

North Hennepin Community College Undecided AA Student Luoma Project Final Report

Executive Summary

Our project team was created as part of the Luoma Leadership Academy. Luoma Leadership Academy is an 18-month leadership development program designed to nurture leadership talent for the Minnesota State Colleges and Universities. An element of the Academy is the participation in an Action Learning Project. Projects focus on both learning and projects. Projects are chosen that will benefit a college, university, or the entire system.

Our Action Learning Project was assisting North Hennepin Community College with Undecided Students pursuing an Associate in Arts degree. Our charge was to research this issue and recommend strategies to engage the undecided student population.

Following discussions with students, faculty, and staff, we became concerned that student services may be operating in silos (career services, TRIO, tutoring, academic services, advising, parents, other initiatives, etc.). Our conversations revealed people and a college that truly care about their students and a strong desire to better guide students through their two-year experience.

North Hennepin Community College has classes, counselors, and programming toward helping students, so offering another type of service or programming does not seem necessary. We recommend the creation of a campus-wide plan to support currently undecided students. The process used to create the plan is a critical component to successful implementation of this initiative. We include a set of worksheets designed to assist departments/units review existing and possible resources across all relevant sectors of the campus and counter any form of “silo effect”.

We were able to organize our additional observations and comments into four groups: Communications, Partnerships, Advising, and Orientation/Classes/Registration. As a team, we used these groupings to identify a series of secondary strategies that might assist those undecided students.

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Background

Action Learning Project: Create Seamless Career Pathways for Undecided Students

Problem: There are a large number of undecided/undeclared students who get admitted to NHCC without a specific career track. These students pursue an Associate in Arts (AA) degree, which is designed for students who want to earn a two-year degree which lets them keep their career options open. Roughly 36% of NHCC students pursue an AA degree with no emphasis or career track. The majority of these students transfer to a 4-year university once they complete their AA degree, without a career path. This presents a problem for these students since they are expected to declare a major at the point of entrance at the 4-year institution. NHCC does not have a system/process in place designed to help these students declare a specific major or establish a career path early on before they transfer out.

Team Charge: thoroughly research this issue and recommend strategies that will engage undecided students starting from the orientation process throughout their time at NHCC to make strong connections between academic choices and potential career paths and goals.

Executive Sponsor	Dr. Landon Pirius	Vice President for Academic and Student Affairs, North Hennepin Community College
Team Advisors	Elena Favela	Dean of Student Development, North Hennepin Community College
	Karen Philbin	Director of Career Center, North Hennepin Community College
Team Members	Tom Chervenak	MnSCU System Office
	Jodi Elness	St. Cloud Technical & Community College
	Sara Fier	Southwest Minnesota State University
	Sean Johns	Anoka Technical College and Anoka-Ramsey Community College
	Andrea Northam	Winona State University
	Matthew Sewell	Minnesota State University, Mankato

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Process

At the Luoma Academy, we were assigned to our groups and met with Landon and Karen. We had a good discussion about the project needs and possible outcomes. Landon and Karen provided us with additional information about North Hennepin Community College and its students. As a team, we developed some initial ideas about how to proceed. We met again later in the week to develop further questions and an action plan.

We met about once a month from August 2015 through May 2016. We used WebEx for some meetings, but decided as a group that in-person meetings provided the best interaction. Karen helped schedule rooms at North Hennepin for meetings and discussions. Early on, Landon's role changed and we met instead with Elena Favela, who was newly hired into her position.

We initially focused on gathering information about processes and resources available to NHCC students. At our September and November meetings, we scheduled interviews with several faculty and staff members (see Appendix A). We started with three questions, and encouraged the faculty and staff members to share their thoughts. Our questions were:

1. What is your overall impression of NHCC AA students and future plans/career goals?
2. What are the greatest challenges facing NHCC AA students related to their future plans/career goals?
3. What role do you play in helping NHCC AA students with their future plans/career goals?

The discussions with faculty and staff were quite helpful, and they seemed pleased that their input was being solicited. These discussions also broadened our scope of knowledge about NHCC and how it serves its students (see Appendix B). Observations included:

- Several employees don't think students have an accurate idea about options with an AA. They may have an idea about how their classes connect with a career, but not a clear goal or path.
- Several employees saw a need for additional career services staff.
- Advising staff have seen a shift in the focus and intentionality of advising appointments with the shift to more walk-in appointments.
- Advisors in the advising center reported a substantial increase in walk-in appointments and a corresponding decrease in scheduled appointments. Walk-in appointments are typically shorter and of a more urgent nature than scheduled appointments. Walk-in appointments are designed to answer the student's immediate questions, while scheduled appointments often provide the time for relationship building between advisor and advisee. They offer the opportunity to take a more comprehensive look at the student's academic situation and future/career plans in a more intentional manner than can typically be done during walk-in appointments.
- There's not a good way to capture student intent within ISRS. In addition, as student interests change, it's often not captured well.

