

## APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES

### QUARTERLY REPORT

Minnesota State Colleges and Universities Work Plan for 2002-2003

July 16, 2003

#### OVERVIEW

The materials presented in the pages that follow are synthesized reports of progress by the Minnesota State Colleges and Universities in the fourth and final quarter, of fiscal year 2003.

#### STRUCTURE

The report follows the structure of the annual work plan, organizing the entries around the four strategic directions and the added annual priorities—increase access and opportunity; increase support; expand high-quality learning programs and services; strengthen community development and economic vitality; fully integrate the system; and measurement—elaborated into seventeen action steps for greater accountability.

The report is a snapshot of progress toward achieving the overall objectives of the work plan in the fourth quarter of the 2002-2003 fiscal year it is a highly selective synthesis of the enormous efforts undertaken by the campuses of the Minnesota State Colleges and Universities.

#### **Priority: *Increase Access and Opportunity.***

Minnesota State Colleges and Universities will continue to recruit students from a broad spectrum of backgrounds, yet focus more intensely on the recruitment and retention of those who have been under-prepared for or traditionally under-represented or under-served in higher education, including students of color, first-generation college students, students for whom English is a second language and low-income students.

Among the action steps in this priority are the identification and removal of barriers to the participation in higher education for students of color, first generation students, and low-income students. Also included is the initiation of new pre-kindergarten through college (P-16) collaborative structures to improve student preparation for and transition into college and work, and the development of clear plans for the recruitment, professional development and retention of diverse faculty, staff and administrators.

At the system level a survey of Minnesota State Colleges and Universities—designed to collect both data and insights/ideas, and to assess the current context as well as anticipated future needs— was completed between March and May, 2003.

Although the System Work Plan called for development of a plan to provide English-as-a-Second Language/Occupational English instruction in locations and occupations of greatest need, the survey and deliberations about its results made it clear that the development of such a plan is premature. Changing demographics, resource constraints, and a lack of integration across educational levels are among the factors that have rendered traditional approaches to serving English Language Learners inadequate in a number of ways, despite the expertise, skills, and deep dedication of current ESL faculty. The system-wide survey similarly revealed challenges that speak to a variety of policy and programmatic issues, some of which can be addressed within MnSCU, some of which require statewide P-16 discussions and solutions, and some of which may require changes at the federal level.

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Hennepin Technical College recognized the complexity of the current ESL challenge and has secured several grants to support their exploration of new approaches to meeting the needs of their students to build English language skills. The system-wide survey similarly revealed challenges that speak to a variety of policy and programmatic issues, some of which can be addressed within MnSCU, some of which require statewide P-16 discussions and solutions, and some of which may require changes at the federal level.

As the year draws to a close, the Minnesota P-16 Education Partnership has become fully functional. At its second official meeting, held on April 25, 2003, Partnership members approved a Founding Plan; approved a leadership structure, established terms of office, and elected a chair and vice chair; approved an annual meeting calendar; and approved three initial priority projects to be undertaken during FY 2004. Through the P-16 Partnership, Minnesota is now poised to initiate collaborative efforts designed to maximize student achievement, from preschool through postsecondary education; promote the efficient use of financial and human resources; and advance an effective, inclusive, and data-driven policy agenda.

Initial planning to develop an aligned high school and college readiness assessment in mathematics was underway in fall 2002 but was put on hold when it became clear that the Governor and many legislators intended to repeal the Minnesota Profile of Learning and charge the Commissioner of Education with the development of a new set of academic standards. With completion and adoption of new state mathematics standards in spring 2003 and with approval by the Minnesota P-16 Education Partnership of a research project focused on an aligned math assessment as an initial priority for FY 04, a working group will begin meeting in Summer 2004 to move this agenda item forward.

A joint committee representing the University of Minnesota, Minnesota Private College Council, and Minnesota State Colleges and Universities has completed a one-page document, *Joint Statement of Mathematics Competence Expected of All Entering College Students*. Detailed companion documents, providing further descriptions of needed areas of mathematical competence and sample problems, have been developed and are being field tested with mathematics faculty throughout the state. The full package of documents is expected to be on-line and widely available to students, parents, and educators in fall 2003.

Significant research on middle college/early college models and other alternative means of meeting the educational needs of students in the late high school years has been completed and discussions held with a number of key academic leaders at institutions interested in pursuing new collaborative models. However, because few models have been found that are designed to meet the needs of the populations served by many of the Minnesota State Colleges and Universities, and given widely divergent interests in considering new models of educational delivery, further consultation is needed before specific recommendations can be developed, along with an exploration of potential funding sources. An August forum focused on "Rethinking the High School Senior Year" will be jointly hosted by the Minnesota State Colleges and Universities, the Minnesota Association of School Administrators (MASA), and the Minnesota Association of Secondary School Principals (MASSP). A follow-up forum has been tentatively planned for Winter 2004 to refine issues and ideas into a set of coherent and appropriate recommendations, and it is anticipated that discussions with interested campuses will be on-going during FY 04.

The Equal Opportunity and Diversity Division staff continues to be the Minnesota State Colleges and Universities face to the underserved communities though participation in relevant celebratory events.

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The Equal Opportunity and Diversity Division co-sponsored the Annual MnSCU Diversity Conference with St. Cloud State University and staff made presentations on access and recruitment/retention at the Annual/National St. Thomas Multicultural Conference, the regional Minnesota Association of Education Opportunity Program Personnel (MnEOAPP) and statewide Minnesota Association of Counselors of Color (MnAACC) and Equity Conferences. In addition EOD staff conducted research on campus/community collaborations and provided the templates to campuses.

Alexandria Technical College took the lead role in creating a community-wide group to discuss diversity issues in the area.

