

**North Hennepin
 Carl D. Perkins Vocational-Technical Education Act of 1998
 Local Plan for Career and Technical Education
 Five Year Plan 1999-2005**

Required Activity:

Goal 1. Integration of academic and technical education

Check Appropriate Core Indicator(s)	Core Indicators
1P2,1P2	1. Academic and Skill Attainment
2P1	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Business, technology, health career and ESOL students will attain integrated academic, vocational and technical skills	1. Establish and/or update Advisory Committees for Career and Technical programs. 2. Faculty and Advisory Committees will review specific general education areas, which relate to their programs. 3. Program faculty will coordinate integration of academic and occupational skills throughout all eligible programs. 4. Program faculty evaluates effective teaching and learning techniques throughout all integrated programs.	1. Eligible programs that have met this past year to discuss integration of general education are as follows: Marketing, Business Computer Systems and Management, Accounting Technology, Medical Laboratory Technician, Paralegal, BIT: Monthly, NICT and Nursing. 2. Minutes were collected from 100% of the meetings. All minutes are filed in the President's Office in the NCA Exhibit area – Exhibit #105. Curricular issues were discussed at all of the meetings. 3. At this point 100% of our programs have integrated general education credits. Presently certificate programs are being reviewed for integration of general education credits.	\$0.00

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Required Activity:

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

Check Appropriate Core Indicator(s)	Core Indicators
1P2	1. Academic and Skill Attainment
2P1	2. Completion
3P2	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Business, technology, health career and ESL students will be retained, credentialed and placed in Career and Technical programs.	<ol style="list-style-type: none"> 1) Deans and program faculty will review program curricula annually to insure inclusion of global industry exposure for students in each program. 2) Eligible programs will convene program advisory committees to solicit business/industry input for improving program curriculum. 3) Deans and program faculty will review, analyze, and strengthen curriculum of approved programs. 4) Speakers will be brought into classrooms from appropriate industries to inform students about all aspects of the industry. 	Deans of: Business and Career Programs, Math, Science and Nursing program and Nursing Director met with program faculty throughout the academic year. Curricula were reviewed and revised to meet industry standards for academic and technical skills. Advisory board input, industry spokespersons speaking to classrooms, and student internship arrangements all facilitated the review and revising process. Results of review and revising process for classes and programs are as follow: <ol style="list-style-type: none"> a Web-enhanced b Experiential learning c Internships d Service learning e Revised for industry standards f Active learning 	\$0.00

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Required Activity:

Goal 3. Technology in vocational-technical education

Check Appropriate Core Indicator(s)	Core Indicators
1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	Final Budget Amount
Students will attain skills that are technologically enhanced in Career and Technical programs.	IT Staff will: 1) Provide resources and information pertaining to on-line education.	<u>Fall Semester 2004</u> Online courses - 23 Web Enhanced - 43 Supplemented - 197 Total - 263 <u>Spring Semester 2005</u> Online courses - 37 Enhanced - 31 Supplemented - 164 Total - 232 <u>Summer Session 2005</u> Online courses - 23 Enhanced - 5 Supplemented - 38 Total - 66	\$4,680.05

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Required Activity:

Goal 4. Professional Development

Check Appropriate Core Indicator(s)	Core Indicators
1P1, 1P2	1. Academic and Skill Attainment
2P1	2. Completion
3P2	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Career and Technical students will attain skills and meet industry standards, be retained in programs and successfully complete programs.	<ol style="list-style-type: none"> 1) In-Service training will provided for faculty and staff of Perkins eligible programs. 2) Will support individual development initiatives related to their areas. 3) Attend national and local conferences/workshops. 	Three (3) advisors and the Perkins coordinator attended the regional training from the National Academic Advising Association (NACADA).	\$7,990.97

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Required Activity:

Goal 5. Evaluation of vocational-technical education programs

Check Appropriate Core Indicator(s)	Core Indicators
1P2	1. Academic and Skill Attainment
	2. Completion
3P1	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Evaluate and continuously improve eligible programs so they meet the needs of related business and industry labor markets.	<ol style="list-style-type: none"> 1) Determine employment needs in Twin Cities metro area. 2) Compare program offerings with employment needs. 3) Identify areas of unmet needs and begin developing a plan for restructuring existing programs or developing new programs to meet the needs. 4) Obtain input from advisory committee members and local employers. 	<p>All career and technical education programs are evaluated annually with advisory board input.</p> <p>See indicator #1 for details</p>	\$0.00

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Required Activity:

Goal 6. Continuous program improvement for vocational technical education programs

Check Appropriate Core Indicator(s)	Core Indicators
	1. Academic and Skill Attainment
	2. Completion
3P1 3P2	3. Placement and Retention
4P1	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Continuous program improvement using research information in Career and Technical Education programs will result in retention of students in programs through graduation and job placement.	<ol style="list-style-type: none"> Institutional Research Director, program advisors, program faculty, area deans and staff will gather data on enrollment, retention, graduation rate, and job placement rate. Retention issues will be researched and services will be developed and implemented for program students, focusing on retention of LEP, disabled and non-traditional students Assess classroom activities and curriculum for best practices and desired learner outcomes. Obtain feedback from participants in eligible programs. Study exemplary programs/best practices in program improvement and processes learner outcomes. 	<ol style="list-style-type: none"> See data on pages 7 – 23. Created reports regarding student retention and completion for program advisors to aid in tracking all students, but, focusing on those classified as ESOL, disabled and/or nontraditional. Distributed survey forms from CCSSE and Noel Levitz to assess classroom activities and learner outcomes in all programs across campus, but focusing on career and technical education programs. Distributed and compiled survey results for the Course/Instructor evaluation forms and Graduate Placement surveys to appropriate students / programs. Continue to work with Perkins program director to discover and study best programs and practices in improving and processing learner outcomes. 	\$10,467.32

Program AY2004	CIP Code	Total Headcount of Learners	Male	Female	Unde- clared	LEP	Acad Disad- vantage *	Econ Disad- vantage	Displaced Home- makers	Single Parent/ Pregnant Women	Persons With Disabil- ities	American Indian or Alaskan Native	Asian	Pacific Islander	Black Non- Hispanic	Hispanic	White Non Hispanic	Unde- clared
ACCT	520302	204	73	131	0	22	10	76	5	6	5	4	19	0	45	0	119	17
BCSM	521201	109	44	65	0	10	7	31	5	3	4	0	7	0	26	4	64	8
BIT	460403	119	97	17	5	4	3	19	1	0	1	2	1	0	4	2	63	17
BMGT	520201	568	233	321	14	30	22	146	3	11	15	1	33	0	89	11	388	46
CONS	460412	80	66	12	2	4	2	17	0	1	2	1	2	1	6	0	61	9
CRIM	430104	154	58	94	2	6	12	65	1	1	6	4	1	0	41	1	103	4
CSCI	110701	206	163	41	2	21	10	61	1	1	7	1	35	0	43	2	106	19
FMGT	520801	32	15	17	0	2	3	9	0	1	1	0	2	0	6	1	22	1
GDES	500409	86	42	43	1	6	3	22	0	0	2	0	5	0	8	0	66	7
LAW	430107	320	246	67	7	4	16	79	1	3	7	2	16	0	11	3	265	23
MKTG	521401	71	29	41	1	5	3	18	0	0	2	0	4	0	9	2	51	5
MLT	511004	134	57	77	0	36	14	59	2	2	3	0	15	0	61	2	47	9
NICT	510901	61	18	43	0	1	0	10	0	1	1	1	6	1	5	0	41	7
PENG	140101	136	118	15	3	14	8	31	2	3	1	0	8	0	23	5	90	10
PLEG	220302	288	24	256	8	2	4	93	1	2	7	1	4	0	36	5	223	19
PUBW	440401	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1
RN	511601	516	70	434	12	40	32	158	3	4	9	1	37	0	100	9	320	49
SBUS	520703	60	33	24	3	0	4	19	0	0	1	1	2	0	9	1	40	7
		3147	1389	1698	60	207	153	913	25	39	74	19	197	2	522	48	2071	258

