

2017 Interim Performance Report

Submitted: 05/05/2017 07:24 PM
 U.S. Department of Education
 Title III - Part A - Strengthening Institutions

ED 524B Cover Sheet

- 1. PR/Award #: P031A160011
- 2. Grantee NCES ID#: 173799
- 3. Project Title: Adult Learners: Service, Success, and Growth!
- 4. Grantee Name: INVER HILLS COMMUNITY COLLEGE
- 5. Grantee Address: 2500 80TH ST EAST
INVER GROVE HEIGHTS, MN 55076
- 6. Project Director Name: Jason Tetzloff Title: Title III grant Director
 Ph #: 6514238292 Fax #: 6514503679
 Email Address: jason.tetzloff@dctc.edu

Reporting Period Information

- 7. Reporting Period: From: 10/01/2016 - 03/31/2017

Budget Expenditures (To be completed by your Business Office.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period		
b. Current Budget Period	\$49,817.73	\$0.00
c. Entire Budget Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? No

Human Subjects (Annual Institutional Review Board (IRB) Certification)

- 10. Is the annual certification of Institutional Review Board (IRB) approval attached? No

Performance Measures Status and Certification

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? No
- b. If no, when will the data be available and submitted to the Department? 10/01/2017

12. Authorized Representative Name: Jason Tetzloff

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Executive Summary

Executive Summary, 04/30/2017

After what seems like a slow start, the Title III grant Adult Learners: Service, Success, and Growth, award P031A160011 is back on track. A director for the grant, Jason Tetzloff, Ph.D. began work in December. Tetzloff has considerable experience in higher education and was a previous Title III director. An institutional researcher was hired and began in January, and an advisor for post-traditional adult learners and an administrative assistant begin work May 8, 2017. The Credit for Prior Learning Position is at the MState system for review with a target start date of June 1. The faculty development coordinators (two, part-time) will begin after July 1.

Neither college involved in the grant will know its fall to fall retention, graduation, or transfer rates until the time of the full year report. The addition of an institutional research person has helped provide better baseline and trending data. More importantly, both colleges have multiple approaches and to improve persistence and completion underway. DCTC is involved in an HLC Persistence and Completion project as part of its accreditation process, and both colleges have begun to focus more on Credit for Prior Learning as a tool to increase persistence and reduce time to degree.

A thorough review the grant projects and proposed outcomes are well underway. This is in part necessary because so many things changed since this grant was first proposed four years, updated two years ago, and awarded in 2016. Most of the things that have changed are very positive. For example, the grant proposed that at the end of the first year 45.3% of the faculty would engage the students with the Early Alert/Academic Warning tools. This spring semester, well ahead of schedule, 84.9% of DCTC of all faculty used these tools. Though the adoption rate for Inver Hills Community College did not rise as dramatically, preliminary numbers seem positive. Space and plans have identified to purchase and implement new computer resources provided for in the grant and these will be in place for use at the beginning of the school year in August. Our grant proposal asked for \$50,000 for Lynda.com, an online tutoring tool but the MState system bought a site license for the system, negating the need to purchase Lynda.com with the grant but allowing for its use by students far earlier than it could have been implemented with the grant.

These changes have also caused some set backs. The MState system requested RFPs for Customer relations management and Student data systems and Hobsons, which the grant was centered around was recently NOT chosen as the vendor. This change at the system level has major implications for attaining grant outcomes. Our Early Alert system was built around Hobsons and the Agilegrad graduation planner was Hobsons product. These system changes has at the least dramatically slowed full implementation or even halted full Hobsons implementations while decisions are made at the State level. These changes has put a year one position on hold, and will certainly delay the implementation of a grad planner, a key component of the outreach and advising for Adult Learners outcome.

In addition, the demographic changes that have affected most if not all community colleges have affected our student populations and thus our goals. Student numbers are down significantly since the grant application was written. This decline, though, hasn't significantly affected the percentages of adult learners at both colleges but it has made it more important to work for improved retention and completion rates. This decline in student numbers has also reduced state funding resources, making the Title III Grant an even more valuable resource to help serve these students.

Key aspects of professional development activities have occurred or are planned for the summer and early fall. In particular, three advisors will attend the Appreciative Advising Institute at Florida Atlantic University in July, and staff development to further implement this approach to improve persistence, retention, and time to degree is planned for the summer and the fall.

