



TITLE III—ADULT LEARNERS:
SERVICE, SUCCESS & GROWTH

U. S. Department of Education
Title III, Part A Strengthening Institutions Program

Formative Quarterly Report: Year 2, Quarter 1
October 1, 2017 – December 31, 2017

“Adult Learners: Service, Success & Growth”

Prepared for
Inver Hills Community College and Dakota County Technical College
Inver Grove Heights and Rosemount, MN

Submitted by
Marah Jacobson-Schulte, Director Title III Grant

March 2018

U. S. Department of Education
Title III, Part A Strengthening Institutions Program

Inver Hills Community College and Dakota County Technical College
“Adult Learners: Service, Success and Growth”

Table of Contents

- I. Introduction..... 3
- II. Primary Implementation Strategies.....3
- III. Budget..... 4
- IV. Personnel..... 4
- V. Year Two Goals..... 5
- VI. Activity Updates..... 6
- VII. Website..... 9

Attachment: Attachment 1: 2018 Annual Plan Update

I. Introduction

The Title III Strengthening Institutions Program grant, *Adult Learners: Service, Success and Growth*, allows the colleges to increase focus in an area of need by bringing new financial and personnel resources to the colleges. In the Title III or T3 grant, the financial and personnel resources support the development (or refinement) of systems, processes and support services related to adult learner retention, transfer, and graduation. Major outcomes of the grant include increased success and degree completion for underserved adult learners, reduced time to degree for adult learners, and increased adult learner-focused professional development for faculty and staff.

II. Primary Implementation Strategies

Strategy	Components
Strategy 1: Develop career ladders infused with proactive, intrusive academic and career advising	a) Implement a two-year course scheduling process
	b) Implement proactive, program-based advising model
	c) Expand Center for Experiential Learning (CEL)
Strategy 2: Improve and expand prior learning assessment (PLA) with competency-based education and assessment (CBE/CBA) and credit for prior learning (CPL)	a) Implement process for students to integrate college credential attainment with industry certification and CPL initiatives such as CBE/CBA and PLA
	b) Increase degree acceleration through increased and/or improved hybrid and online course offerings
Strategy 3: Provide professional development to faculty, staff, and administrators, to effectively fulfill the needs of the adult learner	a) Increase faculty and staff expertise related to best practices for working with adult students

III. Budget

Modifications for the grant were approved by the DOE on 11/27/17. The updated budget is reflected below.

	-----10/01/17 - 12/31/17-----		
EXPENSES	FY18	FY18	FY18
	DCTC	IHCC	Total
<u>Grant Award (Budget)</u>			
Personnel, Fringe & Release Time	412,795.46	123,302.54	536,098.00
Travel	443.45	12,756.55	13,200.00
Equipment	-	90,000.00	90,000.00
Contractual	-	10,000.00	10,000.00
Other	775.38	127,484.62	128,260.00
Total	414,014.29	363,543.71	777,558.00
<u>Total Spent</u>			
Personnel, Fringe & Release Time	67,653.10	20,656.42	88,309.52
Travel	443.45	4,925.05	5,368.50
Equipment	-	-	-
Contractual	-	-	-
Other	775.38	9,578.40	10,353.78
Total	68,871.93	35,159.87	104,031.80
<u>Variance (Grant Balance)</u>			
Personnel, Fringe & Release Time	345,142.36	102,646.12	447,788.48
Travel	-	7,831.50	7,831.50
Equipment	-	90,000.00	90,000.00
Contractual	-	10,000.00	10,000.00
Other	-	117,906.22	117,906.22
Total	345,142.36	328,383.84	673,526.20

IV. Personnel

There have been several updates to personnel during the first quarter of year two. In September, a new **Project Director** was hired. Marah Jacobson-Schulte, Project Director, is responsible for oversight of all Title III grant activities (1, 2, 3). The Project Director reports directly to President Wynes, and this is an aligned position between the two colleges. In addition, the **Director for Prior Learning Assessment (PLA)** and **Director for E-Learning** were hired in September and October, respectively. These positions report to Ann Deiman-Thornton, Dean of Liberal Arts, and both positions are aligned. Kendrah Pearson, Director of PLA is working closely with faculty and staff to expand adult learner opportunities (2a). Bill Dowden, Director of E-Learning will develop and deliver faculty professional development opportunities to improve online learning, including Quality Matters and D2L trainings (2b, 3a).

