



## Status Report

01595-FY17 Pine to Prairie-Northland Consortium Perkins Application

Perkins IV Consortium

Award Year:	2016	
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Status Report Number:	01	
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## Organization Information

**Name:** Pine-to-Prairie Northland Consortium

**Organization Type:** MN Perkins Consortium

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## Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

**Goal 1 Narrative:**

The consortium developed 2 pathways in Health Science in FY09 (Therapeutics and Diagnostic) for all 29 of our high schools. The health industry is a high-demand, high-wage occupation in Northern MN and, as a result, NCTC offers many nursing and allied health programs and the consortium has 2 high schools with a state-approved health program. The consortium completed 3 more Programs of Study in FY10: Administrative and Information Support from Business, Management, and Administration (a POS for 17 high schools); Health Informatics from Health Science (a POS for 20 of our high schools); and Facility and Equipment Maintenance from Engineering, Manufacturing, and Technology (a POS for 10 high schools). The consortium developed Plant Systems in Agriculture, Food, and Natural Resources in FY11 for 11 districts because of our rural ag-based economy and in FY12 completed the Construction POS for 8 high schools. At the end of the FY12 grant period, the consortium had a total of 7 different pathways (in four career fields) developed for any high school that had an approved/licensed CTE program in that pathway (total of 114 POS).

Students in our high schools have many options for college credit through Online College in the High School, PSEO, and concurrent enrollment. Through the OCHS program, the consortium is building career pathways through online learning. In the fall of FY16, Pine To Prairie/Northland Consortium completed career pathways in Criminal Justice, Engineering Certification, and Health Occupations. Students will be able to nearly complete their first year of college studies in these programs. Each of our 29 high schools has at least one approved program of study. The consortium's goal for FY17 is to review all developed and approved programs of study and to improve technical skill assessment passing rates for concentrators in the 7 Programs of Study. In 2016, targets for 1S1 academic reading and 1S2 academic math were met, as well as the target for 2S1, but more work with the high schools needs to be done to improve those percentages. In FY14 the consortium developed a RPOS in Health Therapeutics and in FY15 developed a RPOS in Health Diagnostics. In FY17 the consortium will strive to enhance the quality of these 2 programs.

In the process of review and revision of existing POS, the use of the POS as a counseling tool will continue to be emphasized with both teachers and counselors. In FY15 all Pine to Prairie schools developed a career and college ready plan. In FY16 individual school districts continued to work with on their career and college readiness plan. The career and college ready plans for each school district will be reviewed in 2017 and revised as necessary. Revisions to the plan will need to be made annually as legislation, curriculum requirements, and testing constantly change.

As we advance our work with TSA, we will be involved in more curriculum improvement for all of the developed pathways. Professional development funds will be used to assist teachers in having their CTE program re-approved. From FY11 through FY16, secondary and post-secondary programs completed technical skill assessments using Foundations of Science for secondary Health Therapeutics and NCLEX for the post-secondary LPN and RN programs. Technical certifications are available in Health Science Technology for our high schools in First Aid/CPR and in Certified Nursing Assistant. In FY12 through FY16, we utilized ASE certification tests at both NCTC and at the secondary level. In FY13 we selected a program for Plant Systems and Administrative Support testing and continued these tests through FY16. In FY17 we will test in all 7 programs of study. The consortium will take a close look at using the Precision Exams tests after piloting them in FY16. Northland has approved a new 16-credit General Agriculture certificate effective Fall semester, 2016. This is the first of three planned stackable certificates to provide students basic knowledge under the Agriculture, Food & Natural Resources career cluster. Future certificates will include an advanced general agriculture certificate and a third certificate that will allow students to select one of three areas of emphasis: Animal Science, Agribusiness & Sales, and Accounting. These programs will provide secondary students opportunities to continue in the Plant Science POS. NCTC also works closely with ABE and the Workforce Center (located at NCTC). NCTC also has many continuing education opportunities with industry for adult learners in Facility Maintenance and in Health Science careers. Our consortium has a high school CTE curriculum used in CTE classes on All Aspects of Industry and the college uses internship and targeted program curriculum for All Aspects instruction.

**QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?**

Secondary: The secondary coordinator meets with principals four times a year and with school counselors two times per year. Individual schools are also visited at least two times per year depending on the location and needs of the school. During these meetings the coordinator reviews 1S1-6S2 data to ensure stakeholders understand the importance of individual education plans for each student in the district. It's important to note that career and college readiness plans for each school district are not static and will be changing constantly as a result of legislation, curriculum changes and student needs.

Technical skill assessments were given in all seven of the Pine to Prairie Programs of Study. Passing scores for our technical skill assessments went from 34% in 2012-2013 to 61% in 2013-2014, our scores then dropped slightly to 50% in 2014-2015. We believe the reason for the decline in 2014-2015 was due to several new teachers using technical skill assessments and changing over to the use of Precision Exams to measure academic growth. Unfortunately under 2S1 of our Carl Perkins data for 2015-2016 showed Pine to Prairie actual at 18%, with a goal of 50%, but in working with Kari-Ann Edinger, it was determined the Warren school had a reporting error which greatly skewed the data. Our internal results show an actual of 60%. Although Perkins funds are limited at both the secondary and postsecondary level, we continue to support our programs by purchasing modern tools and equipment. CTE instructors at both the secondary and postsecondary levels request equipment from the Perkins coordinators which will enhance and align their programs to industry standards. Local and as well as Perkins dollars are used at both the secondary and postsecondary level to purchase modern, industry standard tools and equipment. NCTC hosted the Pioneers Robotics Vex Robotics Competition Tournament 14 Jan 2017 in the TRF campus gymnasium. A total of 50 teams from Northwest Minnesota competed in the event. This robotics competition was sponsored by the 360 Center of Manufacturing Excellence, Digi-Key Electronics, Philadelphia Macaroni Company, Central Boiler, and SMC Corporation.

NCTC completed a 6-million-dollar renovation in fall of 2016 on the aerospace facilities at the Thief River Falls Airport. This is the site of Northland's Aviation Maintenance, Unmanned Aircraft System Maintenance, Imagery Analysis, Geospatial Intelligence Analysis, and Electronics Technology and Automated Systems programs. This project allowed NCTC to create a 21<sup>st</sup>-century learning environment tailored to the needs of students pursuing careers in these high-demand fields.

<http://northlandcurrents.com/2016/08/12/northland-comm-tech-college/unmatched-opportunities-with-northland-aerospace-remodel/>

Northrop-Grumman Corporation established a collaborative agreement with NCTC regarding unmanned aircraft systems (UAS). [http://www.northlandcollege.edu/now/news/view.php?news\\_id=1622](http://www.northlandcollege.edu/now/news/view.php?news_id=1622)

Northland conducted a DroneTech UAS Summer Camp at the aerospace campus in Thief River Falls August 11-12, 2016. This camp was designed for students in grades 9-12 who are interested in aviation and technology. A DroneTech Educators' Workshop was conducted August 8-10, 2016. This workshop was designed to help secondary and post-secondary educators incorporate UAS technology into existing STEM education at their schools/colleges.

<http://northlandcurrents.com/2016/07/26/northland-comm-tech-college/nctc-summer-camps-take-flight/>

NCTC technical programs were represented at the Northern Valley Career Fair 2 November 2016 in Grand Forks, ND and the Northern AdvantEdge Career Fair 9 November in Bemidji. Sixteen technical programs representing ten different career pathways were represented at Northern Valley, and eleven programs representing seven pathways attended Northern AdvantEdge.

The postsecondary coordinator completed DACUM training at Ohio State University. DACUM stands for "Develop A Curriculum," and is an industry-based process used to determine the tasks and duties required of specific jobs in today's workplace. Results of DACUM workshops are useful when reviewing academic programs to ensure students are being taught current skills and not outdated ones. NCTC will use the DACUM process during academic program reviews conducted on a five-year rotation schedule.

Advisory committee meetings were held at the college in both spring and fall semesters. These meetings provided opportunities for business and industry representatives to provide input on POSs.

Northland negotiated a deal with Altru Health System to support our Respiratory Therapist AAS degree program. The Respiratory Therapist program at Northland has had low enrollment for some time and it has been an expensive program to conduct. Because the program serves a valid need for the local economy, our largest health organization, Altru Health Systems, agreed to support our program by reimbursing the college the equivalent of tuition costs for up to six students when second-year enrollment falls to less than 12 students. This provides financial support for the program while also ensuring that Altru Health System has a constant supply of new respiratory therapists.

Northland developed and implemented a new Manufacturing Process Technology AAS degree program. This program

prepares students for technical careers in the manufacturing industry. It provides students with strong technical competencies in mechanical, electrical, hydraulic, and robotic systems to prepare students for jobs as process, maintenance, engineering, and quality control technicians. An open-house event for those interested in the program was held 3 May 2017. This program was developed with cooperation and support from local manufacturing businesses. The Pine to Prairie/Northland Consortium applied for, and was awarded a Career Pathways Continuous Improvement Project (CPIP) grant in the amount of \$19,620 to develop a new Rigorous Program of Study in the Manufacturing Production Process Development pathway.

**QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.**

Secondary: Due to a renewed emphasis of the importance of CTE programs at the national, state and local level, we are seeing an increase of secondary Pine to Prairie students participating in CTE programs. In 2013-2014 there were 2908 students enrolled in CTE programs and in 2014-2015 there were 2936 students enrolled. During the 2015-2016 school year we had a total of 3100 students taking CTE courses.

Our CTE student graduation rates have been so high that we expect to maintain these targets and not increase. In 2015-2016 our 3S1 target was 99 percent with an actual of 98.91 percent. Our 4S1 student graduation rate was 93.95 percent with a target of 94.71 percent. Pine to Prairie also had a strong showing in 6S1 and 6S2 with 34.46 percent and 31.37 percent actual compared to a target of 33.73 and 30.3 respectfully.

At the postsecondary level, the total headcount of Northland CTE students was 1,329 in reporting year 2017 compared to 1,316 the prior year (reporting year 2016/cohort entry year 2014). For reporting year 2017, the percentage of completers, concentrators, and participants was as follows:

Completers	28.82%
Concentrators	19.71
Participants	51.47%

NCTC enrollment overall has been in a steady decline during the period FY2013 through FY2017. Headcount of students was 11.3% lower in FY17 than in FY13; FYE was nearly 17% lower. At the same time, the total number of completers, concentrators, and participants decreased less than 7%. This shows that despite declining enrollment overall, CTE enrollment remains steady by comparison. One can conclude that students perceive CTE as having value.

