



Minnesota
STATE COLLEGES
& UNIVERSITIES

QUARTERLY REPORT

Minnesota State Colleges and Universities Action Plan for 2006-2010
Actions for January 2007 to March 2007

Meeting of the Board of Trustees
April 18, 2007

Good afternoon Board of Trustees, Minnesota State Colleges and Universities system colleagues, and friends.

We have an outstanding student to celebrate in this report. You may have seen Barbara Teed's photograph in the April 16, 2007, edition of *USA Today*. Our own Normandale Community College student has been chosen from among 1,500 students nationwide to be one of the twenty honorees for the All-USA Community College Academic First Team. These honorees, ranging in ages 17 to 55, excel academically, devote time to community service, and consider their college experience instrumental to becoming top-achievers. Ms. Teed is truly a shining example of the success story so many of our students share. Ms. Teed was recognized with a trophy and \$2,500 cash award at the American Association of Community Colleges annual meeting this week.

It is because of this system's faculty that so many of our students rise to their own abilities and reach beyond them. Last evening's event, "Celebrating Excellence," was a fine recognition of our faculty through the Academic and Student Affairs awards and the new Board of Trustees Award for Excellence in Teaching.

I am pleased to share that this week's Higher Learning Commission's focus visit at Anoka Technical College yielded positive results. President Anne Weyandt has learned that for the first time, the college will be recommended for a full 10-year reaccreditation. I also am assured that St. Cloud State University's accreditation team visit went well this week. Of course earlier in the year, we had a very successful outcome at Minnesota State University Moorhead, as well as other AQIP-based visits.

With accrediting matters in mind, the Title IV Negotiated Rulemaking Committee on which I serve for the United States Department of Education will continue to address accrediting issues in its final meeting this month. The previous two sessions have yielded some results, but it is clear that the department's stand on having accreditors become more involved in setting minimally acceptable performance standards on a broad range of measures is not likely to weaken, despite the expressed concerns from many negotiators.

The following report catalogues the systemwide activity that supports our strategic directions and their related goals. These notes all give credence to how our universities and colleges plan, act, and deliver in keeping with the Board's own strategic plan. We ultimately will measure our success with the plan through these actions and with data that will inform further actions and confirm our progress.

Finally, many have called upon me to make a statement regarding the tragedy at Virginia Tech this week. I know the university well. It is stellar in its mission and attracts uniquely bright students. As has been true for many of us in the higher education business, however, we have suffered the blows of unexpected tragedy in our communities. The campus is seen as the safest of environments, a haven for our students; this kind of horrible act, therefore, shocks our senses. Nonetheless, Virginia Tech's president will endeavor to carry on and strive to bring about some level of normalcy, even in the midst of the mourning. That is what the surviving families, students, faculty, staff, and the governing board will expect. Certainly, we will send our condolences to Virginia Tech, but we know that institution will never be the same. You may be sure that we, along with systems, colleges, and universities around the country, will learn from this event and determine if there is anything that we can do better to be prepared and to make our own surroundings appropriately secure.

Strategic Direction One Increase Access and Opportunity

Goal 1.1 - Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and education goals.

The state colleges and universities have a variety of targeted initiatives that have led to increased participation by students of color and other underrepresented groups in their institutions. Services range from enhanced recruitment to increased partnerships with local high schools. Clearly, Minnesota State Colleges and Universities are committed to their public mission and will continue to reach out to students from all walks of life.

- In FY 2007, Anoka-Ramsey surpassed 10,000 credit students for the first time in its history. Credit headcount increased by 4 percent and full-year equivalent has increased by 7 percent over FY 2006.
- Bemidji State University received a Blandin Foundation grant to provide an emergency loan program to American Indian Students and increased support for American Indian programs.
- Seventy percent of Bemidji State University's 2006 Upward Bound class of high school students was admitted into college.
- Bemidji State University has opened a Veterans Service Center which provides transition services and support 20 hours a week.
- Central Lakes College counselor Don Pfeffer, currently serving as director for higher education veterans programs for the Minnesota Department of Veterans Affairs, has been instrumental in establishing 29 centers across the state that provide assistance to over 2,200 veterans and their families.

