

# *Appendix A – Institutional Responses*

## **QUARTERLY REPORT**

**Minnesota State Colleges and Universities Work Plan for 2003-2004  
Actions for Third Quarter of 2003-2004**

**April 21, 2004**

Alexandria Technical College Work Plan Report  
January 1, 2004 — March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Objective 1 of ATC's 2003-2004 Strategic Visioning, Planning and Positioning document is "To Have a Total Educational Experience Focused on the Holistic Needs of the Student". Goals within this objective aligning to the MnSCU initiative are: 1) Encourage diversity including partnering with the community, 2) Increase options and access for students through course management and e-learning and 3) Plan future student life space and activities.

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

Continued to lead our Alexandria area diversity initiative. This included creating a list of diversity web resources and hosting a college- and community-wide diversity workshop: "Appreciating Diversity: Increasing our Cultural Competence." As a result of the workshop, Mayor Dan Ness recommended forming a City Council "Cultural Competence Committee" during the Council's reorganization process at the end of the year. Began a two-year plan to offer beginning and intermediate Spanish and American Sign Language to students, faculty and staff. 57 students were enrolled in on-line courses offered during fall semester. Six of the nine on-line courses were delivered through Guard On-Line. Student input was gathered through four focus group meetings to assist in creating a long-range plan for student life, student activities, and student retention. Compiled a list of resources to make college a little more affordable and made them available in hard copy and online at <http://web.alextech.edu/web/Default2.aspx?pid=97>. Rekindled our student financial counseling service offered by Finance and Credit students.

**B. Improved Federal relations [Access and Opportunity];**

Planning and implementation efforts with the military continue.

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

Participated in planning for becoming a Service members Opportunity Colleges Army Degrees (SOCAD) member college.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Objective 6 of ATC's 2003-2004 Strategic Visioning, Planning and Positioning document is "To be a Regional Learning Center through Partnerships". Goals within this objective aligning to the MnSCU initiative are: 1) Expand our role as a regional learning center, 2) Continue to expand our k-12 customer base and products and 3) Identify and develop key strategic partnerships.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Hosted 650 regional high school junior students at our annual "Career Day." Hosted technology (computer) career days and "Extreme Technology (machine tool) Challenge" for high school students in the region. Expanded partnerships with 3 additional area high schools to offer dual credit college course work via interactive TV and through course sharing by college and high school faculty. Presented the Crystal Apple Award recognizing P-12 teaching excellence in October (Menahga), November (Nisswa), and December (Parkers Prairie). Lakes Area Charter School (sponsored by ATC) enrolled 66 high school students in the fall of 2003. Met (in Alexandria) with approximately 12 area superintendents and Senators Dallas Sams and Steve Kelly regarding the future of P-12 / Higher Education partnerships.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Participated in the Minnesota Association for the Education of Young Children (MnAEYC).

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Rondi Wussow, Child Care Program instructor was awarded the Regional Service Award from the MnAEYC in October 2003.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

ATC continues to partner with business, industry and the community to enhance awareness of the impact of higher education by providing leadership and creating partnerships.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Met with U of M President Robert Bruiniks in Alexandria to discuss regional economic vitality and the role of higher education in that critical arena. Emceed the annual community Business and Industry Appreciation Day event on October 31, 2003. Finalized the 2004 Plan, as a participating organization, for the Alexandria Area Economic Development Commission. Hosted the formal signing of a \$217,000 MJSP grant with Douglas Machine of Alexandria. Students provided assistance to Alexandria residents during the colleges "Community Appreciation Day." Students help residents to prepare for the cold months by doing fall clean-up, chores and projects.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Objective 2 of ATC's 2003-2004 Strategic Visioning, Planning and Positioning document is "To be Universally Recognized as an innovative, Value Adding Premier College." Goals within this objective aligning to the MnSCU initiative are 1) Identify and communicate our key success indicators and 2) Position the college for Growth and Financial Success.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Presented ATC's AQIP Systems Portfolio to MnQIP and met with higher learning leadership to provide input for the development of the next AQIP strategy forum and future accreditation planning. Hosted Economic Development professionals and representatives from DEED and Senator Dayton's office for a conversation on higher education and economic development. Toured the Center for Automation and Motion Control at ATC. Presented the vision of ATC's "Center for Automation and Motion Control" to the MnSCU Board of Trustees on December 17, 2003. Program development and approval was completed for offering a Health and Fitness Specialist AAS Degree in the fall of 2004. Achieved a 96% related job placement rate.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Objective 3 of ATC's 2003-2004 Strategic Visioning, Planning and Positioning document is "Consistently Foster and Promote the Value of Career and High Skill Technical Education." Objective 2 is "To be Universally Recognized as an Innovative, Value Adding Premier College." Goals within these objectives aligning to the MnSCU initiative are: 1) Position ATC as the visionary leader for technical and career education in MnSCU, 2) Position the College for Growth and Financial Success and 3) Work with partners to promote career-oriented technical education.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Hosted Chancellor McCormick and Trustees Dusek and Paskach for a "Business and Industry Conversation" and for a tour of the college and its innovative learning programs. Participated in planning meetings with MnDOT regarding statewide delivery of Truck Driver certification and re-certification training initiatives. ATC carpentry students, under instructor supervision, completed repairs and renovation of a building at Theater L'Homme Dieu. The summer theater is affiliated with St. Cloud State University. Assertively promoted ATC accomplishments in the media.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

The Technical Advisory Committee of the Allocation Framework is meeting on a regular basis to move implementation forward.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

One of the 18 campus representatives of the Technical Advisory Committee is from Alexandria.

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Objective 2 of ATC's 2003-2004 Strategic Visioning, Planning and Positioning document is "To be Universally Recognized as an innovative, Value Adding Premier College." One of the goals within this objective aligning to the MnSCU initiative is to continue to expand transfer curriculum and articulation agreements in both technical (AAS) and transfer (AS) degrees.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Associate in Science transfer degrees were offered in 4 program majors. The degrees will transfer to Southwest Minnesota State University and Capella University. Completed plans for offering a Master's Degree in Management with Southwest Minnesota State University beginning fall semester, 2004. Minnesota Transfer Curriculum offered by ATC includes 38 courses.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Collaboration efforts continued with universities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Completed plans for offering a Master's Degree in Management with Southwest Minnesota State University beginning fall semester, 2004. Associate in Science transfer degrees were offered in 4 program majors. The degrees will transfer to Southwest Minnesota State University and Capella University. ATC is a consortium member of The Minnesota Collaborative for Wind Power and the Minnesota Center for Renewable Energy.

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

Alexandria Technical College continues to pursue and achieve its vision to be the premier institution of career preparation and lifelong learning while aligning with the strategic plan of MnSCU. Highlights include 1) leadership of the Alexandria area diversity initiative, 2) conversations with legislators, the U of M, K-12 leadership, and DEED representatives to form

higher education partnerships, 3) national and state presentations of our vision for “centers of innovation” as modeled by the Center for Automation and Motion Control and 4) completion and sharing of our AQIP systems portfolio.

## **Part C. Annual Special-emphasis Initiatives**

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

ATC continues to research, identify and secure traditional and alternative sources of funding.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

ATC is a consortium member of The Minnesota Collaborative for Wind Power and the Minnesota Center for Renewable Energy for which federal earmark requests will be made. The National Science Foundation planning grant proposal for our Center for Automation and Motion Control is progressing through the evaluation stages.

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Objective 5 of ATC’s 2003-2004 Strategic Visioning, Planning and Positioning document is “Technology is Omnipresent and Continually Evolving throughout All aspects of the College.” Goals within these objectives aligning to the MnSCU initiative are: 1) Improve customer service and cost efficiencies through technology, 2) Position student information portal access as a way of life for students and 3) Implement an ATC Intranet Information System with portal capabilities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Implemented a student portal to provide electronic access to information. Offered online fire extinguisher training to our students. (More than 100 took it.) Offered an online career networking service at <http://134.29.163.140/atcdata/evaluation/networking.aspx>.

### **3. An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above :

### **4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

# **Anoka Technical College Work Plan Report January 1, 2004 — March 31, 2004**

## **Part A. Ongoing Initiatives**

### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

On January 26, Anoka Technical College co-hosted a Martin Luther King, Jr. celebration in Minneapolis' Hawthorne neighborhood with Nellie Stone Johnson School, several area churches and community groups, and the Broadway YMCA. Nearly 300 youth and adults participated in a career fair featuring the College's technical programs (welding, nursing, electronics, aviation), a dinner catered by Lucille's Kitchen, and heard from community speakers. Representatives from the Board of Trustees, the Minneapolis City Council, and ATC's General Advisory Committee also participated in this exhilarating event.

Middle and high school students in attendance at the MLK Celebration received invitations to participate in a Career Camp at ATC on March 31. Nearly 40 students and school staff attended this camp, with others planning to participate in the next camp scheduled for this June.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Increased awareness of higher education opportunity for community members (300 participants)

Improved recruitment through targeted career camps (40 participants)

### **B. Improved Federal relations [Access and Opportunity];**

Representatives from ATC and STEP (District #11's Secondary Technical Education Program) met with peers from K-12 and higher education in a February legislative 'boot camp' in Washington D.C. for colleges seeking funding for broadcast captioning and judicial reporting programs. As part of MnSCU's Federal request, ATC is seeking Federal funds to initiate a broadcast captioning program in collaboration with the Northeast Higher Education District (NEHD). While in Washington ATC/STEP representatives met with staff for Reps. Kennedy and Oberstar to advance this collaborative effort, and had a personal meeting with Senator Dayton to brief him on the proposal as well.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Increased Federal awareness of unique joint ATC/STEP-NEHD initiative (Reps. Kennedy and Oberstar; Sen. Dayton)

### **C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

ATC and STEP sponsored a series of events for teen parents enrolled at STEP and throughout District #11 as part of a grant-funded initiative to improve high school retention (and college participation) by young adults/significant others/families experiencing pregnancy and parenthood. These activities culminated in a March Career Camp at ATC for teen parents from throughout the school district. Nearly 50 young adults participated, in many cases with their significant other and/or other family members as well.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Improving retention and recruitment for a group of K-12 learners often at risk (50 students)

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Advancing our College goal to serve as a catalyst for economic development in the community, ATC has been asked to conduct an organizational design study for the Anoka County Economic Development Partnership (ACEDP). The results of this study (to be completed this summer) will provide a framework for future county-wide economic development activity involving the ACEDP, ATC and ARCC, Anoka County, and several prominent industry partners. ATC has participated in ACEDP activities for many years; this project, conducted by the ATC Customized Training Division, will strengthen the College's relationship with the ACEDP and further position the institution as a key player in county-wide business and economic development activity.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Expanded/strengthened partnerships with key business/industry and economic development players (at least 15-20 through the study described above)

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

With critical leadership from the Office of the Chancellor, ATC and ARCC secured an agreement in February to expand the number of RN graduates in the northwest metro area through a unique collaboration. ARCC will offer its highly-successful LPN-RN mobility program at ATC beginning in the summer of 2004. This program will be offered in an evening cohort model for 20 students. ATC will utilize wet labs in the adjacent STEP building for this initiative, providing necessary lab space for the program without added remodeling cost at either ATC or ARCC. It is anticipated that many of the students enrolling in the cohort will be students of color who have completed ATC's LPN program and are now seeking an RN option on-site. This collaboration will be an outstanding example of efforts within the Metro Alliance to address student and workforce needs without creating the appearance of program duplication.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Twenty additional RN's prepared for employment by summer, 2005 if the mobility program is implemented as planned by both ATC and ARCC.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

In February ATC hosted a legislative breakfast for the local Anoka delegation. Eight legislators participated in a thorough review of the MnSCU/ATC capital bonding request, as well as lively discussion on such topics as Northstar commuter rail funding, acquisition/funding of equipment for technical programs, and economic development initiatives for the State's manufacturing industry.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Eight key legislators well-briefed on the MnSCU capital request.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

ATC's Vice President for Academic and Student Affairs is an active participant on the Technical Advisory Committee (TAC) for allocation model implementation. With colleagues from the campuses and the Office of the Chancellor, he is vigorously advocating for full implementation over an appropriate time span that allows for equity and fairness among all MnSCU institutions.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

See response to F, above--this is also an example of inter-institutional cooperation (as is the proposed broadcast captioning program with the NEHD described in A, supra.).

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

ATC is experiencing significant progress in both its diversity initiative and in efforts to integrate its institutional planning activities. Activities in the third quarter increased awareness of college opportunities among persons of color in north Minneapolis. The College's Integrated Plan is being finalized in alignment with the institutional analysis contained in ATC's Self Study for the Higher Learning Commission. The HLC visiting team will review both areas of emphasis when they are on campus in April 2004.

## Part C. Annual Special-emphasis Initiatives

### 1. **An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Pledges towards the Anoka Technical College Foundation's \$4 million Building Futures major investment campaign now exceed \$2.3 million. An additional \$300,000 in pledge amounts toward this goal were recorded in the third quarter and included in the total amount. The Foundation has also received notice of a significant bequest which will be publicized once the donor's estate is probated.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
Additional giving commitments of \$300,000.

### 2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

### 3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

### 4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# **Anoka-Ramsey Community College Work Plan Report January 1, 2004 – March 31, 2004**

## **Part A. Ongoing Initiatives**

### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

A.1 ARCC will hire an enrollment management consultant and create a comprehensive enrollment management plan.

A.2 ARCC's financial aid office will support recruitment activities, offering an FA presentation on Super Saturday to at least 150 students.

A.3 The percentage of ARCC job applications from a protected class will increase from 4.2% (FY03) of the pool to 5% in FY04.

A.4 ARCC will establish its FY04 baseline regarding the number of students losing financial aid due to the new law.

A.5 ARCC will implement its Affirmative Action plan.

A.6 ARCC will address data integrity issues related to tracking students of color.

A.7 ARCC's TRIO program will have a greater % of students of color enrolled than the overall percentage of students of color on its Coon Rapids campus.

A.8 ARCC's will increase its retention rates of students of color in the TRIO SSS program.

A.9 ARCC will increase its staff diversity in the TRIO programs.

*Progress:* On Schedule

#### *Concrete/quantifiable measures of progress outlined in narrative above:*

A.1 Postponing hiring a consultant to develop an enrollment management plan at ARCC until FY05 due to data integrity issues that must be resolved. A.2 ARCC surpassed its goal of having 150 students or more attend the financial aid Super Saturday in February with 520 people in attendance. A.3 Expanded recruitment efforts have increased the number of protected-class job applicants at Anoka-Ramsey Community College from 4.2% in FY03 to 11.4% as of March 2004. A.4 Met goal in 2nd quarter A.5 Met goal in 2nd quarter A.6 Anoka-Ramsey Community College has improved its efforts to track the number of students of color by coding an "Academically Disadvantaged" cohort and updating its admissions application to collect county information. A.7 Surpassed goal in 2nd quarter A.8 Surpassed goal in 2nd quarter A.9 Met goal in second quarter

### **B. Improved Federal relations [Access and Opportunity];**

B.1 ARCC administrators will attend federal legislative workshops.

B.2 ARCC's president will participate in the Metro Alliance Advancement Committee.

B.3 ARCC administrators will meet with federal and state legislators and/or their staffs.

B.4 ARCC TRIO director will attend the Council for Opportunity in Education (COE) national conference.

B.5 ARCC will monitor the progress of the Reauthorization of Higher Education Act and respond appropriately to those parts affecting TRIO programs.

B.6 ARCC's TRIO department will keep legislative offices informed of federal dollars at work in their state/district.

B.7 ARCC staff will participate in federally-sponsored financial aid workshops.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

B.1 No report B.2 ARCC President Pat Johns participates in the monthly Metro Alliance Advancement Committee meetings. B.3 Surpassed goal in 2nd quarter B.4 Completed goal in 1st quarter B.5 ARCC TRIO director completed goal of lobbying U.S. Dept. of Education to change language in Reauthorization Act regarding "separate campuses" and learned that the act will not be passed in time for the next grant-writing cycle. B.6 ARCC keeps Congressmen/women apprised of its TRIO program by sending quarterly newsletters to Senators Coleman and Dayton and Representatives Sabo and Kennedy. B.7 Goal completed 2nd quarter

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

- C.1 The number of students enrolled in and/or completing ARCC's Connections Program at SCSU in FY04 will meet or exceed the number served in FY03.
- C.2 The number of students enrolled in and/or completing DGS courses offered by ARCC at SCSU in FY04 will meet or exceed the number served in FY03.
- C.3 ARCC will offer 10 courses from its AA program on the SCTC campus during the 2003-04 academic year.
- C.4 ARCC will increase the number of Concurrent Enrollment partners by 35% in FY04.
- C.5 ARCC will continue its collaborative program with Sandstone Correctional Facility.
- C.6 ARCC will participate in the system's collaborative effort for Guard On-line.
- C.7 ARCC will experience a 2% growth in the number of registrations in KidU and College for Kids in FY04.
- C.8 ARCC will offer an Intro to GIS class and an Intro to Biomedical Device Industry class in the Anoka-Hennepin School District STEP program in FY04.
- C.9 ARCC will increase the number of partners it has in the Cisco Academy.
- C.10 ARCC will bring at least two musical performances to public school locations, offer at least one theatrical production, and sponsor public school attendance.
- C.11 ARCC will maintain effective relationships with high school counselors by implementing the High School Transition Task Force and produce a newsletter to mail to HS counselors.
- C.12 Staff members from School Districts 11 and 15 will become members of ARCC's College Advisory Committee.
- C.13 ARCC's Upward Bound program will begin providing services at Osseo, Park Center, and Spring Lake Park High Schools.
- C.14 ARCC will pursue eligibility for a TRIO SSS proposal for its Cambridge campus.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

C.1 Anoka-Ramsey Community College surpassed its goal of enrolling more students in the FY04 Community College Connection Program at the SCSU campus than in FY03 by almost 10%. C.2 Anoka-Ramsey Community College surpassed its FY04 goal of offering more Division of General Studies classes at the SCSU campus with 16 classes compared to 13 in FY03. C.3 ARCC met its FY04 goal of offering 10 classes towards the AA degree at the SCTC campus. C.4 ARCC has secured one of its projected five new concurrent enrollment high school partners with the recruitment of St. Michael-Albertville High School. C.5 Completed goal in 2nd quarter C.6 Twelve Minnesota military stationed

overseas completed BUS 1101 offered by ARCC during Fall Semester. C.7 Will report end-of-year C.8 Will report end-of-year C.9 ARCC still has the largest Regional Cisco Academy in the state with 16 institutions compared to 15 in FY03. C.10 ARCC conducted a campaign with its employees to increase the size of the mailing list promoting ARCC plays and music programs, resulting in a 16% increase in mail pieces and a 12% growth in attendance over last year at ARCC's winter musical. C.10 Nine of ARCC's music faculty raised new public awareness of ARCC by performing two area high schools. C.11 ARCC's High School Transition Task Force (HSTTF) continues to strengthen and broaden relationships with area counselors through its bi-monthly monthly meetings and newsletter. C.12 Completed goal in 1st quarter C.13 ARCC is close to completing its goal of student recruitment for its new TRIO Upward Bound grant at 3 area high schools by recruiting 17 students at Park Center HS, 11 of 16 at Spring Lake Park HS, and 9 of 17 from Osseo HS. C.14 ARCC TRIO director completed her goal of lobbying the U.S. Dept. of Education to change the "separate campus" language in the Reauthorization Act so ARCC could submit a grant proposal to implement the TRIO program at its second campus; however, the act will not be passed in time for the next grant writing cycle .

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

D.1 ARCC will establish a third elementary ed cohort with SCSU to offer in Fall 2004.

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

D.1 ARCC's discussions with SCSU and North Branch continue in pursuit of establishing a third elementary ed SCSCU-ARCC cohort at North Branch in Fall '04.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

E.1 ARCC administrators will represent the college on a variety of community boards, councils, service organizations, and chambers of commerce.

E.2 ARCC president will participate in the Anoka County Economic Development Partnership Board.

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

E.1 Will report at year-end E.2 Will report at year-end

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

F.1 ARCC will continue its bachelor's degree collaboration with Metropolitan State in business.

F.2 ARCC will collaborate with Metropolitan State to apply for new program/redesign for post-baccalaureate RN program.

F.3 ARCC will partner with Mercy & Unity Hospitals to conduct training for medical records documentation, holistic coaching program, and other integrative health and healing courses.

- F.4 ARCC will secure new MJSP grants to enhance economic development.
- F.5 ARCC will invite the MN Workforce Center to have representation on the ARCC Advisory Committee.
- F.6 ARCC president will provide leadership as board chair for Mercy/Unity Hospitals.
- F.7 Explore other nursing collaborations.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

F.1 Will report at year-end F.2 ARCC continues to progress in its collaboration with Metropolitan State University, having 1) invited North Hennepin Community College to partner with ARCC and MSU, 2) created curriculum plan, 3) hired a project manager, 4) conducted a student needs survey, and 5) begun preparation of the MnSCU program application. F.3 To meet workforce training needs at Mercy/Unity Hospitals, ARCC offered a holistic coaching program to hospital employees in Fall Semester and is currently teaching medical records documentation computer classes. F.4 No new results F.5 Completed 1st quarter F.6 Will report at year-end F.7 ARCC is nearing completion of plans to launch an RN-LPN mobility cohort of up to 24 students at ATC in Summer '04.

**G. Advocacy for adequate system wide operating and capital budgets [Advocacy];**

- G.1 ARCC will network with business leaders, legislative representatives, & other key constituents.
- G.2 ARCC administrators will advocate for its Cambridge Campus capital bonding request.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

G.1 ARCC President Pat Johns continues to network with key constituents. G.2 ARCC President Pat Johns continues to advocate for its Cambridge Campus capital bonding request by attending hearings, meeting with local legislators, and providing training to student leaders on the issues.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

- H.1 ARCC will create and implement an integrated institutional marketing plan, based on the strategic goals of the college.
- H.2 ARCC will support the advancement of image and awareness of Minnesota State Colleges and Universities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

H.1 As part of its institutional marketing plan, ARCC has produced a new Visual Standards Guide. H.2 ARCC proudly advanced the image of community colleges and the MnSCU system on March 21 when a lengthy article featuring an ARCC student and President Pat Johns appeared in the Star Tribune. H.3 Will report at year-end

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

J.1 ARCC will participate in system-wide meetings that address data issues.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

J.1 ARCC's Director of Institutional Research continues to participate in system-wide meetings that address data issues, five ARCC staff attended the DEED workshop, and seven attended the Winter Legal Institute.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

K.1 ARCC administrators will be full, contributing members of Metro Alliance, its sub groups, and activities to share best practices and strive for seamless delivery.

K.2 ARCC will improve its business practices, communication, planning efforts, and Central Services efficiencies within the Administrative Services Unit.

K.3 ARCC will improve its safety and security college-wide.

K.4 ARCC will complete its Facilities Master Plan.

K.5 ARCC will conduct strategic planning.

K.6 ARCC's president will provide leadership to MetNet.

K.7 ARCC will establish and support an Active Learning Advocate position.

K.8 ARCC will participate in establishing a peer review process of TRIO SSS programs statewide.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

K.1 ARCC continues to be a full, contributing member of Metro Alliance and its subgroups. K.2 Will report at year-end K.3 Will report at year-end K.4 ARCC's strategic planning process has identified new community needs that are being used to 1) update the college's Academic Master Plan and 2) create business plans for the college Bookstore and the CE/CT department. K.5 Will report at year-end K.6 Completed goals for FY04 in 2nd quarter K.7 ARCC completed its goal to improve safety and security with a new card access security system, but also moved ahead with updating policies related to safety and security. K.8 Will report at year-end K.9 ARCC has completed its strategic planning process and is now in an approval process for the plan. K.10 Will report at year-end K.11 ARCC's ALA is a member of MnSCU's D2L Project Team and also provided consultation about learning communities to Normandale CC and Ridgewater CC. K.12 Completed goal in 2nd quarter

## **Part B. Ongoing Initiatives - Summary**

### **A. 25-50 word summary on the overall status of ongoing initiatives**

ARCC has made its greatest strides this year in the areas of increased access and responsiveness to workforce needs. This summer ARCC will begin the RN-LPN mobility cohort at Anoka Technical College. Next fall ARCC will implement the post-baccalaureate RN program with Metro State and NHCC as partners. Increased access is also provided through ARCC's partnerships with SCSU where ARCC offers Division of General Studies courses and the Community College Connection Program. This year ARCC launched its AA degree on the SCTC campus. Lastly, ARCC continues to pursuing another teacher ed cohort in partnership with SCSU.

## **Part C. Annual Special-emphasis Initiatives**

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

- 1.1 ARCC will pursue an NSF CSEMS grant to fund scholarships for Pell Grant-eligible students in computer science, math, engineering, and science.
- 1.2 ARCC will pursue an NSF ATE grant to enhance biomedical device programs, develop new tracks within the biomedical device industry, and strengthen our collaborative efforts with K-12 school districts.
- 1.3 ARCC will secure new scholarship dollars from the Cambridge Memorial Hospital Foundation for the nursing program.
- 1.4 ARCC will participate in new fundraising events implemented by the Cambridge Campus Foundation.
- 1.5 ARCC will submit two federal earmark proposals (TRIO, nursing).

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 1.1 Will report at year-end
- 1.2 Will report at year-end
- 1.3 Completed in 1st quarter
- 1.4 Completed in 1st quarter
- 1.5 ARCC's federal earmark proposals included a TRIO proposal which did not make the cut and a nursing proposal which was wrapped into a broader system-wide proposal.

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

- 2.1 ARCC will continue to enhance e-services to for students.
- 2.2 ARCC will implement Accuplacer (on-line assessment testing) on both its campuses.
- 2.3 ARCC will increase its ITV offerings.
- 2.4 ARCC will explore the feasibility of increasing the number of upper division courses offered at ARCC in other disciplines.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 2.1 ARCC enhanced e-services for students this past quarter by restructuring priority registration to increase web usage effective this summer, adding its Cambridge Campus to the automatic pre-requisition edits, and implementing online assessment and orientation sign-up procedures.
- 2.2 Completed in 2nd quarter
- 2.3 ARCC increased its ITV course offering with 2 business courses last fall and 3 business courses this spring, with plans to offer 4 ITV courses next fall.
- 2.4 Will report at year-end

3. **An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

3.1 ARCC will develop the university portal concept and possible partnerships.

*Progress:* On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

C.1 ARCC is developing its higher ed portal concept and is nearing completion of its market assessment led by Noel-Levitz, Inc.

4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

4.1 ARCC will participate in the System's leadership program & other system initiatives.

4.2 ARCC President Pat Johns will be a mentor for Terry Leas, the new president of Riverland Community College.

*Progress:* On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

4.1 No new report D.2 Will report at year-end

Bemidji State University Work Plan Report  
January 1, 2004 – March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

**B. Improved Federal relations [Access and Opportunity];**

BSU submitted a Title III grant for \$1.5+ Million entitled "Cultural Competence Across the Curriculum"

Two Eisenhower grants (approximately \$60,000) funded to help elementary and secondary teachers in Math and Science areas.

Submitted NEH grant to address civic responsibility within our Liberal Education curriculum.

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Working with area school districts to develop workshops in Reading, Positive Behavior Management, Accommodating Special Needs and Early Identification of Mental Illness for teachers to satisfy State Department of Education requirements for continuing professional development and No Child Left Behind legislation.

Partnership with Itasca CC has resulted in a BSU professor teaching on the Itasca CC campus in partnership with Itasca CC faculty in education. Results will be increased transfer of students from Itasca CC to BSU.

Jointly developed with Bemidji High School and North Country Hospital a medical career pathway to enable Bemidji High School students to accelerate completion of health programs at Northwest Technical College and enter the workforce sooner. (NTC-Bemidji)

Eight Northwest Technical College faculty met with fifteen teachers from seven area high schools to establish agreements for advanced standing into Northwest Technical College programs. This is designed to reduce or eliminate unnecessary duplication. (NTC-Bemidji)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Received a \$15,000 planning grant from CTL to plan an online cohort for teachers of color needing Minnesota teacher licensure. The cohort will primarily be comprised of East African teachers and teacher aides from the International School in Minneapolis. It is in partnership with Inver Hills CC.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

16 faculty from across campus, representing 6 academic departments, made 4 site visits to major manufacturing firms in NW Minnesota in a two day period. Afterwards, representatives from those companies spent a day at BSU in preplanning a cross disciplinary curriculum for a new degree program alongside faculty from those 6 departments.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Center for Research and Innovation has sponsored grant applications in support of Northern Tier.

New curriculum development underway between NTC-Bemidji and BSU in modelmaking (NTC-B) and prototype engineering (BSU). Also, collaborative curriculum development between carpentry (NTC-B) and construction site management (BSU).

Continued development of possible collaboration with Target to deliver a Criminal Justice certificate to Target employees in the Asset Protection Division.

Northwest Technical College - Bemidji received approval to offer a Practical Nursing Diploma which will be offered on-line.

Northwest Technical College is an integral member of the Bemidji Leads Project which is a community based initiative to coordinate business growth and economic development.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Articulation agreements in draft form with Northland CC, Mesabi CC, St. Cloud Technical College, Hibbing CC, Central Lakes CC, Lake Superior CC, and Century CC. Articulation agreements are in Early Childhood Education, Elementary Education, Mass Communications, and Design Technology.

Developed outreach program in Criminal Justice with Lake Superior Community College, Hibbing and Itasca.

Developed new program collaborations with Lake Superior College and Central Lakes College to deliver Industrial Technology Bachelor's of Applied Science degree to these campuses using a combination of online, ITV and face-to-face instruction.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

BSU and Red Lake Nation College launched a mentoring program Spring Semester to provide pathways to eventual transfer.

Acceptance of BSU team proposal to attend AAC&U sponsored workshop to review/renew Liberal Education curriculum.

Formal notification from Higher Learning Commission for accreditation of our online Dlite Masters in Education, and Masters in Industrial Technology.

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

## **Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

## **Part C. Annual Special-emphasis Initiatives**

- 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

*Concrete/quantifiable measures of progress outlined in narrative above:*

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

*Progress:* On Schedule

*Concrete/quantifiable measures of progress outlined in narrative above:*

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

*Concrete/quantifiable measures of progress outlined in narrative above:*

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Concrete/quantifiable measures of progress outlined in narrative above:

# Central Lakes College Work Plan Report January 1, 2004 – March 31, 2004

## Part A. Ongoing Initiatives

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Establishing the initial phases of a partnership with the International Union of Operating Engineers, Local #49, to create common training programs for the private sector and the college.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Contacts have been made, relationships have been established, and communications are now open to develop the partnership.

- F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

## **Part B. Ongoing Initiatives - Summary**

### **A. 25-50 word summary on the overall status of ongoing initiatives**

The college is in the initial stages of developing a partnership with the private sector for a unified training program and has seen major increases in the number of on-line course section offerings.

## **Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

On-line course offerings are projected to increase over 200% from the fall semester of 2003 to fall semester of 2004. 12 unduplicated courses were offered in the fall of 2003, and 26 unduplicated courses are being offered in the fall of 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The course schedule for fall of 2004 has been finalized.

3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Century College Work Plan Report  
January 1, 2004 — March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

During spring semester Century College had 20 faculty involved in a S.E.E.D (Seeking Educational Equity and Diversity) “Teaching Circles” to infuse diversity into teaching content and methods.

- Century College entered into the second semester offering the ESOL (English for speakers of Other Languages) Institute located at Metropolitan State University to 60 students.
- Students at Century College are actively involved in the committee structure of the college. Two or more students serve on the following committees: All-College Council, Facilities Committee, Technology Committee, Safety/Parking Committee, and Student Life/Student Services Committee(s).
- Century College held its largest and most successful “Student Success” day in February. Over 1500 students met with faculty to focus on improving their academic performance.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above: included above

**B. Improved Federal relations [Access and Opportunity];**

Century College submitted its federal application for a Title III planning grant in hopes of securing \$1.8 million in funding

- Century College is pursuing an Advanced Technological Education (ATE) from the National Science Foundation to become a regional security institute.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above: included above

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

1. As a result of the partnership with the St. Paul Public Schools, Century continued its “adoptive” relationship with the Bruce Vento Middle School. The college provided over 40 student volunteers this spring to tutor reading during spring semester.

2. Century gave the ACCUPLACER test to 137 juniors at Mahtomedi and Stillwater high schools to provide them with information about their college readiness.

- Century College created a Summer Honors Institute, which is available to eligible recently graduated high school students.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above: included above

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state’s students [Quality Learning Programs];**

With a paraeducator tuition grant of \$27,000 from the St. Paul Foundation, Century began to offer special courses to Somali employed paraeducators in order to meet new licensure standards.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Century’s Continuing Education/Customized Training unit brought in 30% more revenue during the past year than the previous one.

