

**Minnesota State CTC
 Carl D. Perkins Vocational-Technical Education Act of 1998
 Local Plan for Career and Technical Education
 Five Year Plan 1999-2004**

3 Appropriate Core Indicator(s)

Core Indicators

x	1. Academic and Skill Attainment
	2. Completion
x	3. Placement and Retention
	4. Nontraditional

Required Activity:

Goal 1. Integration of academic and technical education

Objective	Strategy	Measure	Projected Budget
1. The College will continue to plan, implement, and evaluate a curriculum that is focused on the integration of rigorous academic and technical skills which meet the needs of the current workforce.	1. Implementation of academic and technical skills will include the following strategies: A. Continue to review and update student learning outcomes, (f/k/a program outcomes). <ul style="list-style-type: none"> • Continue with process to review student learning outcomes validation/integration, including: <ul style="list-style-type: none"> – Defining terminology common to the process. – Identifying steps and timelines for the process. – Providing faculty training sessions addressing the writing/revision of student learning outcomes and integration of pertinent skills and competencies – Assessment of student learning 	FY 2005 Outcome Target: <ul style="list-style-type: none"> • 100% of General Education courses will have written student learning outcomes. • 75% of college programs will have completed assessment of student learning and program effectiveness <p>As of 9/30/05: 100% of general education courses have student learning outcomes listed on the course outlines. Gen Ed faculty have met with technical faculty to discuss career applications of gen ed content in courses. Additionally, over 50% of the College's technical courses now have measurable learning outcomes listed on the course outlines. We hope to have all course outlines converted from goals to measurable learning outcomes by December 2005. 95% of the College programs have developed Program Improvement Plans that set measurable</p>	General Budget

<p>2. Effective integration of student learning outcomes, skills standards, will provide educational experiences resulting in attainment of a certificate, diploma or degree, and subsequent employment in a related field.</p>	<p style="text-align: center;">outcomes</p> <hr/> <p>2. Successful integration of academic and technical skills leading to attainment of a certificate, diploma or degree will be evaluated based on the following:</p> <p>A. Assessment of student achievement which identifies successful completion of:</p> <ul style="list-style-type: none"> - Student learning outcomes in the faculty selected programs. - Targeted National Skills Standards for specific programs. <p>B. Successful completion of student learning outcomes that result in increased placement in related employment.</p>	<p>program outcomes (based on advisory council and national standards), direct measures of achievement, and learning performance expectations. The remaining programs will have improvement plans by Nov 15, 05. All programs with plans are currently reviewing 04-05 data and setting action plans to improve student learning. They will report this information by Feb of each year and post it on the college Intranet in the assessment area.</p> <hr/> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 50% of courses students take will document student learning outcomes in General Education courses. 100% documentation in place • 75% of courses will have identified student learning outcomes that relate to National Skills Standards in selected programs. Programs that have national skill standards have incorporated them into their learning outcomes: Ex: nursing, dental assisting, dental hygiene, auto tech, manufacturing, radiography tech, • The number of completers will increase by .5%. FY 04 Only previous NTC data available FY 05 MSCTC: 989 completers out of 6910 enrolled. FY 04 data was from the former NTC. Increase will need to be computed for 06 for a comparison <hr/> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Placement at the college-wide level will be
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		maintained at 90% or higher. <ul style="list-style-type: none">• Placement for FY 03 was 89% and 04 was 91.8%.	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
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Required Activity:

Goal 2. Experience in and understanding of all aspects of the industry

3 Appropriate Core Indicator(s)

Core Indicators

x	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Projected Budget
<p>1 The College will provide learning opportunities focused on all aspects of industry. Opportunities provided will assure validation and alignment of College curricula with current market demands and expectations.</p>	<p>1. Industry based education experiences which provide knowledge and understanding of industry demands and standards will continue, and will include the following strategies:</p> <p>A. Faculty/Business internships will provide experiences focused on current market trends; faculty will be able to validate current curricular standards and to integrate new standards into program curricula. Assess will identify curricular changes which occurred as a result of the internship experience.</p> <p>B. Student assessment activities will provide opportunities for students to apply knowledge learned in a capstone experience. Examples may include:</p> <ul style="list-style-type: none"> • student internships/clinicals • student capstone activities, such as portfolios, industry based projects, etc. <p>C. The College will integrate an option for the MnSCU electronic process for compiling samples of</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 75% of faculty participating in Internships will be surveyed to determine effectiveness of internship experience and to determine if curricular changes were made as a result of the internship experience. <p>A survey of those who completed faculty Internships indicated :</p> <ul style="list-style-type: none"> • 100% indicated the internship increased their discipline knowledge • 83% indicated that they changed their curriculum because of Internship. The one faculty who didn't change has a preset curriculum from Mercury Marine. (EX: new technologies, new case studies, adding Access to business curriculum, broadened curriculum 	<p>\$13,000 and General Budget</p> <p style="color: green;">Actual \$13,000</p>

	<p>completed student projects; projects will include validated outcomes, skills, and standards.</p>	<p>to meet diverse business needs, need more repetition of skills to meet industry standards)</p> <ul style="list-style-type: none"> • Internship Issues: not long enough (X2), some businesses won't share data, need to have more faculty involved. <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • A process will be established to determine if 75% of students participating in capstone activities will complete the activity at a satisfactory level of mastery based on course or activity criteria. MSCTC technical programs use a variety of direct assessment of student learning. In 04-05 the measures were determined and in Fall of 05, for the first time, all programs are reviewing their data to determine student success. Early indications are that most students participating in capstone experiences have achieved the faculty set target. However, all reports will not be available for FY 05 until January 06. At that time we will be able to review all reported data to determine if we have met the 75% target. <p>FY 2004 Outcome Target:</p> <ul style="list-style-type: none"> • Integrate a process for use of electronic portfolios as designed by MnSCU to compile samples of completed student projects. In 2004-05 the Administrative Support programs including Medical and general, and Graphic Design Technology have decide to use electronic portfolios to demonstrate student competence. Graphic Design is satisfied with this measure, but the Admin group is having issues. At this time there is no support in the College to extend the use of portfolios beyond program use. 	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
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Required Activity:

Goal 3. Technology in vocational-technical education

3 Appropriate Core Indicator(s)

Core Indicators

x	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Projected Budget
<p>1. The College will continue to expand access to educational opportunities in the College and regional service area through the use of state-of-the-art technology.</p>	<p>1. Distance delivery of curriculum will provide quality educational opportunities to an expanded College and regional service area. Increased program access and success will result from the following strategies:</p> <ul style="list-style-type: none"> • Continue to expand learner access by increasing the number of online programs • Enhance retention by implementing the plan to integrate the adopted MnSCU e-learning course standards into the College online courses 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Maintain retention in distance offerings to exceed the national retention average (50%) for online offerings. <p>MSCTC is part of a 4-college online consortium. The student retention rate for FY05 was 89% in our Consortium. This rate includes purely online students, as well as, campus students taking an online course to complete their schedule of courses.</p>	<p>\$100,000 and General Budget</p> <p>Actual Budget \$130,000</p> <p>\$30,000 move approved</p>
<p>2. The College will continue to align program equipment priorities with quality improvement and assessment initiatives. Equipment purchases will focus on enhancing student knowledge and expertise or quality of programs and services.</p>	<p>2. Equipment funds will be available to vocational/technical education and will focus on the following priorities:</p> <p>A. Allocation of funds will be based on an application and peer review process.</p> <p>B. Submitted applications will focus on either student knowledge/expertise or quality of programs and services, and will address the following:</p> <ul style="list-style-type: none"> • Identification of student learning outcomes will be achieved through the use of purchased equipment; a process for assessing student achievement of identified outcomes and skills, and level of 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 25% of allocated equipment funds will be based on submitted Grant applications MSCTC allocates all of its academic equipment funds based on applications with rationale from faculty and staff. Academic Divisions meet with deans to prioritize requests. These requests are then awarded by the dean's group based on: 	