Using statistics of reported ethnicity, it appears the number of students of color at Anoka-Ramsey Community College is increasing (.5% from FY 2002 and 2.4% from FY 2001).

In an effort to develop and implement a plan/process to actively recruit faculty and staff of color Anoka-Ramsey Community College researched five new avenues to advertise job openings and posted vacancies for the first time in *The Hispanic Outlook in Higher Education*, *Women in Higher Education*, *News from Indian Country*, and *Indian Country*, in addition to their customary placements.

Anoka-Ramsey Community College also expanded offerings in the St. Cloud State University/Anoka-Ramsey Community College Connection Program— brought in 168 additional students through 5 additional sections in fall 2002 and 3 additional sections in spring 2003.

Century College started its special summer session term for 62 Japanese students who were previously enrolled in the state university in Akita, Japan. Students are primarily enrolled in ESL classes and are living in an apartment adjacent to campus.

In addition, Century College concluded its 2 year College Readiness project with four area high school districts (White Bear Lake, Stillwater, North St. Paul-Oakdale-Maplewood, and Mahtomedi) to align high school graduation standards to college-level learning expectations in reading, writing and mathematics.

Century College is also beginning sponsorship of an East African/Somali charter high school. This is an expansion the current East African/Somali elementary and middle schools currently sponsored by Century

Fond du Lac Tribal and Community College has undertaken special recruitment efforts on Minnesota Indian reservations and communities this spring with the result that nearly 20 percent of American Indian students in the system are enrolled at Fond du Lac Tribal and Community College.

Fond du Lac Tribal and Community College allocates a significant amount of fiscal and human resources for student retention efforts—for instance its PROP program, Career Resource Center, Child Care Center and Center for Academic Achievement—which improves long-term retention for Fond du Lac Tribal and Community College students who move on to other institutions.

Fond du Lac Tribal and Community College's Anishinaabeg Student Congress has a strong cultural component which teaches Anishinaabeg traditions.

Hennepin Technical College has participated in visits to 2 workforce centers twice a month, delivered 14 different presentations to Alternative High School locations, attended the Indian Education Career Fair, attended the AWARE fair, presented at Somali Women's Center, staff attended the MnSCU 'Recruiting and Retention of under-represented students' conference, presented at Kennedy Strive Program (1st generation) and at the MN Technology HS (inner-city), participated in the Deaf Worldwide organization, and participated in multicultural events: Cinco De Mayo, Asian American festival, Juneteenth, Rondo days, Minneapolis Urban League event and MEOPP annual conference.

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Hennepin Technical College is in the process of filling two McKnight Grant sponsored positions (retention liaisons) to work expressly with second language students as mentor, advisor, tutor and community liaison to help those students successfully complete their educational programs at Hennepin Technical College.

Hennepin Technical College has established partnerships with local agencies to in endeavors with second language students and to provide additional support to those students: the African Assistance Program, the Center for Asian Pacific Islanders, the Chicano Latinos Unidos en Servicio agency, the Hmong American Partnership and the Lao Assistance Center.

Project ACCESS is designed to meet the learning and support service needs of students whose first language is not English. This three year study will determine the entry level language skills needed for those working in the Manufacturing and Health Care fields, as well as providing support services to students. This is a joint venture using grant funding from FIPSE and the McKnight Foundation, and including Hennepin Technical College, Anoka-Hennepin Technical College, Dakota County Technical College and MnSCU.

Lake Superior College increased High School Connections program partnerships by approximately 25 percent. In addition, Lake Superior College hosted its Second Annual Real Math and Science Expo on April 10. Approximately 450 local high school juniors and seniors participated.

Lake Superior College attained significant expansion of both Honors Online and College in the Schools, which has increased students' abilities to complete college liberal arts courses while still in high school.

Metropolitan State University has entered a new collaboration with Century College to locate a branch of their ESOL Institute on Metropolitan State's campus.

Metropolitan State University has a new articulation program with Fond du Lac Tribal and Community College, in two Law Enforcement programs: e-crime, and criminal justice.

Minnesota State University, Mankato will develop a comprehensive recruitment plan Summer 2003 targeting underrepresented students including 10 tribal colleges, schools and private agencies in Minnesota, Milwaukee and Chicago to obtain at least 500 new applications to net 125 new MSU students of color.

Minnesota State University, Mankato drafted a new Enrollment Management Plan addressing access and opportunity.

Minnesota State University, Mankato was awarded one of the two Minnesota McNair Grants for encouraging the mentoring of underrepresented students.

Normandale Community College will expand its high school counselor telephone and website "hotlines" to facilitate immediate high school counselor access to important College information.

The Normandale Community College institutional plan calls for an expansion and revision of its English as a Second Language (ESL)/English for Academic Purposes (EAP) program in 2003-04.

Normandale Community College established September 24 as an all staff "diversity" professional development day and established a long-term staff training model to address cross cultural understanding.

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All Northeast Higher Education District member colleges have completed a recruitment and retention plan for underrepresented students based upon a diversity climate survey and discussions with college personnel from the campuses. All of the colleges have included additional outreach activities or initiatives in their recruitment and retention plans.

A new partnership has been developed between the University of Minnesota Duluth and Itasca Community College in American Indian Studies to assure articulation and resource sharing.

Mesabi Range Community and Technical College has been awarded an Upward Bound grant from the U.S. Department of Education for \$1.1 million dollars over five years, to work with area high school students in paving a path toward college – these students by definition are among underrepresented groups.

Northland Community and Technical College has sought continuous improvement in its diversity initiative. They have carefully surveyed students to ascertain how well they are doing and have sent or will send faculty to SEED (Seeking Educational Equity and Diversity) training. Upon their return, the faculty will work in a team to create a model for multicultural education.

Northland Community and Technical College completed a Minority Student Recruitment Plan and incorporated diversity workshops into its in-service activities.

