Minnesota West Community & Technical College
Cultural Diversity Development Plan

Introduction: Historic Perspective

Minnesota West Community & Technical College has been concerned about responding to the growth of diverse populations for many years. Because the Worthington campus of Minnesota West is located in an area where diverse populations are recruited for the meat packing industry and other manufacturing, Minnesota West has been keenly aware for the need of matriculating students into education. Currently the enrollment of K-12 students is composed of 65% minority populations, the second highest per capita ratio in the state of Minnesota. While other communities in the Minnesota West service area do not have the huge influx of diversity, towns like Windom, Redwood Falls, Marshall, and Luverne have seen growth in the diversity. As early as 2000 the college began hiring recruiters from a separate minority population whose task was to recruit students of diversity. Since then a multitude of efforts including recruitment of middle school students to experience higher education through Kid's College, a bridging program for underrepresented students called Fast Track, the hiring of a minority person as a diversity coordinator, the hiring of a diversity coordinator who is a bi-lingual and the assigning of diversity coordinators on each campus, the use of interpreters and translations of marketing materials into Spanish and other languages, and the explosion of cultural events on all of our campuses have influence the growth of diversity from 2% in 2000 to 9.6% in 2010. Institutional funds, Access and Opportunity funding, numerous grants and Carl Perkins funding has been used in a variety of actions taken by the college to serve underrepresented students of color. Major forces in service to underrepresented students have been the partnerships that Minnesota West has developed to better understand a constant influx of diverse cultures. The Nobles County Integrative Collaborative, the Tribal Councils, numerous churches, Adult Basic Education, the Local UFCW # 1161 at JBS have all been active in the growth of diversity and service for potential students of Minnesota West. The infrastructure of the college has been modified and improved to enhance the growth of a diverse student body. A firm commitment by the president of Minnesota West, a solid Affirmative Action Plan, the provision of culture centers on each campus, investment in broader recruitment efforts, the efforts to recruit diverse staff and faculty, and the addition of a liaison for retention of minority students are examples of the commitment of Minnesota West. The following pages are the strategic directions and action plan for Diversity and Multi-cultural Affairs at Minnesota West 2010-2015. The President is committed to increasing diversity 1% per year over the next five years: 9.6% diversity at present increasing to 14.6% by 2015.

To set the goals for the next five years MnSCU Strategic Directions and the Minnesota West Strategic Directions were used as a foundation for planning events and activities that lead to growth and success of diverse groups.

MnSCU System Strategic Direction 1: Increase access and opportunity and success

Minnesota West Community & Technical College will increase access, learning opportunities and success for the citizens of southwest Minnesota

Goal 1.1: The College will increase the level of achievement of underrepresented students