- Private sectors representatives from security, emergency management, law enforcement and cyber-security worked with Century College to create an Emergency Management certificate.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Century College is exploring with MCTC to bring the radiologic technology program to Minneapolis. There continues to be a workforce need in the area.

- Century College created a \$100,000 curriculum revision fund. One focus of this activity is to develop “technologist” associate of science degrees blending engineering, science, math and computer science (e.g. biotechnologist certificate).

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

As part of Century’s “state and local” government course, students have been at the legislature advocating for the bonding bill.

- President Litecky, along with Associate Vice-Chancellor Al Johnson, testified to the Senate Higher Education Finance Committee in support of the science laboratories and workforce classrooms portion of Minnesota State Colleges and Universities’ bonding request.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

President Litecky, in serving on the Leadership Council's Finance committee, attempted to find a way to implement the allocation framework which was fair and equitable, as well as minimal in disruptions.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

1. Century College implemented the DARS systems to provide students with comprehensive transfer and degree information.
2. Century College worked with the other ten institutions in the Metro Alliance to create a \$2.2 million ESL request for federal earmarked funds.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Century College's faculty and president participated in the statewide CTL-sponsored "Realizing Student Potential" conference in which 1000 faculty participated.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

1. Century College and MCTC work together on a "best practices," sharing exemplary operations project in security, bookstore and student services areas.
2. Century College and Inver Hills, in their jointly-accredited R.N. program, continue to work together to improve and expand nursing opportunities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
included above

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

Century College completed the 2003-2004 academic year with 6120 FYE and over 12,100 unduplicated headcount. Both figures are the highest enrollment numbers in two-year college history in Minnesota. Nearly \$1,000,000 in operating budget funds were invested in facilities expansion and renovation to accommodate enrollment demand.

Century College had earlier identified a specific workplan items due for completion in the January – March quarter. Of these items, 8 (88.8%) have been completed. Major components of the remaining initiatives have been completed and deadlines should be met in the future.

## Part C. Annual Special-emphasis Initiatives

### 1. **An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Century College and the Minnesota Twins entered an agreement on a summer golf fundraiser involving the retirees, alumni players of Major League Baseball. A check for the funds-raised will be presented at a Twins games during Century College Day. Century College held its first Alumni Association event.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above: included above

### 2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Century College completed its first year with an operational on-line bookstore.

Student services at Century College implemented an on-line student orientation program (SOAR online), as well as an on-line tutoring program in the Academic Support Center.

Century College created its institutional E-Folio site on which it is posting key institutional documents.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above: included above

### 3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

### 4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Dakota County Technical College Work Plan Report  
January 1, 2004 — March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

A.1. Athletic Coordinator Cam Pagani has reported that a significant number of recent immigrants from African countries have contacted him with interest in the Men's Soccer program.

A.2. The Spring Faculty Inservice featured a workshop on "Responding to Non-Native Speakers of English" presented by Sheryl Holt, University of Minnesota faculty member.

A.3. Twelve members of the Student Services staff attended the Student Affairs Conference on Recruitment and Retention of Underrepresented Students. One member was a presenter at the conference sharing information on the collaboratively sponsored Anti-Racism Workshops in Dakota County.

A.4. Student Services and TRIO staff members participated in a workshop, "Dismantling Racism—A Systemic Change" facilitated by MCARI.

A.5. 14 new CSEM scholarships have been awarded this quarter. These grants were valued at \$1,563 per student/semester.

A.6. CSEM scholars are scheduled to visit St. Cloud State University in April to tour the computer programs and the MIS Department.

A.7. The Annual Multicultural Day is planned for April 7, 2004 and will feature approximately 30 exhibits by international students displaying artifacts and answering questions about their culture. The event will also feature special music and ethnic foods.

A.8. DCTC Speech Communication faculty, Anna Verhoye, led a group of 33 DCTC students, faculty and staff to San Lucas Toliman Mission in Guatemala in January for a service learning project. Administrators and faculty from South Central Technical College and Hennepin Technical College also participated in this project.

A.9. DCTC completed the 2003-2006 Master Academic Plan which includes action plan items that address recruitment and retention of underrepresented students.

A.10. The bookstore is being remodeled to increase needed shelf space for increased book sales, place the store in a more visible location, convenient to students.

A.11. DCTC cafeteria added healthy choice options to menu to accommodate more diverse customers.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

B.1. The College partnered with Chippewa Valley Technical College in Eau Claire, Wisconsin to submit a federal appropriations request to assist with funding for nanotechnology education in Minnesota and Wisconsin to select members of the Congressional delegation in Washington, D.C.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

C.1. DCTC and the Dakota County Extension Service are exploring possible collaboration in the use of a new greenhouse facility.

C.2. Efforts continue with local high schools to expand concurrent enrollment options for students. DCTC has agreements with two high school and two additional high school scheduled to participate beginning the fall of 2004.

C.3. New articulation agreements to provide transition from high school to DCTC were forged with ISD 916 and Randolph High School.

C.4. DCTC Outreach Coordinator coordinated Non-Traditional Career Options project for 60 students in District 196.

C.4. DCTC Outreach Coordinated facilitated a forum between high school and college counselors on the new trends in high school- college relations.

C.5. Completed the 2003-2006 Master Academic Plan which includes items that address transfer, P-12 collaboration, and partnerships.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

D.1. Child Development program instructor Jill Behnke has been participating with other TC representatives and Linda Lade of the Office of the Chancellor to explore the establishment of a joint articulation agreement between area TC Child Development programs and Metropolitan State University's B.A.S. in Child Development.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

E. 1. Dakota County Technical College's Employment and Training Center (ETC) will assist a second round of 50 workers laid off from Smead Manufacturing in Hastings, MN through a Trade Adjustment Assistance Grant.

E.2. DCTC is co-sponsoring a "Get Jobs Job Fair" on March 25 at the Eagan Civic Arena. More than 30 exhibitors including businesses and educational institutions will be present, and between 2,000 - 3,000 job seekers are expected to attend.

E.3. DCTC's Employment and Training Center (ETC) hosted the second annual "January Jump Start" event on January 8, 2004. Jump Start received an Innovations Award from DEED.

E.4. Discussion continues between the Graphic Design Technology program and Project Universe, a local non-profit agency developing K-12 educational materials and programming focused on space exploration. The eventual objective is to provide internship and business entrepreneurial experiences for GDT students through the Project's direct presence on campus.

E.5. Collaborated with Pine Technical College to deliver an MJSP Grant with Renewal by Anderson for their new plant opening in North Branch, Minnesota. Andersen is building a new plastic extrusion Manufacturing site in North Branch with initial production beginning next Fall. They will be placing about 70 people up there in the next two years and 130 new jobs in the next five years. DCTC will be training an est.1000 people in Bayport

E.6. Collaborated with Hennepin Technical College to offer Prime Media Online Maintenance Training.

E.7. DCTC has been invited by Pennsylvania State University to be one of 2-3 regional nodes in their NSF National Nanotechnology Center.

E.8. DCTC has been invited by the League of Innovation to present at the pre-conference seminar on Nanotechnology in November 2004.

E.9. DCTC partnered with two colleges in Minnesota (Minnesota State College—Southeast Technical, Minnesota State Community and Technical College in Moorhead) and three colleges in Wisconsin (Chippewa Valley Technical College, North Central Technical College in Wausau, and Waukesha County Technical College) to submit a request for federal appropriations for funding to assist with the development of Nanoscience Technology program at all six colleges as part of the establishment of an Upper Midwest Nanotechnology Education IQ Corridor stretching from Milwaukee to Moorhead.

E.10. DCTC and the Minnesota State Patrol partnered to conduct a joint pursuit/emergency vehicle operations (EVO) instructor level course to prepare officers to teach pursuit and EVO skills to members of the ir department. Twenty-three State Patrol and Open Enrollment Officers participated in the six-day class.

E.11. The college continues to expand its partnership with the UPS Earn and Learn program spring semester, with approximately 40 students in the program.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

F.1. DCTC's Employment and Training Center (ETC) successfully completed year one of the Healthcare Occupations Preparation (HOP) grant. This MJSP grant developed to provide prevocational training to the welfare population, assisting them in preparation for training and entry into healthcare professions.

F.2. Dakota County Technical College and St. Jude Daig are partnering on an \$316,424 Minnesota Job Skills Partnership grant to design and implement a Certification Training System. The system will document competencies for over 70 processes of the medical device manufacturer.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

H.1. Working with Barbara Mednick, media consultant to the Office of the Chancellor, the college has received major news coverage on its upcoming Nanoscience Technology program. In addition, the college's program in Biomedical Equipment Repair has been prominently featured in the StarTribune South education, several Sun newspapers, ThisWeek papers in Apple Valley and Rosemount, and the RosemountTown pages.

H.3. The new Nanoscience Technology program at DCTC has received coverage in the StarTribune South edition, several of the Sun publications in the southern metro, ThisWeek newspapers in Apple Valley and Rosemount, and the Rosemount TownPages. These editors all received press kits from the DCTC Communications Department. Press coverage of this program also has been received in two editions of Minnesota Technology magazine.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

J.1 The College's Exercise and Sport Science program has established an articulation agreement with St. Catherine's University and is currently creating an articulation kit for securing additional agreements with a number of other regional institutions.

J.2. Additional general education course transfer agreements have been completed with the University of Minnesota and Augsburg College.

J.3. Hosted Transfer Fair on January 29, 2004 with 15 area colleges represented and 200 students attending.

J.4. As a result of the Transfer Fair, talks of forming new 2+2 agreements with four-year institutions have begun with five institutions in several different programs.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

K.1. College administrative staff have convened a task group composed of area TC Nursing directors and representatives to explore current issues facing institutions in the costing of practical and registered nursing programs.

K.2. Completed the 2003-2006 Master Academic Plan which includes the improvement of academic program and the integration of planning—the Facility Plan, the Technology Plan, the Curriculum Plan, and the budget priorities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Fond du Lac Tribal and Community College Work Plan Report  
January 1, 2004 — March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

FDLTCC's students have rebuilt the college's traditional drum. Singing and drumming by American Indian and non-Indian students, faculty, and staff now takes place every Monday, Wednesday, and Friday from 4-6 PM. This is to promote FDLTCC's "Union of Cultures" philosophy where students from all backgrounds are welcome at this institution.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

Only three students (all American Indian) were willing to accept instructions from elders and do the work to bring the traditional drum back to the college. Since its completion, dozens of students from a variety of ethnic backgrounds have begun using and learning the cultural significance and teachings of the drum.

**B. Improved Federal relations [Access and Opportunity];**

Don Day, President of FDLTCC, has been elected to the American Indian Higher Education Consortium (AIHEC) Executive Board as Secretary for 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

FDLTCC is the only institution in the United States with dual recognition as both a federal land-grant tribal college (AIHEC), and a community college (MnSCU). FDLTCC is one of 35 tribal colleges in the United States, with the AIHEC Executive Board representing all the colleges nationwide.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

FDLTCC's College in the High School Program now offers 90 different courses for high school students to choose from.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

Three new high schools are now being served, bringing the number to 14 high schools.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Faculty in-service day concentrated totally on assessment and retention of students.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

61 faculty and staff participated in the in-service training with excellent dialogue shared throughout the day. Concrete measures to show the value of this activity can be documented by FDLTCC's increasing retention and graduation rates.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

President Day has been conducting "meet & greet" lunches with business leaders in the FDLTCC service area. The business leader meetings are an opportunity for local businesses to better know and understand our college. This relationship building will, hopefully, lead to future collaborations with the businesses and possible donations from the businesses to our Foundation.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

From January 1, 2004 - March 31, 2004, President Day has only met with business leaders from Fond du Lac Tribal Council, SAPPI Corporation, Boldt Construction, DSGW Construction, and Stanius Johnson Company.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Initial dialogue with Hibbing Community College has been initiated regarding a 2+2 program in Culinary Arts.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

Only one meeting has transpired to date. Hibbing CC has a 1-year certificate degree and a 2-year associate degree in Culinary Arts. They would like to have FDLTCC offer a 4-year degree in Culinary Arts which is mostly business, marketing, and psychology classes. We have an excellent business degree now and could expand our Sustainable Development Degree (which is mostly business) to include the Culinary Arts Program.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

President Day has been advocating within the MnSCU System for a more equitable allocation process for MnSCU schools.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

If the MnSCU Board of Trustees approves the new funding/allocation process, it will be implemented in FY 2006.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

A Career Fair sponsored by FDLTCC at FDLTCC was held on March 24, 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

14 institutions of higher education, nine of them MnSCU institutions, set up display booths. Approximately 400 high school students attended; learned more about the MnSCU system; and more about individual post-secondary schools in Minnesota.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

FDLTCC fully supports the new allocation framework being developed.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

The allocation framework currently in place is blatantly unfair to institutions with growing student enrollments and to newer institutions.

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

FDLTCC is developing articulation agreements with Saint Cloud State University, Bemidji State University, Metropolitan State University, the University of Minnesota - Twin Cities, University of Minnesota Duluth, University of Wisconsin - Superior, College of Saint Scholastica, Augsburg College, Minneapolis Community & Technical College, Lake Superior College, Leech Lake Tribal College, White Earth Tribal & Community College, and Red Lake Nation College.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

Signed articulation & collaborative agreements signed with Saint Cloud State University, Lake Superior College, University of Wisconsin - Superior, Augsburg College, College of Saint Scholastica, Red Lake Nation College, Leech Lake Tribal College, University of Minnesota Duluth, and University of Minnesota - Twin Cities.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

FDLTCC plans to open a branch site at Minneapolis Community & Technical College fall semester 2004 along with Metropolitan State University.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

A Memorandum of Agreement or amount of lease agreement has been signed yet, but meetings with Presidents Davis & Bradshaw have been ongoing since summer 2003.

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

FDLTCC is offering classes and degrees needed by our service region. Consequently, our FYE enrollment has increased from 500+ students in 2000-2001 to 1000+ in 2003-2004. Graduation rates have improved to 40%.

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

FDLTCC has secured \$100,000 from the American Indian College Fund in Denver, Colorado for scholarships for American Indian students for academic year 2003-2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

100 American Indian students in good academic standing were allocated \$1000 each from the American Indian College Fund in 2003-2004.

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

FDLTCC initiated its first 4-year bachelor's degree program spring semester 2004 (Elementary Education). A site team from the Higher Learning Commission will be on campus to review the program in April or May 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

18 students are enrolled as juniors in the Elementary Education Program spring semester 2004. 10 American Indian students and 8 non-Indian students are enrolled in the program. FDLTCC is collaborating with the University of Minnesota Duluth to ensure students graduating from the program receive accredited degrees.

**3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

At FDLTCC's last Board of Director's Meeting, the Board requested that their relationship with MnSCU be better clarified by signing a new MOU between the Fond du Lac Band of Ojibwe and the Minnesota State Colleges and University System.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

The FDLTCC Board of Directors will convene on April 19, 2004 to discuss how the MOU should look when signed by them and Chancellor McCormick. The MOU will clearly delineate the governing responsibility to the college.

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

All faculty and staff have opportunities to further their education and/or participate in professional improvement activities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

There are five FDLTCC employees at this time working on their next educational degree. The Administration has allocated \$10,000 (campus-wide) to help defray the tuition costs for these employees to upgrade their credentials and skills.

Hennepin Technical College Work Plan Report  
January 1, 2004 – March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

The college-wide steering committee has met and has researched strategies to increase diversity in Hennepin Technical College employees and develop effective recruitment and retention methods. Subcommittees are being appointed to develop and perform the strategies. Some of the strategies include partnering with local minority community agencies to create awareness of Hennepin Technical College as an employer; bringing the YWCA's sponsored, "It's Time to Talk" onto our campus, provide campus teams with awareness and training on diversity, and revise vacancy search strategies to include a significant diversity component. (SM)

The Project ACCESS program began offering four new courses for ELL students beginning spring semester. An additional two courses are in the approval process for fall semester. These courses have been developed and offered to increase the preparation and retention of our ELL population. (MP)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Hennepin Technical College initiated a pilot project First Responder training for Eden Prairie and Wayzata High Schools using blended e-learning. Students did the on-line portion of the training at their local high schools and the hands-on training at the college. Nineteen students and three faculty/staff members participated in the pilot project. All participants successfully completed the course, passing with an 80% or better on all on-line tests and a final written exam to become certified by the Emergency Medical Services Regulatory Board (EMSRB) as First Responders. (CC)

Faculty and administration from Eden Prairie High School met with HTC administration to discuss partnership opportunities between the college and the school district. (CC)

Hennepin Technical College hosted the January meeting of the Robbinsdale District 281 Career and Tech Ed Advisory Committee. The committee toured the campus and discussed ways the college and school district can enhance partnerships. (CC)

Hennepin Technical College hosted a meeting of representatives from Minnesota State Colleges and Universities, area high schools and Project Lead the Way to discuss the possibility of implementing the Project Lead the Way (PLTW) program. PLTW's purpose is to increase the number of engineers by providing high school students with college-level engineering courses. (CC)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Hennepin Technical College President Sharon Grossbach made a presentation to the Eden Prairie Chamber of Commerce regarding the work of the college in the community and the role of the college in economic development. (CC)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

The college is increasing its collaboration with Metro State College through meetings with faculty and administrators. Although AAS degrees are initially designed to be terminal degrees, the college is finding many of our graduates planning on eventual transfer to a four year college. Increased General Education offerings and possible A.S. degree options are also being considered. (MP)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Hennepin Technical College Foundation received the following major donations: \$50,000 from the estate of a friend of the college, \$7,000 from a business partner of the college. (CC)

The Toro Company donated equipment valued at \$18,000 to the Fluid Power Program at Eden Prairie Campus. (CC)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

The college is steadfastly offering additional online courses, online enhancements, and online student services. We are making the conversion to Desire 2 Learn this spring and summer. We do not anticipate any significant difficulties in the change from WebCT. (MP)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Inver Hills Community College Work Plan Report  
January 1, 2004 — March 31, 2004

Part A. Ongoing Initiatives

*NOTE: The Inver Hills Community College report is cumulative and not restricted to the third quarter*

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

1. The college received a \$49,982 MnSCU grant entitled Integrating Developmental Education & Acculturation Skills - Positive Learning for Underrepresented Students. We call this IDEAS+. The project is a faculty development model to increase the retention of underrepresented students through the infusion of "college success" strategies into their courses.
2. The college received an \$11,500 Perkins grant called Improving Retention of Non-Traditional Students. The grant funded career workshops to promote high demand careers in Law Enforcement, Nursing, Urban Teacher Education, Emergency Health Services, Paralegal and Technology Careers.
3. The college received a \$7000 Anti-Racism grant from MnSCU in partnership with DCTC. Four anti-racism training sessions were conducted with DCTC and area Chambers during January, February and March. Two additional sessions are planned for April and May.
4. The Inver Hills campus community established a student mentoring program as one AQIP action project. 40 faculty volunteered to participate to help increase student retention.
5. The Diversity Committee has begun dedicated work toward the development and implementation of a Diversity Ideal, Diversity Mission, Diversity Vision and a 3-5 year strategic Diversity Plan for the college and surrounding community. The Committee has retained pro bono assistance of a professional consulting organization to help with planning and the early implementation steps of the plan. A retreat was held which evolved a Diversity Strategic Plan for the college.
6. The college is working on implementation of a FIPSE grant of \$463,830 entitled A Plus: Accelerated Paraprofessional Learning for Urban Schools to help EAs and TAs obtain their degree in 2 years. 75% of these students are persons of color. A cohort of Somalia Teachers needing US Licensure are interested in this program. They would complete licensure with the Bemidji State University Dlite (online) Program.
7. Two faculty sabbaticals were awarded in February. One will work with ESL in area high schools with counselors and the other with faculty.
8. Staff attended Mayor Randy Kelly's forum on the Hmong resettlements in St. Paul.
9. Flags were installed in the College Center representing the countries of our international students.

Concrete/quantifiable measures of progress outlined in narrative above:

1. A college counselor is currently meeting with instructors to discuss ways to utilize results of the College Student Inventory in redesigning their courses. The counselor will also provide direct services to students, using an intrusive advising model. 180 students have taken part in IDEAS+ with nine faculty members and two counselors guiding the process.
2. A survey was sent out to all students who were enrolled in an occupational training program that are non-traditional for their gender. Surveys have been compiled and responses summarized in preparation for program planning. In March career fairs were conducted in career areas noted in #2 above. These career areas were chosen to promote high demand careers that are non-traditional for males and females.
3. 4 Anti-racism Conferences were conducted in strategic areas of Dakota County in collaboration with local chambers of commerce.
4. Faculty met with mentees several times over fall semester. A process improvement meeting was held with faculty participants to explore ways to better the initiative. An additional cohort of 40 students were started spring semester
5. The Diversity Committee's goal is to become a recognized champion of diversity in the community and oversight body for implementing the Diversity Strategic Plan.
6. A coordinator and evaluator have been hired to oversee the FIPSE grant. Deans attended the required FIPSE National Conference in November. FIPSE acknowledged 3 programs that may become national models. They were, Renseleer Polytechnic, Inver Hills Community College, and Yale University - in that order.

**B. Improved Federal relations [Access and Opportunity];**

1. It was previously noted that Inver Hills received a \$463,830 FIPSE grant to help EAs and TAs receive their AA degree in 2 years in an accelerated program with enhanced ESL support.
2. The Dean of Inver Hills Center for Workforce Development received a \$3 million dollar NSF grant with 4 other colleges to enhance networking security. (University of Illinois-Springfield, ILL, Rock Valley Community College, ILL, Lakeland Community College, Ohio, Madison Area Technical College, WI). This will lead to an AAS degree in Networking Security.
3. The college is working with Mary Jacquart and Congressman Kline's office with Minnesota Guard Online and a set-aside for the nursing crisis.

Concrete/quantifiable measures of progress outlined in narrative above:

1. See A6 outcomes.
2. Work has been started on the online networking security laboratory curriculum that Inver Hills is responsible for.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

1. The Inver Hills Community College Academic Deans received a \$463,380 FIPSE grant described previously. This grant requires close work with the St. Paul School District. The grant dollars will allow expansion to the rest of our service area.
2. Inver Hills Community College continues to work closely with the St. Paul School District through our Urban Teacher Program.
3. Inver Hills Community College received a second After Math Program from the No Child is Left Behind Act funding for \$30,000 to provide remedial support during the summer to get EAs and TAs college ready.
4. The Dean of Students and IHCC Counselors met with area high school counselors to share program opportunities.

Concrete/quantifiable measures of progress outlined in narrative above:

1. See A6 measures of progress.
2. Students from the Urban Teacher Program are being placed in St. Paul Schools for practicum experience in selected elementary, middle and high school settings with model teachers.
3. The After Math Program I was conducted during the summer of 03. We currently have 200 EAs and TAs in the FIPSE accelerated track. Seventy-five percent of the students are persons of color. Receiving a second grant will enable another group of students to receive support.
4. Seven service area counselors also met in March to highlight available programs and discuss transition strategies from high school to college.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

1. The Inver Hills Community College Urban Teacher Program Coordinator continues to work very closely with Metropolitan State University's Urban Teacher Program to ensure a seamless transfer for students.
2. The Inver Hills Community College Academic Deans received the \$463,830 FIPSE grant that contains funds for teacher/staff development reflective of urban issues.
3. The college continues to hire a St. Paul School District teacher to coordinate the EA and TA initiative of our FIPSE grant.
4. The college's Urban Teacher Program Coordinator is continuing to work with area high schools to form Teacher Education Clubs and promote awareness of our Urban Teacher Education initiative.

Concrete/quantifiable measures of progress outlined in narrative above:

1. Inver Hills Community College has an up to date articulation agreement with Metropolitan State University's School of Education.
2. The EA and TA Coordinator has grown the initiative through our FIPSE grant to over 200 students.
3. See #2.
4. Three Teacher Education Clubs have been developed with area high schools to date.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

1. Based upon an existing relationship with marathon Ashland Petroleum, LLC, Inver Hills worked in concert with the company to create a new 120 hour training program for dislocated workers with help from area workforce centers.
2. Inver Hills Community College is a partner with six other Midwest higher education institutions in a three million dollar NSF grant that is being used to create the Midwest Center for Systems Security and Information Assurance. The primary purpose of this grant is to improve overall security of corporate and government information resources by creating new curriculum, educational programs, faculty development opportunities and improving the overall quality of related learning for students. Inver Hills is in the process of contacting other MnSCU institutions that have established networking education programs to participate in faculty development opportunities.
3. Inver Hills Community College has been selected by Sun Microsystems as a partner in their unprecedented effort to create a broader base of trained professionals in the software technologies used by Sun Microsystems' customers. Sun has developed a variety of high quality online courses that are being made available to educational institutions (now including Inver Hills) that covers their Java and Solaris technology.

Concrete/quantifiable measures of progress outlined in narrative above:

1. With help from area workforce centers the partnership program with Marathon Ashland Petroleum, LLC recruited and trained 20 former airline mechanics in the field of refinery and industrial operations. Those who completed the program in November 2003 are in the process of applying and interviewing for positions with both Marathon Ashland and Flint Hills Resources that pay an average starting wage of approximately \$23 per hour. The college has also offered follow up job search skills seminars in cooperation with our local workforce center.
2. The college is currently working on an AS Degree in Networking Securing in partnership with the six Midwest higher education institutions as part of the NSF grant. Currently, Inver Hills is charged to develop the online networking security laboratory courses.
3. Inver Hills is just starting the partnership with Sun Microsystems to offer Java and Solaris online courses.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

1. Many of our Inver Hills Community College efforts are covered above. Our work with networking security is a significant workforce need in our state and in our country.

Responsiveness to dislocated worker needs such as Northwest Airlines employees is also meeting a significant need.

2. The college is developing a new AAS Degree in Networking Security and an AS Degree in Biotechnology partnered with Anoka Ramsey Community College and Normandale Community College.

Concrete/quantifiable measures of progress outlined in narrative above :

1. See measures of progress in E.
2. Developing an AAS in Networking Security and AS in Biotechnology.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

1. The Inver Hills Community College President conducts meetings with all area legislators to advocate for system wide operating and capital budgets each year.
2. The Dean of Students serves on the Reallocation Model Task Force.

Concrete/quantifiable measures of progress outlined in narrative above:

1. Outcomes will be measured for all Presidents and Office of the Chancellor staff by the amount of successful bonding projects MnSCU receives this year.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

1. The Inver Hills Marketing Department acknowledged the MnSCU logo on all significant college marketing materials. A new monument sign is under development that will also highlight the MnSCU logo. The sign is partially being paid for by the city of Inver Grove Heights from previous money owed to the college during the Inver Glen Library land transfer.
2. The President gives updates to the President's Advisory Council on the MnSCU Strategic Plan and initiatives.
3. The President and DCTC President Co-hosted the Chancellor and area business leaders to learn more about MnSCU.
4. The President serves on several key community boards which provides the opportunity to promote the college and MnSCU.

Concrete/quantifiable measures of progress outlined in narrative above:

1. All of the above initiatives lead to a greater awareness of MnSCU and the value the system makes to the State of Minnesota.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

1. The President has stressed the importance of adequate funding to area legislators which in turn will help provide resources to implement the Allocation Framework which is very important to Inver Hills.
2. The President advocated for the Allocation Framework in the Leadership Council for fairness and equity to all colleges.

Concrete/quantifiable measures of progress outlined in narrative above:

1. Funding has not been forthcoming to adequately implement the allocation model. What new money has been available has gone to the model which is deeply appreciated by Inver Hills students, faculty and staff.

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

1. The Inver Hills Community College Enrollment Management Department has implemented DARS and received a green score on their audit.
2. The Inver Hills Student Services Department maintains articulation agreements for all career programs. Marketing literature emphasizes the seamless transfer opportunities available at the college.
3. The Inver Hills Vice President and Academic Deans have faculty working with key transfer institutions to further enhance curricular opportunities.
4. The Counseling Department maintains transfer guides for students with all public and private universities.
5. The President and Vice President met with the Provost of St. Cloud State University to pursue new articulation opportunities and to review those in place.

Concrete/quantifiable measures of progress outlined in narrative above:

1. DARS has been implemented.
2. Up-to-date articulation agreements are in place for career programs.
3. Faculty are directly working with key transfer institutions to assist in their review of curriculum.
4. Transfer guides are in place.
5. New articulation agreements are beginning to be worked on with St. Cloud State University.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

1. President Cheryl Frank is Chair of the Metro Alliance Council of Presidents this year. She works closely with the part-time Director of Collaboration and Planning who was hired to assist with the coordination and communication of all sub-groups of the Metro Alliance. The Alliance is working on the following goals that each have action plans, timelines and outcomes identified:  
Goal One: Program and Service Alignment  
Goal Two: Increase Enrollment Capacity  
Goal Three: Innovative Teaching and Learning  
Goal Four: Integrated Master Planning reflective of economic and demographic trends in the Metro Area.
2. The Metro Alliance Council of Presidents is working with the Higher Education Partnership whose initiatives also support and strengthen the MnSCU Strategic Plan.
3. The President serves on the Minnesota Online Council and the Minnesota Online Student Services Committee.
4. The CAO's are working on a Master Academic Plan for the Metro Alliance.

Concrete/quantifiable measures of progress outlined in narrative above:

1. The Metro Alliance goals are making progress. Of significant note is progress towards completing a Metro Alliance Master Academic Plan by June, 2004. A GAP Analysis has been completed to assist the Metro Alliance CAOS in their planning work.
2. Some progress is being made with the Higher Education Partnership with the University of Minnesota, primarily at high level meetings. A year end report will be made available.
3. Significant progress was made with the Minnesota Online initiative with a very favorable accreditation visit in November. The accreditation team saw Minnesota Online as a very bold and innovative initiative.
4. A Metro Master Academic Plan will be completed by June, 2004.

## **Part B. Ongoing Initiatives - Summary**

### **A. 25-50 word summary on the overall status of ongoing initiatives**

Inver Hills Community College has advanced in all areas of the work plan. Of special note continues to be improved federal relations with the FIPSE Grant, NSF Grant, and new programs being developed in networking security and biotechnology. Also of special note is the work on urban teacher education and efforts to expand our RN Nursing Program.

## **Part C. Annual Special-emphasis Initiatives**

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

1. Inver Hills Community College substantially expanded its fundraising efforts over the past year. As of this fall the College's Foundation secured \$311,800 for various scholarships, expansion of the RN Nursing Program and funding for an environmental science biology laboratory from local foundations and foundation fundraising efforts. In December the Foundation hosted a Building Brighter Futures fundraising breakfast. \$45,000 in donations came in right away with more being promised. The President conducts bi-monthly breakfasts with the President. These individuals will be invited to the second Building Brighter Futures Event.
2. The College is now working on implementation of the \$3 million dollar NSF Grant to develop a Networking Security Program with the support of CISCO Systems, Inc. and Moraine Valley Community College, University of Illinois, Springfield, Lakeland Community College, Kirkland, Ohio and Madison Area Technical College, Madison, Wisconsin.
3. The College is now working on implementation of the FIPSE Grant of \$463,830 entitled A Plus: Accelerated Paraprofessional Learning for Urban Schools to help EAs and TAs obtain their associate's degree in 2 years.
4. The College is continuing to explore the possibility of set aside dollars for Minnesota Guard online and the nursing shortage. The set aside is being pursued with the assistance of Mary Jacquart and Congressman Kline's office.

### Concrete/quantifiable measures of progress outlined in narrative above:

1. Note specific amounts received noted above.
2. The NSF Grant is currently developing the online laboratory curriculum needed for a new AS degree in Networking Security.
3. The FIPSE Grant now has a coordinator to run the program.
4. The President is supporting MnSCU's request for federal dollars.

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

President Frank has served on the Minnesota Online Council since its inception and the Executive Committee of the Minnesota Online Council to help ensure the coordination and accreditation of all of our MnSCU courses and programs. President Frank is also on the Minnesota Online Accreditation Task Force. This resulted in a very positive accreditation site visit in November. The accreditation team felt that the Minnesota Online initiative was bold and innovative. Inver Hills is scheduled for a site visit on June 9, 2004 pending approval of the HLC for Minnesota Online/MnSCU to do our own site visits. We are seeking the ability to offer all programs online. An online Paralegal Certificate program is underway as is a Rural Medic Online initiative. The Associate of Arts Degree will be ready to be offered online effective Fall Semester, 2004. President Frank helped conduct the March training for online consultant evaluators. Additional training will be offered in June.

Concrete/quantifiable measures of progress outlined in narrative above:

1. The accreditation visit for Minnesota Online was very successful having achieved pending approval to accredit our Minnesota colleges seeking approval to offer online programs.
2. Desire2Learn staff development is happening at Inver Hills to prepare the faculty to transfer their courses from WebCT this summer.
3. An online self-study is being prepared in preparation for the June 9 accreditation visit.

