DAKOTA WESLEYAN UNIVERSITY

Preparing Students For A Lifetime Of Learning, Leadership, Faith And Service

1200 W. University Ave. Mitchell, SD 57301 605-995-2600

Application for a Grant

Title III, Part A

Strengthening Institutions Program

(H. E. A. Title III, CFDA 84.031A)

March 5, 2003

Application for Federal Education Assistance (ED 424)

U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address
Legal Name: Dakota Wesleyan University

Organizational Unit
P031A 030169

Address: 1200 West University Avenue

Mitchell (City) SD (State) Davision (County) 57301 - 4398 (ZIP Code + 4)

2. Applicant's D-U-N-S Number (b)(2) [redacted]

3. Applicant's T-I-N | 4 | 6 | - | 0 | 2 | 2 | 4 | 5 | 9 | 8 |

4. Catalog of Federal Domestic Assistance #: 84. 0 | 3 | 1 | A |

Title: **Strengthening Institutions Program**

5. Project Director: Ms. Rochelle Von Eye
Dakota Wesleyan University
Address: 1200 WestUniversity Avenue
Mitchell (City) SD (State) 57301 4398 (Zip code + 4)
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6. Novice Applicant ___ Yes X No

7. Is the applicant delinquent on any Federal debt? ___ Yes X No
(If "Yes," attach an explanation.)

8. Type of Applicant *(Enter appropriate letter in the box.)* | J |

A - State	F - Independent School District
B - Local	G - Public College or University
C - Special District	H - Private, Non-profit College or University
D - Indian Tribe	I - Non-profit Organization
E - Individual	J - Private, Profit-Making Organization

K - Other (*Specify*): _____

Application Information

9. Type of Submission:

-PreApplication	*-Application*
___ Construction	___ Construction
___ Non-Construction	X Non-Construction

10. Is application subject to review by Executive Order 12372 process?
___ Yes (*Date made available to the Executive Order 12372 process for review*): ___/___/_____

X No (*If "No," check appropriate box below.*)
___ Program is not covered by E.O. 12372.
X Program has not been selected by State for review.

11. Proposed Project Dates: 10 / 01 / 2003 (**Start Date:**) 09 / 30 / 2008 (**End Date:**)

12. Are any research activities involving human subjects planned at any time during the proposed project period?
___ Yes (Go to 12a.) X No (Go to item 13.)

12a. Are **all** the research activities proposed designated to be exempt from the regulations?
___ Yes (Provide Exemption(s) #): _____
___ No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:
Strengthening DWU's Academic Programs and Management Information Systmem

Estimated Funding

14a. Federal	$ 365,000	.00
b. Applicant	$	.00
c. State	$	.00
d. Local	$	.00
e. Other	$	.00
Program Income	$	.00
g. TOTAL	$ 365,000	.00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (*Please type or print name clearly.*)
Dr. Robert G. Duffett

b. Title: President

c. Tel. #: (605) 995 - 2602 Fax #: (605) 995 - 2723

d. E-Mail Address: roduffet@dwu.edu

e. Signature of Authorized Representative _____ Date: 2/25/0

Continuation of ED 424 – (Page 2 of the application.)

1. Total FALL 2000 FULL-TIME EQUIVALENT (FTE) students = 666 .

a. Total market value of endowment fund at the end of 1999-2000. $18,129,000.

b. Total expenditures for library material during 1999-2000. $ 60,460 .

Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.

Name: Kevin J. Kenkel

Phone: 605-995-2617
(area code) (number) (extension)

ABSTRACT

Dakota Wesleyan University

Dakota Wesleyan University is a four-year independent university affiliated with the United Methodist Church offering liberal arts and professional programs and awarding both bachelor's and associate's degrees. Located in rural southeastern South Dakota, it enrolls 717 students and has a Current Fund budget of $11,954,909. The Education and General Fund budget per FTE student in base year 1998-99 was $15,785, far below the median of $30,152 for four-year private colleges and universities.

Contact person: Mr. Kevin J. Kenkel, Chief Information Officer/Director of Learning Resources. Phone: 605-995-2617; Fax: 605-995-2893. E-mail: kekenkel@dwu.edu.

ACTIVITY 1: -- Enhancing DWU's Management Information System. $ 482,840 over 4 years.

To improve all management operations and strengthen the University's ability to provide accurate, timely and user-friendly reporting capabilities to effectively plan, monitor and evaluate all areas of operation. Current situation: database fraught with errors and management information system lacking a friendly user-interface. Enhanced, user-friendly system will have power to transform the University. Measurable outcomes include a 98% accuracy rate in the database, standard and special reports available in specified time, improved efficiency through complete analysis and reengineering of positions in functional areas, 95% level of satisfaction among users.

Budget: Personnel – 22%, Fringe benefits – 6.5%, Travel – 1.5%, Supplies –1%, Equipment – 56%, Contractual – 7%, Other – 6%.

ACTIVITY 2: -- Strengthening Academic Programs by Incorporating Instructional Technology. $ 1,076,350 over 5 years.

To improve instruction through embedding instructional technology in 80% of the University's courses affecting 100% of the students. Extensive program of faculty development led by new Instructional Technology Specialist. Acquisition of equipment and software as necessary technology tools for implementation and to provide universal access to computing. Key outcomes include at least 60% of faculty will be advanced users of technology, and 90% of students will use technology to demonstrate learning.

Budget: Personnel – 35%, Fringe benefits – 10.5%, Travel – 5% Supplies – 22%, Equipment – 6.5%, Construction – 1% Other – 20%.

PROJECT MANAGEMENT AND EVALUATION -- $ 166,940 over 5 years.

A 50% time Title III Coordinator will be employed. In addition, 7.5% will be expended for an External Evaluator, and 7% for professional development at the Title III Technical Assistance Workshop.

Budget: Personnel–65%, Fringe benefits–19.5%, Travel--7%, Supplies--1%, Equipment--0, Other–7.5%.

ENDOWMENT -- $70,000 in Year 5.

Dakota Wesleyan University seeks $70,000 in grant funds to build its endowment; the University's Institutional Advancement Office agrees to raise the necessary matching dollars.

Total project over 5 years: $1,796,130

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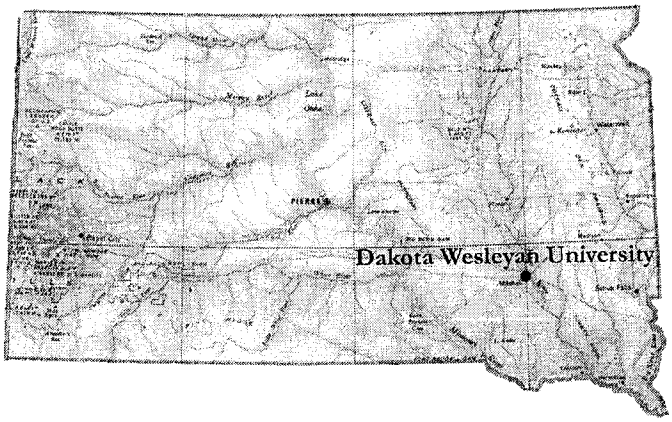
PART I: OVERVIEW OF THE INSTITUTION

INSTITUTIONAL NARRATIVE

A. University Profile

Dakota Wesleyan University (DWU) is a four-year independent university offering liberal arts and professional programs. It is located in Mitchell in southeastern rural South Dakota, about 65 miles west of Sioux Falls. Founded in 1885 by the Dakota Conference of the United Methodist Church, DWU has historically educated students from the heartland who have limited resources, but high potential and the determination necessary to prepare for the realities of the regional and global communities. For over 115 years, the futures of DWU and the Dakota prairie have been inextricably connected, and the University has historically and consistently been characterized by a special responsiveness to its region.



DWU enrolls 717 students and awards both BA and AA degrees. The Current Fund budget for FY2003 is $11,954,909. The University is governed by a 41-member Board of Trustees. The University is accredited by the North Central Association of Colleges and Schools, the United Methodist University Senate, the South Dakota Department of Education and Cultural Affairs, the Commission on Accreditation of Allied Health Education Programs, the South Dakota Board of Nursing, and National League of Nursing Accrediting Commission. The University's programs in teacher education are approved by the State of South Dakota on the basis of the National Association of State Directors of Teacher Education Certification standards.

B. Mission of the University

The following Mission Statement was adopted by the Board of Trustees in October 1995 after an intensive review and revision by a university-wide Mission Committee:

DWU aspires to excellence in the liberal arts and professional programs, preparing students for meaningful careers and lifelong intellectual adventure. The university affirms its relationship with the United Methodist Church and fosters diversity in an inclusive atmosphere. DWU encourages the dialogue between mind and soul, simultaneously building relationships, developing whole persons, and promoting service to God and humanity.

Student Outcome Learning Objectives

Flowing from the Mission Statement, DWU has established the following Student Outcome Learning Objectives which are promoted in both academic and co-curricular programs. The proposed Title III project, particularly Activity 2, will contribute substantially to student achievement of these objectives. Those marked with an asterisk (*) will especially benefit from the embedding of instructional technology into teaching and learning proposed in Activity 2.

Student Outcome Learning Objectives

*1. Preparing students for careers. *2. Developing in students an understanding of their cultural heritage, including religion/philosophy, literature/arts, and social institutions. *3. Developing in students an appreciation of cultures other than their own. *4. Exposing students to a variety of perspectives and beliefs. *5. Helping students to develop individual and collaborative problem-solving skills. *6. Helping students to see how academic ideas can be related to important contemporary life problems and issues.	*7. Insuring that students have skills in basic quantitative analysis. *8. Developing student skills in oral and written communication. *9. Enabling students to understand and utilize scientific methods. *10. Developing in students an appreciation of the interrelatedness of all fields of study. *11. Developing in students an appreciation for various alternatives for pursuing knowledge. *12. Providing students with opportunities and skills to practice techniques of research. *13. Enabling students to engage in original and creative work.

*14. Assisting students to develop in-depth knowledge in at least one academic field. *15. Enabling students to effectively judge the validity of what they encounter, balancing analytic/logical/critical and synthetic/intuitive/appreciative judgment. 16. Assisting students to develop a sense of religious maturity and commitment. *17. Building confidence and maturity in students. *18. Encouraging students to consider issues in terms of both facts and values. *19. Enabling students to develop relationships of personal concern with other students, faculty and staff.	*20. Developing student skills in and commitment to life-long learning, self-education and intellectual development. *21. Encouraging students to be involved in activities of service to humanity. 22. Assisting students to develop an understanding of self. 23. Increasing student ability to be open and understanding in relations with others. 24. Promoting student commitment of physical wellness. 25. Developing a capacity and disposition for leadership.

C. Primary Service Area

DWU serves a rural market with a lower than average income and a lower than average ability to pay.

The University's primary service area is eastern South Dakota, a region of rural prairie, small towns and small cities. The town of Mitchell has a population of 14,558 while Davison County, in which Mitchell is located, has a population of 18,741 (http://quickfacts.census.gov/qfd/states/46/46035.html). Seventy-two percent of DWU's students reside in South Dakota and more than half are from eastern South Dakota. Sixty-one percent are commuters from Davison County and the counties immediately surrounding Davison. Although the majority of the 2002-2003 enrollment was from South Dakota, the university attracted students from 29 states, Puerto Rico, and 3 foreign countries.

Median household income in South Dakota in 1998 was $32,786. South Dakota ranks 43rd out of 50 on this measure of economic well-being.. The average annual pay in South Dakota is just $21,645 (1997) compared to the U. S. average of $30,336. South Dakota ranked 50th among the states in average annual pay. (http://www.census.gov/statab/states/sd.txt).

The nearest college or university east of Mitchell is in Sioux Falls, SD. The nearest college or university west of Mitchell is located in Rapid City, SD, 270 miles away. With its low tuition and excellent financial aid DWU provides the advantages of a small, private liberal arts institution to which many students can commute at a total cost competitive with most of the state universities.

D. Programs of Study

DWU awards two degrees: Bachelor of Arts (25 majors and 26 minors) and Associate of Arts (4 majors). The majors most in demand are shown below.

Majors--B. A.	Majors--A.A.	Minors--B. A.
Art	Business Admin.	Am. Indian Studies
Athletic Training	Criminal Justice	Art
Behavioral Sciences	General Studies	Behavioral Sciences
Biology	Nursing (R.N.)	Biology
Business Administration		Business Administration
Church & Community		Chemistry
Communication		Communication
Criminal Justice		Computers & Technology
Educational Technology		Criminal Justice
Elementary Education		Economics
English		English
History		Fine Arts
Human Services		Foreign Languages
Mathematics		History
Multimedia		Human Services
Music		Mathematics
Physical Education		Music
Psychology		Political Science
Religion/Philosophy		Psychology
Sport and Exercise		Religion and Philosophy
Sports Management		Sociology
Sociology		Theater
Special Education		Youth Ministry
Sports Medicine		
Theater		
Numerous Education Endorsements		

E. Student Body Characteristics

DWU admits students with academic promise without regard to financial circumstances.

Dakota Wesleyan University Student Profile, Fall 2002

Characteristic	Number	Percent
Full-time students	661	92.2%
Part-time students	56	7.8%
New freshmen	148	20.6%
Female	421	58.7%
Male	296	41.3%
Commuter	437	60.9%
Residence Hall	280	39.1%
South Dakota resident	515	71.8%
Mitchell area	136	19.0%
Out-of-state	202	28.2%
Ethnic Group		
White	620	86.5%
African-Am.	35	4.9%
Native American	30	4.3%
Hispanic-Am..	21	2.9%
Asian-Am.	6	0.8%
Foreign	4	0.6%
Unknown	1	0.1%

Characteristic	Number	Percent
Age 17-24	574	80.1%
Age 25-29	62	8.7%
Age 30-34	21	2.9%
Age 35-39	30	4.2%
Age 40 and over	30	4.2%
First-generation college students	238	33.2%

The average ACT composite of DWU's fall 2002 freshman class is 20.6, which is comparable to the national average of 20.8 (http://www.act.org/news/data.html).

F. Characteristics of the Faculty

The faculty is one of DWU's greatest strengths. They are truly dedicated to their students, and their collegiality is a hallmark of the University. DWU employs 42 full-time faculty, supplemented by 22 regular part-time and adjunct faculty. Forty-eight percent of the faculty are female and fifty-two percent are male. Forty-three percent have a doctorate and sixty-two percent have a terminal degree in their field.

Faculty teach a heavy load of 12-13 credit hours a semester, participate extensively in University governance, and advise students. The student to faculty ratio is presently 14 to 1.

COMPREHENSIVE DEVELOPMENT PLAN (CDP)

A. Analysis of Institutional Strengths, Weaknesses and Significant Problems and Description of Analysis Process

The strengths, weaknesses and problems described below are well documented and have been verified both internally and externally during the planning processes. The sources used include the 1996 North Central Association Accreditation Self-Study, the 1997 NCA Evaluation Team Report, the *Wesleyan Plan* strategic planning process, Bethany Baxter & Associates Consulting Report on Management Information System, 1999, and the fall 2002 Campus Report from the Noel-Levitz *Student Satisfaction Inventory (SSI).*

ACADEMIC PROGRAMS

Academic Program Strengths

a. DWU has an excellent general education program, as well as high quality academic majors at the baccalaureate and associate degree levels.

- A solid, balanced, 42 credit hour general education program required of all students that provides a broad background reflecting the five Wesleyan Imperatives (critical thinking, meaning, expression, awareness, and vocation).
- The university is accredited by the North Central Association of Colleges and Schools (NCA) and the United Methodist University Senate. A number of departments within the university are accredited as follows: DWU's Education Teaching Program and Department is accredited by the South Dakota Department of Education and Cultural Affairs. The Athletic Training Department is accredited by the Commission on Accreditation of Allied Health Education Programs. The Nursing Department is accredited by the National League of Nursing Accrediting Commission and the South Dakota Board of Nursing.

- For example, the Nursing Department produces well-prepared nurses. In 2001 100% of nursing graduates passed the NCLEX-RN licensure exam on the first attempt. In 2000 this passage rate was 97%. DWU's Student Nurses Association has been recognized as the "most active SNA in the state of South Dakota" receiving the State Incentive Award for 1998-99 and 2000-01.

b. DWU faculty members are well-qualified and dedicated to providing a supportive, student-centered learning environment.

- Sixty-two percent of DWU's faculty hold terminal degrees in their discipline.
- DWU's student-faculty ratio is 14 to 1. The focus is on providing attention to individual students.
- Our students are generally more satisfied regarding academics than students at other four-year private institutions (Noel-Levitz SSI, fall 2002).

Area of Rating (Lickert Scale to 7)	DWU Students	Other Four-Year Private Institutions
Academic Advising	5.65	5.20
Instructional Effectiveness	5.22	5.22
Student Centeredness	5.42	5.15

- The "flexible and resourceful faculty takes its teaching seriously and is committed to quality educational experiences for all students" (1997 NCA Evaluation Team Report).

c. DWU consistently strives to leverage instructional technology in providing the very best student learning experience.

- DWU is moving toward becoming a "laptop university" characterized by ubiquitous, wireless computing. Music majors, Computer and Technology majors and minors, and education majors participate in this program.
- The SET-IT-UP program (Students Empowering Teachers in Technology) was founded in the fall of 2000 to bring both collaborative learning and instructional technology to DWU. Students with computer skills were partnered with faculty. The program fosterered collaboration between faculty

and students and assisted faculty in acquiring more computer skills. (This program was funded by the Bush Foundation grant to promote learning communities at DWU. It ran from Fall 2000 to Spring 2002.)

- The Institute of Museum and Library Services awarded DWU a grant in 2000 to strengthen its library and learning resources. The grant enabled the University to upgrade its network infrastructure, install a Multimedia Studio, replace aging public accessible computers, install the beginnings of a wireless infrastructure, and install a few "smart classrooms." With increased availability some DWU faculty have incorporated technology into their teaching.

d. In spite of funding constraints DWU makes every effort to maximize student access to computers and Internet-based resources.

- DWU's Layne Library is a member of the South Dakota Library Network, which provides access to a database of more than 1.7 million titles. The library also provides access to numerous online reference databases, including 18 full-text databases.
- All residence hall rooms are wired with two network connections allowing students who own computers access to the campus network and the Internet.
- Computers are available for student use in computer labs, in classroom buildings, the library, the Campus Center, and residence halls.

Weaknesses in Academic Programs

a. Outdated and inadequate facilities do not support innovative pedagogical models or current technologies.

- DWU's Campus Master Plan, performed by Per/orma, Inc. and completed in 2001, reflects an urgent need to invest over $50 million in capital improvements, new construction and infrastructure revitalization within the first decade of the 21st century.

- The only new classrooms built at DWU in the past 25 years are two classrooms included in the Christen Family Recreation/Wellness Center. Subsequent to its construction in 1985 one of these classrooms was converted to a cardiovascular lab.
- DWU's music program desperately needs lab space to accommodate the innovative methods it has developed to prepare future music educators.
- Campus classrooms do not have adequate electrical power to accommodate students using laptops. DWU will not be able to institute a campus-wide, ubiquitous computing model if the issue of electrical power is not addressed.
- DWU's accredited Athletic Training program lacks many basic technologies.

b. Funding constraints preclude DWU from investing in a comprehensive and coordinated faculty development program that incorporates best practices in the use of instructional technologies to promote the most current/effective pedagogies and methodologies for improved student learning.

- A faculty survey of computing and instructional technology use was conducted in 2000, 2001, and 2002. Survey results show that faculty are familiar with and have increased use of basic software tools such as e-mail and word processing. However, many faculty have not been exposed to more complex applications, and do not effectively use computers, computer-related equipment and the Internet in teaching.
- DWU provides inadequate support and training to faculty wanting to incorporate technology into their classrooms and laboratories. Other than the SET-IT-UP program, DWU has not had other programs or positions responsible for assisting faculty with learning to use and incorporate instructional technology.
- The NCA Evaluation Team stated that "The lack of faculty development opportunities is a potentially serious problem" (NCA-ER, p. 36). At the time of the NCA visit in 1997, only $6,500

was allocated in the budget for faculty development. The amount was since raised to $17,000, which is still only about $400 per faculty member.