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- More opportunities for communication among departments and between student services and academic services are needed.
- Several employees felt that they don't have enough opportunities for input. There's a need for employees to have a voice and ownership in this.
- Some advisors feel they don't have enough time with students; walk-in load is increasing.

As a group, we felt it was critical to gain student input. We requested the opportunity to meet with students, and on March 14, 2016, we met with students in five different classes taught by Olamide Coker, Gerry Huerth, and Steven Ahola. Three sections were First Year Experience, one was Career Development, and one was English for Speakers of Other Languages.

We employed a short survey as a way to encourage students to think about ideas related to this project. After allowing students about seven minutes to complete the survey, we broke into small groups for discussion. The survey had four questions, with a Likert-type scale ranging from Strongly Agree (1) to Don't Agree At All (5) and Unknown (see Appendix C). We also provided the opportunity for students to add comments in response to question five. Our survey questions were:

1. I know my post-NHCC career/education goals
2. The Advising Center provides useful information/services for NHCC students
3. AgileGrad is a helpful tool for course planning
4. The Career Center provides useful information/services for post NHCC planning
5. What do you wish you'd known when you started college?

Information gathered during the student focus groups did not match the faculty/staff perception that students don't know what they're doing: most students had clear intentions for their career paths. Our sample may not be representative, however, as attendance in the focus group classes was only 45% (we visited on the first day after spring break, and perhaps attendance suffered because of that, or perhaps that is typical attendance). The students who weren't in class may have answered differently than those who participated in the focus groups and may be less clear about their career paths/future plans. Comments received during the group discussion provided additional information beyond the survey, including:

- Students commented that orientation gave them a general overview of things, but better understanding occurred when concepts were discussed in classes. They liked guest speakers who covered things in class.
- Nearly all of the students in the focus groups had met with an advisor in the advising center (as a class assignment). Most of them found it helpful.
- Very few (if any) of the students in the focus groups had met with career services. They seemed to lack information about that office.
- Students in the focus groups seemed to pay attention to communications from NHCC (emails, posters, etc.).
- Students in the focus groups didn't seem to know much about AgileGrad.
- Students frequently commented that NHCC is welcoming and helpful.

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We were curious about the students comprising the AA – Liberal Arts degree. Using information available through EPM 11, we looked at student headcounts for fiscal years 2011 through 2016. Mostly, the numbers remain relatively consistent for all fiscal years. Compared to the student population, the average percent of AA - Liberal Arts students is 31%. We also looked at full-time vs part-time students. More students carry between 1 and 10 credit hours than between 11 and 20 credit hours. In FY 2011, the difference was 15% but has grown to 24% in FY 2016. We also compared the counts of students newly declaring an AA – Liberal Arts major compared to all AA – Liberal Arts major students. FY 2016 newly declared AA - Liberal Arts majors numbered 386, 14% of all AA – Liberal Arts majors. This represents an increase of 4% from FY 2015. The average percentage for FY 2011 through FY 2016 is just under 12%. (see Appendix D).

During our process, our group became aware of the article “Metropolitan State partnership will extend Bachelors Degree options to students at North Hennepin Community College” (March 10, 2016, <https://asanewsletter.wordpress.com/2016/03/14/metropolitan-state-university-partnership/>). The article states that the first phase will be available in Fall 2016, with subsequent phases in Fall 2017 and Fall 2018. This article started a discussion about which colleges and universities were recipients of North Hennepin Community College’s transfer students. Information from the National Student Clearinghouse provided the information. Our research shows that in the last five years, Metropolitan State University has been receiving the greatest share of transfer students, overtaking both St. Cloud State University and the University of Minnesota-Twin Cities. Growth was seen for all three of these schools beginning in 2005. In 2011, St. Cloud State and University of Minnesota transfer students started declining while Metropolitan State has remained constant (see Appendix E).

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Recommendations

Our research reveals a college that truly cares about student success. North Hennepin Community College seems to have a lot of good things going on in terms of student support, with classes, counselors, and programming all geared toward helping students navigate the path to higher education. This was evident in talking with students, staff, and faculty.

The services and programming currently offered seem more than adequate to meet the needs of career-confused students. We noticed, however, that many of the areas work in silos and don't always coordinate well with other departments.

Our primary recommendation is the creation of a campus-wide plan to support currently undecided students. The *way* this plan is developed may be just as important as the plan itself: this plan ought to be developed through a conversation across all areas with student contact. It will be important to schedule time of key employees for team-building and cross-area communication. Staff need to be selected from all levels, not just the administrative and director level. We did hear from some staff that they had a sense of being told what to do, even if they felt it was not in the best interests of the students.