With our close proximity to North Dakota, many NCTC graduates pursue employment in Grand Forks, ND and surrounding areas. Altru Health System was the largest employer for Grand Forks County, ND in 2016. According to US Census Bureau 2016 estimates and Bureau of Labor Statistics data from May 2016 (latest data available), North Dakota has the third-highest density of healthcare workers in the nation with 50 per 1,000 residents. Minnesota falls closely behind with 47 medical workers per 1,000 residents. As the population continues to age, healthcare occupations will continue to be the major employers in northwest Minnesota and eastern North Dakota in the coming years. Therapeutic Services and Diagnostic Services POSs will therefore continue to be popular for the Pine to Prairie/Northland Consortium.

**QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?**

Pine to Prairie is seeing an increase in the number of schools who are using the Ramp-up to Readiness curriculum developed by the University of Minnesota. Ramp-Up to Readiness is a school-wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success. Schools report that the curriculum is extensive with good resources for students of all ages.

Therapeutic Services is the most successful POS in the consortium due to the number of students who pursue credentials in the medical areas, especially in nursing. Northland students majoring in programs within the Therapeutics Services pathway account for over 20% of all students who have declared majors. Courses in the Therapeutics Services pathway accounted for 18.5% of FYE at Northland in FY17. Many of the 29 high schools in the consortium offer courses in the Therapeutic Services POS. Courses such as Health Occupations, Medical Terminology, Anatomy & Physiology, Psychology, and Ethics are available for college credit either through College in the High School or Online College in the High School (OCHS). Of course, many of these courses also apply to the Diagnostic Services POS, which is why these two POSs are designated as RPOSs in the Pine to Prairie/Northland Consortium. Online College in the High School (OCHS) continues to be very popular in our consortium and important for secondary students to have a wide selection of options for college credit in the rural communities of our consortium.

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## Goal 1 Objectives

### Goal 1 Objectives 1

#### Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R11 Articulation, P7 Equipment Leasing/Purchasing/Upgrading

#### Strategies

1.1. All CTE teachers within Pine to Prairie will start the process of having their CTE program re-approved by MDE. If course offerings change, secondary districts revise current POS as necessary. Use information from industry, faculty, college programs, current course availability, and local districts for program re-approval and POS updates. Course recommendations, articulation, and transition services are reviewed. POS revisions are entered locally on website. Revise current POS for On-line College in the High School courses and market those courses to our high schools. Provide equipment/technology and specialized supplies as necessary to ensure POS curriculum is current with postsecondary and industry.

#### Outcomes

All CTE teachers will have their program approval paperwork ready to submit to MDE. All stakeholders will have access to updated Programs of Study for each district. Students will benefit from updated curriculum as a result of industry recommended technology. Students will be able to complete or nearly complete the first year of studies for an AAS in Criminal Justice, Health Occupations, and Engineering Certification.

#### Measures

FY 17: All 100 CTE instructors within Pine to Prairie will have their program re-approval paperwork ready to submit to MDE by July 1, 2017. Course syllabus will include up-to-date program standards and objectives. All 114 Programs of Study within 7 pathways revised as needed. Programs with updated technology/equipment (based on results of POS review) show curriculum alignment with college and industry. POS articulations will be in place for the 2016-2017 school year. OCHS Career Pathways courses were added so students can complete the first year of studies for Criminal Justice, Health Occupations, and Engineering Certification.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$16,100.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,100.00
Secondary Required Activities	\$16,450.00
Secondary Permissible Activities	\$2,000.00
Secondary Reserve	\$14,437.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$32,887.00

<b>Total</b>	\$48,987.00
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**Reallocation Explanation**

**Goal 1 Objectives 2**

**Use of Funds**

R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , P7 Equipment Leasing/Purchasing/Upgrading

**Strategies**

1.2. Provide professional development that is sustained from year to year to all stakeholders for programs of study. Annual professional development activities will include: • Monthly CTE teacher meetings by program in conjunction with NWSC, • Attending state-sponsored TSA/POS workshops and internet-based meetings, • Providing All Aspects of Industry curriculum/professional development to ensure inclusion in POS curriculum, • Working with counselors to assist them with advising students on POS, • Working with counselors and curriculum directors to ensure that the career and college readiness goals are an integral part of the curriculum, • Attending state and professionally sponsored staff development for grant coordinators. Director visits all schools to monitor all CTE criteria and meets with superintendents and principals monthly, October through April. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

**Outcomes**

Students benefit from improved curriculum and instruction. Students have educational and career plans in place in high school. Monthly CTE teacher meetings will take place for CTE programs through a cooperative effort with the Northwest Service Cooperative.

**Measures**

FY17: Appropriate staff will attend state-sponsored technical assistance programming; districts' POS will reflect academic, All Aspects, and technical integration; all districts have the college and career readiness goals in place; all high school students have individual education plans in place. Monthly CTE teacher meetings will take place for Business, FACs and Agriculture programs. Monthly superintendent and principal meetings will take place October through April. Coordinators/consultants have addressed all strategies.

<b>Post-Secondary Required Activities</b>	\$3,600.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,600.00
<b>Secondary Required Activities</b>	\$6,450.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$1,483.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$7,933.00



Total	\$11,533.00
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**Reallocation Explanation**

**Goal 1 Objectives 3**

Use of Funds	R2 Programs of Study, R6 Assessment , R2 Programs of Study, R6 Assessment
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**Strategies**

1.3. Monitor and use recommendations from state on technical skill assessments. • In FY17 coordinators will attend all state meetings addressing use of technical skill standards. • Give Technical Skill Assessments to student concentrators in seven POS areas at both the secondary and postsecondary levels. Review results of TSA for curriculum improvement. • Explore the Precision Exams TSA tests that were started in FY 2016 and work with MNSCU to have these tests approved if worthwhile. • Coordinators will work with appropriate staff to oversee accomplishment of the objective.

**Outcomes**

CTE instructors will have access to resources and assessments that assist them in improving TSA student scores and in-turn improve curriculum and instruction.

**Measures**

FY17: 7 POS programs will administer TSA to concentrators. Recommendations will be given to MNSCU on the adoption of Precision Exams as TSA-approved assessments. At the secondary level, 100 students will participate in the TSA exams. The consortium will monitor the passing rate and compare it to the negotiated levels for 2S1 and 1P1. APR reflects that the coordinators/consultants have addressed all strategies.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$6,200.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$2,250.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,450.00
Total	\$8,450.00

**Reallocation Explanation**

**Goal 1 Objectives 4**

Use of Funds	R1 Academic Integration , R6 Assessment , R6 Assessment
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## Strategies

1.4. Even though targets for 1S1 and 1S2 have been met, we will continue to use resources to improve these scores. • Through Perkins we will use Ed Ready and the MCIS assessments. • Local districts will use accelerated math and reading materials, Star math and reading materials, Math 180 and Reading 180, and Silent Sustained Reading.

## Outcomes

Student performance for 1S1 and 1S2 met or exceeded targets in FY15 and FY16; we will continue to monitor performance in FY17.

## Measures

FY17: Consortium data for FY16 show that student performance on 1S1 and 1S2 met targets and in FY17 a 3% improvement will be shown over FY16.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,400.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,400.00
Total	\$5,400.00

## Reallocation Explanation

## Goal 1 Objectives 5

## Use of Funds

R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R11 Articulation

## Strategies

1.5. To evaluate Secondary programs to ensure complete and effective student learning including all developed Programs of Study. Overall CTE secondary school student assessment will include: • Minnesota Comprehensive Assessments, • Technical Skill Assessments for concentrators in 7 programs of study, • Local district and consortium review of state CTE data on student achievement. To ensure the appropriate size, scope, and quality of each secondary CTE program, evaluation will include: • Advice of advisory committees, • Articulation with college curriculum where possible, • Local district and consortium review of state and local CTE data. In the review and revision process for POS, evaluation will also include: • Review of state developed CTE continuous improvement rubrics, • Academic and technical skill attainment of students, • Curriculum review to ensure that foundation skills are part of curriculum. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

#### Outcomes

CTE student achievement will improve for 1S1, 1S2, and 2S1. Student completion (3S1) and student graduation rate (4S1) actuals will be maintained at 99% and 94.71% respectively. When the school completion rate target is 99% there is not much room for improvement.

#### Measures

FY17: All secondary districts will report required data to the state and the consortium will meet state negotiated targets for student academic achievement 1S1 (reading: 60.54%), 1S2 (math: 42.13%), 3S1 (School Completion 99.00%) and 4S1 (Grad Rate 94.71%). APR reflects that the coordinators/consultants have addressed all strategies.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$8,000.00

#### Reallocation Explanation

#### Goal 1 Objectives 6

#### Use of Funds

R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading

#### Strategies

1.6. To continue to expand access to educational opportunities in the College through the use of state-of-the-art technology. • Equipment funds will be made available to CTE programs. Allocation of funds will be based on an integrated planning and budgeting process with an emphasis placed on programs tied to Programs of Study (POS). Equipment requests will be considered for the impact on either student knowledge/expertise or quality of programs and services. • Professional videos highlighting NCTC's CTE degree programs will be produced and available on the college website and social media platforms.

#### Outcomes

CTE students will increase their awareness of and interest in postsecondary CTE programs. CTE students will expand their educational experiences through the use of state-of-the art technology.

#### Measures

FY17: Data will show an increase of 1% in 1P1 and 2P1 indicators as a result of state-of-the-art technology. Both indicators will exceed targets.

Post-Secondary Required Activities	\$6,492.28
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$41,107.72
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$7,000.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$54,600.00
Secondary Required Activities	\$2,300.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,675.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,975.00
Total	\$58,575.00

#### Reallocation Explanation

Reallocated funds will be used to purchase up-to-date equipment for Automotive, Autobody, and Welding programs.

#### Goal 1 Objectives 7

#### Use of Funds

R6 Assessment , R7 Initiate/Improve/Modernize Technology ,  
R8 Size/Scope/Quality

#### Strategies

1.7. To ensure continuous improvement of CTE programs: • Provide TSA to seven Programs of Study and utilize results to improve curriculum. • Provide equipment/technology, software updates and specialized supplies as necessary to insure that all CTE programs are continuously improved. • Seek additional funding besides Perkins to fund secondary mobile engineering and manufacturing labs to create interest for our engineering and manufacturing pathway. • Utilize the 10 elements of rigorous POS with Health Therapeutics and Health Diagnostics as a program assessment tool and staff development tool. • Pine to Praire coordinator and teaching staff will review Technical Skill Certificates and CTE program standards. • NCTC will initiate a DACUM (Develop a Curriculum) process for postsecondary technical programs.