In conclusion, the two colleges are in a generally good position to catch up and meet most of the Annual Measurable Objectives and Performance Indicators for year one listed on page 25 of the grant. Some infrastructure changes and delays are on the horizon and need to be carefully monitored. Other grant activities have begun or are well underway.

Section A: Performance Objectives

Project Objective: 1 Increase success and completion for underserved adult learners

Number	Performance Measure	Measure Type	Quantitative Data						
			Target			Actual Performance Data			
			Raw Number	Ratio	%	Raw Number	Ratio	%	
	By September 30, 2016, increase the fall-to-fall success rates (defined as retention, graduation, or transfer) of all IHCC students age 25+ to 62.0%. (Baseline = 61.4%)	Project		62 / 100	62		999 / 999	100	
	By September 30, 2016, increase the fall-to-fall success rates (defined as retention, graduation, or transfer) of all DCTC students age 25+ to 66.8%. (Baseline = 66.2%)	Project		66 / 100	66		999 / 999	100	

Explanation of Progress (Include qualitative data and data collection information)

There are multiple efforts happening to support this objective of increasing fall to fall success rates which include persistence, time to degree, graduation rates and transfer rates for both colleges. Improved advising for to support these increases have meant that we are currently increasing our efforts to develop proactive and career advising models (and, because of the natures of a community college vs. a technical college, two models are being proposed and implemented). A two year schedule of courses is now available at Inver Hills Community College and the development of this schedule is about 55% completed at Dakota County Technical College. This extended schedule is central to the students' educational pathway planning efforts and a key component in any on-line graduation planner that we might implement.

Studies have shown that any credits granted through Credit for Prior Learning (CPL), Competency Based Education (CBE) speed up degree completion and also play an important role in improving overall student success. Students should gain credit for the knowledge and experiences that they bring to college, and they should be able see a clear pathway for using military experience and training as well as industry certifications as a tool to further progress in a college program. As such, both colleges are changing and broadening their CPL programing. Resources, people and informational, are clearly identified on both colleges and two additional advisors will have advanced knowledge of CPL processes and requirements. One of these advisors will work with current faculty and staff to identify additional programs where CPL may be used and serve as a lead resource for students, faculty, and staff for further strategies to increase the opportunities and use of CPL as a way to shorten the pathway for our students. While both colleges have increased the number and type of online and hybrid class offerings, our internal studies have shown that this is an area for potential growth. We will continue to review our schedule and make sure that the needs of the adult learner who might need to use distance education are met. To make sure that there is success with this growth (our studies also show that adult learners don't always do as well in some online coursework) the grant provides for support for the faculty so that they are providing the best possible online learning experience for students. Professional development opportunities, peer reviews and other grant supported activities are planned over the summer as well as support for release time for faculty to improve their online and hybrid classes

Project Objective: 2 Reduce time to degree for adult learners

Number	Performance Measure	Measure Type	Quantitative Data						
			Target			Actual Performance Data			
			Raw Number	Ratio	%	Raw Number	Ratio	%	
	By September 30, 2016, increase IHCC's faculty participation rate in Hobsons Early Alert/Retain to 65.6%. (Baseline=64.6% Spring 2013)	Project		65 / 100	65		999 / 999	100	
	By September 30, 2016, increase DCTC's faculty participation rate in Hobsons Early Alert/Retain to 45.3%. (Baseline=42%)	Project		45 / 100	45		84 / 100	84	

Explanation of Progress (Include qualitative data and data collection information)

As noted before and throughout the approved grant, advising plays a very important role improving the success of the adult learner as well as all students. We currently have two staffs of skilled and credentialed advisors. To expand their reach, the grant encourages the use of innovative tools to allow increase electronic advising interactions.

We currently use Hobsons Connect and Retain, and for advising purposes, especially the Retain Early Alert module. This module allows faculty and staff to respond to survey type inquiries about how their students are doing—are they in class? Are they behind in their assignments? Are external factors such as too many work hours affecting their classwork? These surveys are done early in the semester and faculty can respond to the survey and report that student X is doing fine or not doing fine. One the report is in, advisors, faculty, and counselors can interact or intervene with the student to address their concerns by email, phone, and/or in person.