As a way to initiate the self-reflective process, we include a set of worksheets designed to assist departments/units in creating a course of action to support the NHCC undecided AA students (see Appendix F).

These worksheets build into their structure an ongoing consideration of existing and possible resources across all relevant sectors of the campus and explicitly challenge any form of "silo effect" in terms of delegating responsibility for implementing the plan. Building in consideration of all relevant sectors of NHCC should help the institution operate in a more integrated way. Viewing current and possible resources and services through an intersectional "lens" will capitalize on current relationships/partnerships between campus departments/units and identify beneficial relationships that should be developed.

As a team, we identified some more discrete strategies that might assist those undecided students; some are based on what is already available at NHCC, and some are not. These strategic recommendations have been divided into four groups: Communications, Partnerships, Advising, and Orientation/Classes/Registration.

Communication Strategies:

- Helping students answer the question "Why are you here?"
- Creating a flow chart to help students navigate to their next step. "If you know what you want to do, then. . . ; If you don't know what you want to do, then . . ."
- Provide a to-do list/timeline of things needed to be accomplished during the semester/year.

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- Look at AA marketing – could it be more specific regarding options available to students?
- Target common classes taken by all students for information distribution.
- Creating more intentional communication regarding articulation agreements with other institutions.
- Increase targeted communications based on students' identified primary emphasis/ interest areas; include career information.

Partnership Strategies:

- Coordinate more intentionally with the most common destination schools in order to make sure that courses transfer correctly.
- Create partnerships with four-year institutions to better assist students (similar to what is currently being done with Metropolitan State).
- Meet with students to facilitate transfers.

Advising Strategies:

- Require all newly declared AA undecided students to meet with an advisor.
- Emphasize advising; reallocate advisors allowing them to make necessary connections with students who need it, spend the quick appointments with students who are set to succeed.
- Help students with clear education intent who need better guidance about NHCC courses that would move them in that direction.
- More intentional use of Agile Grade as part of the advising process.
- Require students to submit an Agile Grade plan before being able to register for classes (currently 25% of students have a 2-year Agile Grad plan).
- Utilize Agile Grad to help students develop post-graduation planning.
- Utilize Hobson's Agile Grad to capture additional data fields that can't be captured in ISRS, such as career intent.
- Build development of a two-year plus academic plan into a class and include contingency planning in case the first-choice doesn't work out.
- Combine Advising and Career Services or develop the career focus of advisors (that is permissible within their bargaining unit agreements and levels).
- Career services training from an outside trainer might be beneficial, since sometimes an outsider can see problems in new ways. In addition, the in-house advisors have different learning styles, and a variety of teaching/training approaches may be necessary.

Orientation / Classes / Registration Strategies:

- Add a pop-up survey during registration related to educational intent. Once intent is captured, see if their selected courses will help them reach their goal.
- Include course assignments that would help the students learn about/require use of available services.
- Require all undecided AA students to take a career exploration class.

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- Integrate advising and career focus into first-year seminar courses; have advisors and career services do classroom sessions.
- Find a way to increase knowledge of and participation in already existing activities/ services
 - Require mandatory enrollment in a student success course
 - Require a D2L orientation course for students not attending orientation in person
 - Enhance career planning within first-year experience courses
 - Insert career planning into orientation to introduce the topic
 - Make FOCUS and MCIS user part of First Year Seminar class

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Appendix A – Scheduled faculty and staff interviews

Faculty and Staff interviews were scheduled with the following individuals. Interviews were scheduled for 30 minutes.

<u>Individual</u>	<u>Position</u>
Amee Banks	Academic Advisor
Michael Birchard	Chief Diversity and Affirmative Action Officer
Olamide Coker	Counselor / Career Development Faculty
Katie Elsbernd	Assistant Director Admissions & Outreach
Elena Favela	Project Advisor, Dean of Student Development
Virginia Ferlet	Academic Advisor/ESOL specialty
Lindsay Fort	Director of Student Life
Liz Hogenson	Director Marketing & Communications
Jan McFall	Dean of Fine Arts, Language and Communication
Scott Johnson	Academic Advisor
Shirley Johnson	Faculty Academic Development
Tom Lynch	Director Access Services
Ben Mullen	Academic Advisor
Sean Olson	Admissions Director
Jackie Olsson	Dean of Enrollment
Karen Philbin	Project Advisor, Director of Career Center
Landon Pirius	Vice President for Academic and Student Affairs
Eric Pleiss	Interim Director of Advising
Nancy Shih-Knodel	Faculty – English
Lisa Smith	Faculty
Maria Yang	Academic Advisor/Business specialty

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Appendix B – Services Offered