Pine Technical College completed an outreach plan to improve access to PTC offerings by Native American students in the region. First contacts and meetings conducted with Mille Lacs band of Ojibwe leadership.

The enrollment of 1<sup>st</sup> generation students increased by 13 percent at Pine Technical College from the 2002 fiscal year to fiscal year 2003.

As the result of several meetings with superintendents, principals, and other K-12 personnel, Riverland Community College will reserve spaces for high school students in its technical programs. This will provide opportunity which has been lost as high schools have reduced or eliminated their vocational education programs.

Local Somali Community Service Organization relocated to an office at Rochester Community and Technical College and is working with the college to improve access to higher education for Somali and Sudanese students by helping with document translation and participating in staff development.

During fiscal year 2003, 480 St. Cloud State University employees participated in diversity training on campus for a combined total of 3,360 training hours. In addition, the faculty and staff who act as mediators as part of the University's Mediation Program received special training on discrimination.

St. Cloud Technical College has an active Tech Prep Program in collaboration with area high schools. The College currently has 593 requests for advanced placement from students that have completed Tech Prep college coursework.

South Central Technical College hosted on-campus events for area students including: 4<sup>th</sup> Grade Water Festival (700 students); 8<sup>th</sup> Grade Futures' Conference (800 students); Career Fairs for Sophomores (1200 students); and Junior/Senior events (1800 students).

Southwest Minnesota State University expanded ESL services, enhanced recruitment in urban areas and established a Retention Task Force

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Close working partnerships between St. Paul College and Saint Paul Public Schools resulted in several programs which strive to provide career direction and higher educational opportunities to students in the community. St. Paul College also maintains strong, on-going relationships with labor unions and apprenticeship programs; currently, thirteen apprenticeship programs are offered on campus or at off-campus locations convenient to the labor unions.

Between regular programming and customized training, learning was delivered to Saint Paul residents by St. Paul College seven days per week, twenty-four hours per day.

Winona State University ensured child care for traditional and non-traditional students through its Maxwell Children's Center. Winona State University covered the loss of state funds and added a faculty position to help meet increased demands.

Winona State University continues to enhance the “early warning” and faculty-mentoring programs, through which under-prepared students get targeted, individual academic assistance.

Winona State University’s plans to assist with recruiting and assisting students and providing support for learning needs include all the key campus offices: Admissions/Cultural Diversity, Financial Aid Office, and Housing and Residence Life.

The Office of Admissions at Winona State University has refined its focus on key feeder high schools and is making use of selective databases to identify potential students who are a good match for the university.

Winona State University provides training to Residence Hall Staff members on areas of diversity, multiculturalism, mediation, and promotion of a caring community. In 2002-03 there were at least 5 required training which included diversity training components.

In 2003 Winona State University increased staff support for the Office of Disability Services; this office serves a growing body of students, with a special emphasis on those with hearing and sight limitations.

The Winona State University Computer Science Department and St. Mary’s University-Winona are completing work on a joint three-year \$450,000 grant from the National Science Foundation to develop a “Computer Science Program for Students with Disabilities.” The overall goal of this major NSF grant is to increase the accessibility of the computer science curriculum for students with diverse learning abilities.

### **Priority: *Increase Support.***

Minnesota State Colleges and Universities will work to increase support for public higher education in order to maintain the core educational mission while keeping tuition reasonable and addressing the needs of the state.

The three action steps in this priority involve an analysis of how Minnesota's policy on student financial aid affects Minnesota State Colleges and Universities students and a subsequent strategy to obtain legislative changes benefiting public higher education students, advocacy for responsible management of fiscal, facilities and technology resources and work to obtain more non-state funding.

The Minnesota State Colleges and Universities Foundation has completed a feasibility study of the foundation’s capacity to conduct major fundraising at the system level. The study, conducted by a fundraising consultant, was the first phase of implementing a plan to increase the capacity of the system

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and the institutions to raise funds from non-state sources. The consultant presented the feasibility study to the foundation board June 5. According to the consultant, the findings do not support the startup of a stand-alone fundraising operation. He recommended instead that the system and the colleges and universities develop a collaborative approach to solicit major donors. The foundation's executive board will determine next steps in late June.

Alexandria Technical College conducted a major "Ask Event" in May, 2003 generating donations/pledges exceeding \$300,000.

The Anoka Technical College Foundation's \$4 million major investment campaign was publicly announced in May 2003. Pledges to-date total \$2 million.

Anoka-Ramsey Community College received 5 Minnesota Job Skills Partnership grant awards totaling over \$1.3 million in June, roughly 32 percent of all Minnesota Job Skills Partnership awards.

In addition, Anoka-Ramsey Community College submitted and received two grants to fund its existing Upward Bound program with an increase in students served (50 to 60) and a new Upward Bound program targeting three high schools having high numbers of first-generation and/or low-income students and students of color (50 students will be served.).

Dakota County Technical College's Foundation portfolio increased by more than 30% and now exceeds \$1 million.

Fond du Lac Tribal and Community College has re-established its Foundation Board and developed a clear set of goals and objectives.

Fond du Lac Tribal and Community College has re-established its Director of Development position.

Fond du Lac Tribal and Community College administers approximately 30 external grants at any one time with the result that 26.5 percent of all employees are partially or totally grant funded.

A priority of the college was to establish the college Foundation. In 2002, the Hennepin Technical College Foundation conducted a successful first Annual Campaign. The Foundation in partnership with Hennepin Technical College is embarking on the "Raising More Money" model of fundraising. The purpose of this model is to raise awareness of the college in the community, increase the donor base, and cultivate donors to increase their level of giving.

Inver Hills Community College has had increased success in raising federal dollars. Inver Hills Community College has increased emphasis on external fundraising through foundations, business and industry and alumni.