Problems in Academic Programs

Problem 1. The university does not have the technology resources to accommodate the increasing appetite for incorporating technology into the curriculum.

What is the nature of the problem?

Technology is an integral aspect of the world in which people live and work. This reality affects colleges and universities, requiring them to graduate students with the requisite skills to succeed in today's workplace. Over the past five years DWU has made progress in providing faculty and students access to basic technologies such as word processing, spreadsheets, and e-mail. The university has equipped a small number of classrooms with technology that allows faculty to integrate a variety of computer-generated presentations and web-based tools into the learning process. The demand for such tools is growing faster than DWU's ability to provide them as more faculty are exposed to these new capabilities. The instructional environment is changing, and the DWU faculty has a strong desire to take advantage of this new environment.

This environment is not the one-size-fits-all lecture pedagogy solution of the past. Rather, this environment is dynamic in that learners have a range of tools from which to choose in order to make the learning process active and meaningful. Faculty and administrators from DWU have visited schools in the region (e.g., Buena Vista University, Mount Marty College) and attended conferences promoting information technology in higher education (e.g., EDUCAUSE, Syllabus, Technological Directions in Music Learning). Faculty are aware of the opportunities their students would have if DWU provided the resources to create this new environment. Providing access to technology is the necessary first step in meeting the demands placed on DWU for preparing students for their futures.

This problem affects faculty and students in every discipline at DWU. Graduates of DWU enter a world of work in which their ability to take advantage of technology is expected. For instance, graduates of DWU's education program face a high expectation of being well-prepared to use technology-infused teaching methods in their K-12 classrooms. Close to 25% of DWU students are enrolled in the education program, either in an elementary, middle school, or high school level program. To succeed as teachers these students must be taught by faculty who develop and provide high quality, technology-infused lessons that engage students and improve learning (http://www.pt3.org/technology/21century_learners.html). Finally, students today are living in a global, knowledge-based age. They desire instructors whose practice embraces the best that technology can bring to learning (Lemke, 1999, as cited by Poole and Jackson, 2003).

Consequences of not resolving the problem

A variety of consequences may result from not resolving this problem. DWU faculty believe that technology can improve student learning. If DWU does not provide 21st century teaching resources students will not learn the skills required by today's employers. This will result in DWU graduates being at a disadvantage in competing for employment. If faculty do not have appropriate technology to teach their classes they may become frustrated and may either stop using technology or seek employment elsewhere. Additionally, prospective faculty accustomed to teaching in a technology-rich environment may not consider accepting a position at DWU. Faculty also participated in the recent Noel-Levitz *Student Satisfaction Inventory*. The one technology-related question on the inventory asked respondents to rate the adequacy and accessibility of computer labs. DWU scored lower on this question than other four-year private institutions. Employee and student responses are as follows:

Computer labs are adequate and accessible (Lickert Scale to 7)	DWU	Other Four-Year Private Institutions
Faculty/staff respondents	4.90	5.18
Student respondents	4.80	5.01

The university's ability to recruit and retain students factors into this problem. Contemporary students expect to have technology that functions at a level equal or higher to what they had in high school. This is especially true in South Dakota, which for the past two years has ranked first in the nation in providing school technology (http://www.eschoolnews.com/news/showStory.cfm?ArticleID=3377). Using technology in learning is second nature to South Dakota students. If DWU is to stay competitive in recruiting these students it must strengthen its availability and use of technology in the curriculum.

Problem 2.	**Funding constraints preclude DWU from providing appropriate faculty development opportunities that address the use of instructional technology.**

What is the nature of the problem?

Technology can be used to improve learning and to implement the well-known *Seven Principles for Good Practice in Undergraduate Education* (http://www.aahe.org/technology/ ehrmann.htm). This can only be accomplished if educators have consistent access to professional development that supports technology use in teaching and learning. Faculty must receive training on how best to use technologies that are content and pedagogically appropriate. At present DWU budgets $275 per faculty member for general faculty development. This amount is inadequate to accomplish any serious development. There are no institutional funds available to insure that faculty receive proper training and support for implementing teaching strategies using technology.

Heavy workloads allow little or no time for faculty to independently investigate new teaching strategies. DWU does not provide sufficient institutional support for these endeavors; a point identified as a potentially serious problem by the most recent NCA evaluation team.

Consequences of not resolving the problem

The consequences of not providing technology training parallel those of Problem 1 identified above. Without substantive training and support most faculty members are unwilling to attempt using new technologies, even though they may desire to do so. Employers expect to hire graduates who know how to use technology as a thinking tool. DWU will not produce technology literate graduates if its faculty do not receive proper training and support to incorporate technology into their teaching and into students' learning. Recruitment and retention play into this as well for the same reasons stated earlier. Contemporary students will increasingly take into account the availability of technology-rich courses in choosing the college they attend.

The most serious consequence is the inability to enhance student learning at DWU. Technology works well as a tool in constructivist learning environments where the learner, alone or as a member of a team, is able to delve into larger, more complex projects (Becker, cited by Poole and Jackson, 2003). Without the training and skills to appropriately and effectively incorporate technology into the curriculum faculty members will not be able to offer new learning possibilities to our students.

INSTITUTIONAL MANAGEMENT

Institutional Management Strengths

a. DWU faculty and staff are genuinely committed to a focused mission.

- The mission for DWU has been collaboratively crafted and is included on every course syllabus.
- Virtually every decision made is directly related back to the University's mission.

b. DWU has a comprehensive, participatory planning process.

- The governance structure promotes participation through a committee structure.
- A strategic plan, known as the *Wesleyan Plan*, was completed in 1998 and recalibrated in 2002 setting focused goals and direction for the university through the year 2020.

- The Campus Master Plan was completed in 2001 by Performa Inc. through extensive collaboration with the DWU community.
- The DWU Planning, Programming, Budgeting, and Budget Execution Process promotes collaboration and communication.
- A newly appointed faculty budget committee assists in establishing fiscal priorities for the academic realm of the university.
- The Committee on Instructional Technology facilitates the development of plans and programs for incorporating technology into the curriculum.

c. DWU historically has had close ties to the community.

- There are physical and programmatic connections between the university's Education Department and the Mitchell School District.
- Nursing students participate in clinical experiences in numerous facilities in the Mitchell community.
- In the current academic year the Music Department expanded its instrumental offerings with a joint DWU/Mitchell community band.
- The President of the university, many members of the senior leadership team, and numerous faculty members are on the governing boards or members of such organizations as: the Middle Border Museum and Oscar Howe Arts Center, the Mitchell Chamber of Commerce, and the Mitchell School Board.
- Nine of the forty-one Board of Trustees members are Mitchell residents.

d. DWU's alumni network is very strong.

- Dakota Wesleyan alumni are located in all 50 states, Washington, DC, and many foreign countries.
- Alumni include many prominent businessmen and women, professionals, politicians including three U.S. Senators, persons involved in the arts, athletes, and those in human services professions.

- The alumni network is active in recruiting and fund raising for the University. This year's alumni phonathon raised more money than any other year.

Weaknesses in Institutional Management

a. The current methods of utilizing the management information system (MIS) database are weak, prone to errors, and difficult to use.

- Data entry and data access is performed through a terminal interface using a system that is not as intuitive as the common Windows interface.
- Data is not utilized, nor maintained consistently on the integrated MIS system; much data is maintained on off-line systems.
- Standard reports are not readily available to run, and are redefined each time data is needed "...the information needed for the work of committees is sometimes difficult to obtain; this is clearly the result of the limited information-processing capabilities of the institution..." (NCA-ER, p. 8).

b. Staff and faculty training is a limiting factor which inhibits utilizing the management information system for planning.

- Faculty and staff have only been given minimum initial training and support. New employees do not receive formal training.
- Duplication of databases and reports from standalone Windows systems are used because staff are more comfortable using them. This leads to incomplete data analysis because departments do not always have access to data stored in standalone systems.
- There has been limited institutional support to fully utilize the integrated nature of the existing MIS database. There is an incomplete understanding at DWU regarding the benefits of integrated systems.

c. The University is not adequately staffed to support the MIS database.

- DWU has only a quarter time position responsible for institutional research. This means each office must develop much of its own research, resulting in duplication of effort and loss of productive time.
- The complex maintenance and management of the current MIS system in the past was beyond the capabilities of former DWU support staff. The current Manager of Information Systems has the knowledge and experience to administer the MIS.
- Limited staffing levels demand that the Manager's time is spent on helpdesk related issues instead of MIS enhancements.

Problems in Institutional Management

Problem 3.	**The university has not had the resources to date to effectively leverage its management information system when providing information and services to all of its constituents.**

What is the nature of the problem?

DWU's management information system does not meet the current demands of administrators, faculty, staff, and students. Data contained within the database is not easily accessible, nor "clean" or comprehensive. Writing reports that provide demographic, registration, advising, and donor data is a difficult process. There are no business intelligence tools in the current system. DWU does not have the ability to dynamically analyze data in order to monitor overall business performance across functions in real time.

The present configuration of DWU's system does not provide online web services to various constituents. Students are required to spend excessive time waiting in line for services that can be performed more efficiently online. These services include online registration and payment. Faculty members do not have easy access to course audit information. Budget officers are dependent on

receiving printed budget reports from the business office that are outdated upon receipt. The advancement office is not able to accept and process donations online.

Administrative offices are unable to provide quality, personalized customer service because DWU still relies on paper forms and data entry by staff members; even by department heads. In a technology-rich environment, students require ready access to their personal information. Without the ability of providing online services university staff spend a significant amount of time registering students and providing them account information that would otherwise be directly available to the student (Nearly 71% of respondents to the *Campus Computing 2002* survey reported that their campus offers online course registration.).

The MIS system lacks a user interface that is easy-to-use and intuitive for end users. DWU employees who use the MIS system infrequently say that its lack of a graphical user interface makes it more difficult to use.

Consequences of not resolving the problem

In today's web-enabled world students, faculty, administrators, staff, and alumni have come to expect "anytime, anywhere" access to information services. This access must be real-time and in an easy-to-use format. By not upgrading its current MIS system DWU will continue to fall behind in its ability to incorporate today's business intelligence tools in planning and decision-making. Prolonging current manual office practices means that staff will continue to be less efficient in their work. DWU will also fall behind in its ability to offer online services to its constituents. Inefficient business practices and a lack of online services mean that DWU will offer less fulfilling educational opportunities and experiences to its students. Ultimately, this means that DWU will be less competitive in recruitment and retention.

FISCAL STABILITY

Fiscal Stability Strengths

a. DWU is committed to financial stewardship, stability, and sustainability.

- DWU has established of record of balanced budgets since 1995.
- DWU is committed to balance current/future budgets while building a reserve fund.
- Yearly Financial Statements/Audit reports are consistently positive and reflect increasing financial strength.
- Current 2002 Endowment is approximately $20 million.
- Endowment target for the year 2020 is $100 million.

b. There is an inclusive budget process in support of institutional goals and objectives.

- The planning, programming, budgeting, and budget execution process is university-wide.
- A new faculty budget committee assists the VPAA in developing budget priorities for academics that are program driven.
- Operating budgets are developed at the department level.
- Management/execution of budgets occurs at the department level, but the process has built-in centralized controls.

c. The University is realizing benefits from a strong, new institutional advancement effort that was reorganized in 1996.

- DWU's endowment increased 233% from $8,630,000 in FY1995 to $20,140,000 in FY2001.
- The results of the new approach are evident in the 177% increase in annual giving from $1,867,000 in FY1995 to $3,299,000 for the fiscal year completed in June 2001.
- The University is in the midst of its "Preparing the Way" capital campaign, 1998-2008. The ambitious goal of $40 million will provide $16.25 million for facilities with nearly half of this amount dedicated to building a new library, $16 million for endowment, $6.3 million for the

annual fund, and $1.45 million for special projects. To date $21,140,000 has been raised toward the goal and the campaign is ahead of schedule in reaching its benchmarks.

Weaknesses in Fiscal Stability

a. While the University's endowment continues to grow DWU remains very tuition dependent and thus vulnerable to shifts in enrollment.

- Approximately 70% of the University's revenues are currently dependent on enrollment.
- The number of graduates from South Dakota public high schools in 2011 is projected to decrease 23% from the number of graduates in 1999 (http://nces.ed.gov/pubs2001/proj01/tables/table25.asp).

b. Current operating budgets do not provide the funding necessary to strengthen the University's academic and management programs.

- Approximately 86% of current revenues in a given fiscal year are consumed by institutional fixed costs (utilities, debt service, insurance, institutional financial aid etc.) and faculty/staff compensation.
- Remaining revenues (approximately 14% of total revenues) do not allow for desired funding levels in such areas as Academic Program, Faculty Professional Development, instructional equipment or improvements in instructional technology.
- The Educational and General Fund expenditure per full-time equivalent student in base year 1999-2000 of $15,785 is only 52.4% of the average of $30,152 for similar institutions (Source: Title III Eligibility Request for 2003 using base year 1999-2000).

Problems in Fiscal Stability

Problem 4.	The University has an excessive number of un-funded requirements each fiscal year due to a lack of available revenues.

What is the nature of the problem?

DWU is like most private institutions of higher education in the 21st century: The price DWU charges is not equal to the costs it incurs, yet paying customers think we charge too much. Important functions and projects are under funded or unfunded. There is little money for faculty development, instructional equipment, or improvements to classrooms. Monies are not available to fund new initiatives. Although DWU has no money to strengthen its programs, the quality of DWU's academic program has not been compromised. Superb, student-centered learning is taking place but the bill payers include:

- Faculty and staff salaries are not even at the 50% level of comparable cohorts.
- Hardware and software shortfalls.
- Physical Plant corrective maintenance needs exceed $10 million and continues to grow.
- Lack of space and the need for updating/refurbishment drives a Campus Master Plan that calls for investing over $52 million to position our institution for the 21st century.

Consequences of not resolving the problem

Losing talented faculty and staff, or having problems recruiting new faculty and staff due to an inability to pay them what they are worth is a real possibility for the institution. In addition, our corrective maintenance needs (currently projected to be a $10 million problem) must be addressed as soon as possible if we expect our facilities to meet the needs of the students we wish to attract. Limited resources also adversely impact our Academic program and technology needs. It is impossible to do more with less in these areas and yet that is exactly what we continue to try to do. We must invest in these areas as soon as possible if we wish to maintain the quality of our academic offerings.

DESCRIPTION OF THE PLANNING AND ANALYSIS PROCESS

Analysis of DWU's strengths, weaknesses, and problems is derived from comprehensive planning conducted by a variety of campus constituents. Planning at DWU gives the University critical direction, insuring that programs and services are responsive to the needs of the students. University personnel and students are all involved in some aspect of planning. In the planning process President Dr. Robert Duffett emphasizes enhancing the student experience both in and out of the classroom, promoting sustainability and stewardship, and facilities planning for the future.

Planning Processes and Activities

A number of processes and activities comprise the total planning effort of the University and most contributed in some fashion to the content and preparation of this proposal. Multiple processes with broad constituent involvement assure comprehensive and thorough plans. The most important are listed and briefly described below.

Strategic Planning - Known as the *Wesleyan Plan*, the strategic plan was originally developed between 1997 and 1998 and adopted by the Trustees in April 1998. It sets direction for the period 1998 through 2006. The plan was revised and updated in February 2002. The Trustees framed broad goals for Dakota Wesleyan. These goals were circulated to faculty, staff, students and alumni for refinement and the development of specific objectives.

Budget Planning - DWU's budget planning is an annual process in which specific funding is attached to operational activities to achieve strategic goals. Departmental budget requests are evaluated and approved in relation to their contribution to student learning and identified college goals. The Budget Committee, comprised of the President, four Vice Presidents, the Chief Information Officer, the Athletics Director, two faculty members, two staff members and a student, is responsible for recommending the allocation of resources according to institutional priorities as set forth by the Board of Trustees. The NCA Evaluation Team noted that "The budget process

appears to work well...faculty have considerable input..." (NCA Evaluation Team Report, May 15, 1997, p.34.)

NCA Accreditation Self-Study - DWU undertook a self-study for continued accreditation by the North Central Association of Colleges and Schools during 1996. The Evaluation Team visit took place in March 1997. The self-study process and documents, combined with NCA Evaluation Team feedback have had a major impact on the course and direction of the University. The self-study was particularly critical in identifying issues related to the University's management information system, and the use of technology in instruction. All employees, as well as student representatives had an opportunity to participate in the self-study process.

Faculty Development Committee - Comprised of three faculty members and the Vice President for Academic Affairs, the Faculty Development Committee works with the Vice President in planning and carrying out a program to meet faculty needs and interests for professional growth. This committee, working with the Technology Committee, played a critical role in developing Activity 2 of the Title III project, which focuses on faculty development and embedding technology into teaching and learning.

Committee on Instructional Technology - Currently comprised of four faculty members, the Chief Information Officer, the Manager of Information Systems, and the Vice President for Academic Affairs, this committee was created in 1997 to review all computer and technology issues relating to academics and make recommendations regarding technology at the University.

Master Planning - In 2001 the University completed a formal campus Master Plan for facilities. DWU received a grant from the Teagle Foundation for this purpose and retained the services of an architectural consulting firm (Per/orma) to develop the plan. Work began on the facilities Master Plan in the fall of 1999 using a participative campus-wide process for input. The Campus Master Plan was approved by the Board of Trustees in the spring of 2001.

Administrative Computing Users Group - Comprised of staff representatives from all offices that originate and use data from the administrative information system, this group was instrumental in identifying problems and needs, and in developing the plan for Activity 1.

External Consultants - Two consulting firms have provided essential guidance and input into the development of DWU's strategic and operational plans. Gonser, Gerber, Tinker, Stuhr advises the University on strategic planning, development and enrollment management on a continuing basis. Their advice regarding management information for Institutional Advancement has helped to focus on the major information issues and needs in this area. Bethany Baxter & Associates conducted a comprehensive evaluation of the University's information system in the fall of 1999, identified the strategic problems and issues, and developed recommendations for future directions. The consultant convened nine focus groups of staff and end users to identify the problems and needs for a new information system.

Constituent Involvement

Every University constituency is extensively involved in planning and the table below shows the high level and extent of this involvement

Constituent Planning Group	Faculty	Staff	Admini-strators	Students	Board of Trustees	Alumni
Strategic Planning	√	√	√	√	Entire Board	√
Budget Planning	√	√	√	√	Entire Board	
NCA Self-Study	√	√	√	√	Entire Board	√
Faculty Development Committee	√		√			
Committee on Instructional Technology	√	√	√			
Master Planning	√	√	√	√	Entire Board	√

Administrative Computing Users Group		√	√			
Bethany M. Baxter & Associates. Consulting on MIS.	√	√	√			

B. Key, Overall Goals for the Institution

The implementation of the University's original *Wesleyan Plan* began during the 1998-99 academic year. The February 2002 updates to the plan include five strategic goals.

1. Enhance the student learning experience
2. Enhance the student life/residential experience
3. Execute a vigorous recruiting and retention program
4. Maintain financial stability, promoting sustainability and stewardship
5. Secure funding and complete construction to accomplish our vision

In conjunction with these strategic goals several tactical goals that provide clarification were developed. Goals not closely related to this project are not included. The goals addressed by the proposed Title III activities are marked with an asterisk (*).

Academic Program Related Goals

1. *Embrace the Wesleyan Imperatives of critical thinking, awareness, expression, meaning, and vocation throughout the curriculum.
2. *Implement an academic technology plan for the entire campus and for each major or division to include:
   - Ubiquitous student access to technology.
   - Quality instructional technology.
   - On-line instructional opportunities to expand and enhance curriculum.

Institutional Management Related Goals

3. *Developing institutional research, including a retention database.

4. *Promote and maintain an institutional culture that is integrity-based and customer-focused.

Fiscal Stability Related Goals

5. Achieve enrollment goals

6. Expand and improve DWU's base of financial support.

C. Measurable Objectives for the Institution

The charts below restate key goals that address identified problems in the CDP and identify the objectives for each goal to be accomplished over the next five years. The objectives that this Title III project supports are marked with an asterisk (*).

