had already done in the Summer of 2011.

- [poster](#) - Summary of HACU-Walmart activities and results, closely related to the Title V Project.
- [Photo album](#) Planning, Visit to mentor university (St. Mary's), implementation and evaluation.
- Results of student satisfaction Cohort 2012, Éxito 2016: [Student satisfaction Éxito 2016 Summer orientation 13/8/2012](#)
- Results of student satisfaction Cohort 2012, Éxito 2016: [Student satisfaction Éxito 2016 Summer orientation 14/8/2012](#)
- Results of student satisfaction Cohort 2012, Éxito 2016: [Transfer students](#)
- Results of parent satisfaction Cohort 2012, Éxito 2016: [Parent satisfaction Éxito 2016](#)
- Results of administrators evaluation, Éxito 2016: [Administrators evaluation Éxito 2016](#)



FEP 101, 102 and 201

FEP 101- 2011 Cohort

As stated in the proposal, a task force composed of faculty, Project staff and counselors was to design the course. Two faculty members were recruited and joined the course design task force composed of the TV director, the life coach, the financial coach, a counselor, and the FEP coordinator.

The assessment technician worked with the Director to gather important data about 2010 cohort, which was needed for their design work. A survey was developed and given to the successive cohorts, beginning with the 2010 cohort, to assess student needs for the FEP 101 course design. Then, the task force worked with the director to create the course, and the results were: the course syllabus, and a curricular map containing the activities and assessments, aligned with course objectives, institutional competencies and the themes for the course. FEP 101 was ready by May 2011. FEP 102 was designed by two English instructors from the LAD (Language across Disciplines) and was ready by January 2012. FEP 201 was designed by the director and a faculty member and was ready for August 2012.

The FEP courses are complemented by a website, part of the retention suite purchased from *Connect EDU*. (see objective 4, measure 4.b.) This website was launched in August 2011, and has applications for students to interact in virtual community, a service center, called *Ask Dolphy*, where they can ask questions to University staff, an event announcement tool and a library with articles specially written for the first-year experience. The library includes articles about the themes of the redesigned course. There are interactive self-tests that have diagnostic value, and are in connection with the monitoring system acquired to flag students at risk. A focus group was held to customize the interface to student preferences, and they called the site *Mi Camino en Sagrado*.

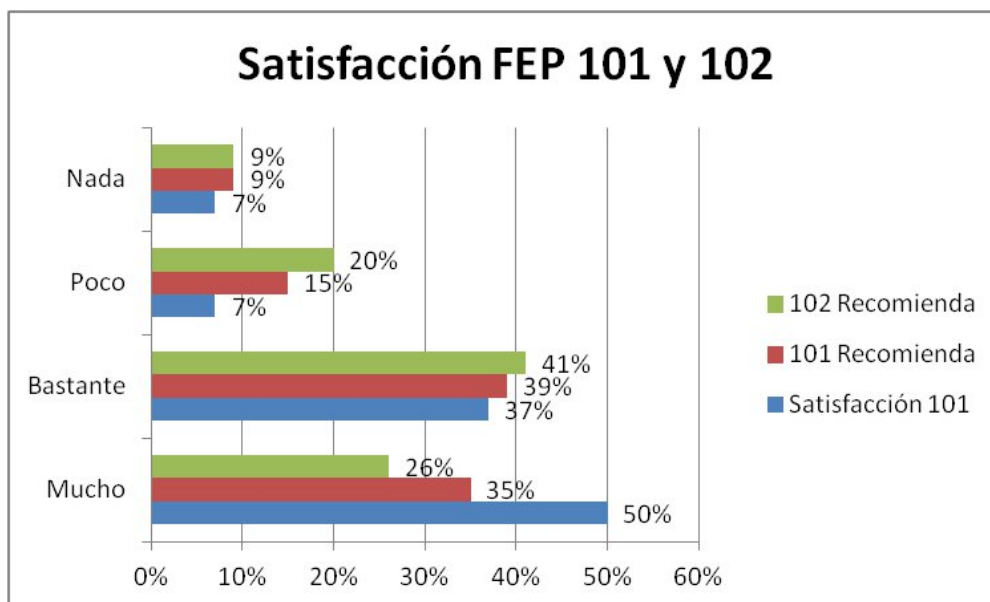
The Fall 2011 cohort began the summer orientation and the FEP 101 course in August. The 2011 cohort took three core curriculum courses together besides the FEP 101 course, for a total of 4 courses they will take as a cohort. Project staff coordinated with faculty from the 4 courses, so all of them fostered use of the website. Also, the summer orientation that preceded the course was designed along the same thematic lines of the course, with participatory and interactive activities to appraise students both about university life, the FEP 101 course and the website. Project staff has also coordinated with stakeholders from all pertinent institutional units, so they not only use the website, but recommend it to students.