	<p>achievement will be developed. FY'02 data will be used to determine baseline levels for future performance.</p> <ul style="list-style-type: none"> Evidence will be provided to show the correlation of purchased equipment to program and/or service improvement, the process used to determine equipment needs, and the significance of the equipment to program functioning. 	<ul style="list-style-type: none"> impact on program quality and ability for students to achieve program learning outcomes maintaining industry standards availability of equipment from other sources ...industry donation, etc Grant resources available to obtain equipment <p>Additionally, \$100,000 is awarded through an internal grant process each year. A faculty-administrative committee reviews applications and awards grants to academic programs.</p> <ul style="list-style-type: none"> All grant recipients who submitted applications for equipment to be used for program improvement will be surveyed to determine impact on program quality. <p>See below</p> <ul style="list-style-type: none"> Process linking equipment purchases to student learning outcomes will continue. <p>The College has not collected data on this outcome and removed it from its 2006 plan since equipment money is always allocated to programs for the purpose of supporting student learning of program and course outcomes. Faculty have to validate the impact on student learning and skill performance of the equipment in the request for funding.</p>	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
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Required Activity:

Goal 4. Professional Development

3 Appropriate Core Indicator(s)

Core Indicators

X	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Projected Budget
1. The College's commitment to lifelong learning and quality educational environments will result in professional development opportunities focused on the use of best practices, procedures, and programs. Involvement in professional development activities will show positive correlation to quality of college programs and/or services.	<p>1. Professional development activities will integrate implementation of strategies in the following areas:</p> <ul style="list-style-type: none"> • Assessing student achievement of student learning • Orientation for all faculty using distance to deliver curriculum <p>2. Opportunities for professional development will be planned and implemented by campus faculty professional development committees. The focus will be to promote best practices and procedures within the College. Activities include:</p> <ul style="list-style-type: none"> • Orientation sessions for new faculty • Mentoring support for new faculty • Workshop and inservice opportunities that focus on improved student academic achievement. 	<p>FY 2005 Outcome</p> <ul style="list-style-type: none"> • 100% of faculty in each academic division center will participate in training sessions and will be able to assess student achievement of student learning outcomes and embedded skills and competencies. • In spring of 2004 and spring of 2005 technical faculty at each campus met in program groups with an assessment specialist to develop an Academic Improvement Plan that helped them to: <ul style="list-style-type: none"> ○ create learning outcomes ○ determine depth of learning in courses that impacts program outcomes ○ set direct and indirect measures of learning ○ set up methods for industry validation of program outcomes and courses (including mandatory advisory council approval) ○ determine a schedule to interact with like program faculty from each campus to share assessment data and improve instruction and curriculum each year ○ this is an ongoing process and in Fall 05 Division Chairs have been assigned the continued mentoring of faculty as they 	General Budget

	<p>C. Utilize Active Learning Advocate grant to increase number of faculty using AL strategies in the classroom. Desired results include</p> <ul style="list-style-type: none"> • Improve curriculum delivery in the traditional and non-traditional classroom • Increase number of instructors using active learning • Increase use of teaching and learning circles • Establish WEB presence of AL resources • introduce AL concepts to new faculty • provide professional development regarding AL concepts to tenured and non-tenured faculty • incorporate AL delivery methods into assessment processes • provide AL training opportunities for non-teaching administrators • combined activity between secondary and post-secondary instructors using AL delivery methods • provide AL training opportunities for Learning Service and/or tutors. 	<p>collect and use data in the assessment of student learning</p> <ul style="list-style-type: none"> • 100% faculty using distance modality to deliver curriculum will have completed Distance Orientation. <ul style="list-style-type: none"> ○ 85% of MSCTC faculty have taken the Distance Ed course for instructors. There have been complaints that this was not sufficient training to produce a quality online course, but a good start. On campuses with experienced distance instructors, those new to the distance delivery partner with experienced faculty to create courses. ○ In response to these concerns, the Online Consortium of Colleges formed an Online Faculty-Admin Quality Team in July that created a Course Review Rubric to be used with faculty as they develop online courses to ensure consistency of quality within our Consortium. This Rubric is currently being reviewed by all 4 colleges' Academic Standards Committees. We hope to implement the rubric for Spring semester use. Each college is determining how to support the faculty as they use the rubric and at MSCTC we have proposed to use our Faculty D2L specialists. This will be determined over the next few months <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 80% of continuous new faculty will participate in Orientation Sessions; faculty will be surveyed to determine effectiveness of orientation sessions and to identify areas needing further clarification. <ul style="list-style-type: none"> • In Aug 11-12, 2005 22 new FT and adjunct faculty attended . One FT faculty did not attend . 99% compliance. • In Aug 12-13, 2004, 37 attended. 5 did not attend because of late hires. 86.5% compliance. 	
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		<ul style="list-style-type: none"> • 100% of new faculty participating in the mentoring program will be surveyed to analyze effectiveness of mentoring system; data will be used to identify program improvement needs. • 100% of the new faculty participating in the Orientation and follow-up support activities are surveyed each year. In FY 05 they suggested that they wanted more practical activities in their 1st semester training and these have been added. The format for the orientation was changed so that faculty would apply assessment and active learning strategies to their courses and programs. Issues raised were addressed and the FY 06 Faculty Orientation evals were positive. • All faculty and staff participating in professional development activities will be surveyed to identify areas requiring increased professional development opportunities. See below • 100% of faculty will be surveyed to determine satisfaction with knowledge, understanding, and quality of topics addressed through professional development activities; data will be foundational to future professional development plans. • MSCTC sponsors faculty inservice programs throughout the year and for all major programs, participants are surveyed to determine the quality and relevance of the topics and activities. Faculty always rate all aspects of the inservice and that information is used for future events and to identify needed training areas. In 2004-5 faculty indicated the need for additional training in: <ul style="list-style-type: none"> • College-wide days to write measurable course outcomes as teams, help getting useful assessment data, using WIDS curriculum software, using Desire 2 Learn in their campus classes 	
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		<ul style="list-style-type: none"> MSCTC has addressed these requests by appointing WIDS, D2L and faculty resource specialists on campuses to provide additional training. Deans have arranged for curriculum days to give faculty time to work as teams across the 4 campuses. Deans have requested that 1 curriculum day each semester be built into the college calendar. <p>FY 2005 Outcome 25% increase of faculty using active learning strategies. The Active Learning advocate did hold training sessions to discuss active learning activities for the classroom monthly on the Detroit Lakes campus and visited each other campus with a program. Technical programs throughout the College have traditionally used this instructional technique. In a survey of MSCTC faculty, 81% indicated that they had modified their instructional methods because of professional development activities. Additionally, faculty using the WIDS software to create course outlines and lesson plans are asked to determine the % of time learning is generated by the student vs the instructor. WIDS trainers report an increase in the number of faculty who are increasing student activities because of this information.</p>	
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		3 Appropriate Core Indicator(s)		Core Indicators	
		x		1. Academic and Skill Attainment	
Required Activity:				2. Completion	
		x		3. Placement and Retention	
Goal 5. Evaluation of vocational-technical education programs				4. Nontraditional	
Objective	Strategy	Measure			Projected Budget
1. As the reorganized College develops processes and procedures, a process will be developed to continuously measure and improve the college, its employees, and its systems.	1. As part of the College Assessment Plan, Academic Improvement Program Review will provide an approach to the analysis of program effectiveness and efficiency. Analysis will include: <ul style="list-style-type: none"> All programs will be reviewed on a 5-year cycle by preparing a comprehensive analysis of program strengths and weaknesses. 	FY 2005 Outcome Target: <ul style="list-style-type: none"> 10 college programs will participate in comprehensive program review as identified by program review committee. In FY 05, 9 technical programs and the math department participated in a Program Review Process that was juried by faculty-admin teams. Summaries of the Program reports are listed on the MSCTC website under Program Review. This self evaluation resulted major curriculum changes in 2 programs. The College-wide Program Review Committee assessed participants about the process and consequently altered both the reporting forms and the submittal process based on this assessment. The new process has already been implemented for the FY 06 Program Review Participants. Placement and retention for reviewed 			\$17858 and General Budget Actual Budget \$20,193.55