AY 2004		Size		Scope	Integration		Articulation	Persistence Headcount by Cohort Fall 2001					
Program	CIP Code	FYE AY 2004	Head count AY2004	Credit Total	General Studies/ Ed. Credit	Voactional/ Technical Credit	Credits Awarded from Second. to Post Second	New Entering Enrollment Fall 2002	Cohort Still Enrolled Fall 2003	Cohort Still Enrolled Fall 2004	Graduates Through Spring 2004	Graduates Through Spring 2005	% Total Graduates to New
ACCT	520301	73.9	204	63	20	43	N/A	34	16	13	2	3	14.7%
BSCM	521201	40.4	109	64	20	44	N/A	25	17	13	11	8	76.0%
BIT	460403	34.3	120	64	20	44	N/A	34	14	8	0	4	11.8%
BMGT	520201	208.7	568	64	20	44	N/A	83	48	31	71	29	120.5%
CONS	460499	23.9	79	64	31	33	N/A	24	10	6	0	1	4.2%
CRIM	430104	57.0	155	64	32	32	N/A	28	12	6	1	0	3.6%
CSCI	110101	68.7	206	64	30	44	N/A	52	25	10	7	7	26.9%
ENGR	140101	53.8	136	64	12	52	N/A	23	13	7	0	0	0.0%
FMGT	520801	12.5	32	63	20	43	N/A	11	3	1	0	2	18.2%
GDES	500402	35.2	86	64	36	28	N/A	23	9	2	0	2	8.7%
LAW	430107	106.8	319	64	43	21	N/A	71	31	15	0	12	16.9%
MKTG	521401	26.8	71	66	20	46	N/A	21	10	4	0	2	9.5%
MLT	511004	60.9	134	80	36	44	N/A	15	7	7	0	3	20.0%
NICT	510901	19.0	60	64	32	32	N/A	12	7	3	5	0	41.7%
PLEG	220103	103.7	289	64	32	32	N/A	48	30	20	0	6	12.5%
RN	511601	234.6	515	64	32	30	N/A	158	56	47	2	9	7.0%
SBUS	520701	21.5	60	65	20	45	N/A	13	5	6	0	1	7.7%
Total		1181.7	3143					675	313	199	99	89	28.1%

*Placement 2002-2003 is the percentage of students working in related jobs when compared to all who are available to work.

Program		Size						Persistence Comparing Fall 2000 Cohort to Fall 2001 Cohort						Quality	
	CIP Code	FYE AY 2004	FYE AY 2005	Change FYE	Head count AY 2004	Head count AY 2005	Change Head Count	New Entering Enrollment Fall 2001	New Entering Enrollment Fall 2002	Cohort Still Enrolled Fall 2002 N E 2001	Cohort Still Enrolled Fall 2003 N E 2002	Graduates Spring 03 & 04 N E 2001	Graduates Spring 04 & 05 N E 2002	Placement 2002 2003	Placement 2003 2004
ACCT	520301	75.8	73.9	-1.9	211	204	-7	34	34	22	16	12	5	93.8%	88.9%
BSCM	521201	47.6	40.4	-7.2	125	109	-16	27	25	17	17	12	19	70.0%	100.0%
BIT	460403	32.1	34.3	2.2	128	120	-8	34	34	17	14	9	4	86.7%	85.7%
BUS	520201	199.2	208.7	9.5	528	568	40	114	83	74	48	28	100	79.2%	82.1%
CONS	460499	23.6	23.9	0.3	81	79	-2	19	24	13	10	2	1	100.0%	100.0%
CRIM	430104	55.2	57.0	1.8	141	155	14	21	28	12	12	1	1	66.7%	66.7%
CSCI	110101	86.7	68.7	-18.0	215	206	-9	67	52	35	25	8	14	100.0%	100.0%
ENGR	140101	54.0	53.8	-0.2	142	136	-6	24	23	13	13	0	0	0.0%	0.0%
FMGT	520801	8.3	12.5	4.2	20	32	12	2	11	2	3	0	2	0.0%	66.7%
GDES	500402	44.0	35.2	-8.8	97	86	-11	32	23	22	9	6	2	54.5%	54.5%
LAW	430107	99.6	106.8	7.2	301	319	18	65	71	40	31	12	12	66.7%	64.7%
MKTG	521401	32.3	26.8	-5.5	84	41	-43	11	21	6	10	0	2	0.0%	100.0%
MLT	511004	48.1	60.9	12.8	111	134	23	9	15	8	7	3	3	0.0%	0.0%
NICT	510901	23.6	19.0	-4.6	69	60	-9	7	12	4	7	1	5	50.0%	50.0%
PLEG	220103	82.8	103.7	20.9	228	289	61	31	48	21	30	10	6	100.0%	87.5%
RN	511601	203.8	234.6	30.8	384	515	131	194	158	121	56	26	11	95.2%	95.2%
SBUS	520701	20.4	21.5	1.1	53	60	7	4	13	4	5	2	1	100.0%	100.0%
		1137.1	1181.7	44.6	2918	3113	195	695	675	431	313	132	188	71.9%	72.9%

N E =New Entering

Cip Code	Cip Name	Status	2004 Count	2005 Count	Change	% Change
520301	Accounting	Completer	61	14	-47	-77.0%
520301	Accounting	Concentrator	51	80	29	56.9%
520301	Accounting	Participant	90	103	13	14.4%
520301	TOTAL		202	197	-5	-2.5%
460403	Building Inspection Technology	Completer	13	18	5	38.5%
460403	Building Inspection Technology	Concentrator	31	56	25	80.6%
460403	Building Inspection Technology	Participant	75	50	-25	-33.3%
460403	TOTAL		119	124	5	4.2%
521201	Business Computer Systems & Mgmt	Completer	48	11	-37	-77.1%
521201	Business Computer Systems & Mgmt	Concentrator	45	61	16	35.6%
521201	Business Computer Systems & Mgmt	Participant	36	39	3	8.3%
521201	TOTAL 521201 combined with 520299		129	111	-18	-14.0%
520201	Business Admin/Mgmt, Gen	Completer	362	87	-275	-76.0%
520201	Business Admin/Mgmt, Gen	Concentrator	188	280	92	48.9%
520201	Business Admin/Mgmt, Gen	Participant	164	231	67	40.9%
520201	TOTAL		714	598	-116	-16.2%
110101	Computer Science	Completer	13	14	1	7.7%
110101	Computer Science	Concentrator	108	103	-5	-4.6%
110101	Computer Science	Participant	85	91	6	7.1%
110101	TOTAL		206	208	2	1.0%
460499	Construction Management	Completer	6	4	-2	-33.3%
460499	Construction Management	Concentrator	34	33	-1	-2.9%
460499	Construction Management	Participant	44	40	-4	-9.1%
460499	TOTAL		84	77	-7	-8.3%
430104	Criminal Justice	Completer	7	6	-1	-14.3%

