



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 3
April 1, 2018 – June 30, 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
Aria Kronebusch, Grant Project Coordinator

July 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

The budget is reflected below.

-----10/01/17 – 06/30/18-----					
EXPENSES		FY18	FY18	FY18	
		DCTC	IHCC	Total	
<u>Grant Award (Budget)</u>	-				
Personnel, Fringe & Release Time		305,575.86	230,522.14	536,098.00	
Travel		2,203.50	10,996.50	13,200.00	
Equipment		-	90,000.00	90,000.00	
Contractual		-	10,000.00	10,000.00	
Other		4,833.42	123,426.58	128,260.00	
Total		312,612.78	464,945.22	777,558.00	
<u>Total Spent</u>	-				
Personnel, Fringe & Release Time		182,201.74	137,923.11	320,124.85	
Travel		2,203.50	23,420.99	25,624.49	
Equipment		-	110,000.00	110,000.00	
Contractual		-	-	-	
Other		4,833.42	19,054.58	23,888.00	
Total		189,238.66	290,398.68	479,637.34	
<u>Variance (Grant Balance)</u>	-				
Personnel, Fringe & Release Time		123,374.12	92,599.03	215,973.15	
Travel		-	(12,424.49)	(12,424.49)	
Equipment		-	(20,000.00)	(20,000.00)	
Contractual		-	10,000.00	10,000.00	
Other		-	104,372.00	104,372.00	
Total		123,374.12	174,546.54	297,920.66	

IV. Personnel

There have been several updates to personnel during the third quarter of year two. In June 2018, the **Grant Director** resigned. The President, the AVP of Student Affairs at DCTC and the VP of Student Affairs at Inver Hills are working to develop a plan to fill the position as soon as possible.

The **Graduate Assistant in Career Services**, Natalie Schmitz’s position concluded at the end of the Spring Semester (May 2018). The Directors of Career Services for both DCTC and Inver Hills are in process of hiring a new graduate assistant to start in August (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. Mary Petrie, Gender and Women Studies Instructor, stepped in from April- end of Spring semester, to coordinate Quality Matters trainings for faculty.

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	Complete	Y2 Q3
Hold Adult Learner Institute in June 2018	Complete	Y2 Q3
Train faculty and staff in GCDF	Complete	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. A launch date of August 23, 2018 has been set. The orientation at Inver Hills has been redesigned for adult learners, allowing for more focused and pertinent content to be delivered for adult learners. Amy Lofquist, Adult Advisor and Kendrah Pearson, Director of PLA, facilitated the adult learner orientations at Inver Hills. Amy additionally developed a D2L practice course at Inver Hills for students to utilize prior to semester start. Orientation on both campuses has been updated to include appreciative advising components. Jenny Bloom, Co-founder of Appreciative Advising, presented a 3 hour workshop at the Adult Learner Institute in which 59 internal staff and faculty attended (1b).

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 (1b).

Career Services

Natalie Schmitz, Career Services Graduate Assistant, continued to offer evening hours for appointments at DCTC. Natalie worked with both directors to create more online materials that adult learners could access off-campus (1c).

Emily Johnson, Director of Career Services at Inver Hills attended a webinar on best practices regarding career services related to adult students and learners. This information was then distributed among the Title III staff for optional learning. Emily and Jessica Ayub, Director of Career Services at DCTC, have begun planning for an evening job fair for 2019. Emily also met one-on-one with 9+ adult alumni and students about job search (1c).

Jessica Ayub continued to teach the Global Career Services Facilitator Course to DCTC staff. She attended the Military Enrollment Career Fair, organized by Kathy Bachman. She provided resume assistance in 1 classroom and one-on-one appointments with 3 current adult students and 2 recent graduates. Jessica also held one-on-one job search appointments with 2 adult students, and 1 major choice career services appointment (1c).

PLA Faculty Champions

Brenda Van Vossen, Inver Hills Business faculty, and Brad Manley, Inver Hills Communications faculty, served as faculty champions at Inver Hills during the Spring 2018 semester (2a, 2b). Kendrah Pearson and faculty champions met with Criminal Justice/Emergency Medical Services faculty at Inver Hills to discuss options for PLA.