**3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

1. President Frank is Chair of the Metro Alliance Council of Presidents serving the Metro Area for FY 04. Specific goals and action plans have been presented to the MnSCU Board of Trustees. A Metro Alliance Master Academic and Facilities Plan will be completed by June, 2004. President Frank serves on the Academic and Student Affairs Committee and Leadership Council stressing to improve the efficiency and effectiveness of programs and services.

Concrete/quantifiable measures of progress outlined in narrative above:

1. Metro Alliance progress has been discussed earlier in this report. The CFO's are actively pursuing ways to combine services when appropriate. They are specifically looking at payroll practices.

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

1. President Frank supports the establishment of a system leadership development program to identify and train future institutional and system leaders.

Concrete/quantifiable measures of progress outlined in narrative above:

1. President Frank is not on the group working on this initiative.

# Lake Superior College Work Plan Report

## January 1, 2004 – March 31, 2004

*NOTE: The Lake Superior College report is cumulative and not restricted to the third quarter*

### Part A. Ongoing Initiatives

#### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

1. The Diversity committee has planned several events for the fall term including a Disabilities Awareness week event, a theater presentation related to American Indian history and a Diversity Satellite conference. Employees, students and the public are invited to participate free of charge. The Committee has also published a calendar of events for the academic year. Spring term events include: Martin Luther King Day march, Daughter's of Africa theater presentation, women's history month high tea, a Pow Wow in April and Asian American Awareness month theater presentation. To date at least 160 students, employees and community members have participated in the cultural events provided by the committee.
2. An interim Multi-cultural Services Advisor has been hired for Fall and Spring Semesters as we evaluate our long-term staffing needs and explore options for partnering with other local educational institutions with which we may share staff. A Conversation Day provocative proposition regarding multi-cultural services has been taken up by the Diversity Committee which is conducting research as to the services, staffing and budget in comparable system institutions in preparation for a specific proposal. The Diversity committee developed the provocative proposal for funding the remodeling of a multi-cultural center, and it was approved by the IE committee. The Trio Director and HR Director have revised the PD for the multi-cultural advisor per the provocative proposal and the FTE level was approved the President's Council.
3. A major lab-improvement/cleanup program in the college's industrial division has created a more attractive place for our industrial program students to study and to learn.
4. Faculty interventions based on the Nursing Entrance Test scores have been created to assist the college in increasing its nursing student retention and overall success rates. That project is continuing beyond its pilot stage through a grant from the Center for Teaching and Learning and a faculty sabbatical. We need to continue researching the correct intervention for the identified student need.
5. The Academic Affairs office has created a more welcoming environment for faculty (esp. non-full-time) through the adjunct faculty project, including use of WebBoard postings and discussions.
6. The Allied Health and Nursing division has received a grant focused on increasing the gender diversity in the college's health care programs.
7. ESL offerings are in place for fall and spring next year.
8. The Student Services Division, in conjunction with the Diversity Committee, is in the process of reviewing and re-defining the services offerings, staffing and space needs for LSC's Multi-cultural Services Department. Recommendations will be forwarded to the President's Cabinet.

9. The number of students with disabilities served at LSC has increased by 65% over the past 3 years.
10. An analysis of staffing needs within Disability Services was conducted given the increasing numbers of students with disabilities on campus. A position description was created and approved for recruitment this summer.
11. Surveys and focused evaluations have been conducted through the Center for Student Development, Multi-cultural Services Department, and the Student Support Services and Upward Bound Programs to assess needs with students from a variety of backgrounds.
12. A College Lab Assistant position has been created to assist the Director of Services to Students with Disabilities in serving the increased number of students at LSC.
13. Plans are underway for the development of a Diversity Center on campus. A space has been identified and the remodeling is scheduled to begin in May.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The number of students with disabilities served at LSC has increased by 65% over the past three years. Additional support staffing has been hired to assist with Services to Students with Disabilities. Plans have been made to remodel a space on campus to serve as a multi-cultural services center. To date at least 160 students, employees and community members have participated in the cultural events provided by the college's Diversity Committee. New ESL offerings have been designed for implementation during FY05.

**B. Improved Federal relations [Access and Opportunity];**

1. Based on feedback from the OCR Review, the Human Resources department has purchased employee bulletin boards to be located more centrally to post ADA, complaint procedures and other federal/ state laws pertaining to employees.
2. Procedures are being developed to assist staff in working with students with Limited English Proficiency.
3. Procedures have been revised to clarify the process students/staff would access in addressing 1B1 complaints.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

1. The Human Resources Director submitted a MnSCU grant proposal that would provide funding to the Duluth K-12 schools for Diversity programming and has started conversation with the Desegregation department regarding a potential for sharing employees assigned to work in multi-cultural activities and

programs. While the grant was not funded, the Diversity Committee continues to seek ways to support its programs and services. The HR Director also submitted a successful grant proposal to assist the college and area K-12 schools in providing diversity programming. With the grant funds, over 1000 K – 12 children participated in funded events.

2. Lake Superior College has participated in a statewide articulation with Automotive Secondary (ASE) certified training programs for transfer credit.
3. The Health curriculum partnership led by Proctor High School includes Esko, Proctor, Wrenshall and Carlton students. Though in the early stages, the goal is to have high school students have the opportunity to complete the pre-technical courses for health care majors including nursing.
4. The college's Honors Online program (high school honor students enrolled in the college's on-line courses) is working with 14 high schools, continues to increase in the number of students served and has exceptional retention rates.
5. The college is offering, through its partnership with the regional Secondary Technical Center, serving Duluth and Hermantown, an opportunity for students to complete courses in Medical Ethics and Law.
6. The Computer Careers faculty at LSC have begun dialogue with the faculty at the Duluth Secondary Technical Center regarding articulations with the high school and the college CISCO courses.
7. An Admissions Advisory Board is being created to allow for regular information exchange between Lake Superior College admission/advising staff and the local area high school counselors.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

During the fall semester of FY04, Lake Superior College had 152 high school students from 19 high schools and home schools accessing a total of 194 online college courses through the college's Honors OnLine program. These students generated 36 full-time equivalents for the semester. Over 1000 K-12 students have participated in diversity-based programming coordinated by Lake Superior College. An Admissions Advisory Board has been created to allow for regular information exchange between Lake Superior College admission/advising staff and the local area high school counselors.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

1. Lake Superior College is engaging in on-going meetings with Itasca Community College regarding our Teacher Prep program in order to continue and implement changes and cooperative seminars to further enhance the program.
2. The college's Teachers of Tomorrow club is an active student organization on campus.
3. Lake Superior College is an active partner with Bemidji State University and ten other two-year colleges in collaborating in BSU's on-line teacher education program known as DeLITE.
4. The pre-major for elementary education with University of Minnesota - Duluth is near completion, and talks with University of Wisconsin - Superior have begun.

5. A pre-major planning guide for teacher education has been developed with agreements with the College of St. Scholastica and Bemidji State University completed and University of Minnesota – Duluth and University of Wisconsin – Superior to be inked by June 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

A pre-major planning guide for teacher education has been developed with agreements with the College of St. Scholastica and Bemidji State University completed and University of Minnesota – Duluth and University of Wisconsin – Superior to be inked by June 2004.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

1. The Dean of Industrial Programs serves on the mayor's Workforce Council, this dean and the Director of Public Information and Government Affairs represent the college on the city's economic development task forces relating to military affairs and aviation, the college's president is a director on the Duluth Area Chamber of Commerce's Board of Directors, the Dean of Allied Health and Nursing serves on the state-wide Health Education Industry Partnership Council, and members of the institution's Workforce Development division serve on a host of local and regional workforce and economic development committees, task forces, and work groups.

2. The college's President and Vice President of Academic Affairs are meeting regularly with the chair of the Duluth Workforce Center Council to ensure seamless educational services and programs for individuals accessing the Workforce Center's services.

3. Lake Superior College has become a founding member of the newly established regional economic development consortium known as APEX (Area Partnerships for Economic Expansion).

4. The college has expanded its nursing program, with assistance from the H1B grant, at Fond du Lac Tribal and Community College in Cloquet and in collaboration with Pine Technical College in Mora.

5. In cooperation with colleges across northeast Minnesota, Lake Superior College's Rural Radiographic Technology project extends educational opportunities for students from Cook to Grand Rapids and points in between.

6. Barry Dahl, the Dean of Virtual Campus and Chief Information Officer serves as the Chairman of the Board of Directors for Soft Center Duluth. Soft Center is a not-for-profit organization that creates new development and business opportunities internationally for companies within the information and communication technology market, linking close cooperation with educational institutions and society as a whole.

7. A preliminary FIPSE grant application has been submitted by Allied Health and Nursing to meet the needs of rural and remote communities for allied health care occupations. LSC was not invited to submit a full proposal

8. The Dean of Allied Health and Nursing is a member of the Health Education Industry Partnership committee. That group has been active in specific projects designed to meet the needs of industry regarding nursing, laboratory technician/clinical lab scientist and radiological technicians. In addition,

research has been supplied for legislative studies, the Citizens Forum on Healthcare Costs and other specific bonding bills.

9. In partnership with area high schools, LSC is responsible for the education and training of 500 nursing assistants. As the first rung on the nursing career ladder, this is a significant contribution.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The expansion of Lake Superior College's nursing programs this year has increased the total number of students served by these programs. The college serves a total of 181 students in its PN and RN programs (95 in PN and 86 in RN) in Duluth and has additional students in programs located at three additional geographic sites: 28 students currently enrolled in Cloquet at Fond du Lac, 20 students currently slated to begin work in nursing in Mora in cooperation with Pine Technical College, and another 20 potential students enrolling at Melrose in cooperation with Alexandria Technical College. In partnership with area high schools, LSC is responsible for the education and training of 500 nursing assistants. As the first rung on the nursing career ladder, this is a significant contribution.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

1. The Dean of Industrial programs is meeting with dislocated workers to help them transition back into education, and additional college administrators are, through their professional work on local and regional government and service committees, playing vital roles in establishing life-to-school-to-work relationships with dislocated workers and regional government offices assisting these workers with retraining.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Please see response to E. above.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

1. The college has hosted three capital bonding presentations for members of the state House of Representatives, Senate, and the institution's Community Advisory Committee in order to promote the importance of supporting MnSCU's capital budget request.

2. Two local state representatives and two state senators previewed LSC's capital bonding requests and worked closely with college administrators to build a presentation for other state legislators emphasizing the importance of the MnSCU request to LSC.

3. Five presentations to legislators and government representatives have been conducted this fall to highlight the work of MnSCU's capital budget request and to ensure understanding of LSC's \$10.35 capital bonding project.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

1. The community work and student-to-patient advocacy taking place in the college's community PTA and dental hygiene clinics bring continued recognition to Lake Superior College and to the Minnesota State Colleges and Universities system.
2. LSC Online is being developed as a single resource for the provision of e-services and e-learning to students. The logo branding that is being used combines LSC Online with Minnesota Online to provide for greater integration between the college and the Minnesota State Colleges and Universities as a whole.
3. The Computer Careers program has submitted a planning grant to MN Campus Compact for a service learning initiative that will bring free computer assistance to the elderly residents of the Duluth area.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

1. The Vice President of Student Services and Director of Counseling and Advising continue to serve on MnSCU's Seamless Task Force and implement changes on campus to aid in the transition to this model. These changes include implementation of an on-line new student registration program, use of the ISRS on-line prospects and inquiries models, use of enhanced virtual financial aid processes, and the development of a system to provide on-line advising services.
2. The college's Academic Affairs Division is an active partner with Proctor High School and other local secondary schools and the machine tool industry to offer high school students a transfer-credit learning program while students are still enrolled in high school.
3. LSC has obtained an AAS degree in Machine Technology so that students can transfer into a six-year apprenticeship with Scandia National Laboratories in New Mexico.
4. Transfer agreements with University of Minnesota - Duluth in Art and Biology are nearing completion.
5. An articulation agreement with the University of Wisconsin Superior for LSC's Paralegal program is in development.
6. A Transfer Services Coordinator position has been created to assist with the growing number of

transfer students needing service, to conduct timely transcript evaluations, and to assure up-to-date transfer information is available to students as well as staff.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

A Transfer Services Coordinator position has been created to assist with the growing number of transfer students needing service, to conduct timely transcript evaluations, and to assure up-to-date transfer information is available to students as well as staff.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

1. The Human Resources Director participated in the research and proposal process, emanating from the NE colleges joint retreat, to develop a shared AAO position for all eight colleges in the region (Lake Superior, Itasca, Pine Technical, Fond du Lac, Vermilion, Hibbing, Mesabi Range, and Rainy River colleges). The Human Resource Director will participate in the search process which has been completed during the third quarter.

2. The Chief Academic Officers and faculty representatives of the Northeast region (see eight colleges listed above) have created academic calendars for FY05 which are closely aligned in start dates for both fall and spring terms and which include a common duty day each of the semesters.

3. Academic administrators and institutional presidents from Lake Superior College and St. Cloud State University met to coordinate plans for developing an on-line articulation for students completing their Associate in Arts degrees through LSC's virtual campus.

4. Several college partnership projects are in their initial or planning phases in an attempt to serve underserved populations and to build upon the academic strengths of partner institutions. These new partnerships include a proposal to collectively offer Dental Assisting with Hibbing Community College and to offer LSC's Surgical Technology program with Minneapolis Community and Technical College.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The colleges of northeast Minnesota (Lake Superior College, Pine Technical College, Fond du Lac Tribal and Community College and the colleges of the Northeast Higher Education District have jointly hired a regional Affirmative Action/Diversity Coordinator to assist all of the colleges expand diversity programming and training

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

Lake Superior College continues to work effectively and efficiently to meet the system's ongoing initiatives. Of particular interest is the institution's commitment to establishing internal and external collaborations which strengthen the opportunities and services we provide for students, employees and community members. Included in our partnership initiatives are those which involve shared staffing,

common regional academic calendars and common staff development opportunities, joint grant solicitations, community use of campus facilities, and collaborative diversity programming. These activities and all others engaged in by the campus are focused on the Higher Learning Commission's nine Academic Quality Improvement Process (AQIP) criteria, standards for our institution's accreditation.

## **Part C. Annual Special-emphasis Initiatives**

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

1. The college's Foundation has hired its first full-time director and is engaged in an internal campaign which has resulted in the following:

- An increase of 33% in numbers of employees contributing to the Foundation
- An 18% increase in the number of current contributors who increased their annual contributions
- A total internal pledge increase of 36%.

2. The Lake Superior College Foundation increased its annual golf outing revenue from FY03 by 60%.

3. The LSC Foundation has made plans for its first major gift campaign to commence during the spring semester of 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The Lake Superior College Foundation saw: ...An increase of 33% in numbers of employees contributing to the Foundation; ...An 18% increase in the number of current contributors who increased their annual contributions; ...A total internal pledge increase of 36%; and ...An increase of 60% in its annual golf outing revenue.

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

1. Lake Superior College is a leader in the system's IMS and virtual learning projects. We are, currently:

- Pilot testing the new D2L IMS system
- Offering 24X7 on-line technology tutoring for all students in selected courses
- Creating an online repository of electronic learning objects to be shared throughout the system
- Offering two new programs (AAS in Accounting and the Professional Bookkeeper Certificate) through on-line learning
- Continuing to create courses on-line in the health arena as well as increasing technology enhancements in programs such as Surgical Technology and Radiologic Technology
- Implementing a WebBoard project for health care adjunct faculty
- Increasing enrollments in the LSC Virtual Campus (increased 72% over fall, 2003 enrollments)
- Adding fifteen new on-line courses since the end of spring semester, 2003
- Piloting the use of on-line student mentors in selected online courses in an effort to increase student success and retention in on-line courses
- Offering five courses to the system's Bosnia GuardOnLine project
- Implementing an electronic accelerated degree program in Supervisory Management.
- Increasing the presence of technology in all course offerings including using blended formats to deliver specific nursing, PTA, and Surgical Technician courses.

2. Lake Superior College is a leader in the system's IMS and virtual learning projects. We are, currently:
- Working on the integration of Desire2Learn (D2L) with the college website
  - Training faculty and staff in the use of D2L
  - Working with other colleges within the system to plan for the sharing of faculty loads for e-learning
  - Developing an online bookstore for LSC students and the virtual community
  - Developing "train-the-trainer" modules within D2L to teach faculty and staff how to use D2L.
3. The first cohort in the Supervisory Management Program has completed its first semester in an accelerated format

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Lake Superior College's Virtual Campus has instructed 655 FYE during FY04, the largest on-line enrollment in the Minnesota State Colleges and Universities' system. The College will implement a "mandatory student and staff e-mail" system effective Fall Semester, 2004, to ensure communication and infuse efficiency in our processes. The Student Handbook is being recreated in an exclusively on-line format for the 2004-2005 academic year.

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

The college's Chief Academic Officer, in collaboration with her counterparts in the northeast region of the state, have engaged in several initiatives to more effectively serve regional students and staff. These initiatives include:

- Establishing a CAO listserv to increase collaborative discussion on continued implementation of the northeast strategic academic plan
- Facilitating collaborative teaching assignments (in partnership with Fond du Lac, Itasca, and Hibbing)
- Conducting an audit to identify all articulation agreements established with various senior institutions in the northeast
- Analyzing all ITV usage occurring in the region
- Scheduling collaborative distance education training for faculty

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The northeast Minnesota colleges (Lake Superior College, Itasca, Mesabi Range, Hibbing, Rainy River, Vermilion, Fond du Lac and Pine Technical College) have designed a coordinated FY05 academic calendar inclusive of region-wide faculty staff development days.

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Lake Superior College continues to strengthen its system leadership for its administrators, faculty and support staff. This local emphasis upon leadership development enhances the system's initiative to strengthen state-wide leadership. LSC's leadership development program is enhanced through the following initiatives:

- Inclusion of a strong professional and personal development component in the new faculty evaluation system
- The president's expectation that all senior administrators participate in local, regional, state and/or national leadership roles
- Active faculty participation in the college's and system's Center for Teaching and Learning and Campus Compact activities
- Active presentation at state, regional and national conferences, i.e., presentation by three English faculty members at the TYCA Midwest Two-Year College English Association Conference
- Proactive service by the college's Active Learning Advocate to assist the college in fostering a culture that focuses on long-lasting student learning and leadership
- Participation by any member of the college's staff who wishes to engage in leadership activities at a local, regional, state or national level.

THE FOLLOWING ACCOMPLISHMENTS ARE REPORTED HERE, ALTHOUGH THEY DO NOT FIT WITHIN THE WORKPLAN ELEMENTS LISTED ABOVE.

1. Lake Superior College's Institutional Effectiveness Committee hosted an all-employee "Conversation Day" as a part of its accreditation Academic Quality Improvement Process (AQIP) and created 28 propositions for projects to improve various aspects of the Institution's processes and activities. Follow-up all-employee conversations are scheduled for October 16 and February 13.
2. The October 16 follow-up Continuing Conversation created 10 teams of employees working on continuous improvement initiatives. A list of ten "Quick Fix" initiatives was also identified, and as of December 19, at least half have been completed with the remaining in process.
3. Lake Superior College's Facilities Committee established plans for and completed major internal remodeling projects at the Trinity Road campus' 10,800 sq. ft. of classroom and office space in the main building and 43,000 sq. ft. of classroom space in the Fine Arts Center.
4. The college's Student Services division has implemented a new counseling/advising model in order to broaden counseling services, develop additional advising resources, improve students' self-advising skills and implement registration edits.
5. The college has implemented a new academic alerts process which allows for electronic submission of faculty academic alerts.
6. The Commission on Accreditation of Allied Health Programs has issued re-accreditation of Respiratory Care Practitioner Program through 2009.
7. The Student Services division's development of a "paperless" advising system and the implementation of electronic student records imaging is enhancing the institution's move to better utilize electronic management systems.

8. The college's Dean of Industrial Programs and two faculty members represented the Academic Affairs administrators in meeting with three universities in China to further Lake Superior College's international education initiative.

9. On-line procedures manuals are being created in Admissions, Financial Aid and Records/Registration to allow for staff to better serve students with consistency in process.

10. Lake Superior College is working with the City of Duluth to purchase property owned by the City adjacent to the college for future college expansion.

11. Lake Superior College has partnered with the local utility company to receive rebates from the utility company for the college's Increased Energy Savings Program.

12. The College will implement a "mandatory student and staff e-mail" system effective Fall Semester, 2004, to ensure communication and infuse efficiency in our processes.

13. The Student Handbook is being recreated in an exclusively on-line format for the 2004-2005 academic year.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The College will implement a "mandatory student and staff e-mail" system effective Fall Semester, 2004, to ensure communication and infuse efficiency in our processes.

# Metropolitan State University Work Plan January 1, 2004 — March 31, 2004

## Part A. Ongoing Initiatives

### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Admissions staff report record numbers of requests for waivers of the university's application fee. This trend reflects the increasing numbers of applications by traditional-aged students (many from under-served communities), one result of the university's having directed increased resources toward recruiting at area high schools.

Metropolitan State's AQIP Strategy Forum Team recently returned to campus to begin implementing three inter-related Action Projects, addressing: Academic Advising, our Student Web Portal, and Placement/Proficiency practices. All three projects are connected by an intentional focus on Improving Access and Retention for Under-Served Populations.

First Annual President's Lecture Series: Juan Williams, speaking April 8 on "The Changing Face of America: The Powerful Mix of Money, Race, and Age in the New Century."

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
100 requests in AY04 for application fee waivers.

### **B. Improved Federal relations [Access and Opportunity];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Metropolitan State continues to host "College for Kids" days on St. Paul campus for students from area schools.

Students, alumni, and staff continue to participate in St. Paul's "Read, Read, Read" program in area schools. President Bradshaw's reading service was highlighted in recent United Way display ad in the St. Paul Pioneer Press.

President Bradshaw is entering his third year co-chairing Mayor Kelly's Capital City Education Initiative. The initiative is entering new phase of employing AmeriCorps staff to organize and train volunteers in public, private, and charter schools.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

The new Dean of Professional Studies (Dr. Carmen Coballes-Vega) testified before two legislative committees regarding the alternative teacher licensure bill, and was able to speak at length about the programs for non-traditional teacher candidates and the alternative delivery systems in place, through MnSCU colleges of education, including Metropolitan State's.

Even as cuts are being made to other sectors of the university budget, new searches are underway for key faculty positions in the Urban Teacher Program. Recruitment efforts for UTP students continue to work toward the legislative expectation of 50% students of color in the program.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

The College of Management's Center for Women Entrepreneurs (Prof. Mary Riebe, Director) is co-sponsoring a delegation of business owners to Beijing, Spring 2004.

Prof. Mary Riebe, Director, Center for Women Entrepreneurs, has been selected to receive the Minnesota Women in Business Advocate Award for 2004, from the U.S. Small Business Administration, Minnesota. The award will be made in May, 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Early discussions with architectural consultants for longer-term use of former Graham property include converting the 1301 Hennepin building into a center for science and health-sciences education.

The historic building on the property ("Old Harmon") is planned for use, both short-term and long-term after renovation, by the combined business/management/customized training units of Metropolitan State and MCTC, with high visibility and accessibility for the downtown business community, as well as for western metro customers.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

In addition to staff attending various hearings that featured bills important to the System, President Bradshaw testified at the request of Senator Pappas before her Higher Ed Budget Division regarding the Mayor's Health Care Learning Center, talking at length in the process about the priorities and selection process of the MnSCU Board's capital request.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Ongoing preparations for the Oct. 9th grand opening of the Metropolitan State Library (in conjunction with its branch of the St. Paul Public Library) will guarantee a marquee statement about the System's contributions to the region. In addition, key constituents and potential benefactors are having private tours of the facility now. The MnSCU/SPPL partnership has been a key selling point from early in the project's development. The partnership was recently highlighted in Mayor Kelly's State of the City address.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

The College of Management and School of Nursing continue to expand their degree-completion partnership programs with Metro Alliance community colleges, which allow students to complete their baccalaureate programs on the college campuses where they earned their AA degrees.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Three new degree completion programs added.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Metropolitan State and MCTC cabinets continue to meet bi-weekly to plan for co-location and to develop related initiatives, like coordinated business office systems, the possibility of a single digital network for both institutions on the MCTC campus, 4-digit dialing between the institutions, etc.

Metropolitan State continues to collaborate with Century College to provide Century's ESOL instruction on Metropolitan State's St. Paul campus. Discussions are underway for MCTC to offer pre-collegiate proficiency testing for Metropolitan State students in Minneapolis, and to offer the remedial courses that students will place into. Discussions are underway regarding whether MCTC or Century should offer these same services on the St. Paul campus.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

Civic engagement initiatives include a Civic Engagement Conference on the St. Paul campus, April 2nd; recognition as a finalist for the Jimmy & Rosalynn Carter Award at the recent Campus Compact 10th Anniversary Celebration; and the AASCU/NYT "American Democracy Project" now underway at 150+ institutions, including Metropolitan State.

## Part C. Annual Special-emphasis Initiatives

### 1. **An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

In 2003, Metropolitan State raised \$1.8M in private gifts. We set a goal of \$2.5M for 2004. We have received \$1.9M so far, with a number of requests currently pending during Spring 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### 2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Metropolitan State received approval from the Higher Learning Commission to offer all programs online from the College of Management, First College, School of Nursing, and School of Law Enforcement and Criminal Justice.

Programs fully or largely online include the BS in Business (including full student services online), a Law Enforcement supervisory certificate, the self-designed BA, and the MS-Nursing. During AY05, we expect to have 80% of the MBA online.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### 3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Minneapolis Community and Technical College Work Plan  
January 1, 2004 – March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

MCTC has fully implemented the Edit 59 process and continues to improve supporting processes.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

There was a reduced number of Edit 59 holds spring term as compared to fall.

**B. Improved Federal relations [Access and Opportunity];**

Progress: Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

MCTC continues its partnership with Wellstone International High School, an ESL high school in Minneapolis. This quarter's activities included student visits, assessment and a teacher exchange.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Twenty Wellstone High School graduates have applied at MCTC.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

MCTC continues to plan co-location of academic programs, student services, technology and finance and operations with Metropolitan State University.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# Minnesota State College - Southeast Technical Work Plan Report January 1, 2004 – March 31, 2004

## Part A. Ongoing Initiatives

### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

- Student Affairs employs a Hispanic intern who is focused on recruitment within our local Hispanic communities.
- Our Learning Resource Centers (LRC) were equipped with software applications to facilitate use of LRC services to the blind.
- The college is posting recruitment advertising in the national publication “Circle” which has an audience of Native Americans.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **B. Improved Federal relations [Access and Opportunity];**

- President Johnson visited with Federal representatives in Washington, D.C. on April 2nd to support MnSCU initiatives.
- The Southeast Regional Consortium of four southeast colleges submitted a FIPSE proposal in support of curriculum development for electronics programs within southeast region.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

- Southeast Technical continues to coordinate the Secondary Perkins grant activities for 18 school districts in Hiawatha Valley and Root River Education districts.
- Partnering with the Winona area cable company HBCI, the college is providing a local high school with the capability of accessing classes over video conferencing.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- The college hosted Trade & Technical Days on the Red Wing & Winona campuses during late winter/early spring. Over 600 students were in attendance. These days are primarily for juniors and seniors. Students attend two sessions and work side-by-side our college students, getting experience in their chosen areas, and helping them to make a career decision.
- A new initiative this year is a Career Fair that was held on March 26 on the Winona campus. A constituent group of counselors specifically requested we host one. It combines the pathways after high school (2 year, 4 year, military, apprenticeship, etc.) as well as career possibilities. 190 students/staff were in attendance.
- A Career Day was held on the Red Wing campus for 300 ninth graders from the Red Wing High School on March 31st.
- Six Campus Visit Days were held this quarter with average attendance of 25. Visitors left with the information needed to begin futures in a technical career.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state’s students [Quality Learning Programs];**

N/A

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

- A collaborative effort of MSC-ST and WSU is underway to establish a consortium group of “Lean” talent from area business and industry to assist these MnSCU institutions in their efforts to train and educate other organizations in Lean principles.
- The college continues to collaborate with the emerging Rushford Nano-technology Institute, which intends to establish two new businesses in Rushford, 20 miles from Winona campuses, by spring 2005.
- The college is preparing its participation in the 7 Rivers Technology Expo, a regional business event for the Minnesota/Wisconsin/Iowa tri-state area.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- The college hosted a community presentation on wind power offered by Partners in Housing, Agriculture, and Sustainable Economic Development (PHASED), a Southeast Minnesota development group. 50 community members and 45 Winona area high school students attended.
- The Center for Custom Training and Education hosted a community presentation on lean manufacturing.

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

- President Johnson continues to serve on the Governor’s Workforce Council and participates on its task force studying service areas.
- The Director of Human Resources is a member of the Job Service Employer Committee with the Winona Workforce Center. Its mission is to represent employers as customers of the Minnesota Workforce Center system by keeping informed about labor exchange and unemployment insurance operations; sharing sound principles of business management, and recommending ways of improving service to employers and job seekers.
- The Center for Custom Training and Education (CTE) is developing a new regional training program for emergency medical treatment.
- It also is working with Fastenal, one of the largest companies in our region to develop two new initiatives.
  - 1) The Fastenal Academy of Professional Driving. In addition to providing a credit certificate, a Train-the-Trainer program aimed at company distribution centers and a Driver Fresher program would be established
  - 2) The Fastenal School of Business would become a credit generating partner of/with Southeast Technical. MnSCU standards for curriculum and instructor licensing would be met. It is a bold step toward recognizing the legitimate training and educational endeavors of corporate Minnesota.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

- President Johnson has visited with area legislators on numerous occasions, including a one-on-one visit with House Speaker Sviggum.
- Student Senate President for Winona campus continued advocacy with legislators.
- Through his involvement with the Governor's Workforce Council, President Johnson made use of appropriate opportunities to advocate.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

- The college's annual report was distributed to over 1200 key regional constituents.
- College representatives serve on the City of Red Wing's Diversity committee and on the Winona Human Rights Commission.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- The college's annual report was distributed to over 1200 key regional constituents.
- College representatives serve on the City of Red Wing's Diversity committee and on the Winona Human Rights Commission.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

- Implementation is at 80%, and 100% is targeted by June 30.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

- The college's Trade and Technology department met on March 8 with University of Wisconsin/Stout representatives to explore the potential for "2 plus 2" transfer.
- The college refined its goal to meet eight of the ten Minnesota Transfer program areas by January 2005.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

- The Southeast Consortium is using Secondary Perkins funds to support a consultant in analysis of electronics curriculum and its alignment with the needs of business and industry.
- The College continues to collaborate with WSU on telephone services, safety and security activities, campus security reporting, training, etc.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. **25-50 word summary on the overall status of ongoing initiatives**

The college continues to work diligently in helping lead the Rushford, Minnesota community's Rushford Institute for Nano Technology proposal for funding through the 2004 legislative process. This project will dovetail very nicely with the Dakota County Technical College's NSF grant. Southeast Tech provides second tier delivery on the Dakota County TC grant and as such Southeast Tech's nano technology success will be enhanced by the success of the Rushford site.

## Part C. Annual Special-emphasis Initiatives

### 1. **An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

- The college Foundation is wrapping up its first annual scholarship campaign.
- Based on analysis of input from community and business leaders, the college will initiate a capital drive in 2005.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- The college Foundation recently received a donation of \$163,000 from the Skaar Trust.

### 2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

- The college is partnering with three Minnesota and three Wisconsin colleges in a new "IQ Corridor" - Intellectual Property / Investment Capital and Quality - initiative. Nano-technology is a prime focus.
- As mentioned above, the Southeast Consortium is exploring ways to develop core curriculum in electronics. Under consideration is the potential of unique campus specialties that also would be offered via distance education.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- Training in the new Desire2Learn software was conducted for faculty and staff.

**3. An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

- President Johnson met on March 23 with the Chancellor and the Associate Vice Chancellor for Continuous Improvement to discuss MnSCU’s long-term goals and how the system could better serve the college.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

- The Assistant to the President attended on March 18- 19 MnSCU’s “Purpose and Excellence” conference for presidents' assistants.

Progress: On Schedule

**Concrete/quantifiable measures of progress outlined in narrative above:**

Minnesota State Community & Technical College Work Plan Report  
January 1, 2004 — March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

English as a Second Language Grant

Lessons learned from a grant that partnered certified nursing assistant and ESL training at Fergus Falls led to research on needs related to post secondary education focusing on the needs of ESL students. The results informed MSCTC's current planning process to work with community stakeholders to coordinate efforts addressing the critical needs of refugees and immigrants to achieve their goals. In the West Central region, growing this potential workforce is a smart response to shifting demographics and anticipated workforce needs.