This has worked extraordinarily well at DCTC, with participation rate of 84% of faculty and far above the first year goal. This is in part to the higher involvement technical faculty have with their students—the advising model at a technical college is that faculty do advise students.

At IHCC, they are larger and faculty aren't as involved in the advising model that is in place, limiting the effectiveness of the early alert system. While on track, (final numbers for this term are not yet collected) participation rates are not as high.

Still, the Hobsons Early Report system is working and while there is room for growth, a major wrench was thrown into its use when the MState system did not select Hobsons as the preferred vendor. Not only do we use it for the Early Alert features, we really planned on using the Hobsons online graduation planner as a major and featured tool for increased intrusive advising for adult learners. A grad planner, using the complete two year class schedule and completed career and program guide sheets, carefully lays out the academic pathway for a student, a goal that has been tested again and again and one which has clear results in student success and time to completed degree.

All of this is up the air, and seriously delayed some key parts of timeline. For one example, we wanted to hire a Hobsons' focused Management analyst to support these goals, but we have had to delay this because we don't know what system or platform we will be required or encouraged to use. There is more than \$65,000 in the grant for a purchase of a grad planner and its implementation, but without some key decisions being made by our state system of 32 colleges and universities, we do not know what platform or product we can use. Then there is an implementation timeline requirement before it is live, adding another six months to the start of using these tools in a more comprehensive manner.

This is a challenge for the two colleges. There is wide consensus that online advising tools are necessary to the success of especially adult, post-traditional learners. But forces beyond our control have delayed our plans in this area, challenging us in meeting our goals and, as noted in the next session, necessitating budget adjustments.

Project Objective: 3 Increase professional development for faculty and staff

Number	Performance Measure	Measure Type	Quantitative Data						
			Target			Actual Performance Data			
			Raw Number	Ratio	%	Raw Number	Ratio	%	
	By September 30, 2016, increase percentage of IHCC advisors/counselors who are trained on career and intrusive advising best practices and strategies to 77.5%. (Baseline = 75%)	Project		77 / 100	77		999 / 999	100	
	By September 30, 2016, increase percentage of DCTC advisors/counselors who are trained on career and intrusive advising best practices and strategies to 37.0%. (Baseline = 30%)	Project		37 / 100	37		999 / 999	100	

Explanation of Progress (Include qualitative data and data collection information)

A foundation to the goals of the grant are the increased opportunities for professional development for faculty and staff to meet other goals of the grant. The grant allows for and supports out of state travel, something that our current college budgets can't support. More importantly it has designated support for grant goals. Money is designated for training our advisors in the best practices for career advising, for example, or for other advising "best practices." It allows for training and development for learning more about Credit for Prior Learning and for the use of new electronic advising tools as well as improved online and hybrid classes. We have begun to use these funds for activities related to the grant. Three people traveled to a John N. Gardner Institute symposium on student success and retention. This summer three or four people will attend an Appreciative Advising Institute to become trainers as we move to a more appreciative advising model. Two people will attend CAEL workshops to learn about (and bring back!) best practices for CPL assessment and advising. In addition we are planning for a more comprehensive and strategic professional development sequence to support the grant's goals as the next school year begins.

Section B: Budget Information

Inver Hills Community College and Dakota County Technical College and expended \$49, 816.73 of the grant as of March 31. All but about 1,100 of that is for salary expenses, including the interim Grant Director from 10/01/16 to 12/06/16, the permanent grant Director from 12/06/16 and the institutional researcher since 01/20/2017. The approximately \$1,100 other monies were for travel and mileage. Only part of this total amount has been drawn down due to some timing issues with our state mandated accounting procedures.

It is somewhat easier to show how we are meeting the current budget goals, In the Personnel section on the uploaded Approved Grant budget, we are in track to have all but one of these key personnel hired before the end of the first year of the grant. The project director position has been covered since the grant was awarded. The Management Analyst position was filled 01/20/2017, and the Adult Learner Advisor and the Project Assistant begin 05/08/2017. The Director of Prior Learning Assessment position and the Faculty Development Coordinator will, because of Academic Year contracts, be hired 07/01/2017.

The second Management Analyst position is on hold until the state decides some major computing infrastructure issues. We cannot hire until we know these decisions.

We will not expend the full first Personnel budget and Fringe benefits budget because of delays in hiring. Changes to the budget to address this will be in the next section

We are on track, with summer professional development obligations, to fully engage the Travel Budget.