The request to change the grant from one to two **Project Coordinator** positions was submitted to and approved by the Department of Education, MinnState and the college President’s Cabinet. These positions are currently posted. The two project coordinators, one dedicated to DCTC and one dedicated to Inver Hills, will both report to Marah Jacobson-Schulte, Grant Director, upon hire. The project coordinators will coordinate the T3 team and assist with the implementation of all grant activities (1, 2, 3).

The hiring process for a **Management Analyst 2** position was conducted. This will be an aligned position and will report to Carrie Schneider, Associate Vice President for Strategic Initiatives. The Management Analyst 2 will oversee the implementation of Hobson’s Starfish graduation planning tool (1a, 1b).

A **Graduate Assistant** was hired to serve in the Career Centers on both campuses. This aligned position will report to Jessica Ayub, Director of Career Services at DCTC. Natalie Schmitz will be assisting with programming for students and faculty at Inver Hills and DCTC (1c).

V. Year Two Goals

Title III grant activities for Year Two (October 2017 – September 2018) are well underway. The following table outlines goals and progress to date.

Year Two Goal	Status	Anticipated Completion Date
Purchase and implement graduation planning tool	In Progress	Y3 Q2
Hire Management Analyst 2 to implement graduation planning tool	In Progress	Y2 Q2
Increase faculty engagement in Early Alert; Improve follow-up interventions based on Early Alert	In Progress	Y3 Q2
Expand use of virtual sessions for orientation and advising on both campuses	In Progress	Y2 Q4
Develop virtual sessions for career workshops	In Progress	Y2 Q4
Develop infrastructure for internships; Develop and document processes/procedures for internships	Not Started	Y3
Develop two-year course schedule	In Progress	Y2 Q4
Utilize faculty release time to support PLA	In Progress	Y2 Q4
Increase number of faculty facilitating PLA; Increase number of students using PLA/CBE/CBA	In Progress	Ongoing
Offer professional development in online course design and delivery (Quality Matters training)	In Progress	Y2 Q3
Offer training during AD or PD days on D2L and PLA on both campuses	In Progress	Y2 Q4
Align transcription policies for PLA on both campuses and within the Minnesota State system	In Progress	Y2 Q4
Provide intrusive advising training to faculty and staff	In Progress	Y2 Q3
Hold Adult Learner Institute in June 2018	In Progress	Y2 Q3
Train faculty and staff in GCDF	In Progress	Y2 Q3
Implement use of CSI as intrusive advising practice	In Progress	Y2 Q4

VI. Activity Updates

Intrusive Advising

At DCTC, an online orientation is being developed in a D2L shell. Students who are not able to attend an in-person orientation session, will be able to access the online orientation with a follow-up virtual appointment with an advisor. This will help alleviate the issue of a student deferring a start time due to inability to attend the required orientation. Inver Hills offers an online orientation that they are working to update so it contains current and relevant information. Inver Hills Advising team also offers options for virtual advising appointments. These alternative options help to better serve our adult learners and veterans (1b, 3a).

Amy Lofquist, Adult Advisor, provided adult learner information sessions at Inver Hills and continues to provide advising and support for our adult learners on both campuses (1b).

There are two advisors on each campus who attended the [Appreciative Advising](#) conference in Summer 2017. They have developed a train-the-trainer model and disseminated information to all of the academic and TRiO advisors at Inver Hills and to the entire Student Affairs division at DCTC (1a, 3a). There will be sessions offered at the DCTC In-Service in January. We will welcome [Jenny Bloom](#), founder of Appreciative Advising to Inver Hills in June as our keynote speaker for our [Adult Learner Institute](#).