Itasca Community College was awarded an \$180,000 technology grant from the Blandin Foundation to expand custom training and cooperative educational opportunities in alignment with the True North initiative to diversify the area's economy.

Minneapolis Community and Technical College raised \$250,000 from private donations for the Wheelock Whitney Hall endowment, increased private scholarship funds by 10%, created a grant writing program that increases grant funding by 10%, improved employee giving by 10%, and created an alumni association committee.

Minnesota State College - Southeast Technical continues to prepare for a capital drive of roughly \$3 million in conjunction with its foundation.

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Minnesota West Community and Technical College continues to have excellent relationships with industry and significant equipment contributions have been received supporting Auto Technician, Fluid Power, Machine Tool, Power Plant Technology, etc. Honda donated over \$200,000 of new equipment to the new Power Sports program.

Minnesota West Community and Technical College received a Vocational Readiness grant to train bi-lingual staff to advise and recruit minority students; training in the use of Power Point, college admissions processes and working with first generation students is completed.

Minnesota West Community and Technical College continues to work with state and federal agencies to obtain grants to assist in renewable energy training: the college received small grants from the Minnesota Department of Commerce for renewable energy training programs and is working to have a \$500,000 earmark within the Federal energy budget to establish a Renewable Energy Training Center.

Normandale Community College secured pledges of over \$1.6 million for its ongoing first major gift campaign, "Creating Futures...Changing Lives."

North Hennepin Community College accomplished its goal of initiating and communicating with an alumni organization and beginning to solicit alumni for financial support. While the dollars raised were small, the number of alumni contributing grew significantly.

During the spring semester the Northland Community and Technical College Foundation Board of Directors made the decision to assign the Foundation's Executive Director to more activities related to individual donors.

In the spring semester, Northland Community and Technical College was awarded a \$40,000 grant to work with a northern Minnesota-based manufacturing firm.

Pine Technical College was successful on one of three private grants for \$18,000 for fiber optic work.

Riverland Community College completed the merger of two separate foundations into one group covering all three main communities. The merger was made easier because I had gone through the process at Wenatchee Valley College when I was there.

St. Cloud State University received a grant from the Otto Bremer Foundation to create an academic support program for second language residents, including immigrants and refugees, predominantly representing Minnesota's fast-growing Somali population. Spring semester three special courses for immigrants were offered, College Transitions, Reading and Study Skills, and Information Media.

The St. Cloud State University Foundation has raised more than \$1.9 million for St. Cloud State University to date, including more than \$400,000 for endowed scholarships and \$250,000 for scholarships that will go directly to students. Overall St. Cloud State University has received \$3,329,000 in grants (\$1,817,000) and contracts (\$1,484,000) for the 2003 fiscal year.

The second Alumni newsletter was mailed to over 9,000 friends of the college in May 2003. Since the creation of the alumni database in August 2001, over 10,000 friends of St. Cloud Technical College have been identified.

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St. Paul College submitted and received the following grants: Perkins (\$546,000), FIPSE (\$545,000 over three years), Mid-West Center for Post-Secondary Outreach (\$1,000,000 for each of 5 years), Minnesota Job Skills Partnership (\$2,102,032).

Over \$190,000 was raised for student scholarships by the two South Central Technical College Foundations from area donors in 2002-2003. In total, the two South Central Technical College Foundation Fund Drives raised over \$260,000 in 2002-2003 to support the initiatives of the college.

Southwest Minnesota State University has enhanced development activities by hiring a Vice President for Advancement while aggressively expanding the current activities of its development personnel. Created a 24 percent increase in development funds: from \$866,291 raised in fiscal year 2002 to \$1.1 million in fiscal year 2003.

Winona State University has begun a concerted effort to build a systematic major gifts program and University Advancement has added three full-time positions.

The College of Nursing and Health Sciences at Winona State University has been awarded the Medical Education and Research Costs grant of \$183,095 to support clinical education of the adult and family nurse practitioner and clinical nurse specialist programs.

### **Priority: *Expand High Quality Learning Programs and Services.***

The Minnesota State Colleges and Universities will provide students with a full range of high quality learning programs and services that respond to student needs and document student achievement.

Five action steps address basic issues in quality educational programming: a continued focus on providing a liberal arts foundation supporting lifelong learning, critical thinking and citizenship skills; providing up-to-date education and training through well-equipped classrooms and laboratories and effective curriculum models; expanding professional development opportunities for faculty, staff and administrators; continuing system responsiveness to the development of distance and technology-enhanced education opportunities to meet learner needs; and providing and expanding graduate education and practical research.

At the statewide level, the study of CTL roles and processes, begun in October 2003, will continue through September 2003. Faculty at all two-year institutions were invited to participate in a Web-administered survey on faculty development in April and May, 2002. More than 1,000 faculty and 120 administrators responded to the survey, describing their needs and resources for faculty development, as well as their opinions about roles and processes for the systemwide Center for Teaching and Learning. Results of this first survey are being analyzed now, and will be shared in an interim report to the Leadership Council at the July 8 meeting of its Academic and Student Affairs committee. University faculty will be surveyed in the fall, with a final report to be submitted October, 2003.

At the system level, the task of reviewing and making recommendations on the current and projected needs for graduate education in Minnesota was assigned to the already functioning Graduate Council in an effort to reduce costs from travel and faculty time commitments. The Graduate Council is engaged in the preparatory data collection and the assessment of current graduate education endeavors in the state universities. On target for its fall 2003 reporting framework.

Office of the Chancellor Information Technology Services sponsored a two day training conference for 175 staff. Information Technology Services also opened registration for a new regional

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training initiative for ISRS in June. The July workshop will offer concurrent sessions for staff on various aspects of the ISRS system.