		<p>programs will increase by 1%.</p> <ul style="list-style-type: none"> • Placement and retention increases can be reviewed after FY 06 for the 1st group of programs. 	
	<p>2. Implementation of academic and technical skills will include the following strategies: A. Continue to review and update student learning outcomes, (f/k/a program outcomes).</p> <ul style="list-style-type: none"> • Continue with process to review student learning outcomes validation/integration, including: <ul style="list-style-type: none"> – Defining terminology common to the process. – Identifying steps and timelines for the process. – Providing faculty training sessions addressing the writing/revision of student learning outcomes and integration of pertinent skills and competencies – Assessment of student learning outcomes <hr/> <p>3. Successful integration of academic and technical skills leading to attainment of a certificate, diploma or degree will be evaluated based on the following: A. Assessment of student achievement which identifies successful completion of: <ul style="list-style-type: none"> – Student learning outcomes in the faculty selected programs. – Targeted National Skills Standards for specific programs. B. Successful completion of student learning outcomes that result in increased placement in related employment.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 100% of General Education courses will have written student learning outcomes. • Done • 75% of college programs will have completed assessment of student learning and program effectiveness • 95% of all technical programs will have completed assessment of FY 05 data in FY 06 <hr/> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 50% of courses students take will document student learning outcomes in General Education courses. • Program faculty regularly include general education topics in their skill-based courses, such as: critical thinking, communication, problem solving, etc. • 75% of courses will have identified student learning outcomes that relate to National Skills Standards in selected programs. • Programs that have National Skill Standards include them in their outcomes that are then validated by their advisory councils. The 	

		<p>College does not measure this in courses, but trusts the advisory councils to have input into the curriculum to ensure compliance with national standards.</p> <ul style="list-style-type: none"> • The number of completers will increase by .5%. • Data for MSCTC available for FY 05 only. Will need FY 06 data for comparison. <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Placement at the college-wide level will be maintained at 90% or higher. • Placement for 2004 was 91.8% 	
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Carl D. Perkins Vocational-Technical Education Act of 1998

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Required Activity:

Goal 6. Continuous program improvement for vocational technical education programs

3 Appropriate Core Indicator(s) Core Indicators

x	1. Academic and Skill Attainment
	2. Completion
x	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Projected Budget
<p>1. The College believes that excellence results from continuous review of college systems, policies, and practices. A continuous quality improvement approach will enable the College to identify the needs of its internal and external customers, identify strengths and weaknesses of current systems and practices, and plan for the future based on data driven decisions.</p>	<p>1. The college will continue to implement policies that are consistent with the Higher Learning Commission expectations for academic quality.</p> <p>.....</p> <p>2. A Perkins Coordinator will continue to oversee the development and implementation of assessments related to the Perkins Local Application, and to assist in aligning the Perkins Grant with the overall College Curricular Assessment Plan.</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Maintain system for managing policies and processes. • MSCTC established a Policy Team in Spring of 04 to develop a process for merging policies and procedures for the former Fergus Falls and NTC colleges. • Staff met multiple times in 2004-5 to create MSCTC policies and most have been converted. The work continues in FY 06 on establishing college-wide procedures. • All policies are consistent with the HLC expectations to ensure academic quality 	<p>General Budget</p>

		<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Perkins assessment efforts will align with the Higher Learning Commission expectations. • The Perkins committee meets each year to review and update the MSCTC Plan and to implement assessment measures. At the Spring 05 meeting the Plan was adjusted so that realistic measurements could be implemented. 	
	<p>3. Implementation of academic and technical skills will include the following strategies: A. Continue to review and update student learning outcomes, (f/k/a program outcomes).</p> <ul style="list-style-type: none"> • Continue with process to review student learning outcomes validation/integration, including: <ul style="list-style-type: none"> – Defining terminology common to the process. – Identifying steps and timelines for the process. – Providing faculty training sessions addressing the writing/revision of student learning outcomes and integration of pertinent skills and competencies – Assessment of student learning outcomes <hr/> <p>4. Successful integration of academic and technical skills leading to attainment of a certificate, diploma or degree will be evaluated based on the following: A. Assessment of student achievement which identifies successful completion of: <ul style="list-style-type: none"> – Student learning outcomes in the faculty selected programs. </p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 100% of General Education courses will have written student learning outcomes. • Done • 75% of college programs will have completed assessment of student learning and program effectiveness • 95% compliance <hr/> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 50% of courses students take will document student learning outcomes in General Education courses. • Program faculty regularly include general education topics in their skill-based courses, such as: critical thinking, communication, problem solving, etc. 	

	<p>– Targeted National Skills Standards for specific programs.</p> <p>B. Successful completion of student learning outcomes that result in increased placement in related employment.</p>	<ul style="list-style-type: none"> • 75% of courses will have identified student learning outcomes that relate to National Skills Standards in selected programs. • Programs that have National Skill Standards include them in their outcomes that are then validated by their advisory councils. The College does not measure this in courses, but trusts the advisory councils to have input into the curriculum to ensure compliance with national standards. • The number of completers will increase by .5%. • Data for MSCTC available for FY 05 only. Will need FY 06 data for comparison. <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Placement at the college-wide level will be maintained at 90% or higher. • Placement rate for FY 05 was 91.8 	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
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Required Activity:

Goal 7. Effectiveness of services and activities

3 Appropriate Core Indicator(s)

Core Indicators

	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Projected Budget																																
<p>1. Develop and implement effective activities to improve student retention and completion.</p>	<ol style="list-style-type: none"> 1. Develop and implement college processes for credit transfer, international student admissions, and basic skills assessment. 2. Continue developing and implement web-based counseling services for distance education and on-campus students <ul style="list-style-type: none"> • Review best practices • Review MnSCU recommendations and guidelines • Collaborate with regional distance college partners • Confer with appropriate college personnel • Develop and implement web services following college protocol. 3. Implement new evaluation methodology for assessing effectiveness of student services and processes. 4. Develop and implement effective activities to improve student retention and completion. <ul style="list-style-type: none"> • Provide career information to students • refer students to outside agencies • assist students with the admissions and enrollment processes • communicate college policies and procedures to students • advise special populations as assigned • develop and implement effective web-based advising/counseling services. • Review best practices. • Review MnSCU recommendations • Confer with appropriate personnel. • Implement WEB services following defined protocol. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • The number of concentrators for the newly reorganized college will be maintained. • The number of completers for the reorganized college will be maintained for special populations. <p>Completers Baselines for FY 05: 6910 enrolled students.</p> <table border="0"> <tr><td>Total Completers</td><td>989</td></tr> <tr><td>Male</td><td>424</td></tr> <tr><td>Female</td><td>562</td></tr> <tr><td>Gender Unknown</td><td>3</td></tr> <tr><td>Unknown ethnic group</td><td>168</td></tr> <tr><td>African American</td><td>1</td></tr> <tr><td>Asian/ Pacific</td><td>4</td></tr> <tr><td>Caucasian</td><td>791</td></tr> <tr><td>Hispanic</td><td>5</td></tr> <tr><td>Native Alaskan</td><td>19</td></tr> <tr><td>Limited English</td><td>0</td></tr> <tr><td>Acad Disadvantaged</td><td>0</td></tr> <tr><td>Single parent</td><td>6</td></tr> <tr><td>Displaced Homemaker</td><td>3</td></tr> <tr><td>Disability</td><td>9</td></tr> <tr><td>Econ Disadvantage</td><td>428</td></tr> </table> <p>This data will be used to evaluate our on-going academic and student/learning services assessment activities.</p> <p>FY2005 Outcome Target: Retention will be maintained during the second year of transition establishing the new college. Student Success and retention is a major focus at MSCTC in FY 05 and 06. A consultant group visited the college and interviewed students,</p>	Total Completers	989	Male	424	Female	562	Gender Unknown	3	Unknown ethnic group	168	African American	1	Asian/ Pacific	4	Caucasian	791	Hispanic	5	Native Alaskan	19	Limited English	0	Acad Disadvantaged	0	Single parent	6	Displaced Homemaker	3	Disability	9	Econ Disadvantage	428	<p>\$70,280 and General Budget</p> <p>Actual Budget \$72, 280</p>
Total Completers	989																																		
Male	424																																		
Female	562																																		
Gender Unknown	3																																		
Unknown ethnic group	168																																		
African American	1																																		
Asian/ Pacific	4																																		
Caucasian	791																																		
Hispanic	5																																		
Native Alaskan	19																																		
Limited English	0																																		
Acad Disadvantaged	0																																		
Single parent	6																																		
Displaced Homemaker	3																																		
Disability	9																																		
Econ Disadvantage	428																																		

		staff and faculty about issues related to retention. Also the college implemented the Noel Levitz survey of student and staff satisfaction in FY 05. Results from both activities are being used by the retention committees that have been created on each campus. Student and learning services practices are being reviewed based on the data collected, This parallels the on-going assessment of student learning activities in the academic areas.	
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Required Activity:

Goal 8. Broad based community involvement

Objective	Strategy	Measure	Projected Budget
1. The College will continue collaborative activities with communities in the College service area, which align with the College's strategic planning and the needs of the service area.	1. Partnered activities, planned in conjunction with community input, will result in achievement of outcomes that are mutually beneficial. ----- 2. The College will plan and facilitate Service Learning projects. Partnered activities will align College curricular outcomes.	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> Community partners surveyed will critique projects to determine effectiveness, value, and quality of the project. MSCTC has been actively partnering with 3 regional colleges and 6 Tech Prep Consortiums to link K-12 and post secondary education. Since FY 04 the partnership has created a Tech Prep database and web page to publish HS and college articulation agreements for courses so that HS students, counselors and parents can request Tech Prep courses that will convert to college credit upon enrollment at a college. This web page is now functional and we will have data in FY 06 about the increase in student use and be able to track those who enroll in HS courses and later at a college. In FY 05 the partnership planned the Online College in the High School project for those students attending small schools that could not support live concurrent enrollment classes. 41 students enrolled in the Fall 06 Pilot program in 2 general ed courses. Six gen ed courses will be offered online in Spring 	General Budget

		<p>of 06 exclusively for HS students who qualify.</p> <ul style="list-style-type: none"> • • Tech Prep Coordinator's Survey: <ul style="list-style-type: none"> ○ 100% agree that MSCTC provided adequate communication for joint projects ○ 50% agreed that TP were treated as full partners. 50% were neutral ○ 100% agreed that MSCTC staff live up to their commitments to projects ○ 50% agreed that TP Web page is effective. 50% neutral ○ 100% agree that issues on Web site continue to cause usage problems ○ 100% agree that the College in the HS project is effective. • MSCTC has already addressed the issues with the new TP website and changed the reporting line of the webmaster. Partnership improvements are being discussed openly. <hr style="border-top: 1px dashed black;"/> <p>FY 2005 Outcome Target: Anticipated Service Learning outcomes are as follows:</p> <ul style="list-style-type: none"> • 10% of College programs will integrate Service Learning opportunities into program curricula, either as a required component or as an elective. • 25 programs college-wide reported service learning projects in 2004-05. That's approximately 35% • Survey data from community participants will be collected and analyzed to determine effectiveness and quality of process. See below • Data regarding program and/or course outcomes achieved as a result of Service Learning projects completed through participation in Service Learning will be documented on the college Web Page and/or publications. • The College was not able to collect data about the impact of service learning projects on community participants or on student achievement of learning outcomes in FY 05. Consequently, a campus 	
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		academic dean has been given the responsibility in FY 06 to increase the number of service learning projects on all campuses and to work with faculty and community participants to develop assessment tools. Anecdotal information from community groups, faculty and students has been extremely positive, but we need to conduct a formal assessment to determine academic impact.	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
Five Year Plan 1999-2004**

Required Activity:

Goal 9. Special population learner accommodation(s) and support services

3 Appropriate Core Indicator(s)

Core Indicators

X	1. Academic and Skill Attainment
X	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Projected Budget																														
1. The College will provide environments and support systems that ensure optimal learning for all students. Provision of quality support services for targeted populations, such students with disabilities, students who are academically disadvantaged, and students with Limited English Proficiency will result in successful completion of program courses.	<p>1. The College will provide support systems to students with disabilities in order to assure successful completion of program courses.</p> <p>A. Intervention strategies to increase program completion for students with disabilities will include:</p> <ul style="list-style-type: none"> • Development and implementation of Student Support Plans for students who have self-identified and requested accommodations • Tutoring support provided upon request <p>-----</p> <p>B. Services for students with disabilities will be assessed to determine current quality of services and identify areas of needed improvement. Strategies to improve quality of support services for students with disabilities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explore and research the feasibility of a team approach to development of Student Support Plans • Review best practices for Learning Services by visiting other College Learning and/or Disability Access Centers. 	<p>FY 2005 Outcome Target: Identify 04 baseline data to be used as future baseline for college reorganization. Completers Baselines for FY 05: 6910 enrolled students.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Total Completers</td> <td style="text-align: right;">989</td> </tr> <tr> <td>Male</td> <td style="text-align: right;">424</td> </tr> <tr> <td>Female</td> <td style="text-align: right;">562</td> </tr> <tr> <td>Gender Unknown</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Unknown ethnic group</td> <td style="text-align: right;">168</td> </tr> <tr> <td>African American</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Asian/ Pacific</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Caucasian</td> <td style="text-align: right;">791</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Native Alaskan</td> <td style="text-align: right;">19</td> </tr> <tr> <td>Limited English</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Acad Disadvantaged</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Single parent</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Displaced Homemaker</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Disability</td> <td style="text-align: right;">9</td> </tr> </table>	Total Completers	989	Male	424	Female	562	Gender Unknown	3	Unknown ethnic group	168	African American	1	Asian/ Pacific	4	Caucasian	791	Hispanic	5	Native Alaskan	19	Limited English	0	Acad Disadvantaged	0	Single parent	6	Displaced Homemaker	3	Disability	9	<p>\$231,164 and General Budget</p> <p style="color: green;">Actual Budget \$261,164 Approved increase</p>
Total Completers	989																																
Male	424																																
Female	562																																
Gender Unknown	3																																
Unknown ethnic group	168																																
African American	1																																
Asian/ Pacific	4																																
Caucasian	791																																
Hispanic	5																																
Native Alaskan	19																																
Limited English	0																																
Acad Disadvantaged	0																																
Single parent	6																																
Displaced Homemaker	3																																
Disability	9																																