PLA Faculty Champions

Brenda Van Vossen, Inver Hills Business faculty, and Brad Manley, Inver Hills Communications faculty, are serving as faculty champions at Inver Hills during the Spring 2018 semester (2a, 2b). They will be working closely with the Director of PLA to accomplish the following:

- Become familiar with PLA process
- Initiate contact meetings with stakeholders
- Identify new PLA opportunities
- Advocate for the PLA program to current faculty
- Assist faculty and staff with PLA
- Serve on Adult Learner Institute planning task force
- Provide professional development training
- Mentor and collaborate with PLA champions
- Attend trainings both on and off campus
- Represent Inver Hills or DCTC at CPL meetings
- Identify Open Educational Resources that students can access
- Ensure existing PLA documents are up-to-date
- Conduct outreach to industry partners
- Help to initiate meetings with stakeholders
- Assist review of accreditation requirements
- Work with registrars on transcription policy updates

Scott Gunderson, Business faculty, was identified to serve in this capacity at DCTC; however, due to a full credit load, he could not receive release time. Scott will continue to be involved with PLA. We are working with Mike Opp, DCTC CAO, to ensure that two faculty members will be in place during the 2018-19 academic year.

Laptops

The [library laptops](#) purchased with Title III funds were made available for checkout at DCTC in September 2017. Students may check out laptops for up to one week at a time. Faculty may check out the laptop cart (holding 24 laptops) for use in classrooms. During the first quarter, six laptops were checked out a total of 17 times and renewed 10 times. The laptop cart was checked out 18 times and renewed once. If you have questions or would like to check out the laptop cart, please see DCTC Librarian, Michael Kirby.

Early Alert

Early Alert was deployed on both campuses in Fall 2017. We had a 46% engagement rate among all faculty at Inver Hills and a 66% engagement rate among all faculty at DCTC. Early alert will be deployed again on both campuses in Spring 2018. In Fall 2017, a faculty survey was sent out at Inver Hills. Results are currently being reviewed and a working group, including several faculty members, will be looking at ways to improve the Early Alert process. Kari Rusch-Curl, Dean of Student Success and Retention at Inver Hills will be championing the tool at Inver Hills (1b).

Hobson's Graduation Planning Tool

Graduation planning tools were reviewed, an RFP posted, and Hobson's [Starfish](#) was selected. Hobson's provided an onsite demonstration of the product to Student Services staff in December 2017. The goal is to have a Management Analyst 2 in place to roll out the implementation of the product in the second quarter of the grant (1a, 1b).

Prior Learning Assessment (PLA)

Kendrah Pearson, Director of PLA, reviewed accrediting bodies and identified any licensure issues related to PLA. She has reached out to 120+ faculty members to increase awareness of PLA. Kendrah developed a useful guide for veterans (DCTC) and a general PLA guide for all students for both campuses. PLA materials have been added to recruitment folders. Kendrah, along with other faculty and staff are serving on the MinnState System PLA committee (2a).

Two-Year Schedule

At Inver Hills there is the ability to roll the schedule out two years. Some departments have two-year guides built, while others need to create these. At DCTC, the schedule is built out one year and the academic deans are working on building program guides as they conduct program review. These guides will be important as the graduation planning tool is set up over the coming year. Students will be able to plan out their academic program over a number of years based on this information (1a).

Transcription

Credit transcription for PLAs was updated at DCTC to reflect the recommendations from the System Office. The new practice will allow for greater ease in transfer of PLA credits from DCTC to another institution. PLA credits will appear as being earned at DCTC (2a). PLA credits are transcribed as 7000-level courses at Inver Hills.

Testing Centers

Research was conducted at DCTC around becoming a CLEP site. Karianne Loula, Coordinator of the Testing Center at DCTC, is continuing to work on this project. Tracking of Inver Hills and DCTC students taking CLEP at Inver Hills is now being tracked. DCTC's exam information was added to College Boards' CLEP website (2a).