## Outcomes

CTE students will experience instruction that meets industry standards.

CTE staff will have updated technical skill assessments and program standards.

Pine to Prairie and NCTC will have at least one mobile manufacturing lab. NCTC and Pine to Prairie have a legislative proposal to provide funding for mobile welding and manufacturing labs. The proposal was rejected in FY16, but we have resubmitted the proposal for FY17.

NCTC will show continuous improvement of postsecondary CTE programs through the DACUM process.

## Measures

FY17: State data reflect that improved technology, equipment and specialized supplies have assisted districts in achieving the 2S1 benchmark of 50.20%. Health Therapeutics and Health Diagnostics at a minimum meet the 10 supporting elements of MN RPOS and 5 of the components are at level 3. CTE staff will have completed updating program standards for their respective CTE programs. By the end of FY17, one mobile manufacturing lab is in place and being used by participating school districts. NCTC will complete the DACUM process for one degree program and will incorporate the results into the curriculum.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$6,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,000.00
Secondary Required Activities	\$34,781.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$16,359.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$51,140.00
Total	\$57,140.00

## Reallocation Explanation

### Goal 1 Objectives 8

#### Use of Funds

R6 Assessment , R8 Size/Scope/Quality, P4 Additional Special Populations

#### Strategies

1.8. To evaluate Post-secondary CTE programs to insure complete and effective student learning including review of developed programs of study. NCTC's Comprehensive Program Review of student academic achievement of learning outcomes will include:

- Demonstration of achievement of student learning outcomes within an integrated curriculum including both technical and general education;
- Continuous improvement of program curriculum through review of student assessment results, validation of outcomes with business and industry and transfer institutions, and integration of general learning outcomes that contribute to graduates' knowledge and the college's Institutional Learner Outcomes;
- Demonstration of accountability and value to the College's various stakeholders;
- Continuous review of the validity of the assessment process by providing meaningful information and reliable data;
- Completion of annual program assessment and/or 5-year Program Review; and
- Review of TSA results.

#### Outcomes

Post-secondary CTE program evaluations will identify opportunities for improvement and thereby enhance student learning. Review of the developed programs of study will be included in the evaluation.

#### Measures

FY17: Comprehensive program reviews will be required for all college CTE programs on a five-year rotational basis. Programs scheduled for review in FY17 include: Automotive Service Technology; Aviation Maintenance Technology; Construction Electricity; Nursing AD; Occupational Therapy Assistant; Physical Therapist Assistant; and Sales, Marketing, & Management. All technical programs will complete annual program assessments. Final reports for all programs are due for completion in May 2017.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

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## Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

We selected these 7 pathways because we have high demand in the health science field, strong secondary business programs, and several high school Ag programs within our consortium. The aviation program at NCTC and the local snowmobile manufacturers and service businesses led us to choose Facility and Mobile Equipment Maintenance. Obviously, agriculture is a main industry in Northwestern Minnesota as is construction. In relation to our three established programs of study in Health Science, NCTC has partnered with local hospitals and nursing homes to review curriculum, establish internships, and mentor students. Northland entered into a partnership with Bemidji State University to enable local RNs wanting to complete their BSN degree from BSU to attend class at Northland's East Grand Forks campus. This program began in fall 2015. This is a great opportunity for local working RNs to complete their BSN from Bemidji State without having to drive to the BSU campus. Some of the instruction is online, but nursing program facilities, labs, and classrooms at Northland are used for this program as well. Northland, Digi-Key Corporation, and Polaris Industries have partnered in the development of company-funded, credit-based certificate and degree programs that will improve employee productivity with increased knowledge of the company's products, applications, and how that relates to the end-user and the sales process. In collaboration with Digi-Key Corporation in Thief River Falls, two certificates have been created along with a Diploma and an AS Degree in Electronics Technology Marketing. In addition, Digi-Key offers scholarships to selected employees who enroll in NCTC's Electronic Automated Systems Technology program. The college will partner with the company to develop screening criteria for the employee candidate selection process. Employees who complete the AAS degree program will have opportunities for higher-paying technician positions within the company.

Northland has worked with the FAA and local legislators to receive a certificate of authorization to fly small unmanned aerial systems (UAS) over agricultural areas in Roseau County. Data obtained from these UAS flights are used in the Imagery Analysis program to provide students with real-world imagery for analysis in the classroom. The college will continue to explore new program options that are linked to the UAS and Imagery Analysis programs such as Avionics as well as options with the existing Criminal Justice and Fire Technology programs.

Northland has joined efforts with North Dakota Job Service, University of North Dakota, and the Grand Forks/East Grand Forks Chamber of Commerce to participate in a Business/Postsecondary Workforce Committee. The committee's purpose is to identify and implement strategies that lead to enhanced workforce development opportunities among employers and college students in the area. Committee goals include increasing internship opportunities in the region and enhancing engagement between regional employers and post-secondary institutions and their students. This collaborative effort helps students recognize opportunities available in the local area that they might have otherwise overlooked. It also enables employers to reach out to prospective employees to fill personnel requirements in their businesses. Some results of this partnership are a job-shadow day for students and a collaborative internship fair to partner students with internship opportunities in local businesses.

Local Chambers of Commerce and industries representing the 7 chosen pathways will assist us through community advisory committees. As we develop Programs of Study, we rely on NCTC industry advisory groups because it is the best way to view industry consortium-wide in a consortium covering hundreds of square miles across northwestern Minnesota. CTE programs in our 29 high schools also maintain contact with industry and have their own local advisory committees. We will work with ALC, special education and ABE through our Executive Board, local district committees, and Consortium district boards. All secondary districts are affiliated in some way to ALC, special education, or ABE services; ABE is located on-site at Northland's East Grand Forks campus. The consortium has developed a curriculum on All Aspects of Industry that has and will be used in professional development in the Program of Study review process. Our web-based POS tool will assist all stakeholders as they advise, monitor, and research different programs of study available to students. NCTC has counseling and college placement services available for their graduates/adult learners. NCTC has industry seminars, faculty internships, and student capstone experiences that focus on All Aspects of Industry. NCTC also has articulation agreements with several MnSCU and other universities; we will continue to develop relevant articulation agreements with other institutions.

At the secondary level, business partnerships will continue to be developed. Ongoing partnerships with Digi-Key and the Thief River Falls High School will continue. Just as at the postsecondary level, students will be offered internships working afternoons at Digi-Key Corporation and learning all aspects of the Digi-Key operation. At the conclusion of their senior year they will be offered scholarships and employment opportunities. Team Industries is teaming with 5 secondary schools in Northwest Minnesota and offering equipment, training, and scholarships. In the Pine to Prairie/Northland consortium, Bagley is one of the 5 schools. Students interested in manufacturing and engineering will be selected for internships and scholarships with Team Industries in Bagley. Pine to Prairie and NCTC will sponsor a summer camp for students interested in the aviation

industry.

NCTC has partnered with Lincoln High School in Thief River Falls to develop a CTE survey course designed to introduce selected Lincoln High School students to technical careers. This is a one-semester course that exposes students to automotive, auto body, welding, and electronics technology to provide experiences that they currently cannot get in high school. The pilot course was conducted in the fall 2015 semester for 12 students. Due to scheduling issues and initial feedback from students and faculty, the program will be revised somewhat prior to being conducted again next fall. A similar program is currently being developed for the building trades at Northland's East Grand Forks campus in conjunction with East Grand Forks Senior High School.

**QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)**

Secondary: Within the Pine to Prairie/Northland consortium there are separate advisory committees for secondary and postsecondary. The consortium consists of 29 schools spread across northwest Minnesota. Distance and time make it difficult for combined advisory committees. At the secondary level we have some schools in smaller towns that have a joint advisory committee. Representatives from the town serve on these joint committees, but each CTE program area is represented on the committee. It's important to note that most of our schools use separate committees for each of the CTE areas. The consortium director attends the postsecondary advisory committee meetings and encourages secondary teachers to participate in the postsecondary committee meetings, but distance, coaching and family responsibilities makes this difficult.

Northland has advisory committees for all CTE degree, certificate, and diploma programs at the college. These committees meet twice per academic year—once in the fall semester and once in the spring semester. Specific dates are identified in spring and fall, usually in October and March, and a banquet dinner is held for all advisory committee members prior to breaking out into individual group meetings. Individual programs can conduct their semi-annual advisory committee meetings at other times, if necessary, for the convenience of members. Northland has assigned program-specific advisors to all CTE programs; academic advisors attend one or more advisory committee meetings each semester for their assigned programs. Academic deans make their rounds to the meetings for programs under their supervision. Northland has an open invitation for secondary teachers from throughout the consortium to attend advisory committee meetings, but the college has had mixed success in getting teachers to attend. This is due, in large part, to the additional commitment of time in the evening and distances they must travel to get to the college. The secondary and postsecondary coordinators will continue to promote secondary teachers' attendance at college advisory committee meetings as this will promote greater understanding of programs of study within the consortium. Examples of some college advisory committee minutes (Nursing and Radiologic Technology) are attached in the APR Attachments section at the end of this report.

Both the East Grand Forks and Thief River Falls campuses of NCTC have community advisory committees. These groups include representatives from local businesses, educational institutions, and government. Twelve to fifteen individuals attend each committee meeting. A list of community advisory committee members is included in the Attachment section of this report (Community Advisory Committee Members 2017-2018).

Northland also has a College in the High School Advisory Committee that meets annually each fall.

**QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?**



Secondary: Pine to Prairie has several instructors who work with area businesses during the summer months to gain experience and expertise in their curriculum areas. This provides teachers the opportunity to network with area business leaders and transfer their knowledge and skills directly to their students in the classroom during the school year.

Marvin Windows gives free windows and doors to Marshall County School to be used in their construction course where the students build a cabin that is raffled off at the completion of the school year. Other examples include area businesses who donate materials to the super mileage competition held each year at the Brainerd International Speedway. Super Mileage is a competition where students design and build a car equipped with a small gas engine for the purpose of traveling the longest distance on the least amount of fuel.

At the postsecondary level, program advisory committees provide invaluable support and guidance to CTE programs. Prior to any program changes, advisory committees review changes and provide their input, and recommend approval or disapproval. It is important for program faculty to obtain advisory committee support for course or program changes because without this support, proposed changes rarely are approved. When program changes are reviewed by the college's Academic Affairs and Standards Council (AASC), they look for the advisory committee's "seal of approval" prior to voting to accept any course or program changes. If the program advisory committees don't support a change, the AASC usually doesn't vote to approve it either.