ACADEMIC PROGRAMS	
CDP Goals	**Measurable Objectives**
*1. Embrace the Wesleyan Imperatives of critical thinking, awareness, expression, meaning, and vocation throughout the curriculum.	*1.1 To graduate students who can think critically, who can write and speak effectively, who have good interpersonal skills, and who are technologically litera *1.2 To cause students to achieve the University's Student Outcome Learning Objectives. This will be demonstrated through the University's outcomes assessment program.
*2. Implement a technology plan for the entire campus and for each major or division to include: • Ubiquitous student access to technology. • Quality instructional technology. On-line instructional opportunities to expand and enhance curriculum.	*2.1 To equip 10 classrooms with basic technology to project data, video, and multimedia by Fall 2006. *2.2 To provide 100% of faculty with a laptop computer by Fall 2006. *2.3 To require 100% of full-time students to have a laptop computer by Fall 2007 to fully implement the "e-connections@dwu" program. *2.4 To provide universal access to the campus computer network via the wireless infrastructure by Fall 2007. *2.5 To have 80% of faculty embedding instructional technology into at least 75% of their courses by 2008. *2.6 To have 75% of faculty using a course management system as part of teaching by 2008.

INSTITUTIONAL MANAGEMENT	
CDP Goals	**Measurable Objectives**
3. * Develop institutional research, including a retention database.	*3.1 To significantly increase the accuracy and reliability of the database of student, academic, financial, advancement, alumni and other critical information by September 2006. *3.2 To eliminate the problem of duplicate entry of data by September 2005. *3.3 To develop the ability to create institutional research reports for informed planning, enrollment management and decision-making by 2006. *3.4 To provide vendor-conducted training to 100% of professional staff in departments that use the management information system by August 2005.
4. * Promote and maintain an institutional culture that is integrity-based and customer-focused (the objectives developed for this goal relate to providing user-friendly, online services that are customer focused).	*4.1 To install the MIS's web module by August 2005. *4.2 To have 100% of faculty advisors using online features of the web module by August 2006. *4.3 To implement online registration capabilities by April 2005.

FISCAL STABILITY	
CDP Goals	**Measurable Objectives**
5. Achieve enrollment goals.	5.1 To increase full-time enrollment to 700 by Fall 2005. 5.2 To increase full-time enrollment to 800 by Fall 2008.
6. Expand and improve DWU's base of financial support.	6.1 To increase giving to the Wesleyan Fund 5% per year through FY2008. 6.2 To increase the endowment to $30 million by FY2008 6.3 To increase alumni giving from 23% to 30% by FY2008

D. Institutionalizing Practices and Improvements

DWU views Title III funding as a key element in achieving its goals and objectives in a partnership with the University. These sources of funds will enable the University to move forward as a strong and self-sufficient institution.

The design of Activity 1 is self-sustaining. It improves the integrated information system that is central to the operation of the University. The University will partner with Title III and provide an estimated $200,000 of its own funds in order to realize the project in a comprehensive and effective manner.

The design of Activity 2 is self-sustaining in terms of creating a campus environment where embedding instructional technology into the student learning is the norm. Embedding technology throughout the teaching and learning process is now a central objective of the University. At the end of the grant period, the majority of DWU faculty will be fluent in the application and use of instructional technology. They, in turn, will mentor and share their knowledge with new faculty and students.

DWU has already made a substantial commitment to institutionalization by funding certain essential infrastructure elements of the project. The University expended more than $200,000 prior to 2002 to upgrade the computer network infrastructure in order to make the use of modern information systems and instructional technology a reality on campus. Clearly DWU is totally committed to the effective use of technology for instructional and administrative purposes. DWU is also paying for a substantial share of the costs as each Activity progresses.

Methods for Institutionalization

The facets of the project requiring institutionalization can be classified into three categories: Personnel, Equipment and Software, and Faculty Development. DWU's contribution in each category during and after the grant period is described.

Personnel

Activity 1: No new positions are created.

Activity 2: Two new positions are created: the Instructional Technology Specialist and the Computing Specialist. The University will retain these positions. It institutionalizes the IT Specialist

by paying a portion of the position's salary and benefits in Years 4 (20%) and Year 5 (40%) totaling about $37,850. DWU will pay 25% of the Computer Technician's salary in Year 3, 50% in Year 4, and 75% in Year 5 totaling about $68,160.

Equipment and Software

Activity 1: The software for the administrative Information System is on an annual maintenance and upgrade contract which will be paid by the University. It is estimated that this will be $52,000 per year. The University will also upgrade the AS400 and other equipment according to the computer replacement plan cycle.

Activity 2: The software for the course management system has an annual subscription fee. DWU will begin paying this fee in Year 3. The University will assume the cost of software upgrades and the new software that is needed for continuing curriculum quality. All software is registered and records are maintained by the Information Systems department. When software vendors upgrade, either the department or the Instructional Technology Specialist will decide if the upgrade is necessary and order the upgrade if appropriate. Institutional funds will be budgeted in the Multimedia Technology Center budget for general purpose software and in department budgets for discipline-specific software.

The staff of the Information Systems department maintains all computing equipment and performs most repairs and upgrades on site. The University will maintain the equipment that is purchased with Title III funds, and will completely assume the cost of repair, parts replacement, and labor after the warranty period and the grant period. The University will include the provision of at least 3-year warranties in the specifications for computer and related equipment. The University will adhere to its three-year replacement cycle.

Faculty Development--Activity 2

The Activity contemplates a major faculty development effort that provides the faculty with the expertise needed to embed computer applications and instructional technology into the student learning process. This effort provides for a self-renewing cadre of technologically sophisticated faculty. Moreover, new faculty hired during the next five years are likely to be more computer literate than those the project will be training and will not need as much intense faculty development.

The University will gradually increase funding for faculty development by at least $8,000 over 2002-2003 levels. These funds will provide additional assistance for attendance at professional conferences and summer stipends for curriculum improvement projects that focus on instructional technology and its implications for student learning.

The Instructional Technology Specialist will continue to provide development activities and assistance to faculty in integrating software and hardware into the instructional process.

Operational Costs and Funding to Institutionalize Proposed Activities

Resources Needed for Institutionalization

Activity 1	
Equipment	
AS400 upgrades and enhancements/per year	$10,000
Software	
Annual maintenance and upgrade contracts –Administrative	$53,000
Total for Activity 1	**$63,000**

Activity 2	
Equipment	
Computer software	$5,000 annually
Equipment replacement (leases)	$20,000 annually
Course Management System	$8,600 annually
Faculty Development	
Faculty Development Budget	$8,000 increase
Personnel (over and above what DWU is paying at the end of the project)	
Instructional Technology Specialist	$29,000
Computer Specialist	$8,900

Fringe benefits	$11,500
Total for Activity 2	**$91,000**

DWU intends to assume at least $154,000 in continuing obligations in addition to the contributions it is making to the project in order to institutionalize the work begun with Title III funds.

Funding of Operational Costs for Personnel, Maintenance, Upgrades and Replacement of Equipment

There are four main sources of funds for institutionalization.

1. A $150 per full-time student per semester Campus Enhancement Fee was instituted in the fall of 2001. The fee increased to $200 per semester in the fall of 2002. These fees generate approximately $265,000 per year, and will grow to $320,00 as enrollment goals are met.
2. The goals of the "Preparing the Way" capital campaign, which is in its fifth year, includes $8,000,000 for endowment, including a $500,000 endowment for professional development. This overall increase in endowment and the specific set-aside for professional development will generate additional funding.
3. The "Preparing the Way" campaign also includes $1,200,000 for technology projects. These funds should be available as the grant reaches its conclusion to continue a regular replacement and upgrade plan, and to maintain equipment and software. Year five of the project calls for placing $70,000 of grant money into a technology endowment. With dollar for dollar matching DWU will have more than $140,000 in its technology endowment.
4. Projected full-time enrollment increases, improved retention, and improved financial controls and will result in greater net tuition revenue. Each new full-time student will bring in approximately $9,000 per year in net tuition revenue. The increased operating budget will be able to sustain part of the cost of institutionalization.

Part II -- DEVELOPMENT GRANT SPECIFICS

Description of Prior Title III Support

DWU has not received Title III support since the early 1980's.

Ranking Activities

DWU proposes two activities. The Activities are ranked in the following order:

Activity 1: Strengthening Institutional Management by Developing an Effective Management Information System

Activity 2: Strengthening Academic Programs by Incorporating Instructional Technology

Each activity would be a sound investment of federal funds if funded separately.

Narrative for Activity 1: Enhancing DWU's Management Information System

DWU proposes to strengthen its institutional management by upgrading and enhancing its management information system. The activity will provide the hardware, software, staff training, and personnel needed to effectively plan, manage, and monitor the long and short-range operations and strategies of the university. The activity will also provide new online registration services to students and faculty.

Activity Objectives and Performance Indicators (Form ED 851A-2)

The Activity Objectives and Performance Indicators forms on the following pages delineate measurable objectives for critical outcomes related to Problem 3 as identified in the CDP. Since much of the strategy proposed for the enhancement of the management information system involves processes, the Implementation Strategy forms describe those processes. However, the Objectives and Performance Indicators describe actual, measurable changes that occur as a result of implementing the processes and developing a more functional management information system.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended BY Public Law 102-325	FORM APPROVED OMB No.: 1840- 0114 EXP. DATE: 03/31/2003

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. NAME OF APPLICANT INSTITUTION: Dakota Wesleyan University, South Dakota	2. ACTIVITY TITLE: ACTIVITY 1: Enhancing DWU's Management Information System
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS

YEAR 1: 2003-2004	
1. 1 To increase the accuracy and reliability of the database of student, academic, financial, advancement, alumni and other critical information by September 2006.	1.1 A random sample of 200 database entries drawn in September 2004 will be at least 98% free from errors.
1.2 To eliminate the problem of duplicate entry of data by September 2005.	1.2 By September 30, 2004, operations audits and work flows for Admissions, Financial Aid, Registrar, Business, and Advancement offices will be examined and redesigned if necessary.
1.3 To train professional staff in departments that currently use the management information system by August 2004.	1.3 By August 2004 50% of professional staff who work in departments that use the current MIS system will receive training by vendor.
1.4 To install the MIS's web module by August 2005.	1.4 By August 2004 the necessary equipment and software will be installed to allow web access to the MIS system.

YEAR 2: 2004-2005	
2. 1 To increase the accuracy and reliability of the database of student, academic, financial, advancement, alumni and other critical information by September 2006.	2.1 A random sample of 200 database entries drawn in September 2004 continues to be at least 98% free from errors.
2.2 To develop the ability to create institutional research reports for informed planning, enrollment management and decision-making by September 2006.	2.2 By September 2005 business intelligence tools will be installed and utilized by administrative staff.
2.3 To train professional staff in departments that currently use the management information system by August 2004.	2.3 By August 2005 remaining 50% of professional staff who work in departments that use the current MIS system will receive training by vendor.
2.4 100% of faculty advisors will use online features of the web module by August 2005.	2.4 By August 2005 100% of faculty advisors will receive training in the use of web-based advising and class registration functions.
2.5 To implement online registration capabilities by April 2005.	2.5 By April 2005 25% of existing students will register online for Fall 2005 classes.

ED FORM 851A-2

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended BY Public Law 102-325	FORM APPROVED OMB No.: 1840- 0114 EXP. DATE: 03/31/2003

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. NAME OF APPLICANT INSTITUTION: Dakota Wesleyan University, South Dakota	2. ACTIVITY TITLE: ACTIVITY 1: Enhancing DWU's Management Information System
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS

YEAR 3: 2005-2006	
3.1 To increase the efficiency and effectiveness of the University's management information system.	3.1a By September 2006 all administrative offices will use available business intelligence tools to conduct departmental and institutional research. 3.1b By April 2006 50% of existing students will register online for Fall 2006 classes.

YEAR 4: 2006-2007	
4.1 All standing and ad hoc institutional committees will have 100% of the data and information required to conduct their work available in accurate and timely reports by September 2007.	4.1a. By September 2007 100% of standard requested reports will be delivered to the relevant committee chairs at least 1 week prior to a regular meeting. 4.2b. By September 2007 100% of speciai reports will be delivered to a committee chair within 3 days of the request. 4.3c. By September 2007 a survey of committee members will show a 95% satisfaction rate with the availability, timeliness and accuracy of the reports needed for committee work.

Narrative Showing the Relationship of Activity Objectives to the CDP

The institutional management weaknesses identified in the CDP led to the formation of Problem 3: *The university has not had the resources to date to effectively leverage its management information system when providing information and services to all of its constituents.* In order to attack this problem two tactical goals from the updated *Wesleyan Plan* were selected: Goal 3: *Developing institutional research, including a retention database* and Goal 4: *Promote and maintain an institutional culture that is integrity-based and customer-focused.* Eleven objectives were developed to accomplish the task of solving this problem and achieving these goals.

The university believes that attaining these 11 objectives over a four-year period will eliminate the weaknesses, solve the stated problem, and meet the tactical goals. The final results will include a 98% error-free MIS database, a staff that fully utilizes the system and conducts institutional research, and the availability of new customer-focused, online services for DWU students, faculty, and staff. Ultimately, accomplishing these objectives will result in increased student and employee satisfaction; and a strong foundation for future planning, management, and evaluation processes that depend heavily on reliable and easily accessible information.

Implementation Strategy and Timetable (Form: ED 851A-3)

The activity tasks can be found on the following pages.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 1: Enhancing DWU's Management Information System

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM	TO
Year 1: 2003-2004					
Conduct operations audit for administrative offices.	-Mgr. IS, Jenzabar Rep, Admin. staff	Review job workflows as they relate to desired work production.	Revised work flows and procedures.	10/03	12/03
Purchase, install, and test JICS and necessary hardware	-Mgr. IS, Jenzabar staff	Purchases made per established purchasing procedures. Software installed and tested	Hardware and software working properly.	10/03	02/04
Begin assessment process.	Mgr. IS; Title III Coord.; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	11/03	9/04
Resolve existing data problems.	-Mgr. IS, Jenzabar Rep, Admin. staff	Examine and correct data records and faulty linkages in data structures.	Database 98% accurate by the end of Year 1.	01/04	09/04
Train faculty on JICS.	-Faculty, Registrar	Registrar will conduct training so faculty advisors can use JICS for advising.	All faculty advisors are trained and using JICS in advising.	03/04	03/04
Train administrative staff on JICS and MIS modules.	-Dept. heads & staff, Jenzabar Trainer(s)	Employees will participate in Jenzabar training.	Staff can effectively utilize MIS.	03/04	09/04
Develop policies and procedures for online registration.	-Registrar office, staff	Develop policies and procedures.	Policies and procedures developed and published.	06/04	08/04
Begin processing online donations/payments.	-Advancement and Business staff	Process payment through online features.	First online donation/payment actually processed.	06/04	08/04
Conduct end of year formative and summative evaluation.	Title III Coord.; Mgr. IS; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of MIS, and submits yearly report with recommendations.	Evaluative data from survey results reported and on file. Establish recommendations for Year 2.	08/04 09/04	09/04 09/04
Year 2: 2004-2005					
Train faculty on advanced features of JICS for advising.	-Faculty advisors, Registrar	Registrar will conduct training so faculty advisors can use advanced features.	All faculty advisors are trained and using features in advising/registration.	10/04	11/04

Abbreviations: Mgr. IS = Manager of Information Systems/Activity Director

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 1: Enhancing DWU's Management Information System

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM	TO
Purchase, install, and test Jenzabar data marts and necessary hardware	-Mgr. IS, Jenzabar staff	Purchases made per established purchasing procedures. Software installed and tested	Hardware and software working properly.	10/04	11/04
Conduct operations audit for remaining administrative offices.	-Mgr. IS, Jenzabar Rep, Admin. staff	Review job workflows as they relate to desired work production.	Revised work flows and procedures.	10/04	12/04
Audit & maintain data integrity	-Mgr. IS, Admin. staff	Quarterly examination of data records.	Errors corrected and 98% or better accuracy maintained.	10/04	09/05
Train additional administrative staff on JICS and MIS modules.	-Administrative staff -Jenzabar Trainer(s)	Employees will participate in Jenzabar training.	Staff can effectively utilize MIS.	10/04	09/05
Continue assessment processes	Mgr. IS; Title III Coord.; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/04	9/05
Conduct initial online course registration for Spring 2005.	-Registrar's office -Students	Students register for courses online.	25% of students will register online.	11/04	11/04
Train staff and administrators to use Jenzabar Data Marts	-DWU employees	Conduct hands-on training.	End users are able to obtain desired reports.	11/04	12/04
Conduct end of year formative and summative evaluation.	Title III Coord.; Mgr. IS; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of MIS, and submits yearly report with recommendations.	Evaluative data from survey results reported and on file. Establish recommendations for Year 2.	08/05 09/05	09/05 09/05
Year 3: 2005-2006					
Improve efficiency of report generation.	-Mgr. IS & Professional staff.	Mgr. IS meets with staff to assist with refining the use of report generation.	Administrators and administrative staff effectively use Jenzabar Data Marts.	10/05	09/06
Audit & maintain data integrity	-Mgr. IS -Administrative staff	Reporting and simple query tasks of random data sample at regular intervals	Maintain standard of 98% accuracy	10/05	09/06

Abbreviations: Mgr. IS = Manager of Information Systems/Activity Director

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 1: Enhancing DWU's Management Information System

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM	TO
Increase use of online registration.	-Registrar's staff -Students	Conduct online registration.	At least 50% of students will register online.	10/05	09/06
Continue assessment processes	Mgr. IS; Title III Coord.; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/05	09/06
Conduct end of year formative and summative evaluation.	Title III Coord.; Mgr. IS; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of MIS, and submits yearly report with recommendations.	Evaluative data from survey results reported and on file. Establish recommendations for Year 2.	08/06 09/06	09/06 09/06
Year 4: 2006-2007					
Develop plans for data archiving, disaster, and upgrade planning	-Man IS -Database specialist	Meet with appropriate personnel and software vendor, review options	Needs and/or procedures for archival data, upgrade paths defined	10/06	04/07
Verify and maintain data integrity	-Database specialist	Reporting and simple query tasks of random data sample at regular intervals	Minimum standard of 98% accuracy	10/06	09/07
Identify and insure that reports are available when needed	-Mgr. Is, administration, institutional committees	Conduct survey, identify weaknesses, and resolve problems as they occur.	**100% of reports are available in times indicated in objective 4.1.**	10/06	09/07
Continue assessment processes	Mgr. IS; Title III Coord.; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/06	09/07
Conduct end of year formative and summative evaluation.	Title III Coord.; Mgr. IS; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of MIS, and submits yearly report with recommendations.	Evaluative data from survey results reported and on file. Establish recommendations for Year 2.	08/07 09/07	09/07 09/07

Abbreviations: Mgr. IS = Manager of Information Systems/Activity Director

Narrative of Implementation Strategy Rationale

The existing management information system problems have become increasingly evident since 1999. However, the University was unable to remedy the situation due to limited financial resources and the urgent need to use available funds to move salaries closer to their targets. Moreover, the expertise needed to evaluate the system and improve its management was not available among existing University staff until Mike Marx, the current Manager of Information Systems, was hired in April 2001.

As DWU planned for this activity, consideration was given to the recommendations made by consultant Bethany Baxter. Some of the recommendations have already been implemented with institutional funds. Recommendations made by Ms. Baxter which are incorporated into this activity appear below:

1. Begin cleaning up the data. Staff will not eliminate their reliance on shadow systems until they have confidence in the data residing on the AS400. Responsibility for the integrity of the current and historical data in each field should be placed on the unit that is responsible for gathering and entering that data.

2. Hire someone who understands the AS400, the Jenzabar TE (CMDS) software system, and the database. This person should concentrate on:

- Assisting staff in cleaning up the data. Particular emphasis should be placed on training and assisting staff in uploading and downloading data.
- Designing reports that meet the needs of the college.
- Establishing a consistent approach to security that enables secure access to appropriate information for all members of the DWU community, including faculty and students.

3. Have the ability to access the system through the Web. This will permit the 24/7 access that competition in an increasingly technological world demands.