Karianne Loula, Coordinator of the Testing Center at DCTC provided admission, advising, testing, and placement support for 233+ students. She also provided five "Online Tool and Resources" presentations during Student Orientation & Registration (1b, 2a).

Veterans

Marah Jacobson-Schulte, Director Title III Grant, and Kendrah Pearson have joined the Beyond the Yellow Ribbon (BTYR) committees on both campuses. Kerry Lurken, Enrollment Advisor, and Kathy Bachman, Benefits Coordinator, provided "Know the GI Bill" trainings for students and staff during Veterans' Week and Ready, Set, Go! at DCTC (2a, 3a).

Skype for Business

Enrollment advisors at DCTC were trained to use Skype for Business for appointments. They are currently testing and developing a plan to offer this as an alternative way for adult learners to hold appointments with enrollment advisors, if they are unable to come to campus for an in-person appointment (1b, 3a).

Partnerships

Relationships aimed at best practice in serving adult learners continue to be developed through meetings with the Foundation, Customized Training and Continuing Education, Individualized Studies, Workforce Development, and ABE Centers (2a).

Institutional Research

The IR team has worked closely with the Title III team to run predictive analytics modeling on adult students and create, deploy and analyze the early alert survey to faculty at Inver Hills. They also developed the following reports: Learning Center (Inver Hills), Advising, and Post-Orientation (Inver Hills). The IR team also developed a list of adult students who have stopped-out (Inver Hills) to be used for the [MN Reconnect Grant](#) and recruitment efforts (1, 2).

Surveys

In Fall 2017 a random sample of 50% of adult learners who were not in their first semester of attendance at each campus received an invitation to complete the Adult Learner Inventory, administered by Ruffalo Noel-Levitz (1, 2, 3). The colleges received over a 30% response rate on each campus, and the project director is currently drafting an executive summary of the results as they relate to the Title III grant to be disseminated to the campus communities. The survey will be administered to our adult learners in two years to track our progress.

In an effort to improve the Early Alert (EA) tool and follow up process at Inver Hills, a faculty survey was deployed in late Fall 2017 (1). The Early Alert task force reviewed the results and faculty have been invited to join the work of the EA task force. Kari Rusch-Curl, Dean of Student Success and Retention at Inver Hills, will be leading the Early Alert initiative. The goals include increasing faculty engagement with an early alert tool and increasing intrusive advising practices to retain students.

E-Learning

Bill Dowden, Director of E-Learning has worked on several initiatives related to adult learner success. He has participated in the Accessibility Work Group, completed closed captioning projects on both campuses, provided four Skype for Business trainings, worked with the Online Orientation task force (DCTC), provided consultation for adult learners, and 10+ hours of consultation for faculty. Bill continues to work closely with the deans on both campuses to infuse best practices in online/hybrid learning. Bill is working on trainings for [Quality Matters](#) to be offered to faculty in Spring 2018 (2b, 3a).

Marketing and Recruitment

The Title III team continues to work closely with Marketing and Recruitment on both campuses to update websites, promote events, and create outreach materials focused on adult learners (1, 2, 3).

Professional Development:

There are a number of different professional development opportunities underway that are supported by the Title III grant and related to improving service to adult learners and veterans. The [Global Career Development Facilitator](#) (GCDF) training is being offered through a hybrid delivery model at DCTC. This training is being taught by Jessica Ayub, Director of Career Services at DCTC. The following staff members at DCTC are participating in the training: Natalie Shrestha, Enrollment Advisor and Financial Aid Specialist, Chris Tran, Social Worker, Milah Xiong, TRiO/Upward Bound Advisor, Aria Kronebusch, Title III Project Coordinator, and Alice Young, Career Services Graduate Assistant. Emily Johnson,

Director of Career Services at Inver Hills, completed the GCDF training through Normandale College this quarter, and she is currently applying for the certification (1b, 1c, 3a).