- In the fall 2006 semester, Century College launched PrimeTime. The mission of this program is to provide affordable high-quality programs, activities and volunteer opportunities that enable life-long learners age 55 and older to stay intellectually and physically enriched and to remain socially connected.
- Students in the Pangea International and Multi-Cultural Club and staff at Hennepin Technical College have hosted a number of activities to promote cultural awareness and appreciation. These include a Martin Luther King Day celebration, a Black History Month program, International Day programs and Native American Appreciation Day.
- At Inver Hills Community College, English 99, one of four learning communities designed to increase the success and retention of first-year college students, had 100 percent retention, fall to spring. English 1108, a second learning community, had 82 percent retention, fall to spring.
- In the 2006-2007 academic year, Lake Superior College started assigning an advisor to new incoming associate degree students. This increased advising led to a 74 percent retention rate for new associate degree students from fall 2006 to spring 2007.
- In order to improve retention, all programs at Lake Superior College are incorporating the First Year Experience course. This helps new associate degree students develop good studying, time management and other skills to improve their chances of succeeding in college.
- Minneapolis Community and Technical College's overall enrollment for FY 2007 increased by 9 percent in headcount and by 7 percent in full-year equivalent over FY 2006. Chicano/Latino headcount enrollment at the college increased by 14.5 percent and African American enrollment by 11 percent.
- The spring 2007 retention rate for Power of You students at Minneapolis Community and Technical College was over 87 percent. The fall 2006 to spring 2007 retention rate was 85 percent for Power of You Students enrolled at Saint Paul College.
- Minnesota State Community and Technical College developed an online education support center that partners with MnOnline to serve military personnel, veterans and their families.
- Minnesota State University, Mankato received a \$500,000 National Science Foundation grant for scholarships to increase student diversity in science, technology, engineering and math programs.
- Minnesota State University, Mankato expanded its College Access Program. During summer 2007, 40 high school seniors and 20 high school juniors will spend time on campus learning about college life and requirements. This program identifies and recruits students who show promise of success but do not meet all of the admission requirements to the university. The program helps students master subject matter and build and improve basic skills for college success while still in high school, supplemented by a summer residential program.
- Minnesota State University, Mankato received a grant that aims to increase access and retention of underrepresented students at the university through a nine-month academic and six-week pre-college bridge program.
- Minnesota State University Moorhead offered bus tours to its campus for students of color and first-generation college students. Groups that came to campus included Bemidji Upward Bound, Admission Possible, Cass Lake Reservation and Rochester TRIO programs.

- Minnesota State University Moorhead created the Dragon Transition Team. This team of faculty, staff and upper class students welcomes new students of color to the university by serving as guides to university life and support services.
- The retention rate for degree-seeking students at Minnesota West Community and Technical College from fall 2006 to spring 2007 is 86.3 percent. The retention rate for white students is 83.6 percent and for students of color, 73.8 percent. In both cases, the retention rate increased by 2 to 3 percent compared to spring semester 2006.
- Minnesota West Community and Technical College created the Accuplacer Partnership, which lets students from seven high schools take the Accuplacer tests to see how they would place as college freshmen. This encourages high school students to take more rigorous courses to prepare for college.
- Comprehensive services are now available in the one-stop Library and Academic Resource Center on every campus of Minnesota West Community and Technical College. These centers provide tutoring, computer labs, career planning, advising and library services. In addition, all employees in the resource centers are trained to help students with physical or learning disabilities.
- As of the spring 2007 semester, Normandale Community College enrolled 20.4 percent students of color.
- The Academic Support Center at Normandale Community College increased tutoring services by 50 percent in the spring 2007 semester. These services are focused on students in the Academic Support Program and students pursuing AS and AAS degrees.
- Students of color represent 28 percent of the student body at North Hennepin Community College, a 12 percent increase over the past academic year.
- Northland Technical College offered a nursing assistant course on the White Earth Indian Reservation. All 38 students completed the course, and 97 percent passed the certification examination.
- Pine Technical College increased its enrollment of students of color from 3.3 percent of total enrollment in 2006, to 5.5 percent in 2007. This exceeds the percentage in the general population in its service area.
- Pine Technical College secured funding to expand its tutoring services and to develop a first-year experience course to address the needs of incoming underprepared students.
- Riverland Community College added a career pathway for health sciences.
- Riverland Community College established four new school-to-college articulation agreements in welding and medical terminology.
- Riverland Community College implemented a new student orientation model, Advising and Counseling for Enrollment. This process was used to advise and register almost 1,000 students.
- Rochester Community and Technical College received a Center for Integrated Health Science Education and Practice award to recruit and retain 10 high-achieving diverse postsecondary enrollment options students into an accelerated postsecondary nursing program. This accelerated pilot program will allow the students to complete their associate degree in nursing in two years after high school graduation and their bachelor's degree in nursing three years after high school graduation.