430104	<i>Criminal Justice</i>	Concentrator	57	69	12	21.1%
430104	<i>Criminal Justice</i>	Participant	76	80	4	5.3%
430104	TOTAL		140	155	15	10.7%
140101	<i>Pre-Engineering</i>	Completer	1	3	2	200.0%
140101	<i>Pre-Engineering</i>	Concentrator	71	82	11	15.5%
140101	<i>Pre-Engineering</i>	Participant	65	51	-14	-21.5%
140101	TOTAL		137	136	-1	-0.7%
520801	<i>Finance Management</i>	Completer	1	2	1	100.0%
520801	<i>Finance Management</i>	Concentrator	58	8	-50	-86.2%
520801	<i>Finance Management</i>	Participant	9	20	11	122.2%
520801	TOTAL		68	30	-38	-55.9%
Cip Code	Cip Name	Status	2004 Count	2005 Count	Change	% Change
500402	<i>Graphic Design</i>	Completer	13	5	-8	-61.5%
500402	<i>Graphic Design</i>	Concentrator	45	47	2	4.4%
500402	<i>Graphic Design</i>	Participant	35	33	-2	-5.7%
500402	TOTAL		93	85	-8	-8.6%
430107	<i>Law Enforcement</i>	Completer	52	43	-9	-17.3%
430107	<i>Law Enforcement</i>	Concentrator	124	150	26	21.0%
430107	<i>Law Enforcement</i>	Participant	132	128	-4	-3.0%
430107	TOTAL		308	321	13	4.2%
521401	<i>Marketing</i>	Completer	3	4	1	33.3%
521401	<i>Marketing</i>	Concentrator	22	35	13	59.1%
521401	<i>Marketing</i>	Participant	41	29	-12	-29.3%
521401	TOTAL		66	68	2	3.0%
511004	<i>Medical Laboratory Technology</i>	Completer	10	17	7	70.0%
511004	<i>Medical Laboratory Technology</i>	Concentrator	36	39	3	8.3%
511004	<i>Medical Laboratory Technology</i>	Participant	67	78	11	16.4%
511004	TOTAL		113	134	21	18.6%

510901	Non-Invasive Cardiology Technician	Completer	0	9	9	#DIV/0!
510901	Non-Invasive Cardiology Technician	Concentrator	33	27	-6	-18.2%
510901	Non-Invasive Cardiology Technician	Participant	30	23	-7	-23.3%
510901	TOTAL		63	59	-4	-6.3%
220103	Paralegal	Completer	32	24	-8	-25.0%
220103	Paralegal	Concentrator	120	171	51	42.5%
220103	Paralegal	Participant	80	95	15	18.8%
220103	TOTAL		232	290	58	25.0%
511601	Registered Nursing	Completer	106	115	9	8.5%
511601	Registered Nursing	Concentrator	260	227	-33	-12.7%
511601	Registered Nursing	Participant	14	169	155	1107.1%
511601	TOTAL		380	511	131	34.5%
520701	Small Business Management	Completer	4	5	1	25.0%
520701	Small Business Management	Concentrator	10	18	8	80.0%
520701	Small Business Management	Participant	28	36	8	28.6%
520701	TOTAL		42	59	17	40.5%

	Award Id	CIP Code	Award Desc	Award	CT Concentrator	CT Completers	Total	% Completers
ACCT	ACC2	520301	Fundamental Accounting Certificate	CERT	0	2	2	100.0%
ACCT	ACC3	520301	Small Business Accounting Certificate	CERT	0	2	2	100.0%
ACCT	520301	ACC	Accounting	AS	1	0	1	0.0%
ACCT	ACCT	520302	Accounting Technology	AAS	80	10	90	11.1%
ACCT	ACCT	520302	Accounting Technology	Total	81	14	95	14.7%
BCSM	BCS7	520407	Word Processing Certificate	CERT	0	2	2	100.0%
BCSM	BCSM	521201	Business Computer Systems & Management	AAS	46	6	52	11.5%
BCSM	BCSM	521201	Business Computer Systems & Management	AS	15	3	18	16.7%
BCSM	BCSM	521201	Business Computer Systems & Management	Total	61	11	72	15.3%

BIT	BIT	460403	Building Inspection Technology	AAS	51	4	55	7.3%
BIT	BIT	460403	Building Inspection Technology	CERT	3	7	10	70.0%
BIT	BPT	460403	Building Permit Technician	CERT	0	2	2	100.0%
BIT	HOUS	460403	Housing Inspection Certificate	CERT	1	5	6	83.3%
BIT	BIT	460403	Building Inspection Technology	Total	55	18	73	24.7%
BMGT	BMG2	520201	Business Communications Certificate	CERT	0	11	11	100.0%
BMGT	BMG4	520201	General Business Certificate	CERT	0	8	8	100.0%
BMGT	BMG5	520201	General Management Certificate	CERT	0	5	5	100.0%
BMGT	BMG6	520201	General Marketing Certificate	CERT	0	3	3	100.0%
BMGT	BMG7	520201	Leadership Certificate	CERT	0	1	1	100.0%
BMGT	BMG9	520201	Sales Certificate	CERT	0	3	3	100.0%
BMGT	BAB	520201	Bachelors of Applied Business/UofM	AS	1	0	1	0.0%
BMGT	BMGT	520201	Business Management	AAS	70	8	78	10.3%
BMGT	BMGT	520201	Business Management	AS	97	45	142	31.7%
BMGT	PBUS	520201	Pre-Business Management	AS	0	3	3	100.0%
BMGT	BUS	520201	Pre 4yr Business	AS	45	0	45	0.0%
BMGT	MGMT	520201	Management	AAS	6	0	6	0.0%
BMGT	MGMT	520201	Management	AS	21	0	21	0.0%
BMGT	PBUS	520201	Pre-Business Management	AAS	13	0	13	0.0%
BMGT	PBUS	520201	Pre-Business Management	AS	27	0	27	0.0%
BMGT	BMGT	520201	Business Management	Total	280	87	367	23.7%
CONS	CONS	460412	Construction Management	AS	34	3	37	8.1%
CONS	CONS	460412	Construction Management	CERT	0	1	1	100.0%
CONS	CONS	460412	Construction Management	Total	34	4	38	10.5%
CRIM	CRIM	430104	Criminal Justice	AS	68	6	74	8.1%
CRIM	CRIM	430104	Criminal Justice	Total	68	6	74	8.1%
CSCI	INTP	110202	Internet Programming	CERT	0	1	1	100.0%
CSCI	CSI2	110202	Object-Oriented Programming	CERT	0	1	1	100.0%
CSCI	BCS1	110601	Business Computer Systems: Introduction	CERT	0	1	1	100.0%
CSCI	BIN	110701	Bach of Information Networking (UofM)	AS	1	0	1	0.0%
CSCI	CSCI	110701	Computer Science	AS	102	11	113	9.7%
CSCI	CSCI	110701	Computer Science	Total	103	14	117	12.0%
FMGT	FMGT	520801	Finance Management	AAS	8	2	10	20.0%
FMGT	FMGT	520801	Finance Management	Total	8	2	10	20.0%
GDES	GDES	500409	Graphic Design	AS	47	5	52	9.6%

