City policy requirements, or explain reason for item to go before the Board:
The Board allocated $11 million in each year of the biennium for programs to increase the recruitment and retention of underrepresented students. Board members have requested regular updates on the progress of these programs at the colleges and universities.

Scheduled Presenters:
Mike López, Associate Vice Chancellor for Student Affairs
Jason Cardinal, Access and Opportunity Center Director, Century College
Barbara Read, Vice President for Student Affairs, Inver Hills Community College
Tadael Emiru, Access and Opportunity Center Director, Inver Hills Community College

Outline of Key Points/Policy Issues:
Dr. López will provide an overview of progress made by the three College Access and Opportunity Centers. This will be followed by an in-depth description of the Access and Opportunity Center of Excellence at Century College and Inver Hills Community College, presented by Mr. Cardinal, Dr. Read, and Mr. Emiru. Dr. López will conclude the presentation by giving examples of activities undertaken by colleges and universities using their Access, Opportunity and Success funding allocations.
BACKGROUND

Following a competitive RFP process, three College Access and Opportunity Centers were funded beginning in FY 2008. The centers provide quarterly updates on their progress to the Office of the Chancellor. Since summaries have been provided to the Board at previous meetings, it was decided at this time to give the Board an in-depth look at one of the centers, a center jointly operated by Century College and Inver Hills Community College. The complete quarterly report submitted by the center is attached for the Board’s information. In addition, representatives from the center will describe the components of the program and their operation, and Board members will view a DVD of the PACE (Preparing to Achieve a College Education) program.
During the third quarter of operation, there has been significant progress toward achieving the goals of the Century College and Inver Hills Community College Center of Excellence. This report describes current activities, outcomes and plans for College Within Your Reach.

I. Project Management

The Center of Excellence steering committee, formed in January 2008, has continued to meet bi-weekly to implement and measure project activities. The following subteams were charged with responsibility for implementing the Center’s targeted programs: High School/College Teacher Collaborations, PACE (Preparing to Achieve a College Education), Bridge to College, and R U Ready? The progress and outcomes of these initiatives appear in section two of this report. The steering committee also oversees the Center’s marketing/outreach activities and research agenda.

Marketing and Outreach

Two major promotional items were disseminated in August. First, a comprehensive Center of Excellence brochure was created and distributed to faculty/staff at both Century College and Inver Hills Community College. A DVD to market the PACE program to both internal and external stakeholders was also created and shown to Century and Inver Hills faculty and staff during August Professional Development Days. In addition to the DVD and brochure, internal workshops were scheduled, in order to inform both campus communities of PACE and other project activities.

Center of Excellence promotional materials are currently being disseminated to external project stakeholders during Fall Semester 2008. Members of the steering committee and project staff are meeting with partner high school administrators, counselors and teachers to acknowledge their support, provide updates on student participation, and discuss ways to solidify K-12 and college relationships at all levels.

Research Agenda

The steering committee selected a research team from the Institute for Community Integration (ICI) at the University of Minnesota. Dr. Mary McEathron is serving as evaluator and Principal Investigator for the research project. Outcomes of the research agenda are included as an appendix to this report. Members of the project research subteam are:

- Dr. Mary McEathron, University of Minnesota
- Dr. Jo Mattson, Institutional Researcher, Century College
- Dr. Mike Stebleton, University of Minnesota faculty (Inver Hills faculty, 2004-08)
- Dr. David Arendale, University of Minnesota
II. Programming

The following sections describe progress and outcome measures for the third quarter of project operations.

1. **Awareness Programming for Middle and High School Students:**
   - Two career exploration and college awareness events, *R U Ready?*, have been planned for Fall 2008. The student success events will be held at Century College on October 25 and at Inver Hills on November 15. Eighth graders from Cleveland, Falcon Ridge and Valley Middle Schools will participate in *R U Ready?* Students will participate in hands-on career exploration activities in Nursing, Paramedic/EMT, Biology, Criminal Justice, and other Health, Science and Business careers.

   This activity is on track to reach its goal of serving 100 students.

   - A family engagement track will be offered at both *R U Ready?* events. Parents and family members of participating eighth graders will attend sessions such as College Readiness, Choosing Your College and Career, Financial Aid, PSEO, and Scholarships. The family engagement sessions will also include educational opportunities for parents and other adults through Century’s Adult Learner Program and Inver Hills’ ASAP degree program, *Adult Success through Accelerated Programming*.

   This activity is on track to reach its goal of serving 50 family members.