Here is the list of services NHCC offers to students. The items with an asterisk denotes a relation to transfer/career path:

1. Agile Grad*
2. uSelect (Transferology)*
3. Academic advising*
 - a. Transfer guides
4. Access/disability
5. Trio
6. Peer tutoring
7. Professional tutoring
8. Veteran services
9. Library
10. Legal advice clinics
11. Healthcare (limited)
12. Food shelf
13. Counseling*
14. Career services*
 - a. Career exploration and assessment
 - b. Presentations
 - c. Information
 - d. FOCUS – an education and career planning tool
 - e. Job postings
 - f. Job search assistance
 - g. MCIS help (Minnesota career information system)
15. Student life activities
16. Technology support
17. Diversity and equity initiatives

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Appendix C – Student Focus Group summary

We felt that the students genuinely appreciated being asked their opinions. Most of the students from our focus groups felt they knew their post-NHCC career/education goals. The advising center was also recognized as serving student needs. Agile Grade and Career Center results were spread more evenly across the possible answers.

Question five (What do you wish you'd know when you started college?) allowed students to write their own answers. Their comments included:

- More define answers for what it would take for transferring.
- Everything about my success in life when I'm done what will my achievements be and how can I set a better understanding of my classes.
- I wish I would have know what I wanted to do instead of being undecided.
- I would like to have known about my interest in deciding my careers.
- Equipment for visual accommodations is essential.
- It's not really that hard if you just do the work and want to be here.
- What career I wanted to pursue.
- I wished I know how bad it would be to pay for school in such a short time period without qualifying for loans of FA.
- What I want to major in
- I wish I know how different college and high school were and how working and going to school at the time was.
- I wish I'd know about grants, advising help, and Program Pathways.
- Where I could sign up for clubs.
- I wish I would've known classes that can be transferred to another University instead of taking the classes again.
- I would like to have known about the scholarship open enrollment.
- All the courses I need to take, but after meeting with my advisor I have all my classes laid out for me.
- That the grading system here is different than High School.
- The time it would take to complete my course.
- I wish I would have known how long it takes to finish my major program.
- I wish I knew the basic program and requirements.
- I wish I'd know about interpersonal skills.
- How to plan my college degree classes and the goal I need to have before graduating.
- Cost for parking, computer, and additional extra fees.
- How transfers work.
- I do wish I knew how to succeed in my educational goals.
- I wish I knew how to study and that it takes discipline to stay on track and on top of your work.

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- How to manage time so that I wouldn't have been lost when I started and I needed to go to get the help I needed in starting college.
- That there was a TRIO program willing to help students with future college decisions and work.
- That the teachers really work with you no matter your situation. They are very determined to see their students pass.
- How Credits Transfer.
- How to better manage time.
- Balancing a healthy schedule is important, procrastinating is also a hard habit to stop.
- I wish I'd know how flexible it was.
- What my intended major was along with which classes were actually needed after my post-secondary education.
- I wish I knew what classes to take.
- That most of my assignments were turned in online and also that D2L was the place where all my course info was going to be.
- What career I wanted so I could get started with specific classes right away and finish sooner.
- I wish I would have known about interests and personality assessments.