The immediate goal is to hire a half-time coordinator to build the infrastructure and implement an expanded ESL program. The pilot study will:

Identify and cultivate ESL students in junior and senior high school

Work with counselors in feeder high schools to strengthen awareness of MSCTC transfer and training opportunities

Provide early financial aid counseling and planning for higher education

Provide career planning and coursework toward career goals and workforce needs

Expand curricular offerings in the ESL program

Train faculty in working with ESL students and students of color

MSCTC will seek outside funding to assist in the implementation of a reinvigorated and expanded ESL and outreach program.

Fergus Falls Director of Multicultural Student Services

Increased enrollment of minority students at Fergus Falls has warranted a change in the position of the Director of Multicultural Student Services. The position has increased from 50% to 100% time. Job responsibilities are directed toward students of color and include: academic and personal advising, implementing an admissions/recruitment plan that reflects diversity, developing and coordinating multicultural activities on the campus, and serving as the advisor to the student organization CACTUS, Cultural; Activities Can Touch Us.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Career Fairs

Career fairs held at Camp Ripley, MN were presented in collaboration with: Freshwater Education District, Mid State Education District, Central Lakes College and Minnesota State Community and Technical College-Wadena. Over 2,500 sophomore and junior students from 25 different high schools and five alternative learning centers were provided information from career professionals in forty-two different career areas. Students were asked to attend at least one non-traditional career area for their gender. These career fairs not only serve to inform students about employment considerations but also to help them make choices of what curriculum they need at the secondary level to prepare for post secondary options. Students were presented many printed resources as well including "I Seek" web information. Many instructors from the MSCTC-Wadena campus were presenters at these events.

Region 6 Business Professionals of America competition

Over 300 students from 12 area schools competed in the Region 6 Business Professionals of America Competition on January 28th. The Business department at Minnesota State Community & Technical College in Wadena was instrumental in planning and judging the event. High school students who placed first, second and third advanced to state competition.

P-12 Paraprofessional Collaboration

MSCTC-Wadena will provide evening courses in Perham to surrounding P-12 paraprofessional staff. Wadena staff collaborated with local school district administration and staffs to determine the current educational/training needs for these school employees. The appropriate curriculum was then established.

Progress:

On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Paraprofessional Coursework Offered

MSCTC – Wadena is offering an evening cohort program to current paraprofessionals that work in the P-12 system. The students attending are from the Perham, Frazee, Park Rapids and Ottertail school systems. The program is designed to meet the requirements for paraprofessionals as outlined in No Child Left Behind. Courses are offered one evening per week at a local High School classroom. The college instructor travels to this location to provide more accessibility for the students.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

**Custom Training Services**

Custom Training Services provided 30,491 hours of training during the third quarter, compared with 26,969 hours provided in the first two quarters of FY04. CTS total registrations for the third quarter were 3,922. Total unduplicated headcount for FY04 is 3,815 students.

**NASA Trip**

Fifteen Wadena students and three Electronics Technology and Telecommunications faculty from the Wadena campus toured the Kennedy Space Center and Collins-Rockwell Avionics in Florida. Collins-Rockwell is a Fortune 50 Corporation employing over 100,000 people worldwide. The tour took place February 18th-23rd. The students received a Gold Badge Tour usually reserved for high-ranking government officials. Instructor Roger Abel said the tour was the “opportunity of a life time.”

**MSCTC Student Receives National Award**

Brian Guck, a second year student in the Carpentry program at Wadena was the recipient of the Outstanding Student Award for 2004. The objective of the award is to recognize student members of National Association of Home Builders for their work with local chapters of the organization and to increase awareness of residential building as a career path. The National Association of Home Builders and BuilderBooks.com presented the award at the International Home Builders Show held recently in Las Vegas.

**Lakes Area Job and Education Expo**

MSCTC partnered with several community groups including the City of Perham, Perham Chamber, ISD 549, the 549 Family Foundation, and the Minnesota Workforce Center to sponsor the 4th annual Expo. The event was held on March 10, 2004 at the Perham Area Community Center. The Expo is designed to help bring together employers with job-seekers, to help people discover new career paths, and to help everyone identify educational opportunities to meet their goals. Approximately 200 job-seekers and students attended to explore new opportunities available to them in the local area. Informational sessions were offered throughout the day and a “Resume Doctor” was available throughout the event.

**HVAC Program Partners with BACHARACH and Community Service Agencies**

The HVAC Program in Wadena and Bacharach, a leading manufacturer of furnace efficiency testing equipment, partnered during the week of March 15 to provide a training session to upgrade the skills of employees of various Northwest Minnesota Community Action Agencies, including agencies such as West Central Community Action, Tri-Valley Opportunity Council, Heartland Community Action Agency, and many more. These agencies provide services to test furnaces for efficiency and to determine furnaces that need to be upgraded and/or replaced. This partnership with MSCTC, Bacharach and the agencies to assist with upgrading workforce skills serves all the partners and the community.

**Lund Corporate University**

Lund Corporate University graduated 8 students in the Supervisory Leadership AAS degree and 8 other Lund employees finished the 18 and/or 30-credit certificate. LCU is a partnership with Northwest Technical College, Bemidji, Lund Boats, and the University of Minnesota, Crookston through Custom Training Services of MSCTC.

**BTD**

Custom Training Services (representing Minnesota State Community and Technical College and Northwest Technical College Bemidji) has begun work with BTD Industries in Detroit Lakes to implement “High Performance” production strategies. Currently faculty and staff have assessed the training and education needed and have developed a training plan.

### Diesel Donations

The latest donation to the diesel equipment program at MSCTC-Moorhead is a Cummins ISM EGR Engine donated by Cummins Engine Company through Cummins North Central of Fargo, North Dakota. It is a 450 horsepower engine with Exhaust Gas Recirculation system (EGR). The EGR system is built in response to federal regulations on exhaust stack emissions for the year 2004-2005. Students and faculty are currently redoing the dynamometer the engine can be mounted on it. The engine on the dynamometer we will make it possible to do computer based testing that we couldn't do before.

ZF-Vernon Hills, a manufacturer that specializes in driveline and chassis technology for vehicles just donated a new power shift transmission and a new MFD steerable axle for training in the Diesel Technology program. The transmission is used in a Case (CNH) wheel-loader model 921 C. It is a four speed forwards, three speed reverse power shift transmission. The axle is used in tele-handlers (rough terrain fork-lifts). The vehicle size and range goes from 6,000 to 10,000 pound machines. A very similar axle model is used in Big-Foot monster trucks.

### BPA Competition

In early March, eight students from MSCTC-Moorhead participated in the business career competition at the State Leadership Conference for Business Professionals of America (BPA) in Duluth, Minnesota. Over 140 college students competed at the conference. Four MSCTC students will be moving on to competition at the National Leadership Conference in Cincinnati, Ohio, in April.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## **F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

### Fire School

Through the efforts of our fire coordinators as well as our administrative support staff, Custom Training Services recently completed a Fire School held on the MSCTC Detroit Lakes Campus. In excess of 300 Fire Fighters from throughout the region gathered from Friday through Sunday to gain skill and knowledge in: Hazardous Materials and Safety, Basic and Advanced Fire Skills and Emergency Rescue. The efforts of this school allow area fire departments to meet training requirements as well as network.

### Response to Dislocated Workers

The special Construction Electrician AAS program created by MSCTC Wadena and Custom Training Services, in response to the need of dislocated Potlatch workers from Brainerd, will graduate 18 students in May.

### Detroit Lakes campus opens VUE Testing Center

Students and community members pursuing a variety of computer industry certifications now have another location choice for testing. The MSCTC-Detroit Lakes campus VUE testing center opened in February. Before that, students were required to travel to either Fargo or Brainerd to take the tests. Pearson VUE delivers exams from various companies such as Microsoft; Cisco, CompTIA, and CIWT through testing centers like the new one in Detroit Lakes. With the testing center locally housed, more students in our computer programs will be encouraged to get industry certifications. Students and faculty from any of the four campuses, or community members can use the testing center for certification.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

February Festival of Health

Approximately 1,500 people from local and surrounding communities attended the February Festival of Health. The Wadena campus hosted this event for the 11th straight year on February 6, 2004. Area residents were able to get free or very low cost medical checks including blood pressure, glucose, vision, hearing and cholesterol and more. Students and staff from the Wadena Practical Nursing and Medical Secretary programs assisted with the event. MSCTC co-sponsored the event with many community partners, including Tri-County Hospital, Wadena VFW Post 3922, KWAD/KNSP/KKWS, and the Wadena Pioneer Journal.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Associate Degree at the Moorhead Campus

MSCTC will begin offering the Associate of Arts (A.A.) Degree on its Moorhead campus beginning Fall 2004. The program will be modeled after the A.A. Degree that has been offered in Fergus Falls since 1960. College officials collaborated with Minnesota State University Moorhead to identify some of the most popular majors there, recognizing that MSUM is the four-year institution to which most MSCTC students transfer. The campus will schedule classes predominantly on weekday afternoons, evenings, and weekends, hoping to reach prospective students who otherwise have challenges fitting into a more traditional system.

Introduction of the A.A. Degree to the Fargo/Moorhead community targets each of the strategic directions put forth in the 2002-2005 Strategic Plan adopted by the Minnesota State Colleges and Universities Board of Trustees. It works to expand post-secondary participation, increase participation from under-served students, helps meet the full range of student learning needs, and advances toward a more fully integrated system of higher education in the region.

Articulation with MSUM and Early Childhood Program

MSCTC and Minnesota State University Moorhead have signed an articulation agreement for Early Childhood Education. Students who complete the AS degree in the Early Childhood & Paraprofessional Education program in Wadena may then transfer those credits directly into the Birth-Third grade teaching program at MSUM. This articulation agreement is the first of its kind in the state.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives – Summary

### **A. 25-50 word summary on the overall status of ongoing initiatives**

The College continues to plan and cooperate with our educational partners on a regional basis. Custom Training Services is developing a strong example of the benefits of cooperation as they expand their services throughout the region. The merger of our four campuses presents daily opportunities for staff to work together, to better understand each other's culture, and to join efforts in becoming a strong new institution.

## Part C. Annual Special-emphasis Initiatives

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

College-wide development office activities

Three initial goals have been articulated for the four campuses of MSCTC's development office and next steps will be recommended for FY2005 implementation:

1. Study status of each campus Foundation and organizational needs of each.
2. Develop grant writing coordination policy, process and services.
3. Study alumni database needs and develop alumni relations/services.

Fergus Area College Foundation activities

As of March 15, \$174,469 has been raised this year; this amount includes \$69,667 for nursing program expansion. During the same time period last year, \$202,932 and included \$95,000 in matured bequests.

To-date, \$72,721 in general development funds have been contributed or pledged (toward our \$100,000 goal). This compares to \$38,262 on the same date last year.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Distance Courses from the Fergus Falls campus

MSCTC personnel have prepared an impressive offering of General Education Internet courses for Summer 2004. These courses have been developed by Fergus Falls faculty and will be offered through the college's Distance Education program. This is the most extensive variety of General Education courses available through the College Distance Education program. These courses will complement and enhance the many courses and programs already offered by MSCTC via the Internet.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Minnesota State University, Mankato Work Plan Report  
January 1, 2004 — March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

The College of Education completed college planning for diversity, including goals and activities relating to recruitment and retention, as well as promoting policies and a positive culture within the college for all faculty, students, and staff.

The College of Education completed and submitted a grant for intensive work with families and students of color in three partner communities that would support student learning and high school graduation, empowerment of families to teach teachers about their experiences and needs, and recruitment of more students of color to the university.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

The College of Education re-committed to professional development school model of teacher preparation: reviewed and revised mentor and liaison roles, instituted systems of conducting professional development needs assessments, received approval for fulltime position to support partnership development and customized professional development.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

The College of Education Developed assessment database system to analyze and improve graduate and undergraduate programs.

The College of Education developed five distance education programs for preservice and inservice Educators

The College of Education provided leadership to the MnSCU Teacher Development Center concept, and initiated activities that provide customized professional development for educators. The first Summer Teacher Development Center institute is slated for June 15-17, focusing on No Child Left Behind and the “Achievement Gap”.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

The College of Education provided expertise at legislative hearings and in other venues for MSU and MnSCU. The College Dean gave four different testimonies to the legislature. Contributed to MTQM databases and other reports to the legislature and the media regarding our programs and our responsiveness

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

## Part C. Annual Special-emphasis Initiatives

- 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

The College of Education developed five distance education programs for preservice and inservice Educators

The College of Education developed electronic supervision and mentoring systems for teachers and counselors in their fieldwork

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

The College of Education continued the collaborative efforts to develop the MnSCU Teacher Development Center – in part by creating a unified state university approach to customizing programs and offerings for Minnesota educators

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# Minnesota State University Moorhead Work Plan Report January 1, 2004 — March 31, 2004

## Part A. Ongoing Initiatives

### A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];

- MSU Moorhead's strategic plan for increasing racial and ethnic diversity was approved by the Office of the Chancellor, Dolores Fridge, AVC for EOD, and Gail Olson, General Counsel.
- Recently completed research on student success within the MSU Moorhead Mathematics Learning Center (MLC) confirms that the model used is highly effective. A statewide report released in 2000 indicated that on 7% of students who score 14 or less on the incoming mathematics assessment examination succeed in college algebra. It is precisely those students who are placed into the MLC. Seventy-eight percent of the 2001-2002 MLC alumni and 75% of the 2002-2003 MLC alumni returned to campus the subsequent fall semester. In both years, the retention of MLC alumni exceeded the university rate for all students, which varied between 68% and 70%. Moreover, the MLC alumni are succeeding at a higher rate in college algebra than are the students who were not required to participate in the MLC. In both spring 2002 and 2003, the alumni had a success rate that was roughly 15% greater than the success rate for students who were not required to take a course in the MLC.
- MSU Moorhead's College for Kids was awarded an SGI grant to increase racial and cultural diversity. In 2003, twenty-seven scholarships were awarded to children of diverse race and culture to attend College for Kids. In addition, funding for instructors of diversity was also distributed. Recruitment efforts for 2004 have begun and scholarships are available for students and instructors of diverse ethnic and racial backgrounds.
- MSU Moorhead's STARS Program – A process for calling, tracking and forwarding student information to the Multicultural Affairs Office was established. Student Telecounseling Admission Representatives call all students of color inviting them to campus, encouraging application for admission and answer general inquiries. Contact information on students who request or require additional support is shared with the Multicultural Affairs Office.
- MSU Moorhead Data integrity - A weekly report of admitted students was created. This report is used by Admission representatives who complete weekly follow up with admitted students in their assigned territory. It is also shared with the Multicultural Affairs Office.
- Now, in our second year with an Urban Recruitment Coordinator focusing on recruiting students of color, MSU Moorhead began recruitment activities earlier in the fall and built on last year's efforts. As a result, we have increased student prospects and applicants for fall 2004 enrollment. On campus visits and event attendance have also increased as a result of outreach to students/families from these areas.
- MSU Moorhead's The Director of Admissions assigned Admissions representatives recruiting territories aligned with MnSCU ISRS coding. High diversity areas were assigned to the Urban Coordinator. Region 11: Twin cities metro area covers 223 high

schools: Farthest North West: Forest Lake, North West: St. Francis, West: Watertown, East: Stillwater, South West: Belle Plaine, South East: Randolph. Region 10 covers 68 high schools: Northfield, Red Wing, everything east of 35 and north/east of the Iowa border and Region 9 covers 58 high schools: Gaylord, Montgomery, north/west of the Iowa border, and west of 35 to the Springfield & Fairmont areas. There are 349 high schools in these 3 regions.

- MSU Moorhead’s Urban Recruiter position is housed in the twin cities metro area where the largest population of students of color, growing communities of immigrants and first generation students reside. Recruitment in the Twin Cities metro area are concentrated on visiting the schools that have the largest number of students of color and immigrant populations such as inner city and alternative schools. The diverse population of students (color, immigrants, low income and 1<sup>st</sup> generation) is increasing so greatly that all outreach (community colleges, high schools, parent presentations) in this area positively impacts our diversity initiatives.
- MSU Moorhead at this time has completed 168 “visits” in Region 9, 10 & 11. Outreach includes: high school visits, fairs, parent nights, drops at CC/TC’s, etc. Another 64 are being arranged or are already confirmed to happen up until the end of May 2004. This is an increase from last year’s recruitment activities. Wisconsin and Illinois areas were visited 20 times through high school visits, private college fairs, Wisconsin Educational Fairs and attending the National College Fairs in Milwaukee and Chicago.
- MSU Moorhead’s Urban Recruiter position is currently a 10-month contract. Several cultural recruitment events occur during the summer months. The Office of Admissions cover activities during this time when possible.

**2003-04 MSU Moorhead Urban Recruitment Activity**

Month	High School Visits	Mn Ed/Ntl Fair	MnACC/Transfer MC Fair Visits	W/IL Fairs	Other Fair/Events	Totals
August	0	0	1	0	2	3
September	13	3	0	0	4	22
October	37	0	0	3	5	48
November	20	0	8	1	0	32
December	29	0	0	1	0	31
January	6	0	1	5	0	12
February	0	0	0	3	0	6
March	13	0	6	1	8	29
April	16	16	0	1	0	38
May	0	0	1	0	0	2
Pending for April & May	43	0	0	0	0	43
<b>TOTALS</b>	<b>177</b>	<b>19</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>266</b>

**B. Improved Federal relations [Access and Opportunity];**

- MSU Moorhead assisted Jim Gelbmann, state director for US Senator Mark Dayton, with a plan to visit campus in April for roundtable discussions about the reauthorization of the Federal Higher Education Act.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

- MSU Moorhead's Dr. Kenyon Williams received a \$10,650 CTL grant, "Putting Diversity to Practice: Increasing the University/Community Influence of MSUM's Multicultural Music Ensemble," which will enable him to expand his efforts to increase multicultural awareness through the performing arts within area schools.
- MSU Moorhead provided speech judge(s) for the annual state convention of the North Dakota Future Business Leaders of America and provided support for the annual Youth Ethics Day, an initiative of the Fargo Moorhead Chamber of Commerce.
- MSU Moorhead College for Kids, in its fifth year of programming, continues to attract approximately 175 2<sup>nd</sup>-8<sup>th</sup> graders on the MSUM campus each July. Communications with area public schools, including ad placement in Adventures for Kids (Fargo), KID Source (Moorhead), and school newsletters (West Fargo, DGF), help raise awareness of the enrichment program.
- MSU Moorhead Continuing Studies is working with Dr. Nathan Davis, and Brian Cole, an area strings instructor, to plan and collaborate with area K-12 schools to offer the MSUM Strings Project during the summer of 2004. Students in 5<sup>th</sup> grade may take private lessons from MSUM music education students. Lesson costs will be reasonable and the MSUM students will gain valuable teaching experience. This project is truly needed in our area, due to cuts at Moorhead schools that mean students in area private schools will no longer have strings offered to them through Robert Asp Elementary as was previously the case. Also, there is a shortage of string teachers in our area and this project will help to address that challenge.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

- MSU Moorhead Continuing Studies continues to fund the promotion and delivery of undergraduate/graduate online coursework for the MSUM "Teaching and Learning with Technology" certificate program and the new Educational Technology Emphasis within the General Leadership option of the MSUM Educational Leadership Masters program. The Masters program also allows students from Bemidji State University's parallel masters program to take our classes as electives.
- MSU Moorhead Continuing Studies collaborates with area P-12 schools and regional service cooperatives to schedule and offer teacher in-service credit courses and CEUs through Customized Training. Among those programs offered are classes in Middle Level curriculum (Moorhead Public Schools), Understanding Poverty & Pedagogy (Lakes Area Country Cooperative), and more.
- MSU Moorhead Continuing Studies partnered with the Mn Dept. of Education to offer graduate credit for K12 teachers for an in-service course for Speech Language Pathologists teachers and other professionals, which was delivered via distance (ITV) statewide. The course was: SLP 690- Topics in Speech-Language 2 (3 cr). Sixty-two individuals, from throughout the state, opted to take the course for credit through us.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

- MSU Moorhead's Dragon Communications, the campus marketing and advertising resource group, continued its work with the R & D Group, a local software development firm, on the creation of a Dragon agent. The agent will assist potential students, beginning with high school sophomores, in navigating the University's Web site for information about programs and admissions.
- The MSU Moorhead Executive Director of University Advancement served as campus liaison for JOBZ, and serves on two Fargo-Moorhead Chamber of Commerce committees: Business-Education Partnership and Regional Economic Partnership.
- MSU Moorhead Customized Training continues to build collaborative relationships with business and industry in an effort to meet the education and training needs of regional organizations. Strategic partnerships in place, and the training sessions conducted during this quarter, include:
  - Swanson Health Products (private business)  
"Keeping the 7 Habits Alive" - 60 students
  - United Way (non-profit organization)  
"Measuring Outcomes Workshop" -- 12 students
  - Eide Bailly, Dale Carnegie Training (private business)  
"The Dale Carnegie Course" -- 18 students
  - Girl Scouts of America (non-profit organization) -- Training is in the planning stages.
- MSU Moorhead Continuing Studies and Customized Training have partnered with MnSCU and the Office of the Chancellor--Fire/EMS/Safety Center to offer Motorcycle Safety Training on the MSUM campus. Eight Basic Rider Courses (BRC) and one Experienced Rider Course are scheduled beginning in May 2004. As of March 31, 2004, two of the BRC classes are full. MSUM hosted 6 BRC courses in 2003 with a total of 51 students successfully completing the 16 hour training.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

- The MSU Moorhead nursing department collaborated with its TriCollege partners, Concordia College and North Dakota State University, to prepare and submit a \$390,000 grant designed to increase the number of nursing graduates at all three institutions.
- MSU Moorhead Spanish professor Benjamin Smith and nurse educator Jane Bergland received \$3,950 through the recent round of CTL grants to develop and provide Spanish language instruction for health care professionals.
- Continuing Studies Director Jan Flack was awarded \$14,075 by the CTL to facilitate the redesign and development of required liberal studies coursework in a self-paced, individualized study, distance-delivered format to ensure success for underserved nursing (BSN) and p-12 paraprofessional education students.
- The MSU Moorhead Executive Director of University Advancement served as campus liaison for JOBZ, serves on two Fargo-Moorhead Chamber of Commerce committees: Business-Education Partnership and Regional Economic Partnership, and led a session for county employees about effective media relations.
- MSU Moorhead's Comstock Memorial Union student employee program consists of 53 part time student employees engaged in a number of tasks designed to build skills designed to transfer outside the college environment. Such skills include quality customer service delivery, working effectively as a team, learning to be a self-directed employee, supervising and evaluating others, and rewarding and recognizing performance. All of the

CMU student employees take part in a evaluation process each semester to develop a performance improvement plan.

- MSU Moorhead Career Services Department was a part of the MN State University Job Fair held at the Minneapolis Convention Center on February 13. Over 100 employers attended and met approximately 1000 students from all MN State Universities.
- MSU Moorhead representatives from Customized Training and the Technology Department are current task force members of Project Lead the Way, a state initiative to address the depleting workforce issues in the manufacturing industry. In its initial planning stages, the goal of PLTW is to design articulation models for high school students who enter manufacturing and engineering technology college or university programs.
- MSU Moorhead Continuing Education collaborated with P-12 and the MSUM College of Natural Sciences to offer customized in-service credit coursework in the areas of pedagogy for Physics, Biology, and Chemistry teachers to help meet new No Child Left Behind P-12 workforce standards.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

- Brittney Goodman, MSU Moorhead's Interim Director of Instructional Resources, will attend the Annual MnSCU/PALS Deans, Directors, and Coordinators meeting on April 5, 2004. Agenda items include budget. Also, she has been corresponding with MSUM administration and state affiliates to discuss PALS funding.
- MSU Moorhead's President Roland Barden, Vice President David Crockett, and Dr. Kerry Fine are active at the Legislature on bonding, reciprocity and other MnSCU issues.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

- Vice President Bette Midgarden represented MSU Moorhead at the MSCTC press conference to voice university support for the MSCTC announcement that the community and technical college has been authorized to offer the associate in arts degree.
- MSU Moorhead's Executive Director of University Advancement spoke to the Moorhead Rotary Club. Responded to the daily newspaper when it misrepresented MSU Moorhead tuition and fees.
- MSU Moorhead Continuing Studies and Customized Training continue ongoing reporting of successful programs to our MnSCU and other partners (private business, non-profits, P-12) through the distribution of hard copy and electronic newsletters and program updates. Staff also make presentations at area events such as the FM Parents' Fair, FM Chamber, FM Chapter of the American Society for Training & Development, and other key community organizations.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

- The Southern Tier Nursing Consortium completed work on the charge assigned them by MSU Moorhead President Barden and MSCTC President Peeders. For Minnesota State, this involved curriculum and business plan development for a generic nursing baccalaureate degree. President Barden approved the request to offer the generic BSN, and the curriculum approval process will be initiated in the near future.

- The first DRAFT of the admission articulation agreement between MSU Moorhead and MSCTC was completed on schedule and MSCTC representatives are reviewing. While the campuses have reached agreement in principle, a signed articulation agreement is an opportunity for Presidents Peeders and Barden to publicly emphasize the importance of the collaboration for current and future students.

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

- MSU Moorhead Continuing Studies continues to offer Liberal Studies coursework to students on Saturdays and as packaged (correspondence-type), self-paced courses. A CTL grant was obtained this spring to create more self-paced, distance-delivered Liberal Studies courses that will be transferable to other MnSCU and Minnesota institutions.
- MSU Moorhead Continuing Studies advisors are beginning to use the new DARS system to work with non-traditional students in both the School of Business and the Continuing Studies area.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

- The MSU Moorhead Executive Director of University Advancement assisted with a joint release—MSU Moorhead and MSCTC—on nursing education and with a news conference about the enhanced community college relationship between MSCTC and MSU Moorhead. MSUM is to promote the leasing of a former public school building to MSU Moorhead and MSCTC for shared use.
- The MSU Moorhead library weeding plan for Summer 2004 is complete and will be implemented beginning in May 2004. Shifting of parts of the collection will take place in May 2004 in order to be prepared for weeding. A weeding planning meeting will occur in April.
- The MSU Moorhead library will purchase 6 new computers in Spring 2004 and an addition 4 computers for fall 2004. Selected librarians and staff have attended "preview" training for Ex Libris at NDSU. Tri College University Library Directors and Circulation staff at the three colleges have met to discuss migration issues.
- MSU Moorhead has been involved in monthly meetings with Tri-College University Library Directors have included discussions of shared databases, planning for ALEPH migration, and the possibility of a shared storage facility. Work with MINITEX to purchase databases for the Library at a consortially discounted rate. Librarians attended MnLINK, MnSCU/PALS and other regional/state meetings. Planning for migration to ALEPH continues.
- MSU Moorhead Continuing Studies and Customized Training collaborate with NSCTC to plan and offer classes for area manufacturers, as part of a "Manufacturing Academy." This program is currently under revision and will continue to be offered collaboratively in the future.
- MSU Moorhead signed a lease agreement for Edison School, and is planning for expanded programming in the MSUM-MSCTC partnership.

## **PART C: Annual Special-Emphasis Initiatives**

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

- The MSU Moorhead nursing faculty, in collaboration with counterparts at Metropolitan State University, resubmitted a \$620,000 grant proposal to the Department of Health and Human Services titled, “The Minnesota Dual Enrollment Option for Nursing. The grant was approved by that agency during last year’s evaluation round, but not funded because the agency lacked sufficient financial resources.
- The MSU Moorhead Executive Director of University Advancement is assisting with the presentation of a major campus project to a highly-qualified alumnus/alumna couple, accompanied foundation fundraiser to meetings with community business prospects, and wrote several items for use in promotional publications for fundraising campaigns.
- MSU Moorhead submitted federal earmark request for State Universities related to water quality and water ecosystems.
- MSU Moorhead is to receive a federal earmark for water-main project that will serve the north section of campus.

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

- The Gateway program, formerly part of Fergus Falls Community College and now coordinated through the MSCTC Moorhead campus, will continue on the MSU Moorhead campus next year. As in the past, MSCTC will provide the courses, and MSUM will make available student support services, in addition to student support services.
- MSU Moorhead is providing increased access to a number of courses and programs, including full degree programs. Instructional Technology has worked with many faculty at this institution who are becoming increasingly interested in hybrid-delivered and online courses.
- MSU Moorhead’s Teaching and Learning with Technology program was previously mostly hybrid-delivered courses. Within the past year, most of the courses in that certificate program are completely online. Similarly, the Nursing RN to BSN program has evolved from using primarily hybrid delivery techniques to the point where the courses are primarily online.
- MSU Moorhead provides streaming media services, utilizing a Real media server as well as a system called the Tegrity WebLearner. Faculty in the sciences, mathematics, library, and nursing are utilizing this system to produce streaming audio presentations for the web. Students can review a lab procedure, lecture, or tutorial multiple times if they need to by simply accessing the university’s two streaming media servers. Instructional Technology staff provide faculty and student support for the Tegrity WebLearner system, while Instructional Media services on campus assists with video editing produced for the Real media server.
- MSU Moorhead’s Instructional Technology also provides support for the students in the web-enhanced, hybrid, and online courses. We provide instruction for the course management system, a web-based problem form for reporting problems, and a student technology team that offers additional support for the students and faculty.

- MSU Moorhead students can now access their transcripts online.
- MSU Moorhead Continuing Studies wrote and received a MnSCU CTL grant of \$14,075 to create additional distance-delivered, self-paced coursework in the Liberal Studies categories most needed by our off-campus and non-traditional students, specifically those in the Nursing program.

**3. An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [*Fully Integrate the System*]**

- MSU Moorhead Continuing Studies and Customized Training staff meet regularly with other MnSCU institutions in northwestern Minnesota to work on collaborative projects in both the Customized Training and Distance Education areas. Staff members serve on the Customized Training Administrative and Collaborate Teams for this region, as well as on the Fiscal Committee for MnOnline (statewide).
- MSU Moorhead continues involvement in ongoing regionalization talks with BSU, Northland, and MSCTC.

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [*Fully Integrate the System, Access and Opportunity, and Quality Learning Programs*].**

- Nothing to report

**Other Activities in MSU Moorhead's Work Plan**

- MSU Moorhead’s FY 2004 general fund budget plan was adjusted for changes in spring semester enrollment. Monthly budget reports are provided to Cabinet and Administrative Council. Cost centers continue to be closely monitored to ensure expenditures do not exceed authorized budget. Discrepancies are investigated and resolved. FY04 Budget is on track for a balance at year’s end.
- The University's FY 2005 general fund budget planning was presented to Cabinet, University Planning and Budget Committee, and Student Senate.

Minnesota West Community and Technical College Work Plan Report  
January 1, 2004—March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

1. A retention plan has been written including tasks for personnel.
2. Reopened search for Minority Affairs Coordinator after unsuccessful search.
3. Summer Kids College funded by Bremer grant is in final planning stages for summer of 2004.

Please reference previous reports for more detail.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Statistical research completed by the registrar has revealed trends in programs and time frames in attrition. This data is the basis for decisions made in the implementation of our retention plan.
2. Preschool field trips to the college have been initiated, the first being hosted on March 16. Faculty introduced preschoolers to basic concepts of their discipline.
3. Open house/fair is being planned at Swift and Company by a joint group of Minnesota West and Swift employees.
4. Recognition of outreach Nursing Program at IT Committee of the Board of Trustees.

**B. Improved Federal relations [Access and Opportunity];**

Minnesota West is working with the office of U.S. Representative Peterson to include funds in the Federal FY05 energy budget to start a renewable energy training and information center in Granite Falls.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Letters have been submitted to Rep. Peterson's staff. The project has expanded to be a collaborative effort between Minnesota State University - Mankato and Minnesota West.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

1. Develop multiple school district career fairs.
2. Develop programs that involve pre-school through 8th grade on the college campuses.
3. Develop on-line courses and programs for small school districts.
4. Develop middle college programs.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Joint career fair with eight school districts involving over eight hundred rural Minnesota high school

juniors. This involved professionals, skilled workers, faculty and counselors (Over fifty volunteers) from our I-90 counties presenting to the students in workshops. 2. Kids College and Preschool program in progress. 3. Planning sessions to form an Advisory Board have begun to explore a middle college concept for an Industrial Lab Technician program.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Continued work in Worthington to implement the Blandin Community Economic Advantage grant.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. First Advisory Board meeting to organize the Animal Based Bioscience Training and Information Center has occurred. 2. Curriculum development for an Industrial Lab Technician Program is underway.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Continuation of previously state projects.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. AGCO and Newport Labs MJSP grant is underway.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

1. Cliff Vrieze received a National Award for Agriculture Educator of the Year.  
2. Arranged within half an hour an Interactive TV conference between Pipestone citizens (150 individuals) and Senator Coleman when weather made his flight into Pipestone impossible. See article in Pipestone Star.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

See previous quarterly reports.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Renewable energy collaboration with MSU-Mankato 2. Articulation between Minn. West, Metro State and Schwan's students in process. 3. Articulation between Minn. West nursing and Moorhead State for a major on-line ladder degree in nursing in process.