2. **Teacher Collaboration Teams:**
   - The Teacher Collaboration initiative provides support for college faculty and high school teachers who establish working partnerships. Each teacher partnership plans and implements specific college readiness activities that meet identified needs of underrepresented high school students. Specific activities are being implemented during the Fall 2008 Semester.

   - In preparation, faculty teams from Century and Inver Hills attended the Institute for Academic Innovation at St. Olaf College in June. At the end of the conference the teams had developed goal statements and measures for their teacher collaboration projects.
Outcomes:
Ten teacher teams have been formed, five with teachers at Arlington High School (St Paul Public Schools) and five with teachers at Henry Sibley High School (Independent School District 197). The following disciplines are represented by Century and Inver Hills faculty: Language Arts, Mathematics, Chemistry/Engineering, Business/Marketing, ELL (English Language Learners), Sociology, Reading/Study Skills, English/Journalism, Spanish, and Psychology. The following three examples demonstrate the breadth and creativity of the Center’s teaching collaborations.

- In an English and Reading pairing, students from both Arlington High School and Century College are reading and processing the book Speak Up, which deals with issues of diversity. The students will be creating dialog poems about ways in which one can be an agent for change; students will share their work with each other when the Arlington students come to Century’s campus to participate in a learning community, library tour and GPS planning session.

- A Henry Sibley High School ESL teacher and Inver Hills College Reading teacher are reviewing and aligning their curricula to enable English Language Learners to transition immediately into an Inver Hills Learning Community that offers college-level courses paired with developmental English and Structured Learning Assistance. High school students are participating in college activities at Inver Hills, and college students will visit Henry Sibley High School.

- In a Science and Engineering pairing, students from Arlington High School will tour the Orthotic and Prosthetic lab and the new science building at Century College. These Arlington students will use the Century Fab Lab to produce a 3D model of their bio-engineering project.

What do faculty participants say?
“To be able to work within a collaborative model with the high schools is very exciting. This model is different in that we are engaging in a long term discussion about student readiness as well as sharing and creating best practices which will impact both high school and beginning college students and their success in college.”

-Century faculty

On October 1, sixteen students from Henry Sibley High School attended Inver Hills’ Student Success Day. They attended college success workshops with first-year college students.

What do teachers say?
“The students thought this was going to be ‘just another’ field trip. When they realized that they were the only high school students invited to Student Success Day, they got really excited. For the first time they understood that they could go to a community college and transfer to a four-year university.”

-Henry Sibley High School teacher
“We have to keep doing activities like this.......these are students who will choose to go down one path or another. We have a real chance to influence the direction they take and the decisions they’re making.”

-Henry Sibley High School ESL teacher

What did students learn?
“To believe I can achieve my goals.”
“To take responsibility for myself.”

-Henry Sibley High School Students

This initiative is on track to achieve its goal of forming 10 teacher partnerships that will create and implement college readiness activities serving 200 students.

3. Readiness Programming for High School Students:
   Summer 2008:
   - Six cohorts of 11th grade high school students began the PACE (Preparing to Achieve a College Education) program at Century and Inver Hills in June 2008. PACE provides a credit-based college experience with extensive academic support and career planning services. Because the PACE program is new at Inver Hills, two cohorts were initially planned for Summer 2008. However, due to the number of qualified applicants and the availability of transportation, a third cohort was created. It should be noted that six school districts demonstrated their support for PACE by arranging and providing funding for school bus transportation from partner high schools to college campuses.
   - PACE students at Century College took 5 credits, including Reading and Strategies for College Success.
   - PACE students at Inver Hills Community College took 4 credits, English and On Course (transition to college course).

   Fall Semester 2008:
   - At Century College, three cohorts of PACE students are taking Interpersonal Communication on Saturdays.
   - At Inver Hills, three cohorts of PACE students are taking Interpersonal Communication, Music or Film Studies courses on Saturdays.
   - PACE students receive structured learning assistance, tutoring, and intrusive advising services. PACE counselors introduced the concepts of career/life planning using the GPS (Goals + Planning = Success) model to PACE participants.
As documented below, the PACE program is on track to exceed project outcome measures.