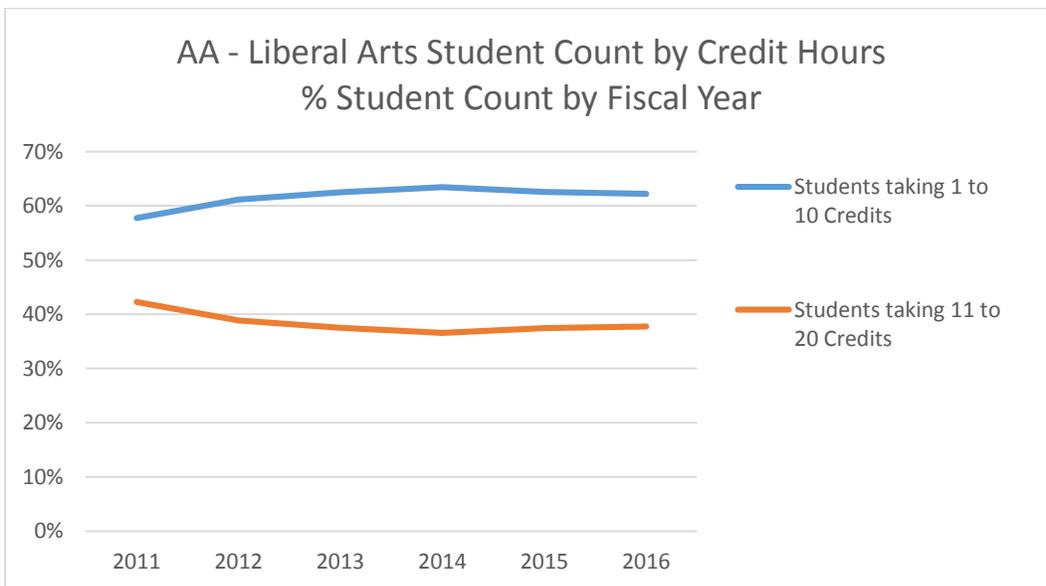
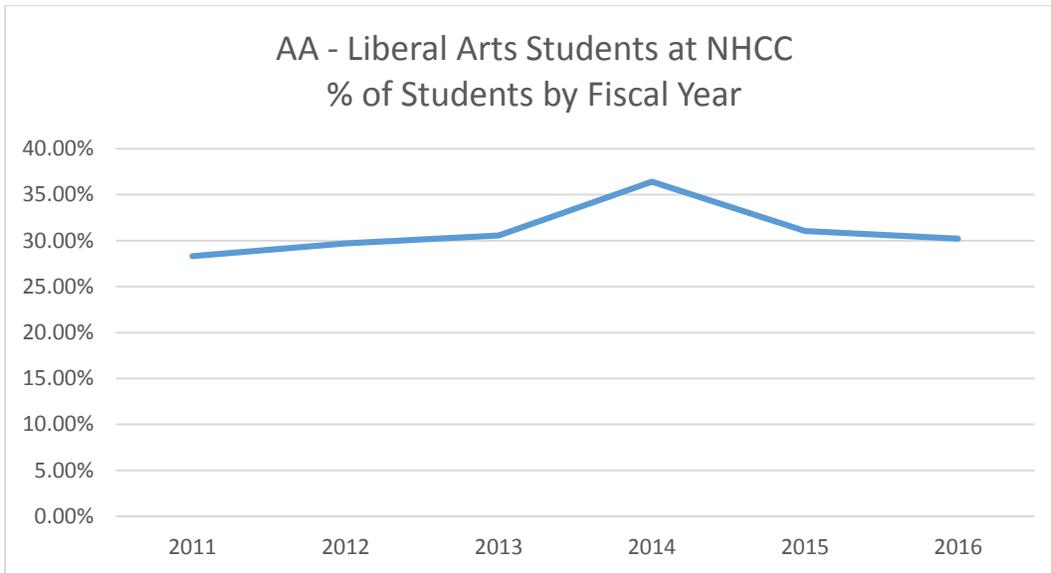
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Summary LUOMA ACTION TEAM SURVEY FORM/MARCH 14, 2016

		Strongly Agree				Don't Agree At All	Unknown
		1	2	3	4	5	U
#1	1. I know my post-NHCC career/educational goals	2	3	1	2	0	1
	2. The Advising Center provides useful information/services for NHCC students	5	2	0	1	1	0
	3. AgileGrad is a helpful tool for course planning	2	1	2	0	1	3
	4. The Career Center provides useful information/services for post-NHCC planning	3	0	2	2	0	0
	Group #1 Totals:	11	6	5	5	2	6
#2	1. I know my post-NHCC career/educational goals	4	3	4	0	0	0
	2. The Advising Center provides useful information/services for NHCC students	4	6	1	0	0	0
	3. AgileGrad is a helpful tool for course planning	2	1	3	1	0	1
	4. The Career Center provides useful information/services for post-NHCC planning	2	2	3	0	0	1
	Group #2 Totals:	12	18	11	1	0	2
#3	1. I know my post-NHCC career/educational goals	4	2	1	2	2	0
	2. The Advising Center provides useful information/services for NHCC students	4	2	1	3	1	0
	3. AgileGrad is a helpful tool for course planning	1	4	1	0	1	4
	4. The Career Center provides useful information/services for post-NHCC planning	2	4	0	1	2	2
	Group #3 Totals:	11	12	3	6	6	6
#4A	1. I know my post-NHCC career/educational goals	1	3	2	1	1	0
	2. The Advising Center provides useful information/services for NHCC students	3	0	5	0	0	0
	3. AgileGrad is a helpful tool for course planning	1	2	1	1	0	3
	4. The Career Center provides useful information/services for post-NHCC planning	2	2	3	1	0	0
	Group #4A Totals:	7	7	11	3	1	3
#4B	1. I know my post-NHCC career/educational goals	1	3	2	1	1	0
	2. The Advising Center provides useful information/services for NHCC students	3	0	5	0	0	0
	3. AgileGrad is a helpful tool for course planning	1	2	1	1	0	3
	4. The Career Center provides useful information/services for post-NHCC planning	2	2	3	1	0	0
	Group #4B Totals:	7	7	11	3	1	3
Questions 1-4 Totals		48	50	41	18	10	20