There are three components of the implementations strategy: 1) clean existing data and train staff to better utilize the system, 2) provide online services to DWU constituents, and 3) implement and utilize business intelligence tools. These components are interrelated and interdependent; all must be developed in order to accomplish the activity's goals and objectives. The table below summarizes the components and their associated activities.

Component 1: Data Cleanup/ Staff Training	**Component 2: Implement Online Services**	**Components 3: Implement Business Intelligence Tools**
Cleanup existing data to make it useful. Provide training to existing and new staff members.	Implement Jenzabar's Internet Campus Solution	Implement Jenzabar's Datamarts

Component 1: Data Cleanup/Staff Training

Cleaning up existing data will include combining and removing duplicate entries, as well as identifying and correcting faulty linkages in data structures. Staff training will begin by conducting department operations audits to determine how efficiently employees are using the system. Training for various departmental staff members will be structured based on the results of these audits to improve the utilization of the system. Training relating to components two and three of this activity will also be conducted.

Component 2: Implement Online Services

Providing online services to DWU's various constituents via Jenzabar's Internet Campus Solution (JICS) is key to meeting the expectations of web-savvy users. Available online services will include (among others) course registration, access to student transcripts, advising/course audit, and processing credit card transactions. Most services will be available in the first two years of the activity. JICS will provide a graphical interface to DWU's system for many constituents. Funds are budgeted for software, hardware, and implementation costs.

Components 3: Implement Business Intelligence Tools

Jenzabar's Data Marts are business intelligence tools that will allow DWU to conduct institutional research beyond its current capabilities. These tools will provide graphical reporting and analysis capabilities that will allow DWU decision-makers easy access to data and trends. Funds are budgeted for software, hardware, and implementation costs.

Alternatives Considered

Two alternatives were considered for this activity

1. Maintain the status quo.

Currently the MIS is fraught with errors, and hampered further by users who do not have the expertise required to utilize the system. This alternative is not acceptable.

2. Purchase a new management information system.

In order to migrate to a new system DWU must have a clean database. Moving "dirty" data to a new system would only compound the problem. The work planned for this activity must be accomplished before migration to a new system is feasible. Additionally, by upgrading DWU can leverage the time, effort, and money already invested in its existing system. Purchasing a new system would be a much more expensive alternative. It would also require DWU to go through the difficult process of data conversion and implementation.

Narrative Regarding Key Personnel for Activity 1

The personnel configuration for this activity has been carefully considered to maximize positive impact on DWU's information needs. Key consideration is the eventual complete institutionalization of the activities funded by the grant. Key personnel involved in the implementation of this Activity are Mike Marx, Manager of Information Systems, a variety of DWU staff who use the MIS, and representatives from our MIS vendor.

Below is a summary of key DWU personnel functions and time commitments:

Position	Person	Time Commitment	Function	Funded by
Manager of Information Systems/ Activity Director	Mike Marx	50% Years 1-4	Supervises all aspects of the project. Oversees equipment acquisition Works with Title III Coordinator and external evaluator to assess program effectiveness.	Title III
DWU Staff		Variable	Meet with representatives from MIS vendor to conduct operations audits, attend MIS training.	DWU
MIS Vendor Representatives		Variable	Conduct database clean up, departmental operations audits, implementation of new products, and training sessions.	Title III

Mike Marx
Activity Director

Employment Experience

Manager of Information Systems April 2001—Present Dakota Wesleyan University

- General management responsibilities for IS department
- High level server and network administration, maintenance, and development
- AS400 administration and enhancements

Network Manager (corporate level) 1991—2002 Raven Industries, Sioux Falls, SD

- Designed, implemented, and managed corporate wide area and local area network
- Management and support of expanding network systems
- Implemented connectivity between AS400, Novell, and Linux based e-mail systems
- Maintained high availability of network resources across multiple locations
- Worked with vendors and suppliers during upgrades and communication outages
- Troubleshooting of Definity G3 PBX phone systems
- Responsible for developing policy concerning the use of company computer systems
- Responsible for maintaining security on publicly accessed mail and internet systems
- Manager of technical staff

Education

Augustana College 1994—Present Sioux Falls, SD

- Pursuing B.A. in Computer Science while maintaining full-time employment.
- Senior Standing, Overall GPA 3.7, Computer Science GPA 4.0

Southeast Technical Institute Sioux Falls, SD

- AS400 operating systems training.

Certifications and Training

- Certified Novell NetWare Engineer (CNE), 1999
- Linux systems Administration and Security, 1999
- Zenger-Miller Management Training, 1999
- Certified Novell NetWare Administrator (CNA), 1997

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER 1	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE 03/31/03

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Dakota Wesleyan University, SD | **2. Activity Title: Enhancing DWU's Management Information System**

3. Budget Categories by Year	First Year		Second year		Third year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	
a. Personnel (Position Title) Activity Director	50	$25,230	50	$26,115	50	$27,030	50	$27,975			$106,350
SUB-TOTAL		$25,230		$26,115		$27,030		$27,975			$106,350
b. Fringe Benefits – 30%		$7,570		$7,835		$8,110		$8,395			$31,910
c. Travel		$2,000		$2,000		$2,000		$2,000			$8,000
d. Equipment		$77,260		$86,260		$81,260		$25,000			$269,780
e. Supplies		$1,000		$1,000		$1,000		$1,000			$4,000
f. Contractual		$35,000									$35,000
g. Construction											
h. Other		$10,000		$17,800							$27,800
i. TOTAL DIRECT CHARGES		$158,060		$141,010		$119,400		$64,370			$482,840

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: ACTIVITY 1: Enhancing DWU's Management Information System

3. Remarks

A. PERSONNEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Activity Director	$25,230	$26,115	$27,030	$27,975
TOTAL	**$25,230**	**$26,115**	**$27,030**	**$27,975**

Activity Director. Mr. Mike Marx will serve as Activity Director. He will receive 50% release time each year of the activity.

B. FRINGE BENEFITS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Activity Director	$7,570	$7,870	$8,185	$8,395
TOTAL	**$7,570**	**$7,835**	**$8,110**	**$8,395**

Fringe benefits are budgeted at an institutional rate of 30%. See Other Budget Information attached to Summary Budget for detailed breakdown of each component. DWU will assume the same percent of fringe benefits as personnel costs.

C. TRAVEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Travel for Activity Director to attend training and/or conferences. ($2,000 per year).	$2,000	$2,000	$2,000	$2,000
TOTAL	**$2,000**	**$2,000**	**$2,000**	**$2,000**

D. EQUIPMENT

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
IBM AS400 (3-year lease to own)	$26,000	$26,000	$26,000	
IBM Software Tier upgrade	$11,000			
Jenzabar JICS software & implementation (3-year lease to own)	$30,260	$30,260	$30,260	
Jenzabar Data Mart software & implementation (3-year lease to own)		$25,000	$25,000	$25,000
Servers for new Jenzabar software	$10,000	$5,000		
TOTAL	**$77,260**	**$86,260**	**$81,260**	**$25,000**

E. SUPPLIES

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Supplies for in-house training: printing, manuals, graphics etc.	$1,000	$1,000	$1,000	$1,000
TOTAL	**$1,000**	**$1,000**	**$1,000**	**$1,000**

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03
OTHER BUDGET INFORMATION	
1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: ACTIVITY 1: Enhancing DWU's Management Information System

3. Remarks

F. CONTRACTUAL

	YEAR 1
Contracting database cleanup	$35,000
TOTAL	**$35,000**

H. OTHER

	YEAR 1	YEAR 2
Department operations audits.		$7,800
MIS vendor training for administrative system.	$10,000	$10,000
TOTAL	**$10,000**	**$17,800**

I. TOTAL ACTIVITY 1

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
TOTAL	**$158,060**	**$141,010**	**$119,400**	**$64,370**

GRAND TOTAL FOR ACTIVITY: $482,840

Narrative for Activity 2: Strengthening Academic Programs by Incorporating Instructional Technology

DWU proposes to strengthen academic programs by providing the hardware, software, faculty training, and personnel needed to integrate instructional technology into teaching and learning. It will redefine the manner in which learning and teaching are conducted at DWU and will have a tremendous impact on student learning.

Activity Objectives and Performance Indicators (Form ED 851A-2)

The Activity Objectives and Performance Indicators forms on the following pages provide measurable outcome objectives that are ambitious but realistic. The outcome objectives deal with:

- Measurable improvement in faculty knowledge and use of instructional technology.
- Documented improvements in the curriculum.
- Improvements in student learning as instructional technology is incorporated into the curriculum.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act, as amended BY Public Law 102-325

FORM APPROVED
OMB No.: 1840- 0114
EXP. DATE: 03/31/2003

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. NAME OF APPLICANT INSTITUTION: Dakota Wesleyan University, South Dakota	2. ACTIVITY TITLE: Activity 2: Strengthening Academic Programs by Incorporating Instructional Technology
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	**4. PERFORMANCE INDICATORS**

YEAR 1: 2003-2004

1.1 To increase the instructional technology skill and knowledge-levels of the faculty by September 2004 Baseline: Initial baseline established in faculty survey of 2000.	1.1a. At least 40% of the faculty will participate in at least two faculty development activities as shown by attendance logs. 1.1b. At least 20% of the faculty will work bi-weekly with the IT Specialist to enhance technological skills. 1.1c. At least 10% of faculty will participate in summer workshops. 1.1d. By September 2004, the following changes will occur from the baseline established in 2000. Category / 2000 / 2004 Novice / 40% / 30% Basic User / 43% / 50% Advanced User / 12% / 15% Developer / 5% / 5%
1.2 To increase the regular use (at least once a week) of instructional technology in the classroom.	1.2a At least 2 faculty members will conduct curriculum improvement projects as part of the Embedding Technology mini-grant program and will demonstrate their projects to faculty peers. 1.2b At least 20% of faculty members will use their own World Wide Web page or Web course management system for instructional purposes. 1.2c. By September 2004, 20% of faculty will use varied examples of instructional technology weekly.

YEAR 2: 2004-2005

2.1 To increase the instructional technology skill and knowledge-levels of the faculty by September 2005.	2.1a. At least 50% of the faculty will participate in at least two faculty development activities as shown by attendance logs. 2.1b. At least 30% of the faculty will work bi-weekly with the IT Specialist to enhance technological skills. 2.1c. At least 10% of faculty will participate in the summer workshops. 2.1d. By September 2005, the following changes will occur from the prior year: Category / 2000 / 2004 / 2005 Novice / 40% / 30% / 25% Basic User / 43% / 50% / 50% Advanced User / 12% / 15% / 20% Developer / 5% / 5% / 5%

ED FORM 851A-2

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended BY Public Law 102-325	FORM APPROVED OMB No.: 1840- 0114 EXP. DATE: 03/31/2003
ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS	
1. NAME OF APPLICANT INSTITUTION: Dakota Wesleyan University, South Dakota	2. ACTIVITY TITLE: Activity 2: Strengthening Academic Programs by Incorporating Instructional Technology
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS

2.2 To increase the regular use (at least once a week) of instructional technology in the classroom.	2.2a At least 4 additional faculty members will conduct curriculum improvement projects as part of the Embedding Technology mini-grant program and will demonstrate their projects to faculty peers. 2.2b At least 25% of faculty members will use their own World Wide Web page or Web course management system for instructional purposes. 2.2c. By September 2005, 30% of faculty will use varied examples of instructional technology weekly.
YEAR 3: 2005 – 2006	
3.1 To increase the instructional technology skill and knowledge-levels of the faculty by September 2006.	3.1a. At least 50% of the faculty will participate in at least two faculty development activities as shown by attendance logs. 3.1b. At least 35% of the faculty will work bi-weekly with the IT Specialist to enhance technological skills. 3.1c. At least 10% of faculty will participate in the summer workshops. 3.1d. By September 2006, the following changes will occur from the prior year:

Category	2000	2004	2005	2006
Novice	40%	30%	25%	15%
Basic User	43%	50%	50%	45%
Advanced User	12%	15%	20%	35%
Developer	5%	5%	5%	5%

3.2 To increase the regular use (at least once a week) of instructional technology in the classroom.	3.2a At least 5 additional faculty members will conduct curriculum improvement projects as part of the Embedding Technology mini-grant program and will demonstrate their projects to faculty peers. 3.2b At least 50% of faculty members will use their own World Wide Web page or Web course management system for instructional purposes. 3.2c. By September 2006, 50% of faculty will use varied examples of instructional technology weekly.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended BY Public Law 102-325	FORM APPROVED OMB No.: 1840- 0114 EXP. DATE: 03/31/2003

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. NAME OF APPLICANT INSTITUTION: Dakota Wesleyan University, South Dakota	2. ACTIVITY TITLE: Activity 2: Strengthening Academic Programs by Incorporating Instructional Technology
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS

YEAR 4: 2006-2007

4.1 To increase the instructional technology skill and knowledge-levels of the faculty by September 2007.	4.1a. At least 50% of the faculty will participate in at least two faculty development activities as shown by attendance logs. 4.1b. At least 45% of the faculty will work bi-weekly with the IT Specialist to enhance technological skills. 4.1c. At least 10% of faculty will participate in the summer workshops. 4.1d. By September 2007, the following changes will occur from the prior year:

Category	2000	2004	2005	2006	2007
Novice	40%	30%	25%	15%	10%
Basic User	43%	50%	50%	45%	35%
Advanced User	12%	15%	20%	35%	50%
Developer	5%	5%	5%	5%	5%

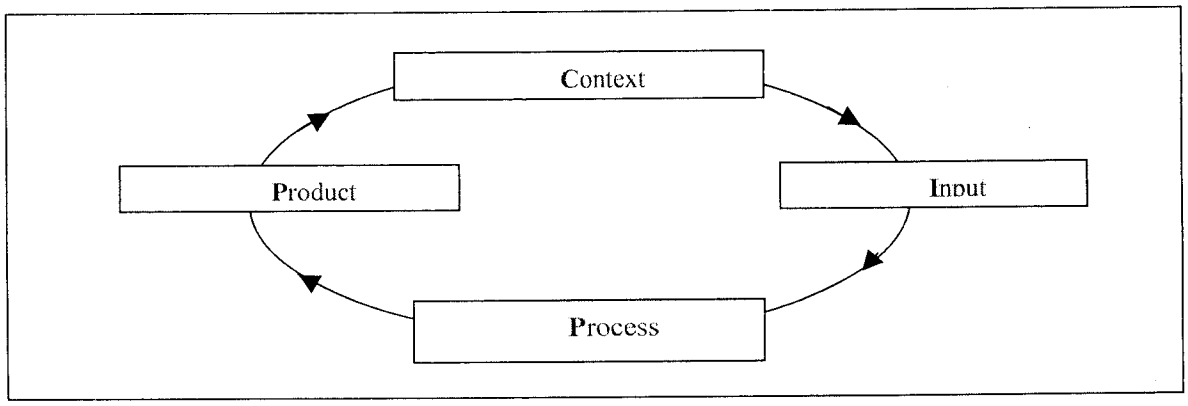
4.2 To increase the regular use (at least once a week) of instructional technology in the classroom.	4.2a At least 5 additional faculty members will conduct curriculum improvement projects as part of the Embedding Technology mini-grant program and will demonstrate their projects to faculty peers. 4.2b. At least 60% of faculty members will be using their own World Wide Web page or Web course management system for instructional purposes. 4.2c. By September 2007, 55% of faculty will use varied examples of instructional technology weekly.
4.3 To increase the number of students engaged in courses utilizing varied mediums of instructional technology.	4.3a By September 2007, 60% of all courses taught will incorporate some medium of appropriate instructional technology. 4.3b By September 2007, at least 80% of students will participate in at least 2 classes where instructional technology enhances course delivery.

Table I delineates the general CIPP model elements. Figure I illustrates the model's element's relationships.

Table I. CIPP Model

Decision Making (formative evaluation)	**Accountability** (summative evaluation)
Context: Developing an understanding of the environment in which the project is being designed and implemented including the state/regional and local history, the project team, the school district and the community.	
Inputs: Determining what need is to be addressed by the project. Understanding the extent to which the Project is effectively organized (budget, personnel, resources, partnerships, etc.) to implement its strategies toward its intended outcomes.	
Process: Determining what strategies are being implemented. Determining the quality of and outcomes of the project's strategies or implementation. Answering questions such as: What barriers threaten the success of the project? How can the implementation be refined?	*Process:* Record of the actual process of the implementation.
Product: Determining quality and utility of products and impact of their use. Determining strategic direction.	*Product:* Evidence of quality, utility and impact.

Figure 1. CIPP Model Element Relationships



Evaluation Process Theory of Action

This evaluation is guided by the philosophy and based upon the principles of Empowerment Evaluation. Empowerment evaluation values stakeholder involvement and use of the evaluation findings to promote individual and organizational growth.[2] The key elements of Empowerment Evaluation are:

2 Fetterman. D., Kaftarian, S., & Wandersman, A. (1996). Empowerment Evaluation. Thousand Oaks: Sage Publications.

Narrative Showing the Relationship of Activity Objectives to the CDP

The institutional management weaknesses identified in the CDP led to the formation of Problem 1: *The university does not have the technology resources to accommodate the increasing appetite for incorporating technology into the curriculum* and Problem 2: *Funding constraints preclude the university from providing appropriate faculty development opportunities addressing the use of instructional technology.* In order to attack these problems two tactical goals from the updated *Wesleyan Plan* were selected: Goal 1: *Embrace the Wesleyan Imperatives of critical thinking, awareness, expression, meaning, and vocation throughout the curriculum* and Goal 2: *Implement an academic technology plan for the entire campus and for each major or division to include: ubiquitous student access to technology, adequate instructional technology, and on-line instructional opportunities to expand and enhance curriculum.* Thirteen objectives were developed to accomplish the task of solving this problem and achieving these goals.

The university believes that attaining these 13 objectives over a five year period will eliminate the weaknesses, solve the stated problems, and meet the tactical goals. The final results will include making more appropriate levels of technology available, allowing faculty to imbed new strategies into their teaching, and a well-prepard faculty that incorporates new technologies into the curriculum. Ultimately, accomplishing these objectives will result in enhanced learning for students, better preparing them to enter the world of work.