We continued to work with Mike Opp, DCTC CAO, to ensure that two faculty members are in place during the 2017-18 academic year. Candace Carlstrom, Administrative Technology faculty, and Kelly Boe, athletics coach, started in the summer of 2018. Candace Carlstrom began working on creating online CPL options for Administrative Support courses. Kelly Boe is working with CT/CE to create crosswalks with certifications offered at DCTC.

Faculty champions and Kendrah Pearson developed two proposals that were accepted to present at the annual [CAEL](#) conference 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 third quarter, six laptops were checked out a total of 13 times and renewed 19 times. The laptop cart was checked out four times

Early Alert

Early Alert was deployed on both campuses in Spring 2018. We had a 50% engagement rate among all faculty at Inver Hills and an 81% engagement rate among all faculty at DCTC. Overall for FY18, we had a 55% engagement rate among all faculty at Inver Hills and a 75% engagement rate among all faculty at DCTC. 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 and advisors conducted outreach calls based on early alerts for students at DCTC (1b).

Adult Learner Institute

All members of the Title III Team assisted at the Adult Learner Institute. The Adult Learner Institute took place June 13-14, 2018. We had 201 people pre-register and 7 people register day of. 182 people attended total (26 no-shows). 20 DCTC staff and faculty attended, 32 Inver Hills staff and faculty attended, and 7 shared employees attended. Jenny Bloom, the co-founder of Appreciative Advising was the keynote speaker. Marsha Danielson was the kickoff speaker focusing on PLA. Deb McManimon led a Faculty-only workshop on using the Competency tool in D2L; four DCTC Faculty and five IHCC Faculty attended (1b, 2b, 3a).

Hobson's Graduation Planning Tool

Lindsey Talbot continued work for the new graduation planning tool, Hobson's [Starfish](#). She began building different types of tracking items and modifying message templates. She began learning the intricacies of the Degree Planner, appointments and kiosk features. She started the process to allow for single sign-on through our LMS. Lindsey had discussions with the directors of the learning centers, accessibility services, career services and advising around how to utilize Starfish in their areas. Lindsey created an informative flier to be included in the packet for the Inver Hills Academic Development day. (1a, 1b).

Prior Learning Assessment (PLA)

Kendrah Pearson, Director of PLA, attended the CAEL week long training and completed the Master Class and Faculty Assessor certification training as well as trainings on military advising and outcomes writing. Kendrah had a table on PLA at the Open Houses on both campuses with an additional presentation at DCTC. Kendrah met with the Criminal Justice faculty at Inver Hills to implement an assessment process for four law enforcement courses in Fall 2018. Kendrah has been involved with a working group at DCTC focused on the new Polytechnic program and PLA. She helped at the open house for the program. Kendrah has been a part of the Accessibility Work Group at DCTC where she will help to represent the Title III grant and adult learners. Kendrah has continued to attend the Advising meetings at DCTC and has begun working directly with prospective and current students. Through orientations, open houses, the St. Paul EMS program, and Admissions referrals Kendrah met with about 129 students between both colleges. In addition, Kendrah has been working with Brenda Van Vossen 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 at both colleges. Amy also advised incoming adult learners on various methods of credit completion, including PLA and CLEP testing and connected learners to appropriate resources and campus contacts for accelerated credit completion (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 secured DCTC as a fully-funded DSST (DANTES) testing site and completed the proctor's exam. Lockers have been ordered. Once installed, we are able to begin administering the assessment. Karianne has updated the testing center website at DCTC to include and promote the DSST (2a).

Karianne Loula provided admission, advising, testing, and placement support for 219+ students (1b, 2a).

Veterans

Kendrah Pearson provided a PLA session for Veterans and a resource table at the pre-semester open houses at both colleges. Kendrah and Marah Jacobson-Schulte, Director, attended the monthly Beyond the Yellow Ribbon meetings at both colleges. (2a).

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 Hill. Kendrah has continued to meet with CT/CE and industry partners, including St. Paul EMS training.

Emily Johnson met with South St. Paul ABE to discuss partnerships. She also met with Dakota County regarding Internship Opportunities.