	<p>2. Developed processes and procedures will be used to provide academic support to students identified as academically disadvantaged. Additional support will result in increased program completion for students identified as academically disadvantaged. Strategies will include:</p> <ul style="list-style-type: none"> • Continue to provide options for students to increase competency in identified areas of weakness. If placement testing is to occur, opportunities such as developmental courses need to be available to students. • Monitor the progress of students identified as academically disadvantaged to analyze effectiveness of available options for improvement. Analysis may include, but not be limited to, the following: <ul style="list-style-type: none"> – Pre and post scores – Semester grades – Software options versus traditional classroom options. – Students who received Disability Access Services <p>3. In order to promote the success of all students, the College will provide services that support the academic progress of students with Limited English Proficiency.</p> <p>A. FY'00 data indicates that 1/23 students identified as having limited English proficiency successfully completed program courses. Strategies to promote academic success of students with limited English proficiency will include:</p> <ul style="list-style-type: none"> • Utilize brochures which provide information about the availability of services for students with Limited English Proficiency and the name of the person to contact. • Utilize posters that are placed throughout the campuses regarding the availability of services for 	<p>Econ Disadvantage 428</p> <p>This data will be used to evaluate our on-going academic and student/learning services assessment activities.</p> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 30% of students with disabilities who have self-identified and received services will be surveyed to assess quality of current services; data collected will define baseline performance levels for disability access services. • In Fall of 04 Learning Services Coordinators for all campuses conducted a survey of services provided for students with disabilities. It included questions about communication, customer service, tutoring, and accommodations, learning services. <ul style="list-style-type: none"> ○ Campus surveys indicated satisfaction with services. ○ There were 9 completers of the 61 students who declared as disabled in FY 05 • Data collected from students with disabilities receiving support services will reflect a minimum service quality/satisfaction level of 80%. • Noel Levitz Survey questions on MSCTC's commitment to students with disabilities indicated a college-wide average of 5.32 on a 1-7 scale with 7 high.. <p>Disability coordinators will be working to implement a study of the impact of services to course success and program completion in FY 06.</p>	
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	<p>students with Limited English Proficiency.</p> <ul style="list-style-type: none"> • Research assessment tools to be used to identify strengths and weaknesses of LEP students. • Utilize information in the Learning Services Handbook regarding services for LEP students. • Identify tutoring staff who are the primary contact in each campus Learning Center. • Develop and facilitate an inservice for faculty and staff to provide awareness of issues related to students with limited English proficiency. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • The process for monitoring academically dis-advantaged students will continue to be evaluated for efficiency and effectiveness. If results are positive the process will be replicated on other campuses. • Both NTC and FF have long standing programs to assist students who are academically disadvantaged. • 100% of new students take the Acuplacer test (or show results of prior testing) to determine placement in developmental courses work and college success. Faculty program advisors review these scores and advise students to ensure appropriate course placement. • Learning Services staff on each campus run a learning center where students can receive tutoring for course work. Learning center records document extensive use of support services. • Advisors work individually with students in special populations to ensure that their specific needs are met. • Data will be collected for all campuses and will represent baseline data. <p>Learning Services Coordinators will be working to implement a study of the impact of services for academically disadvantages students to course success and program completion in FY 06</p>	
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		<p>FY 2005 Outcome Target: Anticipated outcomes include:</p> <ul style="list-style-type: none"> • Processes will be developed and implemented to increase awareness of services for students with limited English proficiency. <p>The number of ELL enrolling at MSCTC's Fergus Falls and Moorhead campus is increasing rapidly.</p> <ul style="list-style-type: none"> • IN FY 04 the MHD campus employed an ELL instructor to work with MHD ELL students. FF already was offering ELL courses. • In summer 05 the college, using grant money, hired an ELL coordinator to implement ELL education in high schools surrounding the FF and MHD campuses to help students learn English in HS so they will be proficient when they enroll post secondary. • In Fall 05, in reaction to the continued low participation in ELL courses, MSCTC established an ELL planning team to develop a policy mandating ELL testing, create an ELL certificate, and other strategies to support ELL students as they acquire the English language. • Baseline data will be established as result of college reorganization. • Based on the new ELL policy that will be implemented in Spring of 06, the College will be able to identify an better support ELL students. An assessment plan will be implemented to determine if support for the ELL students is adequate. • Students with limited English proficiency who receive support services will be assessed to determine quality of services 	
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		<p>provided; data collected will determine baseline performance level.</p> <ul style="list-style-type: none"> • Students seeking ELL tutoring were not assessed for FY 05. • Students attending ELL courses rated both instructors satisfactory or higher on each question of their course surveys in FY 05. <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Baseline data will be established as result of college reorganization <ul style="list-style-type: none"> ○ to compare the percentage of students with disabilities who will successfully complete program courses. ○ to compare the number of students identified as academically disadvantaged who are program completers. ○ To compare number of students with limited English proficiency who are program completers. • Data collected from students with limited English proficiency receiving support services will reflect a minimum service quality/satisfaction level of 85%. <p>Disability coordinators, Learning Services Coordinators and ELL faculty will implement a study of the impact of services for their students to course success and program completion in FY 06</p> <ul style="list-style-type: none"> • 	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
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3 Appropriate Core Indicator(s)

Core Indicators

Required Activity:

	1. Academic and Skill Attainment
X	2. Completion
X	3. Placement and Retention
	4. Nontraditional

Goal 10. Full participation of special population learners

Objective	Strategy	Measure	Projected Budget
The College will increase retention and completion of special population students.	Equity activities will be provided to remove barriers that impede educational access and success access for single pregnant women, single parents, and displaced homemakers. Activities will be visible and identifiable on each campus and may include: <ul style="list-style-type: none"> • Support groups. • Referrals to internal and external support services. • Implementation of intranet bulletin board for SPW, SP, and DH populations. • Distribution of information pertinent to the needs of single parents, single pregnant women, and displaced homemakers. • Contacts with individual students to reduce barriers to academic success. 	<p>MSCTC notifies all students through written materials, at new student orientation and through campus programs of services available to special populations. Counselors and special advisors introduce themselves to new students and encourage interaction to provide needed support. Faculty are oriented to provide special services and programs by advisors so they can inform their students of college contacts when needed.</p> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • The number of completers will be increased for the single parent/single pregnant women population. • Baseline FY 05 4 completers of 142 identified students • The number of completers for displaced homemakers will be increased. • Baseline FY 05 3 completers of 30 identified students 	<p>\$98,262 and General Budget</p> <p>Actual \$98,262</p>

