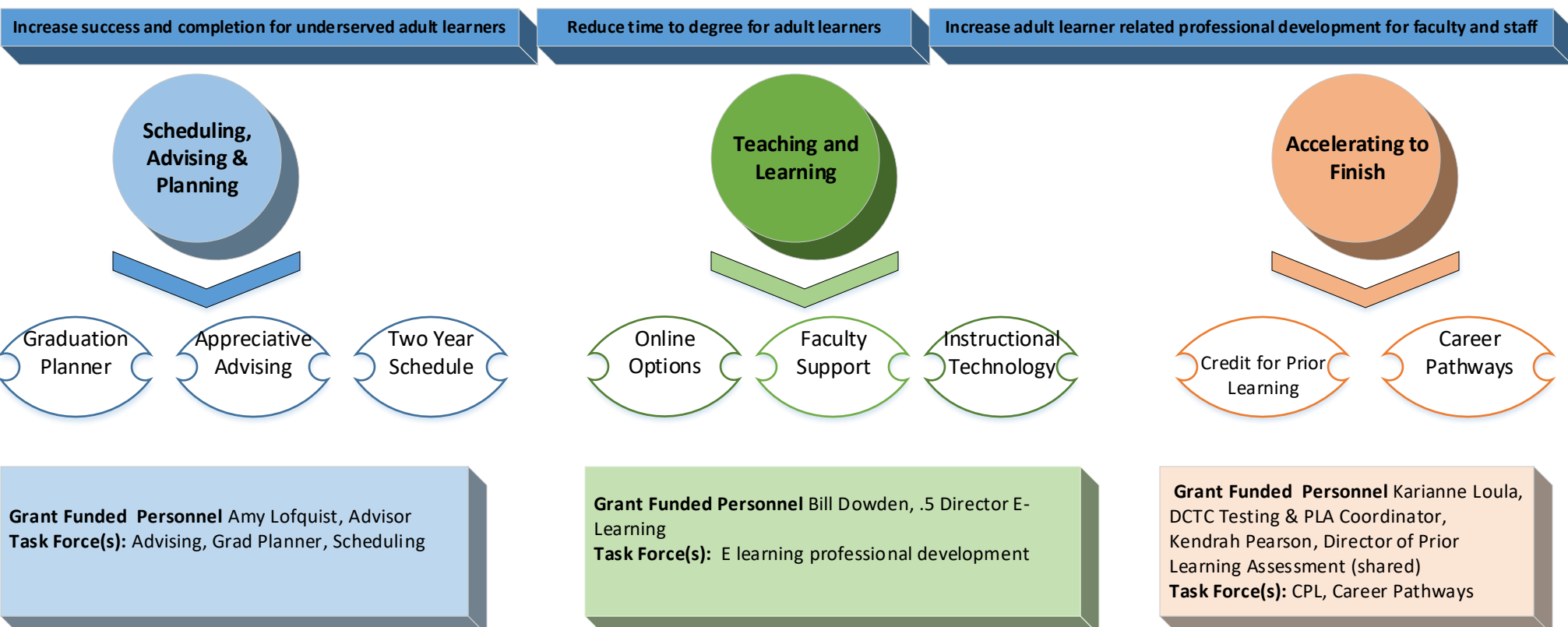


## Title Three Grant Award: Adult Service, Success & Growth Academic Years 2016 - 2020

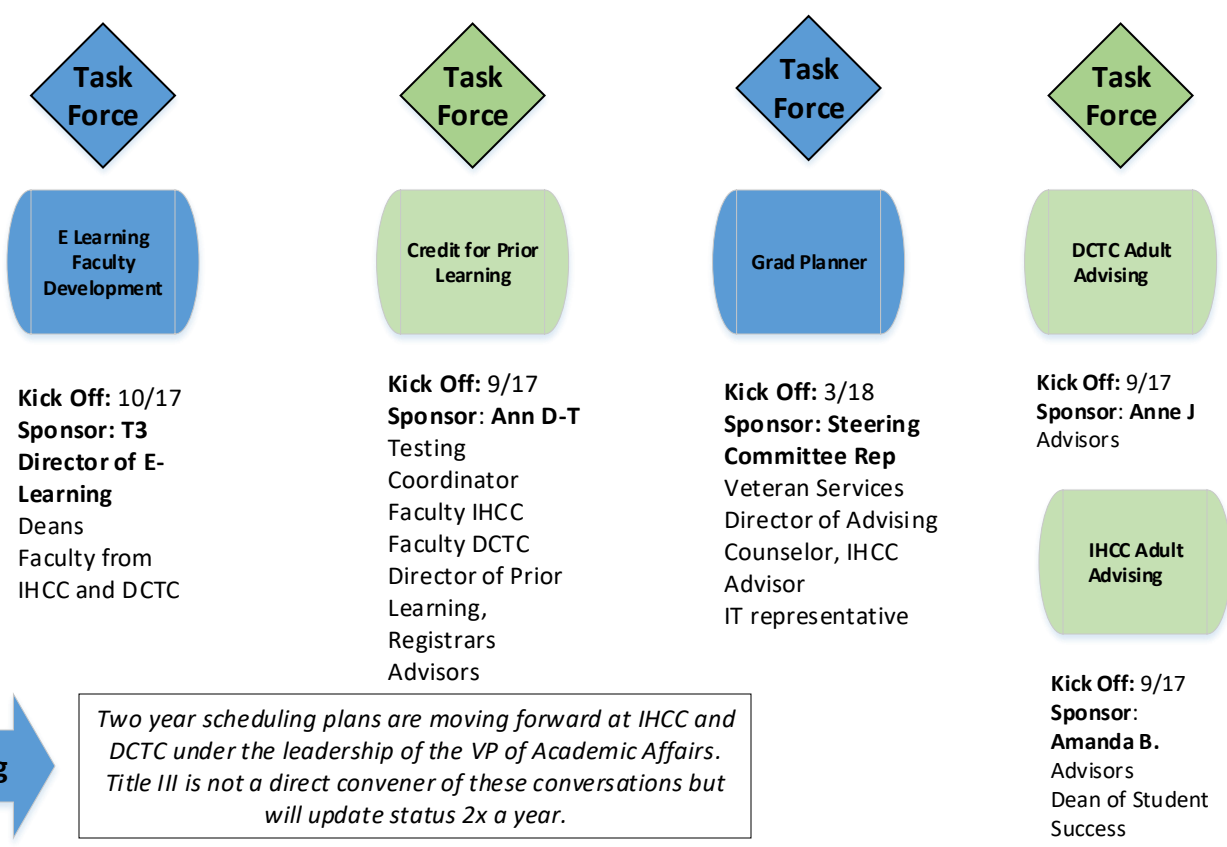


**Title Three Grant Steering Committee**

Mike Opp, VP Academic Affairs DCTC  
 Lynda Milne, Vice President of Academic Affairs, IHCC  
 Wendy Robinson, Vice President of Student Affairs, IHCC  
 Anne Johnson, Assoc. Vice President of Student Affairs, DCTC  
 Carrie Schneider, Associate VP Strategic Initiatives, Shared  
 Todd Jagerson, Chief Information Officer, Shared  
 Ann Deiman-Thornton, Dean of Liberal Arts, IHCC  
 Wendy Marson, Director Institutional Research, Shared  
 Amanda Barklind, Director, Advising IHCC  
 Amy Lofquist, Title 3 Advisor, Shared  
 Marah Jacobson-Schulte, Title III Grant Director, Shared  
 Kendrah Pearson, Director of Prior Learning Assessment, Shared  
 Brenda VanVossen, Business Faculty & PLA Coordinator, IHCC  
 Scott Gunderson, Business Faculty, DCTC  
 Kristin Digiulio, Biology Faculty, IHCC

**Title III Funded Positions**

Marah Jacobson-Schulte, Grant Director (S) FT  
 Aria Nelson, Administrative Support (S) PT [Ended]  
 Amy Lofquist, Advisor (S) FT  
 Bill Dowden, .5 Director of E Learning (S)  
 Karianne Loula, .5 Testing Coordinator (DCTC)  
 Steven Christiansen, IR Analyst (S) FT  
 Kendrah Pearson, Director of Prior Learning Assessment (S) FT  
 Vacant, Management Analyst II Grad Planner (S) FT  
 Natalie Schmitz, Career Services Graduate Assistant (S) PT  
 Aria Kronebusch, Project Coordinator (DCTC) FT  
 Vacant, Project Coordinator (IHCC) FT



Task Force groups that are represented in green are in progress. Those in blue have a future kick off date