At the end of April, the Information Technology Services and Academic and Student Affairs divisions co-hosted another successful annual ITeach conference at Minneapolis Community and Technical College. More than 250 attendees participated in forums, roundtables, special sessions and workshops and more than 80 presenters were involved in the event.

The Office of Instructional Technology held a three-day residential Summer Institute on collaboration in teacher education and allied fields, with a focus on using technology to enhance, develop and assess the quality of online and web-enhanced courses in these fields. Twelve campuses, represented by 45 faculty and staff, participated in the June conference as the Institute sought to develop peer support within and across institutions for the effective use of instructional technologies.

Twelve disciplines met in April to develop work plans for increased collaboration and transfer opportunities; the final round of Technical College General Education Review occurred spring 2003 with 25 more courses approved. The total general education courses approved through this process is 219. Beginning fall 2003, each college will be responsible for developing, reviewing and approving general education courses through their own curriculum approval process.

Alexandria Technical College achieved a 0.5% increase in the combined graduation/transfer rate, raising it to 67.9% compared to an across-the-system rate of 54.3%.

Anoka Technical College's Center for Teaching and Learning offered seminars for faculty on classroom management topics during the spring semester.

The Commission on Accreditation in Physical Therapy Education (CAPTE) visited Anoka-Ramsey Community College in late April 2003 and issued a positive site report. The CAPTE Board will make decision on accreditation at its October 2003 meeting.

Professional development opportunities for online training offered to faculty and staff at Anoka-Ramsey Community College continued with an additional 10 workshops, as well as ongoing weekly tutorials, for faculty and staff during the spring of 2003.

Anoka-Ramsey Community College also increased the number of online offerings, making the Minnesota Transfer Curriculum available entirely online for students, from 30 courses in fiscal year 2002 to 52 in fiscal year 2003. They nearly doubled the number of "seats sold" from 818 in fiscal 2002 to 1,564 in fiscal 2003.

Student enrollment in on-line courses at Bemidji State University is expected to grow by fifty percent in a one-year period.

Central Lakes College released a faculty member to coordinate development of web courses. Web courses were increased for spring semester 2003 and are scheduled to increase in FY 2004. In addition, the college is convening with a consortium of northwest Minnesota State Colleges and Universities to create regional partnerships for online instruction.

Century College completed spring semester, 2003 with service learning infused into over 40 courses to accommodate over 700 students.

Century College successfully infused cultural diversity into the courses of 25 faculty who participated in 2002-2003 in the "Seeking Educational Equity and Diversity" (SEED) Project.

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Century College's faculty implemented the electronic portfolio by integrating it into two programs.

Dakota County Technical College continues to receive national recognition through a partnership with the Smithsonian Institute in hosting the National Wood Finishing Conference, which is the only one of its kind in the United States.

Dakota County Technical College also received national recognition from General Motors as one of 17 regional training sites in the country where General Motors technicians are trained in a four-state area.

Dakota County Technical College enjoys a 95% placement rate for all students and licensure certification pass rates of 96% in Nursing, 90% in Truck Driving, and 100% in Dental Assistant.

The Fergus Falls Community College Perkins plan was approved and will result in nearly \$50,000 in new funding for equipment to support occupational programs.

Twenty-two Fergus Falls Community College faculty members attended a WIDS (Worldwide Instructional Design System) workshop to enhance their understanding of technology-aided curriculum development.

A team of faculty and administrators attended the 2003 Collaboration for the Advancement of College Teaching and Learning's Summer Institute Improving Student Learning through Institutional Change. The product of this event is a grant that will provide support for active learning.

Fond du Lac Tribal and Community College has been authorized to offer a baccalaureate in elementary education. This should have a direct impact on the number of future American Indian teachers and on the curricula for all teacher candidates.

Fond du Lac Tribal and Community College, working with Lake Superior College, has developed a para-professional training program for para-professional employees in the Fond du Lac Tribal and Community College service region. In addition, Lake Superior College expanded tech prep opportunities for students at Fond du Lac High School.

Fond du Lac Tribal and Community College, working with private business, is discussing establishment of a fish farm as a practical learning ground for students in a variety of programs.

Fond du Lac Tribal and Community College has articulation agreements in nursing and/or education with the University of Minnesota Duluth, the University of Minnesota Twin Cities, the University of Wisconsin-Superior, Augsburg College, the College of Saint Scholastica, and Lake Superior College.

Hennepin Technical College has its own Professional Development Committee that interacts through its co-chairs with the CTL. Input is provided through the co-chairs. They have placed instructors on special assignment to work at the CTL for extended periods of time.

The Professional Development Committee for Hennepin Technical College surveys and designs a plan for each year. Plans include "Reflections on Teaching" days, "Snack and Yak," Faculty Development fund expenditures, technology training through their information technology department, assistance with college-wide workshops and new faculty orientations.

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Hennepin Technical College sent representatives to the summer technology program begun last year by MnSCU. While their participants felt that the program design needed a great deal of improvement, they did learn concepts to help them as well as have time to work on specific projects. Hennepin Technical College has trained almost 90 faculty members in the use of WebCT. Hennepin Technical College has provided two or three days of training to almost 90 faculty members. In addition, the staff area administrative assistants have received some training and the administrators have also been oriented. The college currently provides e-learning assistance through two staff members. These two persons oversee the production of web-based materials through the use of approved templates. They are also responsible for adding the technological adjustments to web courses and classroom management web resources for faculty as well as performing coaching/cheerleading services with our volunteer teachers.

Hennepin Technical College continues to plan its own internal staff development through its committees and administrators. Sessions are held for administrators, faculty and staff. All sessions are open to anyone who wants to attend. The college runs its own five-day orientation sessions for new faculty that is taught by their administrators and has an extensive new staff orientation through the H.R. department.

Hennepin Technical College implemented an internal leveraged equipment process

Inver Hills Community College now has college readiness exams fully online to better accommodate the placement of students.