	<p>Activities to maintain retention of ethnic minorities populations will include but not be limited to:</p> <ul style="list-style-type: none"> • Examine institutional practices, policies and procedures for racism/racial bias. • Respond to needs identified through appropriate surveys. 	<p>FY2005 Outcome Target:</p> <ul style="list-style-type: none"> • The number of completers will be maintained for ethnic minority populations. • Baseline FY 05 23 completers of 309 identified students 	
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Required Activity: Goal 11. Preparation for nontraditional training and employment	3 Appropriate Core Indicator(s)	Core Indicators
		1. Academic and Skill Attainment
		2. Completion
	x	3. Placement and Retention
	x	4. Nontraditional

Objective	Strategy	Measure	Projected Budget
The College will develop an enrollment management plan to increase the number of students enrolling in and completing technical education programs nontraditional for their gender.	<p>1. Strategies to increase the enrollment of this student population will be developed and implemented by Enrollment Management. Activities may include:</p> <ul style="list-style-type: none"> • Completion and distribution of college recruiting brochure featuring students in nontraditional programs. • Inclusion of nontraditional information on College web site. • Presentations about nontraditional training and career opportunities to groups such as Program Advisory Committees, Workforce Center staff, high school counselors, high school students, and School-to-Work Coordinators. • Pre-enrollment technology camps that provide “hands-on” nontraditional career exploration. <p>2. Strategies to maintain program completion by students enrolled in non-traditional career programs</p>	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • The percent of students enrolled in classes nontraditional to their gender will be increased. <p>Baseline for FY 05 580 students participating in non-traditional programs.</p> <p>Baseline for FY 05 108 completers in non-traditional programs</p>	<p>\$125,677 and General Budget</p> <p>Actual Budget \$80, 677 Approved</p>

	<p>will include:</p> <ul style="list-style-type: none"> • initial contact by letter soon after enrollment • facilitation and referral to appropriate support groups • regular individual contact and support; • field trips • Providing information to faculty in nontraditional programs to generate awareness and support for nontraditional students in their programs. • Sexual harassment training in nontraditional classrooms. <p>Services will be visible and identifiable on each campus.</p>		
	<p>3. Implementation of academic and technical skills will include the following strategies:</p> <p>A. Continue to review and update student learning outcomes, (f/k/a program outcomes).</p> <ul style="list-style-type: none"> • Continue with process to review student learning outcomes validation/integration, including: <ul style="list-style-type: none"> – Defining terminology common to the process. – Identifying steps and timelines for the process. – Providing faculty training sessions addressing the writing/revision of student learning outcomes and integration of pertinent skills and competencies – Assessment of student learning outcomes <hr/> <p>4. Successful integration of academic and technical skills leading to attainment of a certificate, diploma or degree will be evaluated based on the following:</p> <p>A. Assessment of student achievement which identifies successful completion of:</p> <ul style="list-style-type: none"> – Student learning outcomes in the faculty selected programs. – Targeted National Skills Standards for specific programs. 	<p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 100% of General Education courses will have written student learning outcomes. • done • 75% of college programs will have completed assessment of student learning and program effectiveness • 95 % of programs have completed an assessment of learning process. <hr/> <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • 50% of courses students take will document student learning outcomes in General Education courses. • Program faculty regularly include general education topics in their skill-based 	

	<p>B. Successful completion of student learning outcomes that result in increased placement in related employment.</p>	<p>courses, such as: critical thinking, communication, problem solving, etc.</p> <ul style="list-style-type: none"> • 75% of courses will have identified student learning outcomes that relate to National Skills Standards in selected programs. • Programs that have National Skill Standards include them in their outcomes that are then validated by their advisory councils. The College does not measure this in courses, but trusts the advisory councils to have input into the curriculum to ensure compliance with national standards. • The number of completers will increase by .5%. • Completer Data for MSCTC available for FY 05 only. Will need FY 06 data for comparison. FY 05 completers were 989 <p>FY 2005 Outcome Target:</p> <ul style="list-style-type: none"> • Placement at the college-wide level will be maintained at 90% or higher. • Placement for FY 05 was 91.8% 	
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Collaboration Required Activity 12 – Overview

Minnesota's Unified State Plan for Vocational Technical Education places high emphasis on collaboration to accomplish this goal. While it is understood that separate funding streams require separate record keeping to maintain fiscal integrity, it is also understood that collaborative efforts expand on the support base and increase the likelihood that programs with similar goals can be successful in their efforts to effect change.

It is a required activity for Local Plan approval that at least 10% of funds (not including targeted funds) be reserved for collaboration. While the state does not wish to define who the appropriate partners are for a collaborative effort, it is likely that local School-To-Work partnerships, neighboring Perkins recipients and Workforce Development Centers would be offering programs and services designed to address local and regional workforce development.

An appropriate proposal under Required Activity 12 would involve joint planning by the collaborating partners and identification of common goals and strategies. A Collaborative budget surrounding activities for Required Activity 12 would also be a reasonable expectation even though each Perkins recipient must identify and account for its own expenditures made toward these common activities.

To be considered for approval, the following must be included within Required Activity 12:

- ◆ the names of the collaborating partner organizations,
- ◆ a description of the process used to develop collaborative goals and strategies,
- ◆ FY 2003 and FY 2004 outcome targets, and
- ◆ the budget for the Perkins recipient. While not required a common budget for all collaborators identifying source or funds would be helpful.

COLLABORATION (*definition*) **A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.**

(Note: a minimum of 10% of total eligible funds (not including Targeted Funds) must be budgeted for this activity. This activity must be planned for with broad community input via STW or other similar partnership.) Eligible recipients must maintain control of the Perkins fund

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Required Activity:	3 Appropriate Core Indicator(s)	Core Indicators
		x
		2. Completion
		3. Placement and Retention
	x	4. Nontraditional

Objective	Strategy	Measure	Projected Budget (Minimum 10%)
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<p>In collaboration with Tech Prep Consortium Directors/School-to-Work Coordinators, learners will be prepared to transition from secondary schools in the service region to postsecondary vocational-technical education.</p> <p>Desirable characteristics of strategies to address the transition from secondary to Post-secondary, and inform decision-making include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-centered <input type="checkbox"/> Learning-centered <input type="checkbox"/> Career-oriented <input type="checkbox"/> Technology-enhanced <input type="checkbox"/> Cost effective 	<p>12. A. Enhance collaborative planning, deployment and assessment as it relates to linking secondary and postsecondary vocational technical education.</p> <p>A.1. Maintain ongoing contact between College Academic Administration and Tech Prep Consortium Directors/School-to-Work Coordinators [Lake Country Service Coop, North Borders Partnership, Pine to Prairie Coop, Freshwater Education District, DL School to Work, etc]</p> <p>A.2. As needed for successful project implementation, routinely host project-oriented workshops between College staff and primary stakeholders in the College Service Delivery Area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tech Prep Articulation: College Academic Deans and Program Faculty with Secondary School Principals and Teachers <input type="checkbox"/> College Readiness: College Student Services Administration and Staff with Secondary 	<p>FY'05 Outcome Target: Data study and analysis indicates increased numbers of students participating in Secondary/Postsecondary partnered activities focused on educational transition will enroll in college programs: 5% of targeted special population students who participated in partnered activities will enroll in College programs.</p> <p>Baseline data for MSCTC FY 05 PSEO student #s 740 students Concurrent student #s 788 students. 65 enrolled at MSCTC Fall 05 Online high school student pilot: 41 students</p> <p>The College is looking at a system to determine special population involvement in our high school programs since the declaration is optional on our enrollment forms.</p> <p>In Fall of 2005, the College upgraded the new Tech</p>	<p>\$105,720 and General Budget</p> <p style="color: green;">Actual Budget \$90,720 approved</p>
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	<p>School Administrators and Guidance Counselors</p> <ul style="list-style-type: none"> ❑ Career Development: Employment Development Coordinator and NTC counselors with Secondary School Administrators and Guidance Counselors <p>Measures for Implementation of Strategy 12A Collaborative planning, deployment and assessment:</p> <ul style="list-style-type: none"> ❑ Adequate contact between partners is established and maintained throughout planning, deployment and assessment of partner projects. Measure: Participants indicated value-added accrues from the contacts. ❑ Partner staff receive adequate inservice on partner projects. Measure: On surveys, key planners/implementers (see list in A.2) indicate the activities assessed implementation of their role in partner projects. Project summaries authored by coordinators/evaluators indicate they agree to strongly agree that staff carried out their roles successfully. <ul style="list-style-type: none"> • Projects are assessed and data is used for future improvements. <p>12. B. Facilitate the continuous quality improvement of key systems that support collaborative activities between primary external stakeholders serving Secondary students within the College's service delivery area [North Country Vocational Coop, Lake Country Service Coop, North Borders Partnership, Pine to Prairie Coop, Freshwater Education District, DL School to Work, etc] Key systems addressing educational pathways and career development.</p>	<p>Prep website so that the database could be connected to the ISRS system and we can tract Tech Prep course completers to MSCTC enrollment. We know that some of our students who enroll in Tech Prep courses belong to special populations, more so than those taking general education courses as concurrent enrollment live or online. Since we now have clean MSCTC data for 05 we will be able to better tract this information and compare it to the FY 06 data.</p> <ul style="list-style-type: none"> • In FY 05 the partnership planned the Online College in the High School project for those students attending small schools that could not support live concurrent enrollment classes. 41 students enrolled in the Fall 06 Pilot program in 2 general ed courses. Six gen ed courses will be offered online in Spring of 06 exclusively for HS students who qualify. • Tech Prep Coordinator's Survey: <ul style="list-style-type: none"> ○ 100% agree that MSCTC provided adequate communication for joint projects ○ 50% agreed that TP were treated as full partners. 50% were neutral ○ 100% agreed that MSCTC staff live up to their commitments to projects ○ 50% agreed that TP Web page is effective. 50% neutral ○ 100% agree that issues on Web site continue to cause usage problems ○ 100% agree that the College in the HS project is effective. • MSCTC has already addressed the issues with the new TP website and changed the reporting line of the webmaster. Partnership improvements are being discussed openly.
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	<p>B.1. Tech Prep Articulation Program</p> <ul style="list-style-type: none"> • Establish Tech prep contacts at each College campus to improve the relationship between the campus and area secondary schools • Utilize research on course utilization in major to target selected College courses for Tech Prep Articulation Agreements and establish agreements • Utilize the redesigned Tech Prep Articulation Agreement process to renew the existing agreements annually • Utilize the College website to promote the Tech Prep Program: [a] explain the program benefits; [b] post process maps and provide contact information; [c] post current agreements on the College's official website and establishing hyperlinks to the websites of participating consortiums and secondary schools • Implement procedures to document Tech Prep Certificates into the College student record system (ISRS) upon issuance to secondary student • Institute programming to improve tracking and transcription of advanced standing credit for eligible students • Complete annual reports detailing: [a] the number of certificates issued per secondary school/course/major/campus per year; [b] the number of annual participants enrolled in the College and their respective majors; [c] the number of non/completers • Indicate baseline data of student usage • Initiate discussions with other higher education providers regarding a regional Tech Prep Articulation processes • Tech Prep agreements are kept current and communicated to students/stakeholders and are available at the College website. • Insure that where coops have not developed articulation agreements with the specific college that a review is conducted to determine feasibility 	<ul style="list-style-type: none"> • MSCTC has been actively partnering with 3 regional colleges and 6 Tech Prep Consortiums to link K-12 and post secondary education. • Since FY 04 the partnership has created a Tech Prep database and web page to publish HS and college articulation agreements for courses so that HS students, counselors and parents can request Tech Prep courses that will convert to college credit upon enrollment at a college. This web page is now functional and we will have data in FY 06 about the increase in student use and be able to tract those who enroll in HS courses and later at a college. • All Tech Prep course completers receive a congratulatory letter from the college that articulates the course inviting them to enroll in the college • MSCTC admissions staff have met with the 6 Tech Prep Coordinators to determine methods of further encouraging HS students to continue their career path way • The new database allows for the easy renewal of articulation agreements and the creation of new ones. An MSCTC employee works with the Tech Prep Coordinators to bring new articulations to MSCTC faculty. • College representatives have been tasked with training their counselors on using the network.
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	<p>of honoring articulations that exist with other colleges assuming that the request is determined to be parallel to the specific college offerings.</p> <p>B.2. College Readiness Program Maintain ongoing contact between College and Tech Prep Consortium Directors/School-to-Work Coordinators [Lake Country Service Coop, Pine to Prairie Coop, Freshwater Education District, DL School to Work, etc]</p> <ul style="list-style-type: none"> • Utilize the College website and print materials to explain the program: [a] provide information which explains testing rationale and procedure; Administer the assessment; [b] provide information on the College’s role in facilitating follow-up activities to interpret results and recommend future academic planning; [c] share data collection activities and the analysis of relevant data] • Recruit more secondary schools to participate in the College Readiness Program • Administer the College’s basic skill assessment with sophomores from participating Secondary Schools • Expand the Online Acuplacer pilot program • Provide a pre-programmed computer to the secondary school for assessment purposes <p>B.3. Career Development Program Maintain ongoing contact between College Deans and Tech Prep Consortium Directors/School-to-Work Coordinators [North Country Vocational Coop, Lake Country Service Coop, Pine to Prairie Coop, Freshwater Education District, DL School to Work, etc]</p> <p>Maintain contact between College Academics and Tech Prep Consortium</p> <ol style="list-style-type: none"> 1. Provide a pre-programmed computer to 	<p>MSCTC conducted Acuplacer assessments in high schools adjacent to the Detroit Lakes campus. Results are used to indicate needed remediation before HS students graduate.</p> <p>Assessment has also been used for those HS students seeking enrollment in the Online College in the High School program.</p> <p>MSCTC’s Chief Academic Officer, and 2 academic deans met a minimum of 8 times in FY 04-05 to plan and implement the Articulation Data base and Online College in the High School.</p> <p>They are continuing to partner with the Tech Prep Coordinators on a new MATH WORKS! Grant project seeking \$300,000 to provide professional development in contextual for secondary, post secondary and adult basic educators.</p>
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	<p>participating schools for career development research purposes</p> <ol style="list-style-type: none"> 2. Provide Secondary Guidance Counselors from participating schools with in-service on utilizing the software available on the pre-programmed computer for career development activities 3. Pilot the development and implementation of an online career development Website: [a] develop the Website utilizing the expertise of the secondary school career development teachers and pertinent College/MnSCU staff; [b] utilize the College management system/hardware to host Website; [c] track secondary student participation and performance; [d] provide technical assistance to the secondary career counselor. 4. Continue Career Fairs/Career Technology Camps to provide secondary students with information on current career opportunities and to provide awareness of nontraditional training and employment. 5. Recruitment and retention activities for Secondary students interested in nontraditional training and employment will be expanded [Note 3/11/02 – Pending more information from FY02 pilot at Bemidji.] 6. Continue to provide presentations regarding (College programs/services) to area high school and community service agencies including on-campus visits for career planning. <p>C. 1 Campus Initiatives. Campus Provosts and student service personnel will develop processes to assist area secondary schools with career education, career preparation, and post-secondary transitions for their students. Activities may include:</p> <ul style="list-style-type: none"> • Academic skills assessment, area high schools, grade 10 • Collaborative planning with high school counseling staff, Lakes Country Cooperative • Meet with parents of area high school students 	<p>The Career Development Website was created but not completed in FY 05. It will be launched by December 1, 2005.</p> <p>Tech Prep Coordinators will learn to use the site at the November 2005 partnership meeting.</p> <p>MSCTC sponsored a career fair in April of 2005 and individual campuses sponsor high school visits .</p>
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	<ul style="list-style-type: none"> • Work with area high schools to expand concurrent enrollment project in college programs and courses • Facilitate Acuplacer testing for high school students • Conduct technology camp or high school girls (in partnership with Bemidji State University) • Conduct career education sessions in the high schools and on the local campuses <p>C. 2 College Initiatives. College administrators and Tech Prep Consortium Directors/School-to-Work Coordinators [North Country Vocational Coop, Lake Country Service Coop, North Borders Partnership, Pine to Prairie Coop, Freshwater Education District, DL School to Work, etc] will pilot a project: Concurrent Distance Individualized Option. The purpose of which is to put in place processes to allow high school students to enroll in college courses online that also meet the graduation requirements of the high schools and to attend these online courses from computer facilities available at the high school as part of the regular day schedule. An example would be ADMM 130 Medical Transcription which is a technical course which could meet a high school elective for graduation and a college program requirement in Medical Transcription.</p> <p>C. 3 Regional Colleges Initiative. Minnesota State Community and Technical College, Northland Community and Technical College, and Northwest Technical College-Bemidji will work cooperatively to continue the development and maintenance of the Northern Tech Prep Network Website (http://techprep.minnesota.edu/) as a service to Tech Prep Consortium Directors/School-to-Work Coordinators [North Country Vocational Coop, Lake Country Service Coop, Pine to Prairie Coop, Freshwater Education District, DL School to Work, etc].</p>	<ul style="list-style-type: none"> • In FY 05 the partnership planned the Online College in the High School project for those students attending small schools that could not support live concurrent enrollment classes. 41 students enrolled in the Fall 06 Pilot program in 2 general ed courses. Six gen ed courses will be offered online in Spring of 06 exclusively for HS students who qualify. <p>FY 05 Outcome Target Establish subscription fee for consortium members as partial means of support for development and maintenance of website. Fees are established and were paid to MSCTC for data work and admin costs in FY 05. Each College and Tech Prep group contributed to costs.</p> <p>Establish college membership cost based on Pell count per college divided by the total Pell count for all 3 colleges done</p>
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BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2004 – JUNE 30, 2005