Implementation Strategy and Timetable (Form: ED 851A-3)

The activity tasks can be found on the following pages.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Year 1: 2003-2004					
Conduct search for Instructional Technology Specialist.	CIO/AD; Search Comm.; HR	Use standard University employment procedures.	Instructional Technology Specialist begins work.	10/03	12/03
Conduct search for Computing Specialist	-Mgr. IS, Search Committee, HR	Use standard University employment procedures.	Computing Specialist begins work.	10/03	12/03
CIT meets monthly to monitor progress.	CIO/AD; Title III Coord.; IT Spec; CIT	Review of monthly progress reports, and implementation.	Minutes of meetings on file.	10/03	9/04
Team travel to conferences (faculty, administrator, IT Spec.)	Team of 3-5 people	Identify conferences. Use University travel and reimbursement procedures.	Attendees file report indicating competencies gained and ideas for implementation.	10/03	9/04
Define and publish criteria for Embedding Technology grant program.	CIO/AD; IT Spec.; Faculty Development; CIT	Formulate guidelines. Gather faculty input. Circulate draft guidelines. Publish final guidelines.	Grant guidelines published. Program ready to begin in spring and summer.	11/03	12/03
Purchase laptops for 21 faculty members and IT Spec.	Mgr. IS.; IT Spec.;	Use University purchasing procedures. Purchase and configure equipment.	Faculty use laptops daily.	11/03	1/04
Begin assessment process.	CIO/AD; Title III Coord.; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	11/03	9/04
Implement Round 1 of Embedding Technology program.	CIT; Fac. Dev. Comm.; IT Spec; Recipients	Review proposals. Select recipients for spring and summer 2004. Recipients redesign course.	Recipients selected for grants. Written proposals on file. Pilot redesigned courses 2004-2005.	1/04	9/04
Establish Campus Roundtable for Technology part of faculty development workshops.	IT Spec.; Faculty	Follow TLT Group recommendations and guidelines. Convene Roundtable. Meet during faculty development workshops.	20% of faculty will improve teaching and learning, share information, and set technology goals.	1/04	9/04
Evaluate and select software for Instructional Technology Center	IT Spec.; Faculty;	Define needs, review software, purchase software.	Creation of software library for faculty use.	1/04	9/04
Develop, conduct and evaluate spring 2004 workshops.	IT Spec.; Outside speakers; Faculty	Conduct needs assessment to generate workshop ideas. Conduct 3 workshops spring semester.	40% of faculty will participate in and evaluate effectiveness of 2 or more workshops.	1/04	5/04

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota

2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Acquire and implement web-based course management software	IT Spec.; Mgr. IS; Faculty	Use University purchasing procedures to purchase software. Conduct training workshops for faculty.	20% of the faculty will use course management software.	2/04	9/04
Purchase and setup equipment to convert one classroom into "smart classrooms".	Mgr. IS; IT Spec.; Media Services Tech.	Use University purchasing procedures. Purchase, install and test equipment.	One classroom will be equipped for Fall 2004.	5/04	8/04
Develop, conduct and evaluate summer faculty workshops.	IT Spec.; Faculty; Outside speakers	Based on needs assessment, IT Spec. designs and conducts 3-5 day workshop in June or July.	10% of faculty gain integrating technology skills, shown by written evaluation.	5/04	7/04
Add more outlets to 7 classrooms.	CIO/AD; Contractor	Contractor completes the work.	7 classrooms prepared for laptops.	7/04	8/04
Conduct end of year formative and summative evaluation.	Title III Coord.; CIO/AD; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of IT, and submits yearly report with formative recommendations.	Reports on file. Establish recommendations for Year 2.	8/04 9/04	9/04 9/04
Year 2: 2004-2005					
Implement Round 2 of Embedding Technology program.	CIT; Fac. Dev. Comm.; IT Spec; Recipients	Review proposals. Select recipients for spring and summer 2005. Recipients redesign course.	Recipients selected for grants. Written proposals on file. Pilot redesigned courses 2005-2006.	10/04	9/05
Purchase and setup second round of laptops for faculty members.	Mgr. of IS; IT Spec.	Use standard University procurement procedures. Buy and install equipment.	100% of full-time faculty make daily use of laptops.	10/04	12/04
Embedding Technology project recipients from Year 1 pilot and refine courses.	Mini-grant recipients; IT Spec.	Courses are piloted; IT Spec. supports recipients in revisions. Process is reviewed.	Piloted course taught and refined; student survey re: embedded technology. Recipient interviewed.	10/04	5/05
Develop, conduct, and evaluate 2004-2005 workshops.	IT Spec, Outside speakers; Faculty	Conduct further needs assessment and generate ideas during division meetings. Conduct 3 workshops per semester.	50% of faculty participate in 2 workshops for incorporating technology.	10/04	5/05
CIT meets monthly to monitor progress.	Title III Coord.; IT Spec.; CIT;	CIT reviews monthly progress reports. Discusses status of implementation.	Minutes of meetings on file.	10/04	9/05

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Evaluate and select software for Instructional Technology Center	IT Spec.; Faculty;	Define needs, review software, and purchase software.	Expanded software library..	10/04	9/05
Continue Campus Roundtable for Technology.	IT Spec.; Faculty	Follow TLT Group recommendations and guidelines. Convene Roundtable during faculty development workshops.	30% of faculty will improve teaching and learning, share information, and set technology goals.	10/04	9/05
Continue to train faculty in use of course management software	IT Spec. Faculty	Continue software license. Conduct one training workshop per semester.	25% of faculty will use course management software.	10/04	9/05
Continue assessment processes	CIO/AD; Title III Coord.; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/04	9/05
Team travel to conferences (faculty, admin., IT Spec.)	Team of 3-5 people	Identify conferences. Use University travel and reimbursement procedures.	Attendees file report indicating competencies gained and ideas for implementation.	10/04	9/05
Develop, conduct and evaluate summer faculty workshops.	IT Spec.; Faculty; Outside speakers	Based on needs assessment, IT Spec. designs and conducts 3-5 day workshop in June or July.	10% of faculty gain integrating technology skills, shown by written evaluation.	5/05	7/05
Purchase and setup equipment to convert three classrooms into "smart classrooms".	Mgr. IS; IT Spec.; Media Services Tech.; Contractor	Use University purchasing procedures. Purchase, install and test equipment.	Three classrooms will be equipped for Fall 2005.	5/05	8/05
Add more outlets to 6 classrooms.	CIO/AD; Contractor	Contractor completes the work.	6 classrooms prepared for laptops.	8/05	8/05
Conduct end of year formative and summative evaluation.	Title III Coord.; CIO/AD; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of IT, and submits yearly report with formative recommendations.	Reports on file. Establish recommendations for Year 3.	8/05 9/05	9/05 9/05
Year 3: 2005-2006					
Implement Round 3 of Embedding Technology program.	CIT; Fac. Dev. Comm.; IT Spec; Recipients	Review proposals. Select recipients for spring and summer 2006. Recipients redesign course.	Recipients selected for grants. Written proposals on file. Pilot redesigned courses 2006-2007.	10/05	9/06

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Embedding Technology project recipients from Year 2 pilot and refine courses.	Mini-grant recipients; IT Spec.	Courses are piloted; IT Spec. supports recipients in revisions. Process is reviewed.	Piloted course taught and refined; student survey regarding embedded technology. Recipient is interviewed.	10/05	5/06
Develop, conduct, and evaluate 2005-2006 workshops.	IT Spec, Outside speakers; Faculty	Conduct further needs assessment and generate ideas during division meetings. Conduct 3 workshops per semester.	50% of faculty participate in 2 workshops for incorporating technology.	10/05	5/06
CIT meets monthly to monitor progress of project.	Title III Coord.; IT Spec.; CIT;	CIT reviews monthly progress reports. Discusses status of implementation.	Minutes of meetings on file.	10/05	9/06
Evaluate and select software for Instructional Technology Center	IT Spec.; Faculty;	Define needs, review and purchase software.	Expanded software library for faculty	10/05	9/06
Continue Campus Roundtable for Technology.	IT Spec.; Faculty	Follow TLT Group recommendations and guidelines. Convene Roundtable during faculty development workshops.	35% of faculty will improve teaching and learning, share information, and set technology goals.	10/05	9/06
Continue to train faculty in use of course management software	IT Spec. Faculty	Continue software license. Conduct one training workshop per semester.	50% of faculty will use course management software.	10/05	9/06
Continue assessment processes	Title III Coord. CIO/AD; Ex. Eval.	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/05	9/06
Team travel to conferences (faculty, administrator, IT Spec.)	Team of 3-5 people	Identify conferences. Use University travel and reimbursement procedures.	Attendees file report indicating competencies gained and ideas for implementation.	10/05	9/06
Faculty Development Committee and CIT define and publish criteria for Divisional grant program.	IT Spec.; Faculty Dev. Committee; CIT	Gather input from divisions, determine themes for consideration, draft guidelines, circulate for comment, and publish guidelines.	Divisional grant guidelines published. Program ready to begin in fall of Year 4.	5/06	6/06
Purchase and test digital video equipment for IT Center.	IT Spec.; Media Services Tech.	Use University purchasing procedures. Purchase, install and test equipment.	Additional video equipment available in IT Center.	5/06	7/06
Develop, conduct and evaluate summer faculty workshops.	IT Spec.; Faculty; Outside speakers	Based on needs assessment, IT Spec. designs and conducts 3-5 day workshop in June or July.	10% of faculty gain integrating technology skills, shown by written evaluation.	5/06	7/06

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota

2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Purchase and setup equipment to convert four classrooms into "smart classrooms".	Mgr. IS; IT Spec.; Media Services Tech.; Contractor	Use University purchasing procedures. Purchase, install and test equipment.	Four classrooms will be equipped for Fall 2006.	5/06	8/06
Conduct end of year formative and summative evaluation.	Title III Coord.; CIO/AD; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of IT, and submits yearly report with formative recommendations.	Reports on file. Establish recommendations for Year 4.	8/06 9/06	9/06 9/06
Year 4: 2006-2007					
Purchase eight multimedia computers for Instructional Technology Center.	IT Spec.; Mgr. IS	Use standard University purchasing procedures. Purchase, install, and test equipment.	Number of Multimedia majors increase.	10/06	11/06
Implement Round 4 of Embedding Technology program.	CIT; Fac. Dev. Comm.; IT Spec; Recipients	Review proposals. Select recipients for spring and summer 2007. Recipients redesign course.	Recipients selected for grants. Written proposals on file. Pilot redesigned courses 2007-2008.	10/06	9/07
Implement Round 1 of Divisional grant program.	Division faculty members	Review proposals. Select departments to receive grants.	Divisional grant recipients selected. Written proposals on file.	10/06	12/06
Develop, conduct, and evaluate 2006-2007 workshops.	IT Spec, Outside speakers; Faculty	Conduct further needs assessment and generate ideas during division meetings. Conduct 3 workshops per semester.	50% of faculty participate in 2 workshops for incorporating technology.	10/06	5/07
Embedding Technology project recipients from Year 3 pilot and refine courses.	Mini-grant recipients; IT Spec.	Courses are piloted; IT Spec. supports recipients in revisions. Process is reviewed.	Piloted course taught and refined; student survey regarding embedded technology. Recipient is interviewed.	10/06	5/07
CIT meets monthly during academic year to monitor progress of project.	Title III Coord.; IT Spec.; CIT;	CIT reviews monthly progress reports. Discusses status of implementation.	Minutes of meetings on file.	10/06	9/07
Evaluate and select software for Instructional Technology Center	IT Spec.; Faculty;	Define needs, review software, and purchase software.	Expanded software library for faculty use.	10/06	9/07
Continue Campus Roundtable for Technology.	IT Spec.; Faculty	Follow TLT Group recommendations and guidelines. Convene Roundtable during faculty development workshops.	45% of faculty will improve teaching and learning, share information, and set technology goals.	10/06	9/07

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota

2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Continue to train faculty in use of course management software.	IT Spec. Faculty	Continue software license. Conduct one training workshop per semester.	60% of faculty will use course management software.	10/06	9/07
Continue assessment processes.	Title III Coord.; CIO/AD; External Evaluator	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/06	9/07
Team travel to conferences (faculty, administrator, IT Spec.)	Team of 3-5 people	Identify conferences. Use University travel and reimbursement procedures.	Attendees file report indicating competencies gained and ideas for implementation.	10/06	9/07
Purchase and setup replacement laptops for 21 faculty members and Instructional Technology Specialist.	Mgr. IS.; IT Spec.;	Use University purchasing procedures. Purchase, install and test equipment.	21 faculty and IT Specialist have replacement laptops.	11/06	1/07
Divisional grant recipients conduct technology projects.	Divisional grant recipients; IT Spec.	Faculty conduct projects according to proposals. Select and purchase technology for projects.	Technology ready to use Fall 2007. Report submitted to CIT. Faculty and students are interviewed.	1/07	9/07
Develop, conduct and evaluate summer faculty workshops.	IT Spec.; Faculty; Outside speakers	Based on needs assessment, IT Spec. designs and conducts 3-5 day workshop in June or July.	10% of faculty gain integrating technology skills, shown by written evaluation.	5/07	7/07
Purchase and setup equipment to convert one classrooms into "smart classrooms".	Mgr. IS; IT Spec.; Media Services Tech.; Contractor	Use University purchasing procedures. Purchase, install and test equipment.	One classroom will be equipped for Fall 2007.	5/06	8/06
Conduct end of year formative and summative evaluation.	Title III Coord.; CIO/AD; External Evaluator	External Evaluator reviews reports, conducts interviews, reviews current status of IT, and submits yearly report with formative recommendations.	Reports on file. Establish recommendations for Year 5.	8/07 9/07	9/07 9/07
Year 5: 2007-2008					
Implement Round 5 of Embedding Technology program.	CIT; Fac. Dev. Comm.; IT Spec; Recipients	Review proposals. Select recipients for spring and summer 2008. Recipients redesign course.	Recipients selected for grants. Written proposals on file. Pilot redesigned courses 2008-2009.	10/07	9/08

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, HIGHER EDUCATION ACT, AS AMENDED BY PUBLIC LAW 102-325

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota

2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Implement Round 2 of Divisional grant program.	Division faculty members	Review proposals. Select departments to receive grants.	Divisional grant recipients selected. Written proposals on file.	10/07	12/07
Purchase eight multimedia Macintosh computers for Instructional Technology Center.	IT Spec.; Mgr. IS	Use University purchasing procedures. Set up and test computers.	Increased numbers of Multimedia and Ed. Tech. Majors.	10/07	12/07
Purchase and setup second round of replacement laptops.	Mgr. of IS; IT Spec.	Use University procurement procedures. Procure, install and test equipment.	All full-time faculty have replacement laptops.	10/07	12/07
CIT meets monthly to monitor progress of project.	Title III Coord.; IT Spec.; CIT;	CIT reviews monthly progress reports. Discusses status of implementation.	Minutes of meetings on file.	10/07	9/08
Evaluate and select software for Instructional Technology Center	IT Spec.; Faculty;	Define needs, review software, and purchase software.	Expanded software library for faculty use.	10/07	9/08
Continue Campus Roundtable for Technology.	IT Spec.; Faculty	Follow TLT Group recommendations and guidelines. Convene Roundtable during faculty development workshops.	55% of faculty will improve teaching and learning, share information, and set technology goals.	10/07	9/08
Continue to train faculty in use of course management software	IT Spec.; Faculty	Continue software license. Conduct one training workshop per semester.	75% of faculty will use course management software.	10/07	9/08
Continue assessment processes and do five-year summative review.	Title III Coord.; CIO/AD; Ext. Eval.	Identify objective-specific landmark events that will serve to benchmark progress towards completion.	Quarterly progress reports that offer opportunities for mid-course correction	10/07	9/08
Team travel to conferences (faculty, administrator, IT Spec.)	Team of 3-5 people	Identify conferences. Use University travel and reimbursement procedures.	Attendees file report indicating competencies gained and ideas for implementation.	10/07	9/08
Embedding Technology project recipients from Year 4 pilot and refine courses.	Mini-grant recipients; IT Spec.	Courses are piloted; IT Spec. supports recipients in revisions. Process is reviewed.	Piloted course taught and refined; student survey regarding embedded technology. Recipient is interviewed.	10/07	5/08
Develop, conduct, and evaluate 2007-2008 workshops.	IT Spec, Outside speakers; Faculty	Conduct further needs assessment and generate ideas during division meetings. Conduct 3 workshops per semester.	50% of faculty participate in 2 workshops for incorporating technology.	10/07	5/08

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
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IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant: Dakota Wesleyan University, South Dakota	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM / TO	
Divisional grant recipients conduct technology projects.	Divisional grant recipients; IT Spec.	Faculty conduct projects according to proposals. Purchase project technology.	Technology ready to use Fall 2008. Report submitted to CIT. Faculty and students are interviewed.	1/08	9/08
Develop, conduct and evaluate summer faculty workshops.	IT Spec.; Faculty; Outside speakers	Based on needs assessment, IT Spec. designs and conducts 3-5 day workshop in June or July.	10% of faculty gain integrating technology skills, shown by written evaluation.	5/08	7/08
Purchase and test digital video equipment for IT Center.	IT Spec.; Media Services Tech.	Use University purchasing procedures. Purchase, install and test equipment.	Additional video equipment available in IT Center.	5/08	7/08
Conduct end of year and end of Activity summative evaluation	Title III Coord.; CIO/AD; External Evaluator	Faculty surveys assess changes from baseline data. External Evaluator collects and reviews data; submits report with summative recommendations.	Evaluative data from survey results reported and on file. Implementation of recommendations begins.	8/08 9/08	9/08 9/08

Narrative of Implementation Strategy Rationale

The design of the activity was developed through a thoughtful and thorough process of research, investigation, and discussion within DWU, discussions with colleagues at other institutions, attendance at conferences and visits to other colleges. The results of these efforts were reviewed by the Committee on Instructional Technology (CIT). The CIT reached a consensus regarding the best approach for integrating technology into teaching and learning, thereby strengthening the curriculum at DWU.

The CIT developed a mission and vision for instructional technology at DWU. The draft mission and vision statements were circulated to all faculty and discussion was held at the division level. Faculty suggestions were incorporated into the revised statements.

Mission for Instructional Technology
The use of instructional technology will foster excellence in academics by providing centralized support and encouragement for the development and use of technology for scholarship, collaboration, learning, and communication.

Vision for Instructional Technology
DWU intends to enhance its educational mission, including life-long learning, through the use of instructional technology. In planning for and implementing instructional technology DWU seeks:

- To engage students in active and interactive learning in order to provide access to a greater variety of learning opportunities,
- To ensure all faculty and students use technologies to access, generate, and evaluate information in teaching, learning, and problem-solving,
- To enhance communication and to facilitate learning experiences through the integration of technologies and traditional styles of learning and pedagogy,
- To develop faculty who are experts and visionaries in the use of technologies for teaching and research,
- To prepare students for the world of work.

The designers of this activity were guided by this mission and vision and have developed the Implementation Strategy accordingly. The emphasis is placed on teaching and learning, not on technology for its own sake.

There are three components of the implementations strategy: 1) acquisition of equipment and software, 2) faculty development, and 3) integration of technology into the teaching and learning process. These components are interrelated and interdependent; all must be developed in order to

accomplish the activity's goals and objectives. The table below summarizes the components and their associated activities.

Component 1: Acquisition of Equipment and Software	Component 2: Faculty Development	Components 3: Integration of Instructional Technology
Equipping 10 classrooms to convert them to be "smart classrooms". Electrical power provided in classrooms for student-owned laptops. Laptops for all full-time faculty phased in over two years.	Instructional Technology Specialist to assist with faculty development and technology implementation. Series of on-campus workshops and seminars re: teaching with technology. Team travel to conferences and workshops. Individual travel to conferences, workshops, and demonstration sites.	"Embedding Technology" mini-grants for faculty to redesign courses to incorporate technology. Web-based course management system. Divisional grants that allow the four academic divisions to determine priorities for curriculum improvement.

Component 1: Acquisition of Equipment and Software

Smart Classrooms

In order for faculty to integrate instructional technology, they must have well-equipped classrooms. The intention is to make computer use in the classroom as simple and non-intimidating as possible. The basic configuration for these classrooms will include a data/video projection capabilities, videotape/DVD player, sound system, and lectern with an easily accessible connection for a laptop. Faculty will bring their laptop computers, already loaded with the necessary configurations, applications and files, and quickly plug into the projection system. They will connect to the local area network and the Internet so they can access the information needed for class. A number of these classrooms will also outfitted with new tables that can be wired with electrical power.

Electrical Power

It will be necessary to upgrade electrical power in classrooms to accommodate the electricity needs of student and faculty laptops, as batteries tend to run down. Classrooms will be wired with additional electrical outlets over a two-year period to meet this need.

Laptop Computers for Faculty

In order to implement the universal access model, all faculty must have laptop computers that have wireless capability. Laptops will enable faculty to prepare text, charts, graphs, and even complete desktop presentations and to practice the presentation as often as necessary. They can then connect into the classroom projection system, and present their material with confidence.

Laptop computers will be acquired for all 42 full-time faculty, phased in over the first two years of the project. This phase-in process allows for different levels of readiness among the faculty and sets the stage for an orderly replacement plan for the University. A condition of acquiring a laptop will be participation in basic faculty development sessions on the functions and use of laptops, multimedia equipment, and basic software.

Component 2: Faculty Development

Instructional Technology Specialist

A comprehensive faculty development program is the key to successfully integrating instructional technology into the curriculum. The thrust of faculty development is to build the capacity with the University to use instructional technology appropriately, and create a culture on campus that encourages the use of many different teaching strategies and tools. The heart of the faculty development effort will be to create the position of Instructional Technology Specialist. This position will be specifically charged to develop and conduct workshops and seminars to train faculty and assist them with integrating these new strategies and tools. The position will also be responsible for disseminating information about new technologies and teaching-learning strategies.