- St. Cloud Technical College offered Diva Tech to approximately 150 sixth-grade girls. This is a one day, hands-on event that helps girls learn about non-traditional careers.
- At Saint Paul College, 77 percent of the students enrolled in the lowest developmental courses using the Enable Math System achieved C grades or above in fall 2006, compared to 56 percent who used PLATO Math. The fall 2006 to spring 2007 retention rate for Enable Math students was 80 percent for developmental math students and 88 percent for introductory algebra students.
- Winona State University increased the enrollment of students of color from 3.4 percent in the 2005-2006 academic year to 3.9 percent in the 2006-2007 academic year.
- The Diversity and Multicultural Division of the Office of the Chancellor developed and implemented affirmative action training for St. Cloud Technical College and Ridgewater College. In addition, the division:
 - developed and delivered the first session of the Diversity Officers Professional Skills Development Series in February at St. Cloud State University;
 - developed and delivered discrimination/harassment training at Metropolitan State University; and
 - planned and executed MinnesotaOut Conference and assisted with the a statewide Gay Bisexual Lesbian Transgendered and Allies student association.
- The Public Affairs Division and the Diversity and Multiculturalism Division in the Office of the Chancellor planned and executed the system's first Super Sunday, an appeal through African American churches to help high school students and their parents become aware of the programs and services offered by the state colleges and universities.
- The Public Affairs Division and Government developed and put into place the Friends Action Network which provides information on legislative action to supporters of the Minnesota State Colleges and Universities.
- The Student Affairs Professional Development Conference, "Focus on Underrepresented Students," was in February. Over 300 student affairs professionals, faculty and students attended the conference. Many conference sessions provided descriptions of programs being undertaken by colleges and universities with grant funding from the Office of the Chancellor. This helps institutions share successful underrepresented student recruitment and retention practices across the system.
- The Academic and Student Affairs area was able to secure additional funding to support the development of five additional Underrepresented Student Transitions projects at Central Lakes College, Saint Paul College, Normandale Community College, Minnesota State Community and Technical College and Minnesota State University, Mankato.

Goal 1.2 – Maintain an affordable cost of attendance for Minnesota residents.

Keeping costs as low as possible is of paramount importance to Minnesota State Colleges and Universities. Institutions are working hard to raise private funds to help support students-in-need and will continue to do so to make college affordable for any student who wants to attend.

- Bemidji State University's Foundation awarded \$752,000 to high need students in the 2006-2007 academic year.

- A \$25,000 scholarship donation to endow a scholarship for Lake Superior College students was received during the fall 2006 semester.
- Metropolitan State University has raised more than \$2.8 million to date to support the Power of You program.
- By the end of February 2007, Minneapolis Community and Technical College had raised \$404,200 to support Power of You.
- Minnesota West Community and Technical College awarded \$120,000 in scholarships given annually to its students.
- Northland Technical College expanded its interactive television courses by 10 percent.
- Twelve scholarships were provided from Digi-Key Corporation for Northland Technical College students enrolled in the new manufacturing process technology program.
- The Pine Technical College Foundation once again exceeded its annual fund-raising goal and awarded more than 40 scholarships to enrolled students.
- Southwest Minnesota State University provides college courses to more than 2,500 high school students in 77 high schools throughout Minnesota.
- The St. Cloud Technical College Foundation awarded scholarships totaling \$204,650 for Fiscal Year 2007.
- The Saint Paul College financial aid office received \$15,000 in emergency funding from the college's foundation to support Power of You students.
- Through reallocations and internal budget decisions, Winona State University did not allow students' total cost of attendance to exceed the Higher Education Price Index.

Goal 1.3 - Work with other organizations to prepare all young people to graduate from high school and enroll in college ready for success.

The Minnesota State Colleges and Universities system is aware that students need to graduate from high school better prepared to succeed in college. Many institutions are partnering with local high schools to reach out directly to students so they can improve their skills before they graduate. This is a winning strategy for the state colleges and universities, the high schools and, especially, the students.

- Listed below are some of the initiatives that state colleges and universities used to increase student enrollment and success in science, technology, engineering and math, sometimes known as STEM, courses:
 - Bemidji State University offered college-level physics to 80 high school seniors to encourage them to choose the sciences for their college majors.
 - Alexandria Technical College initiated Phase I of the Central Minnesota Science, Technology, Engineering and Math Academy. This program will enroll 50 ninth-grade students into an advanced high school curriculum focusing on STEM courses. Eventually, the college and the participating high schools will jointly deliver college-level STEM courses to academy juniors and seniors.
 - Central Lakes College and the Staples-Motley School District received a collaborative curriculum alignment grant to help high school graduates transition into postsecondary STEM and manufacturing programs.