Brenda Van Vossen, Scott Gunderson, and Kendrah Pearson attended the national [CAEL](#) conference in November (2a, 3a).

Steven Christianson, Research Analyst in Institutional Research, attended an [American Evaluation Conference](#) in November (3a).

Plans were made to send a group of staff and faculty from Inver Hills and DCTC to the [Adult Student Recruitment and Retention Conference](#) in March 2018 (1b, 3a).

Sessions were planned for the January Academic Development Days at Inver Hills and In-Service Days at DCTC. Topics include: Prior Learning Assessment, D2L, Online Learning, Skype for Business, Appreciative Advising, and Veterans. Title III updates will be delivered to all faculty at Inver Hills and all faculty and staff at DCTC (2b, 3a).

Planning for the [Adult Learner Institute](#) is underway. A [website](#) was developed, keynote speaker secured, and proposal and registration forms created (1b, 2a, 2b, 3a).

For More Information:

All of our materials and updates are available on our website: <https://voices.inverhills.edu/title3/>

TITLE III—ADULT LEARNERS:
SERVICE, SUCCESS & GROWTH

To support adult learners on their educational pathway to persistence, completion, employment and/or transfer

2018 Annual Plan Update

Initiative	Goal	Measureable Outcome	Update
1) Increase success and completion for underserved adult learners	Increase faculty participation in Hobson's Retain - Early Alert	Percentage of faculty participating in Fall 2017 and Spring 2018 early alert <i>IHCC 58.8%</i> <i>DCTC 61.9%</i>	Fall 2016 – Spring 2017 IHCC: 53.6% DCTC: 82.4% Fall 2017 to date IHCC: 46% DCTC: 66% Faculty survey at IHCC
	Staff and faculty trained on Appreciative Advising techniques	Number of faculty and staff trained in appreciative advising <i>100% advisors</i>	IHCC: 2/13 DCTC: 2/6 Total trained: 4 SP18: Train the trainer; SD days; ALI keynote
	AgileGrad implemented	<i>Tool is fully implemented and functioning for advisors and students</i>	Starfish contract; Management analyst hired; 12-month implementation plan
2) Reduce time to degree for adult learners	Understand accrediting agencies' policies on PLA/CBE/CBA	Director of PLA will <i>produce findings and share with steering committee</i> for dissemination, to be used to inform next steps in our work	Review of accrediting bodies completed; Licensure issues; Outreach to key faculty will continue in SP18; Dir PLA will present to SC in SP18
	Increase faculty awareness of PLA process	Number of faculty members who have attended a PLA meeting <i>75% faculty reached</i>	Accreditation meetings: 10 PLA Faculty: 2 IHCC faculty division: ~100 DCTC chairs: ~10 Total faculty reached: 120+ (35%) SP18: AD/SD days; ALI
	Two-year scheduling process is developed	<i>Course scheduling process is functioning and aligned with DARS and AgileGrad</i>	IHCC: Ability to roll the schedule out two years; Some depts have 2-year guide built, Rob Harris DCTC: Built one year out; Deans working on this as they conduct program review
3) Increase professional development for faculty and staff	Train faculty and staff on PLA facilitation during professional development days and ALI	Hold PD days and ALI with both faculty and staff participation in June 2018, <i>at least 2 sessions focused on PLA</i>	ALI June 13-14, 2018 – kick off speaker; Stipend for competency development workshop; AD/SD days – 2 PLA sessions
	Train faculty on technology (QM course design) during professional development days and ALI	Hold PD days and ALI with both faculty and staff participation in June 2018, <i>at least 2 sessions focused on best practices for teaching online</i>	QM training plan for Spring 2018; AD/SD days: 2+ D2L/technology sessions; QM standards underlie all trainings
	Train staff and faculty to be Global Career Development Facilitators	<i>One staff member trained; Plan outlined to disseminate to others</i>	Emily Johnson Jessica Ayub – trainer DCTC: 6 (anticipated) IHCC: exploring alternatives