

## 2008 Annual Performance Report

Mars Hill College

Name of College/University

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P031A060179

PR Award Number

198899

Unit Identification

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Title III, Part A, Strengthening Institution

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Department of Education Grant Program

4-year Private

Type and Control of Institution

Second year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No     Yes     Not applicable

Partnering institution(s) (if applicable)

## Section 1: Executive Summary

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

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III-A program.

1. The impact of the Title III-A grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

The Mars Hill College grant has impacted our capacity to fulfill the goals of Title III legislation in the following ways: 1. promoting faculty development; 2. improving classroom-based instructional technology/ installing the necessary equipment and computer software for improving academic instruction capabilities; 3. substantiating the college's academic advising programs for both first year students and upperclassmen in their majors/ coordinating the college's peer-student mentoring program; 4. developing the college's system for academic program review; 5. implementing and improving the Mars Hill undergraduate research program; 6. planning for the establishment of an undergraduate research endowment; and 7. strategic planning for the development of Honors programming.

All grant activities have focused on improving academic quality, student services and outcomes, and to a degree, the fiscal stability of Mars Hill College. The following report documents how Title III has helped the college accomplish its mission. This report also documents grant activities and progress toward achieving grant objectives.

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

In support of MHC's mission, the college's primary Title III objective is to create a rigorous liberal arts learning environment that 21st Century students will find attractive, stimulating, and meaningful. To accomplish this broad objective, Title III is funding exciting initiatives, with regard to, academic advising, academic program review, undergraduate research, instructional technology, and the development of honors programming.

For advising, Title III continued its work in supporting the college's first-year program. For example, Title III coordinated the Challengers program (i.e., student-peer mentoring), helping the college institutionalize said program for the 2009-2010 academic year. Title III also developed a new program, Generation FIRST, to better serve first generation students, thus piloting a program for a more comprehensive first-year program. In developing a better advising system for upperclassmen, Title III prepared advising plans aimed at helping students better understand the courses of study offered by the various academic programs at Mars Hill. Along these lines, Title III planned its first Majors Fair & Declaration Day, implemented in Year 3 of the grant. Finally, Title III conducted a retention study and strategic planning for raising the academic profile (e.g., SAT). Seven faculty development workshops serving over 100 participants were offered.

For academic program review, Title III funded faculty development and external consulting for drafting college-wide and program-level outcomes. Programs developed curriculum maps, undergraduate research plans; programs also began work in developing assessment plans with the ultimate purpose of implementing a system for making data-driven improvements to teaching and learning.

Regarding undergraduate research, Mars Hill initiated its first Student Liberal Arts Mosaic of Research, Performance, and Creativity (SLAM) in Spring 2007 followed by a second year's conference in Spring 2008. This college-wide event showcases the finest in undergraduate research projects at Mars Hill. Overall participation in SLAM has exceeded 150 student presenters and 1800 audience participants. Additionally, last fall Title III financed student-travel to the State of North Carolina Undergraduate Research and Creativity Symposium. In spring 2008, the college awarded 10 Research Grants to MHC students and their faculty mentors. Most significantly, MHC raised \$10,000 from the Wachovia Foundation for undergraduate research. This new source of funding, leveraged by Title III dollars, is earmarked for community-based action research.

With regard to instructional technology, Mars Hill equipped instructional technology for 24 classroom spaces (e.g., Tablet PCs, LCD projection, DVD/VCR, audio, and document cameras). 11 rooms were funded with Title III dollars/ 13 matched by the college). Further, Mars Hill fully implemented its Course Management System, MOODLE, awarded 17 faculty-initiated Technology mini-grants, and established evaluation procedures for assessing faculty expertise and attitudes towards technology. Moreover, Title III offered faculty development workshops for over 100 participants. Significantly, Mars Hill's adult ACCESS program (i.e., the college's delivery program for non-traditional students) developed a series of blended on-line courses using the MOODLE framework, thus constituting an important unintended outcome for the grant.

Finally, MHC has begun the work of planning for Honors programming. This work has entailed faculty development and investigation of various honors models employed nationwide.