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

Minnesota West Community and Technical College has had a successful first three quarters. Our foundation efforts are on target. Our enrollment efforts have been successful. Our on-line efforts have been successful. We received two IT awards and one of our faculty/instructional designers presented to the IT Committee of the Board of Trustees at the March board meeting.

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Previous quarterly reports on track

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. We have been very successful in increasing the pledges for the two foundations by over the 20% goal. One matching pledge for \$50,000 and a second annual \$20,000 pledge for fifteen years has greatly advanced our ability to assist students. 2. Our two foundations for the first time now share a Foundation Director and are now in the process of merger.

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Continuation of previous quarterly reports.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Change of accreditation status to include distant delivery for AA, AS, AAS and diplomas is scheduled for approval at the April 19 Higher Learning Commission meeting.

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Minnesota West is establishing as one of its goals for FY05 the development of a leadership program for staff, faculty and administration.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Presentations to faculty and staff for shared use of professional development funds allocated through union contracts in progress to match an allocation of \$10,000 of operating funds in FY05. 2. Research has begun on a leadership program path.

# **Normandale Community College Work Plan Report January 1, 2004 — March 31, 2004**

## **Access And Opportunity**

On November 13, the college sponsored its second annual CultureFest, an all-day series of events celebrating the diversity of Normandale students. Vendors sold international folk arts and crafts. Several performers from different ethnic and musical traditions played throughout the day. This included “an Evening of Drums” consisting of the Japanese Taiko drummers, Native American and African American drum troops.

Normandale received full support by the MnSCU Office of Civil Rights as part of the regular review associated with Perkins grant Funding.

## **Quality Learning Programs**

Establishment of several associate degrees with emphasis, including multicultural studies, women’s studies and in several language majors.

Achieved accreditation for the music department by the National Association of Schools in Music. This is the first time a community college program in Minnesota has received such recognition of excellence.

A new degree program in Fine Arts was implemented. The two-year associate degree in Fine Arts was approved by MNSCU in Spring 2004. This new degree program will enroll students starting Fall 2004. The college will sign an articulation agreement with Minnesota State University Mankato on transfer credits so students can go on to complete a four-year degree.

Normandale facilities unit received a MNSCU award in 2004 for outstanding facilities leadership on a college campus.

A National Science Foundation planning grant of \$75,000 was approved to the college to establish a Math-Science Educational Training Center office. The goal of the project is to increase the number of future K-8 teachers at Normandale who choose a math or science specialty; to improve the science, math and technology preparation of those future teachers and to attract talented students into the teaching field.

A new partnership has been established between Normandale, Anoka Ramsey, Inver Hills Community College to offer biotechnology programs. Three different tracks will be offered: Biomedical Technology Associate in Science degree, a Biomedical Technical Certificate and a Clinical Research Professional Certificate.

2003-04 recipients of the National Institute of the Study of Organizational Development awards for outstanding teaching were awarded to Dr. John Olson, Philosophy, Angela Arens, Physical Education and Craig Miller, Business Management and Accounting.

## **Community Development And Economic Vitality**

Normandale Community College received a gift of \$100,000 from the Kopp Family Foundation for its major gift campaign. The Donaldson Company also provided a gift of \$100,000 to support the compelling needs established through the “Creating Futures...Changing Lives” campaign for Normandale Community College.

Lee and Barbara Kopp will receive Normandale's Community Connection Award at the annual Foundation gala, Springtime on the South of France on April 24, 2004. This award honors Lee and Barbara Kopp for helping to make a difference in the lives of students through their continuing scholarship support. Their community leadership and commitment has connected communities together through the lives they have touched.

The College Advancement office has provided leadership for helping the college secure more than \$1.2 million in external grant funding for FY'04.

Normandale students and staff joined together with Aramark Food Service to create "Sandwiches for Simpson" – for the nonprofit organization, Simpson Housing. Once a month, Aramark donates food products and campus volunteers to prepare about 300 sandwiches for homeless individuals.

### **Fully Integrate The System**

The Normandale Institutional Effectiveness Committee completed its first cycle of unified planning. This included awarding more than \$50,000 to faculty and staff for improvement grants designed to address areas of need. This is partially supported by funds from the Normandale Community College Foundation.

North Hennepin Community College Work Plan Report  
January 1, 2004 – March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Data is being evaluated in all of the Math and Science courses to determine patterns and identify points of retention. Nursing will be changing the program pre-requisites to increase student retention.

Department specific orientation checklist has been drafted and is being piloted in the Science department for Spring 2004.

Supplemental Instruction will be added to Math 0901 Introduction to Algebra for Fall 2004. This is a joint effort with SSS to increase retention in Math 0901 and to assist in Math success.

A Student Ambassador program has been established that supports the recruitment of underrepresented students.

A Recruitment Video has been created that reflects our diverse student population in support of recruiting underrepresented students.

Recruitment has been done at 11 area high schools which have significant populations of underrepresented students. North Hennepin Community College has had representation at 9 educational fairs for businesses in the Twin Cities area.

Placement for success completed for English. ESL is in progress, probably to be implemented Spring 2005.

An internal tuition payment plan was piloted beginning Spring 2004 semester. 420 students took advantage of the plan during the first semester it was offered.

The Center for Training & Development (CTD) delivered Customized Diversity Training to the Honeywell Asian Network, Big Brothers Big Sisters of the Greater Twin Cities, and Courage Center.

Diversity Council sponsored events, (Winona LaDuke Reading, Open Mic in Honor of Dr. Martin Luther King, Jr. Day, Taiyon Coleman Reading, and NHCC Multicultural Days) were well attended.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

The President participated in a meeting with Congresswoman McCollum discussing re-authorization of the federal higher education bill and related issues.

Perkins grant for researching the needs of a Bioscience certificate was obtained. Work is underway Spring 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

The Dean of Math, Science, and Health Careers offered additional health instruction to 8th graders at Edgewood Middle School.

The NHCC College for Kids' January theater production drew over 100 children for a week long theatre experience.

The President served as a judge for Oxbow Creek Elementary's annual "Arts and Academic Expo" and conducted two precinct caucus training workshops for the Az-Zahra Madressah and Academy.

A substantial program of Arts/Humanities events utilizing both college and external talent have been made available to the community as well as the college, several being offered in the new Center for Liberal Arts as part of its grand opening events.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

The Center for Training & Development (CTD) hosted National Economic Development Council week-long training for the five-state area in March, 2004.

Obtained \$403,000 four year grant from the Department of Administration to provide web-enhanced education for the Building Inspection Technology Program.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

The MLT Self Study is underway as part of their re-accreditation process. The NICT program has obtained application materials to begin the initial accreditation process.

The Center for Training & Development (CTD) provided customized training to the Minnesota Rural Electric Association, Three Rivers Park District, Michael Foods, Minnesota Social Service Association, and Radisson Seven Seas/Carlson Companies, among others.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

The new NHCC Facilities Master Plan was presented to the Office of the Chancellor. The Plan documents the growth in the NHCC area and the need for additional classrooms. Presidential visits with thirteen legislators were completed in support of system legislative requests.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

The opening of the new Center for Liberal Arts was celebrated in January 2004 with many legislators and community members in attendance. This major remodel enables over \$1MM of deferred maintenance to be taken off the facilities records.

College Communications received four Paragon Awards at national marketing meeting for two year colleges.

In collaboration with Hennepin Technical College, the college hosted a meeting for Chancellor McCormick with area business leaders.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

The president continues to support steps to implement the new Allocation Framework as a member of the Leadership Council’s Committee on Finance and Facilities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

One Articulation Agreement has been completed with St. Cloud State University for the AS in Chemistry degree. Physical Education and Health Articulation Agreements are close to completion with St. Cloud State University. Math is beginning talks with St. Cloud State University.

A new/revised agreement for Business Management has been executed with Metropolitan State. New articulation agreements with Metropolitan State are in place for Business Computer Systems and Management and Marketing. A new articulation agreement with St. Scholastica in Accounting is signed. All such agreements have been updated on the MnTransfer website.

North Hennepin Community College, Metropolitan State, and Anoka Ramsey are collaborating to create a post baccalaureate degree in nursing through a Perkins grant proposal.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

The Center for Training & Development (CTD) spearheaded an initiative to provide the Customized Training/Continuing Education divisions of the MnSCU Metro Area Schools with a validated measurement form for their clients and customers that addresses all the various levels of Kirkpatrick evaluation, including the level of satisfaction (level 1) to forecasting the business value (level 4).

The NHCC Chief Financial Officer chairs the Metro Region (Alliance) purchasing group, which recommends and implements coordinated purchasing—related efforts among the metro institutions.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

The college continues to make progress on its work plan goals for the year. During this quarter considerable attention has been focused on steps to increase student success and retention while continuing outreach into the community and underserved population groups.

## Part C. Annual Special-emphasis Initiatives

- 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Publication of Winter Alumni News and a successful March Networking event continue to strengthen college ties to its alumni. Alumni contributions to the annual fund more than doubled over the previous year.

The Foundation's Annual Fund Campaign reached its goal.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

New nursing database purchased by library and training provided resulted in a rapid jump in utilization from 7 searches in October, 2003 to 1,576 searches in February 2004.

All of the information on the college webpage was updated so that it is accurate for student use.

Three additional classrooms are being equipped with "smart" technology and a Classroom Performance System (CPS) for immediate student feedback was acquired for the CLA Building.

During spring semester 24 online classes, 24 web enhanced classes, and 69 web supplemented classes are being offered.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Northeast Higher Education District Work Plan Report  
January 1, 2004 – March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Representatives from the colleges of the Northeast Higher Education District in addition to participants from Virginia Public Schools, Virginia Police Department, and the Arrowhead University Consortium participated in a two-day Minnesota State Colleges and Universities diversity training: Understanding the Dialog - in Search of Cohesiveness hosted by Mesabi Range Community and Technical College resulting in community strategies for the retention of students, faculty and staff of color.

The partnership between Hibbing Community College and the Family Investment Center was selected as one of six finalists for the Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration. The partnership consistently collaborates with the community, and strives to improve the local climate for diverse community members through trainings and workshops, identifying resources, and support groups.

Under the direction of Dan Lidholm, Hibbing Community College began a new Culinary Arts Assistant program that started January, 2004, offering educational opportunities in the culinary field to students with developmental disabilities. Four students have now enrolled in the program. In addition, Mr. Lidholm received the “Access to Employment” employer of the Year Award, which recognizes his efforts and achievements in creating an inviting and supportive workplace.

Hibbing Community College sponsored a Community Potluck Dinner on Martin Luther King’s Birthday that brought more than 200 people together for food, Caribbean music, step dancers, and local artists, creating an evening of fellowship and diversity.

Itasca Community College provided two ITV classes to schools in Cass Lake and Remer on American Indian studies.

Native American dancers from the Bois Forte Reservation presented a cultural awareness and Indian dance performance at the Mesabi Range College Foundation annual fundraising event.

Mesabi Range’s Black Awareness Club and Student Support Services sponsored a full schedule of events during February, national Black History Month.

The Mixed Blood Theatre from Minneapolis presented Jackie Robinson to students, staff, and faculty from Mesabi Range and Vermilion Community College.

In cooperation with Range Women’s Advocates and the National V-Day organization, Mesabi Range Community and Technical College held three benefit performances of the Vagina Monologues. The performances raise money and awareness to stop violence against women and girls.

Rainy River Community College held a “Fat Tuesday” luncheon for its students to celebrate Mardi Gras. The luncheon was hosted by minority students and was sponsored through Minority Student Services. The students prepared a fabulous feast of “soul food” including pigs feet, sausage, Cajun rice, fried chicken, and fried fish (among other items). Both RRCC students and community members attended the feast.

In February, Rainy River Community College held a Mixed Blood Theater production of I have a Dream celebrating Martin Luther King’s achievements.

Vermilion Community College, through its Student Support Services program, delivered the “Mix it Up” series which demonstrated cross cultural communications experience for students and staff.

The Vermilion Community College Provost conducted focused group student interviews in March on diversity issues to assess needs for future strategies.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

The Itasca Community College Provost participated as the only higher education representation in a conference on New Approaches to Rural Policy in the state of Virginia where he met with federal representatives, including Alan Greenspan as well as world wide participants in help to determine international policies to improve rural regions through the Rural Policy Research Institute.

Rainy River Community College is advocating with the federal government for a Northern Border Homeland Security Training Center. Congressman Oberstar has met with College officials to demonstrate his support of this initiative. Senator Dayton and Senator Coleman have also demonstrated their support of this initiative. A delegation from International Falls recently met with federal officials in Washington to push for the training center.

The Northeast Higher Education District has provided follow-up data to Representative Oberstar’s office for a Real Time Closed Captioning Program Request in partnership with Anoka Technical College.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Hibbing Community College hosted Region 7A High School Speech competition on March 26 and 27, with more than 300 students participating.

Itasca Community College has partnered with Grand Rapids Area Chamber of Commerce and the local K-12 school districts to complete a county-wide survey on workforce needs.

Students from 12 high schools participated in a Lego Engineering Competition sponsored by the Engineering Program at Itasca Community College in January.

Mesabi Range Community and Technical College's Continuing Education department hosted an early childhood conference for thirty area educators. Conference topics included: cultural diversity, literacy, math & science and Ojibwe art and culture.

On March 3rd the Mesabi Range Continuing Education Director met with the Arrowhead Head Start program which provides comprehensive services to over 370 families in northeastern Minnesota to discuss partnering and applying for grant monies to promote credit based professional development opportunities for their staff and families.

Mesabi Range Community and Technical College partnered with the Eveleth Gilbert High School to provide an opportunity to high school students (10th, 11th & 12th grade) to take welding courses at Mesabi Range's Eveleth Campus for high school credits.

The Center for Teaching and Learning approved Learning That Lasts funding for Mesabi Range Theatre Internship Project to implement a college and community partnership to support theatre and the arts.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Itasca Community College is a partner with the Minnesota Early Childhood Initiative and the Northland Foundation in establishing benchmarks for early childhood education in Itasca County by surveying 62 individuals from a diverse spectrum of citizens.

Mesabi Range's Continuing Education and Concurrent Enrollment Director have shared best practices and opportunities for cooperation, coordination and collaboration with Vermilion Community College and the University of Minnesota-Duluth Continuing Education departments and College for High Schools programs.

Minnesota State Colleges and Universities approved a new Associate in Applied Science Educational Assistant program at Mesabi Range Community and Technical College. The 60-credit degree program addresses the need of local school districts to meet The No Child Left Behind requirements.

Rainy River Community College now has four articulation options for students in teacher education after completing their Associate in Arts:

1. Rainy River Community College has an Associate in Science, articulated with Bemidji State University that prepares students with a broad base of knowledge in the various science disciplines necessary to teach science. Students can transfer seamlessly to the Department of Education at Bemidji State University to finish a Bachelor of Science degree in science which includes licensure to teach all sciences in grades 5 through 8.

2. Rainy River Community College has an Associate in Science in Mathematics, articulated with Bemidji State University, which can be used to prepare for a career as a mathematician or as a secondary mathematics teacher. The program has an optional education focus and transfers seamlessly to the Mathematics program at Bemidji State University.

3. Rainy River Community College's two year Associate in Arts will transfer to the four-year Bachelor of Arts in Education at Fond du Lac Tribal and Community College.

4. After completing their Associate in Arts at Rainy River Community College, students can continue through Bemidji State University's DLiTE program to complete an education degree.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Hibbing Community College hosted the Department of Employment and Economic Development luncheon on March 26.

Ken Simberg of Hibbing Community College presented the TechNorth Prep Center concept to the Hibbing Economic Development Association.

Knowledge River has established the first TechNorth Prep Center in Grand Rapids as a part of the District's True North initiative. This company develops online educational programs for teachers, corporations, and individuals.

Itasca Community College has received approval from the Office of the Chancellor to begin an E-Learning technician program starting in Fall 04, in support of Knowledge River.

The Northeast Higher Education District and its member colleges were selected and invited to be one of 13 institutions nationwide to become members of the Post-Secondary International network. President Sertich presented a True North white paper at its annual conference in Canberra, Australia.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

The Hibbing Community College nursing program increased the class sizes and extended learning sites to Bigfork, Ely and Cook through a federal H1-B grant. A recently received Department of Health and Human Services federal grant will further support the effort to provide nursing training to other rural Minnesota sites by offering the second year of the nursing program online. As a result of these grants, nursing classes at Hibbing Community College have been increased from 120 to 180 students and three additional learning sites have been established, in addition to the creation of an online option to accommodate a previously underserved area of the state.

The Hibbing Community College Law Enforcement program has added five additional counties to training its service area. Hibbing Community College's Law Enforcement The program trains over 700 current law enforcement officers in Northeastern Minnesota.

The Quad City TechNorth Prep Center held its grand opening in January with the support of Mesabi Range Community and Technical College to address community, business and workforce needs.

Vermilion Community College's partnership with Hibbing and Mesabi Range continues for RN and LPN programs. To date, 51 students have participated in the multi-campus initiative.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Student Senate representatives from member colleges of the Northeast Minnesota Higher Education District participated in the Advocacy Days in St. Paul at the Capitol.

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Itasca Community College's Provost participated in a community panel with Senator Coleman. He informed the Senator on the activities of the college and requested the Senator's support for an increase in the Pell grant and the approval of a Rapid Response grant proposal submitted to the Federal Economic Development Administration 15 months ago.

Mesabi Range Community and Technical College presented to the Eveleth Lions Club the economic impact of Mesabi Range Community and Technical College on the local economy.

The Northeast Higher Education District participated in a pilot survey to identify Centers of Distinction for the Advancement Committee of the Leadership Council.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

n/a

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Hibbing Community College and Bemidji State University have entered into articulation agreements in the Multimedia Specialist program and in the Associate in Applied Science in Biology degree.

The Office of the Chancellor has approved Itasca Community College's Associate in Science in Geographic Information Systems which will support transfer of students to Bemidji State University.

Itasca Community College has signed an articulation agreement with the University of North Dakota for its Associate in Science in Applied Psychology program.

Mesabi Range Community and Technical College and Bemidji State University are at the signature stage of a Graphic Arts articulation agreement.

Vermilion Community College has adopted policy language to clarify transfer evaluation processes for students.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Hibbing Community College joined the Northeast Higher Education District on January 2, 2004, under the leadership of Dr. Joe Sertich and Ken Simberg.

Through the Concurrent Admissions Program (Con AP), Hibbing Community College offers courses to soldiers serving in Iraq, Bosnia, Kosovo, and other countries in Europe. One hundred and ninety-six student/soldiers have enrolled in the Hibbing Community College Concurrent Admissions Program.

Hibbing Community College's Electrical Maintenance Program hosted 54 instructors at the Minnesota State Electrical Maintenance Instructors Conference on the campus on March 3 and 4.

Mesabi Range Community and Technical College presented to the Laurentian Arts Council on how to do advocacy work with legislators and school districts to promote learning environments that includes the arts.

Rainy River Community College partnered with Northwest Technical College in Bemidji to replicate their Massage Therapist Program in International Falls.

Vermilion is partnering with other Northeast Higher Education District institutions to deliver courses in physics, chemistry, and computer science, and programs in the RN and LPN nursing. Plans are in the works to expand 2+2 programs from Arrowhead University in applied psychology and criminal justice.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

The colleges of the Northeast Higher Education District have:

Increased efforts to ensure welcoming climate and higher rate of recruitment for underrepresented students

Improved federal relations with conversations with our representatives and pursuing Congressional earmarks for new programming

Improved services to students from pre-school through college

Participated in Economic development activities

Become responsiveness to workforce shortage

Engaged in more local and regional collaboration

## Part C. Annual Special-emphasis Initiatives

### 1. **An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

The Paulucci Space Theatre received a \$25,000 donation from Jenö and Lois Paulucci and the Space Theatre received a \$30,000 automations system upgrade.

The Itasca Community College Foundation received \$350,000 for an unrestricted endowment to support the needs of the college from the estate of Waino and Marie Karjala.

Itasca Community College has received over \$50,000 worth of software from Intergraph to support its development and expansion of the Geographic Information Systems Program.

The True North Initiative has received a \$26,000 grant from the Blandin/McKnight Foundation to promote an economic development project through the Foundation's Rural Economic Development Program.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### 2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

The Higher Learning Commission granted full accreditation to Hibbing Community College's online distance delivery of courses, programs and degrees. Online course enrollment is now more than 960 students.

At Itasca Community College an online general chemistry class has been developed and is being piloted during spring semester.

Itasca Community College is piloting two Desire-to-Learn courses during Spring Semester 2004.

Mesabi Range Community and Technical College is continuing to develop an online Associate of Arts degree.

One of Vermilion Community College's faculty, Lori Schmidt, was recognized by AACCC/Microsoft for her work in technology applications in the instructional arena

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Northland Community and Technical College Work Plan Report  
January 1, 2004—March 31, 2004

Part A. Ongoing Initiatives

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

NCTC-TRF held a successful Career Exploration Day in January, attracting 130 high school students from surrounding secondary schools. Students participated in activities in Accounting, Administrative Support, Auto Body, Automotive Service, Architectural Drafting and Design, Aviation Maintenance, Broadcasting, Criminal Justice, Computer Electronics, Cosmetology, Marketing, Nursing and Welding programs.

Both NCTC campuses celebrated and recognized Black History Month with a variety of activities and events throughout the month. The Mixed Blood Theater provided two performances entitled “Daughters of Africa” in February. Performances were presented for students, employees and the general public.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

NCTC provides events and activities that draw high school students to the campuses to explore our programs and facilities. Black History Month activities help to retain students of color by their active involvement in these special events.

**B. Improved Federal relations [Access and Opportunity];**

NCTC’s Center for Outreach and Innovation (COI) continues to provide leadership for a Federal Mine Safety and Health Grant, with Hibbing and South Central TC, in the delivery of federally mandated training.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

NCTC has been asked to partner in a Society of Manufacturing grant written by Alexandria Technical College that will expand their capacity and outreach for the Center for Automation and Motion Control. As a partner in this project, NCTC will work with Lincoln High School in Thief River Falls to give high school students experiences relative to automation and motion control. This grant project was reviewed by a visiting panel from SME on March 18th in Alexandria. An NCTC COI representative attended to show local support for this project. The proposed Alex Tech project works perfectly in conjunction with NCTC’s work on a Manufacturing Process Technology degree that is being developed with business and industry for the TRF campus.

NCTC-TRF hosted the annual Section 8 High School Boys and Girls Basketball Tournaments, bringing in thousands of people from the surrounding area.

NCTC-TRF provides facilities for three large events during spring break every year which involve the surrounding P-12 schools. Sponsored by the Northwest Service Co-op, a Regional Knowledge Bowl Competition was held in March, with approximately 125 high school students from the region participating. On March 18, NCTC-TRF served as a host site for an annual Young Author's Conference. This event draws approximately 500 elementary-aged children to our campus. These events utilize nearly every classroom on the main campus. NCTC-TRF also hosts a Regional Spelling Bee Competition held annually on the first Saturday in March. This event is attended by approximately 100 students and parents from the region.

Whenever space allows, we welcome area schools to utilize our facilities for events such as these. We believe that exposure to the college by these elementary and high school aged students and their parents is a great marketing tool.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

NCTC is partnering with Lincoln High School and Alexandria Technical College in an Automation and Motion Control project. NCTC hosted events on campus this quarter which attracted approx. 3,000 visitors of all ages.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

NCTC's Center for Outreach and Innovation continues to work with manufacturing companies in NW Minnesota to design a new on-campus program in Manufacturing Process Technology with articulation to a new BAS degree at Bemidji State University. (Arctic Cat, Machinewell, Digi-Key, & Polaris). The AASC has reviewed and applauded the initial work done on this program, and have given approval to continue work.

A grant signing ceremony was held at Dee Incorporated in Crookston to kick off a \$300,000 Minnesota Job Skills Partnership grant between Dee Inc. and NCTC's COI.

The Otto Bremer Foundation has awarded a \$90,000 grant (\$30,000 over the next three years) to fund a diversity project that will develop a certificate program for NCTC and will provide training for two rural hospitals in Northwestern Minnesota.

NCTC's COI has become actively involved in a Lean Healthcare initiative with local manufacturers such as Marvin Windows, Arctic Cat, Polaris, and Digi-Key. These businesses are working with NCTC to develop plans to implement lean thinking into local healthcare facilities to create win-win situations for the businesses and healthcare facilities.

NCTC-TRF was host site for a welding skills contest sponsored by the American Welding Society on March 4. The “Behind the Mask” contest attracted 64 students from four colleges and three high schools. Participants came from high schools in Warroad, MN, and Mandan and Grafton, ND. Colleges participating were Alexandria Technical College, North Dakota State College of Science in Wahpeton, ND. Welding industry representatives also participated and competed in the contest. The event was planned and coordinated by NCTC’s welding faculty and a regional AWS representative from Dow Welding Supply.

NCTC-EGF is working closely with a newly-formed Community Advisory Committee. The committee was established to connect the campus to the community. Membership of the committee includes key community leaders as well as employee and student representatives. Their mission is to serve as active ambassadors and advocates to constituents from all areas and to provide an external perspective as involved partners in advancing the college and the communities it benefits. The committee provided input on vision and mission statements and performed a SWOT analysis (with an external perspective) to complement the previously done internal SWOT analysis.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

NCTC is working with several manufacturing companies in the region in the development of a new BAS degree in Manufacturing Process Technology. NCTC received a \$300,000 MJSP grant, and a \$90,000 Otto Bremer Foundation grant to develop new certificate programs.

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

NCTC initiated a partnership with Prometric Testing to compliment our current partnership with ACT for on-line training and high-stakes testing. This partnership will allow the Testing Center at NCTC to provide APICS testing (a series of professional certification tests that have been requested by local industry for several years). Prometric is also in the process of awaiting notification of an award to handle the Minnesota boards which will allow Northland to also be a strategic location for these testing services for current students and the incumbent workforce.

NCTC’s COI is currently working with regional employers in the design of the Manufacturing Process Technician degree with local business and industry. COI continues to develop a Health Care continuing education series for area nurses, and developing and hosting a new training initiative for EMS workers in East Grand Forks. COI is actively training Northwest Minnesota counties in Domestic Preparedness.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

NCTC is expanding their on-line training and testing center with the addition of Prometric Testing.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

NCTC received tentative approval of a \$9,800 service learning grant from MnSCU's Center for Teaching and Learning, entitled, "NCTC-Moving toward Quality Education through Service Learning." The grant will assist NCTC in the development of a college-wide service learning program. This program will enhance the image and awareness of the college within the communities it serves, by being involved in various community and service organizations and projects.

The Music Department provided two nights of concert performances in March. The theme of the concert was "Blues, Rhythm & Blues, and Soul Review". Performances such as these attract several hundred citizens from Thief River Falls and the surrounding area. NCTC has a reputation of providing quality theater and fine arts entertainment, adding to the quality of life to citizens in our communities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Tentative approval of CTL grant for \$9,800. Musical performances attracted visitors to the campus and enhances the image of the college as a vital part of the community.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

NCTC is working to better integrate its various component programs (Para medicine, Fire Technology, Criminal Justice), both on and off campus, building toward an Emergency Preparedness (Emergency Management) degree and Center of Excellence.

NCTC has renewed with Northwest Technical College – Bemidji their consortium sponsorship of the Clinical Laboratory Technology / Medical Laboratory Technology Program. In this collaborative effort all courses are jointly delivered via interactive television by the two faculty members, one at each college.

The development of regionally aligned curricula and regionally distributed delivery of student services is nearing completion for distance education (online programs and courses) in the northwestern part of the state. This regional system will be part of MnOnline and also will be complemented by the services to be provided through the new centrally hosted Desire2Learn instructional management system.

A college-wide Desire2Learn faculty training plan has been put in place which shares resources between the campuses while allowing flexibility in meeting the training needs of the two campuses, namely, in leveraging the EGF faculty expertise in online education for the EGF training and taking advantage of training personnel from the former Northwest Technical College for the TRF training.

Various programs at the two campuses have been aligned (Welding, Automotive Service, Medical Secretary, Computer and Networking). Others have been aligned, as well, without losing the existing regional alignment of one of the campus's programs.

The Practical Nursing Program must be held up as an exemplar of the Chancellor's regional alignment initiative. All of the programs at the campuses of Minnesota State Community and Technical College, Northland Community and Technical College, and Northwest Technical College – Bemidji have worked together to produce a uniform curriculum for the entire northwestern Minnesota region, including the online version of the program. Accounting is another example of maintaining program articulation with regional partners while bringing the EGF and TRF curricula into agreement.

Alignment of all common liberal arts courses between the two NCTC campuses is nearing completion. Policies are also being merged and aligned.

This spring, the NCTC-EGF Technology Committee administered surveys separately to faculty and students to ascertain technology usage and needs on their laptop campus. Subsequently, S.W.O.T. analyses of the campus technology situation were performed by the four subcommittees (Faculty and Staff Development, Infrastructure, Technology Needs and Allocation, and Technology and Instruction). In addition, the committee performed a comprehensive review of the current state of technology at the campus. A comprehensive campus technology plan is now being written to guide the campus for the future.

An extensive set of associate to baccalaureate degree articulations in the allied-health, marketing, and fitness areas has been executed with the University of Minnesota –Crookston. These agreements will greatly strengthen educational options for our students. Other agreements are near completion with Minnesota State University –Moorhead.

NCTC initiated a new Assessment Committee. The committee will develop and implement a general framework for assessment of activities at the college. The purview of the committee is the entire college, including areas that are not specifically or directly academic, such as student services and maintenance. But the major focus of the committee's work will center on academic matters, specifically, teaching and learning. The framework will guide specification of each unit's outcomes and the associated detailed measurable objectives, along with collection and analysis of data in support of these objectives, resulting in adjustments in the unit's practices. The committee has also agreed that all NCTC graduates should possess certain "core competencies," which will be enumerated and defined by the faculty.

With the reorganization of Northwest Technical College, MSCTC-Moorhead and NCTC-EGF have recently agreed to collaborate to pursue a consortium sponsorship of an online Health Information Technology Program for which accreditation from the national HIT organization will be sought.

NCTC-EGF is currently working on plans to reconfigure some classroom space to accommodate significantly increased enrollment and the start of new programs.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Alignment of Distance education programs is on schedule. Training for faculty on Desire2Learn is scheduled to begin in April. Common NCTC courses are being aligned. Practical Nursing programs in N.W. Minnesota are working a uniform curriculum. Articulation agreements have been developed in the allied health, marketing and fitness areas.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

NCTC COI continues to work with Bemidji State University, MSCTC and NTC-Bemidji in the creation of a new delivery model for business relations in our region; focusing on collaboration vs. competition.

NCTC will conduct faculty training sessions on Desire2Learn in April. Desire2Learn will be partially implemented during the 2004 summer session and exclusively next fall for on-line courses. An NCTC-EGF faculty member is providing on-line training for college faculty who need instruction on teaching on-line courses. This training began on March 22.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
Faculty are being trained on Desire2Learn and other on-line teaching methods.

## Part B. Ongoing Initiatives – Summary

### **A. 25-50 word summary on the overall status of ongoing initiatives**

All employees from both NCTC campuses participated in a two-day planning session in January. Through a broad based participative process, we have identified ten broad strategies. Each strategy will have a team of employees who will be developing goals for the strategies. Our long-range plan also includes the four strategic directions contained in the Chancellor's Annual Work Plan. Our plan will be completed before the end of the academic year.

## Part C. Annual Special-emphasis Initiatives

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

The NCTC Foundation awarded over \$50,000 in scholarships at a ceremony in March. The ceremony was attended by approximately 125 students, parents, and contributors. The total number of scholarships awarded for this academic year is over \$70,000, the highest ever in the Foundation's history. The Foundation continues to be aggressive in a variety of fundraising projects.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
The total number of scholarships awarded by the NCTC Foundation for this academic year reached an all-time record of over \$70,000.

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

NCTC secured a consultant to conduct a market study and needs assessment for our new college. Survey results will be analyzed and serve as a basis for recommendations on our college marketing plan.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

A market analysis and needs assessment will provide valuable statistical data and analysis to guide us in the development of a college-wide marketing plan.

**3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

NCTC administration will review the organizational structure after we have developed our FY05 budget.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Progress on our organizational structure has moved at a slower pace than expected. Budget restraints have and will continue to hinder the development of new positions that are needed for the new organization. This may result in further reorganization of various services within the college.