**Scheduling** → *Two year scheduling plans are moving forward at IHCC and DCTC under the leadership of the VP of Academic Affairs. Title III is not a direct convener of these conversations but will update status 2x a year.*

\*\* Task force groups are supported by the Project Coordinators for the Title 3 grant.



### Ten Principles for Effectively Serving Adults

- Outreach**  
Conducts its outreach to adult learners by overcoming barriers in time, place, and tradition in order to create lifelong access to educational opportunities.
- Student Support Systems**  
Assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.
- Life & Career Planning**  
Addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.
- Technology**  
Uses technology to provide relevant and timely information and to enhance the learning experience.
- Financing**  
Promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.
- Strategic Partnerships**  
Engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.
- Assessment of Learning Outcomes**  
Defines and assesses the knowledge, skills, and competencies acquired by adult learners – both from the curriculum and from life and work experience – in order to assign credit and confer degrees with rigor.
- Transitions**  
Supports guided pathways that lead into and from the institution's programs and services in order to ensure that students' learning will apply usefully to achieving their educational and career goals.
- Teaching Learning Process**  
Faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.
- Adaptivity**  
Adjusts to shifting external market forces and is able to adapt to the changing expectations of internal stakeholders, students, and employers – understanding the needs of those they serve by developing creative academic solutions.