- Results of the Students Needs Assessment-cohort August 2010: [Needs assessment Cohort 2010](#)
- Pre Test of students on the course FEP 101- 2011: [Pre-test Fep 101 Cohort 2011](#)
- **Focus group**
- The task force produced a curricular map. To see it the final version, go to the FEP wiki: [Fep 101 Curricular map](#)
- Measuring satisfaction levels provide us with valuable information about how useful the FEP 101 course is being for our students and how satisfied they are with it.
 - Results of the satisfaction survey of students on the 2011 FEP 101 course: [Student satisfaction FEP 101 Cohort 2011](#)
 - Results of a satisfaction survey of the FEP 101 Professors: [Faculty satisfaction FEP 101, Cohort 2011](#)
 - Results of the final student satisfaction survey FEP 101: [Student satisfaction FEP 101](#)

FEP 102- 2011 Cohort

The 2011 cohort took the FEP102 course, which is due for revision in time to be offered again in January 2013.

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- Results of the Sophomore Needs Assessment Cohort 2010: [Sophomore Needs](#)
- Results of the Pre Test of students on the course FEP 101- 2011: [Pre-test Fep 101 Cohort 2011](#)
- **Focus group**
- Curricular map: [Fep 102](#)
- Results of the student satisfaction survey: [Student satisfaction FEP 102 Cohort 2011](#)
- Grade distribution: [FEP 101 and FEP 102](#)
- [Learning assessment](#)



Results of FEP 101 pilot and FEP 102 pilot:

From grade distribution, 78 % of pilot FEP 101 students approved the course with a grade of C or higher. FEP 102 had 70% students with C or higher, and therefore did not achieve the 75% measure. 74% of students would recommend FEP 101 to others, compared to 67% obtained by FEP 102. 87% of the students answered the FEP 101 increased their confidence in their success in Sagrado. The FEP 102 course is due for revision now that it has been piloted, so

the 2012 cohort can have an improved course.

FEP 101-2012 Cohort

The 2012 cohort (152 students) benefited from the revised Summer Orientation and the revised FEP 101 course, and the faculty was strengthened by the faculty retreat. This has resulted in an improved response from the cohort which has shown in better attendance, participation and use of the Mi Camino en Sagrado website. Faculty have gained ability to moderate discussions and now lead several successful ones in their respective sections of the FEP course. The same can be said of the new FEP course which is being piloted, FEP 201.

- [Report Pre Test FEP 101\(Needs assessment\)](#)

Results of implementation of revised course FEP 101:

- Student success (grade C or higher) went from 78% in 2011 to 91% in 2012. Overall student satisfaction was 94%, and the number of students that will highly recommend the course increased from 35% to 69%.
- Even though in the first year of the Project Mi Camino had already proven to be a success with students, this year's statistics demonstrated that Mi Camino has been accepted and is being used by students as their online academic community. Sessions increased by 4%, pages read increased 15%, and questions to Ask Dolphy increased 50%.
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- [Faculty retreat](#)
- [Student satisfaction](#)

Actividad	Satisfacción estudiantes
"Estilos de aprendizaje"	83%
"Estrategias para resolver conflictos"	83%
"True Colors"	82%
"Planificación financiera o Manejo de Finanzas"	91%
"Manejo del estrés"	82%
Manejo del tiempo	84%

- [Learning assessment](#)

FEP 201- 2011 cohort

The TV director and a faculty member designed the FEP 201 course.

Curricular map

- Results of the Pre Test of students on the course FEP 201- 2012: [Pre Test FEP 201-2012](#)
- Student success - 88% of students obtained a grade of C or higher.

Learning Assessment

Student learning is the fundamental goal of FEP 101 course. Results from the rubric shown here, are used to update the curricular map of FEP.