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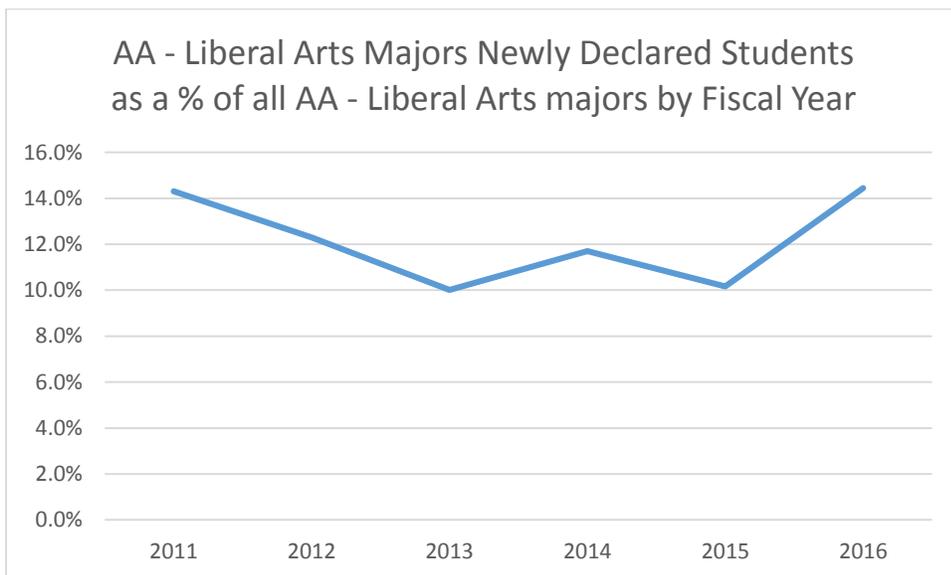
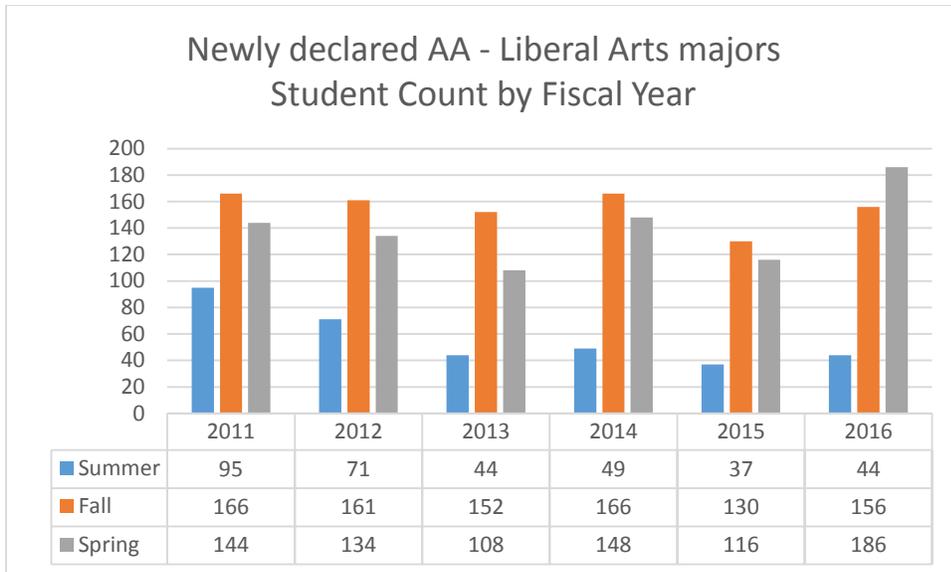
Appendix D – Student Headcount Analysis



Liberal Arts - AA Student Count by Credit Hours

	Fiscal Year					
	2011	2012	2013	2014	2015	2016
Students taking 1 to 10 Credits	58%	61%	62%	63%	63%	62%
Students taking 11 to 20 Credits	42%	39%	38%	37%	37%	38%

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Appendix E – Transfer Analysis