Tasks:	**Projected Outcome:**
Fast Track	Maintain the high retention rate of Fast Track students at 86.54% in fall to spring with average of 2.00 GPA
Intervention strategies: Learning Contract	Increase student/faculty/advisor and cooperative intrusive advising from serving 80 students to 110 students (see www.mnwest.edu for intrusive early warning forms).
Case Management -- Fully implement the Case Management Process including faculty, advisor and student planning through Learning Contracts for seriously academically at risk students. (7 campuses/centers)	Case management and learning contracts have stabilized student retention 260 students involved in Learning Contracts (increased advisor time) and case management in 2011. Students will move from probationary status to good standing within one semester and from suspension to good standing in one year
Tutoring	Increase tutoring from 342 students online; 360 in 2010-2011.
Smart Thinking -- Increase Smart Thinking tutoring efforts in correlation with increased online students. Increase face to face tutoring on new centers – Luverne, Redwood Falls and Fairmont.	Increase face-to-face tutoring from 75 hours a week per campus to 80. Increase tutoring within Technical Program 5 classrooms and Smart Thinking tutoring at 450 students.
Offering new freshman seminar course	100 students have taken courses online and on-campus. Students who have been placed by Accuplacer in 2 developmental courses will take course. 60 of those will be students ready for the next course.
Hiring a Retention Coordinator: Study Groups	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
Mentoring Expand "Kids College" to 1 or 2 more campuses. Continue to partner with Integration Collaborative Centers for recruitment of first generation and students of diversity, increasing the numbers of special populations. The transition of first generation, minority, and underprepared students will be enhanced by a weeklong intensive summer session where results of Accuplacer and through referrals from high school counselors are used to place students in English, Math, Reading/Writing developmental courses. Study skills and socialization to college will be included. Expand "Access" Task Force including agencies who work with current or potential students to be expanded to all campuses. * Veterans Affairs * High School Counselors * Corrections * Private Industry Council * Adult Basic Ed * Work Force Centers * Tribal Council * Integrative Collaborative * Vocational Rehab. Improve the coordination of services to students of color on the 7 Minnesota West centers/campuses. Recruitment and retention efforts assigned on each campus with personnel assigned as "recruiters of diverse students". Raise the matriculation to graduation rate of students of color by attention to	Liaison work between student and faculty 135 students enrolled; 65 first generation potential college students in 2011. 100 students enrolled in Fast Track FY 2011. Access Task Force will be continued with addition of Consortium Coordinator. Regularly scheduled planning meetings with all minority affairs advisors helping to develop a master plan for retention and matriculation to graduation. Enrollment of 427 students of color in FY 2010. Goal met in 2010 – goal for 2011 is 465. Significant cultural events and participatory events have brought hundreds of diverse persons to campuses and created awareness for all. Graduation rate to increase by 2% for students of color for FY 2011.

individual advising and contracts for learning.	
Raise the enrollment rate of students of color by improved collaboration with community based groups. (Tribal Councils, Integrative Collaborative, Informal Social groups).	Deans initiate communication for collaborate planning. Minnesota West enhancement fall 2008 implementation; 550 students will access centers in 2010-2011.
Increase the graduation rate of students of color. Emphasis social events, speakers and bi-lingual guests to create retention efforts.	Increase matriculation to graduation in 3-4 years from 62.2% (2006) to 66.0% (2010).
Evaluate effectiveness of early warning software on retention of students.	Early Warning System is in use and monitoring of effectiveness will continue in 2011.

Goal 1.2: The College will refine its services to underrepresented populations

Tasks:	**Projected Outcome:**
Expedite the financial aid process	• Increase accessibility of Pell grants to underrepresented students • Increase accessibility of financial aid on-line • Reduce the turn-around time for students to get financial aid—Implemented since Nov. of 2009: Students are informed of financial aid status via e-mail; Minnesota West Web page announces links and availability of financial aid packages; "All-student" e-mail a month prior to school year start date listing time lines and process pertinent to receipt of financial aid packages.
Getting Connected –World Market to highlight minority-owned businesses	Provide liaison between immigrant community and student population.
Culture Corner events – Mixed Blood Theater	Minnecanos will host 500 + participants, including 375 elementary students, 100 Minnesota West students and 25 community participants. Cultural events and participatory events bring diverse populations to campuses, create awareness and inevitably increase enrollment. By promoting an appreciation of multicultural society our student body is more willing to

	accept a global community.
Hispanic Heritage/ Celebrations Around the World/ Individual presentations of targeted cultures	Increase student led presentations to 8. Minnesota West students, faculty, staff and surrounding community will be involved, with 20 to 30 participants at each presentation.
Breaking Traditions Conferences	Increase of students in non-traditional careers and increase in gender equity
Utilize the Culture Corner to hold forums and support group activities in regard to social issues of diverse populations in partnership with Southwest Minnesota Housing Partnership (Ethan Bates). ■ Housing classes, legal issues, family needs	Better informed citizens and exposure to higher education facility

Goal 1.3: The College will develop new credit and non-credit programs that serve the needs of the region