Northland's advisory committees typically perform the following tasks:

- Review TSA results
- Review proposed changes to curricula and academic programs
- Provide input on course and program revisions
- Support development of articulation agreements
- Advise on the development of new degree programs
- Provide opportunities for job placement
- Advise on equipment purchasing
- Provide input regarding trends within the industry
- Make suggestions on program marketing
- Assist with meeting accreditation requirements
- Assist with internships and clinical experiences

**QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?**

Secondary: Through our business and industry partners we have 103 students that are part of formal work-based learning opportunities. Digi-Key Electronics in Thief River Falls employs around 7 interns each year. Polaris Industries in Roseau employs 8 students, and in Bagley, Team Industries is working with 4 students in an approved apprenticeship program. East Grand Forks has work-based Handicapped program with 13 students who are placed with employers. Fosston has a school-to-work program with 8-12 students being placed in local businesses. It's important to note that in many of our small towns students work in local businesses to gain experience but they are not part of a formal work-based program.

Northland students in the building trades programs gain valuable hands-on experience through a shared house-building project. In partnership with the Forx Builders' Association of Grand Forks ND/East Grand Forks MN, Northland students in the respective programs design, build, wire, plumb, and heat a house every year. In this context they apply their technical skills on an actual construction site. Students in the Architectural Technology program actually have a competition to design the project house each year. Design and building of the Northland project house involves approximately 100 students each year (depending upon enrollment) in the Construction and Design/Pre-construction pathways. A photo of a previous project house is in the attachments section of this report.

Students in the spring Marketing Management class adopt a local business and develop a marketing plan for them. This is a semester-long project. Students are required to meet with representatives from the business and obtain data and other input from them to develop the plan. The completed marketing plan is presented to the business at the end of the semester. Up to 40 students per year in Northland's Sales, Marketing, and Management AAS degree program are involved in this project. This falls within the Marketing pathway.

Altru Health System employs at least two Radiographic Technology students during their second semester to work as "student radiographers." They work and train as Altru employees throughout the duration of the program. At program completion, if there are employment opportunities available, they will be hired as Registered Technologists. Altru's plan is to always have two work-ready graduates to fill positions each May that have essentially completed the Altru training process and are immediately available for employment. This program falls within both the Diagnostic Services or Therapeutic Services pathways.

Northrop Grumman has opened paid internship opportunities at their new facility at Grand Sky commercial aviation and business park in Grand Forks County, North Dakota. NCTC aviation maintenance and UAS students will be able to take advantage of these opportunities in the near future. This falls within the Facility and Mobile Equipment Maintenance pathway. Occupational Therapy students volunteer their services at Good Samaritan Center in East Grand Forks, the North Dakota School for the Visually Impaired in Grand Forks, and at Valley Memorial Homes. Northland's Occupational Therapy AAS has a maximum enrollment of 24 new students each fall. Occupational Therapy is within the Therapeutic Services pathway.

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## Goal 2 Objectives

### Goal 2 Objectives 1

#### Use of Funds

R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences

#### Strategies

2.1. NCTC will continue to collaborate with business, industry, and higher educational institutions to develop innovative partnerships and new initiatives that benefit both traditional and adult students.

#### Outcomes

Graduates of postsecondary programs will be prepared for the high-skill, high-wage, or high-demand occupations within the region. The northwest Minnesota workforce will be better prepared to meet the demands of business and industry.

#### Measures

FY17: Six new articulation agreements will be developed between NCTC and MnSCU or other area institutions; six existing articulation agreements will be revised/renewed as required. NCTC will enter into two new initiatives with business or industry to benefit students in postsecondary CTE programs and to promote All Aspects of Industry and work-based experiences.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
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#### Reallocation Explanation

Post-Secondary Reserve	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reallocation Basic	\$0.00
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Post-Secondary Reallocation Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reallocation Basic	\$0.00
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Secondary Reallocation Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$0.00
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### Goal 2 Objectives 2

#### Use of Funds

R9 Special Populations, P6 Mentoring/Support Services, P10 Student Transition

#### Strategies

2.2. Provide college mentor program within CTE programs to secondary students. Student mentors meet with prospective college students to assist with their transition to postsecondary CTE programs. Train college student mentors, promote program to area high schools and service agencies. • All programs considered non-traditional for gender will attempt to have a trained non-traditional mentor.

#### Outcomes

High school students will experience in-depth career exploration activities and experience smoother transitions to postsecondary programs. Students will be successful in their chosen postsecondary CTE fields.

#### Measures

FY17: 12 college students will be trained as mentors. 20 high school students and nontraditional-aged students will have participated in the mentorship program. 10% of total students who participated in the mentor program will be considered nontraditional for the program they mentor in.

<b>Post-Secondary Required Activities</b>	\$3,255.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,255.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$3,255.00

#### Goal 2 Objectives 3

<b>Use of Funds</b>	R5 Professional Development , R10 Collaboration, P1 Advisory Committees
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#### Strategies

2.3. Ensure that all approved CTE programs within the consortium are utilizing local advisory committees. Secondary teaching staff meet with their associated program at the postsecondary level.

#### Outcomes

Students experience consistent industry information as they transition from high school to work or college programs.

#### Measures

FY17: All CTE staff with approved programs have forwarded a copy of their local advisory committee members and minutes to the Pine to Prairie office.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$600.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$325.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$925.00
Total	\$925.00

## Goal 2 Objectives 4

### Use of Funds

R3 All Aspects of an Industry, P5 Student Organizations , P6 Mentoring/Support Services

### Strategies

2.4. For All Aspects of Industry at the postsecondary level: • Faculty sabbaticals, student internships and job shadowing programs 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. • Industry will conduct seminars/conferences to demonstrate new products and techniques to technical programs. • Student evaluative activities will provide opportunities for students to apply knowledge learned in capstone experiences; examples may include student internships/clinicals or student capstone activities such as portfolios, industry based projects, etc. At the secondary level: • Secondary schools will promote field trips and/or job shadowing that emphasizes All Aspects of the Industry. • Include All Aspects of Industry curriculum review in all program approval meetings with CTE staff. • Work-based learning will emphasize All Aspects of Industry and foundation knowledge and skills. • At both secondary and postsecondary levels, encourage student participation in CTE student organizations.

### Outcomes

Students will have a broad understanding of All Aspects of Industry and curriculums will align with industry and market demands. Students will have the opportunity to participate in student organizations.

### Measures

FY17: 3 postsecondary faculty members will complete a sabbatical and 60 students will participate in internships or job shadowing programs. At the secondary level: 500 students will participate in field trips, job shadowing, or internship experiences that relate to learning about All Aspects of the Industry. 150 secondary students will participate in student organizations.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

## Reallocation Explanation

Post-Secondary Reserve	\$3,200.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,200.00
Secondary Required Activities	\$4,500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,500.00
Total	\$8,700.00

## Goal 2 Objectives 5

### Use of Funds

R10 Collaboration, P1 Advisory Committees

### Strategies

2.5. Partner with business, community, and other educational institutions. • Post-secondary and secondary CTE programs will utilize advisory committees to review curriculum, market demands and changes in technology. • NCTC will participate in a community-based advisory committee to insure the college is meeting the needs of the community and region. • The college will continue to offer programs for Digi-Key Corporation and Polaris Industries to meet their high-wage, high-skill, high-demand needs. • NCTC is a member of the Chambers of Commerce of both Grand Forks/East Grand Forks and Thief River Falls. Secondary Level: • Partner with Digi-Key in Thief River Falls and Team Industries in Bagley to offer internships and scholarships to high school students. • Secondary coordinator is a member of the NCTC advisory board and is an active participant in regional educational associations. • Coordinators will work with appropriate staff to oversee accomplishment of the objective.

### Outcomes

Consortium shows sustained partnerships with a variety of partners.

### Measures

FY17: All postsecondary CTE programs will hold advisory meetings a minimum of twice per year with additional meetings scheduled as necessary. The community based advisory meeting will meet at least once during the year. Digi-Key Corporation will offer up to 12 new (based on employee pool of qualified candidates) and 7 continuing scholarships for employees to work towards an AAS degree in Electronic Technology/Automated Systems. 15 new employees will begin the Electronic Components certificate program. FY17: for Secondary: • 20 students will complete internships at Digi-Key and Team Industries. • 20 secondary students will attend a summer aviation camp. • Attendance at board meetings reflects that the coordinator is active in the Northwest Counselors' Association, Northwest Service Cooperative, and the Northwest Principals' Association. • Secondary coordinator is an active member and attends NCTC advisory Committee. • All revised POS will reflect industry input from the local level. • Provide travel and substitute support for student organization advisors for 6 skill events with students. APR reflects that coordinators have addressed all strategies.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$750.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$1,500.00

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### Goal 3: Improve Service to Special Populations

#### Goal 3 Narrative:

NCTC has a long history of providing academic support and services to all CTE students with a focus on special populations. The Academic Success Center provides academic support including content tutoring for CTE courses with emphasis on science, math and technology. Support also includes peer tutoring in some of the highly specialized CTE programs. Students with disabilities receive appropriate accommodations as well as other academic support when requested. Secondary systems provide special education services and transition planning for students. It is recognized by the consortium that special population students have barriers that can interfere with student success; the objective is to help remove some of these barriers so special populations students can achieve success at the same rate as the overall population of CTE students. College and secondary counselors and academic advisors meet with students to plan appropriate course work. Students are encouraged to take advantage of academic and personal counseling, as well as career counseling services that are available. Counseling and academic support services are also available for college students enrolled in programs considered nontraditional for their gender. Students are more apt to take advantage of systems that provide individual support as needed. NCTC will continue to provide individual support to students enrolled in programs nontraditional for their gender through advocacy, counseling and crisis management in a manner that supports these students when requested. NCTC staff/secondary coordinators will continue to provide information and support to CTE college and secondary faculty who teach in nontraditional programs in order to provide learning environments that are supportive and user-friendly for nontraditional students. The College will provide to area high school students and current college students exposure to nontraditional fields through career exploration days and information sessions. NCTC will produce promotional videos for CTE programs that will be accessible on the College's website and through social media platforms. These videos will promote service to special populations and nontraditional fields by gender. They will promote the high-skill, high-wage, high-demand occupations that special population students can prepare for at Northland. NCTC focuses on nontraditional student success by highlighting their stories on our website. Secondary schools work closely with nontraditional programming at NCTC through the mentoring program as well as nontraditional career fair information. Secondary Perkins will continue to provide resources to districts participating in career fairs or mentoring programs.

**QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?**

At the secondary level the most successful activity is keeping administrators, teachers and counselors aware through our meetings that we do track the number of special populations enrolled in the Pine to Prairie CTE programs. According to the Pine to Prairie data, 68% of CTE students served are classified under at least one of the special population categories. During the 2015-2016 school year, 3039 unduplicated students were enrolled in CTE courses. The total unduplicated special populations was 2053 students. The Pine to Prairie consortium administration and teachers do an outstanding job working with special populations. One of the keys to our success is our ability to clearly communicate with administrators, counselors, and teachers about the important role CTE courses play for students of special populations. The coordinator reviews current literature and research related to special populations and forwards this material to the participating schools. At the postsecondary level, providing tutoring services to students was the most successful service provided. This service by far had the largest impact on the success of CTE students due to the number of students reached through this program. Eleven full- and part-time tutors provided excellent service to students through Northland's Academic Success Centers on both the East Grand Forks and Thief River Falls campuses.

**QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?**

68% of the students in secondary CTE programs come from special populations with approximately 46% coming from the economically disadvantaged category. The Perkins coordinator emphasizes the importance of non-traditional enrollment to the administration, counselors and teachers. In 2016 Pine to Prairie had a 6S1 of 38% and a 6S2 of 31% of CTE enrolled students. Through communication with teachers, the coordinator emphasizes that in small schools with limited enrollment you have to actively attract non-traditional students to help support and sustain the CTE programs. Most CTE teachers also teach 7<sup>th</sup> and 8<sup>th</sup> grade students with an emphasis on exploratory curriculum designed to engage and encourage students to pursue their interests in a CTE classroom once they reach high school. According to the latest cohort data, over 74% of Northland students identify themselves as academically disadvantaged. This is by far the largest special population category at the college and is therefore the reason why we invest Perkins resources into tutoring services provided in our Academic Success Center. Over 43% of our FY17 postsecondary Perkins funds went to salaries for tutors. The next largest special populations category at Northland is "economically disadvantaged," which exceeds 38% of CTE students. The Northland Foundation provides numerous opportunities for students to apply for scholarships to assist with the cost of tuition and fees. The amount of scholarships awarded exceeds \$100,000 annually. Tuition at Northland has held steady with no increases since FY2013. Northland provides robust counseling services at both campuses. Full-time counselors are available at each campus to support all students, but especially special populations students who may have a greater need for counseling services. Nearly 12% of FY17 Perkins postsecondary funds were devoted to funding counselor salaries at the college. Counselors, advisors, and faculty recognize the unique circumstances that can negatively impact special populations students and work closely with these students to help them achieve academic success.

**QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.**



In reviewing the data from our Perkins reports, we realized that 68% of the students enrolled in our CTE programs come from special populations. This figure has stayed fairly consistent in the past few years. In looking at the data from our individual schools, it was noted that the majority of our schools do an excellent job in meeting the goals of non-traditional participation and non-traditional completers. In the schools that are below target discussions are held with the consortium director, teachers and administrators to look for ways to improve. It's important to note that in small school districts, slight variations in class enrollment can show dramatic effects on the data collected. The postsecondary coordinator has received EPM 11 training in the past year and is working to utilize Perkins cohort and snapshot data to monitor success rates for students in the following special populations categories:

- Students with disabilities
- Economically disadvantaged students
- Nontraditional students
- Single parents/single pregnant women
- Displaced homemakers
- Students with limited English proficiency

From this assessment, we hope to see increases in both graduation and retention rates for these students. This should be reflected by increased 2P1 and 3P1 rates.

In reviewing the latest cohort data, we see that overall, 3P1 rates have increased in the 2017 reporting year over 2016, but 2P1 rates have decreased for the same period. The 3P1 rate increased from 21.76 to 24.52% while the 2P1 rate decreased from 62.79% in the 2016 reporting year to 59.38% in 2017. The retention or transfer rate has increased while the credential, certificate, or degree completion rate has decreased slightly. We fell just short of meeting our 2P1 negotiated target while exceeding our 3P1 target for 2017. One explanation for this may be due to the increased number of part-time students enrolled at the college. These students take much longer to complete their programs, or they may be taking classes with no intention of completing a degree, diploma, or certificate. Our decreased enrollment certainly impacts degree, diploma, and certificate completion rates, as well. The difficult question is how do we know that the strategies employed in our Perkins Plan have influenced these measures, or that changes were due to some other factor? Clearly, we have room for improvement in utilizing this data and are open to suggestions on how we can tie performance to strategies employed.

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## Goal 3 Objectives

### Goal 3 Objectives 1

#### Use of Funds

R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services

#### Strategies

3.1. Provide services to CTE students with disabilities by developing a service plan and provide appropriate accommodations or support including: • Transition assistance, • Testing accommodations, • Adaptive equipment, • Tutoring, • Referral to other agencies, • Co-advising, • Note-taking.

#### Outcomes

Increase success rates for CTE students with disabilities by providing academic support and accommodations.

#### Measures

FY17: Monitor success rates for students with disabilities so that completion rate 2P1 and retention/transfer rate 3P1 both exceed negotiated targets and continue to increase over time. At the secondary level the completion rate for students with disabilities is 96.51% compared to the overall student completion rate of 98.76%. Although not a significant difference, we will continue to monitor the completion rates for students with disabilities.

#### Post-Secondary Required Activities

\$21,040.00

#### Reallocation Explanation

Reallocation funds will be used to purchase adaptive equipment/supplies for students with disabilities. These items will be managed by personnel in the Academic Success Center.

#### Post-Secondary Permissible Activities

\$0.00

#### Post-Secondary Reserve

\$0.00

#### Post-Secondary Total

\$24,900.21

#### Secondary Required Activities

\$0.00

#### Secondary Permissible Activities

\$0.00

#### Secondary Reserve

\$0.00

#### Secondary Total

\$0.00

#### Total

\$24,900.21

### Goal 3 Objectives 2

#### Use of Funds

R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services

#### Strategies

3.2. For postsecondary: • Academic Success Center staff will work with developmental instructors to promote and support learning communities. • CLAs and student tutors will be employed for support in CTE courses. • Writing Center tutoring will be provided to help students plan and edit writing assignments. • Inform students of the Academic Success Center/services, counseling, special population, diversity, limited English proficiency, etc., student services via the college website, email, or by letter and during college orientation. At secondary Level: Secondary schools will provide services which enable special populations to participate and be retained through the following: • Guidance and counseling, • Job shadowing and field trips, • Meetings with special population staff to encourage math instruction, • Mentoring, paraprofessional, or volunteer instruction assistance, • Classroom, equipment and curriculum modifications. Coordinator will work with Area Special Education Consortium to provide services to special populations. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

#### Outcomes

Special population learners in CTE will receive additional academic support.

#### Measures

FY17: Postsecondary: Monitor success rates for special population students and compare rates with 2P1 and 3P1 negotiated levels. Exceed 2P1 and 3P1 negotiated levels and show continued increases over previous years. Report on APR, 2P1 and 3P1 rates for special populations.

FY17 Secondary: • All 29 districts provide accommodations and modifications at the district level, • Through state secondary data system, 98% of CTE programs show participation of special population learners, • Economically Disadvantaged and Individuals With Disabilities improve 3% points in 1S1 reading and 3% points in 1S2 math. FY17 APR reflects that the coordinators/consultants have addressed all strategies.

<b>Post-Secondary Required Activities</b>	\$84,000.00
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#### Reallocation Explanation

<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$84,000.00
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<b>Secondary Required Activities</b>	\$5,626.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Reserve</b>	\$0.00
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<b>Secondary Total</b>	\$5,626.00
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<b>Total</b>	\$89,626.00
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#### Goal 3 Objectives 3

<b>Use of Funds</b>	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
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#### Strategies

3.3. Provide retention and support services for single parents, displaced homemakers, and single pregnant women including advocacy, personal advising and crisis management. Provide workshops/seminars on topics affecting students in special population categories.

#### Outcomes

Enrollment and graduation rates for single parents, displaced homemakers and single pregnant women enrolled in CTE programs that lead to self-sufficiency will increase.

#### Measures

FY17: Monitor success rates for special population students and compare rates with 2P1 and 3P1 negotiated levels. Exceed 2P1 and 3P1 negotiated levels and show continued increases over previous years. Report on APR, 2P1 and 3P1 levels for special populations.

Post-Secondary Required Activities	\$7,298.75
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#### Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$7,298.75
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$0.00
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Total	\$7,298.75
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#### Goal 3 Objectives 4

Use of Funds	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
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#### Strategies

3.4. The Consortium will: • Provide retention and support services for students in nontraditional programs including personal advising and crisis management, • Provide nontraditional information via printed material and NCTC web site. • Work with faculty in nontraditional programs to make the learning environment more user-friendly for nontraditional students when necessary, • Ensure faculty in nontraditional programs are alerted for difficulties nontraditional students may experience and notify appropriate staff for support when necessary, • Continue to focus on the career choice process and guidance for currently enrolled post-secondary students. Include a portion that focuses on providing information on nontraditional careers. As part of the secondary improvement plan: • Encourage the use of the non-traditional activity handbook to all counselors and instructors to promote recruitment and retention, • Include staff development on non-trad students, • Emphasize non-traditional recruitment at Northwest Counselor Association meeting, • Promote the viewing of non-traditional webinars. Coordinator reviews webinars and non-traditional resources, summarizes strategies, and forwards information to CTE staff.

#### Outcomes

CTE programs that are not gender balanced will see an increase in enrollment and retention of nontraditional students.

#### Measures

FY17: For postsecondary, Monitor participation rates for nontraditional students and compare rates to the negotiated levels for 5P1 and 5P2. Exceed negotiated levels and show increases over the previous year. For secondary, improve and meet 6S1 target of 33.73% and 6S2 target of 30.30%.

Post-Secondary Required Activities	\$7,298.75
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#### Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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<b>Post-Secondary Total</b>	\$7,298.75
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$650.00
<b>Secondary Total</b>	\$2,650.00
<b>Total</b>	\$9,948.75

### **Goal 3 Objectives 5**

<b>Use of Funds</b>	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
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#### **Strategies**

3.5. Evaluate barriers to success and provide counseling specific to developmental needs of students such as mental health, behavioral, psychological, and emotional needs.

#### **Outcomes**

Counseling services will be available to assist special population students define and accomplish academic, personal and career goals.

#### **Measures**

FY17: For students in special population categories, exceed negotiated target levels in Tech Skill Attainment 1P1, Credential, Certificate, or Degree 2P1, and Retention and Transfer Rates (3P1).