Workshops/Seminars

A series of on-going workshops and seminars will be developed, coordinated, and often instructed by the Instructional Technology Specialist. DWU faculty identify this as a valuable mode for faculty development. At the outset of the project the Instructional Technology Specialist will conduct a needs assessment to determine appropriate topics for the workshops. Participants will evaluate the workshops to ensure their effectiveness.

Team Travel

Each year of the project teams of five to six faculty members will travel to conferences such as EDUCAUSE, Syllabus, and AAHE-TLTR Technology Roundtables. The team approach builds cohorts of collaborators and mentors who develop and disseminate applications of instructional technology and mentor other faculty.

Individual Travel

Individual faculty members may travel to conferences or demonstration sites in order to identify current practices and teaching strategies in their own disciplines. Funds are budgeted for this purpose as part of the Embedding Technology mini-grant program and will be allocated based on proposals submitted by faculty members.

Components 3: Integration of Instructional Technology Into the Teaching/Learning Process

The ultimate purpose for the acquisition of equipment and software and faculty development is to incorporate technology throughout the curriculum so that students will be the beneficiaries in the teaching and learning process. DWU will use three approaches to effectively incorporate instructional technology into the curriculum.

Embedding Technology Mini-grants

The Embedding Technology mini-grant is the primary vehicle for accomplishing the integration component. The grants actually will serve a dual purpose since they are also important means for faculty

development. Embedding Technology stipends will be awarded on a competitive basis and will cover a summer stipend for research, study and curriculum development using technology. The Instructional Technology Specialist will work closely with mini-grant recipients to assist them with projects. The university's Faculty Development Committee will establish the procedures and criteria for the awarding of these grants. Faculty will be required to demonstrate their projects to their discipline colleagues for an evaluation of the new teaching strategies, content, and effectiveness of the technology. Recipients' reports will be collected and published on the DWU web site.

The Embedding Technology program will begin in Year 1 of the project. The early part of the Year 1 will be devoted to general faculty development. By the summer of Year 1 some faculty will have the expertise to embark on more ambitious projects. An important aspect of the mini-grant program is that early recipients will be expected to mentor and assist their colleagues. This mentoring insures institutionalization of using instructional technology as part of the University's culture. It also creates a self-sustaining cadre of faculty experts who share information and expertise with their colleagues.

Course Management System

A course management system will be implemented to allow faculty and students to use the Internet as a powerful teaching and learning tool. Such an implementation will allow faculty and students to expand the learning process beyond the confines of classroom walls.

Divisional Grants

The first three years of the project focus on general applications of technology in teaching and learning. DWU recognizes that each discipline has specific and unique needs and applications for instructional technology. Therefore, in Years 4 and 5 each of the four academic divisions will be allocated funds to distribute to academic departments through a grant program similar to the mini-grant program. Faculty must submit a proposal to their division requesting funds for more extensive discipline-specific hardware and software projects. Proposals must show the benefits of the project, the

number of students affected, and how the project will contribute to the University's Student Outcome Learning Objectives. Divisions will award funds based on divisional goals and priorities.

Narrative Regarding Key Personnel for Activity 2

The personnel configuration for this activity has been carefully considered to maximize the impact on DWU faculty and the teaching/learning process. A key consideration is the eventual complete institutionalization of the activities funded by the grant. Key personnel involved in the implementation of this Activity are Kevin Kenkel, CIO/Director of Learning Resources, and two positions to be created with Title III funds: Instructional Technology Specialist and Computing Specialist. There is a strong possibility that the Instructional Technology Specialist position can be filled internally. A current faculty member who is a leader at implementing technology into the curriculum has expressed interest in the position.

Below is a summary of Key Personnel functions and time commitments:

Position	Person	Time Commitment	Function	Funded by
CIO/Director of Learning Resources/ Activity Director	Kevin Kenkel	33% Years 1-2 25% Years 3-5	Supervise all aspects of the project. Oversee equipment acquisition Work with Title III Coordinator and external evaluator to assess program effectiveness.	Title III
Instructional Technology Specialist	To be hired	100% Years 1-5	Design and conduct faculty development workshops. Assist faculty in redesigning courses.	Title III 100% Years 1-3 Title III 80 % Year 4 Title III 60% Year 5
Computing Specialist	To be hired	100% Years 1-5	Provide additional computer and network support that will be required the additional hardware and software on campus.	
Committee on Instructional Technology	Full-time faculty members	5% Years 1-5	Steering Committee Personnel Selection Monitoring and advising	DWU
Embedding Technology grant recipients	50-75% of full time faculty members	Up to six weeks during summers	Redesign courses to incorporate technology	Title III mini grants

Resumes or position descriptions for the individuals who will have major roles in implementing Activity 2 are included.

Kevin J. Kenkel
Activity Director

EDUCATION

M.A.--Library and Information Science,	University of Iowa, Iowa City, IA	August 1993
B.S.-- Social Studies Education,	St. Cloud State University, St. Cloud, MN	August 1989
B.A.--Humanities,	St. John's University, Collegeville, MN	December 1986

EXPERIENCE

Dakota Wesleyan University, Mitchell, SD
Chief Information Officer **July 2001 - present**
Oversee all aspects of information technology services, including strategic planning, policy development, and budgeting. Work with faculty to incorporate instructional technology in the curriculum.

Dakota Wesleyan University, Mitchell, SD
Director of Learning Resources, Layne Library **July 1996 - present**
Lead all areas of library programming and budgeting. Introduced multimedia authoring technology to the campus. Select library and classroom instructional technology. Developed library's web site. Act as technical contact for state-wide integrated library system. Participate in numerous campus-wide committees.

Huron University, Huron, SD
University Librarian, Ella McIntire Library **September 1993 - June 1996**
Led all areas of library programming. Managed a staff of 3.5 FTE employees, including student employees. Participated in numerous university-wide committees including Library Committee, University Curriculum and Instruction Committee, Academic Council, and Administrative Council. Responsible for Instructional Technology on campus. Planned and implemented a LAN within the library, which was connected to the Internet. Participated in a certified Novell 4.1 training program.

PROFESSIONAL MEMBERSHIPS

American Library Association	Current
South Dakota Library Association	Current
Mountain Plains Library Association	Current
EDUCAUSE	Current

Instructional Technology Specialist Job Description

Position Summary:

The Instructional Technology Specialist is a full-time 12-month position. The position is responsible for providing instructional technology training to faculty, and working one-on-one and in small groups with faculty to assist with integrating technology into the teaching/learning process.

Specific Duties:

- Promote and support the integration of technology into the curriculum.
- Ensure that faculty are informed about the most current developments in IT for professional and instructional purposes. Assist faculty in researching technologies and teaching strategies that are discipline-specific.
- Develop and coordinate a program of on-campus faculty development in IT and related teaching/learning strategies to include a variety of workshops, seminars, and hands-on practice.
- Work with faculty one-on-one and in small groups to appropriately integrate technology into the curriculum.
- Promote available technology resources on campus.

Qualifications

A Master's Degree in Instructional Technology, Instructional Design, or an academic discipline with an emphasis on instructional technology is required. Knowledge and use of common tools and strategies utilizing IT are required. Experience on both PC and Macintosh platforms required. Additional education or certification related to IT are desirable. Two years experience in IT and/or curriculum design is desirable. Experience training technical and non-technical users is highly desired. Candidates must demonstrate a knowledge of the purposes of a liberal arts education and a commitment to collegial relationships.

Computing Specialist Job description

Position Summary:

Position's primary responsibility is to provide software and hardware technical support on the microcomputer systems throughout the University. Incumbent will be required to install, update, maintain and assist users with the operations of the microcomputer systems. Basic network administration functions will be performed to facilitate day to day operations.

Specific Duties:

- Provide software and hardware support to meet the information needs of the college.
- Provide basic training services to college staff in the use of microcomputer and associated software.
- Assist in the daily operation of the college network systems.

Qualifications:

A minimum of a 2-year Technical Institute degree and 2 years support experience in a network environment.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER 2	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE 03/31/03

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: Strengthening Academic Programs by Incorporating Instructional Technology

3. Budget Categories by Year	First Year		Second year		Third year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	
a. Personnel (Position Title) Instructional Technology Specialist	100	$42,000	100	$43,470	100	$44,990	80	$37,250	60	$28,920	**$196,630**
Activity Director	33	$15,930	33	$16,490	25	$12,930	25	$13,385	25	$13,855	**$72,590**
Computer Specialist	100	$23,250	100	$32,005	75	$24,910	50	$17,185	25	$8,895	**$106,325**
SUB-TOTAL		$81,180		$92,045		$82,830		$67,820		$51,670	**$375,545**
b. Fringe Benefits- 30%		$24,355		$27,615		$24,855		$20,345		$15,500	**$112,670**
c. Travel		$8,000		$10,000		$12,500		$13,500		$13,500	**$75,500**
d. Equipment		$31,640		$8,640		$8,640		$13,640		$8,640	**$71,200**
e. Supplies		$23,105		$44,400		$65,050		$52,075		$53,000	**$237,630**
f. Contractual											
g. Construction		$3,645		$3,660							**$7,305**
h. Other		$3,000		$6,000		$7,500		$89,000		$109,000	**$223,500**
i. TOTAL DIRECT CHARGES		**$174,925**		**$192,360**		**$201,375**		**$256,380**		**$251,310**	**$1,076,350**

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. Remarks

A. PERSONNEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Instructional Technology Specialist	$42,000	$43,470	$44,990	$37,250	$28,920
Activity Director	$15,930	$16,490	$12,930	$13,385	$13,855
Computer Specialist	$23,250	$32,085	$24,910	$17,185	$8,895
PERSONNEL TOTAL	**$81,180**	**$92,485**	**$83,500**	**$68,675**	**$52,330**

Director of Instructional Technology. Full-time, 12 months. 100% time to conduct faculty development activities and assist faculty with curriculum development. Year 1 annualized base salary: $42,000. DWU will pay 20% of the salary in Year 4 and 40% in Year 5. The position will be retained upon completion of the project.

Activity Director. Mr. Kevin Kenkel will serve as Activity Director. He will receive 33% release time years 1-2 and 25% release time years 3-5.

Computing Specialist. New position. 12 months, full-time. 100% time in support of Activity 2. Base salary: $31,000. Will begin three months into Year 1. Dakota Wesleyan will pay 25% of the salary in Year 3, 50% in Year 4, and 75% in Year 5. The position will be retained upon completion of the project.

B. FRINGE BENEFITS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Instructional Technology Specialist	$12,600	$13,040	$13,500	$11,175	$8,675
Activity Director	$4,780	$4,950	$3,880	$4,015	$4,155
Computer Specialist	$6,975	$9,625	$7,475	$5,155	$2,670
FRINGE BENEFITS TOTAL	**$24,355**	**$27,615**	**$24,855**	**$20,345**	**$13,500**

Fringe benefits are budgeted at an institutional rate of 30%. See Other Budget Information attached to Summary Budget for detailed breakdown of each component. DWU will assume the same percent of fringe benefits as personnel costs.

C. TRAVEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Embedding Technology mini-grants	$2,000	$4,000	$5,000	$6,000	$6,000
Team Travel	$6,000	$6,000	$7,500	$7,500	$7,500
TRAVEL TOTAL	**$8,000**	**$10,000**	**$12,500**	**$13,500**	**$13,500**

TRAVEL DETAIL

Faculty may travel as part of the Embedding Technology mini-grant program. In addition, teams of faculty and administrators will travel to selected conferences in order for small cohorts to gain common knowledge and expertise about the uses and evaluation of instructional technology. Faculty may travel to conferences or demonstration sites to learn applications of instructional technology to their disciplines or to learn specific skills in instructional technology. Details about travel policies and reimbursements are found in the Summary Budget Remarks.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. Remarks

D. EQUIPMENT

Note: All computing and related equipment with a unit cost of less than $5,000 is budgeted under Supplies. The equipment listed below is for converting classrooms into "smart classrooms". Five classrooms will be converted in Year 1 and five in Year 2. Small classrooms will be equipped with plasma displays and medium and large classrooms will be equipped with projectors.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Web-based Course Management System	$26,640	$8,640	$8,640	$8,640	$8,640
Server for Course Management System	$5,000			$5,000	
EQUIPMENT TOTAL	**$31,640**	**$8,640**	**$8,640**	**$13,640**	**$8,640**

E. SUPPLIES

The table below provides totals for each year and each area of improvement. IF FURTHER EXPLANATION IS NECESSARY THE DETAIL FOR A LINE ITEM IN THE TABLE FOLLOWS THE TABLE. Each entry in the table for which there is a detail is marked _

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
_1. Instructional Technology Center: computer and peripheral items under $5,000.00			$4,000	$16,000	$24,000
_2. Instructional Technology Center: Software & supplies. Software to support ITC functions, and software for Embedding Technology. See detail below for partial list of ITC software.	$2,000	$4,000	$6,500	$8,000	$9,000
3. Laptops for faculty and Director of Instructional Technology. Integrated wireless. 22 in Year 1, 22 in Year 2, 22 in Year 4, and 22 in Year 5. $1,200 lease per computer.	$10,000	$20,000	$20,000	$20,000	$20,000
_4. Technology to convert classrooms into "smart classrooms".	$2,250	$6,750	$11,250	$3,250	
_5. Technology to support newly accredited Athletic Training program.	$4,855				
6. LCD Projectors (unit cost = $4,000)	$4,000	$4,000	$4,000		
7. Plasma displays (unit cost = $4,825)		$9,650	$19,300	$4,825	
SUPPLIES TOTAL	**$23,105**	**$44,400**	**$65,050**	**$52,075**	**$53,000**

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OTHER BUDGET INFORMATION	
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3. Remarks

SUPPLIES DETAIL

1. **Hardware for Instructional Technology Center** (computer & peripheral items under $5,000.00)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Digital video camera for input into the computer e.g., Canon XL-1 (unit cost = $4,000).			$4,000		$4,000
High-end multimedia PC computers (unit cost = $2,000).				$16,000	
Multimedia Macintosh computers (unit cost = $2,500).					$20,000
TOTAL			**$4,000**	**$16,000**	**$24,000**

2. **Software for the Instructional Technology Center**
The software will also provide basic capabilities for different kinds of instructional uses of technology. Software will be selected from the following or similar packages. Special discipline software needs in conjunction with the Embedding Technology mini-grant program will also be funded from this budget.

Description	Function
Adobe® Digital Video Collection	Multimedia production
Adobe® PageMaker	Desktop publishing
Macromedia Authorware	Web-based tutorial production
Macromedia Dreamweaver	Website development
Macromedia Flash	Rich Internet content and applications
Macromedia Director	Interactive website production

4. **"Smart classroom" technology**
Five classrooms in Year 1 and five in Year 2. This equipment allows faculty to develop and use computer multimedia presentations, simulations, demonstrations and Internet connectivity in the curriculum. The supply portion of this technology includes the following: Combination DVD/VCRs, sound system, control panels to control all inputs and outputs, and lecterns.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Combination DVD/VCR (unit cost = $250)	$250	$750	$1,250	$250
Sound system (unit cost = $400).	$400	$1,200	$2,000	$400
Control panels (unit cost=$1,000).	$1,000	$3,000	$5,000	$2,000
Lecterns (unit cost=$600).	$600	$1,800	$3,000	$600
TOTAL	**$2,250**	**$6,750**	**$11,250**	**$3,250**

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OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: ACTIVITY 2: Strengthening Academic Programs by Incorporating Instructional Technology

3. Remarks

5. Technology to support newly accredited Athletic Training program

	YEAR 1
Iontophoresis Phoresor II Auto	$995
EMG Dual Channel	$595
Mettler TRIO Stim (EMS, TENS, and Micro)	$450
Intermittent Compression Unit Deluxe Model	$525
Saunders Cervical Traction	$395
ADAPTA Electric High/Lo Table	$ 1,595
Garments Half Leg	$70
Long Leg 35"	$105
Hand and Wrist	$60
Long Arm Sleeve	$65
TOTAL	**$4,855**

G. CONSTRUCTION

The costs below are labor and material costs to install electrical outlets in 12 classrooms. Six will be done in Year 1 and six in Year 2.

	YEAR 1	YEAR 2
Labor and material costs to provide electrical power to classrooms	$3,645	$3,660
EQUIPMENT TOTAL	**$3,645**	**$3,660**

H. OTHER

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Faculty stipends, summer - Embedding Technology	$3,000	$6,000	$7,500	$9,000	$9,000
Divisional grants - Embedding Technology				$80,000	$100,000
TOTAL	**$3,000**	**$6,000**	**$7,500**	**$89,000**	**$109,000**

1. Provision is made for **faculty stipends for summer Instructional technology** work as part of the mini-grant program. $1,500 mini-grant will be awarded for faculty to redesign courses. Two in Year 1, four in Year 2, five in Year 3, and six in Years 4 and 5 as faculty are increasingly able to use and apply the technology.

2. Provision is made for each division to award grants to academic departments for discipline-specific technology. Each of the four divisions will receive $25,000 in Years 4-5 to distribute to selected recipients.

I. TOTAL DIRECT CHARGES FOR THE ACTIVITY

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TOTAL	**$174,925**	**$192,360**	**$201,375**	**$256,380**	**$251,310**

GRAND TOTAL FOR ACTIVITY 2: $1,076,350

PROJECT MANAGEMENT PLAN NARRATIVE

The project management plan aims to achieve two major goals:

1. Accountability--to the U. S. Department of Education and within the University itself.
2. Integration of the project into the operation of the University, both during and after the grant period.

The project management plan involves three grant-funded persons: a Title III Coordinator (50%, 12 months), and two Activity Directors.

A. Administrative Authority and Autonomy of the Title III Coordinator

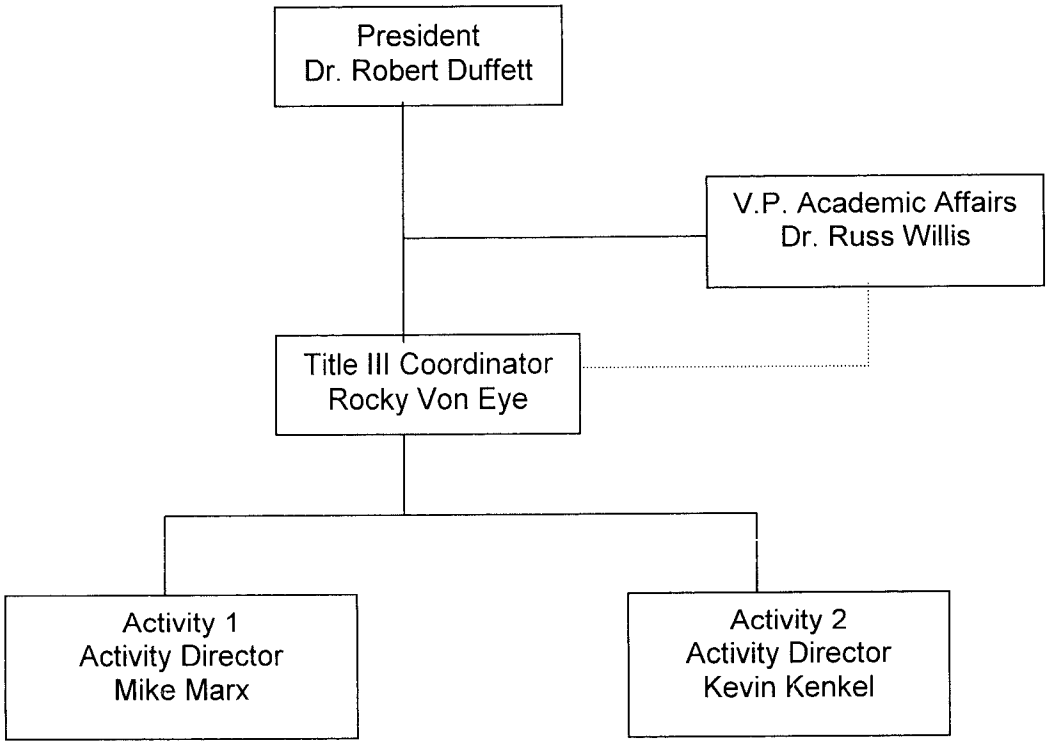
Dr. Robert Duffett, President of DWU, views this application as an essential and necessary component in the implementation of the University's strategic plan. The small size of the University and its administration, and the culture of collaboration and collegiality which characterizes the University virtually guarantees close contact and interaction among the project staff, the President, and other key administrators.

The Title III Coordinator will report directly to the President and will directly supervise the Activity Directors in conjunction with the Vice President for Academic Affairs, who has administrative jurisdiction over both the faculty and the Information Systems department (the two components of campus structure most directly related to the project). The President will delegate authority for the day-to-day operation of the project to the Title III Coordinator. The Coordinator's role and responsibilities are spelled out on the following pages and clearly show that the Coordinator will have complete authority under current University policies and procedures to conduct the project. This authority includes participating in all hiring decisions, approving all expenditures, monitoring the budget, personnel evaluation, program evaluation, and participation on University committees. The autonomy of the Title III Coordinator is supported by the authority given to her by the President, and by the culture of collaboration and collegiality at DWU. The Title III

Coordinator is accountable to the President and operates within established University policies and procedures.

The Activity Directors report to the Title III Coordinator and have primary responsibility for accomplishing the activity objectives and implementation strategies for each Activity within the time tables set forth in the proposal. The Project Organization Chart shows in detail the organization of the project. The dashed lines on Chart 2 indicate areas of ready access, frequent communication, and jurisdictional coordination.

Title III Organization Chart



B. Procedures for Monitoring Progress and Managing the Project

The Title III Coordinator will use the following procedures to ensure efficient and effective attainment of project goals and objectives. EDGAR (Education General and Administrative Regulations) will form the backbone of all procedures established at the University related to the grant. The procedures reflect concern for complete project integration into regular institutional operations.

1. Steering Committee

The Steering Committee will be comprised of the Vice President for Academic Affairs (VPAA), the Title III Coordinator, and the two Activity Directors. They will meet monthly to review progress, identify problems, and recommend strategies for overcoming problems.

Functions: monitoring progress; problem solving.

2. Regular Title III Staff Meetings

Initially, the Title III Coordinator will meet with the Activity Directors weekly. Other project staff will be included as appropriate. As the project progresses meetings will become monthly.

Functions: managing; monitoring progress; problem solving.

3. Meetings with the President and Vice President for Academic Affairs

The Title III Coordinator will meet at least monthly with the President and VPAA to apprise them of progress and resolve any monitoring or management issues.

Functions: managing; monitoring progress; problem solving.

4. Reports

Written monthly Activity Progress Reports will be completed by the Activity Directors and submitted to the Title III Coordinator. Monthly reports will reflect progress toward objectives and activities as stated in the approved grant application. Progress reports will indicate any travel and use of consultants during the time period. External reports and materials will be attached to the

reports. Progress related to acquisition and installation of equipment, development and piloting of new practices, and formative evaluation issues (such as collection of baseline data) will also be included as appropriate in the monthly reports. Unanticipated problems and alternative solutions will be noted. Delays or anticipated delays in projected time lines and requests for assistance will be included in the reports. The Activity Directors will require key personnel to complete monthly reports as appropriate. For example, faculty will submit short written reports regarding the progress in course redesign. Such reports will be included in the Activity Progress Report submitted to the Title III Coordinator.

The Title III Coordinator will synthesize the monthly progress reports into a one or two-page monthly Title III Executive Summary Reports to be distributed to the administrative staff and President's Council. An annual report will be provided to the Board of Trustees.

5. Fiscal Policies and Procedures

The Certifications at the end of this proposal assure compliance with all Federal accounting and auditing requirements. A separate, restricted purposes account will be established for Title III funds. The University follows Generally Accepted Accounting Principles for non-profit institutions.

C. Project Management Key Personnel

Rochelle "Rocky" Von Eye will serve as the Title III Coordinator and will devote 50% of her time to the project. She is currently Assistant Professor of Mathematics at DWU. She has extensive teaching and administrative experience, including 12 years at DWU. She has managed a number of large and complex grant projects. Below is the job description for the Coordinator position, followed by Ms. Von Eye's resume.

Title: Title III Coordinator
Supervision: President
Funded by: Title III (50%)

Position Summary:

The Title III Coordinator is responsible for the leadership, direction, and administration of DWU's Title III project and will ensure the accomplishment of project objectives in compliance with all U.S. Department of Education requirements.

Duties and Responsibilities:

- Communicate an informed understanding of the objectives of the Title III Project to all constituencies of the University.
- Establish and maintain effective communication channels and procedures to assure that the operation of the project remains congruent with the goals of overall institutional development.
- Supervise the Title III Activity Directors and assist with monitoring activities as necessary.
- Facilitate the development and implementation of an effective and objective system of evaluation of the project and its impact on the institution.
- Maintain current knowledge of Title III and U.S. Department of Education grant policies and terms/conditions and ensure the project operates in total compliance.
- Assist in the development in the recruitment and selection of key project personnel.
- Oversee the preparation and monitoring of fiscal and technical reports relating to the project for both the institution and the U.S. Department of Education.
- Authorize all Title III expenditures, maintain control over the budget, and monitor the utilization of funds in accord with the project budget.
- Ensure that all external assistance, consultants, and other agreements are carried out according to schedule and applicable standards.
- Advise and assist in the proper distribution of, and accounting for, all Title III acquired equipment and supplies.
- Work with University personnel to institutionalize new practices and improvements.

Qualifications:

A Master's Degree is required. Three to five years combined administrative and teaching experience in higher education. Two years experience with management of university-wide projects. Experience managing grant projects.

Rochelle "Rocky" Von Eye
Title III Project Coordinator

EDUCATION

B.A. South Dakota State University, Brookings, SD Math & Secondary Teaching 1971
M.A. South Dakota State University, Brookings, SD Math & Computer Education 1984
Ed.D. University of South Dakota, Vermillion, SD Administration 2002

PROFESSIONAL EXPERIENCE

1997 – present Dakota Wesleyan University, Mitchell, SD Assistant Professor of Mathematics

1996 – present Self Employed Educational Consultant/Grant Writer

1993 – 1996 Southeast Area Cooperative Project Facilitator, Southeast Area
(9 school districts and 1 university)Mathematics and Science Project

1984 – 1993 Dakota Wesleyan University, Mitchell, SD Division Chair, Dept. of Education
Acting V. P. of Academic Affairs
Assistant Academic Dean
Assistant Professor of Mathematics and Computer Science

1978 – 1984 High School Mathematics Instructor

1971 – 1976 Vocational School Mathematics Instructor & Middle School Mathematics Teacher

AWARDS, HONORS

Friends of Mathematics Award, South Dakota Council of Teachers of Mathematics (1999)
Leadership Scholarship, South Dakota Council of Teachers of Mathematics (1995)
Fleveris Leadership Scholarship, University of south Dakota (1995)
Kellogg Fellow, Kellogg National Fellowship Program Group IX (1989 - 1993)
South Dakota Awardee, Presidential Award for Excellence in Mathematics Teaching, (1984)
Woodrow Wilson National Fellowship Foundation Grant (1984)
Honor Societies: Phi Kappa Phi, Sigma Zeta (Science) and Kappa Delta Phi (Education)

PROFESSIONAL ORGANIZATIONS

National Science Teachers Association
National Council of Teachers of Mathematics
South Dakota Council of Teachers of Mathematics (President 1990 - 1992, NCTM Representative 1988 1990, 2000-2002)
American Association of University Women
South Dakota Association for Supervision and Curriculum Development

PRESENTATIONS (SELECTED)

Junk Mail Math I & II, South Dakota Council of Teachers of Mathematics spring conference, February 2001,2002,2003

Kites and Flight Workshop, NCTM National Conference, Minneapolis, MN, April 1997.

"Adjusting Your Presentation Methods to Match Your Students' Learning Styles." National Science Foundation Seminar, Vermillion, SD, August 1994.

"NCTM Teaching and Curriculum Standards – What Are They? What Do We Do With Them?" Presentation and follow up with teachers in the Brandon Valley School District, Brandon, SD, April and October 1993.

PROFESSIONAL ACTIVITY

Board of Directors, American Regions Mathematics League (1988 – 1999).
Evaluator, Teachers Teaching With Technology T^3 – Texas Instruments Workshops (1996 – 98).
Board of Directors, South Dakota Statewide Systemic Initiative, NSF (1992 – 1996).
Participant, Curriculum Process Model, Augustana College, Sioux Falls, SD (1994).
Electronic Networking Trainer, Kellogg National Fellowship Program (1989 – 1993).
Software Review Committee, Division of Elementary and Secondary Education, South Dakota.
Conference Coordinator, State Association of Microcomputer Educators, (1984 – 1987).

SPECIAL EXPERTISE AND EXPERIENCES – Grant Experience

National Science Foundation Statewide Systemic Initiative Planning Grant, Consultant/Evaluator, Mt. Vernon School District, 1997 – 1998.

Dakota Telecommunications, Inc. Distance Learning Project Challenge Grant, Co-writer and Facilitator, Southeast Area Cooperative, 1996.

Teachers Teaching with Technology T^3: Algebra with Calculator and Computer Enhancement Mini Grant, Writer and Coordinator, Southeast Area Cooperative, Summer 1995.Teachers Teaching with Technology T^3: Middle School Mathematics Mini Grant, Writer and Coordinator, Southeast Area Cooperative, Summer 1995.

National Science Foundation Statewide Systemic Initiative Grants, Consultant and Co-writer, Parkston, SD School District and Dell Rapids, SD School District, 1991 – 1994.

National Science Foundation Statewide Systemic Initiative Planning Grants, Consultant and Co-writer, Mitchell, SD School System and Hyde County/Miller, SD School System, 1991 – 1994.

Education for Economic Security Act, Title II, Exemplary Demonstration Funds for Statewide Staff Development of Mathematics Instructors Grant, Consultant and Co-writer, 1989,

Title IV Computer Awareness for Parents: Introducing Computers and the Computer Curriculum to the Parents and Community, Writer and Facilitator, Plankinton, SD School District, 1981 – 1982.

Title IV Computers in School: Development of Computer Curriculum K-12 Including Software and Hardware, Writer and Facilitator, Plankinton, SD School District, 1981 – 1982.

Summer in Depth Grant: Computer Training for Teachers, Writer and Facilitator, Plankinton, SD School District, 1981.

Facilitating Effective Meetings, Munger Consulting Services, Sioux Falls, SD, course complete 1994.

EVALUATION PLAN NARRATIVE

The DWU Title III Project evaluation is designed with three purposes:

- To provide information to the Project's Advisory Committee and staff members so that members can improve the Project. To this end, the evaluation plan contains elements that are intended to provide regular, structured and objective feedback to project leaders and participants.

- To provide richly documented information that enables stakeholders to understand what progress has been accomplished, what has been learned, and the conditions under which the Project has been operating.
- Provide regular reporting to the grantee.

Evaluation Stakeholders

The DWU Title III Project evaluation serves several stakeholders. As the various stakeholders are identified their unique roles, responsibilities, and the interdependent nature of their relationships are recognized.

- DWU Title III Project participants including the Advisory Committee, faculty and staff members.
- The DWU Governing Body
- DWU Administrators
- The U.S. Department of Education and its constituent agencies and bodies.

The Evaluation Model

The evaluation has as its foundation the CIPP (Context, Inputs, Process, Product) Model. The CIPP model is a management-oriented approach to evaluation with a data collection and reporting process *emphasizing* formative data collection.[1]

> *"The management-oriented evaluation approach in education is meant to serve decision-makers. Its rationale is that evaluative information is an essential part of good decision making."*

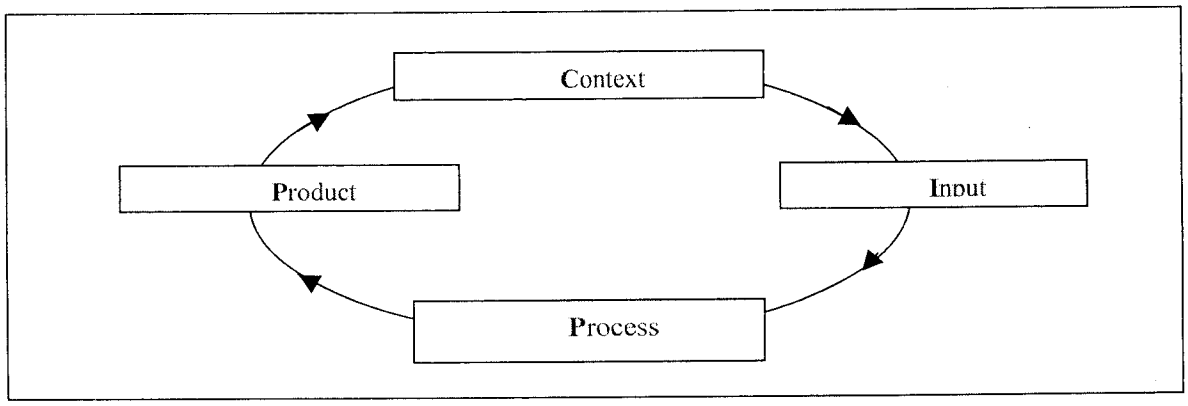
1 Worthen, Blaine R. and Sanders, James R. (1987). Education Evaluation: Alternative Approaches and Practical Guidelines. New York: Longman.

Table I delineates the general CIPP model elements. Figure I illustrates the model's element's relationships.

Table I. CIPP Model

Decision Making (formative evaluation)	**Accountability** (summative evaluation)
Context: Developing an understanding of the environment in which the project is being designed and implemented including the state/regional and local history, the project team, the school district and the community.	
Inputs: Determining what need is to be addressed by the project. Understanding the extent to which the Project is effectively organized (budget, personnel, resources, partnerships, etc.) to implement its strategies toward its intended outcomes.	
Process: Determining what strategies are being implemented. Determining the quality of and outcomes of the project's strategies or implementation. Answering questions such as: What barriers threaten the success of the project? How can the implementation be refined?	*Process:* Record of the actual process of the implementation.
Product: Determining quality and utility of products and impact of their use. Determining strategic direction.	*Product:* Evidence of quality, utility and impact.

Figure 1. CIPP Model Element Relationships



Evaluation Process Theory of Action

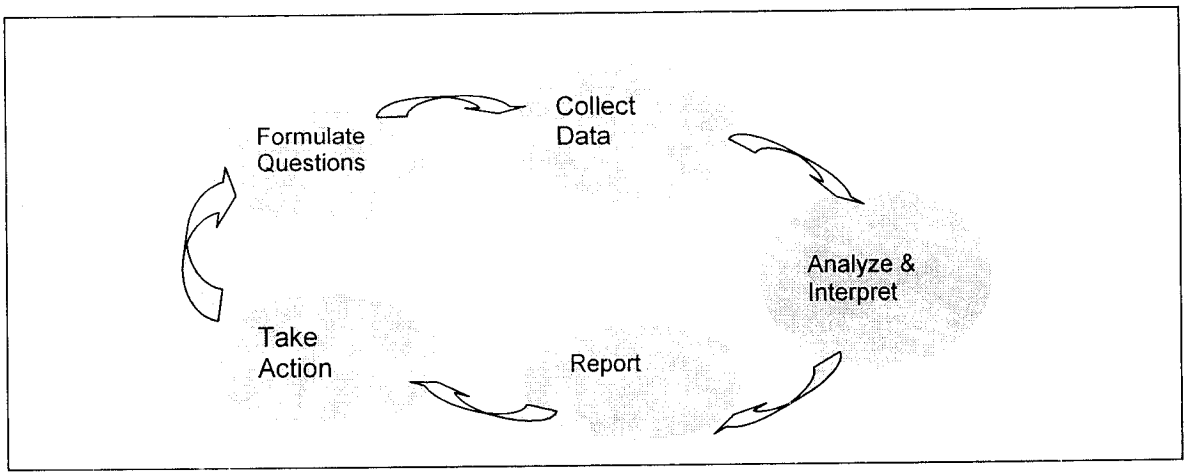
This evaluation is guided by the philosophy and based upon the principles of Empowerment Evaluation. Empowerment evaluation values stakeholder involvement and use of the evaluation findings to promote individual and organizational growth.[2] The key elements of Empowerment Evaluation are:

2 Fetterman. D., Kaftarian, S., & Wandersman, A. (1996). Empowerment Evaluation. Thousand Oaks: Sage Publications.

- One of the outputs of evaluation is organizational learning and formal project reporting.
- Evaluation is valued as an organizational development process.
  - The practices of evaluation are embedded within the project.
  - Evaluation is seen as an ongoing process.
  - Collaborative relationships exist from the onset of the evaluation process and all parties seek to learn how the organization can solve a problem or deal with an issue more effectively.

The implementation of the DWU Title III Project evaluation is based upon ongoing collaborative action research. Collaborative action research demands frequent and open communication among participants such that it promotes collaboration among project leadership and evaluators. It uses spiraling cycles of planning, acting, observing, and reflection. And, it strives to create and maintain positive relationships in the context within which the Project occurs. A five-step action research process and the relationship of its elements are illustrated in Figure II.

Figure II. Action Research Elements' Relationships



The evaluation team will work collaboratively with the Title III Project staff to develop and conduct an evaluation that serves the Project and its constituencies. Table 2 is a model evaluation plan for the first Project year. This plan has been developed from the Title III proposal as the external evaluator understands the project at this point in its development. The table has embedded within it a generalized timeline of evaluation activities designed to provide a continuous feedback cycle and summative evaluation reporting.

Table 2. Year One Evaluation Design for Activity Title: Enhance DWU's Management Information System

Major Objective	Evaluation Purpose & Method	Data Collection	Data Analysis
1. 1 To increase the accuracy and reliability of the database of student, academic, financial, advancement, alumni and other critical information by September 2006.	**Formative** Identify the Context, Inputs, and Processes that will be implemented to achieve each objective. Make this "plan" explicit with identification of who is responsible, the resource requirements, and landmark events to judge progress.	Ongoing – Identify objective-specific landmark events that will serve to benchmark progress towards completion and follow those landmarks.	Descriptive – Provide objective-specific quarterly progress reports of progress to Project Staff members with intent to offer opportunities for mid-course correction
1.2 To eliminate ongoing duplicate entry of data by September 2005.			
1.3 To train professional staff in departments that currently use the management information system by August 2004.			
1.4 To install the MIS's web module by August 2005.			
Performance Indicators			
1.1 A random sample of 200 database entries drawn in September 2004 will be at least 98% free from errors.	**Summative** - to be conducted annually	Annual - Draw random sample	Descriptive – What proportion of database entries are free of error?
1.2 By September 30, 2004, operations audits and work flows for Admissions, Financial Aid, Registrar, Business, and Advancement offices will be examined and redesigned if necessary.		Annual - Inspection of job descriptions and work flows. Define work flows.	Descriptive – What proportion of job descriptions and work flows were examined / redesigned?
1.3 By August 2004 50% of professional staff who work in departments that use the current MIS system will receive training by vendor.		Annual - Inspection of training records	Descriptive - What proportion of MIS staff will have undergone training by vendor?
1.4 By August 2004 the necessary equipment and software will be installed to allow web access to the MIS system..		Physical Inspection	Descriptive – How complete is the installation of equipment and software?

Table 3. Year One Evaluation Design for Activity Title: Strengthening Academic Programs by Incorporating Instructional Technology

Major Objective	Evaluation Purpose & Method	Data Collection	Data Analysis
1.1 To increase the instructional technology skill and knowledge-levels of the faculty by September 2003.	**Formative** - Identify the Context, Inputs, and Processes that will be implemented to achieve each objective. Make this "plan" explicit with identification of who is responsible, the resource requirements, and landmark events to judge progress.	Ongoing – Identify objective-specific landmark events that will serve to benchmark progress towards completion and follow those landmarks.	Descriptive – Provide objective-specific quarterly progress reports of progress to Project Staff members with intent to offer opportunities for mid-course correction
1.2 To increase the regular use (at least once a week) of instructional technology in the classroom.			
Performance Indicators			
1.1a. At least 40% of the faculty will participate in at least two faculty development activities as shown by attendance logs.	**Summative** - to be conducted annually	Examination of Documents	Descriptive – What proportion of faculty participated in at least 2 faculty development activities? What activities were pursued?
1.1b. At least 20% of the faculty will work be-weekly with the IT Specialist to enhance technological skills.			Descriptive – What proportion of faculty actively worked with the IT Specialist? What activities were pursued?
1.1c. At least 10% of faculty will participate in summer workshops.			Descriptive – What workshops were provided? How many faculty participated in summer workshops?
1.1d. By September 2004, the following changes will occur from the baseline established in 2000. Category 2000 2004 Novice 40% 30% Basic User 43% 50% Adv. User 12% 15% Developer 5% 5%		Data collection using baseline instrumentation	Descriptive – What changes have occurred in first annual post data collection as compared to baseline?