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. IR assisted in gathering information needed to complete the Y1 APR report. The IR team also created surveys for the Adult Learner Institute, and are working to prepare a report (1, 2).

Surveys

The project director developed an executive summary of the Adult Learner Inventory results. These results were disseminated to the student affairs division at DCTC and will be disseminated to the remainder of the campus communities this fall (1, 2, 3).

DCTC will begin administering the [College Student Inventory](#) (CSI) leading into the fall semester. 23 staff and faculty were trained to administer and review results with students. The contract is in place and survey set up will take place in Q4.

Inver Hills will administer the [SmarterMeasure](#) tool. Survey is ready; advisors and counselors will begin advertising to students in Q4.

E-Learning

Mary Petrie, Gender and Women Studies instructor, worked on trainings for [Quality Matters](#) to be offered to faculty in Spring/Summer 2018 (2b, 3a). 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.

Student Affairs staff from both campuses, including Amy Lofquist, were trained in Skype for Business in order to hold virtual advising sessions. Advisors at DCTC will host group online registration sessions for students who were registered in the spring but have not yet registered for fall semester. Inver Hills utilizes virtual advising regularly and conducts Alternative Orientations for students unable to attend orientation on campus and Transfer Orientations virtually on a weekly basis during orientation seasons.

Marketing and Recruitment

The Title III team continues to work closely with Marketing and Recruitment on both campuses. Both DCTC and Inver Hills' adult learner webpages were updated to be clearer and have the most accurate information. Idea for CPL table tents was discussed for fall. Members of the T3 team serve on SEM groups on each campus (1, 2, 3).

Professional Development:

There are a number of 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 was offered through a hybrid delivery model at DCTC. This training was taught by Jessica Ayub, Director of Career Services at DCTC. The following staff members at DCTC participated in the training: Natalie Shrestha, Enrollment Advisor and Financial Aid Specialist, Chris Tran, Social Worker, Milah Xiong, TRiO/Upward Bound Advisor, and Aria Kronebusch, Title III Project Coordinator (1b, 1c, 3a).

Kendrah Pearson attended the week long CAEL training in Chicago in April. Kendrah was trained to be a PLA Master and Faculty Assessor. As well as attended trainings on military advising and outcomes writing. (1b, 2a, 3a).

Three counselors at Inver Hills attended the [Strong Interest Inventory](#) certification program in June 2018. Milissa Troen, Rob Harris, and Nicole Bietz attended the [training](#). In addition LeAnne Schmidt is completed 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 completed coursework in the [Career and Education Advising](#) certification program. Jessica Ayub and Chris Tran began the course in June. Brenda Van Vossen and Brad Manley are registered to complete the [Faculty Assessor](#) training this summer (1b, 1c, 3a).

The [Adult Learner Institute](#) took place in June. 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. Breakout session topics included CPL (2), intrusive advising (2), Veterans (4) and E-learning (4) (1b, 2a, 2b, 3a).

Webinars through [CAEL](#) were offered on both campuses. Five webinars were provided at DCTC. There were five faculty and staff members who attended these sessions. Eight webinars were provided at Inver Hills and nine 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*, *The Adult Learner 360: Evidence for Institutional Change*, and *Supporting Noncognitive Factors: Connecting Students with Resources, from Theory to Practice* (1b, 2a, 2b, 3a).

Mary Petrie filled in the role of Quality Matters champion after the Director of E-Learning resigned until the end of the Spring semester. Faculty were registered for courses related to [Quality Matters](#) including Improving Your Online Course (IYOC) workshop (13), eLearning Summit (2), Minnesota Online Quality Initiative (MOQI) certification (1), Master Reviewer Course (MRC) (1), We Teach course (4), and Applying the Quality Matters Rubric Workshop (APPQRM) course (6) (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- Spring 2018 IHCC: 55% DCTC: 75% 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: 13/13 DCTC: 6/6 Total trained: 19 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 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: 4 trained IHCC: 4 Counselors completed Strong Interest Inventory training

*Numbers were not updated from Y2Q2. Source of data is unknown