- Grade distribution: [FEP 101 and FEP 102](#)
- FEP 101 Course Rubric- 2011: http://www.quia.com/files/quia/users/titulov/livetext/Rubrica_FEP.pdf

Faculty development

[Workshps](#)

[Faculty retreat](#)

Mi Camino en Sagrado

[Portada](#)

Planning and Implementation

- Focus group
- Ask Dolphy
- FEPNET

There issues with Mi Camino en Sagrado and Health and Wellness have been resolved, so we have completed our payment for the second year.

Data from Service Center

- Data from usage of MI Camino, Early IQ, and Cirino tests
- Read articles in Mi Camino

SAS

Results summary

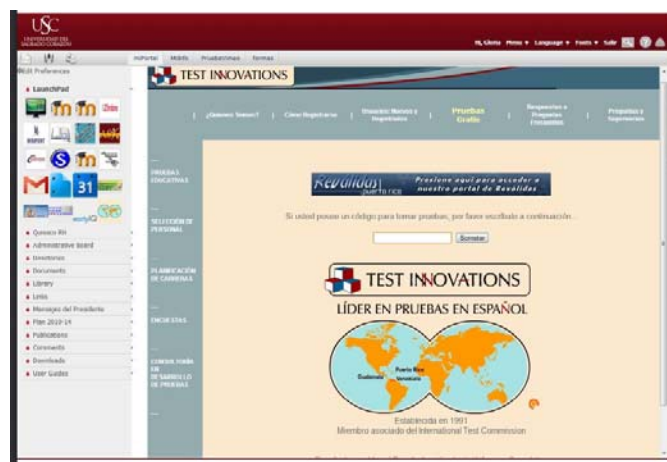
Objective 4 for 9/30/2015: By 2015 student will have access to 100% web-based services and the Institution's capacity to help high-risk students with a two-pronged online strategy will have been

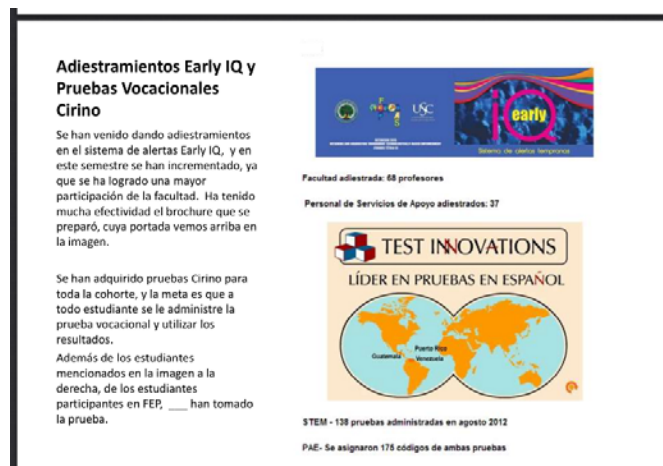
increased by: a) Integrating student support services into a single comprehensive online system from a 2010 baseline of 0; and b) Establishing a monitoring system of student course of studies and academic and service needs from a 2010 baseline of 0.



The monitoring system, Early IQ, is already in place. Faculty, who will be producing the alerts, is available for them in the USC portal. Faculty and responders have been trained (See figure # 3) and two brochures (one for faculty and one for responders) have been produced (See links below). In this semester the number of students flagged has increased significantly. For each flag, an action plan is devised, but Title V personnel is falling behind in attending them due to their number. (See recommendations)

Title V shared the Cirino tests with the STEM and the Student Support programs, as well as making arrangements so that all the 2011 and 2012 cohorts have access to the tests. However, this meant that Title V staff had to train the counselors and sometimes give the tests themselves, which meant an added demand on their time.





Early IQ Alert System and Ask Dolphy

Early IQ is a system based on web technology to monitor students. It allows faculty and other University unit staff to identify students at risk take early action to prevent attrition. USC purchased this application to the company ConnectEDU with Title V funds.

Early talks photos

Since August 2011, Project staff presented Early IQ to key faculty and student support services staff. The customized features were the list of risk behavior alerts or triggers identified by the Early IQ task force, the communication structure for referrals or requests for intervention, and the protocol for the action plans to respond to the alerts. The action plan is a model or structure for communication and collaboration faculty, students and staff for early intervention and support services. The design of this structure and in general, the customization of Early IQ took the better part of the semester, since the protocols required did not exist and had to be created and the responders identified and notified, before the trainings could begin.