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

NCTC faculty continue to participate in professional development opportunities appropriate to their field of study. Next year two liberal arts faculty will be on sabbatical leave.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Pine Technical College Work Plan  
January 1, 2004 – March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Pine Tech Student Services initiated a series of 'brown bag' sessions for students, where attendees could discuss and learn from professional counselors about how to deal with common issues.

PTC hired for FY04 two instructors of African-American descent, thereby improving its faculty ratio and providing a more welcoming faculty for students of color.

Pine Tech also was successful in applying for grant funding from MnSCU to hire additional staff in developmental education. The project will create learning communities, which will also improve the campus climate and student retention.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

2 additional instructors of color hired

**B. Improved Federal relations [Access and Opportunity];**

PTC submitted through the offices of both Congressman Oberstar and Senator Dayton an earmark into the appropriations bill for the Department of Defense. The earmark would fund Pine Tech's Johnson Center for Virtual Reality to work with military trainers to develop PC-based virtual reality simulations for training purposes.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Pine Tech initiated a dialogue with Cambridge-Isanti High School aimed at joint development of a collaborative educational program in manufacturing for that community.

PTC enrolled over 200 high schools students in the Spring term of 2004 over its interactive television system, in courses taught by PTC instructors at high schools or in courses on the Pine Tech campus through PSEO arrangements.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

205 high school students enrolled

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

not applicable

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

PTC activated the Pine City fiber optic network in winter 2003, providing broadband connectivity to the public sector. PTC and the City of Pine City collaborated successfully to acquire a grant from the Minnesota Department of Employment and Economic Development to extend the fiber to the city's industrial park. This will stimulate economic development by making affordable broadband available to private sector businesses.

PTC also, through its Northern Technology Initiative, sponsored visits by technology companies to area communities to examine the possibilities of locating new plants in those towns.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

\$100,000 grant acquired for fiber backbone extension five visits by technology companies to East Central Minnesota communities

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

PTC completed an agreement with North Hennepin Community College for additional LPN-to-RN mobility opportunities for PTC nursing students.

PTC began a project with Cambridge-Isanti High School to expand manufacturing education in the region (see above).

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

177 nursing students now enrolled (up from 75 in 1998).

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

President Musgrove met with all members of the East Central Minnesota legislative delegation to discuss the MnSCU Capital Bonding request. Second visits are now underway.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Presentations made to the commissioner and officers of the Minnesota Department of Employment and Economic Development, the Mille Lacs Band business development conference, and the East Central Minnesota Workforce Partnership.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

not applicable

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

PTC has developed and submitted to MnSCU additional general education courses under the Minnesota Transfer Curriculum.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Pine Tech and Vermillion collaborated to submit to the legislature as part of the bonding bill a request for funds to transfer the PTC taxidermy program to VCC.

President Musgrove began work with his task force on business practice alignment systemwide.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

5 variances eliminated 20 others under further analysis with recommendations due

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

The college has made significant progress in economic development through its telecommunications initiative and in addressing critical workforce needs through the expansion of its nursing program and options within that.

## Part C. Annual Special-emphasis Initiatives

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

PTC has coordinated with the Office of the Chancellor to submit an earmark in the Defense Appropriations bill. Pine Tech has also submitted an application for a planning grant to the U.S. Department of Education and is exploring a joint submission with the University of Minnesota Digital Technology Center to the National Science Foundation.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1 earmark submitted 1 grant application submitted

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

PTC continues to expand its role in interactive television courses offered to high school students.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

205 high school students enrolled

### **C. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

PTC has continued its relationship with Anoka Tech to share an HR professional.

PTC is participating with the Northeast colleges to hire an officer to handle affirmative action planning, investigations and diversity planning.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **D. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

not applicable

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## **Ridgewater College Work Plan Report January 1, 2004 — March 31, 2004**

### **Part A. Ongoing Initiatives**

#### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

In an effort to improve recruitment and retention of faculty and staff of color, President Allen contacted Dolores Fridge, Vice Chancellor of Equal Opportunity who suggested several strategies for current position postings. Ms. Fridge requested position descriptions and a short promotional piece that she circulated to her national contacts as a way to get the word out. President Allen also solicited names from a search consultant who recommended several people. Finally, President Allen met with the Chairs of all search committees to stress his desire for the committees to interview and forward candidates from a diverse pool.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

#### **B. Improved Federal relations [Access and Opportunity];**

President Allen communicated with Senator Collin Peterson urging him to oppose the single definition approach being considered as a part of the Higher Education Act reauthorization bill.

President Allen attended two legislative breakfasts (2/28 and 3/27) with area legislators to discuss issues and offer input from the perspective of the college and MnSCU.

President Allen met with Senator Norm Coleman (3/30) and the local Chamber of Commerce to discuss HEA and other local concerns that impact the college and community.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

#### **C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

President Allen met with area superintendents (3/12) to get to know folks, discuss collaborative possibilities and promote the new summer "college for kids" program. The summer program is offered collaboratively with the West Central Integration Collaborative and will offer classes in everything from forensic science to theatre to approximately 200 seventh, eighth and ninth grade students. Scholarships are available to cover the cost for students who qualify for free or reduced lunches.

Ridgewater College's Occupational Skills program held an advisory meeting January 23 to coordinate the efforts of all OSP programs within the state. This was funded by a Perkins III grant.

On February 16, Ridgewater College submitted four Action Projects to the Higher Learning Commission of the North Central Association. Faculty and staff are actively working on these Action Projects and will continue to do so over the next three years.

Progress: On Schedule

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Ridgewater College held a second meeting with interested representatives from area bio-science companies to discuss their needs and explore collaborative possibilities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

In March, Ridgewater College renewed its articulation agreement with Rice Memorial Hospital School of Radiologic Technology to provide an associate in science degree in radiologic technology.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

The Ridgewater College Electrician program has been wiring the Habitat for Humanity house in New London, MN during the months of January through March.

The Ridgewater College Carpentry program has formally agreed to build a shed for a new community baseball stadium in Willmar; the Welding program has agreed to do welding of railings for the stadium. This will be a donation in kind.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

A meeting was held March 25 with Bemidji State University to discuss articulation with Ridgewater College's Computer Art & Publishing and Multi Media degrees and diplomas with Bemidji State University's Design Technology Bachelor of Science degree.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

In March, Ridgewater College's Insurance Claim Representative program received a donation from Mitchell International of thirty sets of crash manuals valued at \$12,000.

In March, Ridgewater College's Insurance Claim Representative program received a donation from Rosenthal Sales (representative for Motor Information Systems) of thirty sets of crash manuals valued at \$12,800.

West Central Builder's Association, at a March 24 advisory committee meeting, pledged to donate up to \$10,000 to Ridgewater College's Carpentry program for the current year.

In March, Alliance Pipeline agreed to contribute \$5,000 per year for the next three years to form a \$15,000 endowed scholarship for Ridgewater College post-secondary agriculture students to transition to the Farm Business Management program.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- D. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

# **Riverland Community College Work Plan Report**

## **January 1, 2004 — March 31, 2004**

### Part A. Ongoing Initiatives

#### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

1. Two Anti-Racism training sessions were delivered in Austin and Albert Lea communities to 53 community and college participants. The training went beyond addressing personal prejudice and focused on dismantling systemic and institutional racism through a long-term transformation process. It was organized for community participation involving the Albert Lea, Austin, and Owatonna community and business leaders.
2. The Office of Internal Auditing administered an online college climate survey in February, 2004, to 200 employees with a 67-percent response rate. A previous climate survey was conducted in 2002, so comparison data is available. A new category was added with 12 questions pertaining to diversity. Overall results of the 2004 survey show a 4.7% improvement in employee agreement over the 2002 survey for questions within the original five categories.
3. Big Day on Campus events were held each month. Approximately 150 students and parents attended.
4. Theatre Day was held on the Austin campus to expose high school students to opportunities to fine arts education at the college and provide the high school students and members of the community, Riverland students and staff with a diversity-themed play.
5. The Riverland strategic planning steering committee met to establish a process to conduct environmental scanning as the first step in the formulation of a three-to-five-year strategic plan for the college.
6. Student Life hearings were conducted with Student Senate delegates to develop the budget for 2004-05.
7. Riverland has begun work on an Educational Change Request through the Higher Learning Commission, in order to receive approval to offer its AA degree on line.
8. Riverland Academic Affairs conducted the second of its adjunct/part-time faculty socials this academic year. The evening events encourage greater personal contact among the part-time faculty, and between faculty and administration. The social events complement the orientation day each semester for all new part-time faculty.
9. Riverland Academic Affairs printed and distributed the third of its adjunct faculty newsletters. The publication is part of the effort to stay better connected with our adjunct and part-time faculty.
10. Riverland concluded its fifth Faculty Conference Day in January. Formerly known as duty day, the required day is now organized like a conference. This year faculty could choose from two concurrent threads: "Riverland in the Future," and "Technology at Riverland."

11. In an effort to better serve students, Academic Affairs has developed its first one-year schedule of classes, and will begin a Weekend College at its Austin campus in the fall of 2004.

12. President Leas attended the 16th Annual Martin Luther King, Jr. breakfast at First Lutheran Church in Albert Lea, January 19.

2.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Rosters of participants in the Anti-Racism training sessions. 2. Survey results and final report from the Office of Internal Auditing. 3. Rosters of participants in the "Big-Day-on-Campus" events. 4. Rosters of participants in Theatre Day. 5. Minutes from the strategic planning steering committee's meeting. 6. Minutes from student life hearings. 7. Copies of correspondence with the HLC. 8. Agenda for and roster of participants in the social. 9. Copy of newsletter. 10. Conference Day materials. 11. Copy of annual schedule of classes. 12. Copy of breakfast agenda.

**B. Improved Federal relations [Access and Opportunity];**

1. President Leas corresponded via e-mail with Representative Gutknecht regarding Reauthorization of the Higher Education Act.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Correspondence between the congressman and president.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

1. Counselors assisted with area high school PSEO Information Nights at Austin, Albert Lea, and Owatonna.

2. Financial Aid Nights were conducted by Riverland Community College Financial Aid Department staff at eight area high schools, including Austin, Albert Lea, Owatonna, Glenville, Alden, and Lyle.

3. President Leas toured Austin High School with Joe Brown, Principal, January 15.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Rosters of participants in PSEO Information Nights. 2. Rosters of participants in Financial Aid Nights. 3. Thank-you letter to Mr. Brown.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

This item is not applicable to Riverland Community College.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

1. Riverland Training and Development continues to partner with St. John's nursing home to research and determine the feasibility of opening a special cohort section of LPN training for current area nursing home staff to advance in their career. Riverland is receiving guidance from St. Cloud Technical College due to the success of their current program.
2. Riverland Training and Development is currently discussing a project with Federated Insurance in Owatonna to design and develop a "corporate university" for them modeled after the Viracon University project.
3. Riverland Training and Development has begun working with Wenger, an Owatonna music equipment manufacturer, to partner with Viracon in the "Viracon University" project. Wenger has its first cohort of employees participating in the program and has recently met to provide input for future semesters of courses.
4. Riverland Training and Development is coming to completion with Itron Manufacturing in Waseca for a climate survey to help them identify the company's strengths and weaknesses according to feedback from their employees. The response so far with the project has been extremely positive. The work on this project should now increase the capacity of Riverland Training and Development to deliver this type of service to other companies in the future.
5. President Leas attended the March 25 Austin Chamber Leaders Meeting.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Minutes/notes of meetings with St. John's and St. Cloud Technical College officials.
2. Minutes/notes of meetings with Federated Insurance officials.
3. Minutes/notes of meetings with Wenger officials.
4. Minutes/notes of meetings with and survey results from Itron Manufacturing officials.
5. Minutes of the March 15 meeting.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

1. Counseling Department Advisory Committee meeting held with representatives from five workforce-development agencies in attendance.
2. Riverland Training and Development is working closely with the Fairmont Workforce Center and Workforce Development Inc. to deliver services and training to the dislocated workers involved with the upcoming closings of the Tyco plant in Fairmont and the ConAgra plant in Wells.
3. Riverland Training and Development is in the mid-stage of assessing the needs of So. Minnesota Food Manufacturers for quality control technician training to address the potential shortage of qualified personnel. We had an initial meeting with Quality Pork Processors to respond to the initial request and a focus group/survey with other area food manufacturers is currently being implemented. This project arose out of one of the Chancellor's meetings with industry leaders at the Austin campus.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Minutes of advisory committee meeting.
2. Minutes/notes of meetings with Fairmont Workforce Center & Workforce Development, Inc.
3. Minutes/notes of meetings with manufacturers.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

1. Riverland Community College hosted the January 13 Legislative Bonding Hearing at the Austin campus.
2. President Leas attended and met with local legislators at the March 20 "Eggs & Issues" event in Austin.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Record of testimony at the hearing.
2. Contact with legislators.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

1. President Leas attended the January 23 Annual dinner meeting of the Owatonna Chamber of Commerce.
2. President Leas attended the February 10 "State-of-the-City" address by Austin Mayor Bonnie Rietz.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Copy of agenda for dinner meeting.
2. Correspondence between Mayor Rietz and Pres. Leas.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

This item is not applicable to Riverland Community College.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

1. Academic Affairs has begun approval process for three new A.F.A. degrees: in music, in theatre, and in musical theatre. All three are expected to begin in the Fall 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Copies of minutes from Academic Affairs & Standards Committee meetings; copies of curriculum.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

1. A discussion has taken place within the administrative structure of the following colleges: Minnesota State College - Southeast Technical College, Rochester Community & Technical College, Riverland Community College, and South Central Technical College. The topic was a collaboration to employ a Regional Diversity Director and Chief Investigator & Trainer. Further discussion will take place to determine and define the roles and responsibilities of the position and how a regional position can benefit each site.

2. Riverland Training and Development continues to work on the project to partner with Alexandria Technical College and a number of other MnSCU colleges to address the needs of Minnesota business and industry for automation and motion control training. A couple of grant proposals are in the works to create base funding for this state-wide venture.

3. Riverland, along with three other partner MnSCU institutions, has received favorable response to our joint FIPSE grant to improve electronics education. The grant was one of 160 preliminary grants (out of 1400 received) to be selected for further consideration in a detailed form. 50-60 grants will eventually be funded.

4. Riverland and its three partner MnSCU institutions are studying the feasibility of jointly providing leadership to the public television station KSMQ. The license holder, Austin Public Schools, has decided to transfer the license to an appropriate entity or entities that will commit to expand the station's service to the region.

5. President Leas participated in telephone conference calls of South Central/Southeast Minnesota Presidents Consortium January 16 and March 5.

6. President Leas hosted President Davenport and Vice President Olson from MSU-Mankato to tour the Albert Lea and Austin campuses and the Owatonna center. They met with business and community leaders at Austin and Owatonna.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Minutes of meeting of Human Resources officials from each of the four institutions. 2. Copies of minutes and grant proposals. 3. Copies of FIPSE correspondence, minutes of meetings with partner institutional officials. 4. Copies of correspondence among partners; copy of consultant's report on KSMQ. 5. Minutes of teleconference meetings. 6. Correspondence between Riverland and MSU-Mankato.

## **Part B. Ongoing Initiatives - Summary**

### **A. 25-50 word summary on the overall status of ongoing initiatives**

1. Riverland Community College continues to build on its anti-racism and diversity training to employees and community leaders.

2. Results from the second Campus Climate Survey reveal that most employees responding believe that Riverland Community College is a comfortable and safe place for students and staff from different cultural/ethnic backgrounds.

## Part C. Annual Special-emphasis Initiatives

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Riverland, along with three other partner MnSCU institutions, has received favorable response to our joint FIPSE grant to improve electronics education. The grant was one of 160 preliminary grants (out of 1400 received) to be selected for further consideration in a detailed form. 50-60 grants will eventually be funded.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Grant proposal and correspondence with FIPSE officials.

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Riverland has begun work on an Educational Change Request through the Higher Learning Commission, in order to receive approval to offer its AA degree on line.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Copies of correspondence with the HLC.

### **3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Not applicable to Riverland Community College

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Not applicable to Riverland Community College

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

# **Rochester Community and Technical College Work Plan January 1, 2004 — March 31, 2004**

## **Part A. Ongoing Initiatives**

### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

The Intercultural Mutual Assistance Association (IMAA) and the RCTC Asian Student Organization hosted a "Celebration of Cultures," on Saturday, February 28 at the University Center Rochester. The event featured a Cultural Showcase and Dance, ethnic food and a performance by Hmong Comedian, Tou Ger Xiong. Senator Sheila Kiscaden will also spoke at the event.

The RCTC Student Success Day on February 11th featured a breakout session entitled, "Learning from Diversity in the Classroom". The purpose of this session was to broaden student's educational experience with diversity in the classroom.

The Rochester Diversity Council and Rochester Community and Technical College offered a free public workshop to acknowledge the United Nations Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination. The workshop focused on privilege and its role in discrimination.

RCTC hosted a 90-minute workshop "Privilege in Our Society" on March 29 facilitated by the ACTion Theatre of Winona. The program explored privilege in our society. The event was free and open to the public.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **B. Improved Federal relations [Access and Opportunity];**

Progress: Nothing to report

Concrete/quantifiable measures of progress outlined in narrative above:

### **C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

RCTC has established a "Collaboration Among Rochester Educators" (CARE) agreement with the Rochester Public Schools. The vision is "the development of collaborative programs enhancing learning experiences for students at both institutions." Activities are guided by an eight member CARE Committee. In addition, the college president and district superintendent meet every other month to discuss collaborative activities.

CARE has resulted in Rochester public high school students taking classes at RCTC using college nursing labs for skills learning. Upon successful completion of this course and upon approval of this program by Minnesota Department of Health, these students can receive 3 credits towards RCTC nursing assistant program. The high schools have already exceeded this year's enrollment for next year. Another 44 students began classes in an Auto Mechanics course on campus in January.

Other aspects of the project included the implementation of District 535 Parent/Student PSEOP Information Night held on campus. In addition, a Summer Bridge Program Plan was established for implementation this summer. The purpose is to attract, support and retain Rochester Public School graduates who plan on attending RCTC to achieve necessary college level skills.

RCTC hosted the Rochester Regional Science Fair this year for the first time. We had 421 middle and high school projects at RCTC. The event showcased RCTC as the higher education leader in sciences.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Seventy-two students from the Rochester public high schools are taking classes at RCTC using college nursing labs. An additional 44 students began classes using college Auto Mechanics facilities. 421 middle and high school projects showcased at science fair held at RCTC.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress: Not applicable

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

The Peace Corps and the American Association of Community Colleges (AACC) have embarked on a groundbreaking initiative that will increase opportunities for licensed nurses, Information Technology experts and other specially trained community college students in overseas communities. RCTC was selected as one of three rollout sites in the country because of the high concentration of graduates who have already served the Peace Corp and because our current program inventory contains the kind of higher education training opportunities that serve the needs of their volunteers. Jody Olsen, Deputy Director of the Peace Corps, and MnSCU Chancellor McCormick participated in the rollout event.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Over 120 RCTC graduates have been Peace Corps volunteers. This figure trails only three state universities.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Senator Kiscaden authored legislation for appropriate planning funds for the collocation of the Rochester Workforce Center adjacent to Heintz Center. Preliminary discussions have begun with representatives of the area Workforce Development Center, and depending on final approved legislation, a collocation of the center to the UCR/RCTC campus will be a win-win situation for both the center and the college.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

The college participated in Rochester Day at the Capital. Several RCTC staff attended hearings and meetings with area legislators, and later in the evening shared information about Rochester's importance to the state economy at a reception at the St. Paul Armory. The overwhelming success of this year's Day at the Capital has provided the initiative for the Rochester Area Chamber of Commerce to continue to hold similar events on an annual basis. While at the event, the House Higher Education Finance Committee and the Capital Investment Committee, both were briefed during the Rochester Day at the Capital on the \$11,745,000 Rockenbach renovation project.

The Rochester City Council (by a 6-1 vote) and the Olmsted County Board of Commissioners (unanimous support) endorsed proposals for the Legislature to extend Rochester's half-cent sales tax for another five years. If the state approves the plan, the extension will raise an additional \$8 million for UCR construction projects. In addition to the sales tax extension proposal, Senator Kiscaden has authored legislation that would change the current language and expand the use of the sales tax funds directed for UCR to projects other than just athletic and recreational.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

More than 300 area residents including college staff participated in the first Rochester Day at the Capital.

### **H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

The University Center Rochester Regional Sports Center hosted the NJCAA National Wrestling Championships in February.

RCTC was also honored for its production of a 30-minute video at the Carter Partnership Award celebration at St. Thomas University. The video highlighted the six nominees at the award ceremony.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress: Nothing to report

Concrete/quantifiable measures of progress outlined in narrative above:

### **J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

RCTC hosted the National League of Nursing on-site accreditation team visit for both the Associate Degree Nursing and Practical Nursing Programs. The accreditation team plans to recommend that the Review Committee consider an eight-year reaccreditation extension (the maximum allowed). The Commission on Accreditation of Allied Health Education Programs voted on January 30 to award initial accreditation to RCTC's emergency medical technician-paramedic program.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above: See K

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

RCTC has developed two new AS degree programs (AS in Lab Science and Natural Science) and reactivated a third one (AS in Pre-Engineering). The college is articulating with the University of North Dakota's B.S. in Clinical Lab Science for AS-Lab Science; University of Minnesota College of Human Ecology B.S. in Nutrition/Food Science for AS in Natural Science; and University of Minnesota Institute of Technology for AS in Pre-Engineering. In addition the AS in Pre-Engineering is developed in collaboration with Hibbing Community College and Mesabi Range CTC where the three institutions collaborate in delivering instruction via distance learning and maximize program efficiency cost effectiveness.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:  
Several new articulations and two new AS degree programs.

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

RCTC has submitted its eligibility and is authoring an application for participation in the 2004 Malcolm Baldrige National Quality Awards program. The college has also launched strategic management software that aligns budgeting and continuous improvement plans to college and system goals, key performance indicators and strategic directions.

## Part C. Annual Special-emphasis Initiatives

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Nothing to Report

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

RCTC designed a more student-friendly way to access information about the college. The new web portal is now active.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Nothing to Report

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

RCTC has an ad hoc group developing a proposal to establish a program entitled "Leadership RCTC". The mission of the program is to develop emerging leaders at RCTC in a comprehensive framework that recognizes the college's role in the community and its strategic vision as a teaching and learning organization.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

# St. Cloud State University Work Plan Report January 1, 2004 — March 31, 2004

## Part A. Ongoing Initiatives

### A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];

On February 25, SCSU President Roy Saigo commissioned the SCSU Community Anti-Racism Education (CARE) Initiative and its 30-member leadership team. The purpose of CARE is to develop a systematic anti-racism education and training program for SCSU and the St. Cloud community. CARE is funded, in part, by a \$48,000 grant from the Bremer Foundation.

SCSU hosted two student of color outreach events in the Twin Cities and the St. Cloud area. These involve current students and faculty who can assist in providing support systems needed to not only to recruit, but retain students.

SCSU is partnering with the area UMOS (United Migrant Opportunity Services) to apply for federal funding of a College Assistance Migrant Program (CAMP) at SCSU.

SCSU's College of Education has created a course for all its students of color called "Managing the Hostile Environment." Six seminars are scheduled.

SCSU's College of Education has developed relationships with public and private schools and other agencies that assist in the development of field placement opportunities for students to experience diversity as a part of their educational experience. The Child and Family Studies Department placed students in Bethune in classrooms that are 98% students of color and placed student teachers in Costa Rica. Teacher Development Department has an urban setting as a block for students and an urban teacher program for diverse field placements at Anderson Schools in Minneapolis. Special Education is working on placements at Nay Ah Shing and Willmar.

SCSU has signed an agreement with the Fraser Charter School in the Twin Cities to assist with curriculum development within which pre-service teachers can experience working with urban students, many of whom have autism. A College of Education faculty member serves on the Fraser Charter School Board.

SCSU's Department of Earth and Atmospheric Sciences was awarded a short-term faculty improvement grant to attend Chautauqua Course #18, "Increasing the Retention of Under-Represented Groups – And the Learning of All Groups – In Science, Technology, Engineering and Mathematics Courses".

Thirty-four SCSU students studied in Thailand and Laos over the semester break.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### B. Improved Federal relations [Access and Opportunity];

President Saigo hosted U.S. Congressman Mark Kennedy at the SCSU Foundation Board Meeting luncheon in February. Rep. Kennedy was presented with a plaque in appreciation for his support of SCSU's nursing program.

President Saigo hosted U.S. Congressman Mark Kennedy at an SCSU Men's Hockey game on Jan. 2, 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Two visits with U.S. Congressman this quarter.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

SCSU's College of Education has invested \$25,000 in the development of a comprehensive, systematic Database Project for documenting student achievement of teaching candidates, information on cooperating teachers, supervisors and principals as necessary for NCATE accreditation reporting.

The Student Council for Exceptional Children held its second annual conference at SCSU on March 11, 2004, providing service to students, faculty and cooperating teachers from the surrounding schools. Over 100 were in attendance.

SCSU's College of Education Dean continues to serve on the Council on Professional Education, was elected to the Board of Directors for the American Association of College Teacher Educators (AACTE), and was elected the Region 1V Representative to Teacher Education Council of State Universities (TECSCU).

SCSU's COE received a \$5 million dollar federal grant over 5 years for Teacher Quality Enhancement. This project is a partnership between SCSU and St. Cloud School District #742.

A faculty member in SCSU's Biology Department was on the committee to develop statewide K-12 Science Standards.

SCSU's ETS department is working with Buffalo High School to offer an advanced construction class through the Senior-to-Sophomore program. The course will be offered fall of 2004.

SCSU offers teaching licensure cohorts in Walker, Pipestone, Montevideo and Anoka. Extensive talks have occurred with administrators in the Duluth area about adding a cohort in that region.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Five cohorts for principals and superintendents are underway as of Spring 2004. Total enrollment in the graduate cohorts is 84. SCSU's Department of Educational Leadership has negotiated with the University of North Dakota to offer an Ed. D. program in Educational Leadership beginning in Fall 2005. Twenty students are prepared to enroll.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

In January 2004, President Saigo and the Adjutant General of the Minnesota National Guard signed an MOU that will focus future research activities and the establishment of an SCSU field station at Camp Ripley Training facility.

SCSU's Department of Aviation strengthened relationships with government entities such as the Federal Aviation Administration, the Federal Bureau of Investigation (aviation security), MnDOT Aeronautics, and with the business community (Airlines (ASA)/Delta Connection, U.S. Bank flight department, etc.) in the form of guest speakers, information contacts, and internships.

SCSU's Manufacturing and Mechanical Engineering Department has collaborations with Electrolux, Minnesota Job Skills Partnership, Ridgewater College, Itasca Community College, and St. John's University & the College of St. Benedict.

SCSU's Department of Physics, Astronomy, and Engineering Science (PAES) continues to be active in the Optical Society of Minnesota. Two members of PAES continue research collaborations with the University of Minnesota, and one faculty member maintains an active research collaboration with the University of Wisconsin and the US Naval Observatory.

Nurse Managed Center, a collaborative partnership between SCSU, the College of St. Benedict and St. John's University, has expanded clinical experiences. Journey Home is a new clinical option aftercare program for women recovering from addiction.

VA collaborative partnership continued for second year.

The Department of Environmental and Technological Studies has held two meetings this school year with the planning group for the Transportation Academy. A total of \$6200 has been generated for the project.

Grants were awarded to provide summer academic and enrichment program for under privileged youth through the Stearns-Benton County Youth Development Council.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

SCSU's Center for Continuing Studies meets regularly with local Chamber members, the Stearns-Benton County Workforce Development Council, the Partnership and to identify areas where SCSU might supply training.

SCSU's science education faculty have are developing a graduate program in Special Studies to provide Masters' level degrees in this area to working professionals.

Two meetings with representatives from the Department of Statistics, the Department of Biological Sciences and Camp Ripley were held, to organize a joint venture of beginning statistical analysis of a portion of the Camp Ripley database on wildlife and vegetation at the camp.

MME has developed two MS programs, one in Mechanical Engineering, one in Engineering Management. The enrollment reached 30 within 2 years after their inception, and is expected to be 40 plus in fiscal year 04/05.

All SCSU nursing students have clinical opportunities at the Na-La-Shing Clinic. Plans are to offer more clinical learning in the Capstone Practicum with focus on healthcare disparities. Contacts have been made with Fon-du-lac Community College, and a visit is planned for later this semester to discuss collaboration efforts.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

SCSU's Health, Physical Education, Recreation, Sports Science department has an articulation agreement in Physical Education with Inver Hills Community College and Dakota County Technical College.

SCSU has developed a Master's in Engineering Management program to be offered in the Twin Cities area via a partnership with Metropolitan State University. The first cohort will be launched in Fall 2004.

SCSU's Environmental and Technological Studies department is developing articulation agreements with the Natural Resources program at CLC and the Service Technician program at St. Cloud Technical College. We are presently in discussions with Alexandria Technical College to develop a third articulation agreement in the area of manufacturing. As part of these discussions, ETS is using part of a Society of Manufacturing Engineering grant to help develop manufacturing teachers throughout the state of Minnesota.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

Planning and Accountability:

SCSU's Strategic Planning Committee has drafted key performance indicators (KPIs) based on SCSU's strategic plan. These KPIs are currently going through campus consultation. Once completed, the KPIs will be used to track the University's progress toward achieving our stated goals and to inform an incentive based budgeting process.

Student retention:

One of SCSU's top priorities is increase student retention and graduation rates. A Dean of Undergraduate Studies position was created to better coordinate student academic and support services on campus. The university has begun surveying our first year residence hall students to determine areas for improvement. The pilot First Year Experience project is being refined for further piloting in Fall 2004.

## Part C. Annual Special-emphasis Initiatives

### 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];

The SCSU Foundation has raised \$2,763,148 to date this year, a 43% increase over this time last year. This includes \$754,345 for endowment, an 81% increase over last year. The fundraising goal for this year is \$3.3 million.

To date, SCSU has submitted 110 grant applications and been awarded 58 grants worth \$7.2 million. Projects are underway with the City of Elk River; School Districts 742, 47 and 518; Central Minnesota Health Network; Electrolux; Minnesota DEED; St. Cloud Economic Development Partnership, and Americorp.

SCSU's alumni office kicked off an Alumni Mentoring program on February 4, with 32 matched pairs of alumni and current students. The program will run through April.

SCSU's 2004 Research Report has been printed and distributed to MnSCU officials, legislators, community members, funding agencies, faculty and staff.

A formula has been instituted at SCSU to distribute indirect (facilities and administration) costs collected on grants to the individuals, units and colleges that generate these costs. The formula becomes effective in FY 05.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

SCSU's driver education licensure program (TSE) was fully integrated into delivery via interactive television and webcast for Fall 2003. The Minnesota Board of Teaching has agreed to continue the accreditation.

SCSU's Department of Nursing Science Capstone Practicum course is utilizing WEB-CT for asynchronous on-line discussions from rural and metro area clinical sites.

The Masters in Engineering Management program jointly offered with Metropolitan State University will employ delivery options include evening courses, interactive television (ITV), internet streaming, delayed video or remote site locations.

The Biology Department is investigating the potential use of "personal response systems" in introductory courses. These systems aid in providing prompt feedback on student learning.

A graduate certificate program proposal for a Certificate in Technology Education Standards has been approved by the SCSU curriculum process and the application is now being developed for approval by MnSCU.

SCSU faculty are conducting a research project to develop, test, and implement technology education based activities to reinforce mathematic, science, and language arts standards required by the No Child Left Behind (NCLB) Act. This program will include three school districts, each addressing a different age level. The Technology Education activities will be based on the Standards for Technological Literacy (ITEA, 2000) developed by the International Technology Education Association.

Eighty-four percent of SCSU's residence halls students have active ResNet (Internet) connections.

There is wireless access available in 12 out of our 32 non-residence hall buildings on campus.

SCSU is piloting an audience response technology implementation for two large lecture classrooms.

SCSU is serving as a beta site for ExLibris. Gamma libraries went live with the system in March.

During this quarter, 123 SCSU faculty and staff participated in 29 D2L training workshops. Currently 122 different faculty/staff have D2L courses in development, with an additional 26 courses established so far for summer.

Two courses were added to SCSU's Behavior Analysis online degree program bringing the total to 11. Other on-line courses added include: Aviation Management (2); Criminal Justice (2); Psychology (4); Educational Administration (2); and Counseling Psychology. SCSU now offers 147 courses on-line.