We are not yet on track to send the full amount on Equipment, mainly because we cannot commit to Hobsons for AgileGrad. We have contracted with Noel-Levitz to administer the College Student Inventory (CSI) in the fall semester to students at both Colleges. Changes to the budget in this area will be in the next section

There is one contractual obligation for the required on-site evaluator. The evaluator is contracted and will be on campus the first week in September.

In the Other Category, Lynda.com was purchased by the MState System for all MState campuses, ending the necessity for this purchase. The implementation of Hobsons projects is on hold while we wait for state system decisions. We will use the training for best practices in advising monies.

Plans for budget revisions are in the next section

PROPOSED changes to the Budget for Year 1.

As we began implementation of this grant, we realized that the grant application was completed at a moment in time, several years ago, and that there have been many changes at the college and the system level that affect the implementation of the grant initiatives. These are not bad changes but rather just the normal changes that all colleges experience in the year or two between when the grant was written, the submitting of the application and when the grant finally was awarded. The timeline for getting the grant for Inver Hills and Dakota County was a bit longer than for most awardees, and it became very evident when we began our work to implement the grant

These four changes would allow us to meet the key goals of the grant, which are to improve persistence and retention and other key measures of student success. These goals are met especially through additional and improved advising. These changes will allow us to provide "guided pathways" with an online graduation planner and a robust online Early Alert system and with additional advising "people resources" targeted for post-traditional adult learners. While it is difficult to assess the complete budget implications, these changes do fit within the parameters of the overall grant budget. Actual figures can and will be provided if and once this is approved. Time would change the totals and we can and will provide a more complete and better budget once we can identify actual costs.

1. We would like to zero out the second Management analyst position, currently at \$42,000 for this grant year. This position would have been tasked with managing the implementation of the Graduation planner, and since we cannot implement this in this year, it makes better sense to use that money elsewhere.

2. We would like to modify and add to the budget line for Coordinator for Testing. The grant allows for this as a half-time position starting in year three. We would like to begin this position at \$35,000 and three quarter time the first year. This salary and the cost of the fringe would be covered by reallocating the money from the Lynda.com line item. . The grant has a real focus on improving advising and this position will help the returning adult learner with placement testing, mitigation and prep as well as the initial advising about their placement scores. This will help in the correct placement in course sequences and become a key part of the Advising Best Practices.

3. We would like to eliminate the \$48,000 listed for Lynda.com because the MState System office has purchased this for all MState colleges and universities. We would like to reallocate this money to move ahead with the hiring of a Testing Center Advisor for post-traditional Adult learners

4. We would like to use the money from the delayed Management Analyst position, \$42,000, and the money allocated for the purchase (\$50,000) and implementation of the Hobsons graduation planner, (\$15,000) to participate in a cooperative effort between the Colleges to develop a graduation planner and an electronic Early Alert system that works with the current system database and which can be adaptable to future needs and systems. This would be done by contract with nationally known consultants and with internal IT and database management resources. The usual base for such work is \$200.00 so we would be able to contract for about 525 hours of contract time, enough to move us well along on this goal. If this is approved, we would add to this description with an RFP that is clear on deliverables and timetables. We believe in the structure and purpose of an Early Alert system and in a graduation planner are some of the most important ways to decrease time to completion and to improve other measures of student success. With the uncertainty at the System level, this is the quickest and best way to implement these tools to serve our adult learners and to meet these goals. This would also allow us to resume approved budget activities for the rest of the years of the grant.

Section C: Additional Information

As mentioned, we would like to make four adjustments to grant activities for this grant funding year. More context is provided in the previous section.

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There is one change to key personnel. While the department has been notified earlier that the grant director has changed from Anne Johnson to Jason Tetzloff, Ph.D., the percentage of time should be changed from 50% to 100% of this person's time and effort.

One key unexpected benefit of this grant is that it is helping the two colleges, Inver Hills Community College and Dakota County Technical College, in their quest to become more closely aligned. The alignment of two colleges is a long process but to have shared employees and shared goals has facilitated this. Best is the focus on a shared or common experience (and processes) for the students. We might not be as aligned financially or politically or programmatically as we wish at this time, but the experience for the student is becoming more aligned.

Uploaded File:

Tetzloff Grant Director CV (tetzloffcurrent17CV.docx)