Tasks:	**Projected Outcome**
ESL classes in Listening/Speaking and Reading/Writing	Increase in success rate of LEP students in college-level courses – offer with and without credit
CNA – 18% of students are from diverse ethnic groups (2010)	Increase in enrollment and matriculation to graduation for students who are considered non-traditional and underrepresented populations
Freshman Seminar	100 students will take course online and on-campus. Students who have placed by Accuplacer in 2 developmental areas will take course. 60 of those will be students ready for next course.
Survival Spanish Courses	Expand course offerings to other campuses and surrounding communities, such as SS for Nurses, to serve 45-50 students.
Truck Driving Program in Collaboration with Smith Trucking and the Workforce Center	Increase in enrollment for students with non-traditional schedules from 8-10 students to 12 students per semester.
Short –term Certificate Programs in: Computer Science, Cysco Networking, Computer Specialist, IT Workplace Assistant, IT Workplace Specialist	Serve as an active partner with SW Minnesota Private Industry Council, ABE, and the Workforce Centers to improve skills of underprepared, under-employed and low-income workers.
Wind Energy Mechanic Carpentry	Provide 240 Native Americans (White Earth Reservation) the opportunity to receive free

	green jobs training and education. Continue to explore access to Carpentry program on the Flandreau Reservation School.

MnSCU System Strategic Direction 2: Promoting and measure high-quality learning and programs and services

Minnesota West Community & Technical College Will provide innovative and accountable programs and success to ensure the growth of our students

Goal 2.1: The College will improve instruction and student support through assessment of student engagement and learning outcomes

Tasks:	**Projected Outcome**
(CCSSE) Student satisfaction survey should include questions about "Inclusiveness" and satisfaction of students of diversity and those with special needs.	Respond to the compilation of responses through support of institutional goals

Goal 2.2: The College will access and refine multiple delivery options for educational programs and student services

Tasks:	**Projected Outcome**
Responding to the survey to see what needs exist among students. Identify 2-3 significant needs of students and address them	Offer services to diverse population through community meetings in communities that campuses serve, such as bi-lingual interpreters (ASL and multiple languages) and coordinators. Each campus marketer will offer four community meetings/year designed to engage underrepresented students and families.
Proctor test accommodations, allowing additional time	Meet with the college advisors and select faculty to identify students with special needs

Goal 2.3: The College will increase the participation of faculty and staff in professional development opportunities focused on strategic directives

Tasks:	**Projected Outcome:**
CTL workshops and activities, Cultural events made available to faculty and staff.	Expose 100 faculty and staff to a variety of multicultural presentations to enhance

	understanding of global cultures.
Developmental program explaining advising techniques for ethnically diverse students.	Workshop provided in spring of 2011 to bring together 10 advisors and 10 faculty.
Hiring practices - exposure to peers of diverse background.	Encouraging sabbaticals that expose faculty to diverse cultures.
The Diversity plan with be posted on the WEB and presented at the February CLT event	All faculty will be knowledgeable of the goals and direction of Minnesota West's Diversity plan.

MnSCU System Strategic Direction 3: Provide programs and services integral to state and regional economic needs

Minnesota West Community & Technical College will deliver programs and services to enhance the economic competitiveness of the state, the region and its people

Goal 3.1: The College will be the region's leader in workforce education and training

Tasks:	**Projected Outcome:**
Welding/Blue Print Reading	Provide technical skills training coupled with an Adult Basic Education instructor for comprehension and technical skills language for English Language Learners

Goal 3.2: The College will support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a higher quality of life

Tasks:	**Projected Outcome:**
Music events, such as Cantare – in collaboration with community/NCIC/Eric Parrish	Provide exposure to ethnic artistic performance
Native American Artists --- Bobbi Alsgaard	Increase exposure in our surrounding communities to the rich diversity of Native American art
International Festival – support through financial, in kind, participation on committees	Bring a sense of understanding and community to our region
Pow-Wows and Tribal Events – support	Bring a sense of understanding and community

through in-kind, financial, participation	to our region
Workshops on every campus providing information about ADA, Human Rights issues, and Civil Rights issues	Bring a sense of understanding and community to our region.

Respectfully submitted,

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Dr. Diane Graber, Provost (now retired)
Minnesota West Community and Technical College

Have Jeff Williamson take it FYI to the President's Cabinet to give directions and philosophical foundation for marketing, recruitment and retention of diverse populations. Afterward it will be on the WEB and presented at a CTL event.