

**Minnesota West Community and Technical College**

**2011 Access Opportunity and Success Report**

**Goal I** Minnesota West will focus the Access, Opportunity, and Success funding on further strengthening efforts to retain and graduate students.

Objectives	Activities	Projected Outcome	Outcome
<p>Increase persistence of underrepresented students of color.</p>	<p>Hired a halftime retention liaison who concentrated on needs and challenges of population which historically had low persistence rates. Particular emphasis on underrepresented students who were identified at high academic risk. Liaison organized study groups, provided mentoring on successful experiences and worked with faculty in regard to academic expectations.</p>	<p>Improve the retention and graduation rate of all underrepresented students.  Identify group most at risk among underrepresented students and intervene to increase matriculation rate from 21% to 35%. 2011 2.0 average GPA for at least 12 credits will be recorded.</p>	<ul style="list-style-type: none"> <li>• FY 2011 551 students of color. FY 2010 493.</li> <li>• Grad rates for students of color (male 97 students tacked retention rate of 26.8%, GPA of 2.48.</li> </ul>
<p>Continue early intervention strategies. (Intrusive</p>	<p>Utilized Learning Contracts and Case Management (affecting students placed</p>	<p>Increase student/faculty/ advisor cooperative intrusive advising from serving 80</p>	<ul style="list-style-type: none"> <li>• Academic at risk students had a second fall retention rate of</li> </ul>

Advising)	on academic probation or returning from suspension).	students to 110 students (see <a href="http://www.mnwest.edu">www.mnwest.edu</a> for intrusive early warning forms. Students will move from probationary status to good standing within one semester and from suspension to good standing in one year.	39.6% and spring cumulative rate of 2.71% GPA.
Broaden access to Career Interest Assessments for undecided career unfamiliar students.	Incorporated Career Assessments into early advising/orientation sessions and continue use of Career Assessment in Learning and Academic Resource Centers. Purchased Career Scope and training from Work Force Center.	110 assessments to be given in 2011.	<ul style="list-style-type: none"> <li>• 23 assessments were given</li> <li>• Discussion of a web based – user friendly revision “Kuder”</li> </ul>
Offer new Freshmen Seminar course and program to entering students and those with unsuccessful academic experience.	Students developed college-level study skills, learned about college resources, time management, teaching styles, taking notes, writing, stress management,	100 students will take course online and on-campus. Students who have placed by Accuplacer in 2 development courses will take course. 60 of those will	<ul style="list-style-type: none"> <li>• 175 students took the Freshman Seminar class with fall GPA of 2.58% and spring of 2.35%.</li> </ul>

Coursework in developmental areas will be based on low achievement in Accuplacer.	introduction to online learning, D2L orientation, and Test Taking Skills. Post tests will ascertain enrollment in next level courses.	be students ready for next course.	
Continue summer Fast Track program (summer intense bridging program) assisting, underprepared often first generation students. Math, Reading, English and Writing remedial coursework in an intensive week long setting.	<ul style="list-style-type: none"> <li>• Pre &amp; Post Accuplacer Assessment.</li> <li>• Day-long coursework by faculty.</li> <li>• Meals provided.</li> <li>• Use of support services including tutoring. 5 campuses participate.</li> <li>• Continue partnerships with the Integration Collaborative, ABE and Work Force Centers for referrals.</li> </ul>	Maintain the high retention rate of Fast Track students at 86.54% in fall to spring with average of 2.00 GPA	<ul style="list-style-type: none"> <li>• 71 students participated in Fast Track in 2011.</li> <li>• Students advanced in 36 courses (see fast track report at <a href="http://www.mnwest.edu/about-minnesota-west/reports/">http://www.mnwest.edu/about-minnesota-west/reports/</a> )</li> </ul>
Affect the retention and graduation rate of Pell recipients of Financial Aid by increasing customer	<ul style="list-style-type: none"> <li>• Made appeals more efficient by using one appeal for academic and one for financial aid.</li> <li>• Students were required</li> </ul>	Increase rate from 62.8% (2008) to 68% in 2010-11.	<ul style="list-style-type: none"> <li>• FY 2011 retention was 64.2% compared to 62.8% in 2008.</li> <li>• 780 student degree seeking, Pell</li> </ul>

<p>service.</p>	<p>to speak to financial aid person before dropping and knowing financial ramifications.</p> <ul style="list-style-type: none"> <li>• Financial Aid office move more quickly in response to students by electronic award letters.</li> <li>• Direct loan access electronically.</li> <li>• Shorten the class drop/add period to avoid late entries which often result in poor retention.</li> <li>• Add hours to campus financial aid employees where service is most stretched.</li> </ul>		<p>recipients had a graduation rate of 24.6% and a retention rate of 41.0% for second fall.</p>
-----------------	---	--	---

**Goal II** Minnesota West will continue efforts to recruit underrepresented, underprepared, students and students of color.