GDES	GDES	500409	Graphic Design	Total	47	5	52	9.6%
	Award Id	CIP Code	Award Desc	Award	CT Concentrator	CT Completers	Total	% Completers
LAW	LAW	430107	Law Enforcement	AS	151	43	194	22.2%
LAW	LAW	430107	Law Enforcement	Total	151	43	194	22.2%
MKTG	MKTG	521401	Marketing	AAS	24	4	28	14.3%
MKTG	MKTG	521401	Marketing	AS	11	0	11	0.0%
MKTG	MKTG	521401	Marketing	Total	35	4	39	10.3%
MLT	MLT	511004	Medical Laboratory Technology	AAS	33	17	50	34.0%
MLT	MLT	511004	Medical Laboratory Technology	AS	6	0	6	0.0%
MLT	MLT	511004	Medical Laboratory Technology	Total	39	17	56	30.4%
NICT	NICT	510901	Non-Invasive Cardiology Technology	AS	27	10	37	27.0%
NICT	NICT	510901	Non-Invasive Cardiology Technology	Total	27	10	37	27.0%
PENG	ENGR	140101	4yr Engineering, Architecture & related	AS	15	0	15	0.0%
PENG	PENG	140101	Pre-Engineering	AS	67	3	70	4.3%
PENG	PENG	140101	Pre-Engineering	Total	82	3	85	3.5%
PLEG	PLEG	220302	Paralegal	AS	164	16	180	8.9%
PLEG	PLEG	220302	Paralegal	CERT	6	8	14	57.1%
PLEG	PLEG	220302	Paralegal	Total	170	24	194	12.4%
RN	NUBP	511601	Nursing (Brooklyn Park)	AS	25	0	25	0.0%
RN	RN	511601	Registered Nursing	AS	203	115	318	36.2%
RN	RN	511601	Registered Nursing	Total	228	115	343	33.5%
SBUS	SBM	520701	Small Business Management	CERT	0	4	4	100.0%
SBUS	SBUS	520703	Small Business Management	AAS	18	1	19	5.3%
SBUS	SBUS	520703	Small Business Management	Total	18	5	23	21.7%
Grand Total Concentrators and Completers					750	221	971	22.8%

Major Id	Major Id	Deg Purs	CIP Code	1P1 DB Concentrators	1P1 NT Completers	1P1 NT Completers/Cons + Comp
ACCT	ACCT	AAS	520302	93	2	2.1%
ACCT	ACCT	AS	520302	2	2	50.0%
ACCT	ACCT	CERT	520302	0	10	100.0%
				95	14	12.8%
BCSM	BCSM	AA	521201	1	0	0.0%
BCSM	BCSM	AAS	521201	50	6	10.7%
BCSM	BCSM	AS	521201	18	3	14.3%

BCSM	CIS	AS	521201	1	2	66.7%
				70	11	13.6%
BIT	BIT	AAS	460403	65	4	5.8%
BIT	BIT	CERT	460403	3	7	70.0%
BIT	BPT	CERT	460403	0	2	100.0%
BIT	HOUS	CERT	460403	1	5	83.3%
				69	18	20.7%
BMGT	BAB	AS	520201	1	0	0.0%
BMGT	BMGT	AA	520201	1	0	0.0%
BMGT	BMGT	AAS	520201	78	8	9.3%
BMGT	BMGT	AS	520201	119	45	27.4%
BMGT	BUS	AA	520201	1	0	0.0%
BMGT	BUS	AS	520201	58	0	0.0%
BMGT	MGMT	AAS	520201	7	0	0.0%
BMGT	MGMT	AS	520201	22	0	0.0%
BMGT	PBUS	AAS	520201	15	0	0.0%
BMGT	PBUS	AS	520201	33	3	8.3%
BMGT	BMG2	CERT	520201	0	11	100.0%
BMGT	BMG4	CERT	520201	0	8	100.0%
BMGT	BMG5	CERT	520201	0	5	100.0%
BMGT	BMG6	CERT	520201	0	3	100.0%
BMGT	BMG7	CERT	520201	0	1	100.0%
BMGT	BMG9	CERT	520201	0	3	100.0%
				335	87	20.6%
CONS	CONS	AAS	460412	1	0	0.0%
CONS	CONS	AS	460412	38	3	7.3%
CONS	CONS	CERT	460412	0	1	100.0%
				39	4	9.3%
CRIM	CRIM	AS	430104	74	6	7.5%
				74	6	7.5%
CSCI	BIN	AS	110701	1	0	0.0%
CSCI	CSCI	AAS	110701	2	0	0.0%
CSCI	CSCI	AS	110701	111	11	9.0%
CSCI	CSI2	CERT	110202	0	1	100.0%
CSCI	INTP	CERT	110202	0	1	100.0%
CSCI	BCS1	CERT	110601	0	1	100.0%

				114	14	10.9%
ENGR	ENGR	AS	140101	17	0	0.0%
ENGR	PENG	AS	140101	68	3	4.2%
				85	3	3.4%
Major Id	Major Id	Deg Purs	CIP Code	1P1 DB Concentrators	1P1 NT Completers	1P1 NT Completers/Cons + Comp
FMGT	FMGT	AA	520801	1	0	0.0%
FMGT	FMGT	AAS	520801	10	2	16.7%
FMGT	FMGT	AS	520801	1	0	0.0%
				12	2	14.3%
GDES	GDES	AS	500409	52	5	8.8%
				52	5	8.8%
LAWE	LAWE	AS	430107	191	43	18.4%
				191	43	18.4%
MKTG	MKTG	AAS	521401	30	4	11.8%
MKTG	MKTG	AS	521401	12	0	0.0%
				42	4	8.7%
MLT	MLT	AAS	511004	47	17	26.6%
MLT	MLT	AS	511004	9	0	0.0%
				56	17	23.3%
NICT	NICT	AS	510901	37	10	21.3%
				37	10	21.3%
PLEG	PLEG	AAS	220302	0	1	100.0%
PLEG	PLEG	AS	220302	187	15	7.4%
PLEG	PLEG	CERT	220302	6	8	57.1%
				193	24	11.1%
RN	NUBP	AS	511601	50	0	0.0%
RN	NUSC	AS	511601	1	0	0.0%
RN	RN	AA	511601	3	0	0.0%
RN	RN	AS	511601	287	115	28.6%
				341	115	25.2%
SBUS	SBUS	AAS	520703	21	1	4.5%
SBUS	SBUS	AS	520703	3	0	0.0%
SBUS	SBM	CERT	520701	0	4	100.0%
				24	5	17.2%
				948	225	19.2%