- The MathWorks! grant to Minnesota State Community and Technical College has enabled partnerships with local high school math instructors and regional colleges to develop and implement 43 contextual math teaching modules that integrate high school and college math.
 - Faculty at Minnesota West Community and Technical College used awards for excellence funds to develop simulations in calculus and pre-calculus. These simulations provide video demonstrations and interactive computer applications to help students visualize the mathematical and algebraic concepts, demonstrate proofs, or show applications.
 - Saint Paul College signed an agreement with the Saint Paul Public Schools to develop a Project Lead the Way Center of Excellence at the college. This national program, which encourages young people to pursue engineering and engineering technology degrees, will begin in 2008.
- Alexandria Technical College conducted four major outreach initiatives for local high school students. Sophomore Sneak-A-Peek brings in high school sophomores to learn about college programs. College for a Day invites high school juniors and seniors to spend the day getting to know the college and its programs. Women-in-Engineering, a collaborative program with local high schools, encourages young women to pursue engineering programs and occupations. Girl Scouts Career Day brings local scouts on campus to learn about the college and its programs.
 - Central Lakes College is partnering with five regional high schools, Brainerd Lakes Area Chambers of Commerce and local business to provide career academies in the fall 2008 semester in nursing, health science, engineering, manufacturing technologies and business.
 - Hennepin Technical College has conducted college entrance assessments at six area high schools to increase student awareness of and preparation for college.
 - Minneapolis Community and Technical College has partnerships with North, Edison, Washburn, Roosevelt, Wellstone and Broadway high schools in Minneapolis to improve student readiness for college. To date, more than 900 high school students have tested and 80 percent of participating high school faculty reported an improved student understanding of college readiness.
 - Northwest Technical College provides Accuplacer assessments for sophomores in 12 area high schools, permitting those who need additional math, reading and writing skills to complete needed coursework to graduate high-school-ready for college.
 - In December 2006, Inver Hills Community College and Dakota County Technical College faculty and administrators met with teachers and administrators from 12 local high schools to discuss ways to increase the college readiness of high school graduates. Additional meetings are scheduled for the spring 2007 semester.
 - Minnesota State College – Southeast Technical conducted career days for 3,550 seventh to twelfth grade students to prepare them for postsecondary education.
 - Undergraduate and graduate students at Minnesota State University, Mankato offer after-school tutoring to students from Mankato East and Mankato West high schools.

- St. Cloud Technical College offered Discovery Academy courses, an opportunity for area high school students to take advanced technical college courses in high school, to 258 students. Curricular areas included were automotive, Cisco Systems, pre-engineering, emergency medical services, welding and carpentry.
- The Public Affairs Division of the Office of the Chancellor collaborated with the Minnesota Office of Higher Education, the University of Minnesota, the Private College Council and others to develop an advertising campaign that encourages middle school students to take rigorous courses and plan to attend college. The campaign began running in March 2007.
- With modest funding from the Office of the Chancellor, the seven state universities are launching local projects in collaboration with two-year colleges, P-12 partners and corporate partners, to create more and better math and science education. These projects, which focus on preparing more math and science teachers and on enhancing the skills of practicing math and science teachers, are designed to help ensure an adequate supply of teachers in these critical fields.

Strategic Direction Two

Expand High-Quality Learning Programs and Services

Goal 2.1 – Demonstrate high quality in all educational programs.

Minnesota State Colleges and Universities know that they are offering programs and services in a competitive higher education marketplace. These institutions are working hard to improve the quality and reputation of their programs at the local, state and national levels. Clearly, quality is a journey that never ends.

- Dakota County Technical College students gave the college an average satisfaction rating of 4.03 out of 5 on the ACT Student Survey.
- Dakota County Technical College received Higher Learning Commission accreditation to use distance delivery methods to offer associate degrees.
- Dakota County Technical College launched the first National Institute of Wood Finishing, the only Higher Learning Commission-accredited wood finishing program in the United States. This institute educates professional wood finishers who will work in organizations ranging from large commercial furniture makers to local antique restoration businesses.
- A second Dakota County Technical College faculty member in the General Motors Program was awarded World Class Master Technician, the highest ranking from within the nationally recognized General Motors Service Technical College technical training program.
- In February 2007, eight Inver Hills Community College students competed as a team against five colleges in the National Collegiate Cyber Defense Competition. During this competition, the Inver Hills team operated and defended a simulated e-commerce business against various threats. The students found the competition to be a great learning experience and will continue to compete in the future.
- All departments within the Lake Superior College Student Services Division are evaluating student satisfaction and outcomes to improve student service.
- The Web Design program at Minnesota State Community and Technical College has been endorsed by the Specialty Asynchronous Industry Learning program of the League for Innovation, the first such designation for a Minnesota college.