SCSU has applied for an institutional change to offer degree programs online and are scheduled for our site visit in May 2004. The self-study has been prepared and is now moving through the process. SCSU's Center for Continuing Studies is currently working with other departments to increase the availability of courses through SCSU Online.

SCSU's Information Media E-learning graduate certificate was passed by MnSCU and is up and running.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

A Master's in Higher Education cohort with 14 students enrolled was launched in January. This is being done through SCSU's Educational Leadership and Community Psychology Department.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above

# St. Cloud Technical College Work Plan Report

## January 1, 2004 — March 31, 2004

### Part A. Ongoing Initiatives

#### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

The Center for Customized Training and Development, door15 of St. Cloud Technical College served 250 continuing education students.

The Center for Customized Training and Development, door 15 of St. Cloud Technical College mails an average of 13,000 course flyers per month and markets courses through newspaper, media, and utilizes the Colleges outdoor signs for signage.

St. Cloud Technical College hosted a panel of Somali representatives at the March 17, 2004 staff in-service. The panel members told the campus community about their experiences living in the St. Cloud area and shared aspects of the Somali culture. Staff comments, "It is always helpful and extremely important to hear from other cultures and perspectives." "I was impressed with the Somali presentations; it helps us the see things from a different perspective." "Gave me a better understanding of their needs. I would love to know more about their culture, religion, beliefs, what they went through to get here, etc."

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Approximately 240 faculty and staff members took part in the in-service. 250 students served in hourly-based, open enrollment classes and seminars.

#### **B. Improved Federal relations [Access and Opportunity];**

St. Cloud Technical College filed a Title IIIA grant with the Department of Education on February 27, 2004. The grant proposal focuses on pre-engineering and manufacturing technology. The College recently received an NSF grant and students were selected and awarded scholarship funds.

St. Cloud Technical College President, Joan Volkmuth participated in a focus group on the Higher Education Act Reauthorization as part of a National Community College Working Group. The meeting was held in Washington, DC on February 17, 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Fifteen CSEMS scholarships from NSF were provided for under-represented people in non-traditional fields.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

The Center for Customized Training and Development, door15 of St. Cloud Technical College and Alexandria Technical College continue to develop a customized Packaging and Motion Control program for several local business partners.

The College through door15 has signed a contract to provide First Responder and EMT Basic concurrent enrollment options available in the fall of 2004 to local high school students as part of the Discovery Academy.

The College through door15 has secured a second site in Rogers, MN for motorcycle training.

Efforts are underway to offer Discovery Academy courses in Little Falls, MN in the fall of 2005.

A new credit program, Industrial Maintenance Technician is being developed to meet needs identified by business and industry focus groups and advisory meetings. The curriculum is fashioned after programs the faculty observed and evaluated at two other technical colleges.

St. Cloud Technical College has completed its first fall semester of Automotive Technology, a part of the Discovery Academy program. This program offers advanced automotive courses to a cohort of area high school students from three area high schools. Now in its second semester, the program continues to have good student retention and success.

St. Cloud Technical College has completed application as a Lead Education Agency for Project Lead the Way with two area high school districts, Sartell-St. Stephen and Sauk Rapids-Rice. This program is on track for implementation in fall of 2004 as a new offering of Discovery Academy.

Through HESO funding the College Bound program at St. Cloud Technical College provided a number of college prep programs for seventh and eighth grade students.

The College held its second annual Fun Learning, Infinite Possibilities (FLIP) with 143 sixth grade girls from three central Minnesota school districts. The girls tested their skills in non traditional programs, such as: welding, water and environmental technology, machine tool, medium and heavy-truck technology and others.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

143 6th grade girls checked out non-traditional careers at St. Cloud Technical College. Retained all 15 students enrolled in the Auto program at Apollo High School. 16 high school students have enrolled to-date for fall 2004 for a new Project Lead the Way program with two area school districts. 50 seventh and eighth grade students in the St. Cloud area were provided with college prep programs.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

The Center for Customized Training and Development, door15 of St. Cloud Technical College has served over 42 Paraprofessional through Paraprofessional Competency Training opportunities to meet the mandated legislation that seeks to ensure No Child Left Behind.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

42 Paraprofessionals educated through Paraprofessional Competency Training.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

The College through door15 in partnership with the St. Cloud association with area commercial builders enrolled 36 people in the Blueprint Reading courses.

77 people from Grede training attended Customized courses through door15 of St. Cloud Technical College.

The Kellogg grant is underway and courses are being held, beginning with three Train-the-Trainer sessions at Quebecor World. The partners in the grant are St. Cloud Technical College, Quebecor, The Workforce Center, and District 742 of St. Cloud.

The Minnesota Job Skills Partnerships grant is underway. The College offered eleven diversity courses for the Electrolux Company of St. Cloud.

In partnership with local fire and police departments, 35 Emergency Medical Services (EMS) and Fire courses were held.

Development and expansion of training partnerships continue and new partnerships include WACOSA, Opportunity Manor, VISTAR, Flint Hill Resources, Minneapolis, Inc., Xcel Energy, CMERDC, Sunny Fresh Foods, MN Workforce Center – St. Cloud, Royal Tire, Big Lake schools, and ARRAY Services group.

The College through door15 will continue Apprentice Training for Minneapolis Pipe Fitters Joint Journeymen and Apprenticeship Training Committee (JATC) through April 2004.

Working closely with industry, the College has redefined the Manufacturing programs to include a broader cross-training element to enhance students' understanding of the industry. Through industry involvement in our campus foundation, we have purchased 3 CNC machining centers to upgrade the tooling lab.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

New core courses have been developed and program plans revised to incorporate the new options. The new equipment has been installed in the lab and the curriculum is being updated.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

The Vice President of door15 through St. Cloud Technical College continues to meet with local industry leaders and businesses to identify critical workforce needs through active membership in Rotary, St. Cloud Area Economic Development Partnership, Bio-Science Initiative, and other board memberships.

Continuing education and customized training staff meet regularly to strategize and determine market/industry training needs. Over 800 current and potential customized clients are entered into the ACT client software.

Two additional truck driving courses were offered in January and February 2004. A second donation of a truck has been added to the resources of the program.

The College through door15 continues its partnership with the Long-Term Care Connection with an addition of a second cohort and new industry partner.

Service Learning Project - St. Cloud Technical College has completed the joint powers agreement with the City of St. Cloud to build five new homes as a neighborhood re-development project. Design work has been completed on the first house and construction documents are being completed by students in preparation for construction to begin next fall.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Joint powers agreement has been completed. Advisory committee has selected project from designs prepared by students. In April 2004 a presentation will be given to the City of St. Cloud's city council committee.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

President Volkmuth and Vice President Kloos attended House and Senate higher education and capital bonding committee meetings in support of the Minnesota State Colleges and Universities capital projects. President Volkmuth and V.P. Kloos hosted area legislators on campus and attended town hall meetings.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

The College through door15 has enhanced its marketing efforts to include new flyers, monthly calendars, newspaper wraps and outdoor signage.

The College through door15 held 11 additional training partnership meetings with local police and fire departments.

The College through door15 staff members is involved as active members of local service and business organizations to promote workforce development and training initiatives.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

The College fully supports the new plan to implement the allocation framework.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

St. Cloud Technical College is finalizing an articulation agreement (signing stage) with Minnesota State University Moorhead to transfer a minimum of 64 semester credit hours of the Associate of Applied Science Degree in the following fields of study: Transportation Technology, Construction Technology, Manufacturing Technology, and Communication & Information Technology.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Meetings continue between St. Cloud Technical College and Alexandria Technical College to work out details of a collaborative partnership to provide technical training for manufacturers.

One session of Spring Forest Qigong was held through door15 of St. Cloud Technical College February 2004.

St. Cloud Technical College continues to work on an articulation agreement with Minnesota State University Moorhead from the Colleges Architectural Construction Technology program to Construction Management. Anticipate agreement completion in May 2004.

Began a cooperative venture with SCSU where St. Cloud Technical College instructors are providing lab instruction for engineering students in our Machine Tool lab.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

The College was awarded a grant from the Bremer Foundation for \$35,000 to assist with international student support services. The funds will help prepare them (Somali and Hispanic) for college-level work and assist them to succeed once they are enrolled. The initiative will include English language courses and supplemental education.

The College is seeking outside sources to support new program development and expansion and revision of existing programs. The College has hosted over 300 community members for a one hour meeting in the morning consisting of a short introduction and tour. These efforts are building numerous friends and re-introducing alumni to the college.

The College curriculum committee and the faculty senate have participating in developing a new Program Review process to be fully implemented in fall 2004.

## Part C. Annual Special-emphasis Initiatives

### 1. **An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

The College is planning a special event for spring 2004 to raise funds for ongoing initiatives and scholarships.

The College submitted a Title III grant proposal in March 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

The SCTC Foundation raised nearly \$100,000 this quarter.

### 2. **A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

The College continues to build partnerships with K-12 through the Discovery Program and Project Lead the Way.

The College continues to seek opportunities to work with the state colleges and state universities with transfer options and sharing of resources.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Transfer Articulation Agreement with Minnesota State University Moorhead. Agreements with two area high school districts to provide project Lead the Way for fall 2004.

3. **An examination and clarification of the system’s organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

No report.

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

No report.

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# **Saint Paul College Work Plan Report**

## **January 1, 2004 – March 31, 2004**

### **Part A. Ongoing Initiatives**

#### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

- Saint Paul College received the first place “Paragon” award from the National Council on Marketing and Public Relations (NCMPR) for materials used to recruit new students and market the College as a comprehensive community and technical college.
- Saint Paul College implemented its online assessment testing program for ESL students in March 2004.
- Saint Paul College expanded its College Writing Laboratory as a resource for its increasing numbers of students who enroll in Developmental Writing, English Composition and English Literature.
- Saint Paul College began the design of a digital laboratory to support foreign language instruction.
- Saint Paul College updated Equivalency Tables, Articulation Agreements, and Transfer Guides to include twenty-two Liberal Arts and Sciences courses recently approved as part of the Minnesota Transfer Curriculum.
- The Saint Paul College Health and Human Services division continued to track students who acquire General Education courses in preparation for the RN degree and are partnering with the East Metro Health Careers Institute. Clinical site availability continues.
- Saint Paul College collaborated with school districts and businesses in the East Metro area to host 1,000 high school students at its CSI Youth Career 2004 Expo.
- Saint Paul College added an additional entry level reading class to accommodate students in need of remedial education.
- Saint Paul College formalized its Satisfactory Academic Progress procedures to identify and assist students experiencing difficulties in their courses.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Paragon award from the National Council on Marketing and Public Relations for materials to recruit and market to new students. -Implementation of an online assessment testing program for ESL students. - Update of Equivalency Tables, Articulation Agreements and Transfer Guides for 22 Liberal Arts and Science courses. -Partnership of the Saint Paul College Health and Human Services division with the East Metro Health Careers Institute. -Collaboration with school districts and businesses in the East Metro areas to host 1000 high school students at its CSI Youth Career 2004 Expo. -Formal implementation of its Satisfactory Academic Progress procedures to identify and assist students experiencing difficulties in their courses.

**B. Improved Federal relations [Access and Opportunity];**

- Saint Paul College completed its preliminary draft of the Carl D. Perkins FY05 Grant and attended the required reading, review and rating session of proposals.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Completed the Carl D. Perkins FY05 reading, review and rating session of proposals.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

- Saint Paul College continued work on its Perkins III Collaborative Curriculum Alignment Fund project in partnership with Dakota County Technical College, Metropolitan State University and the Saint Paul Public Schools to help paraprofessionals complete their degrees on a faster time schedule.
- Saint Paul College 's Machine Tool/Tool and Die Program received \$25,000 from 3M for the purchase of equipment to be used by high school students at 5 area high schools and for more advanced equipment at Saint Paul College.
- The Saint Paul College Welding Program hosted the Central High School Automotive students for campus demonstrations and hands-on experiences in Shielded Metal Arc Welding. Students further received a tour of all trade programs available to them at Saint Paul College.
- First Year Saint Paul College Geomatic students, under the leadership of Mike Winfield, surveyed a new park for Hampton Minnesota in collaboration with students from Dakota Technical College.
- Projects from the Saint Paul College Welding program included fabricating and welding school crossing flag poles for the St. Paul School District and the fabrication of 38 flag poles for the St. Paul Winter Carnival Ice Palace.
- Trade students and faculty volunteered significant hours to build the St Paul Winter Carnival Ice Palace. Culinary faculty further participated in the ice sculpture competitions and demonstrations at the St. Paul Winter Carnival.
- The Auto Body Class was featured in an education filming project on auto body training through Masters Communication.

Progress: Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued work on its Perkins III Collaborative Curriculum Alignment Fund project in partnership with Dakota Technical College, Metropolitan State University and the Saint Paul Schools to help paraprofessionals complete degrees on a faster time schedule. -Received \$25,000 from 3M for its Machine Tool/Tool and Die Program to purchase equipment for use by high school students at 5 area high schools and for advanced equipment at the College. -Hosted the Central High School Automotive students for hands-on experiences in Shielded Metal Arc Welding and provided students with a tour of all trade programs. -Geomatic students collaborated with other students from Dakota Technical College to survey a new park for Hampton Minnesota. -Welding students fabricated and welded school crossing flag poles for the St. Paul School District and fabricated 38 flag poles for the St. Paul Winter Carnival -Trade students and faculty volunteered significant hours to build the St. Paul Winter Carnival Ice Palace. Culinary faculty further participated in the ice sculpture competitions and demonstrations at the St. Paul Winter Carnival.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

- Saint Paul College continued to use its Perkins III Collaborative Curriculum Alignment Funds to help K-3 paraprofessionals from the Saint Paul Public Schools complete their degree requirements by 2006 in accordance with the No Child Left Behind Act.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued work on its Perkins III Collaborative Curriculum Alignment Fund project.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

- Saint Paul College's Administrative Support Careers faculty continued its partnership with the Teamsters Bureau and workforce centers for the retraining of unemployed workers.
- Saint Paul College's Student Development and Services division began collaborations with the HUBB Center and Lifetrack Resource staff to implement a formal referral process for students in need of additional training before they can enroll in coursework at Saint Paul College.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Administrative Support Careers faculty continued partnerships with the Teamsters Bureau and workforce centers to retrain unemployed workers. -The Student Development and Services division collaborated with Hubb Center and Lifetrack Resource staff to implement a formal referral process for students in need of precollege training.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

- Saint Paul College's Business, Computer Careers & Deaf Education division continued to offer online courses in Human Resources and Administrative Support. It updated its Computer Careers courses and programs to provide opportunities for employees to improve and upgrade their skills to meet industry standards.
- Saint Paul College's Business, Computer Careers & Deaf Education division continued to prepare students to become Sign Language Interpreters, many of whom work in educational settings.
- Saint Paul College's Liberal Arts and Sciences division was approved to offer foreign language courses in Spanish to fulfill Goals of the Minnesota Transfer Curriculum including: Beginning Spanish 1, Beginning Spanish 2, Intermediate Spanish 1, Intermediate Spanish 2 (Goal 8), and Spanish Civilization and Culture (Goal 6,8). Online sections of the Spanish courses are currently under development.
- Saint Paul College's Health & Human Services division was approved by the Minnesota State Colleges & Universities to redesign its Watch Technical Specialist Certificate and to redesign and to change the name of its Watch, Clock and Jewelry Repair Diploma to a diploma in Micro Mechanical Technology.

- Saint Paul College's Trade & Technical division was approved by the Minnesota State Colleges & Universities to offer a Remote Sensing Certificate and approved to redesign its Pipefitting Service Apprenticeship Certificate to add a related Pipefitting Clean Room Construction Certificate. It was further approved to offer an Energy Process AAS degree beginning Fall 2004. Student will begin their education at XCEL Riverside Training Center but will move to the Saint Paul College campus in 2005. The program trains maintenance operators for power plants.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Updated courses in Computer Careers and Sign Language to provide opportunities for employees to improve and upgrade their skills to meet industry standards. -Approved to offer foreign language courses in Spanish to fulfill Goals 6 and 8 of the Minnesota Transfer Curriculum. -Approved to redesign its Watch Technical Specialist Certificate and to redesign and change the name of its Watch, Clock and Jewelry Repair Diploma to a diploma in Micro Mechanical Technology. -Approved to offer a Remote Sensing Certificate, an Energy Process AAS degree and to redesign its Pipefitting Apprenticeship Certificate to add a related Pipefitting Clean Room Construction Certificate.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

- Saint Paul College continued to host the Minnesota Legislative House and Senate to promote the passage of a bonding bill to renovate facilities for its Trade and Technical division, Biology lab, Smart Classrooms and HEAPR requests.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued work to promote the passage of a bonding bill to renovate facilities for its Trade and Technical division, Biology lab, Smart Classrooms and HEAPR requests.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

- Saint Paul College received a third place bronze medallion award for its new marketing logo from the National Council on Marketing & Public Relations (NCMR) in Baltimore, Maryland. This organization represents more than 600 community, technical and junior colleges from the United States, Canada and the Bahamas.
- Saint Paul College received a 2004 Information Technology Award for the Project: Moving from Paper/Pencil Testing to Online Assessment: Pilot Testing With the LOEP for ESL Course Placement.
- Saint Paul College presented its ESL Testing program at the CTL "Realizing Student Potential" conference.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Received a third place national award for its new marketing logo from the National Council on Marketing and Public Relations in Baltimore. -Received a 2004 Information Technology Award for the implementation of its online ESL testing system and presented the findings from this project at the CTL "Realizing Student Potential" conference.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

- Saint Paul College deans and CAOs continued training that analyzes GAPs in programs; finance officers received BRIO training to assist in the implementation of the Allocation Framework.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued training and support to assist in the implementation of the Allocation Framework.

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

- Saint Paul College implemented five new articulation agreements this semester and continued to invite two and four year college to meet with students and staff.
- Saint Paul College updated Equivalency Tables, Articulation Agreements, and Transfer Guides to include twenty-two Liberal Arts and Sciences courses recently approved as part of the Minnesota Transfer Curriculum.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Implemented five new articulation agreements this semester and updated Transfer Guides, Equivalency Tables and Articulation Agreements for 22 Liberal Arts and Sciences courses.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

- Saint Paul College continued work with Metropolitan State University to launch a new student portal system, allowing all students access to College email accounts by Spring 2004.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued work with Metropolitan State University to launch a new student portal system.

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

Concurrent with its mission, Saint Paul College received two national awards for its outreach efforts and launched its online ESL testing program. It continued partnerships with the Teamsters Bureau, East Metro Health Careers Institute and various workforce centers for the retraining of unemployed workers, began collaborations with HUBB Center and Lifetrack Resource staff to implement a formal referral process for students in need of precollege training and integrated trade curricula to support projects for the St. Paul Public Schools, St. Paul Winter Carnival and for the City of Hampton, Minnesota. It was approved to offer foreign language courses in Spanish to fulfill the goals of the Minnesota Transfer Curriculum and began the design of a digital laboratory to support foreign language instruction. It hosted 1000 high school students at its CSI Youth Career 2004 Expo, formalized its Satisfactory Academic Progress Procedures and updated Transfer Guides and Articulation Agreements for 22 recently approved courses.

## Part C. Annual Special-emphasis Initiatives

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

- The Saint Paul College 's Watch and Clock program received a \$1 million grant from the Rolex Foundation for students to be trained to build and repair Swiss Rolex watches.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Received a \$1 million grant from the Rolex Foundation for its Watch and Clock program.

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

- As of Fall 2003, Saint Paul College became a totally wireless campus.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Became a wireless campus in Fall 2003.

### **3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

- Saint Paul College continued expansion on its new debit card system, allowing students to purchase meal plans, books or supplies using a single debit card.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued the implementation and expansion of its debit card system.

### **4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

- Saint Paul College continued its Student Ambassador program to train an elite group of students in leadership development, group facilitation skills, group communication skills and interpersonal skills.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

-Continued the implementation of its Student Ambassador program to train students in leadership development, group facilitation, group communication and interpersonal skills.

## **South Central Technical College Work Plan January 1, 2004 – March 31, 2004**

### **Part A. Ongoing Initiatives**

#### **A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

- South Central Technical College as part of the Southern Minnesota Consortium of 2-year Colleges sponsored a mailing to 8,000 minority families living in Southern Minnesota to promote higher education opportunities in the area. South Central Technical College student Berta Lumbea is featured on the direct mailer.
- South Central Technical College held its 3rd biannual Global Day – A Celebration of Diversity. The day included a presentation by Dolores Fridge, Associate Vice Chancellor of Equal Opportunity and Diversity, international student and faculty presentations, an international style show, and an ethnic lunch with over 30 specialties from eight different countries.
- South Central Technical College and Minnesota State University, Mankato along with other local education and community partners have developed a community based diversity committee in the Greater Mankato area.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

#### **B. Improved Federal relations [Access and Opportunity];**

- South Central Technical College's Global Center for Agriculture Education hosted visiting professor Krill Tkachev through an ongoing partnership with the U.S. State Department's Business for Belarus Program.
- The National Council for Agriculture Education appointed Brad Schloesser, South Central Technical College Agribusiness Instructor to a 3 year term.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

#### **C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

- South Central Technical College in cooperation with the Minnesota Extension Service, Minnesota Pollution Control Agency and the Minnesota Department of Natural Resources hosted the Waters Conference for 700 4th Graders on the Mankato Campus.
- A Futures Conference for 1,100 8th graders was hosted on South Central Technical College's Mankato Campus.
- South Central Technical College hosted a career fair for 350 juniors and senior on the college's Faribault Campus.
- MAFAA Financial Aid nights for parents in the region were held on South Central Technical College's Faribault and Mankato campuses.

- South Central Technical College’s Computer Integrated Machining instructors hosted a Saturday session for secondary education instructors from the Southern Minnesota Technology Education Association.
- South Central Technical College agriculture programs hosted the Region 7 FFA career development event for 145 high school students.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state’s students [Quality Learning Programs];**

- South Central Technical College hosted events for faculty with Dr. Todd Zakrajsek discussing active learning, effective assessment and other instructional techniques.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

- Through a Minnesota Job Skills Partnership South Central Technical College’s Customized Training Department provided communication training to over 600 Brown Printing employees.
- The 2004 Minnesota State Fire/EMS/Rescue School was hosted by South Central Technical College’s CT Public Safety Program for 715 firefighters from across the state.
- South Central Technical College’s President attended the annual Business Day at the Capitol with the Faribault and Greater Mankato Chambers of Commerce.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state’s most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

- South Central Technical College administrators and faculty have made several presentations concerning their work/experience with online initiatives at national conferences this quarter including the “Innovations 2004” League of Innovations Conference, San Francisco and the Higher Learning Commission Annual Meeting, Chicago.

- South Central Technical College's Medical Laboratory Technician instructor Darla Petersen coauthored an article on distance education in ADVANCE for Medical Laboratory Professionals magazine.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

- South Central Technical College has been selected to coordinate the state-wide motorcycle safety project involving 29 colleges and over 180 adjunct faculty.
- South Central Technical College Marketing Management faculty have partnered with Southwest Minnesota State University to offer a B.A.S. in Marketing on South Central Technical College's Mankato Campus beginning Fall 2004.
- TechBreak 2004 partnered students and staff from South Central Technical College with those from Saint Paul College, Hennepin Technical College, Inver Hills Community College and the University of Louisiana for a week in Germany participating in ceBit, the world's largest technology trade-show and visiting Felix Fechenbach Berufskolleg, a 2-year technical college in Detmond, Germany.
- South Central Technical College Graphics Production faculty hosted the state SkillsUSA Graphics Competition.
- Several South Central Technical College staff accompanied Dakota County Technical College (host college) and Hennepin Technical College staff and students to San Juan Toliman, Guatemala for a week of service learning opportunities.
- The Southeast Minnesota Electronics Education Consortium including South Central Technical College, Riverland Community College, Rochester Community & Technical College and Minnesota State College – Southeast Technical received first round approval for a FIPSE grant and will be submitting a full application.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

South Central Technical College is continuing to support progress on these initiatives and those of its current strategic plan.

## Part C. Annual Special-emphasis Initiatives

### **1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

- South Central Technical College Foundation Mankato Campus, along with its corporate sponsor Mankato Implement, hosted the High Tech Temptations Dinner and Auction to raise funds for student scholarships. Mike Broughten, SCTC Alumnus and Executive Chef of the Grand Hotel in Minneapolis demonstrated a special pastry for donors.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

- All of the core technical courses for South Central Technical College's Medical Laboratory Technician Program are now available online.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

- South Central Technical College's Mission Review Task Force has recommended that the college officially pursue the steps in the system's process for changing a college's mission.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

### **4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

Southwest Minnesota State University Work Plan Report  
January 1, 2004 – March 31, 2004

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

1. The Provost has made Student Success a guiding theme for the future. To support Student Success, the Provost has made an appointment of the Interim Vice President for Student Affairs to the position of Associate Vice President for Student Success.  
The Campus is working on the effective reorganization of all student services. SMSU is utilizing assessment data to improve decision making.
2. SMSU has established a recruitment office in the twin cities with a goal to increase recruitment of students of color.
3. Admissions has reconfigured and redefined financial aid packages to effectively serve underserved populations
4. Advancement has raised from donors over \$300,000 in new scholarships.
5. Recommendations from SMSU's Retention Task Force are being widely embraced and implemented.
6. SMSU has made significant progress forward on the new Student Center, library, pool renovations and fundraising for physical fitness enhancements.
7. The significant spread of art across campus has contributed campus beautification and a welcoming climate.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Student Assessment data reports 80% satisfaction with choice of SMSU.
2. Sheldon and Margery Harland (\$40,000) and Schwab Food Company (\$300,000) made significant gifts to scholarships.
3. The Higher Learning Commission of the North Central Association of Colleges and Schools said "The team concludes that SMSU has a dedicated faculty and an effective, capable administration dedicated to student success. It is evident to the Visiting Team that the administrative team has the confidence of the faculty, students and the community.

**B. Improved Federal relations [Access and Opportunity];**

1. President, Provost, Deans, Vice President for Advancement, members of the faculty have met with and maintain relationships with Federal legislators and staff.
2. Vice President for Advancement has established communications with Federal legislators and staff to keep them informed of student and faculty achievements, campus progress and policy issues of concern.
3. An economic, civic, social and cultural report on the impact of SMSU on the region and state was sent to legislators and aspects of the report were reprinted in local paper and are utilized in public engagements.
4. President and Vice President for Advancement sit on various committees dealing with airport, road, jobzone, agriculture and rural issues involving Federal relationships.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Marshall and surrounding area has been named a jobzone area.
2. Progress on airport is moving forward which will give students access to the university and community.
3. Senator Coleman's office recently commented positively on the economic progress made in Marshall.

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

1. President and Vice President for Advancement visited MacCray. Willmar, MCC, Fulda, Tracy, Pipestone, Mankato East, Mankato West, Brookings, Canby and Montevideo and with counselors in Sioux Falls and St. Paul for purposes of collaboration. Schedules for future visits include high schools, middle schools, technical and community colleges.
2. Teacher education intern program and Challenge Program at Yellow Medicine School District was visited by the HLC and given high marks.
3. Vice President for Advancement is a volunteer leader with the Southwest Service Cooperative that provides enrichment programs for schools in 19 county area of Southwest Minnesota and cooperates with SMSU for the delivery of these valuable programs to rural schools.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Visits completed and follow-up scheduled
2. HLC recommendations included in letter of assurance of renewal to 10 year cycle.

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

1. At SMSU teacher candidates are involved in a variety of settings and experiences that provide opportunities to work with diverse populations.
2. Students learn about diverse cultures, meet with students from those cultures and keep journals of reflections on what they learn from being a mentor.
3. Candidates have opportunities to gain knowledge of and empathy for the life experiences of the students they may be teaching.
4. Assessment of the candidate's work in this community service project is part of the teacher education application/admission process.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Sustainability and growth in 2 year EDL cohort program.

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

1. President serves on airport, road and industrial development committees.
2. Vice President for Advancement serves on Prairie Public Television Board and Connecting Youth to Business Boards which cooperate with SMSU to bring programs to southwest Minnesota schools and communities.
3. President and cabinet collaborate to promote economic development through relationships with Chamber, business community, local government and Rotary.
4. A national industry-based advisory board has been working for the creation of a new degree program in Hotel, Restaurant, and Institutional Management.
5. SMSU was a collaborative sponsor with the Southwest Minnesota Foundation of a Renewable Energy Summit focusing on emerging approaches to local investment in the areas of wind, water, electrical and biomass assets of the southwest are of Minnesota.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Marshall jobzone application approved.
2. SMSU has added extensively to collaborative relationships with business, education, civic, social, healthcare, research, technology, agriculture, government and nonprofit partnerships.

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

1. Vice President for Advancement with Career Services has been working together to increase the student internships and coop experiences and work opportunities with business, education, health, government and nonprofits which meet many of the workforce needs of the state.
2. The Minnesota Agricultural Rural Leadership (MARL) program has been realigned to become a customized training program to enhance agricultures workforce effectiveness.
3. Customized training is actively engaged with business in promoting educational and training opportunities.
4. SMSU has finalized collaborative agreements with St. Cloud Technical College and South Central Technical College for joint degree programs.
5. SMSU is actively engaged with Schwans Food Company in its workforce needs.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. MOUs signed.
2. Customized training establishing a data base for public accountability.
3. MARL classes continue to increase.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

1. President, Provost and Vice President for Advancement advocate to citizens and legislators for system-wide operating and capital budget effectiveness. SMSU publications and public speeches address the policy questions challenging student access and opportunity.
2. SMSU Economic statement was reoriented to emphasize economic return on investment and ROI of collaborative partnerships.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. SMSU return on state investment is greater than three to one and exceeds \$66m.
2. The economic return on investment in the collaborative partnerships between SMSU and the 19 county area in southwest Minnesota does exceeds \$300m.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions *the system makes to the state of Minnesota* [Advocacy];**

1. SMSU is a positive member of the Minnesota State Colleges and University System through campus leadership participation, public relations messages, and aligning campus strategic plan with MnSCU work plan and Higher Learning Commission accreditation criteria.
2. Credit is given to MnSCU leadership in the HLC's letter of assurance of reaccreditation of SMSU for another 10 year cycle.
3. Credit is given to the System, regularly, in updates on building of new Student Center and Library to aid in the recruitment and retention of students.
4. It is well publicized by the Vice President for Advancement and publicly known that SMSU is a System campus.
5. The Vice President for Advancement displays System publications and utilizes Chancellor's messages and System data in SMSU activities in the community.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. The HLC commented on the progress made by SMSU to integrate with the System.

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

1. SMSU has integrated the Allocation Framework's assumptions into its financial planning through 2010.
2. SMSU is training campus leadership in the allocation framework.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Biennial Strategic Plan and Plan for 2010 takes into account the implications of the Allocation framework.

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

1. President, Provost, Vice Presidents for Student Affairs and Advancement are collaborating to market the value and quality of SMSU to transfer applicants.
2. Financial aid packages have been redefined to support transfer students.
3. SMSU has ongoing discussions with Minnesota community and technical colleges to develop collaborative and joint programs.
4. Actively designing joint educational programs with Minnesota West and other MnSCU community and technical colleges to promote transfer opportunities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Anticipating data on transfer students.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

1. Provost and Deans are actively engaged with Western Iowa Technical and Community College to discuss collaboration.
2. Discussions with Minnesota West to develop collaborative and joint programs.
3. Active discussion with several MnSCU state Universities and colleges on joint projects on water, wind and alternative sources of power.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. Provost will make an updated report at end of semester.

## Part B. Ongoing Initiatives - Summary

### A. 25-50 word summary on the overall status of ongoing initiatives

SMSU is focused on student success; curricular renewal; impactful community, school and government collaborative partnerships; rebuilding facilities, campaign and grant fundraising; and fully integrating with the system.

## Part C. Annual Special-emphasis Initiatives

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

1. Vice President for Advancement has begun the quiet phase of a comprehensive \$25m campaign for SMSU for scholarships and academic enrichment.
2. President, Vice President and Executive Director of Development have visited with leadership donors for gifts to the campaign totaling \$6m.
3. Vice President for Advancement is working collaboratively with campus faculty to identify Federal funds opportunities.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. The campaign has received verbal assurances of pledges in excess of \$6m or 24% of its goal.
  2. Visits to leadership donors have resulted in first time \$1m pledges to the campus.
- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**
1. SMSU is actively engaged in the revision of its General Education Program; reorganization of the Department of Education and linking Graduate Education to undergraduate programs, integrating technology and GIS capabilities into the curriculum.
  2. SMSU is actively exploring options to deliver on-line and other computer mediated programs.
  3. A Retention Task Force, Career Services and impending reorganization of student services aimed at improving the efficiency and effectiveness of the student experience.
  4. SMSU is a leader in the integration of the DARS program on campus decision making.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

1. The implementation of the Degree Audit Requirements System (DARS) is a contributing element to retention and student satisfaction.
- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**
1. A campus team led by the Provost met with MnSCU IT personnel to ensure campus facilities and better align with system capacity.
  2. Provost has expressed his vision to integrate functions between/among the colleges and universities and the Office of the Chancellor.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above :

1. Provost is actively engaged in discussions with System Academic Officers on partnerships and future collaborative relationships.
- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**
1. Provost is sponsoring a series of leadership retreats for campus department chairs to prepare faculty and administrative leaders to become future institutional and system leaders.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above : Need help here.