In conclusion, it would be noted that retention of first year students is slightly up: 61% in 2008, compared to 60% in 2007. Enrollment is up from 959 in 2006 to 996 this fall. SAT scores improved slightly in 2008 to 962 compared with 954 in 2007.

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

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

An unexpected outcome that seems to have affected Mars Hill College, for better, is the emphasis that has been placed on improving the college's capacity to serve first generation students and help them persist toward graduation. Generation FIRST, is an exciting new program that was developed as a result of MHC Title III initiatives for Academic Advising.

In developing Generation FIRST, Title III facilitated a Retention study that provided a more comprehensive understanding of persistence patterns at MHC. With this study in hand, MHC sought to leverage Title III funds in writing a grant proposal to the Wal-Mart Foundation that would pay for implementing the project.

The proposal was strong, yet ultimately rejected. Even so, MHC implemented Generation FIRST as a pilot program for improving MHC's First Year Experience for students.

Another unintended outcome from the Title III Retention Study was that the college established more stringent academic standards and policies for admitting provisionally accepted students. Yet, the college has also begun the work of substantiating programs and curricula that serve at-risk students who have been provisionally admitted.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

In Spring 2008, MHC was awarded a \$10,000 grant from the Wachovia Foundation to further develop programming in undergraduate research.

Modeled after the research program developed with Title III funding, the Wachovia grant is used to fund community-based action research.

Students and their faculty mentors compete for research grants. Winners of these grants can use money for research supplies, travel, student and faculty stipends and other costs as budgeted by the students. Money from Wachovia is also allocated for student travel to research conferences.

Finally, Wachovia money is allocated for MHC's 2009 Student Liberal Arts Mosaic (SLAM).

## Section 2: Enrollment by Race and Ethnicity (4-Year Institutions)

Total number of undergraduate student enrollment as of October 15, 2007 and the number of those students who received Pell Grants. These data were initially taken from the IPEDS survey, therefore the IPEDS definition of full-time student is used. [Note: The information was obtained from Part A of the IPEDS Fall Enrollment Survey.]

### Enrollment by Race and Ethnicity as of October 15, 2007

Undergraduates	Total Number Enrolled		
	Full-time students	Full-time, First-time, First-year, Degree-seeking students	Students who received Pell Grants
Nonresident alien	16	2	0
Black, non-Hispanic	203	72	156
American Indian or Alaskan Native	7	2	2
Asian or Pacific Islander	23	12	9
Hispanic	18	3	3
White, non-Hispanic	894	213	352
Race/ethnicity unknown	0	0	6
<b>Grand Total</b>	<b>1161</b>	<b>304</b>	<b>528</b>

## Section 2: Enrollment by Age and Gender (4-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of the institution's official fall reporting date or as of October 15, 2007 [Note: the information for this table can be obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available]. Because these data are taken from the IPEDS survey, IPEDS definitions for full-time and part-time students are used.

### Enrollment by Age and Gender as of October 15, 2007

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	1	3	0	2	1	5	6
18-19	234	191	1	0	235	191	426
20-21	168	184	0	0	168	184	352
22-24	102	69	4	13	106	82	188
25-29	19	41	5	15	24	56	80
30-34	7	35	2	8	9	43	52
35-39	6	33	3	11	9	44	53
40-49	6	47	6	14	12	61	73
50-64	1	14	2	4	3	18	21
65 and over	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>544</b>	<b>617</b>	<b>23</b>	<b>69</b>	<b>567</b>	<b>686</b>	<b>1253</b>

## Section 2: Degrees Awarded by Race, Ethnicity, and Discipline

Data for this section is for degrees conferred between July 1, 2007 and June 3, 2008 by race, ethnicity, and discipline for students in undergraduate programs only. The CIP (Classification of Instructional Programs) codes were used in designating students appropriately.