- Minnesota State Community and Technical College initiated an online “early alert” system that allows faculty to identify students who might be struggling. Over 175 faculty are using the system to increase retention and direct students to support services.
- Minnesota State University, Mankato was approved by the Office of the Chancellor to offer an Ed.D. degree in counseling and student personnel. Evaluators from the Higher Learning Commission also stated that they will recommend the degree for approval.
- The Counseling Center at Minnesota State University, Mankato received accreditation from the International Association of Counseling Services in February 2007.
- The automotive technology program that Pine Technical College operates at Cambridge-Isanti High School has been accredited by the Automotive Youth Educational Systems group, giving it the equivalent of Automotive Service Excellence certification.
- The medical coding program at Pine Technical College received accreditation as an approved comprehensive coding program by the Approval Committee for Certificate Programs of the American Health Information Management Association, the national accrediting body for health information technology education.
- Pine Technical College is now an approved Academic Partner with the American Composites Manufacturers Association. This allows the college to offer Certified Composites Technician training and testing. The college is the only certified site in the Midwest.
- Best selling author and citizen activist Paul Loeb returned to the Rochester Community and Technical College in March 2007 to recognize its students, faculty and staff for their commitment to civic engagement and service learning for their thousands of hours of volunteerism. Loeb was impressed by how the college sent students to not only volunteer in the community but also to more distant areas such as New Orleans and Cambodia.
- St. Cloud State University received approval from the Office of the Chancellor to offer an Ed.D. degree in educational leadership. The college is awaiting approval from the Higher Learning Commission.
- St. Cloud State University has been accepted into the Higher Learning Commission’s Assessment Academy, a four-year commitment to build a campus-wide assessment program.
- MnOnline granted Saint Paul College full accreditation for its online programs.
- The centers of excellence are making significant progress including:
 - Entering into new industry partnerships to advise new program development and expand customized training opportunities;
 - Convening faculty from partnering institutions to develop or enhance program articulation and pathways for students;
 - Utilizing various Web- and print-based media to enhance the visibility of the centers and the impact for Minnesota business and industry;
 - Expanding the reach of Project Lead the Way and other efforts to encourage middle and high school students to explore high-demand careers; and
 - Purchasing equipment to provide students with access to the newest technologies.

- Wilder Research issued its first evaluation of the centers of excellence to the Board of Trustees for submission to the Minnesota Legislature and the governor. In addition, the National Governors Association has shown interest in the innovative approach taken by the system to implement the Centers of Excellence.

Goal 2.2 – Produce graduates who have strong, adaptable and flexible skills.

Institutions are using learning cohorts and core skill requirements to help students develop a broad array of flexible skills that will serve them in a variety of work and life situations.

Quarterly reports suggest that many Minnesota State Colleges and Universities will pursue these types of initiatives in the near future.

- Minnesota State University Moorhead began its second semester of requiring all new-incoming freshmen to enroll in the Dragon Core, which provides a broad foundation of skills, information and knowledge. Students learn to apply and extend foundational skills in written and oral communication, mathematics and critical and multicultural thinking in an array of disciplinary areas.
- In March 2007, President Keith Stover joined 17 South Central College faculty and students in Germany to visit the Carl Severing-Berufskolleg College and attend the CeBIT worldwide technology conference. During the visit, the South Central delegation met with German Chancellor Angela Merkel’s top aide on issues of higher education, workforce and economic development. South Central College is formalizing an agreement with Carl Severing-Berufskolleg College for continued faculty and student exchanges.
- St. Cloud Technical College has at least one service learning component in more than 80 percent of its programs.

Goal 2.3 - Provide multiple delivery options for educational programs and student services.

Online learning and services continue to grow to meet student demand. In addition, many institutions are taking their programs out into their communities to attract the greatest number of people to higher education.

- Anoka Technical College opened its Academic Resource Center in January 16, 2007. This center, a partnership between the college’s Adult Basic Education program and the Anoka County Workforce Center, is a one-stop shop for ABE/GED testing, assessment testing, tutoring and English-as-a-Second Language services.
- Bemidji State University and Alexandria Technical College are offering a shared general education curriculum leading to an associate degree granted by the university.
- Century College made the Online Writing Center available to all its students in developmental courses. During the semester, students can obtain 250 minutes of Writing Center credit in the Online Writing Center. This service was made available as the result of a student survey showing overwhelming interest.
- Fond du Lac Tribal and Community College’s College in the High School program increased the number of high school students taking classes from 400 in FY 2006 to 441 in FY 2007.
- Inver Hills Community College established a veterans affairs office along with other support services for veterans. This includes a Veterans Club with 40 student members that meet twice a month. Veteran enrollment at the college during the 2006-2007 academic year has ranged from 250-275 students.