Graph of the top six receiving institutions

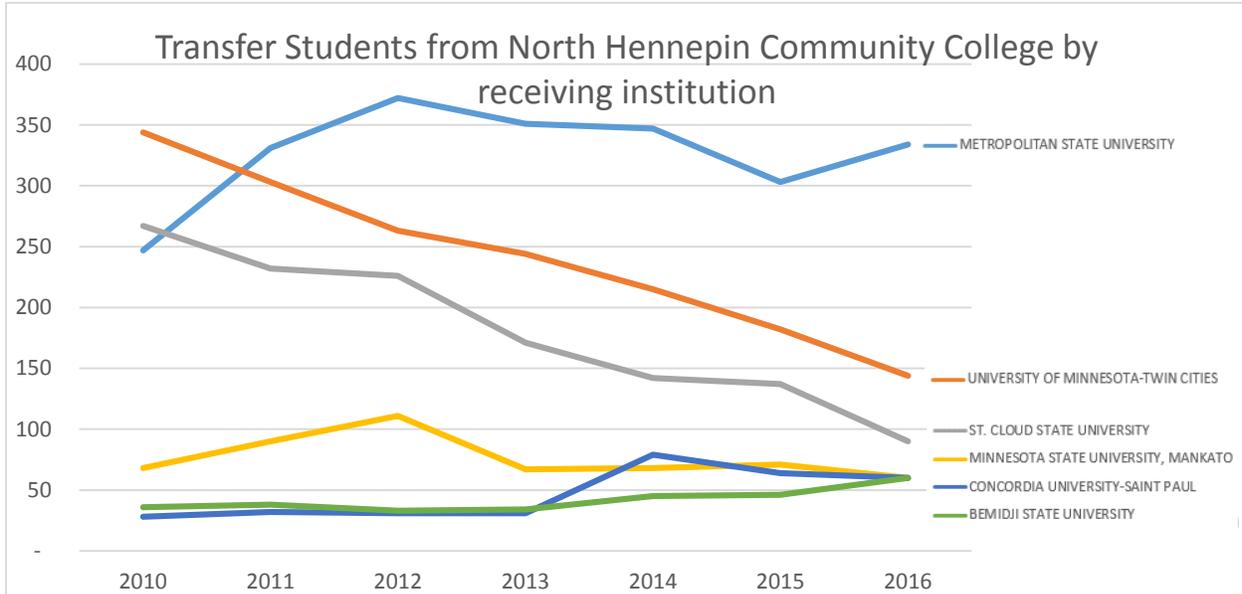


Table of the top fifteen receiving institutions:

Transfer students from North Hennepin Community College by receiving institution

Receiving Institution	Fiscal Year							
	2010	2011	2012	2013	2014	2015	2016	
METROPOLITAN STATE UNIVERSITY	247	331	372	351	347	303	334	
UNIVERSITY OF MINNESOTA-TWIN CITIES	344	303	263	244	215	182	144	
ST. CLOUD STATE UNIVERSITY	267	232	226	171	142	137	90	
MINNESOTA STATE UNIVERSITY, MANKATO	68	90	111	67	68	71	60	
CONCORDIA UNIVERSITY-SAIN'T PAUL	28	32	31	31	79	64	60	
BEMIDJI STATE UNIVERSITY	36	38	33	34	45	46	60	
UNIVERSITY OF ST THOMAS	59	66	50	51	53	54	47	
BETHEL UNIVERSITY	58	53	43	49	43	34	47	
THE COLLEGE OF SAINT SCHOLASTICA	14	14	16	27	14	26	39	

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Receiving Institution	Fiscal Year						
	2010	2011	2012	2013	2014	2015	2016
MINNESOTA STATE UNIVERSITY MOORHEAD	75	87	75	68	76	46	32
SAINT MARY'S UNIVERSITY OF MINNESOTA	35	47	33	49	51	46	32
AUGSBURG COLLEGE	43	49	39	35	42	29	31
ST CATHERINE UNIVERSITY	59	75	66	57	41	17	27
DUNWOODY COLLEGE OF TECHNOLOGY	40	26	19	20	15	19	23
WINONA STATE UNIVERSITY	31	33	33	33	29	33	19

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Appendix F – Worksheet Packet for Undecided Students

This was modified with permission from documents created by Christine Olson on behalf of the SEM Student Success Sub-Committee at Southwest Minnesota State University, 2016.

It is a process being used to develop a student success plan, and is modified for NHCC's specific situation. This set of worksheets is designed to help NHCC departments/units engage in an interactive-self-reflective process to design a course of action to take support for NHCC undecided AA students to the next level.

These worksheets build into their structure an ongoing consideration of existing and possible resources across all relevant sectors of the campus and explicitly challenge any form of "silo effect" in terms of delegating responsibility for implementing the plan.

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**Worksheet Packet for Exploring Options for NHCC Undecided AA Students
Luoma Action Learning Project: 2015-2016**

Luoma Action Research Team:

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Jodi Elness, St. Cloud Technical & Community College
Sara Fier, Southwest Minnesota State University
Sean Johns, Anoka Technical College and Anoka-Ramsey Community College
Andrea Northam, Winona State University
Matthew Sewell, Minnesota State University, Mankato

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Southwest Minnesota State University, 2016

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Introduction

I. Background Information

The following worksheets are for use with creating a plan to support NHCC undecided students. NHCC has identified this student population as a group of concern and initiated a MNSCU Luoma Leadership Academy action learning project to investigate the concern. Since September 2015, the Luoma action research team has been working on the project through research, data analysis, and interviews with NHCC faculty, staff, and students. Part of the Luoma team's proposal is for NHCC to initiate a self-reflective process related to NHCC undecided AA students. The Luoma team found that NHCC has a lot of great resources available to these students, but infrequent opportunities for key NHCC departments/units to interact and collaborate at the staff level to discuss how to best help this student group. This set of worksheets is designed to help NHCC departments/units engage in an interactive-self-reflective process to design a course of action to take support for NHCC undecided AA students to the next level.