DIRECTIONS & REMINDERS

- / **Cost of all Perkins funded personnel must be split out between the designated activities (indicators 1 to 25) that your local application addresses. Keep in mind that only the first 12 indicators address the required activities that you must conduct.**

- / **Federal Carl D. Perkins cannot be used to supplant funds from other sources.**

- / **The Carl D. Perkins Education Act of 1998 requires that Personnel Activity Reports (PAR) to be filled out on all personnel funded by these federal dollars. PARs do not need to be sent to MnSCU/CFL, but do need to be kept and monitored at the local level.**

- / **Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.**

- / **Identify in A. that amount of total Perkins resources that were used in collaboration efforts with Workforce Centers. Identify in B. the estimate of other expenditures/in-kind contributions from your district/college toward workforce center activities.**

PERKINS BUDGET SUMMARY FOR FY 2005		
	PROJECTED	ACTUAL
← Required activities budget: Activities 1-11)	\$ <u>656,241</u>	\$ _____
↑ Activity #12 budget: (minimum of 10% of non-targeted dollars must be budgeted for #12)	\$ <u>105,720</u>	\$ _____
<u>TOTAL:</u>	\$ _____	\$ _____
→ Permissible activities budget:	\$ _____	\$ _____
↓ Administrative budget:	\$ _____	\$ _____
<u>TOTAL FY 2005 Perkins BUDGET:</u>	\$ <u>761,961</u>	\$ _____

A. Total Perkins resources used in Workforce Center Collaboration \$ _____

B. Estimate of other expenditures/in-kind contributions from your district/college toward Workforce Center activities: \$ 76,800 _____

Total Workforce Center Collaboration and expenditures/in-kind contributions (A. + B.) \$ _____76,800_____

MnSCU/CFL
CARL D. PERKINS LOCAL APPLICATION
BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2004 – JUNE 30, 2005

REQUIRED ACTIVITIES

ACTIVITY	REQUIRED USES OF FUNDS	BUDGET FY '05	
		PROJECTED	ACTUAL
1	Integration of academic and technical education		
2	Experience in and understanding of all aspects of the industry	\$13,000	\$13,000
3	Technology in vocational-technical education	100,000	130,000
4	Professional Development		
5	Evaluation of vocational-technical education programs	17,858	20,193.55
6	Continuous program improvement for vocational-technical education programs		
7	Effectiveness of services and activities	70,280	72,280
8	Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations		
9	Special population learner accommodation(s) and support services	231,164	261,164
10	Full participation of special population learners	98,262	98,262
11	Preparation for nontraditional training and employment	125,677	80,677
12	COLLABORATION: <u>(NOTE: A minimum of 10% of eligible funds must be budgeted for this indicator. This indicator must be planned for with broad community input)</u>	105,720	90,720

TOTAL BUDGET FOR REQUIRED ACTIVITIES: \$761,961_

NOTE:

1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissible activity.
2. Budget changes must be pre-approved by CFL if they change 10% or more from one activity to another.

MnSCU/CFL
CARL D. PERKINS LOCAL APPLICATION
BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2004 – JUNE 30, 2005

PERMISSIBLE ACTIVITIES

ACTIVITY	PERMISSIBLE USES OF FUNDS	BUDGET FY'05	
		PROJECTED	ACTUAL
13	Career guidance and academic counseling (for students participating in vocational-technical programs)		
14	Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.		
15	Provide programs for special populations		
16	Local education and business partnerships		
17	Assist vocational and technical student organizations		
18	Mentoring and support services		
19	Upgrading and adapting equipment		
20	Teacher preparation		
21	Improving or developing new vocational-technical education courses		
22	family and consumer sciences programs		
23	Vocational education programs for adults and dropouts to complete their education		
24	Placement activities		
25	Other activities consistent with the purpose of this law		

TOTAL BUDGET FOR PERMISSIBLE ACTIVITIES: \$_____

NOTE:

1. Budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissible activity.
2. Budget changes must be pre-approved by CFL if they change 10% or more from one activity to another.