



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 2
January 1, 2018 – March 31, 2018

“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

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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

The budget is reflected below.

-----10/01/17 - 03/31/18-----					
EXPENSES		FY18	FY18	FY18	
		DCTC	IHCC	Total	
<u>Grant Award (Budget)</u>	-				
Personnel, Fringe & Release Time		364,546.64	171,551.36	536,098.00	
Travel		1,021.59	12,178.41	13,200.00	
Equipment		-	90,000.00	90,000.00	
Contractual		-	10,000.00	10,000.00	
Other		957.89	127,302.11	128,260.00	
Total		366,526.12	411,031.88	777,558.00	
<u>Total Spent</u>	-				
Personnel, Fringe & Release Time		131,143.81	61,939.71	193,083.52	
Travel		1,021.59	16,503.72	17,525.31	
Equipment		-	-	-	
Contractual		-	-	-	
Other		957.89	10,111.79	11,069.68	
Total		133,123.29	88,555.22	221,678.51	
<u>Variance (Grant Balance)</u>	-				
Personnel, Fringe & Release Time		233,402.83	109,611.65	343,014.48	
Travel		-	(4,325.31)	(4,325.31)	
Equipment		-	90,000.00	90,000.00	
Contractual		-	10,000.00	10,000.00	
Other		-	117,190.32	117,190.32	
Total		233,402.83	322,476.66	555,879.49	

IV. Personnel

There have been several updates to personnel during the second quarter of year two. In February 2018, a **Management Analyst 2** was hired. Lindsey Talbot, Management Analyst 2, will oversee the implementation of Hobson’s Starfish graduation planning tool (1a, 1b). This is an aligned position and reports to Carrie Schneider, Associate Vice President for Strategic Initiatives. In addition, the **Project Coordinators** at DCTC and Inver Hills were hired in February and March 2018. These positions report to Marah Jacobson-Schulte, Grant Director. Aria Kronebusch (DCTC) and Sue Halloran (Inver Hills) will work closely with the Grant Director and other T3 staff, as well as faculty and staff to implement grant activities, build partnerships, and track and report on grant projects. In February 2018, a **Graduate Assistant in Career Services** was hired at Inver Hills and DCTC. This position reports to Jessica Ayub, Director of Career Services at DCTC. Natalie Schmitz will work closely with both directors to develop programming and resources for our adult learners and veterans. Natalie will also hold evening appointment hours at DCTC (1, 2, 3).

The **Director of E-Learning** resigned in March 2018. The President, CAOs, VP of Strategic Alignment, AVP of Strategic Initiatives, Deans, and Grant Director are working to develop a plan to fill the position as soon as possible. In the interim, Dr. Mary Petrie, Gender and Women Studies, will be spearheading Quality Matter initiatives until the end of the current academic year. Dr. Petrie will report to Ann Deiman-Thornton, Dean of Liberal Arts at Inver Hills Community College. (2b, 3a)

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	Complete	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 Q4
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/Smarter Measure as intrusive advising practice	In Progress	Y2 Q4

VI. Activity Updates

Intrusive Advising

Additional work was done to develop an online orientation at DCTC. The orientation at Inver Hills has been redesigned for adult learners, allowing for students to self-select into a session with other adult learners. Orientation on both campuses has been updated to include appreciative advising components. An Appreciative Advising training session was offered at DCTC during In-Service. Amy Lofquist, Adult Advisor, provided adult learner information sessions at Inver Hills and continues to provide advising and support via email, phone, and in-person for our adult learners on both campuses. At DCTC, the [College Student Inventory](#) was selected as the noncognitive assessment tool that will be administered to select groups of students in the summer and fall of 2018. A group of faculty and staff has been identified to participate in a training on May 18, 2018. [SmarterMeasure](#) was selected as the noncognitive assessment tool that will be administered to adult students and veterans at Inver Hills in the summer and fall of 2018. The tools will help students and faculty/staff identify strengths and challenges, as well as connect students to campus resources (1b).