Lake Superior College conducted additional team building training for 90% AFSCME staff, created and developed a "Media Arts Center" for 10 faculty members interested in creating instructional videos, audio files, animated learning objects, and other types of multimedia enhanced learning materials.

Lake Superior College involved an additional 10 percent of the Business, Workforce Development and Extended Campus Programs division faculty in e-learning course delivery.

The Minnesota State University, Mankato School of Nursing reported a 100 percent pass rate for the ANCC Family Nurse Practitioner Certification Examination for the 11 Master of Science Nursing (MSN) students, Dental Hygiene students on their Board exam and 100% placement rate for Dietetic internships. Additionally, 100% of Minnesota State University, Mankato Engineering students passed the Fundamentals in Engineering Exam-- the best rate in Minnesota.

Within the context of their own campus plan, Minneapolis Community and Technical College has undertaken and completed an extensive instructional improvement initiative, ranging from new programs in parks and recreation to new evaluation processes/mechanisms to assess faculty to new faculty development opportunities in service learning and web-based resources.

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As it seeks to become a national leader in the use of technology, Minneapolis Community and Technical College built an integrated audio, video, voice and digital network in Wheelock Whitney Hall; implemented a new telephone system to add services, integrate with Metropolitan State University and reduce costs; implemented secure remote access to the college network; provided 26 wireless computers for classroom use; developed at least ten technology-based applications to improve administrative processes; and implemented Schedule 25/Resource 25 to improve scheduling.

Minnesota West Community and Technical College is expanding its classrooms and science labs on the Worthington, Canby, and Granite Falls Campuses. Smart classrooms, larger facilities, and expanded dental assistant facilities are in the building process.

Normandale Community College received full accreditation from the National Commission on Dental Accreditation for the Normandale Dental Hygiene department.

The North Hennepin Community College Nursing Program received the maximum eight-year re-accreditation from the National League for Nursing.

Rochester Community and Technical College's Health Information Technology Program will be available online starting in the fall.

Southwest Minnesota State University increased involvement in online coursework, particularly in professional programs.

Southwest Minnesota State University increased graduate education in areas of management, special education, and educational leadership.

St. Cloud Technical College conducted staff development activities that included workshops on information technology, WebTV, Library Services, Campus Safety and Emergency Plan, Academic Quality Improvement Process (AQIP), Internet and Website for the College, Disabilities Handbook, Faculty Licensure, Laptop Care and Feeding, Minnesota's Computerized Hiring Process.

In order to provide learning anywhere, any time, totally on-line courses offered by St. Paul College were increased to 20 and hybrid courses to 47, instructional computer lab hours were increased, and library resources and operating hours were increased for days, evenings and some weekends.

Electronic portfolios are now an academic option for St. Paul College students to summarize their academic knowledge and skills and for career development purposes. This system is aligned with the Minnesota State Colleges and Universities' I-SEEK program.

St. Paul College also made writing assessment available electronically and by remote proctoring. Placement scores are immediately communicated to students and have been incorporated into e-registration processes—the first college to do so.

The St. Paul College Medical Lab Technician (by National Association of Allied Clinical Lab Sciences, NAACLS), Practical Nursing (by the National League of Nursing, NLN and the Minnesota Board of Nursing), Respiratory Therapy (by the Committee on Allied Respiratory Care, CoARC) programs received programmatic accreditation and/or certification.

Winona State University's pass rate on the American Nurse Credentialing Center national certification exams in its three specialty areas has been 100% at first sitting since program inception. Nationally, the first time pass rate for the specialty areas ranged from 60% to 87%.

## APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES

P-12 teachers have been put on special assignment from their school districts to teach Winona State University's teacher education students providing a practitioner focused perspective and experiences.

A wide assortment of training opportunities were made available by the Winona State University e-Learning Center to faculty and staff on how to use technology to improve teaching, learning, management and student services, delivering 185 separate training sessions and 223 total hours of training during fiscal 2003.

Approximately 30% of Winona State University faculty members used Blackboard to support instruction during the academic year. The number of courses supported using Blackboard increased significantly from the fall 2002 to the spring 2003 term with approximately 300 course sections supported through Blackboard in the spring. Well over 50% of WSU students used Blackboard in at least one course during the academic year.

### **Priority: *Strengthen Community Development and Economic Vitality.***

The Minnesota State Colleges and Universities will help meet the state's critical workforce and community needs in collaboration with statewide and local leadership groups.

The three action steps in this priority focus on service to the state's critical workforce and community needs: to provide enhanced capacity and flexibility in key workforce areas through flexible scheduling and alternative delivery of education and training; being responsive to the acknowledged critical workforce needs in teaching and health care careers; and improve the Minnesota State Colleges and Universities' ability to respond rapidly to accelerated or sudden change experienced at the industry, company, employee or community level.

At the cross-systems/statewide level, Office of the Chancellor staff coordinated or participated in workforce development initiatives such as AID-MINN II (the dislocated worker project developed for the second wave of layoffs at Northwest Airlines), the Training Fulfillment Center (an electronic tool designed to assist Work Force Center counselors in their support of dislocated workers), and the State Agency Training Initiative (designed to build communication links between the system and all state agencies) to improve agency access to college/university instructional services.

Working together at the system level, the Office of the Chancellor and several colleges and universities developed a multilateral workforce planning model and guide based on a pilot test using nursing in the metropolitan area. The model is distinctive because system participants are joined with industry and community stakeholders, the data infrastructure will be transportable to other regions and occupations and a reporting relationship has been established with a metropolitan Employer Services Partnership. Office of the Chancellor staff also designed a planning guide for use by chief academic officers and college/university planners in collaboration with regional economic and workforce development leadership.