**Winona State University Work Plan Report  
January 1, 2004 – March 31, 2004**

**Part A. Ongoing Initiatives**

**A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Winona State University has mobilized the university community and its partners to redesign the university in ways that will benefit students, the university and the broader community. Business and Community Partnership Development is a major focus of the planning initiative, along with program excellence and quality, services and student support and philanthropy.

Steven Richardson, Vice President for Academic Affairs, represented Winona State University at the opening ceremony of Akita International University, in Japan, on April 8. WSU has collaborated with the Akita Prefectural government to develop curricula for the new university and to create an ongoing partnership for faculty and student exchange through the Global Studies programs on the two campuses.

The successful launch of thematic course clusters at Winona State University's Residential College continued into its second semester. In addition to enrolling in groups of linked courses, the 200 students in the Residential College Program participated in numerous extracurricular activities tied to their chosen themes. The program was also successfully marketed to a large group of freshmen students who will enter the University in the fall of 2004. Strong interest demonstrated by faculty in AY 04 continues to grow.

The Department of Nursing has sent out letters of acceptance to new nursing majors for fall 2004. The applicant pool had the highest quality and number of students seeking admission since program inception.

Educational Colloquiums to introduce "the struggles for full inclusion in democracy that have been a crucial part of the nation's history" are structured for university students/faculty/staff, P-12 teachers, and Winona community constituents. Parent Empowerment Meetings are held to engage minority families in community forums around the process of accessing postsecondary education for their children - preschool through grade 12. College Empowerment Weekends and Summer Academic Workshops are targeting school age students of low income backgrounds and students of color, and Project Outreach and Building Connections provide academic tutoring/mentoring programs for P-12 minority populations.

Staff from the WSU Cultural Diversity Office completed visits to Malaysia, Taiwan, Thailand and Singapore to recruit and review articulation agreements.

Presidential Honor Scholarships were made available for International Students, and a database was set up for the scholarships of under-represented students.

Programming was provided to celebrate Martin Luther King's Birthday and Black History Month. The Cultural Diversity Office sponsored the annual Soul Food Dinner, met to discuss leadership opportunities for students of color, and organized students to "connect" with prospective students of color.

A representative from the Cultural Diversity Office attended a MnSCU conference on grant-writing and the Nellie Stone Johnson Scholarship Banquet, where a student from WSU was honored.

To enhance recruiting, the Cultural Diversity Office regularly communicated with the Admissions Office. The Cultural Diversity Office also participated in the search and advocated for a person of color in the Admission's Office, and advocated for the Cultural Diversity Plan. Ongoing panels and discussions on Diversity were set up.

Construction at Winona State University of the new science facility that will make science more welcoming to students and the community is on budget and on schedule.

The Department of Education moved into Phase II of the Building Campus Communities for Underrepresented/Underserved Populations grant funded by the St. Paul Foundation. Phase II saw the beginning of the College Empowerment Weekends and Summer Academic Workshops that involve both P-12 students and over 100 teacher education students working with both students and parents.

In April, the Education Department will be hosting minority students for a one-day college campus visit as part of a "Host a Kid for College" initiative with Rochester and Hastings Public Schools. Education students will serve as ambassadors while these students are on campus. Also in May, the Education Department and teacher education students will be hosting a similar visit by students at Cherokee Heights Elementary School in St. Paul. Each of these visits continue the momentum toward our initiatives to recruit minority students to teacher education at WSU.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**B. Improved Federal relations [Access and Opportunity];**

The College of Nursing and Health Sciences and Department of Nursing have submitted six federal/state grants this year.

International Services provided daily counseling and interpretation of SEVIS for International Students, and maintained SEVIS information as regarded by Federal Law.

Since January 2004, the College of Science & Engineering faculty have submitted eight grant application to federal agencies. There is a concerted effort to seek more funds and partnership opportunities at the federal level.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Four WSU faculty members collaborated with the staff of the National Child Protection Training Center (NCPTC) to develop coursework associated with the \$993,000 grant WSU received in September, 2003 from the United States Office of Juvenile Justice and Delinquency Prevention. On February 3, 2004 the University learned the U.S. Congress has earmarked an additional \$541,229 to continue this project in AY 05. And on February 20th a grand opening ceremony for the NCPTC was held in Maxwell Hall. Among the attendees at the ceremony were U.S. Senator Mark Dayton, Hennepin County Attorney Amy Klobuchar, and Associate Justice of the Minnesota Supreme Court Paul Anderson.

College of Science & Engineering faculty continue to initiate and participate in science outreach activities for P-12 students and teachers. Examples include March to College Day, class visits to our labs, and formal workshops for teachers.

Student Health Services assisted and coordinated Eating Disorder Awareness Week with the Winona Eating Disorder Collaborative and was involved with the statewide initiative with the Minnesota Department of Health to address alcohol abuse and statewide tobacco college campus initiative. Student Health Services also collaborated with Viterbo College nutrition students and WSU wellness to provide body analysis to WSU students.

The Teacher Education Unit held an all day retreat with teachers, principals, superintendents, and other school personnel from the Teacher Education Partnership on February 13, 2004 to develop new, deeper partnerships that are mutually beneficial to regional school districts and WSU. A leadership team was established to carry forward ideas presented at the retreat. This team met for the first time on March 24, 2004

The Education Department is working on the establishment of a fast-track post-baccalaureate teaching licensure program in Science and Mathematics.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Dr. Catherine Summa, chair of the Department of Geosciences, was awarded a grant of \$14,896 by the MnSCU Center for Teaching & Learning for her project, "Piloting a Problem-Based Environmental Science Course for Pre-Service Elementary Education Majors at Winona State University." The project added momentum to the growth of WSU's Investigative Science program, a K-12 teacher preparation initiative in the College of Science & Engineering.

The WSU Counseling Center has created a protocol for dealing with suicidal students to assist faculty, staff, or administrative members of the WSU Community.

Phase II of the Investigative Science project continues this semester. The pilot cohort is in the education class--science methods. Science faculty are participating as observers. A second CTL grant was awarded for the completion of the pilot program next fall.

Renovating the current science building, Pasteur Hall, is included in Phase 2 of WSU strategy for Science and the project is on schedule. Design documents are completed and space was designed specifically for the purpose of educating science teachers and future elementary education teachers that teach science.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

WSU Institute of Lifelong Learning collaborated with Rochester Community and Technical College to develop a CD-ROM featuring the Red Wing Shoe Company's Retail Training Program. Red Wing Shoe Co. is in the process of transferring the model to its employees for training implementation. The MJSP grant ended February 28, 2004. This project will be utilized as a "model" for WSU and RCTC for further collaboration and exploration between business, industry, and education.

WSU Institute for Lifelong Learning staff and Southeast Technical College have begun collaborating in areas of mutual interest, such as "Lean" training and education. SE Tech recently received a MJSP grant for lean training for the employees at Valley Craft in Lake City, MN, and will be utilizing WSU faculty for some of the teaching.

WSU Institute for Lifelong Learning staff continues to work with local business and industry to offer "lean" training classes and is currently working with SE Technical College on developing a "CEO Series" that will feature a lean principles focus.

Barb Larsen of WSU's Institute for Lifelong Learning has spearheaded a new partnership with the Winona Chamber, SE Technical College, and WSU to offer a new educational series entitled "Business over Coffee," for local business and industry members. Once a month programs will include relevant business topics and will feature speakers from WSU as well as SE Technical College.

The Winona State University Housing Office has worked with the University Foundation and the Leadership of the Great River Shakespeare Festival to provide quality and affordable housing for the actors and staff of the Great River Shakespeare Festival. This effort will provide 43-45 members of the troupe with apartment style living in the new University Apartments at East Lake. This program will be hosted by the WSU campus and will provide enhanced teaching and learning opportunities for the interns associated with the 6 week event.

Auxiliary Services and Residence Life have begun a program that assists the Habitat for Humanity Restore business by providing a collection spot on campus (at least 2 weeks prior to the end of the school year) for usable but unwanted items from students. In the past, many very usable pieces of furniture and general household equipment are left in dumpsters. This year, Habitat Volunteers will collect these items from the collection spots and transport them to the Restore building in Winona. The Habitat for Humanity Restore will offer the collected items at great discounts to Habitat for Humanity families.

WSU contracted with Minnesota City Bus Company to put a second transit bus on during peak times (7:30 a.m. to 9:30 a.m.) on Monday through Friday. This was to alleviate the stress of getting 945 students to main campus for classes. In collaboration with the City of Winona, WSU entered into a contract which made it possible for a City Transit Bus to shuttle WSU students between main campus and the new East Lake Apartments.

WSU and the City of Winona have renewed the contract for the Safe Ride Bus program on Thursday, Friday and Saturday nights. The Student Conduct Office continues to work with the Winona community and the City of Winona to improve relationships between WSU and community members.

WSU works closely with the Winona Park Recreation Departments (WPRD) in sharing field and gymnasium space. WPRD provides fields in the fall and spring and WSU provides gym space in the winter. It is a relationship that has been in place for more than 30 years.

Construction of the new Science Building is on schedule with anticipated completion in May 2004. The facility will house the basic sciences--programs which form the core for many careers needed by region and state such as scientists, health and nursing professionals, engineers, and science teachers.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

WSU Department of Nursing increased its undergraduate enrollment capacity from 120 to 140 students in fall 2003 in response to the RN shortage needs of the regions it serves.

Dr. Randy Miller from the Health & Human Performance Department received a "New University" study grant for a feasibility study for the "Renovation and Implementation of a Hi-Tech Exercise Physiology/Movement Science/Biochemistry Laboratory". He site visited three select sites to conduct interviews, assess support provided to exemplar facilities and digitally record data from the sites.

The WSU Department of Nursing has admitted an additional 20 students to its Nurse Educator option in the Master's Program in Nursing in Response the current and serious future nurse educator shortage in the state and nation. The program has a post-master's option that is delivered totally Web-based.

The College of Business and the WSU Leadership Institute will host Economic Summit 2004, the fourth annual summit sponsored by Merchants Bank--Winona. Featured speakers will be Vance K. Opperman, President and CEO of Key Investments, Inc. and Tom Stinson, Assistant Commissioner/State Economist--Minnesota Department of Finance.

A "new university" grant to study the feasibility of creating an economic development center in partnership with local organizations and businesses was written by Dr. Gabriel Manrique, Chairperson, Economics and Finance Department, College of Business. The center would serve the needs of our area by collecting and disseminating economic and business information relevant to our service area; by facilitating partnerships between WSU and local businesses and entrepreneurs; and by cooperating with existing organizations to foster economic development in our area.

Representative Gene Pelowski and Leadership Institute Director Ann MacDonald presented an in-service for St. Paul School District's Humboldt High School faculty leadership team. The workshop gave the teachers an overview of the 7 Habits of Highly Effective Teens curriculum.

WSU's Leaderships Institute facilitated leadership development workshops attended by area employees from banking, health care, local school districts, MnSCU Institutions, nonprofits, and city government.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Final plans were completed for the Great River Shakespeare Festival to be held on campus beginning in the summer of 2004. On May 16, the 22 member cast and crew of the Festival will move into the University's new East Lake Apartment complex to begin preproduction and rehearsals. And on June 23rd the Festival will begin staging its opening production, "A Midsummer Night's Dream," in WSU's Performing Arts Center. There will be ample internship and educational opportunities for WSU and community students.

The MN Board of Nursing released the NCLEX pass rates for new baccalaureate nursing program graduates of May 2003. The new WSU alums passed the NCLEX Exam upon the first writing at a 95.15% pass rate.

The Master's Program graduates of 2003, Clinical Nurse Specialist, Family Nurse Practitioners and Adult Nurse Practitioners passed their respective ANCC national certifications exam at 100% upon the first writing. This continues the record breaking certification pass rate since program inception in the Master's program in Nursing.

Susan Sullivan and Audrey Nervig received the 4th place research award for their thesis work entitled "Nurse Faculty Faculty Career Pathways" at the Midwest Nursing Research Conference in St. Louis, MO on February 29, 2004. Their research poster presentation was judged via a blind critique by noted nurse researchers in the nation and competed against three peer students' research projects from each graduate nursing program in the Midwest.

The Deans of Science programs from the 4-year institutions have met to consider cooperating to establish regional centers of research that would have a common theme such as Water Quality, Bioscience, and alternative energy.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

## **K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

The successful launch of WSU's Global Studies major continued into its second semester. Enrollment targets were met and the future viability of the program seems clear. Discussions are currently underway regarding ways to devote additional faculty to the major.

Dr. Gary Kastello in collaboration with a faculty member from UW-LaCrosse will be a visiting scholar working with world experts in physiological study of muscular strength and endurance at Holy Cross University in Australia from June-October 2004.

The Department of Health, Exercise and Rehabilitation Sciences is currently completing its self-study that will be submitted to the JRC-AT (Joint Review Committee-Athletic Training) by June 1. A fall 2004 site visit is planned as a part of the accreditation review.

The Winona State University Fitness/Wellness Center created a joint partnership with Southeast Technical College to provide massage therapy for students, staff, faculty and the Greater Winona Area persons.

WSU Security Office purchased and installed new dispatch software that will allow Security to more effectively respond to calls, streamline responses, document and professionalize the communications center within WSU Security,

WSU Security obtained software through the Department of Justice at no cost for the Director's Case Management Files. This software will enhance and expedite the handling of cases and assist in complying with the Clery Act (Federal Reporting Requirements).

The WSU Security Director participated in training involving FERPA, Crime Prevention Through Environmental Design and other security related issues. The Director was also selected to speak at the Association of College Administration Professionals later this summer.

WSU leased 10 parking spaces from First Congregational Church for \$2,000. These spaces were added to the (gold) premium parking on campus. WSU purchased property that added an additional 120 spaces to the main campus parking. Parking revenue will be used for completely redoing the Kryzsko Commons Parking lot on the main campus. The cost is estimated at approximately \$180,000.

The Deans of Science programs from the 4-year institutions have met to consider cooperating to establish regional centers of research that would have a common theme such as Water Quality, Bioscience, and alternative energy. Research opportunities would enhance science and other programs at each of the campuses.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Part B. Ongoing Initiatives - Summary

**A. 25-50 word summary on the overall status of ongoing initiatives**

## Part C. Annual Special-emphasis Initiatives

- 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Every course in the College of Nursing and Health Sciences uses a some aspect of Web-based technology to deliver the courses. Many use blended technologies that span from fundamental course content to courses delivered totally on-line or Web-based.

A "new university" grant was written by Dr. Marzie Astani, Business Administration Department, College of Business, to explore the feasibility of developing an "Global MIS Program" for students in Iran and the U.S.

Computer Science Department has proposed to redesign their curriculum to include new, interdisciplinary tracks. These tracks will weave emerging technologies into curriculum from other departments (Ex. biotechnology, GIS)

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs ].**

Career Services planned, organized and held the spring Etiquette and Networking Dinner raising partial funding from business partners. To facilitate employment and networking opportunities for our candidates, Career Services co-hosted the Minnesota State Universities Job Fair in Minneapolis and hosted a Camp and Intern Fair on campus in collaboration with TRREC.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:



*Appendix B –  
Office of the Chancellor Responses*

**QUARTERLY REPORT**

**Minnesota State Colleges and Universities Work Plan for 2003-2004  
Actions for Third Quarter of 2003-2004**

**April 21, 2004**

# Office of the Chancellor - Academic and Student Affairs Division Report January 1, 2004 – March 31, 2004

## Part A. Ongoing Initiatives

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

**Minnesota Job Skills Partnership (MJSP)**

- Enhanced system capacity to serve critical industries with accessibility to employers statewide.
- MJSP grant funds awarded in FY04 at 85% of total funds available or greater.

**Economic and Workforce Development Planning in the Metro Area and throughout Minnesota**

- The Chancellor completed 8 additional visits around the state with chambers of commerce and business leaders, to raise the image and awareness of the Minnesota State Colleges and Universities system. Prepared summary of main themes of business visits for presentation to leadership council and Board of Trustees in April.
- Develop mechanisms for broadening the activities of the three colleges involved in RCCI to three additional institutions by Spring, 2004
- Developed plan to integrate Employer Services Partnerships (ESP) Employer One Stop initiative with Department of Employment and Economic Development (DEED) Metro Workforce Center pilot business services project.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

**Training Fulfillment Center**

- Increased awareness and use of the Training Fulfillment Center to connect workers, educational training providers, and employers.
- Coordinated Training Fulfillment Center between DEED dislocated worker Rapid Response team and metro institutions has resulted in eight new courses developed for retraining workers dislocated by NWA layoffs, primarily mechanics and flight attendants.

**Healthcare Education Industry Partnership HEIP**

- HEIP sponsored a conference on "The Crisis in the Laboratory on November 2003 attended by 100 laboratory managers, educators, government officials and healthcare administrators. A conference report was issued with findings and recommendations.
- The HEIP received a \$30,000 grant award from the Otto Bremer Foundation for its Community Health Worker Project. HEIP is also a finalist for a \$500,000 Robert Wood Johnson Foundation grant.
- The HEIP received \$200,000 in funding from Perkins Leadership Fund for projects focusing on the core curriculum project (which has been recently approved by the Department of Health as part of a new Nursing Assistant curriculum) and teaching and learning using simulation equipment.
- The HEIP was awarded the Minnesota Hospital Association's "2003 Partnership Award" for its work with healthcare education in K-12 system.
- The Minnesota Healthcare Initiative, a partnership between MnSCU and the GWDC, held its third "Booster Session" for healthcare workforce projects attended by sixty people and featuring Ridgewater College's Nursing Simulation Center.

**Biosciences Industry Initiative Development and Implementation**

- Minnesota State Colleges & Universities have partnered with seven school districts for preliminary implementation of a pre-engineering and manufacturing technology education program for high school students known as "Project Lead the Way."

**Ready Response Team**

- Inbound toll-free telephone number directed to employers, in place and marketed by October 2003.
- Enhanced services, e.g., new classes specifically designed for dislocated workers and job fairs, through improved coordination statewide with DEED Rapid Response Team, the Training Fulfillment Center and institutions.
- All state agencies contacted, with training needs identified and training plans developed, by December 2003.
- Customized training staff contacts identified in each region by December 2003, for better coordinated statewide delivery and customer service.
- Non-credit instruction accessible to employers and employees via online delivery, coordinated and promoted through Minnesota On-line, by November, 2003

ISEEK developed sponsorship relationship with FutureWorks career updates.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

I-SEEK (Internet System for Education and Employment Knowledge - [www.iseek.org](http://www.iseek.org)) continues to receive an average of 3,000,000 hits per month with over 60,000 unique monthly visitors getting access to the necessary career and education information to help customers to make smart choices concerning their career and education goals.

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

- An increased number of counselors and students use MnTransfer. Average hits on MnTransfer have been steady or increasing in the past months. College and university staff request MnTransfer marketing materials for orientations and as hand outs to students. Students request transfer information via email through [mntransfer@so.mnscu.edu](mailto:mntransfer@so.mnscu.edu). MnTransfer.org was highlighted at Statewide Transfer Specialists conference in November 2003.
- Transfer training needs are identified and met. The Transfer Advisory Group (TAG) meets semi-annually to review the needs of the Transfer Specialist network and to plan for the Transfer Specialists conference. The last meeting was held on 3/3/04. Transfer Specialists are also asked for their input through the list serve and through list serve questions and discussion.
- National Automotive Technicians Education Foundation (NATEF) certification is established for all Minnesota State Colleges and Universities, and targeted high school automotive technician programs. AYES partnerships are established for targeted high school automotive technician programs. - Eight of fifteen Minnesota high schools are NATEF certified, six high schools have partnered with AYES, and ten of fourteen colleges are NATEF certified.
- Technical assistance is provided as needed to Minnesota State Colleges and Universities and the implementation of the Minnesota Transfer Curriculum is reviewed on an ongoing basis. - Transfer and Collaboration staff respond to requests by individuals, departments or disciplines, and institutions. Current examples include a presentation on the MnTC at a faculty in-service day; presentations at the Realizing Student Potential Conference sponsored by CTL; and meeting with groups of two-year college instructors to look at the creation of articulation agreements with university partners. Transfer and Collaboration staff also regularly consult via phone calls and emails.
- Transfer research is completed and a transfer report is provided by April 1, 2004 - Analysis of the Minnesota Transfer Curriculum at each institution is updated annually and a report is provided to the President, Chief Academic Officer, Transfer Specialists, and the Senior Vice Chancellor for Academic Affairs. Each report indicates overall compliance with the transfer legislation, board policy, and related criteria for implementation.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

There are reduced error rates for student transfer. The Transfer and Collaboration staff has provided consultation to five technical colleges and St. Paul College regarding further implementation and revision of the Minnesota Transfer Curriculum. These colleges submitted 102 new or revised courses for incorporation into the Minnesota Transfer Curriculum.

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

The Minnesota Online Council ([www.eresources.mnscu.edu](http://www.eresources.mnscu.edu)) developed Peer Review training program for HLC accreditation authority (expected in April 2004).

The Minnesota Online Council received Leadership Council consensus for funding Business Plan.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

eFolio • As of February 4, 2004 there were over 13,800 registered users in the eFolio system. This is an increase for over 10,000 users from February 2003 when there were 2,819 registered users. • For February 2004, there were approximately 1.8 million hits with over 37,500 visitors to the eFolio web-site. • eFolio Minnesota was showcased at both of the League for Innovations recent national events. • The Board of Teaching (licensing) and the Minnesota Department of Education (special education) will both begin using eFolio by the end of next quarter.

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# Office of the Chancellor - Equal Opportunity and Diversity Division Report January 1, 2004 – March 31, 2004

## Part A. Ongoing Initiatives

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**
- a. Provide primary support and coordination of system-wide investigative services as well as investigation of system level complaints and appeals to decrease liability of schools for discriminating and/or harassing protected class citizens. Assist campuses in developing and implementing campus-wide plans to improve representation of underserved students, staff, and faculty.
  - b. Recommend, develop, and deliver training in the areas of equal opportunity, discrimination/harrassment policy and procedure, investigations, sexual violence/assault, Campus Security Act, Title IV, VI and IX as well as other issue-specific training programs as needed.
  - c. Represent the Office of the Chancellor and the entire Minnesota State Colleges and Universities system at recruitment and retention activities.
  - d. MOA Coordinator for all OCR reviews
  - e. Engaged in on-going policy development to clarify the investigative policy and procedures.
  - f. Several community partnerships are developed and maintained with EOD division employees serving on committees and sitting on boards.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

- a. Assisted Hennepin Technical College administrators with concerns regarding a complaint of racial discrimination against a faculty member. Handled an appeal addressed to the Chancellor for a case against a St. Cloud State University Vice President. Manuel Lopez assigned as the appeal level decision maker. Assisted many campuses with investigation strategies over the telephone.
- b. Served as project coordinator for campus and community groups in a Dialogue professional development workshop. Workshops were held at Mesabi Range CTC, Rochester CTC, Central Lakes College. Provide resources for best practices in recruitment and retention of students, staff, and faculty. We are reviewing and evaluating a second round of Bremer Foundation Grant applications Decisionmaker Training was held on March 31 and 35 administrators from various campuses attended. Training is ongoing and provided twice a year. Researched, developed and wrote intercultural conflict curriculum.
- c. Vietnamese New Year Festival at MCTC, Minnesota Association of Counselors of Color High School Fairs, Governor's Commission on Dr. Martin Luther King Holiday event, Anoka High School, Cambodian New Year Celebration. EOD and Public Affairs divisions are collaborating to start a diversity marketing campaign that will reach out to potential students from underrepresented groups.
- d. There have been four OCR teams put together this year.
- e. First reading of the sexual violence policy and procedure has been sent out for comment. Meetings with MSCF, IFO, MSUAASF, AFSCE and the two student unions were held in January and February to discuss proposed policy. The first board reading took place in March. A provisional student sexual violence procedure was written.
- f. Multicultural Excellence Program, Minnesota Minority Education Partnership, Minnesota Cultural Development Center, Higher Education Consortium for Urban Affairs, Hispanic Chamber of Commerce, Hennepin County African American Men's Program, St. Paul Area Chamber of Commerce, Urban League, Metropolitan Minority Outreach.

**B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

## **Part B. Ongoing Initiatives - Summary**

### **A. 25-50 word summary on the overall status of ongoing initiatives**

The Equal Opportunity and Diversity Division serves as a resources to all campuses to provide training opportunities, policy development and implementation, outreach and recruitment, and collaboration to address the rapidly changing population of underrepresented and underserved students, staff and faculty and protected classes. As budgets are being tightened campuses are increasingly calling on us to assist with their needs. The Office of the Chancellor also relies on our relationships with numerous community organizations to positively represent the organization.

## **Part B. Ongoing Initiatives - Summary**

### **A. 25-50 word summary on the overall status of ongoing initiatives**

## **Part C. Annual Special-emphasis Initiatives**

- 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# Office of the Chancellor - Finance and Facilities Division Report January 1, 2004 – March 31, 2004

## Part A. Ongoing Initiatives

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- G. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- H. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

The 2004 Capital Budget request totaling \$275 million was submitted on time to the Department of Finance. A detailed brochure entitled "Maintaining the Edge: Building Minnesota's Future" was prepared by the Office of the Chancellor and distributed to legislators, colleges and universities, and a wide variety of stakeholders. Colleges and universities continued to host campus visits by the Commissioner of Finance and staff, and individual members and entire committees of the House of Representatives and Senate. Strong support appears evident for capital improvements for the sciences, health care professions, and other academically-driven requirements. Although the Governor's recommendations for capital bonding reached only 30% of the System's priority list at \$89 million, we remain very optimistic that additional support will emerge during the legislative process.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**H. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

In February, the Technical Advisory Committee forwarded recommendations to the Leadership Council for the full implementation of the Allocation Framework in FY2006. The Leadership Council will be discussing the issue at its March and April meetings and will forward its recommendation to the Chancellor.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**Office of the Chancellor – Human Resources Division Report  
January 1, 2004 – March 31, 2004**

**Part A. Ongoing Initiatives**

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- I. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- J. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

As part of the Minnesota State Colleges and Universities System Administrative Services Systems Review Project, a joint project team consisting of MnSCU resources, individuals from the Departments of Finance and Employee Relations, and team members from In-sight Solutions Group, Inc., analyzed the current human resources and payroll business process for the system. In-sight Solutions prepared their final report, and their recommendation was to “address priority HR/payroll process, communication and applications issues and to establish a reliable and workable level of influence on decisions regarding SEMA4 functionality and operations to meet current future MnSCU needs.”

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

We have completed the search for an executive director for the Minnesota State Colleges and Universities Foundation. Catherine McGlinch has accepted our position offer and will begin work on April 5. She is currently serving as executive director of leadership giving at the College of Saint Benedict.

Progress: Completed

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

3. **An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

No action (report) at this time from the Services Advisory Group.

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

4. **Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

We have received a proposal for a mathematical model for succession planning and predicting needs for leadership position. We are working on purchasing the model. This will support our leadership development effort.

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**Office of the Chancellor – Information Technology Division Report  
January 1, 2004 – March 31, 2004**

**Part A. Ongoing Initiatives**

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

1. The Office of the Chancellor's ITS division will work with 28 institutions to complete the migration to Desire2Learn, a centrally hosted instructional management system platform. This movement will promote efficiencies and make the learning environment more seamless for students taking more than one on-line or web-enhanced course from different institutions who might have previously used different IMS systems. Twenty-eight institutions plan to complete the migration for this coming fall.
2. The Business Practices Alignment Committee is working to improve administrative and technology efficiencies. Manuel, I'm assuming someone else has taken credit for this one. If not, let me know and I will gladly write it up.
3. ITS will complete the NTC project by the end of April. We have successfully realigned the campuses of Minnesota State College, Northland, and Bemidji TC. In addition, Vermilion and Mesabi colleges have been separated beginning in FY2005.

Student data at all institutions has been separated. Finance data for all institutions will be split by the end of this week. HR data will be split out for FY2005 by the end of April.

The project included the redesign of 1000 ISRS database tables, 2200 screens, and 1200 programs.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

This is not an on-going initiative, but I'm afraid I may have missed the section to report it. IT could be filed under Fully Integrate the System:

The ITS division presented 10 2004 Exemplary Project Awards, acknowledging projects that support the system's strategic directions. One additional award was given to Gary Phelps posthumously. [see the Board packet for details]

## **Part C. Annual Special-emphasis Initiatives**

- 1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- 4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

# Office of the Chancellor – Public Affairs Division Report January 1, 2004 – March 31, 2004

## Part A. Ongoing Initiatives

- A. Increased efforts to ensure welcoming campus climates and higher rates of recruitment and retention for students, faculty, and staff of color [Access and Opportunity];**

Because of high demand, the Make College Part of Your Future brochures were updated and reprinted in four languages - English, Spanish, Somali and Hmong.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

A backlog of 2,500 requests for the brochures indicated high demand.

- B. Improved Federal relations [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- C. Improved services to students from pre-school through college by means of collaborative work with P-12 schools, the Department of Education, and other partners [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- D. Broaden effectiveness in teacher education programs to improve retention of teachers and address the changing demographic profile of the state's students [Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- E. Economic development/business-higher education partnerships [Community Development and Economic Vitality];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

- F. Responsiveness to the state's most critical workforce needs and the enhancement of workforce effectiveness [Community Development and Economic Vitality and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**G. Advocacy for adequate systemwide operating and capital budgets [Advocacy];**

Maintaining the Edge: Building Minnesota's Future was published in time for use during the 2003 legislative session.

Talking points were prepared for the chancellor, trustees and presidents on the system's bonding request and four other legislative issues.

Remarks were prepared for presentations to the Legislature by the chancellor and trustees regarding bonding hearings in the House and Senate and a hearing on the Kleis bill.

The chancellor met with representatives of the Star Tribune and Minnesota Public Radio to discuss the system's bonding request and other issues.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

Presentations were well received by House and Senate committees. The bonding publication is being used by legislators as a guide to the system's bonding projects.

**H. Advance the image/awareness of the Minnesota State Colleges and Universities and the value of contributions the system makes to the state of Minnesota [Advocacy];**

The chancellor continued meeting with groups of business leaders as part of an on-going effort to win the support of business. Six visits were conducted in the third quarter, bringing the total to 23.

The chancellor was featured in the newsletter of the state Chamber of Commerce and had a guest column published in Minnesota Business Monthly regarding customized training programs in occupational English.

Public Affairs staff met with the business editor of the Star Tribune and the business section staff of the St. Paul Pioneer Press to discuss possible story ideas.

Stories featuring xxxx were successfully placed in publications including xxxx

A public awareness/public image advertising and public relations campaign is in the planning stages for launch this spring.

An annual report was published for the system, highlighting the system's contributions to the state of Minnesota.

A survey of 310 business executives measuring their awareness of the system has been completed. Results are being used to shape the public relations and advertising campaign.

Progress: On Schedule

Concrete/quantifiable measures of progress outlined in narrative above:

**I. Progress toward implementation of the Allocation Framework [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**J. Build on the emerging strengths to further enhance transfer [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**K. Collaboration between/among the colleges and universities to improve the coordination, responsiveness, and quality of academic programs and services, and to optimize administrative and technological services [Fully Integrate the System].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**Part B. Ongoing Initiatives - Summary**

**A. 25-50 word summary on the overall status of ongoing initiatives**

**Part C. Annual Special-emphasis Initiatives**

**1. An expansion by college and university presidents of private (and other external) fundraising efforts and participation in a unified and coordinated pursuit of Federal funds [Access and Opportunity];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**2. A more coordinated and increased access to courses, full degree programs, and student support services offered through emerging technologies [Access and Opportunity, and Quality Learning Programs];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**3. An examination and clarification of the system's organizational structure aimed at improving the efficiency and effectiveness of programs and services (This process will include conclusions on decentralizing, regionalizing and/or centralizing well-defined functions between/among the colleges and universities and the Office of the Chancellor). [Fully Integrate the System];**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

**4. Establishment of a system leadership development program to identify and train future institutional and system leaders [Fully Integrate the System, Access and Opportunity, and Quality Learning Programs].**

Progress:

Concrete/quantifiable measures of progress outlined in narrative above:

