

3. Implementation Timetable

Table 16: Timetable of Implementation Activities

| Specific Tasks to be Completed | Primary Participants | Methods Involved | Tangible Results | Timeframe | |
|---|---|---|--|-------------------------|-------|
| | | | | From | To |
| Year 1: 2015-16 | | | | | |
| Recruit and identify Project Director | President; HR; VPs | Recruit and identify potential applicants following internal hiring policies and procedures | Helps to eliminate hiring delays and allows project activities to begin immediately | Upon Award Notification | |
| Hire Project Director | President; HR | Follow internal hiring policies and procedures | Key individual in place to begin project activities | 10/15 | 11/15 |
| Recruit, identify and hire other program staff | Project Dir.; HR; VPs; Deans | Recruit, interview, and hire following internal hiring policies and procedures | All positions are in place to implement project activities | 10/15 | 12/15 |
| Establish Title III Advisory Committee | Project Dir.; President; VPs; Deans | Identify and appoint individuals from key areas of the Colleges | A cohesive team representing all project stakeholders is in place to provide guidance and input and to further ensure the progress of the project and its integration into the College | 10/15 | 11/15 |
| Develop Title III Policies and Procedures Manual | Project Dir. | Follow established procedures and applicable federal laws/rules | Ensures all project and other staff have a clear understanding of the procedures and necessary activities for successful management; provides consistent management guidance in the event of program staff changes | 10/15 | 12/15 |
| Identify External Evaluator | Project Dir. | Follow internal policies and procedures for contractual services | External evaluator in place to conduct project evaluation | 11/15 | 1/16 |
| Develop a centralized data repository and analytical core | IHCC/DCTC data teams; IT and IR staff; Project Dir. | Appoint and convene a two-institution data team; data team develops comprehensive plan for sharing data across institutions | For collaborative network to collect and analyze high-quality and timely data to inform program design, implementation, and revision and to improve student enrollment, persistence, and graduation rates. | 1/16 | 4/16 |

| Specific Tasks to be Completed | Primary Participants | Methods Involved | Tangible Results | Timeframe | |
|---|--|--|--|---------------|------|
| | | | | From | To |
| Purchase & implement AgileGrad | IHCC/DCTC Hobsons Admins; AgileGrad Mgmt. Analyst; IT; Adult Learner Adv.; DCTC Dir. of Student Success; IR Dirs.; IHCC/DCTC Dean of Students; Hobsons AgileGrad Imp. Specialist | Follow established IHCC/DCTC purchasing policies and procedures; convene implementation team and develop project implementation timeline; train implementation team | AgileGrad purchased; Hobsons Implementation Team Specialist/Facilitator contracted; timeline implemented; team members knowledgeable about using AgileGrad; product fully implemented | 1/16 | 9/16 |
| Implement a proactive, program-based advising model | IHCC VP of Student Services; IHCC/DCTC Dean of Students; Adult Learner Adv.; Dir. PLA | Expand use of Retain; begin to use AgileGrad; advisors meet once per semester with adult learners and veterans utilizing Retain and AgileGrad data and tools; analyze service hours and expand to improve service, begin using technology to hold virtual sessions, and develop innovative practices to reach out to adult learners and veterans | Retain is expanded and used by 50% of faculty; semester meetings scheduled and service hours adjusted; advisors using AgileGrad; advisors holding interactive virtual sessions, visiting classrooms, actively communicating with adult learners and veterans (ongoing) | 1/16 ongoing | 5/17 |
| Expand the Center for Experiential Learning (CEL) | IHCC Assoc. Dean; Adult Learner Adv.; CEL Dir.; Faculty; Adv. | Work readiness workshops in multimedia and face-to-face expanded; provide expanded opportunities for learners to connect with employers; | Workshops offered monthly during the academic year alternating between virtual and face-to-face with 20% increase annually; increase job fairs to one per semester on each campus and increase | 10/15 ongoing | 9/16 |

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|---|---|--|---|-----------|------|
| | | | | From | To |
| | | increase work-based learning opportunities and employment; revise Student Success Day to focus on careers; begin Student Success Day at DCTC; develop internship infrastructure | employer on campus recruiting by 20% and student involvement by 10%; provide site tours for healthcare, engineering, and business programs once per semester; Student Success Day changed, employer panels scheduled and offered at DCTC spring 2016; internship process and documentation developed and employers/faculty and students understand processes and procedures | | |
| Implement professional development opportunities for faculty/staff related to adult learners, career and workforce issues, and veterans | IHCC/DCTC VP Acad. Affairs; Acad./Faculty Dev. Days Planning Committee; Fac. Dev. Coord.; Dir Adult & Distance Ed; Dir. PLA | Provide professional development opportunities for faculty who teach online, accelerated classes; provide workshops on adult learning theory and andragogy; provide workshops on advising adult learners; plan and implement Adult Learner Institute | Professional development opportunities offered during required professional development days fall and spring, new faculty orientation, professional development work groups with 75% participation; 100% participation of advisors in workshops on advising adult learners, career and workforce issues, and veterans; Adult Learner Institute scheduled for June 2016 | 10/15 | 6/16 |
| Review regional and national accrediting agencies policies on awarding PLAs & administering CBE/CBA | Dir. PLA | Research additional accrediting bodies' policies and practices on PLA/CBE/CBA transcription and transfer | The following accrediting agencies will be reviewed: Higher Learning Commission, ACBSP, ABA, CAAHEP, AAMAE, EMSRB, AHIMA, NATEF, MN Board of Nursing | 4/16 | 8/16 |
| Track and assess outcomes | Project Dir.; Inst. Research; Project Staff | Develop and administer appropriate assessment tools (e.g., surveys, questionnaires as outlined in evaluation plan) | Appropriate qualitative and quantitative data collected and available to inform the project activities, reporting | 11/15 | 5/16 |
| Conduct quarterly formative evaluation activities | Project Dir.; Inst. Research | Collect and analyze data; prepare internal reports | Formative assessment to help guide project implementation | 10/15 | 9/16 |

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|--|--|---|---|-----------|-------|
| | | | | From | To |
| Conduct external evaluation activities | Project Dir.; Inst. Research; External Evaluator | Collect and analyze data; prepare APR; plan for next year | Summative evaluation ensures valid assessment of implementation strategies, captures the impact of the project relative to objectives, and provides quantifiable evidence | 9/16 | 11/16 |