### Degrees Awarded by Race, Ethnicity, and Selected Disciplines

Discipline	CIP Code	Nonresident alien	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Race / ethnicity unknown	Total
Biological Sciences / Life Sciences	26	0	0	0	0	2	8	0	10
Computer & Information Sciences	11	0	0	0	0	0	6	0	6
Health Profession & Related Sciences	51	0	0	0	1	0	6	0	7
Business Management and Administrative Services	52	5	3	0	0	1	33	0	42
Education	13	0	3	0	1	2	69	0	75
Engineering	14	0	0	0	0	0	0	0	0
Mathematics	27	0	0	0	0	0	3	0	3
Physical Sciences	40	0	0	0	0	0	6	0	6
Agricultural Sciences	02	0	0	0	0	0	0	0	0
Social Sciences and History	45	0	2	0	0	0	15	0	17
Visual and Performing Arts	50	0	2	0	0	0	13	0	15
<b>Total Race/Ethnicity</b>		<b>5</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>159</b>	<b>0</b>	<b>181</b>

## Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Technology Integration**

Total \$ spent on this activity during the current reporting period: \$185,984.88

Focus Area: *Student Services and Outcomes*

<b>Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	173,885.05	93%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	11,400.06	6%
Development and improvement of academic programs.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	699.77	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
<b>Total Expenditure For This Activity</b>	<b>185,984.88</b>	<b>100%</b>

**Process Measures for “Technology Integration”**

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

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

<b>Did the number of faculty trained in technology increase?</b>	Yes
<i>If yes:</i> Start # faculty <u>0</u> End # faculty <u>40</u> Application Objective # <u>65</u>	
<b>Other: Did the number of classrooms equipped with instructional technology increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>11</u> Application Objective <u>8</u>	
<b>Other: Did the number of faculty-initiated mini-grants (e.g., software) increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>17</u> Application Objective <u>10</u>	

**LAA Category:** *Construction, maintenance, renovation, and improvement in classrooms, library, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.*

<b>Did the number of classrooms constructed increase?</b>	Yes
<i>If yes:</i> Start # wired classrooms <u>0</u> End # wired classrooms <u>11</u> Application Objective # <u>8</u>	
<b>Other: Did the number of faculty who use MOODLE (ie, course management system) increase?</b>	Yes
<i>If yes:</i> Start <u>14</u> End <u>40</u> Application Objective <u>56</u>	

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

<b>Did the number of faculty trained in educational technology increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>40</u> Application Objective # <u>65</u>	
<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>40</u> Application Objective # <u>65</u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Advisement/ Retention**

Total \$ spent on this activity during the current reporting period: \$67,884.15

Focus Area: *Student Services and Outcomes*

<b>Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	8,386.99	12%
Development and improvement of academic programs.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	656.40	1%
Tutoring, counseling, and student service programs designed to improve academic success.	58,840.76	87%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
<b>Total Expenditure For This Activity</b>	<b>67,884.15</b>	<b>100%</b>

**Process Measures for “Advisement/ Retention”**

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

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

<b>Did the number of library books increase?</b>	Yes
<i>If yes:</i> Start # <u>90000</u> End # <u>90540</u> Application Objective <u>0</u>	
<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>450</u> Application Objective <u>0</u>	

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

<b>Did the number of faculty trained in educational technology increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>40</u> Application Objective # <u>65</u>	
<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>40</u> Application Objective # <u>65</u>	

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

<b>Did the academic attainment of students using tutoring services increase?</b>	Yes
<i>If yes, methodology used:</i>	
<b>Other: Did the number of Challengers (peer tutors) increase?</b>	Yes
<i>If yes:</i> Start <u>15</u> End <u>16</u> Application Objective <u>16</u>	

<b>Other: Did the number of first generation students who participate in special programming increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>60</u> Application Objective <u>0</u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Academic Program Outcomes Assessment**

Total \$ spent on this activity during the current reporting period: \$80,126.10

Focus Area: *Academic Quality*

<b>Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	16,583.46	21%
Development and improvement of academic programs.	40,950.00	51%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	22,592.64	28%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
<b>Total Expenditure For This Activity</b>	<b>80,126.10</b>	<b>100%</b>

**Process Measures for “Academic Program Outcomes Assessment”**

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

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

<b>Did the number of library books increase?</b>	Yes
<i>If yes:</i> Start # <u>90000</u> End # <u>90540</u> Application Objective <u>90500</u>	
<b>Other: Did Academic Programs develop a plan for outcomes assessment?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>13</u> Application Objective <u>22</u>	