- The Northeast Higher Education District's Mesabi Range College increased its online course offerings over 150 percent from FY 2006 to FY 2007.
- In spring 2007, Minneapolis Community and Technical College implemented RightNow technology to provide online advising. To date, there have been 3,735 answers viewed, 3,145 searches, 4,040 sessions and 13,150 hits.
- Enrollment in online courses at Minneapolis Community and Technical College has increased 50 percent from 172 FYE in FY 2006, to 258 FYE in FY 2007.
- Through the work of the Alcohol Task Force, a new Minnesota State University Moorhead alcohol policy with stricter, more consistent enforcement was implemented in fall 2006. In addition, the university requires all new freshmen to enroll in Alcohol and College Life, a one-credit, on-line, distance-delivered course. Fifteen lessons cover a range of topics focusing on the risks of alcohol use while in college.
- In fiscal year 2007, Minnesota West Community and Technical College enrolled 107 students in either pre-calculus or calculus online.
- Enrollment in online and Web enhanced courses at North Hennepin Community College has increased 29 percent over the past academic year.
- Northland Community and Technical College increased enrollment in online courses by 12 percent.
- Enrollment in online courses at Northwest Technical College increased by 61.4 percent from 101 full-year equivalents in FY2005 to 163 full-year equivalents in FY 2007.
- South Central College rolled out its initial online orientation for students.
- Winona State University implemented electronic library reserves, permitting the production of digital copies of journal articles, book chapters, other readings and related links available online to students.
- The Johnson Center for Virtual Reality at Pine Technical College has expanded its development effort to include the creation of educational games. The center completed a game to train journalism students in effective reporting practices and has partnered with MnOnline and the Center for Integrated Health Science Education and Practice to create a game to train certified nursing assistants.
- The Public Affairs Division of the Office of the Chancellor completed redesigning the student online registration portal templates to ensure even more seamless Web use for students.

Strategic Direction Three Strengthen Community Development and Economic Vitality

Goal 3.1 - As a major partner in educating Minnesota's workforce, participate in identifying and meeting regional and statewide economic development priorities.

Minnesota State Colleges and Universities see serving the workforce and economic development needs of their local communities and the state as a core part of their mission. Every institution takes programs and services directly to business and industry. In addition, the state colleges and universities are major recipients of Minnesota Job Skills Partnership grants.

- The workforce development collaborative between Northwest Technical College and Bemidji State University with the Center for Research and Innovation has served 1,678 individual clients and 135 businesses since July 1, 2006.
- State colleges received a number of Minnesota Job Skills Partnerships grants:
 - Dakota County Technical College was awarded three grants to train employees at area businesses. These grants are \$309,411 to train 235 employees at Amerilab Technology, \$300,000 to train 344 employees at Foldcraft and \$328,190 to train 300 employees at Frontier Communications. Training at the three sites ranges from improving supervisory and manufacturing processes to English-as-a-Second-Language.
 - Central Lakes College and a local telecommunications company received a grant for \$120,000 to provide training for incumbent workers.
 - In February 2007, Fond du Lac Tribal and Community College received a \$44,350 grant to purchase a SIM Baby and SIM Woman to provide skill enhancement training to 117 nurses at the Cloquet Memorial Hospital. The hospital is contributing \$62,500 to support the initiative.
 - Normandale Community College was awarded a \$244,849 grant to work with Enpath Medical, Inc. The project simulation and online learning will prepare workers for work at this high tech medical manufacturing company.
 - Through a grant, Normandale Community College is partnering with nine non-profit organizations to offer Global Career Development Facilitator certification and continuing education classes. With almost 1,000 employees working out of 70 offices, these organizations serve thousands of Minnesotans from diverse ethnic backgrounds and cultures. To date, 62 counselors from these nine organizations have become certified through the program.
 - Pine Technical College and its industry partners secured two grants. One will train manufacturing workers in a medical device company. The second will train technicians and employees in a radio-frequency identification business.
 - Rochester Community and Technical College received a \$249,226 three-year grant to train 225 IBM Rochester employees in project management, business acumen and intercultural relationship management.
- Hennepin Technical College; Minnesota State University, Mankato; Normandale Community College; and South Central College met with business and educational leaders from Scott County to identify and serve the higher education needs of their communities.
- Inver Hills Community College provided 36 Cenex Harvest State employees with a 130-hour Spanish business culture language training program.
- Lake Superior College Customized Training noncredit registrations increased by 33 percent from 721 registrations in 2006, to 1,076 in 2007.
- Mesabi Range College in the Northeast Higher Education District received a \$70,000 grant for simulation software and hardware to support the training of production and industrial technicians for taconite mining and processing.
- Metropolitan State University received approval from the Office of the Chancellor to offer a collaborative doctoral program in nursing practice.

