

## **Recruitment and Retention of Underrepresented Populations REPORT WITH REVIEWERS' COMMENTS**

### **A. Describe the past year's accomplishments and the current status of this Action Project.**

Recruitment: The Marketing/Recruiting department: made 30 high school visits to urban schools; had a regular (weekly or biweekly) presence at the Hubbs Education Center in St. Paul; brought 20 distinct groups to campus for visits; attended/facilitated attendance at 25 community and school events (La Familia, Gear Up, Progressive Baptist Church College Fair, Agape College Fair, Hubbs Resource Fair, Urban League African American Men's Project, Cinco de Mayo, Hmong Resource Fair, Rondo Days, Pride Festival, more); staffed and supported with promotion 12 college fairs put on by the Minnesota Association of Counselors of Color (MnACC); did approximately 30 classroom presentations to students of color; worked with staff from several Alternate Learning Center programs for visits at their sites and ours; did direct mail on open house/preview nights 4 times to high school juniors and seniors in St. Paul. Campus Diversity: IHCC hired a Director of Multicultural Affairs in June 2004. Working with the campus-wide Diversity Council and the results of the March 2004 Diversity Planning Retreat, the Director led the development of a Diversity Strategic Plan. During the 2004-05 academic year, the Director facilitated the implementation of the Strategic Plan which is designed to move the campus to better understanding, knowledge, and skill sets for being a welcoming campus. The Office of Multicultural Affairs sponsored 29 campus-wide diversity activities as well as individual and group presentations on diversity and intercultural communication. It also provided campus-wide race relations training and intercultural communications training for staff (including a workshop with nationally acclaimed trainer Lee Mun Wah and a workshop on Intercultural Communication with Jamal Adam and IHCC international and English-as-a-Second-Language students). The Office also supported nine educational initiatives and programs, including the creation of a Global Studies degree. The Nursing Program provides the campus with a best practices model in its efforts to support and encourage diversity. Since Summer of 2002, the program has increased overall enrollment of students of color from 1% to just under 20%. In addition, the Program seeks to support other diverse students such as those students who come from other countries, students who are first generation college students, male students entering a predominately female occupation, students who have physical or emotional challenges, etc. Finally, the President now has a leader in the Somali community on the President's Advisory Board. English for Academic Purposes: Two faculty members on sabbatical (one a Reading/Writing/Study Skills Instructor who has been trained in ESL, the other a counselor) conducted research in 16 service area high schools, meeting with English Language Learner instructors and high school counselors. Their research resulted in the creation of a curriculum for English for Academic Purposes (EAP), the development of an EAP learning community program, the identification of more effective recruitment and tutoring strategies for ESL students, and the laying of the groundwork for an EAP grant proposal. In addition, IHCC hired a tenure-track English instructor whose specialization is in ESL.

#### ***Review (09-22-05):***

This is a great project. It's broad enough to address college-wide continuous improvement in pursuit of AQIP principles, yet specific enough within AQIP categories to have identifiable and measurable outcomes. The college seems to have a solid grip on what it intends to do and how it intends to do it. As an objective reviewer, my reaction to

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the summary is part procedural and part affective. In the spirit of peer review, I offer this combination from what I know as a good citizen as well as from what I have learned from a couple of decades working in education. From my experience, I've learned that using quantifiable data to measure qualitative issues can sometimes take our focus off the project and onto the data. People come and go for a lot of reasons, and as we develop a culture of broad-based improvement, we have to be sensitive to and supportive of those reasons. My application of this generalization to Inver Hill's specific Action Project is encouragement to use its pool of data to understand why its constituents are making their decisions, not just to measure what happened. Also, my recommendation is that this Action Project be applied to student advising procedures in ways that are designed to help students approach the college and pursue their goals, not in ways that are designed to inflate the statistical measurements imbedded in the project. I don't know the college well enough to imply that these things are being done, so the caveat may not apply; however, as I read the introduction and update so far, I see a lot of (commendable) specific references to data and collection, but not many references to the students as people. Food for thought, if it applies...

### **B. Describe how the institution involved people in work on this Action Project.**

**Recruitment:** Three admissions representatives spent approximately 750 hours of contact time in recruitment of underrepresented populations through event attendance, visits, and community contacts. Their work involved high school students and adult learners from the College's service area. **Campus Diversity:** The campus diversity training was designed to involve all members of the campus community, students and employees. Diversity activities were open to the whole campus while the diversity training targeted certain groups. **English for Academic Purposes:** This initiative involved the Academic Council (curriculum committee), faculty in multiple disciplines that would participate in the learning community, the Counseling, English, and Reading/Writing/Study Skills departments, marketing/recruitment, instructional deans, teachers and counselors from area high schools, and the director of the IHCC Foundation.