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$14,597.50
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$14,597.50
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$14,597.50

### **Goal 3 Objectives 6**

<b>Use of Funds</b>	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
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#### **Strategies**

3.6. • College admissions reps visit high schools state-wide with high minority student populations, schedule meetings with counselors and visit occupational classrooms. • Present at career fairs and area high schools with high minority student populations. • Provide study groups for ESOL students to increase academic success. Study groups to include basic skills as well as occupation course work. • Continue to use the ESOL test in the Accuplacer assessment to help identify ESOL population. • Develop and offer specialized academic support tailored to fit the needs of the increasing international student population.

#### Outcomes

Minority students will be prepared for the transition to higher education and occupational careers. The increasing ESOL population will be provided additional academic support in health related courses and basic skills.

#### Measures

FY17: Visit all the high schools in the NCTC recruiting area including schools with high minority populations. Exceed negotiated targets for completion (2P1) and retention/transfer (3P1) rates for minority students; show increases over previous years.

<b>Post-Secondary Required Activities</b>	\$21,040.05
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$21,040.05
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$21,040.05

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## Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

#### Goal 4 Narrative:

The process to ensure the continuum of service provision for enabling student transition is reviewed with each new grant period. Stakeholders have received the state drafted definition of Continuous Service Provision and discussed implications of choices to students, colleges, and secondary districts. Our POS use a sequential model for brokering which includes:

- Reviewing and validating all existing articulation agreements and establishing new ones where possible.
- Identifying PSEO, College in the High School, and Online College in the High School courses that assist students in the seven developed pathways.

• Identifying NCTC college articulation agreements with other colleges and listing them on the developed Programs of Study. While we continue to use these strategies for the 7 pathways we have in place, we will reconsider the strategies as we examine how articulation is progressing in our consortium. As new models are created at the state level and in other consortia, we expect to revisit and adapt our CSP strategy. NCTC and the 29 secondary schools in this consortium have a long history of successful collaboration which has impacted students in Northwestern Minnesota in many ways. Students have seen benefits in transition, counseling, integration, articulation, online education, and nontraditional support services. A primary goal will be to continue the long-standing collaboration that Perkins III demonstrated. We know that articulation and concurrent enrollment committees are in place so we have a structure to accomplish CSP.

The consortium carefully identified all opportunities students would have to earn early college credit as we developed the seven pathways and we will identify any new opportunities as we review the POS this year. Technical Skill Assessment is an important piece in the transition work. We will continue to work with Alexandria Technical College, Northwest Technical College, and NCTC to offer Online College in the High School Classes. Our data show that our high school students enrolled in the Online College in the High School classes have a 94% success rate, higher than college-age students, and in FY16 over 1,300 students were enrolled in the two semesters.

**QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.**

The Pine to Prairie/Northland Consortium offers CTE College in the High School courses (CIHS), Tech Prep articulation and Online College in the High School (OCHS). For 2016-2017 we had Tech Prep articulation in Health, Business and Transportation. In 2016-2017 we had 31 students receive Tech Prep certificates. Northland Community and Technical College had 15 high schools participating in the College in the High Schools program, offering 75 courses. A total of 418 high school students participated in CIHS courses through Northland in the 2016-2017 school year. 97% of all course grades were a "C" or higher. College in the High School programs for both academic and CTE courses are becoming more difficult because of the Higher Learning Commission's insistence that secondary teachers have a Master's Degree in the subject or a Master's Degree in another field and 18 credits in the discipline. High school CTE teachers have to meet the qualifications as college faculty in order to teach CIHS courses which can be difficult to achieve.

The OCHS program has been an effective avenue for students to receive college credit in both the academic and CTE areas. OCHS courses are taught by the college faculty so there are no concerns related to teacher qualifications. The OCHS program has seen tremendous growth. In 2014-2015 over 30 high schools participated and over 1,200 students received college credit. In 2015-2016 over 40 high schools participated and over 1,300 students received college credit. In 2016-2017 over 50 schools participated and over 1,400 students received college credit. The completion rate for these students has remained above 93 percent. Northland faculty taught 17 OCHS courses in 2016-2017 with a total enrollment of 408 students.

**QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?**

Credits earned by high school students in the College in the High School (CIHS) program are included on their Northland College transcripts because they are actually registered as NCTC students taking Northland College courses. OCHS credits are also transcribed directly on the student's college transcript just like any other course. There is no way to tell from the transcript whether a course is CIHS, OCHS, or a traditional college course; all three course types are transcribed in the same way. When a high school student enrolls in an OCHS course, they also enroll in the college of their choice which may be either Alexandria Technical & Community College, Northwest Technical College, or Northland Community and Technical College.

High school students completing Tech Prep articulated courses with a grade of "A" or "B" can receive college credit for the courses from NCTC. The teacher notifies the secondary Perkins coordinator that a student has successfully completed a Tech Prep course. The Perkins coordinator sends a congratulatory letter to the student's parents and sends the student a Tech Prep certificate. When the student enrolls at NCTC and presents his or her Tech-Prep certificate(s), they are awarded college credit in accordance with the specific agreement.

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## Goal 4 Objectives

### Goal 4 Objectives 1

#### Use of Funds

R10 Collaboration, R11 Articulation

#### Strategies

4.1. NCTC will host a MN Education Fair with representatives from regional colleges from a 7 state/province area. • Campus visit days will be held for potential new students. • On-campus career exploration events will be held on both campuses for high school juniors and seniors to explore available programs and gain hands-on experiences with programs of study NCTC offers. • NCTC will participate in the Northern Valley Career Expo (Grand Forks, ND) and the Northern AdvanEdge Career Expo (Bemidji, MN) to showcase technical programs to high school students and provide information on regional occupational demands and training programs to help them prepare for these careers. •NCTC representatives will attend career/college fairs throughout Minnesota and North Dakota to highlight programs and career choices for potential students.

#### Outcomes

Secondary students will be better prepared to make informed program and college choices by attending these events. They will be aware of transition opportunities between programs/schools.

#### Measures

FY17: One education fair will be held, daily campus tours will be available and two career expo days will be held. Ten or more NCTC technical programs will be represented at the Northern Valley Career Expo. Northland representatives will attend 25 career/college fairs in North Dakota and Minnesota.

#### Reallocation Explanation

Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,000.00

### Goal 4 Objectives 2

#### Use of Funds

R10 Collaboration, R11 Articulation

#### Strategies

4.2. Academic Success Center personnel review Individual Education Plans (IEPs) of high school students planning to attend NCTC. • Academic Success Center personnel are involved in college tours and admissions to enhance transition services. • Provide Kuder Interest Inventory to area high school students to raise awareness of the courses at NCTC and to promote preparation for a successful post-high school transition. • Post-Secondary and Secondary Counselors involved with transition activities for high school students.

#### Outcomes



Transition services for high school students planning to enroll at NCTC will be provided.

#### Measures

FY17: All student IEPs presented are reviewed by NCTC's Academic Success Center and accommodations or other services are arranged/made available. Kuder Inventory is available to all consortium high schools and to NCTC students.

#### Reallocation Explanation

Post-Secondary Required Activities	\$14,050.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$14,050.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$500.00
Secondary Total	\$500.00
Total	\$14,550.00

#### Goal 4 Objectives 3

#### Use of Funds

R4 Develop/Improve/Expand the use of Technology, P2 Counseling, P10 Student Transition

#### Strategies

4.3. At the secondary level, provide MCIS subscriptions and training as well as other counseling tools to secondary schools to assist students in their Programs of Study and transition plans. For schools not using MCIS, make them aware of the free GPS Lifeplan resources. • Identify what counseling tools are used in each secondary district and purchase MCIS, Accuplacer curriculum, practice tests, and other resources for those needing such resources. • Provide career planning portfolios for secondary districts needing these resources • Provide field trips, job shadowing, and career fair opportunities to students. • Coordinators will work with appropriate staff to oversee accomplishment of the objective.

#### Outcomes

Students will have effective counseling and assessment tools to assist them in their course selection, career choices and transition plans.

#### Measures

FY17: MCIS, the Accuplacer curriculum and career planning portfolios are provided for secondary districts. 450 students to participate in field trips, job shadowing, or career fair opportunities. APR reflects that the coordinators/consultants have addressed all strategies.

#### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,204.91
Secondary Permissible Activities	\$0.00

Secondary Reserve	\$255.35
Secondary Total	\$3,460.26
Total	\$3,460.26

#### Goal 4 Objectives 4

**Use of Funds** R10 Collaboration, R11 Articulation

##### Strategies

4.4. Consortium will work with stakeholders to consider CSP and determine appropriate actions. Consortium will review all POS and ensure that articulation, PSEO, and concurrent enrollment are up-to-date. Best practice efforts from Perkins III relating to CSP such as Tech Prep agreements, On-Line College in the High School, College in the High School and current articulation agreements will be sustained through all POS efforts. Coordinator will work with colleges and high schools to maintain viable Tech Prep agreements. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

##### Outcomes

High School students will have multiple paths to college credit and all high school students in grades 9-12 will have individualized transition plans.

##### Measures

FY17: APR will reflect that over 600 students are earning college credit through multiple pathways. All students in grades 9-12 will have individualized education plans. APR reflects that the coordinators/consultants have addressed all strategies.

##### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,100.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.00
Secondary Total	\$3,100.00
Total	\$3,100.00

#### Goal 4 Objectives 5

**Use of Funds** R10 Collaboration, R11 Articulation

##### Strategies

4.5. Area high schools will be visited in school year 2016-2017 to present the College in the High School program to faculty and administration. • Interested high schools will receive a list of available courses and the common course outlines for those courses. • High schools will apply for approval of their plan to teach NCTC courses in their high schools. The application will include instructor credentials and a proposed course syllabus that meets the NCTC common course outline for the proposed course. • NCTC technical program departments will review the high school application to approve the application. • NCTC technical program departments will assign a mentor to partner with the high school instructor. • High school instructors, administrators and mentors will meet for a one day in-service. • High school instructors and mentors will meet at the high school site at least 2 times per semester.

## Outcomes

Introductory level technical courses will be offered to area high schools in FY17.

## Measures

In FY17: There will be 3 area high schools involved in teaching NCTC technical courses in Automechanics and Welding/Manufacturing. Mentors/high school instructors and administrators will meet on-campus at NCTC in November 2016 for in-service on the College in the High School program. 90% of the high school students taking the course will receive a college grade of C or better.