- Metropolitan State University and Normandale Community College received approval from the Office of the Chancellor to collaborate on offering a master's degree in dental health.
- Over 40 Schwan's Corporation employees currently are enrolled in the online Supervision and Leadership associate degree program at Minnesota State Community and Technical College. Schwan's will add a new cohort of employees to the program in fall 2007.
- Minnesota West Community and Technical College's customized training unit designed and implemented specialized wind turbine rotor blade production program training to teach over 320 employees of the Suzlon Rotor Corporation to build rotor blades for wind turbines.
- North Hennepin Community College, in collaboration with Metropolitan State University and Anoka-Ramsey Community College, currently offers the final semester for the new post-baccalaureate nursing degree through Metropolitan State University. This program responds to the large increase in demand for nurses with baccalaureate degrees.
- Northwest Technical College and Bemidji State University combined their outreach education programs to form one Custom College to provide credit and hour-based training for business and industry employed workers seeking continuing education and for community members engaging in lifelong learning opportunities. Since July, this joint entity has served 1,678 individual clients and 135 businesses and industries.
- Pine Technical College, the Minnesota Extension Service and the Mille Lacs Band of Ojibwe have teamed up to promote the development of the cellulosic ethanol industry in east central Minnesota. The partnership is aimed at establishing firms in the area to process switchgrass and poplar trees into usable alternative fuel.
- Winona State University coordinates the city-wide workforce development steering committee.
- Winona State University established faculty-in-residence program that allows faculty to work in local companies and apply the knowledge gained from this experience back in the classroom.

Goal 3.2 - Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.

Minnesota State Colleges and Universities are central to the civic and cultural lives of their communities. This ranges from sponsoring community events on campus to providing musical and dramatic performances. Evidence strongly shows that the institutions embrace their public mission.

- Anoka Technical College's Multicultural Student Center opened in January 2007.
- Central Lakes College entered into a long-term agreement with the Department of Human Services to establish a community dental clinic on the Brainerd campus. The clinic will provide clinical experiences for the dental assisting students and access to quality dental care for low income and underserved populations in the area.
- Lake Superior College has an annual goal of hosting at least 20 public events. To date, 19 events have been scheduled. These include two art show openings, two choir concerts, five visiting writers events, three speakers in the issues and ideas series, three guest speakers on entrepreneurship, an auto club car show and a robot demonstration and competition.

- In January 2007, guest speaker Lou Gosset, Jr., hosted Minneapolis Community and Technical College's annual Martin Luther King, Jr., "Celebrate the Dream" event. More than 1,500 guests attended.
- Minnesota West Community and Technical College is the only system school that is a finalist for the Carter Award. This award will recognize the college as a service leader in its communities.
- Pine Technical College launched an online literary journal, *Inklings*, to stimulate the development and recognition of area writers and poets.
- Rainy River Community College, Northeast Higher Education District, hosted the third annual Lake of the Woods Water Quality Forum in February. Nearly 100 scientists, governmental agency representatives and private citizens participated in the two-day event.
- Riverland Community College established "Generations," a monthly program for community seniors that provides information on topics ranging from history to auto mechanics.
- St. Cloud Technical College accounting students volunteered to help prepare income tax returns for the Voluntary Income Tax Assistance program.
- Winona State University hosted the second annual Frozen River Film Festival in January 2007. More than 2,500 people attended, including 1,200 university students. The theme of the festival continues to be sustainability and world cultures.

Goal 3.3 - Develop each institution's capacity to be engaged in and add value to its region.

Minnesota State Colleges and Universities serve as key educational, civic and service institutions in their regions. This ranges from encouraging students to provide community service to doing applied research that maintains the regional environment and economy.

- Century College involved 1,828 students in service learning during the 2006-2007 academic year. Over the past five years, students have contributed more than 86,000 hours of service to the community.
- Pine Technical College and the Northern Technology Initiative collaborated with the Initiative Foundation to conduct an Enterprise Network Systems Analysis project for East Central Minnesota. The project uses input and output data from regional manufacturers to identify new or start-up manufacturing businesses to complement the regional business base.
- Southwest Minnesota State University students in ecology, environmental toxicology and environmental science are collaborating with Marshall junior and senior high school students to monitor water quality in the Redwood River.
- Southwest Minnesota State University is helping Riverland Community College and Alexandria Technical College develop a Senior College program. This program provides adults age 50 and older with lifelong learning opportunities. Southwest Minnesota State University has established its Senior College in 18 states and 23 sites with more than 1,250 active learning senior participants.

Strategic Direction Four
Innovate to Meet Current and Future Education Needs Efficiently

Goal 4.1 – Build organizational capacity for change to meet future challenges.

The Minnesota State Colleges and Universities system is developing future leaders and enhancing their skills. This will help the keep these institutions vital and flexible to meet the future learning needs of their students and communities.

- Rochester Community and Technical College participates in two national pilot projects sponsored by the Continuous Quality Improvement Network. The first is Building Sustainable Local and Global Community: A Compelling Community and Technical College Vision for the 21st Century. The project's goal is to design and implement a Distributive Innovations Lab that creates prototypes of innovative college infrastructure designs, core operating systems, curricula, student support programs and delivery modes. The second is a project for the Development of a Curriculum on Innovation Skills and Processes. The project mission is to deploy the most innovative curriculum in the country for developing individual skills and organizational process to support innovation in manufacturing companies and service organizations.
- Southwest Minnesota State University has active partnerships with 26 community and technical colleges.
- The Human Resources Division of the Office of the Chancellor surveyed stakeholders on collective bargaining negotiations to respond to the challenges caused by changing trends in educational delivery.
- The Minnesota State Colleges and Universities system has received strong support for its biennial budget request during the 85th legislative session. The 2007 legislative session is scheduled to end May 21.