#### ***Review (09-22-05):***

The combination of different components of the college used in this section of the update cross-cuts several AQIP Categories: Helping Students Learn, Leading and Communicating, Measuring Effectiveness, and Building Collaborative Relationships. It also addresses several AQIP Principles: Involvement, Leadership, People, Collaboration, Learning, Information, and Integrity.

### **C. Describe your planned next steps for this Action Project.**

**Recruitment:** The Marketing/Recruiting Department is growing the campus visit group model beyond the original third-year stretch targets with 30+ such events projected. All activities listed above will be reviewed and most will be continued; some events will be added. Career programs recruitment will be enhanced. Some scheduling changes may allow us to take on additional weekend commitments. **Campus Diversity:** The Diversity Council will conduct a survey at the beginning of the 2005-06 academic year to assess qualitatively the success of its 2004-05 programming. In addition, the Diversity Council has identified several areas for growth: more educational programming on diversity, increased hiring of employees from diverse backgrounds, diversified search committees,

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recognition of the diversity already on campus, integration of inclusion strategies in the classroom, increased attention to GLBT and access for people with disabilities issues, and creation of opportunities for greater visibility of students and employees from diverse backgrounds. The College will implement and promote the Global Studies program. English for Academic Purposes: The College will implement and promote the EAP curriculum, learning community, and tutoring. The Foundation, working with instructional deans and faculty, will develop a grant proposal to support the integration of best practices across the campus and the development of programming that will enhance students' ability to return and contribute to their community's well-being. The campus is holding conversations about moving the EAP efforts of the recruit and retain action project into its own new action project.

**Review (09-22-05):**

This section successfully addresses one of my primary concerns with the basic premise of the Action Project, specifically this: assuming that colleges should always reach-out to underserved students in our service areas, what will the college do when this Action Project gets retired? It's not an initiative the college can cease, and Inver Hills seems to have answered this question thoroughly. The only thing I can offer to this comprehensive list is that the college may want to review its institutional mission statement to be sure that the vision statements adequately communicate the need for this activity to be ongoing.

**D. Describe any "effective practice(s)" that resulted from your work on this Action Project.**

Recruitment: The campus visit groups have proven to be a very effective way to enact key strategies: get students to visit our campus, engage them in interactive learning about college and Inver Hills, reach out to junior high age students, and demonstrate the opportunity and affordability of college. Diversity: The hiring of the Director of Multicultural Affairs, the relocation of the Office space to a more accessible location, and the restructuring of the Diversity Council have helped to firmly establish a place to address emerging cultural diversity issues. English for Academic Purposes: The research done by faculty recognized and benefited from the expertise of service area high school teachers. The conversation with these teachers also established important connections to the high schools for guaranteeing seamless curriculum and recruitment contacts.

**Review (09-22-05):**

This is another one of those sections that cuts across multiple themes in the AQIP Categories and the AQIP Principles. As the Action Project matures, I encourage Inver Hills to have a look at the list of Categories and Principles and brainstorm about ways to use them to continue infusing this project into additional continuous-quality-improvement initiatives.

**E. What challenges, if any, are you still facing in regards to this Action Project?**

Recruitment: We probably have extended current staffing as far as possible with recruitment of underrepresented populations. Growth in the effort will rely on using other college staff and freeing up recruiter time through other means (part-time or summer help, telecommuting, use of technology, etc.). The College continues to develop ways to work with leaders of diverse communities. Diversity: The Student of Color and

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Caucasian Student satisfaction with the campus's "response to diverse populations" as measured by the Noel-Levitz Student Satisfaction Inventory has remained flat in the "somewhat satisfied" to "satisfied" range since Spring 2002. Beyond these data, IHCC needs to identify, obtain, and use other meaningful and specific data to measure the effectiveness of the efforts in this plan and to help with the decisions that have to be made about meeting the needs of the underserved. IHCC is committed to meeting this challenge. The hiring of a Director of Institutional Effectiveness, Research, and Planning and the hiring of a shared Institutional Researcher who will be housed at the Office of the Chancellor should position the campus well to meet this challenge. In addition, the Researcher whom the College shares with two peer institutions should provide all three colleges with benchmarking and trending data. English for Academic Purposes: While the College has funded reassigned time for 2005-06 for the coordination of the EAP curriculum implementation and further planning, the campus is looking for broader funding to integrate best practices across the curriculum and to impact the broader community beyond the college.

**Review (09-22-05):**

I like the adaptability and Agility (an AQIP Principle) inherent in this answer. I also like that it addresses the AQIP Category of Leading and Communicating.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

Not at this time.

**Review (09-22-05):**

Inver Hills Community College is making reasonable progress toward completion of this project and development of an institution-wide, continuous-quality-improvement culture.