Cip Code	Award Id	Award	1P2-DB-Concentrators	1P2-NT-Completers	1P2-NT-Completers/(Comp + Conc)
520302	ACCT	AAS	93	10	9.7%
520302	ACCT	AS	1	0	0.0%
520301	ACC2	CERT	0	2	100.0%
520301	ACC3	CERT	0	2	100.0%
		Total	94	14	13.0%
521201	BCSM	AAS	50	6	10.7%
521201	BCSM	AS	19	3	13.6%
		Total	69	9	11.5%
460403	BIT	AAS	66	4	5.7%
460403	BIT	CERT	3	7	70.0%
460403	BPT	CERT	0	2	100.0%
460403	HOUS	CERT	1	5	83.3%
		Total	70	18	20.5%
520201	BUS	AA	1	3	75.0%
520201	BMGT	AAS	78	8	9.3%
520201	MGMT	AAS	7	0	0.0%
520201	PBUS	AAS	14	0	0.0%
520201	BMGT	AS	121	45	27.1%
520201	BUS	AS	58	0	0.0%
520201	MGMT	AS	22	0	0.0%
520201	PBUS	AS	33	0	0.0%
520201	BMG2	CERT	0	11	100.0%
520201	BMG4	CERT	0	8	100.0%
520201	BMG5	CERT	0	5	100.0%
520201	BMG6	CERT	0	3	100.0%
520201	BMG7	CERT	0	1	100.0%
520201	BMG9	CERT	0	3	100.0%
		Total	334	87	20.7%
460412	CONS	AAS	1	0	0.0%
460412	CONS	AS	37	3	7.5%
460412	CONS	CERT	0	1	100.0%
		Total	38	4	9.5%
430104	CRIM	AS	75	6	7.4%

		Total	75	6	7.4%
110701	CSCI	AAS	2	0	0.0%
110701	CSCI	AS	112	11	8.9%
110101	CSI3	CERT	0	0	0.0%
110202	CSI2	CERT	0	1	100.0%
110202	INTP	CERT	0	1	100.0%
110601	BCS1	CERT	0	1	100.0%
		Total	114	14	10.9%
140101	ENGR	AS	17	0	0.0%
140101	PENG	AS	68	3	4.2%
		Total	85	3	3.4%

Cip Code	Award Id	Award	1P2-DB-Concentrators	1P2-NT-Completers	1P2-NT-Completers/(Comp + Conc)
520801	FMGT	AA	1	0	0.0%
520801	FMGT	AAS	10	2	16.7%
520801	FMGT	AS	1	0	0.0%
		Total	12	2	14.3%
500409	GDES	AS	52	5	8.8%
		Total	52	5	8.8%
430107	LAWE	AS	190	43	18.5%
		Total	190	43	18.5%
521401	MKTG	AAS	30	4	11.8%
521401	MKTG	AS	12	0	0.0%
		Total	42	4	8.7%
511004	MLT	AAS	47	17	26.6%
511004	MLT	AS	9	0	0.0%
		Total	56	17	23.3%
510901	NICT	AS	36	9	20.0%
		Total	36	9	20.0%
220302	PLEG	AAS	0	1	100.0%
220302	PLEG	AS	188	15	7.4%
220302	PLEG	CERT	6	8	57.1%
		Total	194	24	11.0%
511601	NUBP	AS	50	0	0.0%
511601	NUSC	AS	1	0	0.0%
511601	RN	AS	286	115	28.7%
		Total	337	115	25.4%
520703	SBUS	AAS	21	1	4.5%
520703	SBUS	AS	3	0	0.0%
520407	BCS7	CERT	0	2	100.0%
520701	SBM	CERT	0	4	100.0%
		Total	24	7	22.6%
			806	227	22.0%

CIP Code	Major Id	Degree Purs	Perk Elig	X4P1 Non Trad Nt	X4P1 All Stud	Total	X4P1 NT % of Total
110701	CSCI	AS	Y	0	3	3	0.0%
140101	ENGR	AS	Y	0	1	1	0.0%
220302	PLEG	AS	Y	27	271	298	9.1%
220302	PLEG	CERT	Y	0	7	7	0.0%
430104	CRIM	AS	Y	95	152	247	38.5%
430107	LAWE	AS	Y	68	312	380	17.9%
460403	BIT	AAS	Y	16	108	124	12.9%
460403	BIT	CERT	Y	0	4	4	0.0%
460403	HOUS	CERT	Y	0	1	1	0.0%
460412	CONS	AAS		0	1	1	0.0%
460412	CONS	AS	Y	11	71	82	13.4%
500409	GDES	AS	Y	0	2	2	0.0%
510901	NICT	AS	Y	18	60	78	23.1%
511004	MLT	AAS	Y	47	111	158	29.7%
511004	MLT	AS	Y	10	23	33	30.3%
511601	NUBP	AS	Y	9	52	61	14.8%
511601	NUSC	AS	Y	0	1	1	0.0%
511601	RN	AA		66	3	69	95.7%
511601	RN	AS	Y	0	442	442	0.0%
520201	BAB	AS	Y	0	1	1	0.0%
520201	BMGT	AA		1	1	2	50.0%
520201	BMGT	AAS	Y	87	157	244	35.7%
520201	BMGT	AS	Y	122	192	314	38.9%
520201	BUS	AA		0	1	1	0.0%
520201	BUS	AS	Y	46	71	117	39.3%
520201	MGMT	AAS	Y	10	19	29	34.5%
520201	MGMT	AS	Y	14	26	40	35.0%
520201	PBUS	AAS	Y	12	21	33	36.4%
520201	PBUS	AS	Y	25	48	73	34.2%
520301	ACC	AS	Y	0	1	1	0.0%
520302	ACCT	AAS	Y	59	157	216	27.3%
520302	ACCT	AS		1	1	2	50.0%
520703	SBUS	AAS	Y	0	2	2	0.0%
520703	SBUS	AS		1	2	3	33.3%
520801	FMGT	AA		1	1	2	50.0%

520801	FMGT	AAS	Y	11	21	32	34.4%
520801	FMGT	AS		0	1	1	0.0%
521201	BCSM	AA		1	1	2	50.0%
521201	BCSM	AAS	Y	36	78	114	31.6%
521201	BCSM	AS	Y	9	29	38	23.7%
521201	CIS	AS	Y	1	1	2	50.0%
521401	MKTG	AAS	Y	21	48	69	30.4%
521401	MKTG	AS	Y	13	21	34	38.2%
				838	2526	3364	24.9%

CIP Code	Award Id	Perk Elig Ind	X4P2 Non Trad Grads Nt	X4P2 All Perk Grads	% 4P2 NT To All Grads
110101	CSI3	?	0	0	0.0%
110202	CSI2	Y	0	0	0.0%
110202	INTP	Y	0	0	0.0%
110601	BCS1	Y	0	1	0.0%
110701	CSCI	Y	0	0	0.0%
131316	AS	?	0	0	0.0%
140101	PENG	Y	0	0	0.0%
220302	PLEG	Y	1	24	4.2%
430104	CRIM	Y	3	6	50.0%
430107	LAWE	Y	8	43	18.6%
460403	BIT	Y	1	11	9.1%
460403	BPT	Y	2	2	100.0%
460403	HOUS	Y	0	5	0.0%
460412	CONS	Y	2	4	50.0%
500409	GDES	Y	0	0	0.0%
510901	NICT	Y	2	10	20.0%
511004	MLT	Y	4	17	23.5%
511601	RN	Y	12	115	10.4%
520201	BMG2	Y	9	11	81.8%
520201	BMG4	Y	6	8	75.0%
520201	BMG5	Y	4	5	80.0%
520201	BMG6	Y	2	3	66.7%
520201	BMG7	Y	1	1	100.0%
520201	BMG9	Y	2	3	66.7%
520201	BMGT	Y	28	53	52.8%
520201	PBUS	Y	3	3	100.0%
520301	ACC2	Y	0	2	0.0%
520301	ACC3	Y	1	2	50.0%
520302	ACCT	Y	3	10	30.0%
520407	BCS7	Y	1	2	50.0%
520701	SBM	Y	0	2	0.0%
520703	SBUS	Y	0	0	0.0%
520801	FMGT	Y	1	2	50.0%
521201	BCSM	Y	3	9	33.3%