- [Training presentation to Faculty on the Early Alert System:](#)
- Training photos
- early IQ screenshot

An important service for students is Ask Dolphy, a virtual communication center that allows students to communicate questions or concerns about basic student services and more common in USC from anywhere and anytime with internet access. They receive virtual and fast counseling by the unit staff providing the service of interest to the student. Although the link to Ask Dolphy is on the Mi Camino page, it is closely related to IQ, so we include it in this section of the report.

- [Training presentation on Ask Dolphy:](#)
- Ask Dolphy Screenshot
- Ask Dolphy statistics

Early IQ 2012

On the 2nd year of the Project, and after the first round of training workshops, two brochures were created to facilitate training. This measure has made it easier for faculty and staff to understand Early-IQ and has promoted buy-in of the early alers system.

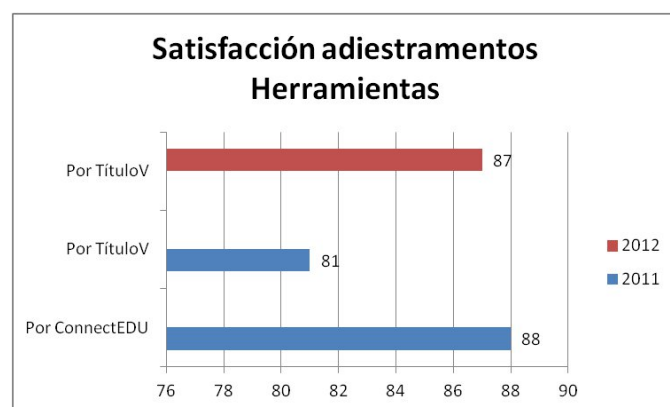
- [Faculty Brochure EarlyIQ](#)
- [Counselors and administrators brochure](#)

FACULTY AND STAFF SATISFACTION

Results from training using the brochure on the 2nd year of the Project: A total of 313 placeholders were distributed and 68 faculty and 37 staff were trained.

- [Training workshop by Eddy August 2011](#)
- [Training workshop for DEDOS October 2011](#)
- [Training workshop September 2012](#)

The chart below shows overall satisfaction in three training workshops given by ConnectEDU and by our Project staff.



Reporting and Service Center

As students take action in "Mi Camino en Sagrado"—answering survey questions, requesting more information, asking to be contacted—the system triggers real-time updates from a powerful reporting center. Administrators can keep a constant pulse on the mindset of individual students.

Below there are some of the results from this Service Center:

- [Presentation with statistics from Early IQ and Cirino](#)

Cirino- Vocational Testing

The Project purchased enough vocational tests for all the 2011 cohort. Therefore, all federally-funded projects, (STEM and Student Support) received a number of test placeholders for their participants. Training and support was also provided by our Project. 175 test codes were distributed and 138 students were tested.

DEDOS

Results summary

Objective 3 for 9/30/2015: By 2015 students will have access to high-quality, fully-web alternative courses as an option to prevent attrition due to external factors; 100% web-based courses will go from 0 in 2010 to 50 in 2015. By 8/2012 20 fully-web courses will be implemented for students who wish to benefit from that

alternative, and new courses will continue to be designed and implemented in groups of 15 by 8/2013, 8/2014, for a total of 50 courses. By 8/2014 50 faculty members will have been trained to teach the fully-web courses and will have produced learning objects for interactivity and collaboration, which will be available in a repository.

The original number of 5 courses was changed to 6 courses. An alignment was made to ensure that the 2011 cohort would have the continuation courses available in fully-web modality as they advance through their plan of studies. In that way they would be able to benefit from them should the need arise. The first 6 courses were begun in August 2011, to be ready on December 2011. The first year of the Project the DEDOS component did not design courses or learning objects. It was a year of preparation and training for this task. The first 6 courses and 6 learning objects would serve as a pilot for the design.

In December 2011, the courses were not ready, and the pilot consisted only in programming the sections and offering the courses in fully-web modality without monitoring or training of the faculty. The result was that the courses failed to retain the students and the grade distribution showed a very high degree of withdrawals and failing grades. Therefore, the Dean, Dr. Lydia Espinet, decided to pilot the courses again to offset the negative results and to test the then already finished courses. The new pilot was planned for VUHO courses, which are accelerated courses of only 1 month duration. The population is adult students and therefore different from the general student population in Sagrado. This pilot was done to offset the results from the first pilot, but the results from the individual students who have benefited from the DEDOS arrangement are still to be received.