<table>
<thead>
<tr>
<th>Outcome Measures for PACE</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number enrolled, Summer 2008</td>
<td>100  -</td>
<td>123   -</td>
</tr>
<tr>
<td>Completion rate for all Summer PACE courses</td>
<td>75  75%</td>
<td>119   97%</td>
</tr>
<tr>
<td>GPA of 2.0 or above</td>
<td>75  75%</td>
<td>118   96%</td>
</tr>
<tr>
<td>College-level course completion rate</td>
<td>75  75%</td>
<td>122   99%</td>
</tr>
<tr>
<td>Earned a “C” or above in college-level courses:</td>
<td>75  75%</td>
<td>118   96%</td>
</tr>
<tr>
<td>Retention from summer to fall semester</td>
<td>70  70%</td>
<td>120   97%</td>
</tr>
</tbody>
</table>

What do participants say?
As part of the Center’s evaluation process, a focus group was conducted with PACE faculty and staff from both colleges in early August. One faculty stated that PACE students “worked incredibly hard in my class; they had lots of energy but left their ‘high school behavior’ behind.”
“This experience renewed my faith in this generation of students and in the education process.”

- PACE Instructors

4. Transition Programming for High School Graduates:
The Bridge to College program offers tuition-free courses to 2008 high school graduates. Bridge courses were offered at both Century and Inver Hills in August 2008. In addition to earning college credits, the students received targeted support services, career planning and specialized orientations.

As shown below, Bridge to College is on track to meet or exceed project outcome measures.

<table>
<thead>
<tr>
<th>Outcome Measures for Summer Bridge to College</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number enrolled</td>
<td>50  -</td>
<td>56   -</td>
</tr>
<tr>
<td>Course completion rate</td>
<td>35  70%</td>
<td>56   100%</td>
</tr>
<tr>
<td>Earned grade of “C” or above</td>
<td>35  70%</td>
<td>56   100%</td>
</tr>
<tr>
<td>Enrolled in college</td>
<td>35  70%</td>
<td>48   86%</td>
</tr>
<tr>
<td>Registered for learning community*</td>
<td>35  70%</td>
<td>36   64%</td>
</tr>
<tr>
<td>Used targeted services</td>
<td>40  80%</td>
<td>54   96%</td>
</tr>
<tr>
<td>Creating career or Life Plan</td>
<td>40  80%</td>
<td>43   77%</td>
</tr>
</tbody>
</table>

*Note: The number reported here does not include students who enroll in a learning community in Spring 2009; those numbers will be reflected in the next quarterly report.
In addition to the quantitative data shown above, separate focus groups were held with Bridge students and faculty. This evaluation yielded several practical suggestions for program improvement and also documented students’ perceptions of the experience.

5. **Success Programming for First Year College Students:**

- A total of 35 Learning Communities were scheduled for Fall Semester 2008. A first-year college success course is embedded in many Learning Communities. In addition, Learning Community students receive intrusive advising, academic support/specialized tutoring services and student engagement activities.

- Century and Inver Hills have developed similar procedures and forms to ensure consistent expectations and compensation for participating faculty members at both colleges.

**Outcome Measures for Learning Communities:**
The Learning Community initiative has exceeded its enrollment targets of 15 learning communities serving 250 students. As of September 30, 774 students are registered for one of 35 learning communities.

**What do participating faculty say?**
“Our learning community is focused on the World of Work. It includes 3 classes: Introduction to Sociology, English Composition, and Career Planning. The three teachers took the entire class to Northern Dakota Country Services Center where they received an overview of employment in the county. Next, in small groups, the students interviewed employees from three divisions on their jobs, career paths, and work environment. The purpose of the experience was to expose students to career options, make them aware of work environments and issues related to their Sociology class, and provide a focus for writing in their English class”.

- Learning Community Faculty

**What do students say?**
“One thing that surprised me was the sheer variety of jobs available in a single building. In only three speakers we had people who made graphs, worked with people, and hired employees. There’s so many different jobs that have to be done in such a huge operation, and there really is a place for just about anyone to do what they enjoy.”

- Learning Community Student

“(The speaker) was very helpful in inspiring me to get out there and try to find jobs that I could possibly intern in, so that I would have a little bit more of a bigger picture of what some of the professions are really like.”

- Learning Community Student
6. **Transfer Programming to Bachelor’s Degree Institutions:**

**Outcome measures:**
This project component has achieved its goal of providing at least 50 students with customized activities to promote transfer to a bachelor’s degree-granting institution.
- As documented in a previous report, over 150 students attended a targeted transfer fair at the February 2008 Student Success Day.
- Thirty students attended a special workshop, “Transfer 101: Confused About Transferring?” at the September 2008 Student Success Day.
- In collaboration with the University of Minnesota, a new series of transfer advising events have been scheduled for Spring and Fall 2008. The goal of the “U is Coming to You” initiative is to offer individual, in-depth transfer planning services. To date, 57 students have participated in four sessions.

**What do students say?**
*The program helped a lot with some of the confusion that I originally had about transferring & made me feel more confident in my decision to attend the University*.

-First Year Student