521401	MKTG	Y	2	4	50.0%
Total of All Graduates			101	358	28.2%

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Required Activity:

Goal 7. Effectiveness of services and activities

**Check Appropriate
Core Indicator(s)**

Core Indicators

1P1	1. Academic and Skill Attainment
2P1	2. Completion
3P1	3. Placement and Retention
	4. Nontraditional

	Strategy	Measure	<u>Final Budget Amount</u>
Nursing students will attain the skill and proficiency to meet the nursing skill requirements to graduate and function as safe competent nurses as a result of the interaction in the nursing skills lab.	<ol style="list-style-type: none"> 1. Provide individual or group demonstration and discussion on technical skills. 2. Provide opportunities for students to practice nursing technical skills in an open lab with supervision. 3. Provide opportunities for students to become familiar and practice with various pieces of equipment used in the clinical setting. 4. Provide clear and competent feedback to the learner. 5. Provide opportunity for remediation to the at risk student. 6. Provide tutoring in nursing theory, nursing process and dosage, calculations for safe medication administration. 7. Develop and present mine-workshops in areas important for students success (i.e. Math, nursing process, and test taking) 	<ol style="list-style-type: none"> 1. Second year students attending open labs during 2004 – 2005 school year are requiring less skill remediation. 2. ESOL students using open lab verbalize increased comfort with clinical skills. 3. Students attending Nursing process mini-workshops are having increased success on care plans. Supervised use of simulator mannequins allows students to practice taking blood pressures and assessment skills. 4. Students practicing with IV pump and other equipment verbalize increased confidence in clinical area. 5. One on one remediation allows students and instructor to focus on specific problem areas. 6. Receiving immediate feedback has decreased number of students requiring skill remediation 7. After tutoring most students pass medications administration test on second try. 8. Nursing program graduation rate for 2005 is 	\$5,595.50

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 Check Appropriate Core Indicators
 Core Indicator(s)

Required Activity:

Goal 8. Broad based community involvement

1P1	1. Academic and Skill Attainment
4P1	2. Completion
	3. Placement and Retention
	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Parents Career and technical students will be recruited, attain skills in, and complete programs.	Perkins staff will inform parents of programs by participating in school and community parent's nights, college fairs, and career fairs.	Staffed 14 collaborative community based events including: County of Anoka Workforce Center Training fair (met 79 attendees over 6 separate events), Education Fair Aviation Education Recruitment Opportunities (AERO) (&), Health Partners (17), Wells Fargo (31) TCF Bank (11), Hennepin County (5), Living World Christian Center (21), Toro Education Fair (2) disseminating information on individual programs, recruiting and informing prospective students of admission processes, financial aid, and program requirements and fielding career related questions.	\$2,732.31
Students	Host secondary organization meetings or competitions on our campus.	Students will matriculate through the admissions process in a more welcoming manner. This will result in more career and technical students being retained and degree completion will be enhanced.	
Teachers	<ol style="list-style-type: none"> 1) Expose area teachers to requirements of Perkins eligible programs at NHCC. 2) Recruit secondary teachers to serve on advisory committees. 3) NHCC staff will present a workshop on eligible program requirements for area teachers. 	See Above	
Business & Industry		See Above	
Labor	Involve local labor in program advisory committees.	See Above	
Special Populations	Increase participation in program advisory committees.	See Above	

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Required Activity:

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

**Check Appropriate
Core Indicator(s)**

Core Indicators

1P1	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
4P1	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Goal 1: ESOL students will attain academic, vocational and technical programs, and complete degree requirements.	<ol style="list-style-type: none"> 1. Advise ESOL students on career and technical programs, and appropriate class placement. 2. Develop workshops related to English language development and college success. 3. Acquire materials that will assist ESOL students in developing English language skills. 4. Provide access to information, and/or training on ESOL issues to instructors and tutors who work with ESOL students. 5. Plan, organize and facilitate new student orientation for ESOL students. 6. Place registration holds on low level ESOL students to ensure appropriate class placement. 	<p>Advised 788 students with general questions and degree/program requirements. Provided 33 workshops specifically for ESOL students.</p> <p>Acquired 62 new books and 5 video tapes for the ESOL Resource Room.</p> <p>Hosted a guest speaker for the college and assisted with tutor trainings and workshops.</p> <p>Planned, organized and facilitated 8 new student orientations for ESOL students.</p> <p>Placed registration holds on 118 ESOL students to ensure appropriate class placement.</p>	\$89,361.47

<p>Goal 2: Non-traditional students and special population students will attain academic, career and technical skills, and retained in career and technical programs, and complete degree requirements</p>	<p>Tutoring Strategy Peer tutors will be trained and available to help with career and technical courses and ESOL courses.</p>	<ul style="list-style-type: none"> • Tutoring Director created and presented three (3) different student success workshops for LEP/ESOL students: “How to Access Tutoring and the Writing Center,” and “Test-Taking Success Strategies.” • ESOL specific training provided to peer tutors as part of the regular peer tutor training cycle • ESOL chapter in the “Peer tutor Handbook” • Writing Center tutor training session: “Working on Writing with ESOL students” (presented fall and spring semesters) • Recruit peer tutors from the college’s ESOL classes, based on recommendation of appropriate faculty • Familiarize tutors with materials in the ESOL Resource Room • Provide ESOL specific tutoring literature in the Writing Center • Thirty eight (38) peer tutors were listed as tutoring specialists in career and technical programs. • Tutoring in these disciplines accounted for 164 tutoring visits by 76 tutees, with 205.3 hours of tutoring recorded. 	
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**Carl D. Perkins Vocational-Technical Education Act of 1998
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Required Activity:

Goal 10. Full participation of special population learners

Check Appropriate
Core Indicator(s)

Core Indicators

1P1	1. Academic and Skill Attainment
2P1	2. Completion
3P2	3. Placement and Retention
4P1	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Students with disabilities will attain academic, vocational and technical skills, be retained in career and technical programs, and complete degree or credential requirements.	<ol style="list-style-type: none"> 1. Network with local agencies and organizations such as Minnesota Workforce Center Rehabilitation Services, Intermediate School District 287, 279, and other programs. 2. Provide campus based support services for students with disabilities screenings, advising, accommodations, early intervention for academic difficulties, adaptive software, and referrals. Assist instructors to understand the needs of students with disabilities and to implement effective accommodations for maximum potential student success. 	<ul style="list-style-type: none"> • 36.4 % students with disabilities successfully transitioning from a concentrators to program completers. Decreased from 50% (2004) to 36.4 (2005). Despite the slight decrease, the % of program completers with disabilities is very high. • 27.3% increase in new starting participants with disabilities in career and technical programs from 2004 to 2005. • 19.8% decrease in total number of students with disabilities in career and technical programs from 2004 to 2005. • The NHCC BIT program has three newly developed on line courses available which meet 508 federal accessibility guidelines. • The disability office at NHCC is working close with post-secondary transition programs, namely, Osseo Area Schools (District 279) and VECTOR Transition Services (District 287) to effectively serve transition students with disability needs. 	\$27,894.82

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Required Activity:

Goal 11. Preparation for nontraditional training and employment

Check Appropriate
Core Indicator(s)