Major Objective	Evaluation Purpose & Method	Data Collection	Data Analysis
1.2a 2 faculty members will conduct curriculum improvement projects as part of the Embedding Technology mini-grant program and will demonstrate their projects to faculty peers.		Document examination of Mini-grant program to determine faculty participation.	Descriptive – How many faculty members participated in the Mini-grant?
1.2b At least 20% of faculty members will be using their own World Wide Web page or Web course management system for instructional purposes.		Faculty member review regarding use of WWW or Web course management system.	Descriptive – What proportion of faculty members are using the WWW or Web course management system? How are faculty using the system?
1.2c. By September 2004 20% of faculty will use varied examples of instructional technology weekly.		Data collection using baseline instrumentation	Descriptive – What changes have occurred in first annual post data collection as compared to baseline?

Formative Evaluation

The formative evaluation component of the Title III project will focus on whether or not DWU achieved its objectives. Data from the formative evaluation will be analyzed regularly by the Title III Coordinator; the results will be utilized to determine if there is a need to modify what is being done. This approach will allow project participants to track project progress, to exchange dialogue on what does and does not work, to improve procedures as deemed necessary, and to establish strategies for the coming year.

Summative Evaluation

The summative evaluation will be conducted to provide the Title III Coordinator with information regarding the achievement of the objectives for the two activities. The evaluation of accomplishments (formative evaluation), and making the appropriate adjustments as needed, will more readily allow for the achievement of all objectives by the end of the project year in which they are scheduled. The comprehensive evaluation data will be used to produce the annual Title III report documenting whether each objective is accomplished.

External Evaluator

DWU has identified as External Evaluator, Mr. Ron Senne, who designed the evaluation process outlined above. He previously served as the External Evaluator for DWU's Bush Faculty Development Grant, therefore he knows the university and its goals well. His resume is below.

Ronald J. Senne
320 South University
Vermillion, SD 57069
(605) 624-8103 – rsenne@dtgnet.com

Education

University of South Dakota
Vermillion, South Dakota
Master of Arts, Educational Research and Evaluation, 1981

Valley City State College
Valley City, North Dakota
Bachelor of Science, Secondary Education, 1969

Special Projects Funded and Professional Experiences

Feasibility Study Grant
Project Director and principal investigator for the Feasibility Study: The Involvement and Impact on Special Education Programs, Personnel and Students as a Result of Education Reform Efforts. A grant awarded by the U.S. Department of Education Office of Special Education Programs to the South Dakota Department of Education and Cultural Affairs, Office of Special Education and completed on contract by Technology and Innovations in Education.

Evaluation Study Grant
Project Director and principal investigator for the Evaluation Study: The Involvement and Impact on Special Education Programs, Personnel and Students as a Result of Education Reform Efforts. A grant awarded by the U.S. Department of Education Office of Special Education Programs to the South Dakota Department of Education and Cultural Affairs, Office of Special Education and completed on contract by Technology and Innovations in Education.

University of South Dakota, School of Medicine, Physical Therapy Department Graduate Student Research Project
Principal Investigator and Project Designer for the development and implementation of department's graduate database which serves the department's American Physical Therapy Association's Commission on Accreditation program. Consultant to Section 4, Program Evaluation, requirements for APTA accreditation efforts.

Community Schools Collaborative Program
Project Evaluator for Community Schools Collaborative Program involving five Rapid City, SD Social and Education Service agencies. Funded by the U.S. government's Administration for Children & Families/HHS. October, 1995 - September, 1996.

Technology in Education Challenge for Rural America

Member of Evaluation Team for Technology in Education Challenge for Rural America, (TEC-RAM). A consortium of local, intermediate and state education agencies. Funded by the U.S. Department of Education. October, 1995 - September, 2001.

High Plains Rural Systemic Initiative
Project Director and principal investigator for an NSF funded study of the accessibility and use of computer technology among K - 12 school systems residing on Indian reservations in Montana, North Dakota, South Dakota, Wyoming, and Nebraska. A contract awarded to Technology & Innovations in Education by the NSF grantee.

Title III, Technology Literacy Challenge Fund
Member of consulting team to state of Maine Department of Education with responsibilities for developing local education agency applications for state awarded program funds. Responsible for the development of technology need indicators, levels of integration and innovation use indicators, and reviewer scoring and decision-support matrices.

South Dakota Statewide Systems Change
Consultant to statewide Systems Change program working with public schools to enhance inclusive classroom practices. Responsible for design and implementation of staff development program in support of electronic system for capturing and tracking inclusive classroom practices.

Portland Public Schools
Member of consulting team implementing system-wide initiative to enhance the use of electronic technology in classrooms implementing state-wide learning outcomes.

Technology Education Challenge, World Expanding Boundaries (TEC-WEB)
Member of Technology Innovation Challenge Grants-funded regional project evaluation team. Responsible for project evaluation design and implementation with implementation emphasis on measurement issues related to project impact on students' learning and social development.

Learning Organizations for Technology (LOFTI)
Member of Technology Innovation Challenge Grant-funded regional project evaluation team. Responsible for collaborative development and implementation of project evaluation design with special emphasis on K-12 learning organizations.

National Science Foundation Local Systemic Change
Lead evaluator for National Science Foundation Local Systemic Change Teacher Enhancement project. Responsible for development and implementation of project evaluation as well as management of evaluation team activities.

U.S. Department of Education – Strengthening Institution Program, Valley City State University
Lead evaluator for Strengthening Institution Program project. Responsible for development and implementation of project evaluation as well as management and facilitation of evaluation team activities.

Bush Foundation Grant – Building a Community of Learners to Enhance Student Education, Dakota Wesleyan University. 1998 – 2000.
Lead evaluator for Strengthening Institution Program project. Responsible for development and implementation of project evaluation as well as management and facilitation of evaluation team activities.

U.S. Department of Education – Technology Innovations Challenge Grant, Visions TECWEB, Todd County Public Schools, 1997 – 2002.
Member of Technology Innovation Challenge Grant-funded regional project evaluation team. Responsible for collaborative development and implementation of project evaluation design with special emphasis on K-12 learning organizations.

U.S. Department of Education – Technology Innovations Challenge Grant, Integrated Learning Campus (ILC), DIAL Consortium. 1999 – 2004.
Lead evaluator for Strengthening Institution Program project. Responsible for development and implementation of project evaluation as well as management and facilitation of evaluation team activities.

U.S. Department of Education – Technology Innovations Challenge Grant, Spreading Educator to Educator Developments (SEED), Maine Center for Education., 1999 – 2004.
Member of Technology Innovation Challenge Grant-funded regional project evaluation team. Responsible for collaborative development and implementation of project evaluation design with special emphasis on K-12 learning organizations.

Teaching, Conference Attendance, Presentation, Research and Writing Activities:

Presenter, Annual Systems Change Conference, Evaluation and School Improvement, October, 2001.

Participant in TICG 2000: Networking for Innovation Database & Reporting System Training, April, 2000

Participant in OERI sponsored Evaluation Institute held in Ann Arbor, MI in August, 1999.

Senne, R.S. and Hamilton, T. Visions TECWEB, Culturally Appropriate Technology, Indian Education Association, 29th Annual Convention, October, 1998.

Adjunct Instructor, University of South Dakota, School of Medicine Physical Therapy Department, Taught research methods course. 1994.

Senne, R.S., & Street, S.S., Assessment and Learning - Classroom level assessment of Student Performance, staff development activity at Flandreau Public Schools in collaboration with Sioux Falls College, Fall, 1994.

Senne, R.S. & Street, S.S., Assessment of Student Performance, staff development activity in collaboration with Technology and Innovations in Education. Fall, 1993.

Senne R. S., Performance Indicator-based, Student-centered Information Systems in Support of School Change, presentation, Modernization Project Summer Institute, DECA, 1993.

Senne, R. S., Investigation of Internal Organizational Effects Upon Adoption of Innovation, unpublished research, University of South Dakota, 1981.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER Management & Evaluation	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE 12/31/2002

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Dakota Wesleyan University, SD

2. Activity Title: Project Management and Evaluation

3. Budget Categories by Year	First Year		Second year		Third year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	
a. Personnel (Position Title) Title III Coordinator Rocky von Eye	50 %	$20,000	50 %	$20,700	50 %	$21,425	50%	$22,175	50%	$22,955	**$107,255**
SUB-TOTAL		$20,000		$20,700		$21,425		$22,175		$22,955	**$107,255**
b. Fringe Benefits- at actual cost		$6,000		$6,210		$6,430		$6,655		$6,890	**$32,185**
c. Travel		$2,330		$2,330		$2,330		$2,330		$2,330	**$11,650**
d. Equipment		0		0		0		0		0	**0**
e. Supplies		$500		$250		$250		$250		$250	**$1,500**
f. Contractual		0		0		0		0		0	**0**
g. Construction		0		0		0		0		0	**0**
h. Other		$3,450		$2,225		$2,225		$2,225		$4,225	**$12,350**
i. TOTAL DIRECT CHARGES		**$32,280**		**$31,715**		**$32,660**		**$33,635**		**$36,650**	**$166,940**

ED FORM 851A-4

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: Project Management and Evaluation

3. Remarks

A. PERSONNEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Title III Coordinator (50%)	$20,000	$20,700	$21,425	$22,175	$22,955
TOTAL	**$20,000**	**$20,700**	**$21,425**	**$22,175**	**$22,955**

Title III Coordinator, Rocky Von Eye. 50% time, 12 months. To manage the project according to the job description in the Management Plan.

Secretary. DWU will provide clerical assistance as needed.

B. FRINGE BENEFITS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Title III Coordinator	$6,000	$6,210	$6,430	$6,655	$6,890
TOTAL	**$6,000**	**$6,210**	**$6,430**	**$6,655**	**$6,890**

50% of the full-time fringe benefits are budgeted. Please see the Summary budget remarks for details on the calculation of fringe benefits.

C. TRAVEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TOTAL	**2,330**	**2,330**	**2,330**	**2,330**	**2,330**

Provision is made for the Title III Coordinator and one other person (Chief Information Officer or Activity Director) to travel to the annual Title III Technical Assistance workshop.

Airfare: 2 @ 600; Lodging: 3 @ $130 x 2; Meals: 3 day @ $50 x 2; Taxi, ground transportation, misc.: $50.

D. EQUIPMENT No equipment requested.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: Project Management and Evaluation

3. Remarks

E. SUPPLIES

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
General office supplies and printing	500	250	250	250	250
TOTAL	**500**	**250**	**250**	**250**	**250**

H. OTHER

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
External Evaluator: consulting fee.	$3,000	$2,000	$2,000	$2,000	$4,000
External Evaluator: expenses	$450	$225	$225	$225	$225
TOTAL	**$3,450**	**$2,225**	**$2,225**	**$2,225**	**$4,225**

Provision is made in the Evaluation Plan for an External Evaluator. In Year 1, the evaluator will make two trips to the University, one early in the project and one at the end of the year. In Years 2-5, the evaluator will make one trip annually.

Consulting fee: Year 1, 6 consulting days @ $500. Includes 2 trips to campus, time on campus, preparation, follow up, report writing.

Years 2 - 4, 4 consulting days @ $500. Includes 1 trip to campus, time on campus, preparation, follow up, report writing.

Year 5, 8 consulting days @ $500. Includes 2 trips to campus, time on campus, preparation, follow up, report writing.

Travel: Year 1, 2 trips; Years 2 - 5, 1 trip; mileage @ $100 per trip.

Lodging and per diem: Year 1: 2 days @ 125; Years 2 - 5: 1 days @ $125

I. TOTAL PROJECT MANAGEMENT AND EVALUATION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TOTAL	**$32,280**	**$31,715**	**$32,660**	**$33,635**	**$36,650**

GRAND TOTAL PROJECT MANAGEMENT AND EVALUATION: $166,940

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER Endowment	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE 03/31/03

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Dakota Wesleyan University, SD

2. Activity Title: Endowment

3. Budget Categories by Year	First Year		Second year		Third year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	% of time	Funds requested	
a. Personnel (Position Title)											
SUB-TOTAL											
b. Fringe Benefits- at actual cost											
c. Travel											
d. Equipment											
e. Supplies											
f. Contractual											
g. Construction											
h. Other										$70,000	$70,000
i. TOTAL DIRECT CHARGES										$70,000	$70,000

ED FORM 851A-4

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control No. 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization

Dakota Wesleyan University, Mitchell, South Dakota

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	**Total (f)**
1. Personnel	$126,410	$138,860	$131,285	$117,970	$74,625	$589,150
2. Fringe Benefits	$37,925	$41,660	$39,395	$35,395	$22,390	$176,765
3. Travel	$12,330	$14,330	$17,830	$17,830	$18,830	$81,150
4. Equipment	$103,635	$94,815	$89,900	$38,640	$8,640	$335,630
5. Supplies	$24,605	$45,650	$65,300	$53,325	$53,750	$241,630
6. Contractual	$35,000	$0	$0	$0	$0	$35,000
7. Construction	$3,645	$3,660	$0	$0	$0	$7,305
8. Other	$21,450	$26,025	$21,225	$101,225	$187,725	$357,650
9. Total Direct Costs (lines 1-8)	$365,000	$365,000	$364,935	$364,385	$364,960	$1,824,280
10. Indirect Costs	0	0	0	0	0	0
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	$365,000	$365,000	$364,935	$364,385	$364,960	$1,824,280

Revised

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control No. 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization

Dakota Wesleyan University, Mitchell, South Dakota

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	**Total (f)**
1. Personnel	$126,410	$138,860	$131,285	$117,970	$74,625	$589,150
2. Fringe Benefits	$37,925	$41,660	$39,395	$35,395	$22,390	$176,765
3. Travel	$12,330	$14,330	$16,830	$17,830	$15,830	$77,150
4. Equipment	$108,900	$94,900	$89,900	$38,640	$8,640	$340,980
5. Supplies	$24,605	$45,650	$65,300	$53,325	$53,250	$243,130
6. Contractual	$35,000	$0	$0	$0	$0	$35,000
7. Construction	$3,645	$3,660	$0	$0	$0	$7,305
8. Other	$16,450	$26,025	$9,725	$91,225	$183,225	$326,650
9. Total Direct Costs (lines 1-8)	$365,265	$365,085	$353,435	$354,385	$357,960	$1,796,130
10. Indirect Costs	0	0	0	0	0	0
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	$365,265	$365,085	$353,435	$354,385	$357,960	$1,796,130

352,435

1,795,130

ED Form NO. 524

3. Remarks

GENERAL BUDGET INFORMATION

PERSONNEL

All Title III funded positions are placed within the regular college salary scale appropriate to the position.

Annual raises are computed at 3.5%. The annual raise is based on COLA (Cost of Living Adjustment) which follows the most recently published information on the Consumer Price Index. In addition, annual movement towards salary policy targets are funded as the adopted budget allows.

All Title III funded personnel are evaluated according to standard college evaluation procedures.

FRINGE BENEFITS

Fringe benefits average of 30% of wages and salaries for eligible employees.

Fringe benefits are paid in accordance with regular college policies for fringe benefits. Employees who work 3/4 time or more are eligible for benefits.

TRAVEL POLICIES AND PROCEDURES

Approvals Required for Travel

Travel approval is required for employees by their supervisor. For Title III travel, the Title III Coordinator will also approve travel for the project.

Travel Expenses

All claims for reimbursement of travel expenses while on University business shall be submitted on travel voucher forms available from the Business Office and must be itemized. In general, the University must be able to document that all money is spent for legitimate purposes. The Title III Coordinator will approve requests for reimbursement for project travel.

Travel Advances

Travel advances are available to employees for the purpose of ensuring that an employee does not suffer personal financial hardship during her/his travel on University business.

Reimbursement rates for travel

Economy airfare and reasonable hotel costs are reimbursed.

Actual costs for meals are reimbursed if receipts are presented. Without receipts meals are reimbursed up to $25.00 per day out of state and $20.00 per day in state.

Mileage is currently reimbursed at 25 cents per mile.

PURCHASING POLICIES

Dakota Wesleyan University uses a Purchase Order system to regulate all purchases of goods and services. Proper and consistent use of a Purchase Order system serves to enhance internal accounting control which is necessary for an accurate financial reporting system. A Purchase Order system assures all users including departments, administration, and external entities of timely information regarding expenditures and remaining unobligated budget amounts.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-235	Form Approved: OMB No.: 1840 0114 Exp Date: 03/31/03
OTHER BUDGET INFORMATION	
1. Name of Applicant Institution: Dakota Wesleyan University, SD	2. Activity Title: ACTIVITY 1: Enhancing DWU's Management Information System

3. Remarks

General Information

Purchase of all goods and/or services from external vendors must be made with a Purchase Order.

Prenumbered Purchase Order forms are available at the Business Office and will be assigned to each office, department, etc., upon request.

Checks to vendors are written weekly and issued on Fridays after 12 noon.

A specific check cannot be written on Friday unless a Purchase Order is received by Wednesday at 5:00 p.m. It is extremely important to adhere to this timeline to eliminate inefficient operations.

Invoices are generally paid thirty days from the date of the bill.

Purchase Order Approval

Purchase Orders must be signed by the appropriate Department Head, Budget Officer, or Administrator. A record of appropriate signatures is kept at the Business Office.

Purchases in excess of $100 must be reviewed by the Business Office to verify signatures and ensure availability of funds before the item can be ordered or purchased. In other words, employees cannot obligate University funds in excess of $100 without obtaining prior authorization from the Business Office.

Competitive Quotation and Bidding Requirements

Three quotes are sought for improvements or additions to the campus or for the purchase of equipment. If the Federal government requires competitive bidding, the University will follow proper requirements.

Purchase of Computer Equipment

The University has adopted purchasing standards for computer equipment on campus and has selected Compaq as its vendor. Uniformity of vendor is preferable in order to make service and replacement easier. Should someone wish to buy equipment from another vendor, the request is evaluated and if the price, service and overall quality of the product surpasses Compaq, the request is authorized.

CONSULTANTS

Consultants with specific expertise are employed if there is no one on the University's staff who has the required expertise. Before a consultant is hired, the University does extensive reference and background checking. Generally three quotes are obtained before a decision is made to employ a particular consultant.

A NOTE ON BUDGETING FOR TECHNOLOGY

New technology used for instruction comes into the picture almost daily. Informed decisions about exact specifications for equipment and software can only be made close to the time of purchase. Therefore equipment and software items are stated in terms of minimum specifications as we know them today.

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Section 427 Requirement

Many of the University's existing policies and procedures assure equitable access to its programs for students, teachers and staff. These policies include Equal Employment Opportunity, Sexual Harassment, ADA compliance, and Title IX compliance.

The first Activity of this project strengthens management by enhancing the University's management information system. This enhancement will help to expand access to all groups because it will provide for more accurate reporting on profiles and needs of various constituencies. The system will support success for all students by providing faculty and staff the tools they need to advise accurately and spot problems quickly.

The second Activity of this project integrates instructional technology into the teaching and learning process at Dakota Wesleyan University. By its very nature, it will have the effect of reducing barriers to learning. Educational technology provides a much wider range of options for the student, thereby reducing barriers and enabling learning that could not happen otherwise. Different learning styles are accommodated. Visual learners, the predominant learning style, will have much more in the way of visual material presented to them. Multimedia and access to the Internet for instructional purposes tend to have the effect of broadening horizons. Among Dakota Wesleyan's stated educational outcomes is a commitment to international and intercultural understanding. This project will contribute to the achievement of those outcomes.

Neither Activity will introduce any new barriers and both will help to eliminate them.