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

<b>Did the number of faculty developing new curriculum increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>22</u> Application Objective # <u>22</u>	
<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>40</u> Application Objective # <u>40</u>	

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

<b>Other: Did academic programs develop outcomes statements?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>22</u> Application Objective <u>22</u>	
<b>Other: Did academic programs develop curriculum maps?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>15</u> Application Objective <u>22</u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Undergraduate Research**

Total \$ spent on this activity during the current reporting period: \$8,162.81

Focus Area: *Student Services and Outcomes*

<b>Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0%
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	3,528.75	43%
Development and improvement of academic programs.	4,634.06	57%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
<b>Total Expenditure For This Activity</b>	<b>8,162.81</b>	<b>100%</b>

**Process Measures for “Undergraduate Research”**

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

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

<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>3</u> Application Objective # <u>0</u>	
<b>Other: Did the number of academic programs drafting research plans increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>22</u> Application Objective <u>0</u>	

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

<b>Other: Did the number of funded student research opportunities increase?</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>10</u> Application Objective <u>20</u>	
<b>Other: Did students present their work at the campus research symposium?</b>	Yes
<i>If yes:</i> Start <u>55</u> End <u>38</u> Application Objective <u>95</u>	

**Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)**

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

<b>Has the institution's library holdings increased?</b>	Yes
<p><i>If yes:</i>  Initial holdings <u>90000</u>  Final holdings <u>90540</u>  Goal <u>90500</u></p> <p><i>I would like to provide a brief supporting statement:</i> Title III funds have provided much needed stimulus for library acquisitions that are supporting the institution's development of programs in academic program review, honors, and undergraduate research. The circulation rate for new materials is 16%, compared with the overall circulation rate of 5%.</p>	
<b>Have the institution's educational technology infrastructure improved?</b>	Yes
<p><i>If yes:</i>  Start <u>Fair</u>  End <u>Good</u>  Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> Title III has supported improvements in instructional technology across campus. Grant funds have equipped 11 rooms. MHC has exceeded its match requirements by equipping 13+ rooms with varying degrees of IT sophistication.</p>	

## Focus Area: Fiscal Stability Outcomes

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

<b>Has the institution's endowment increased?</b>	No
<p><i>If yes:</i>  Start \$ <u>0</u>  End \$ <u>0</u>  Goal \$ <u>120000</u></p> <p><i>I would like to provide a brief supporting statement:</i> The college has not yet established the endowment account for undergraduate research as planned for by the grant proposal. It is fully intended that the college will establish the research endowment before the end of the grant.</p>	
<b>Have grant activities been taken over financially by the institution?</b>	Yes
<p><i>If yes:</i>  Start \$ <u>0</u>  End \$ <u>60000</u>  Goal \$ <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> MHC has institutionalized the position of Coordinator of Academic Advising. The college has also institutionalized the Challengers program (ie, peer-mentoring program for first year students).</p>	

**Focus Area: Institutional Management Outcomes**

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

<b>Has the institution's conformance with external standards improved?</b>	Will report next year
<p><i>If yes:</i>  Initial <u>Accrediting Agency</u>  <i>I would like to provide a brief supporting statement:</i> In June, MHC will invite an external review of its system of Outcomes Assessment, which has been developed with Title III funding. This system constitutes an important step in preparing for the colleges Reaffirmation process with the Southern Association of Colleges and Schools (SACS).</p>	
<b>Other, please specify:</b> Have programs to increase retention of first generation students been developed?	Yes
<p><i>If yes:</i>  Initial # <u>0</u>  Final # <u>60</u>  Goal <u>0</u>  <i>I would like to provide a brief supporting statement:</i> With regard to the grants focus on Academic Advising, the college established a program, Generation FIRST, aimed at improving retention and graduation rates for first generation students. Over the next three years, the college will compare retention rates of participants and non-participants in this program.</p>	