## Reallocation Explanation

Post-Secondary Required Activities	\$4,386.67
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,386.67
Secondary Required Activities	\$2,900.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,150.00
Secondary Total	\$4,050.00
Total	\$8,436.67

## Goal 4 Objectives 6

### Use of Funds

R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees

## Strategies

4.6. Organizational structure of the Pine to Prairie/Northland consortium enables collaboration that ensures student success. • Sustain Executive Committee made up of 3 superintendents and 3 administrators from NCTC. • Sustain individual advisory boards for NCTC and Pine to Prairie to ensure student success is being met at each level. Coordinators will ensure collaboration and continuity for students.

## Outcomes

State and local data reflects increased student success due to collaboration of stakeholders.

## Measures

FY17: State data for 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, and 6S2 reflect that student achievement has been sustained in the new consortium. FY17: State data for 1P1, 2P1, 3P1, 4P1, 5P1 and 5P2 reflect that student achievement has been sustained in the new consortium.

## Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$800.00
Secondary Permissible Activities	\$0.00

Secondary Reserve	\$600.00
Secondary Total	\$1,400.00
Total	\$1,400.00

#### Goal 4 Objectives 7

Use of Funds	R1 Academic Integration , R6 Assessment , P10 Student Transition
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#### Strategies

4.7. In FY17 utilize secondary TSA in Auto, Health Therapeutics, Diagnostic Services, Health Informatics, Administrative Support, Construction, and Plant Systems to facilitate student transition. Provide staff development and necessary resources to meet TSA targets. 2S1 target has been met, but continued improvement will be expected.

#### Outcomes

Student performance results on TSA's continue to improve as a result of curriculum modifications and purchased resources.

#### Measures

FY17: State data for 2S1 shows a 5% improvement over FY16.

#### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,481.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,100.00
Secondary Total	\$2,581.00
Total	\$2,581.00

#### Goal 4 Objectives 8

Use of Funds	R10 Collaboration, R11 Articulation
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#### Strategies

4.8. NCTC will work with Alexandria Technical College, Northwest Technical College, and the 4 area secondary consortiums including Pine to Prairie to expand college course offerings.

#### Outcomes

The consortium will continue to offer and expand CTE Online College in the Classroom. Additional Pine to Prairie high schools will utilize the OCHS program.

#### Measures

For FY17: Will offer 10 CTE courses per semester through OCHS (Online College in the High School) to area high school students. Two additional Pine to Prairie schools will participate in the OCHS program.

#### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,250.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,250.00
Total	\$3,250.00

#### Goal 4 Objectives 9

Use of Funds R2 Programs of Study

##### Strategies

At the secondary level, provide MCIS to assist students in their Program of Study and transition plans.

##### Outcomes

Students will have effective counseling and assessment tools to assist them in their course and career choices.

##### Measures

MCIS is provided to all secondary districts who utilize the MCIS program.

##### Reallocation Explanation

Pine to Prairie's allocation for 2016-2017 was reduced by approximately \$9000 from the previous year therefore we need the reallocated dollars to continue to offer the MCIS subscription to the participating schools.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$7,277.17
Total	\$7,277.17

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## Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

### Goal 5 Narrative:

The Pine To Prairie/Northland consortium has the advantage of a long history of collaboration and positive relationships in articulation, online college classes, and support for non-traditional students. Matriculation patterns of students reflect that the geography and collaboration has and will continue to be a factor in student decisions about postsecondary choices. Past history with stakeholders in this consortium indicates that collaboration will be shared and mutual, and as new stakeholders join, we will continue to foster that “corporate culture” of mutual respect and responsibility. We continue to use an Executive Board for the consortium as well as monthly meetings with Deans, Superintendents, and Principals. The Executive Board and the Pine to Prairie Cooperative Board monitors fiscal rules for operations, collaborative budget development, and promotion of the consortium vision. Each entity in the consortium will put in place the accountability measures necessary to ensure that student success is achieved. The college, each of the 29 high schools, and the consortia boards as a whole will review all state data to determine which actions are necessary to improve student performance. Consortium activities and resources are and will be directed toward those identified needs. We will use technical skill assessments to improve our CTE programs. Fiscal responsibility rests with Pine to Prairie and NCTC and current fiscal practices will be modified as the law and state require. In short, we expect all processes and structures to be dynamic with student success being the dominant concern. We will collaborate with other consortia on POS and CSP and reach out to other MNSCU campuses to meet needs we cannot meet. We will collaborate with other consortia in the state to adopt practices that are effective in assisting students in their career goals.

**QUESTION: What activities were conducted that help sustain the consortium?**

The secondary and post-secondary Perkins coordinators meet on a bi-monthly basis to discuss the Perkins goals and activities that need to be accomplished throughout the year. In addition, the two coordinators have common meetings throughout the year where they meet as well. All superintendents and college administration meet in the fall to discuss issues affecting CTE such as the cost of tuition for CHS, and HLC credentialing requirements.

A meeting was held September 9<sup>th</sup> of 2016 to discuss tech prep articulations between consortium high schools and the college. The meeting was attended by both secondary and postsecondary coordinators along with college administrators and high school teachers representing programs being considered. An overview of past tech prep articulations was conducted and new articulations were reviewed and approved in the health diagnostics pathway. Articulation agreements for four high school courses were approved. Students who complete these courses at their respective high schools will be given a certificate which can be taken to NCTC where the student will receive college credit once they are enrolled at the college.

The Pine to Prairie coordinator meets November through March with the Pine to Prairie Principals. He meets monthly with the superintendents from September through April, and meets with counselors two times a year at the Northwest Counselors meetings. The Perkins coordinator meets with CTE teachers at least twice a year during school visits. In addition, both the secondary and postsecondary Perkins coordinators attend the state MDE/MACTA meetings.

The Perkins secondary coordinator worked closely with NCTC administrators and faculty to design and obtain funding for two mobile manufacturing labs and two mobile welding labs to be used throughout the consortium high schools. In 2016-2017 the research was done and the appropriate equipment was purchased along with the trailers. All trailers were ready to go by the start of the 2017-2018 school year. These trailers house cutting-edge technology to be shared among schools in the Pine to Prairie consortium. These mobile labs will allow students to be exposed to CTE fields that they might not otherwise experience. Northland faculty identified the equipment to be purchased for the mobile labs, all of which is portable and can be set up quickly. These labs include simulated equipment such as welding simulators that can be used without having to be concerned about the normal safety requirements needed when using actual equipment. Also, simulators allow for savings in the recurring costs of having to purchase supplies and materials for the training. NCTC faculty met with high school teachers during the summer to provide training on set-up and use of the equipment. A rotation schedule has been set up for all consortium high schools for the academic year and these mobile labs will move from one high school to another. This is especially important for small, rural schools that don't have the capabilities to conduct these types of CTE courses otherwise. Training provided through the use of these mobile labs will tie directly to postsecondary programs at Northland in welding, electronics, and manufacturing, thereby strengthening these programs of study.

The Pine to Prairie executive board invited the Perkins postsecondary coordinator to participate in the interviews during the selection process for the new Pine to Prairie Cooperative Center executive director and Perkins secondary coordinator.

**QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).**

The leadership team at the secondary level consists of the Carl Perkins coordinator and six superintendents who make up the executive team. At the postsecondary level the leadership team consists of Northland's vice president for academic and student services, division chairs, academic and student affairs deans from both campuses, and the postsecondary coordinator. Business and industry partners are involved through the program advisory committees and the campus advisory committees. The college works closely with community leaders to ensure that it is meeting the needs of the local community.

The secondary Perkins leadership team meets monthly with the other superintendents in the consortium to discuss Perkins activities, report on progress of the grant, and to discuss Perkins targets and how we can improve. The Perkins coordinator also reviews the activities of the grant that were conducted during the previous year as well as reviewing results of 1S1-6S1.

The postsecondary coordinator meets weekly throughout the year with the deans responsible for technical programs and the vice-president for academic student affairs. During these meetings college leadership has the opportunity to discuss Perkins activities, report on progress of the grant and to discuss the budget as it relates to Perkins funds and the expenditure of these funds.

The secondary and postsecondary Perkins Coordinators communicate with each other at least once a month to discuss meetings and activities. The leadership team reviews the results of the prior year's grant and discusses goals for next year's grant.

**QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?**

The Perkins secondary and postsecondary coordinators work with their respective administrators at the college and the high schools to determine what activities or projects are needed for the consortium as a whole. A good example for Pine to Prairie/Northland was the need for skilled labor in manufacturing and welding. Because of this need, Pine to Prairie and Northland received the mobile manufacturing and welding legislative allocation. The implementation of the grant took place in 2016 with instructor training occurring in August of 2017 on how to properly set-up and use the manufacturing and welding equipment.

At the secondary level administrators and instructors are contacted through a survey in the spring of the year before the plan is written. The survey lists all of the eligible expenditures through Perkins such as MCIS, specialized supplies, equipment, professional travel, and new curriculum development where schools can spend Perkins dollars. The CTE teachers and administration in each school then complete the survey as a group and submit their requests to the coordinator. Although all requests cannot be met because of a lack of Perkins funds in rural consortiums, the coordinator does his best to meet the needs of the participating schools.

At the postsecondary level, program faculty identify needs to their division chairs annually. Administration reviews these requests and with input from the division chairs, develops a priority schedule for program purchases to be made. College administrators coordinate and agree on where Perkins funds will be applied based on these priorities. The postsecondary coordinator briefs administration and division chairs on the status of the Perkins Grant throughout the year and provides guidance on how Perkins Grant funds can be used to enhance CTE programs. For Perkins Grant funds used to fund salaries, the postsecondary coordinator works closely with College administration to determine which positions will be funded with Perkins dollars and to what level.

**QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?**

The Pine to Prairie Cooperative and Northland Community and Technical College are continually looking at other sources of funding to further improve the education and career opportunities for our high school and college students. During the 2016 legislative session Pine to Prairie/Northland Community and Technical College and Lakes Country Service Cooperative received a \$900,000 grant for mobile manufacturing and welding labs.

CTE equipment for all programs has become very expensive. The participating school districts do a great job of leveraging the Perkins dollars with local dollars to purchase equipment for the CTE programs. This past year examples of equipment purchased include: Miller wire feed welder, Epson Projectors, 3D printers, and a laser level.

Pine to Prairie is currently working with Northland Community and Technical College for funds to enhance our College in the High School CTE courses. The funds would be used to develop CTE college course curriculum that could be used by the high school CTE teachers. When using this curriculum the students would receive transcribed college credit.