Core Indicators

	1. Academic and Skill Attainment
	2. Completion
	3. Placement and Retention
4P1, 4P2	4. Nontraditional

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Non-traditional students will be recruited, attain skills, be retained and placed in career and technical programs.	<ol style="list-style-type: none"> 1. Program Advisors/Counseling staff, and student support services will provide non-traditional student need assessment; provide services and/or referral to on campus or community agencies and services. 2. Provide training for faculty by presenting awareness workshops concerning benefits of non-traditional training and gender equity issues. 	<p>See Research Director's report for participation by program for nontraditional students.</p> <p>All advisors worked with nontraditional students – see #9 and #13.</p> <p>Advisors met with faculty to assist and retain nontraditional students.</p>	\$0.00

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Required Activity:

Goal 12. Collaboration

**Check Appropriate
Core Indicator(s)**

Core Indicators

1P1	1. Academic and Skill Attainment
	2. Completion
3P1	3. Placement and Retention
4P2	4. Nontraditional

Objective	Strategy	Measure	Final Budget Amount Minimum of 10%
Career and technical students will be assisted in attaining academic and technical skills.	<ol style="list-style-type: none"> 1. Coordinate meetings between area technical prep partners to manage articulation agreements in the eligible programs. 2. Increase occupational awareness, and planning opportunities for secondary and post-secondary students. 3. Develop community awareness of Perkins eligible programs at NHCC to further collaborative activities. 4. Develop programs to increase number of students who convert tech prep credits to college credits. 	<ul style="list-style-type: none"> • Hosted two (2) annual joint faculty meetings for reviewing curriculum of existing articulated courses with consortium members. Expanded our Osseo Consortium to include the Wayzata School District. • Developed and produced Marketing materials for each of the consortia to expand the awareness of and participation of Secondary students in articulated courses. 	\$30,938.67

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Career and technical students will be assisted in attaining academic and technical skills.	<ol style="list-style-type: none"> 1. Increase occupational awareness and planning opportunities for secondary and post-secondary students. 2. Coordinate meetings between area tech prep partners to manage articulation agreements in the eligible programs. 3. Increase community awareness of Perkins eligible programs at NHCC to further collaborative activities. 4. Provide A+ Certification training for area High School students. 	<ul style="list-style-type: none"> • Developed and produced a video explaining the benefits and process of Tech Prep articulation to be used by the Secondary partners in a variety of venues including the classroom, parent conferences, etc. focused on career opportunities available through tech prep. • Developed the process for identifying students who have redeemed Tech Prep certificates when enrolling at NHCC. We have designed a report that established a baseline and will allow for tracking of certificate redemption for the purpose evaluating the success of future initiatives. • Nineteen (19) High School students completed A+ certification training at North Hennepin Community College. • Instructor, tool kit, A+ textbook, and lunch were provided for two (2) week course. 	

Describe how your collected data was used to drive the objectives/strategies/measures for this indicator:

North Hennepin Community College participates with two separate consortiums for the purpose of articulation and collaboration to enhance the career awareness and opportunities for area secondary students. These consortia include five post-secondary institutions: NHCC, Anoka Ramsey Community College, Anoka Technical College, and Hennepin Technical College, and St. Cloud Technical College. Membership also includes secondary schools from seven area independent school districts. Annually faculty from all partnering schools meet to review existing articulated coursework and to identify new coursework that can be articulated collaborating schools. The purpose of these partnerships is to develop effective processes and or programs that facilitate successful transitions from secondary to post-secondary educational opportunities.

**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
Five Year Plan 1999-2005**

Permissible Activities:

Check Appropriate

Core Indicators

Core Indicator(s)

	1. Academic and Skill Attainment
	2. Completion
3P1	3. Placement and Retention
4P1	4. Nontraditional

<input checked="" type="checkbox"/> 13. Career guidance and academic counseling <input type="checkbox"/> 14. Work-based learning <input type="checkbox"/> 15. Provide programs for special populations <input type="checkbox"/> 16. Education and business partnerships <input type="checkbox"/> 17. Assist Vocational and technical student organizations <input type="checkbox"/> 18. Mentoring and support services <input type="checkbox"/> 19. Upgrading and adapting equipment	<input type="checkbox"/> 20. Teacher preparation <input type="checkbox"/> 21. New program development <input type="checkbox"/> 22. Family and Consumer Sciences programs <input type="checkbox"/> 23. Vocational-technical education programs for adults and dropouts to complete their education <input type="checkbox"/> 24. Placement activities <input type="checkbox"/> 25. Other activities consistent with the purpose of this law
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Objective	Strategy	Measure	<u>Final Budget Amount</u>
Provide academic advising and support services to current and prospective students in Business and Career programs.	Business 1. Recruit and inform prospective students of admissions processes, financial aid, and program requirements during annual campus preview nights, workforce career fairs, and adult education fairs. 2. Develop, coordinate, and implement new student orientation sessions that help students acclimate to college. 3. Assist program participants in career exploration and job placement. 4. Meet with participants on a regular basis to monitor academic progress and career goals. Interpret assessment results, recommend appropriate courses to students during registration, develop individual educational plans, conduct degree audits, and refer students to appropriate support services. 5. Provide information on Perkins services to students and faculty.	<ul style="list-style-type: none"> • 20 – 30 minute in-class presentations of business and career programs advisor services to 15 individual classes (Accounting, Marketing, Paralegal, Business) to 545 students. • Comprehensive advising consisting of in-person or phone student meetings that explored all aspects of student need (even if questions were Not asked) including: registration, assessment, financial aid, admissions, placement, orientation, career exploration • Two presentations of the Student Success Seminar Presentation: Exploring Business Majors and Careers • Collaborative effort with the business department to disseminate information on the business advisors position, and services available through flyers, a targeted 	\$111,835.65

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Provide academic advising and support services to current and prospective students in Business and Career programs.	Business	<p>pamphlet, word of mouth, and instructor referrals.</p> <ul style="list-style-type: none"> • Posted Business advising hours two hours a week for 15 minute walk-in questions. • Development of a Business Career planner that highlights coursework completed, employment secured, volunteer work performed, internships held, student activity involvement, portfolio materials gathered, and relatable extra curricular activities. • Collaboration with Career Resources Director to capitalize on job shadowing and internship possibilities for students. • Targeted prospective orientations for 6 career fields including business programs, building inspection and construction management, graphic design, criminal justice and law enforcement, computer science and pre-engineering, and paralegal to inform students of admissions processes, financial aid issues, and program requirements. • Provide information on Perkins services to students and faculty. • Providing a meaningful link between programs of study, articulating colleges, and employment tracks. • Attended 14 education and job fairs to recruit and inform prospective students of NHCC programs and services. • Presentations at local high schools to inform students of programs of study at NHCC. 	