**Focus Area: Student Services Outcomes (2- and 4-Year Institutions)**

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

<b>Has the institution's retention rate improved?</b>	Yes
<p>Cohort: <u>Fall 2007</u>  <i>If yes:</i>  Initial rate <u>58</u>  Final rate <u>61</u>  Goal <u>76</u>  <i>I would like to provide a brief supporting statement:</i> Retention rates of first year students who returned for their second year of college was 58% in 2005; 63% in 2006; 60% in 2007; and 61% in 2008.</p>	
<b>Other, please specify:</b> Improved Graduation Rates for Tradditional Students	Will report next year
<p>Cohort: <u>  </u>  <i>If yes:</i>  Initial # <u>43</u>  Final # <u>38</u>  Goal <u>60</u>  <i>I would like to provide a brief supporting statement:</i> Six-year graduation rates in 2005 were 43%; 35% for 2006; and 38% in 2007. It is expected that the Title III grant will impact graduation rates as the college fully implements grant activites over the life of the grant.</p>	

## Section 4: Project Status

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

**ACTIVITY:** Technology Integration

**On-Schedule Activity Objectives**

By August 2011, 75% of MHC faculty will have integrated discipline-specific/ student appropriate technology into their courses and programs.

By August 2011, the percentage of students indicating moderate to frequent use of technology in MHC degree programs will increase to 95%.

**ACTIVITY:** Advisement/ Retention

**On-Schedule Activity Objectives**

By September 2009, the Faculty Advising System will be revised, reorganized and strengthened to substantially improve student program planning and persistence to degree completion.

**ACTIVITY:** Academic Program Outcomes Assessment

**On-Schedule Activity Objectives**

By August 2010, MHC faculty will have identified learning outcomes for all (100%) of programs, determined and tested appropriate assessment methods, and begun using results to regularly improve programs, instructional delivery, and services.

By August 2011, a new Honors program will be designed with enhanced academic opportunities available in each of MHC's five academic divisions.

**ACTIVITY:** Undergraduate Research

**On-Schedule Activity Objectives**

By June 2011, student research opportunities will be integrated into all (100%) of MHC programs.

## Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	37485.04	207585.00	233590.76	0.00	11479.28	213216.55	No
Fringe Benefits	14870.13	47350.33	39732.49	0.00	22487.97	50879.82	No
Travel	11802.23	22930.00	39842.45	0.00	-5110.22	22930.00	No
Equipment	36323.57	45000.00	108697.57	52579.00	-27374.00	45000.00	No
Supplies	19786.76	25000.00	45282.46	0.00	-495.70	25000.00	No
Contractual	18357.37	15000.00	5286.06	0.00	28071.31	0.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	10811.82	37029.00	10959.86	0.00	36880.96	16500.00	No
Endowment	65000.00	0.00	0.00	0.00	65000.00	25000.00	No
<b>Total</b>	<b>214436.92</b>	<b>399894.33</b>	<b>483391.65</b>	<b>52579.00</b>	<b>130939.60</b>	<b>398526.37</b>	

## **Section 4: Budget Summary Narrative**

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

For budget planning, deficits in the line items for Travel, Equipment, and Supplies are offset by the carryover balances in Contractual and Other.

Cost savings realized from implementing a course management system administered onsite were applied to an accelerated schedule for equipping instructional technology in classrooms--11 rooms have been equipped for the first two years of the grant as opposed to the eight rooms that were planned for in the grant.

Carryover for Personnel is explained by the delayed start-up during Year 1 (project staff was not fully assembled until July '07, 10 months into the federal fiscal year).

The endowment for undergraduate research has not been established. Thus, the college has not been able to draw down \$65,000 in federal dollars. This funding will carry forward as the college plans to raise its match to establish the fund.

The college has selected its external evaluator and paid her for YEAR 1. \$6,000 in carryover funds from YEAR 2 will be paid in spring semester.

Carryover funds for Program Review Consultants exist because the college has decelerated the rate of spending in order to have these funds available in years three and four of the grant. Such funding will be used in preparation for Mars Hill's Reaffirmation process with its Accrediting Agency, SACS. As such, Mars Hill will spend these funds for Program Review Consultants who can validate the system of outcomes Assessment that has been planned and implemented by the college.

Other carryover funds will be spent in YEAR 3 of the grant, allocated for faculty development, planning for Honors, and implementation of other Title III initiatives.