Career Services

Career Services at Inver Hills and DCTC hosted a Career and Internship Fair. The fair was held on February 6, 2018 from 3-6pm in efforts to capture the adult student. It was estimated that 100 job seekers attended. Registration at the event was optional, but of those who registered, 47% of attendees met adult learner criteria. Twenty employers were in attendance and represented the following industries: paralegal, engineering, computer science/IT, graphic design and business. A Career and Transfer Fair was held at the end of March. Natalie Schmitz began offering evening hours for appointments at DCTC (86% of these appointments were held with adult learners). Natalie worked with both directors to review the possibility of creating more online materials and videos that adult learners could access off-campus.

PLA Faculty Champions

Brenda VanVossen, 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). Kendrah Pearson and faculty champions have met with EMS faculty at Inver Hills to discuss options for PLA.

We continued to work with Mike Opp, DCTC CAO, to ensure that two faculty members will be in place to serve as PLA Faculty Champions during the 2018-19 academic year. The plan is to have one faculty member start in the summer of 2018. We also anticipate a faculty member related to the Polytechnic program will be identified to serve in this role in Fall 2018.

Faculty champions and Kendrah Pearson developed and submitted three proposals to present at the annual [CAEL](#) (Council for Adult and Experiential Learning) conference that takes place in November 2018.

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 second quarter, six laptops were checked out a total of 18 times and renewed 18 times. The laptop cart was checked out 6 times. 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 Spring 2018. As of March 15, 2018, we had a 53% engagement rate among all faculty at Inver Hills and a 74% engagement rate among all faculty at DCTC. Early alerts will wrap up by the end of April. Kari Rusch-Curl, Dean of Student Success and Retention at Inver Hills is working closely with faculty and staff to ensure the new Starfish early alert tool will meet their needs. Amy Lofquist conducted outreach calls based on early alerts for students at DCTC (1b).

Adult Learner Institute

Planning for the Adult Learner Institute is well underway. Dates, locations, and marketing materials were developed. Calls for proposals were reviewed and a schedule is being drafted. [Registration is now open](#).

Hobson's Graduation Planning Tool

Lindsey Talbot began researching training methods for the new graduation planning tool, Hobson's [Starfish](#). She also started to build relationships with faculty and staff at DCTC and solidified the implementation teams (with the exception of faculty, who will be identified over the coming months) on both campuses. Kickoff meetings were held with both the functional and technical teams. Lindsey also created master tracking documents for programs at both schools (total of 161 programs). Roles were discussed with both teams, and some roles were built. Outreach was conducted to deans and faculty to learn more about how their needs for early alert can be met through Starfish. Lindsey began navigating the tenant once it was built (1a, 1b).

Prior Learning Assessment (PLA)

Kendrah Pearson, Director of PLA, met with the Registrar at Inver Hills to discuss PLA and international transcripts. Kendrah provided PLA sessions at Inver Hills' AD days and DCTC's In-Service days. Kendrah collaborated with the Testing Center at Inver Hills and presented a session on PLA at Student Success Day, and two students attended. At Inver Hills' AD days, three faculty attended and at the DCTC In-Service presentation, there was 33 faculty and staff members in attendance. In addition, Kendrah met with the IPS program faculty and staff from Metro State University. Kendrah has been involved with a working group at DCTC focused on the new Polytechnic program and PLA. Kendrah has joined the Accessibility Work Group at DCTC where she will help to represent the Title III grant and adult learners. Kendrah has also started attending the Advising meetings at DCTC to develop and implement a new intake process where she will be working directly with prospective and current students. In addition, Kendrah has been working with Brenda VanVossen to update the PLA D2L shell at Inver Hills. Changes will include updating the course templates and the faculty handbook and removing outdated information (2a).

Acceleration to Degree

Amy Lofquist worked on course petitions to assist adult learners in completing their degree more quickly (2b).

Two-Year Schedule

The posted two-year schedule will become increasingly important as Lindsey Talbot and the implementation teams build out the Starfish graduation planning tool. 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 and employed at DCTC. 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. PLA credits are transcribed as 7000-level courses at Inver Hills (2a).

Testing Centers

Karianne Loula, Coordinator of the Testing Center at DCTC, is continuing to work on DCTC becoming a CLEP site. Karianne has made significant progress in securing DCTC as a fully-funded DSST (DANTES) testing site (2a).

Karianne Loula provided admission, advising, testing, and placement support for 207+ students. In addition, Karianne conducted 105 phone calls to accepted students to get them registered for orientation. She also met with faculty to discuss testing options and resources for Auto Tech students (1b, 2a).