As can be seen from the results of the new pilot, faculty evaluated students very favorably based on their participation in an online forum. Faculty evaluated participation, writing and comprehension among others, and on average gave 3.70 points out of 4 to students in the competencies. This is equivalent to a grade of 92%.

- Needs assessment
 - [Student needs assessment](#)
 - [Faculty profile from needs assessment](#)
- First pilot results
 - [Interview with faculty](#)
 - [Interview with students](#)
 - [Recommendations](#)
- New pilot results
 - [Learning competency-based assessment](#)
 - [Student satisfaction](#)
 - [Faculty satisfaction](#)
 - [Courses redesigned as fully web](#)
 - [Learning objects and media used](#)
 - [Use of learning objects](#)
- Results from students benefiting from DEDOS courses
 - [Satisfaction](#)
 - [Learning assessment](#)

Goals

The DEDOS component aims to create a "backup system" for students that are at risk of dropping out of their courses by designing and developing, in collaboration with USC's faculty, 100% web-based courses. One of the main objectives of DEDOS is transforming actual courses from "bulletin boards for instructions and reading post" to an interactive and collaborative learning experience. To accomplish this, faculty must be fully trained in the latest technology available used with instructional purposes, but also know better how to use

correctly the tools provided in our Course Management System, which is Moodle. The goal is to design and develop at least 5 fully-web courses and 10 faculty members trained by December 2011.

In order to attain this goal, the DEDOS component created:

- the ***Faculty Training and Online Courses Design Guide***. an interactive guide for faculty members has been developed for faculty, in which they will learn how to use correctly the tools provided by Moodle and other Web 2.0 tools to bring their e-learning experiences.
- selected participating faculty for the pilot
- convened the faculty group for a presentation
- translation to Spanish of the "***Building an online course with FACT: Instructor's Guide***" (OAR Model)

Proposed equipment for DEDOS was purchased, among others:

- Smartboard
- Tricaster
- HD video cameras
- webcams
- new software
- and a LCD flat screen
- editing software
- Prezi
- WizIQ

The Project's programmer, instructional designer and one of the instructional designers from CEDTEC enhanced their knowledge by attending the eLearning Developers Conference, in Salt Lake City, Utah in June 2011. Six faculty involved in the design of the fully-web courses attended the 27th Annual Conference on Distance Teaching and Learning in Madison, Wisconsin, in August 2011, to be empowered in development for the web and distance learning and teaching strategies. They will transfer the information to other faculty and Project personnel.

Outstanding issues

There are several and very pressing outstanding issues in the DEDOS component:

- It is necessary to make another plan for the second semester of the 3rd year. The plan that was begun in June 2012 is only until December.
- The evaluation of learning objects is a priority. The Title V instructional designer adapted a rubric for this purpose. He has access to the learning objects that were made for the pilot and the second group of courses (15 objects) and now needs timely access to the objects as they are produced to advise faculty and to evaluate the finished product.
- The rubric, as well as a design guide must be available to faculty for the planning stage of the learning object.
- The proposal states that a repository of the objects will be made available to all students in Sagrado. For this repository, a server was purchased, and software must be purchased so students can have a page in which to search for the objects. This will be in the care of the CRI, but it needs to be in the plan of DEDOS component so it is part of the Project.
- Two of the staff of the Project need to participate in the learning object: Luis Rojas and Michael Rodríguez. The Project sent them to Utah to be trained and they have the knowledge and the expertise to be able to take this project to its end. María de Lourdes Robles participated with Lic. Cintrón and Dr. Fraile in choosing the Program analyst, and

his job description specifically states he will be collaborating with DEDOS.

- The learning object production is a complex and demanding task that should be carefully planned and executed by trained personnel.
- a campaign to advertise fully-web courses as an alternative is overdue.

Reports

Performance reports

- [Interim report March 2011](#)
- [Performance report APR 2011](#)

External evaluator reports

GRANT MANAGEMENT

1. Examine objectives and performance indicators for each remaining year to determine appropriateness and consider seeking approval for any changes that may have become necessary.

The performance objectives were examined for the DEDOS component and it was suggested to the Coordinator that if the measures were too difficult to attain, changes might be made with the approval of the Program Officer.

2. Continue to engage all teams working on the project and emphasize that continuing success relies heavily on meeting each year's objectives.