Goal 4.2 – Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.

A variety of institutional and system processes recognize administrators, faculty and staff who do their work in an innovative and high quality manner.

- At the January 2007 chief facilities and financial officers meeting, 31 awards were presented to the finance and facilities officers for exhibiting leadership and advancing excellence in their respective areas.
- The Public Affairs Division received its eighth gold medal Paragon Award from the National Council on Marketing and Public Relations, an association of two-year college marketing and communication professionals. Paragon Awards were also presented to Century College, Fond du Lac Tribal and Community College, Minneapolis Community and Technical College, Normandale Community College, Riverland Community College, Saint Paul College and Minnesota Online.
- The Public Affairs Division received a Best in Show and gold award for the *Minnesota State Colleges & Universities* magazine in the 22nd Annual Admissions Advertising Awards by the National Newspaper of Admissions Marketing; a gold award for its TV ad series "Hats Off" campaign; and a silver award for its total advertising campaign. Minnesota Online won merit awards for its Google ad words campaign and Video/CD viewbook, "Works for Me!"

Goal 4.3 – Identify and remove barriers to innovation and responsiveness.

Institutions and the Office of the Chancellor are improving their efficiency to keep costs down and provide better service.

- Finance and operations staff work at Minneapolis Community and Technical College has been reduced by 10 percent as a result of process efficiencies.
- Working with campus chief information officers serving on the ITS Infrastructure Committee, the Office of the Chancellor ITS division staff developed a formula and process to track and report unexpected system down time. In many instances, outages do not affect every institution or all users within an institution. At the end of each month, outage reports are run and displayed under the heading “Enterprise System Availability” on the ITS Web site. The report includes summary statistics, but also allows readers to drill down into outage specifics, including date, time, reason and institutions affected. Through February 2007, the Fiscal Year Annual Mean Service percentage is 99.98 percent.

Goal 4.4 – Hire and develop leaders who will initiate and support innovation throughout the system.

Leadership development is a growing need in the system. More institutions are developing in-house processes to identify and develop their next generation of leaders.

- Alexandria Technical College initiated its second Tomorrow Leadership Development cohort. This program, enrolling 15 college employees, develops future leaders within the institution.
- Rochester Community and Technical College began its fifth cohort of Leadership RCTC with 18 faculty, staff and administrators. The semester-long leadership development program covers topics such as college history, finance and facilities and teaching and learning.

Goal 4.5 – Promote accountability for results through a system of accessible reports to the public and other stakeholders.

Accountability is clearly at the forefront of many institutional operations. Institutions are collaborating with the Office of the Chancellor to provide information for the Board of Trustees’ accountability processes. In addition, institutions are using the data locally to improve the efficiency and effectiveness of their operations.

- Minneapolis Community and Technical College created a data book reporting on results for 41 measures related to the college’s strategic plan and system targets.
- Riverland Community College identified key indicators and measures to support continuous improvement.
- Rochester Community and Technical College continues to use its Balanced Scorecard and dashboard of key performance indicators, core measures and discrete data measures. The college has adopted the 12 key performance indicators that make up the system level accountability scorecard for the Board of Trustees.
- Winona State University continues to implement its Open Notebook. This portfolio provides reports and dashboards on learning outcomes and other university initiatives.

- During the third quarter of FY 2007, the Office of the Chancellor made two new academic and financial planning tools available to system institutions. The instructional program cost dashboard provides summary level cost data for instructional programs, as well as instructional program comparison data from the allocation framework. The section cost tool provides more detailed data for each course offering such as enrollment, faculty full-time equivalents and cost per student full-year equivalent.
- The Human Resources Division of the Office of the Chancellor developed and implemented systemwide labor relations training on collective bargaining agreements, federal laws and management skills needed for a unionized environment.
- The Office of the Chancellor completed the following accountability tasks during the third quarter of FY 2007:
 - Prepared and submitted the System's Legislative Accountability Report with updated versions of 26 accountability measures;
 - Prepared a revised version of the Student Success Dashboard with retention rates updated through spring semester 2007;
 - Completed analyses of student affordability and graduate debt burden at Minnesota State Colleges and Universities;
 - Completed a proposal for systemwide implementation of surveys on student satisfaction and engagement; and
 - Continued the development of a system data warehouse to support accountability, performance and planning.