A regional customized training consortium has increased awareness of system capacities within neighboring institutions, developed and implemented strategies to increase management efficiencies in marketing, staff development and grant applications and developed a plan to provide consistent communication to external stakeholders.

## **APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES**

At the system level, Office of the Chancellor staff also designed, developed and piloted process to rapidly analyze and manage implementation of new partnership opportunities that surface in the Office of the Chancellor.

Office of the Chancellor staff established a policy and advocacy role for the system with healthcare industry, labor unions, state agencies and trade associations representing healthcare. Office of the Chancellor staff coordinated a federal legislative agenda for healthcare. The system applied for federal Nurse Reinvestment Act funds to support system initiatives in nursing education.

Office of the Chancellor staff sustained activities of Healthcare Education-Industry Partnership including pilot implementation of core curriculum; data collection on nursing programs for enrollment management; collaboration on clinical education with the Minnesota Hospital Association; and development of new funding opportunities with the Department of Trade and Economic Development (\$200,000) and Blue Cross/Blue Shield.

Office of the Chancellor staff administered special campus initiative fund of \$300,000 for expansion of nursing education at two state universities and two colleges. Additionally, four of our colleges, working collaboratively with workforce service area boards and local employers, provided registered nursing education for approximately 150 students at 10 new locations in rural Minnesota through the H1B "Bridging Distances" grant funded by the Department of Labor.

Office of the Chancellor staff supported a joint study of healthcare professions with the University of Minnesota for the northwest region, including a joint summit on the study's findings for the purpose of promoting regional planning.

The Teacher Education Advisory Committee met for the third time on May 2, 2003. The Committee has taken initial steps to identify and develop draft recommendations on common expectations and initiatives and the key indicators of quality teacher preparation.

The related Task Force has met three additional times this quarter. Most notably, subcommittees of two-year college and university Task Force members met to develop lists of minimum expectations and recommendations to be used in their common fall planning meetings.

Alexandria Technical College started an Associate Degree in Nursing in Alexandria in partnership with Fergus Falls Community College.

Anoka Technical College convened a "summit" in April to discuss the impact of the proposed higher education budget cuts and financial aid shifts on the local economy. The "summit" was attended by local community and business leaders, chamber representatives, legislators and college students and staff.

Initiatives are in progress at Bemidji State University to increase the number of American Indian teachers through collaborative work with Fond du Lac Tribal and Community College.

Central Lakes College faculty, staff, and customized training representatives assisted over 100 laid-off Potlatch paper mill employees enter new training programs. Administrators served as key leaders for a community-based team to address the closing and impact on 626 employees.

Century College was awarded a grant of \$322,000 from the Minnesota Job Skills Partnership for Interpreter Training.

## **APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES**

Hibbing Community College has expanded on-line and nursing offerings: on-line courses were expanded from 23 in the fall to 31 in the spring with enrollments increasing from 430 to 550 students enrolled. Summer figures show 450 students in 23 courses.

Hibbing Community College has expanded the number of students served by web-enhanced courses from 1,370 to 3,952.

Hibbing Community College's medical coding program with Anoka Hennepin College graduated its first eleven students.

Hibbing Community College finalized a concurrent enrollment agreement for their EMS program with the St. Louis County schools.

Hennepin Technical College is researching options for opening one or possibly two new health care related programs during 2003-04. The new program(s) would be located at the Eden Prairie Campus.

At Inver Hills Community College Work with K-12 has been increased significantly to assist in the education of teachers, education assistants, and teacher assistants.

By April 1, 2003, AmeriCorps-Southern Minnesota members performed over 18,000 hours of community service throughout the 2002-03 program year. Their activities focus on tutoring and mentoring at-risk youth and providing services for vulnerable adults. Their service strengthens community by empowering its weakest members.

Minneapolis Community and Technical College will replicate the Health Care Initiative workforce training model in Banking and Finance with Metropolitan State University, US Bank, Wells Fargo, Piper Jaffrey and Goodwill Easter Seals

Minnesota State College - Southeast Technical received a Minnesota Job Skills Grant to support a critical need of Federal Mogal in Lake City, Minnesota. The grant will impact approximately 200 of the 400+ employees of this firm.

Minnesota West Community and Technical College has continued its Occupational Spanish program and served 334 professionals and students in many occupations during the year.

Minnesota West Community and Technical College has developed a Para-educator program which articulates to Southwest Minnesota State University, Marshall, to address shortage of educators in southwest Minnesota. Much of the coursework is and will be online for access to learners who are also working.

Minnesota West Community and Technical College has embarked on an LPN and RN outreach training program to all of Southwest Minnesota and, by request, is expanding into Southeast Minnesota. This has required extensive collaboration with health care providers and Workforce Development Centers.

Minnesota West Community and Technical College's outreach in nursing education, only partially funded by H1B Workforce grant resources, serves 38 students in Redwood Falls and Fairmont without grant funding.

## **APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES**

Normandale Community College offered portion of Vacuum Technology program online to increase access. Normandale Community College also added a Nursing Assistant Program to the curriculum in response to the demand from healthcare employers. In two semesters, more than 250 students have enrolled in the course.

North Hennepin Community College has made substantial progress in developing a two year educational program to meet the needs for both teacher and teacher aide preparation per the No Child Left Behind law. The college will seek program approval later this year.

The Northeast Higher Education District has been selected to participate in the Ford Foundation supported Rural Community College Initiative which supports the connections between community colleges and rural economic development.

Northland Community and Technical College continued implementation of a new program in associate degree nursing in the Wadena area; they currently have Registered Nursing programs at Wadena, Bemidji, and Thief River Falls.

Pine Technical College formalized partnership and plan with Lake Superior College to deliver LPN to RN advancement program at Pine Technical College for the East Central Minnesota healthcare industry: 20 new LPN students registered for Summer 2003 start in LPN to RN curriculum.