Objectives	Activities	Projected Outcome		Outcomes																											
Increase the enrollment of diverse populations including students of color.	<ul style="list-style-type: none"> <li>Continue emphasis of assigned marketers on each campus to recruit the diverse population in their area.</li> </ul>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>2010</b></td> <td style="text-align: center;"><b>2011</b></td> <td></td> </tr> <tr> <td>Afro-American</td> <td style="text-align: right;">139</td> <td style="text-align: right;">142</td> <td style="text-align: right;">198</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">98</td> <td style="text-align: right;">105</td> <td style="text-align: right;">91</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: right;">185</td> <td style="text-align: right;">210</td> <td style="text-align: right;">158</td> </tr> <tr> <td>Native American</td> <td style="text-align: right;">52</td> <td style="text-align: right;">58</td> <td style="text-align: right;">99</td> </tr> <tr> <td>Pacific Islands</td> <td style="text-align: right;"><u>2</u></td> <td style="text-align: right;"><u>2</u></td> <td style="text-align: right;"><u>5</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><b>476</b></td> <td style="text-align: right;"><b>527</b></td> <td style="text-align: right;"><b>551</b></td> </tr> </table>		<b>2010</b>	<b>2011</b>		Afro-American	139	142	198	Asian	98	105	91	Hispanic	185	210	158	Native American	52	58	99	Pacific Islands	<u>2</u>	<u>2</u>	<u>5</u>		<b>476</b>	<b>527</b>	<b>551</b>	
		<b>2010</b>	<b>2011</b>																												
	Afro-American	139	142	198																											
	Asian	98	105	91																											
	Hispanic	185	210	158																											
	Native American	52	58	99																											
	Pacific Islands	<u>2</u>	<u>2</u>	<u>5</u>																											
		<b>476</b>	<b>527</b>	<b>551</b>																											
	<ul style="list-style-type: none"> <li>Expand cultural awareness events on every campus.</li> </ul>	College plan for diversity completed for two years.	<ul style="list-style-type: none"> <li>Diversity plan completed and submitted to Office of the Chancellor</li> </ul>																												
	<ul style="list-style-type: none"> <li>Coordinator of Diversity will define planning goals for College.</li> </ul>	30 meetings																													
<ul style="list-style-type: none"> <li>Increase numbers of “Community Meetings” including ethnically diverse groups.</li> </ul>																															

			35 meetings held.
<p>Increase numbers of first generation students including those with vocational interests.</p> <p>Increase enrollment in technical programs at a historically liberal arts campus.</p>	<p>Move vocational technical programs to areas where demands exist</p> <ul style="list-style-type: none"> <li>• Move Massage</li> </ul>	<ul style="list-style-type: none"> <li>• Move Massage Therapy to Luverne site.</li> <li>• Move Auto Mechanics to Worthington Campus.</li> <li>• Enroll 25 students. 10 of diversity.</li> <li>• First generation student enrollment increase from 15% to 25% (many students did not respond to the question).</li> </ul>	<ul style="list-style-type: none"> <li>• 11.30 FTE Massage students in Luverne</li> </ul>
<p>Introduce students early to college culture.</p>	<p>Expand Kid's College, a summer, faculty taught hands on curriculum for grades 5-8.</p>	<p>120 students on 3 campuses. 45 students of diversity and first generation. Evaluate how students were affected by new choices.</p>	<p>96 students attended Kids College, 17 diverse students</p>

**Goal I – Budget**

	<b>Budgeted</b>	<b>Actual Expense</b>
Retention Liaison	\$ 22,000	\$11,240.87
Advisors/Advising Hours	\$ 30,000	\$18,873.02
Increased Tutoring	\$ 8,000	\$8,769.39
Career Assessment Instruments	\$ 4,000	\$4,000.00
Accuplacer Instruments/Software	\$ 4,000	\$4,000.00
Supplies for Fast Track	\$ 2,000	\$948.73
Salaries for Fast Track	\$ 7,000	\$12,012.55
Cultural Event Speakers	\$ 3,000	\$2,025.00
Increase hours for Diversity Recruiters	\$ 5,000	\$33,126.14
Increase hours for Financial Aid advisors	\$ 6,000	\$3,909.13
Increase hours for Learning and Academic Resource Center Career Advising	\$ 5,000	\$2,611.41
<b>Sub Total</b>	<b>\$ 96,000</b>	<b>\$101,516.24</b>

## Goal II – Budget

	<b>Budget</b>	<b>Actual Expense</b>
Community Meetings for Marketers & Recruiters Food/Supplies	\$ 6,000	\$9,450.74
Mileage	\$ 5,000	\$3,000.00
Interpreters	\$ 4,000	
Supplies for Kids College	\$ 3,000	6,800.00
Salary for Kids College Instructors	\$ 4,000	
Marketing materials in several languages including Spanish and web information.	\$ 3,000	282.60
<b>Sub Total</b>	<b>\$ 25,000</b>	<b>\$19,533.34</b>
<b><u>TOTAL</u></b>	<b><u>\$121,000</u></b>	<b><u>\$121,049.58</u></b>

**Explanation of student cohort tracking:** The Registrar runs a list of new students by major. This is not the IPEDS first time full time group. It is a list of all students in a term. The students are kept in a separate database and tracked for 3 years, semester by semester. Coding is in all types of ways – home campus, major, gender, ethnicity, academically disadvantaged, financial aid recipient, age, athletic participation, Fast Track Summer Bridge, on-line, fully online, PSEO, veterans. At any time various subsets can be pulled to see how well they are progressing. (This is the best illustrated in our Retention report.

([http://www.mnwest.edu/fileadmin/downloads/about\\_mn\\_west/Retention\\_Attrition\\_Matriculation\\_to\\_Graduation - Spring 2010.pdf](http://www.mnwest.edu/fileadmin/downloads/about_mn_west/Retention_Attrition_Matriculation_to_Graduation_-_Spring_2010.pdf) )