

**2012 Access, Opportunity and Success Funding Request
Minnesota West Community and Technical College**

Background

Minnesota West Community and Technical College encompasses 19 counties, five campuses and four centers. Each provides all aspects of student support by face to face contact and electronic delivery. The five campus deans are each assigned to one of the campuses for administration. A three member Presidential Cabinet is ultimately responsible for all locations and campuses.

Accessibility continues to be the driving force for college development since the merger of the Technical Colleges and the Community College in 1997. Minnesota West Community and Technical College earned Higher Learning Commission Accreditation in 2002 for delivery of all programs online, underscoring the philosophy of accessibility for the college. Driven by that mission the staff and faculty are veterans and innovators in service, delivery of educational programs and responsiveness to diverse and geographically distance student populations.

The proposal being submitted addresses concerns that Minnesota West does not serve the goal recommended for students of color nor does it reach targets for graduation of minority students (Accountability Dashboard). Each center or campus is representative, generally, of a 60 mile radius making each of the campuses reflective of the underrepresented populations in the area. (Examples – Redwood Falls/Granite Falls – Hispanic and Native American; Pipestone – Native American; Worthington – Hmong, Hispanic, Multiracial, Afro American, Somalian and numerous others)

PROPOSAL

Minnesota West Community and Technical College strives to meet the needs of students of color and underprepared students by offering numerous programs and emphasizing the uniqueness of each community’s culture. Although the numbers of students of color are small compared to the metropolitan areas. The college endeavors to serve students whose needs are the same as those in critical mass. The underprepared students, as suggested in the background statements, represent 44.8% of the college’s enrollment. Viewing the numbers one sees that although the college serves a significant percentage of underprepared students, students of color are present mostly on the Worthington Campus. Increasing enrollment for other campuses is usually related to their unique environment. Expectations of higher enrollments, we predict, will be from the Work Force Centers who refer displaced workers. Corporations employing numbers of people of minority populations will be referring those students who have minimal educational experiences. Our proposal addresses help for the varied demographics of Minnesota West become successful in College.

Goal I: Minnesota West Community and Technical College will increase enrollment of underrepresented students of color accessible to each campus.

Objectives	Activities	Projected Outcome
<p>Increase the number of underrepresented students per campus and college wide.</p> <p>Strategies:</p> <p>Continue campus based recruitment and concentration on populations who have been</p>	<ul style="list-style-type: none"> • Attend Tribal Council meetings to explain college possibilities to members and parents. • Increase visitations to Native American events and Indian High Schools. • Investigate potential programs to be delivered in Indian High Schools. • Distribute college materials in several languages. 	<ul style="list-style-type: none"> • 30 meetings on activities promoting the recruitment of underrepresented students • FY 2011 Minnesota West enrolled 548 students of color, FY 2012 goal is 573.

<p>underrepresented in the past.</p>	<ul style="list-style-type: none"> • Visit monthly employers who have recruited diverse populations with intent of alerting them to college courses and programs. • Attend college fairs, particularly the Minneapolis College Fair to reach out to diverse populations. • Hold Cultural events on campus inviting diverse groups to attend and present. • Partner with interpreters to visit Alternative Learning Centers. 	<ul style="list-style-type: none"> • Increase graduation of students of color by 2% • Average of 12 credits attempted and passed, with a average GPA of 2.5.
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<ul style="list-style-type: none"> • Increase enrollment of students of color in Fast Track program by 20 students. • Increase number of students of color having successful transition experiences by recruiting for Fast Track Readiness Program. • Increase the enrollment in the Fast Track Program for underprepared and underserved students by recruitment and adding sections of classes and workshops. Three new 	<ul style="list-style-type: none"> • Increase contacts with Alternative Learning Centers to refer students for Accuplacer testing. • Distribute diverse language brochures describing program intent. • Make earlier contacts with high school counselors for referrals. (from May to April) • Promote through the Educational Cooperatives and utilize 	<ul style="list-style-type: none"> • Hire faculty to teach Freshman seminar and fast track on all five campuses. • 200 students in freshman seminar who will take an average of 12 credits attempted and passed, with a average 2.50 GPA. • 100 students will be offered fast track and enrolled at no cost
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sections will be added at Jackson, Pipestone, and Granite Falls.	consortium for delivery of information to high schools.	
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Goal II: Minnesota West Community and Technical College will increase matriculation to graduation of all underserved and underprepared students by high school to college transition and early developmental programs.

Objectives	Activities	Projected Outcome
<p>To increase persistence and retention to graduation of all students.</p> <p>Strategies</p> <ul style="list-style-type: none"> Increased advising/tutoring hours enabling more one-on-one help. Increased Financial Aid Advising. Promote a retention liaison who will actively provide services to students on the Worthington campus. 	<ul style="list-style-type: none"> Increase advising contacts through Learning Contracts for students on Academic Probation, this is one facet of the college’s intrusive advising program. Increase use of Case Management plans/meetings including faculty, advisors and students for those who are returning from Academic Suspension or after a successful appeal from Academic Suspension. (intrusive advising) Implement Grades First, a student advising and retention system that empowers student services personnel to deliver support to students efficiently and to make informed decisions regarding advising activities. 	<ul style="list-style-type: none"> 110 case management students taking average 12 of credits attempted and passed, the average GPA 2.5 Increase hours of advising on Pipestone campus to serve current displaced workers. Increase the number of students ready for payment at start of term by 5% both fall and spring. Monitor grades and success Schedule work session Engage faculty and student Facilitate sharing and