This was constantly emphasized.

3. Create an internal marketing plan in order to ensure USC academic community is aware of the successes that the project and USC share. Examples include Title V Blog, Mi camino en Sagrado Portal, USC portal, section, Esta semana en Sagrado and TeleSagrado, among others.

The Project has created awareness in faculty meetings, in Esta semana en Sagrado and Sagradeños. Also it has maintained an online presence through social networks such as Facebook and the Sagrado Portal. Now that Mi Camino en Sagrado has been piloted, a formal campaign is being planned with the Public Relations Office.

4. Continue collecting and celebrating outcomes and interim performance measures throughout the life of the grant. Don't wait until year five to measure outcomes.

5. It is recommended that the Title V office maintain an updated inventory list of items purchased with grant funds, with pertinent information for each item (e.g., inventory number, serial number, a description, model, brand, location, cost, and date of acquisition). Equipment should be identified (as defined by the institution) with a tag that indicates the item was purchased with Title V funds and includes the inventory number. The Title V equipment inventory should be checked at least twice a year to verify the location of Project equipment and to reconcile the Project Office's inventory with USC Financial Office inventory. Non-inventoried items (software licenses, computer memory upgrades, etc.) should be tracked by location and/or staff member to whom it is assigned.

This was done and among the information requested from the DEDOS component was the equipment use log, especially the equipment used to produce learning objects.

6. It is recommended that budget notes be maintained, documenting the rationale for any transfers among budget lines. When considering an expenditure that is different from those listed in the

original application, whether or not prior approval is required, it is recommended that project staff continue to verify that the expenditure is justified,, allowable (according to EDGAR and OMB Circulars), and reasonable (in light of other necessary expenses for the project year).Explanations should be included in the budget notes.

7. Post-travel reports by individuals traveling using Title V funds include information on how the travel experience relates to that year's grant objectives. Reports should also summarize the knowledge gained from the travel experience and describe how it will contribute to accomplishing project objectives and how it will be disseminated to other pertinent individuals. Conference agendas, handouts, or similar documentation should be attached to each travel report, as appropriate.

Staff that traveled to DevCon made two presentations of the results, and the outcome of this and other travels has been blogged and documented with photo albums.

8. A process and procedures manual for the Title V project containing objectives and performance indicators for the project, the organizational chart, job descriptions of project staff, personnel policies/procedures, project management procedures, staff performance agreement forms, US Department of Education reporting procedures, Title V legislation and regulations, fiscal/accounting procedures, contractual policies/procedures and evaluation plan, should be completed by the end of May 2012

The Director tried to discuss the manual of three separate occasions, deeming it necessary in view of departures from correct institutional procedure and accordance with EDGAR.

Budget

Third year

- Carryover from 2nd year and available funds for 3rd year:
- ○ En el Presupuesto del año 2 del Proyecto hay algunos fondos sobrantes de carryover, pero necesito que la Oficina de Finanzas me facilite el Informe de gastos actualizado para verificar los gastos, mientras tanto, le adelanto información del año 3.

Debo mencionar que los sobrantes en salarios y beneficios marginales del Personal Administrativo del Proyecto que en el Presupuesto Aprobado cada año tienen aumento, pero que no se realizan, están comprometidos para compensación adicional de la facultad que diseñará los 18 cursos en línea de éste año, ya que se decidió que recibirán \$1,000 cada uno por el diseño del curso en línea y una compensación adicional pagada por el Decanato por modalidad híbrida y Vuho. La partida de salarios de esa facultad requerirá \$36,000 ya que serán dos profesores por curso.

Los fondos disponibles actualmente en el presupuesto del año 3 del proyecto son los siguientes:

"Software", o Programados y "Modular Components" : \$16,000
Live Text Accounts : \$4,000

Partidas con posibilidad de fondos disponibles según determinen la Directora, Comité Timón y el Presidente:

Professional Development resources:	\$ 5,000
Cirino Placement Tests for 790 students:	\$15,800
CEDTEC Overtime and Additional Compensations:	\$29,000
Mentors for Student Orientation:	\$ 4,000
Mentors for Freshmen Experience:	\$ 1,500

Este año el proyecto tiene \$75,000 para "Endowment". Si no se logra el pareo total se puede

solicitar autorización a la Oficial del Programa de Título V usar la cantidad no pareada para otras necesidades del Proyecto.

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