II. This set of worksheets is for use in developing the NHCC undecided AA Student Success Plan, including the following:

- 1) an efficient process for identifying current resources and potential additional resources for NHCC undecided AA students;
- 2) a process that builds into its structure an ongoing consideration of existing and possible resources across all relevant sectors of the campus and explicitly challenges any form of "silo effect" in terms of delegating responsibility for implementing the plan;
- 3) critical benchmarks from pre-admission to post-graduation;
- 4) "next steps" action planning, including tactics and related performance indicators and,
- 5) a means of accountability with respect to data gathering and writing of action plans and progress reports.

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Key Assumptions

- 1) Building in consideration of all relevant sectors of NHCC helps NHCC operate in a more integrated way, steering clear of functioning as separate units.
- 2) Keeping at the forefront of everyone's minds questions such as the following helps with creative, flexible thinking:
 - a. **HOW might my area provide a resource for NHCC undecided AA students vs. CAN my area provide a resource? (Can help each unit consider the question a bit longer and not answer a reflexive "No")**
 - Example: How might academic affairs units provide support for NHCC undecided AA students?
 - Example: How might academic affairs units provide support for NHCC undecided AA students?
 - Example: How might the Access Services support for NHCC undecided AA students?
 - b. **What factors about NHCC's current context are important to consider (i.e., how is the current context different from one year ago...five years ago... ten years ago?), as the need for/cost of a particular resource is considered?**
- 3) Viewing current and possible resources and services through an intersectional "lens", which capitalizes on relationships/partnerships between campus departments/units.
- 4) It is possible to create cost efficient sources of support for data gathering, analysis, an action planning?

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Nature/Needs of NHCC Undecided AA Students	
Relevant Data/Stats	
What do we know about nature/needs of this group of students thus far?	
What is important information is needed about this group of students?	
Other Relevant Information	

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Critical Benchmark Worksheet for North Hennepin Undecided AA Students	
Transition to College	
First Year: Fall	
First Year: Spring	
Second Year: Fall	
Second Year: Spring	

North Hennepin Community College Undecided AA Student Luoma Project Final Report

NHCC Undecided AA Students: Academic & Service Area Intersections										
Current Intersection (CI) and Possible Intersection (PI)	Career Center	Access Services	Advising Center	Admissions	Career Dev. Faculty	FYE Faculty	ESOL Faculty	Academic Affairs Admin.	Student Affairs Admin.	Other Key Areas
Career Center										
Access Services										
Advising Center										
Admissions										
Career Dev. Faculty										
FYE Faculty										
ESOL Faculty										
Acad. Affairs Admin.										
Student Affairs Admin.										
Other Key Areas										

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NHCC Undecided AA Students: Departmental Reflection	
Current Resources	Possible Additional Resources
<p>Questions to consider:</p> <ul style="list-style-type: none"> - What are our resources/strengths? - To what extent are we making full use of resources/strengths? - How might we “max out” on use of given resources/strengths? - To what extent are these resources being used at each benchmark period (i.e., transition through graduation)? - What may be eliminated or used in a different way? - For what benchmark period(s) is given resource particularly useful? 	<p>Questions to consider:</p> <ul style="list-style-type: none"> - What are possible additional resources for our office? - How might we go about adding this as resource? - Specific challenges associated with adding this resource? - Is resource “cost neutral”? cost estimate? - For what benchmark period(s) is given resource particularly useful?
<p>How do we currently collaborate/interact with other key areas on campus to support undecided AA student?</p> <ul style="list-style-type: none"> • Career Center • Access Services • Advising Center • Admissions • Career Development Faculty • FYE Faculty • ESOL Faculty • Academic Affairs Administration • Student Affairs Administration • Other Key Areas 	<p>What are some possible additional ways we could collaborate/interact with other key areas on campus to support undecided AA students?</p> <ul style="list-style-type: none"> • Career Center • Access Services • Advising Center • Admissions • Career Development Faculty • FYE Faculty • ESOL Faculty • Academic Affairs Administration • Student Affairs Administration • Other Key Areas
<p>Summary Narrative (including “next steps” for each category of support)</p>	<p>Summary Narrative (including “next steps” for each category of support)</p>