	<ol style="list-style-type: none"> 1. Enhanced early alert 2. Progress reporting 3. Advising center management 4. Tutor management 5. Online appointment scheduling 6. Communication center for e-mail and text messaging 7. Assignment tracking 8. Attendance monitoring 9. Study hall monitoring 10. Decision support reporting tools 	<p>support among advisors, faculty, students and administration of student progress.</p> <ul style="list-style-type: none"> • Engage students through facebook, texting and other mobile apps. • 100% faculty participation • 2000 students will be involved with the grades first taking as average of 12 credits attempted and passed, the average GPA 2.35 • Using grades first, 50 athletes will complete all of their required study time per week taking an average of 12 credits attempted and passed, the average GPA 2.5 and a retention rate of male students of color of 28%(fy 2011 was 26.8%). <p>Additionally, this</p>
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		<p>information is tracked electronically and available for easy retrieval by the advisors and student athlete retention coordinator.</p>
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Description of Major Initiatives:

1.) The Fast Track Program (Minnesota West’s summer bridge program) targets first generation students of diverse background who are underprepared for college level work. Students are given the Accuplacer college placement tests in the high schools prior to attending college. The results are used to refer students by counselors and principals to the summer “bridging” program for orientation, student skills, developmental coursework, Basic Skills Development (2 credits STSK 0092) including Reading Study Skills; English and Writing; Math/Algebra; and Computer Skills. Students can continue studies if, after the intense summer program they continue to need developmental work. Fast Track is accessible on five campuses of Minnesota West Community and Technical College. Accessibility to the program is significant by face-to-face classes, and internet support. The program targets underrepresented students and is free to all students as are meals and supplies.

2.) Grades First Program (Minnesota West’s intrusive advising), starting this fall semester, faculty and advisors at Minnesota West Community and Technical College began using a student retention tool called Grades First. It is a comprehensive communication tool that advisors and faculty can use to alert students of their academic status, specifically if they are at-risk for failing coursework. Some of the alert features that Grades First offers include automated text and email alerts as well as applications for

Facebook and Smart phones. We understand our students are mobile and eventually we will add the option for students to schedule appointments with tutors and their advisors right from their free Grades First account. Minnesota West has a commitment to utilize Grades First through 2014. This tool will help us gather relevant progress information and get that data to students, advisors, and faculty in a more timely fashion. We can see early in the semester that a student is at risk academically, we can intervene and help that student get back on track and successfully complete coursework for the semester.

BUDGET

Goal 1 – Minnesota West will increase enrollment of underrepresented students of color accessible to each campus.

a.

Program planning, travel, meetings with Tribal Councils and Flandreau Indian School representatives	\$ 3,000.00
Marketing (publications), supplies, signs designed and defined for multiple languages	\$12,000.00
Sub Total	\$15,000.00

b.

Fast Track	\$14,000.00
Sub Total	\$14,000.00

Goal II: Increase matriculation for all underserved/underprepared, students of color.

Advising hours for more time with students/tutoring	\$37,481.00
Financial Aid Advisor	\$3,000.00
Assessment of Students	\$8,000.00
Grades First Initiative	\$11,000.00
Retention Liaison	\$20,500.00
Sub Total	\$79,981.00
Total	\$108,981.00

EVALUATION PROCESS

Goal I: Recruitment for the college via campus based efforts toward improved enrollment of underprepared students of color.

- a. Student enrollment will be tracked for the 2012 fiscal year and applications will be tracked through spring of 2012 for the 2013 school year.
- b. Efforts to increase enrollment of students of color will be documented to ascertain referrals by high school contacts, Integrative Collaborative activities, alternative high school outreach.
- c. Students will complete second Accuplacer placement test to determine progression in STSK (Fast Track) courses.
- d. Academic progress will be tracked and documented through advising system, Retention rate of underrepresented students of color will be from fall to spring 80% and fall to fall 65%
- e. Documentation of added sections of Fast Track.
- f. Students entering Minnesota West in the fall of 2012 will be surveyed to ascertain if increased marketing using languages and cultures increased enrollment.

Goal II

- a. Retention rates for underrepresented students will be from Fall to Spring 81% and Fall to Fall 70%.
- b. Monitor retention study of students documenting the activity of retention liaison.
- c. Review activity of Grades First in the fall and once again in the spring.

7/1/2011

**Access Opportunity
Fiscal Year 2012**

Salary			Non-Salary			<u>Balance</u>
<u>Budget</u>	<u>Encumb</u>	<u>Spent</u>	<u>Budget</u>	<u>Encumb</u>	<u>Spent</u>	
20,500.00	0.00	0.00	*			20,500.00
			8,000.00	0.00	0.00	8,000.00
12,000.00	0.00	0.00	2,000.00	0.00	0.00	14,000.00
3,000.00	0.00	0.00	***	0.00	0.00	3,000.00
			15,000.00	0.00	0.00	15,000.00
			11,000.00	0.00	0.00	11,000.00
37,481.00			0.00	0.00	0.00	37,481.00
72,981.00	0.00	0.00	36,000.00	0.00	0.00	108,981.00