Objective	Strategy	Measure	<u>Final Budget Amount</u>
Provide career exploration, guidance, academic advising and support services to current and prospective students in health career and technical programs.	<p>Health</p> <ol style="list-style-type: none"> 1. Assist prospective participants with health career information through regular prospective student workshops, advising appointments and referral to additional career information resources. 2. Do outreach to prospective student groups through career fairs and employment services workforce centers. 3. Provide assistance with matriculation into programs including assessment interpretation and course placement, course schedule planning, orientation to the program and referral to appropriate support services. 4. Meet with participants regularly to monitor progress toward goals, do plan revisions if needed and conduct degree audits. 5. Refer students to counseling when appropriate. 	<ol style="list-style-type: none"> 1. Conducted twice weekly prospective nursing information sessions attended by 384 persons. 2. Did individual appointments with 742 persons interested in pursuing health related career training. 3. Did two on campus health career information program nights attended by about 75 persons. 4. Represented NHCC at seven regional hospital career fairs. 5. Provided health career program information at five workforce center visits. 6. Medical Lab Tech program enrollment at capacity (30) for first time ever. 7. Assisted new entering health career program students with program information and class selection advising at 82 orientation sessions. 8. Did degree audits for all 260 Nursing students and met individually to review completion plans when needed. 	
Improve retention of students in career and technical programs.	<p>Program advisors follow up with at risk students and link with appropriate services.</p> <ol style="list-style-type: none"> 1. Provide weekly, in department, advising and support availability for in program students. 2. Contact faculty concerning at risk students. 3. Referral to counselors when appropriate. 	<p>Achieved reduction in first year nursing attrition rate to lowest level ever. Identified language barriered students at orientations sessions and referred to ESOL special services.</p>	

**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
Five Year Plan 1999-2005**

Permissible Activities:

Check Appropriate
Core Indicator(s)

Core Indicators

	1. Academic and Skill Attainment
	2. Completion
3P1	3. Placement and Retention
4P1	4. Nontraditional

<p>13. Career guidance and academic counseling</p> <ul style="list-style-type: none"> <input type="checkbox"/> 14. Work-based learning <input type="checkbox"/> 15. Provide programs for special populations <input checked="" type="checkbox"/> 16. Education and business partnerships <input type="checkbox"/> 17. Assist Vocational and technical student organizations <input type="checkbox"/> 18. Mentoring and support services 19. Upgrading and adapting equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> 20. Teacher preparation <input type="checkbox"/> 21. New program development <input type="checkbox"/> 22. Family and Consumer Sciences programs <input type="checkbox"/> 23. Vocational-technical education programs for adults and dropouts to complete their education <input type="checkbox"/> 24. Placement activities <input type="checkbox"/> 25. Other activities consistent with the purpose of this law
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Objective	Strategy	Measure	<u>Final Budget Amount</u>
<p>Partnerships with the local business community will be developed to enhance the opportunities for career and technical students to transition from post-secondary education to work that is consistent with their educational program.</p>	<ol style="list-style-type: none"> 1. Development of an outreach program designed to increase awareness of our college and programs. 2. Increase the number of internships and or job shadowing opportunities for career and technical students which complement their educational program. 3. Increase the student awareness of internship opportunities as a part of the career programs offered at North Hennepin Community College. 	<p>During the 2004-2005 academic year, Perkins funded the licensing of the DISCOVER program at an annual cost of \$2,155. DISCOVER is a computerized career exploration tool that students can access at the college in a CD-ROM version or in a web format through the Internet. This tool is an integral part of the services that we are able to offer through the Counseling/Advising/Career Planning office. It enables students to examine their skills and interests and further explore technical and career programs and related occupations.</p>	<p>\$2,524.60</p>

**Carl D. Perkins Vocational-Technical Education Act of 1998
Local Plan for Career and Technical Education
Five Year Plan 1999-2005**

Permissible Activities:

Check Appropriate

Core Indicators

Core Indicator(s)

	1. Academic and Skill Attainment
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Objective	Strategy	Measure	<u>Final Budget Amount</u>
Create plan to update career and technical education equipment for students in these programs.	Area Deans and faculty will develop a plan for updating technology in career and technical programs.	<p>During 2004-2005, the nursing department purchased the following items with Perkins funding:</p> <ul style="list-style-type: none"> • infant mannequin with multiple assessment capabilities, including vital signs • a new IV pump, an isolation • a medication cart • multiple user site licenses for faculty and students to download and view on the student nursing lab computers • Purchased sixteen (16) health-related videos 	\$26,515.34

MnSCU/CFL CARL D. PERKINS LOCAL APPLICATION BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2002 – JUNE 30, 2003

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 2004	
←	Required activities budget: \$ <u>148,722.44</u>
	Activities 1-11)
↑	Activity #12 budget: \$ <u>30,938.67</u>
	(minimum of 10% of non-targeted dollars must be budgeted for #12)
	<u>TOTAL:</u> \$ <u>179,661.11</u>
→	Permissible activities budget: \$ <u>140,875.59</u>
↓	Administrative budget: \$ _____
	<u>TOTAL FY 2003 Perkins BUDGET:</u> \$ <u>300,536.70</u>

⊗A. Total Perkins resources used in Workforce Center Collaboration \$ 1,000.00
 ⊗B. Estimate of other expenditures/in-kind contributions from your district/college toward Workforce Center activities: \$ 8,000.00
 Total Workforce Center Collaboration and expenditures/in-kind contributions (⊗A. + ⊗B.) \$ 9,000.00

MnSCU/CFL
CARL D. PERKINS LOCAL APPLICATION
BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2003 – JUNE 30, 2004

REQUIRED ACTIVITIES

ACTIVITY	REQUIRED USES OF FUNDS	BUDGET FY '04	
		PROJECTED	ACTUAL
1	Integration of academic and technical education	\$1,000.00	\$0.00
2	Experience in and understanding of all aspects of the industry	\$1,000.00	\$0.00
3	Technology in vocational-technical education	\$14,000.00	\$4,680.05
4	Professional Development	\$25,959.00	\$7,990.97
5	Evaluation of vocational-technical education programs	\$1,000.00	\$0.00
6	Continuous program improvement for vocational-technical education programs	\$12,400.00	\$10,467.32
7	Effectiveness of services and activities	\$58,500.00	\$5,595.50
8	Broad-based community involvement i.e. parents, students, teachers, business/industry. Labor, special populations	\$3,000.00	\$2,732.31
9	Special population learner accommodation(s) and support services	\$73,500.00	\$89,361.47
10	Full participation of special population learners	\$29,000.00	\$27,894.82
11	Preparation for nontraditional training and employment	\$0.00	\$0.00
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>	\$40,000.00	\$30,938.67

TOTAL BUDGET FOR REQUIRED ACTIVITIES: \$179,661.11

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, 2003 – JUNE 30, 2004

PERMISSIBLE ACTIVITIES

ACTIVITY	PERMISSIBLE USES OF FUNDS	BUDGET FY '04	
		PROJECTED	ACTUAL
13	Career guidance and academic counseling (for students participating in vocational-technical programs)	\$107,000.00	\$111,835.65
14	Provide work-related experience i.e. internships, cooperative education, school-based enterprises etc.	\$0.00	\$0.00
15	Provide programs for special populations	\$0.00	\$0.00
16	Local education and business partnerships	\$2,500.00	\$2,524.60
17	Assist vocational and technical student organizations	\$0.00	\$0.00
18	Mentoring and support services	\$0.00	\$0.00
19	Upgrading and adapting equipment	\$22,200.00	\$26,515.34
20	Teacher preparation	\$0.00	\$0.00
21	Improving or developing new vocational-technical education courses	\$0.00	\$0.00
22	Family and consumer sciences programs	\$0.00	\$0.00
23	Vocational education programs for adults and dropouts to complete their education	\$0.00	\$0.00
24	Placement activities	\$0.00	\$0.00
25	Other activities consistent with the purpose of this law	\$0.00	\$0.00

TOTAL BUDGET FOR PERMISSIBLE ACTIVITIES: \$140,875.59

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.