Rochester Community and Technical College worked collaboratively with Workforce Development, Inc. to define a process of working with higher education providers to effectively serve the needs of dislocated workers resulting from the Celestica plant-closing/layoffs.

Rochester Community and Technical College wrote/received two grants to the Minnesota Job Skills Partnership program to help fill skill gaps: a JDS Uniphase grant for \$200,000 to provide technical training in the field of fiber optics and Kemps Foods and PACE Dairy grant for \$40,000 to provide technical training in programmable logic computers.

In addition, in an effort to reach out to the rural communities of southeast Minnesota and support their economic development needs, Rochester Community and Technical College submitted and was awarded one of seven new national Rural Community College Initiative (RCCI) Projects.

St. Cloud Technical College's Center for Customized Training and Development, working closely with the Stearns-Benton Workforce Center, served adult learners and their employers to upgrade their skills, offered programs for adults preparing to change careers, and assisted dislocated workers to retrain for immediate employment. Overall, St. Cloud Technical College's Center for Customized Training and Development completed 101 contracts and proposals representing 46 individual companies and conducted open enrollment occupational courses for 1,542 students.

South Central Technical College developed a partnership with Taylor Corporation to acquire the latest workflow software and computerized 4-color offset printing press to further develop southern Minnesota's only Center of Excellence in Printing.

Forty-seven students received their Associate in Science degree in South Central Technical College's newly established Registered Nursing program, helping to answer the community and state-wide need for registered nurses.

Southwest Minnesota State University has increased its customized training activities. In cooperation with the Southwest Minnesota Foundation, the University was involved in a major initiative to evaluate the economic strengths and challenges of this region.

## APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES

To address the growing shortage of nurses, Winona State University's College of Nursing and Health Sciences has committed extra resources to expand the cohort of baccalaureate nursing students.

The Winona State University High School Leadership Institute, a one-week residential leadership program, has provided an opportunity for 77 students from 23 cities in Minnesota, Iowa, and Wisconsin.

The Nonprofit Leadership Institute at Winona State University offered ten leadership programs to 172 business leaders, educators, health care professionals, and public employees from around the state.

### **Priority: *Fully Integrate the System.***

Minnesota State Colleges and Universities will become a more efficient, effective and fully coordinated higher education system while respecting the differences and distinctiveness of the individual colleges and universities.

At the system level, The Research and Planning unit of the Division of Academic and Student Affairs completed academic planning work with Anoka Technical College and Vermilion Community College.

The Research and Planning unit of the Division of Academic and Student Affairs has developed an integrated planning project proposal and work plan with planners and managers in the financial, technology and facilities areas in the Office of the Chancellor.

The Research and Planning unit of the Division of Academic and Student Affairs has developed an inventory of each the academic, strategic, technology, facilities and financial plans at each Minnesota state college and university —facilities and technology plans collected and some academic, and strategic plans available

Progress on a major information technology effort - the Northwest Technical College Database Project - continues on schedule. The first phase of the project was completed at the end of April. When completed, the project is expected to accomplish two main objectives: allow the combining of institutional databases while maintaining data security for each institution and having regional service centers provide service to multiple institutions without losing time logging out and logging in repeatedly. Despite the fact that ISRS currently contains over 600 million rows of data, the project will make data transfer considerably easier in the future. The project is expected to be completed by November 30th in time for the FY2005 financial aid startup.

The Office of the Chancellor worked with Anoka Technical College and Vermilion Community College to develop academic plans that are integrated with their strategic, financial, technology and facilities plans.

Central Lakes College has worked with Southwest Minnesota State University to increase its bachelor's level offerings and provides space to St. Scholastica at the Brainerd Campus. The college also participates in Bemidji State University's online teacher education program.

Discussions for articulating Lake Superior College's Corrections program to Bemidji State University, as well as a program completion plan in the Duluth area for Bemidji's B.S. in Criminal Justice were initiated. Also entered discussions for transfer of Lake Superior College's Legal Studies program with University of Wisconsin – Superior.

## APPENDIX B: FOURTH QUARTER INSTITUTIONAL ACTIVITIES

Minnesota West Community and Technical College has offered to partner with the Universities of Minnesota Extension service during their re-organization. The partnership would be to co-locate on Minnesota West campuses and work with their Farm Business Management programs.

At St. Cloud State University, seven Web-enabled applications, tightly coupled to the ISRS system to deliver information to students on-line at any time, have been developed, maintained, or significantly upgraded. These Web applications include a payment option which virtually eliminates lines at the cashier's office.

The Global Center for Agriculture Education, jointly developed by Fond du Lac Tribal and Community College, Ridgewater College, and South Central Technical College, has expanded to include 26 instructors from seven MnSCU institutions.

Southwest Minnesota State University has new articulation agreements with Alexandria Technical College, Ridgewater College, Central Lakes Community College, and Riverland Community College. The articulation agreements provide on-site opportunities for more than ten degree completion programs.

St. Paul College developed 32 additional transfer agreements with four-year public/private universities leading to seamless transfer opportunities for students, and 11 others are currently being developed.

### **Across-the-Board Priority—*Measurement.***

As noted at the May 20, 2003 Audit Committee update, the Institutional Research Directors have been developing technical specifications for the measures. The accountability framework was presented to the Audit Committee on June 17, 2003. Two measures which had technical specifications developed—graduate employment and continuing education and graduate personal income—were presented. The system is continuing to develop technical specifications for the priority measures and will also start developing possible measures for the remaining seven composite indicators, and begin development of the web site.

Century College developed and started to implement a revised accountability system, based on the preliminary system menu with indicators and benchmarks.

## CONCLUSION

The overall results for the year, including those of this quarter, are presented in the final quarterly report for 2002-2003 of which this appendix is a part.