Veterans

Kendrah Pearson provided a PLA session for Veterans and a resource table at the pre-semester open house (2a). Inver Hills Community College hosted an “Applying for Federal Jobs” information session in April 2018 that was facilitated by staff from the local Veterans Affairs office. This event was designed by Career Services in efforts to help veterans and students who identify as having a disability learn their opportunities to access federal employment. In addition, Inver Hills shared a document entitled “Translating Military Experience into Civilian Terms” for use with students at DCTC (1b, 1c).

Partnerships

Members of the Title III team are working closely with Student Affairs at Inver Hills on the MN Reconnect grant. This is a great opportunity to partner and effectively serve adult learners. In addition, members were consulted by CE/CT at DCTC on the Pathways to Prosperity grant. Inver Hills’ Director of Recruitment and Outreach and the Director of PLA met with Medtronic to discuss a possible partnership for employees to attend Inver Hills. In February, Kendrah Pearson also attend the Regional Career Pathway Employer Engagement Workshops at St. Paul College. In addition, Kendrah, CT/CE, and EMS met with the St. Paul Fire Department in March.

Amy Lofquist conducted meetings with other four-year institutions (e.g. UWRF) to discuss transfer pathways for current adult students. 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 provide data on PLA and completion for FT and PT students. IR also worked closely with the Early Alert process and notified advisors/TRiO of students with an early alert, so they could reach out to students. They also provided information on adult students who attended the career fair and D2L training (1, 2).

Surveys

The project director developed an executive summary of the Adult Learner Inventory results. These results will be disseminated to the campus communities (1, 2, 3).

E-Learning

Bill Dowden, Director of E-Learning, worked on several initiatives related to adult learner success. He participated in the Accessibility Work Group, developed online material to support adult learners, and provided consultation for 20+ faculty members. Bill continued to work closely with the deans on both campuses to infuse best practices in online/hybrid learning. Bill worked on trainings for [Quality Matters](#) to be offered to faculty in Spring/Summer 2018. Bill provided one technology-related session during the Inver Hills’ AD days and four sessions during DCTC’s In-Service (2b, 3a).

Marketing and Recruitment

The Title III team continues to work closely with Marketing and Recruitment on both campuses. Ideas aimed at reaching adult learners were gathered with the goals of developing short webinars to be posted on the website. T3 team members participated in several working sessions with Interact consulting. Members of the T3 team serve on SEM groups on each campus (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 and applied for certification (1b, 1c, 3a).

Arrangements and registration for three counselors at Inver Hills to attend the [Strong Interest Inventory](#) certification program in June 2018 were completed. Milissa Troen, Rob Harris, and Nicole Bietz will attend the [training](#). In addition LeAnne Schmidt is completing the training online. The SII training and certification will allow counselors to provide effective, upfront career advising and counseling to our adult learners and veterans. The counselors plan to incorporate what they learn into free workshops for students to complete the SII and receive feedback. They also plan to provide an update on what they learn and how they are incorporating this into their work at a future AD day (1b, 1c, 3a).

Six faculty and staff members registered for professional development through CAEL. Natalie Shrestha and Karianne Loula started coursework in the [Career and Education Advising](#) certification program. Jessica Ayub and Chris Tran will join the program in the summer. Brenda VanVossen and Brad Manley are registered to complete the [Faculty Assessor](#) training this summer (1b, 1c, 3a).

Staff and faculty from Inver Hills and DCTC met to debrief and devise a plan to implement practices learned at the [Adult Student Recruitment and Retention Conference](#) in March 2018 (1b, 3a).

Planning for the [Adult Learner Institute](#) is well underway. The [website](#) reflects the kickoff speaker focused on PLA and the keynote address focused on appreciative advising. Internal and external promotion for the event was developed and disseminated electronically (1b, 2a, 2b, 3a).

Webinars through [CAEL](#) were offered on both campuses. Nine webinars were provided at DCTC. There were 10 faculty and staff members who attended these sessions. Five webinars were provided at Inver Hills and 17 faculty and staff members attended these sessions. Session topics included: *Blazing Trails: How to Spearhead, Develop and Implement an Effective Credit for Prior Learning Program*, *Strategies to Effectively Serve Adult Learners*, and *The Adult Learner 360: Evidence for Institutional Change* (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	Mid-Year Update (Dec 2017)
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