Pine to Prairie/Northland Community and Technical College applied for and received a Minnesota Career Pathway Continuous Improvement Project (CPIP) grant. The goals of this grant will be to develop a RPOS in the Manufacturing Production Process Development pathway, develop relationships with industry partners to identify future work-based learning experiences, develop a pipeline of skilled workers for northwest manufacturers, engage business and industry partners and to expose secondary students to opportunities in manufacturing careers.

NCTC has an 8"x20" enclosed trailer complete with nearly all the equipment needed to run a VEX Robotic competition tournament. The Robotics trailer has already supported robotics tournaments in East Grand Forks, Fisher, St. Cloud, and Erskine. The trailer brings robotics events into the local communities allowing parents, relatives, and community members to see first-hand what these robotics tournaments are all about. The 360 Center for Manufacturing Excellence provided \$19,450 to create the Pioneer Robotic Trailer along with \$4,000 in private donations. <http://northlandcurrents.com/2017/01/11/northland-comm-tech-college/pioneers-robotics-trailer/>

Along with the aerospace renovation at the Thief River Falls airport, related industries have partnered with NCTC, providing equipment donations, job placement, and industry expertise to guide curriculum to what our students need to be successful. Significant equipment donations include Minnesota-based manufacturer Sentera LLC, donating many small UAS including fixed-wing and multi-rotor systems and camera sensor payloads. Insitu, a subsidiary of Boeing, recently donated a quarter-of-a-million-dollar takeoff and landing system for a tactical-size UAS. Northrop-Grumman donated more than 13 airframes, including fixed-wing and multi-rotor systems and all of the associated ground control station equipment. Partnerships such as these are paramount to setting our students up for success by allowing them access to work on the technology they will find after graduation. [http://www.northlandcollege.edu/now/news/view.php?news\\_id=1624](http://www.northlandcollege.edu/now/news/view.php?news_id=1624)

NCTC has received several grants totalling nearly \$2.5M that impact CTE in our consortium. A total list of received, submitted, and partner grants is included as an attachment. A summary of these grants follows:

- Dept of Labor (TAACCCT), Learn, Work, Earn MN Advanced Manufacturing Partnership, \$649,567
- DEED-MN Job Skills Partnership Grant, \$293,378
- National Science Foundation (NSF), UAS Integration into Technical Education, \$599,894
- NSF, Discover Revolutionary Opportunities with Newly Educated Technicians, \$199,930
- NSF, 360 Manufacturing and Applied Engineering ATE Regional Center of Excellence, (Amount based on activity)
- MN Dept of Agriculture, Digital Imagery/Precision Agriculture, \$249,480
- Dept of Agriculture, FBM Challenge Grant, \$455,000
- Kansas State University/Federal Aviation Administration, FAA Assure, \$50,000



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## Goal 5 Objectives

### Goal 5 Objectives 1

#### Use of Funds

R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration

#### Strategies

5.1. Administrative boards at all levels examine data, student progress, labor market information, and curriculum. Executive and Pine to Prairie boards will meet to ensure that collaboration is a priority. Boards at all levels will provide leadership for marketing of Programs of Study (POS) and Continuum of Service Provisions (CSP). Boards will supervise and oversee development of processes and structures to ensure the success and sustainability of the consortium.

#### Outcomes

Student achievement increases in all indicators.

#### Measures

FY17: Secondary FY16 data indicate that all indicators have been met, so no reports or improvement plans are necessary.

FY17 targets for 1S1, 1S2, 2S1 will be 2% increases. Secondary FY16 data shows that indicators 6S1 and 6S2 were met. FY17 targets for 6S1 and 6S2 will be 1% increases.

FY17 Postsecondary: Data for 1P1 and 3P1 show 1% increases and continue to exceed negotiated targets; data for 2P1, 4P1, 5P1, 5P2 will meet or exceed negotiated targets.

#### Description

##### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$950.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,150.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,100.00
Total	\$2,100.00

### Goal 5 Objectives 2

**Use of Funds**

R8 Size/Scope/Quality, R10 Collaboration

**Strategies**

5.2. Build, operate, and sustain the Pine to Prairie and Northland Community and Technical College consortium. Pine to Prairie and NCTC will act as fiscal agents and follow appropriate fiscal rules. All boards and coordinators will use the Perkins grant and the accompanying resources to promote CTE within the region. The executive board, secondary consortium boards, and NCTC boards will collaborate and foster positive relationships with all stakeholders and these boards will share resources and grant goals. All stakeholders will consider the Continuum of Service Provision and determine what best meets student needs based on matriculation patterns of students and emerging student POS needs. The executive committee will lead the consortium and provide continuity, shared vision, and a “corporate culture” of mutual respect, shared goals, and concern for student success.

**Outcomes**

All stakeholders recognize the benefit of the Perkins consortium. The executive boards, advisory boards, and committees will meet in a timely manner and make decisions that best support student improvement and transition to college and careers.

**Measures**

FY17: College and Pine to Prairie records and the Annual Performance Report will reflect that structures and boards have been sustained, appropriate CSP procedures are in place, and fiscal rules have been followed.

**Description****Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$3,600.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,600.00
<b>Secondary Required Activities</b>	\$1,650.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,650.00
<b>Total</b>	\$5,250.00

**Goal 5 Objectives 3****Use of Funds**

Secondary Admin Cost

**Strategies**

Secondary Admin Cost Only

**Outcomes**

Secondary Admin Cost Only

Measures

Secondary Admin Cost Only

Description

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$8,214.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,214.00
Total	\$8,214.00

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**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

## Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

## Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## Verification

I have looked over these budget numbers.

## Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services

PinetoPrairie\_LincolnHS\_Therapeutic  
Services \_ MN Programs of Study \_  
ISEEK.pdf

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## Progress Update for Programs of Study and TSA

**QUESTION:** Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

*Please be sure to include progress on technical skill assessments in your explanation.*

At the secondary level the TSA's have continued to be a work in progress as we develop programs of study. In 2014 we did meet the target and then again in 2015 we did not meet our target, missing it by 4%. In 2016 we had a target of 50.20% and a reporting error showed our actual at 18.37%. After taking into account the reporting error our actual score should have been at 43% which means we missed our target by 7.2%. In 2014-2015 we had two instructors leave and two new instructors came into school districts where we were doing the TSA testing. In 2015-2016 we had two more instructors leave so training was held for the new instructors on how to do the testing. Often times when a new teacher comes in they learn that their curriculum does not cover all the objectives that were on the TSA test. For 2016-2017 we continued to push the idea that all instructors should be using some form of TSA testing in their courses. One example of this is the use of Precision Exams where the standards and objectives have been industry certified and the tests follow these standards.

At the postsecondary level, TSAs are identified for all 7 state-approved POSs as indicated in our FY17 Perkins Plan. Programs that have state or national certification exams available take those exams. NOCTI exams are used for other programs. For the programs using NOCTI testing, faculty tend to make the tests available to students on an optional basis. As postsecondary coordinator, I try to convince faculty to encourage their students to take the NOCTI tests because not only will they receive feedback on what students are learning compared to those in similar programs, but we will also receive more accurate results for 1P1, Technical Skill Attainment. The following NOCTI tests were administered during FY17:

NOCTI EXAM	NCTC PROGRAM	# STUDENTS TESTED DURING FY17	GROUP EXCEEDED NATIONAL STANDARDS?
1203 General Management	Business AS	4	Yes
4153 Retail Merchandising	Sales, Marketing, & Management AAS	5	No
4130 Electrical Construction	Construction Electricity Diploma	14	No
4900 Accounting Advanced	Accounting AAS	6	No
4514 Computer Networking	Computer Networking AAS	6	Yes
4115 Carpentry	Carpentry Diploma	7	No
3095 HVAC	HVAC Diploma	8	No
4101 Administrative Assisting	Administrative Assistant AAS	10	Yes
4061 Plumbing	Construction Plumbing Diploma	12	No

Northland students in the Rigorous Programs of Study, Therapeutic Services and Diagnostic Services, continue to perform well in national certification testing in comparison to national averages. The latest testing data for students completing the Practical Nursing and Nursing AD (RN) programs are students who graduated in 2016. The class average score for Nursing AD students exceeded both state and national class averages. The pass rate for Practical Nursing students taking the NCLEX-PN was 86.18% for first-time test takers; this exceeded both state and national averages. One-hundred percent of students in the Surgical Technology program took the national certification exam with 83% passing the first time. Ninety-five percent of Respiratory Therapy students who attempted the certification exam passed it. This year, 100% of Occupational Therapy students passed the NBCOT certification exam. Eleven of twelve Pharmacy Technology students passed the PTCB certification exam, for a 92% pass rate.

Also, in the Diagnostic Services pathway, eleven out of twelve graduates of the Radiologic Technology program passed the ARRT Registry exam, resulting in a 92% success rate.

Students in the Health Informatics pathway include Northland students in the Medical Coding AAS degree program. These students can take the AAPC CPC Exam following graduation, but Northland does not receive results from this organization on how our students performed.

Northland programs in the Facility & Mobile Equipment Maintenance pathway include Aviation Maintenance, Automotive Service, and Auto Body Collision Technology. Northland's Automotive program is NATEF-accredited and students complete ASE/NATEF end-of-program tests. Results from these exams consistently show that Northland students exceed national averages. Students in the Auto Body Collision Technology programs usually take the ASE exams, but did not do so in FY17 so there are no results to report. Aviation Maintenance students have the opportunity to complete the FAA Airframe and Powerplant Exams prior to graduation. Students in the UAS programs also have the opportunity to complete CISCO networking certification as well as certification through SpaceTEC, a national resource center for aerospace technical education.

Students in the Plant Systems pathway include Farm Operations and Management students. These students are administered the Minnesota Department of Agriculture's Licensed Non-Commercial Pesticide Applicator Exam. Program faculty do not keep track of exam results.

Although Technical Skills Assessment is robust at the postsecondary level within the consortium, there is room for improvement. The number of students completing NOCTI exams could be increased significantly, impacting those programs and 1P1 results.

## Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Health Science Technology	Health Science	Therapeutics Services	Nursing Assistant	Northland CTC		End of program		
Health Science Technology		Therapeutics Services	Health Occupations	Thief River Falls HS		070208-02		
Health Science Technology	Health Science	Therapeutics Services	Lic Prac Nursing	Thief River Falls High School		End of program		
Health Science Technology	Health Science	Therapeutics Services	AD Nursing - RN	Northland CTC		End of program		
Health Science Technology	Health Science	Therapeutics Services	Surgical Tech	Northland CTC		End of program		
Health Science Technology	Health Science	Therapeutics Services	Respiratory Tech	Northland CTC		End of program		



Health Science Technology	Health Science	Therapeuti cs Services	Occupation al Therapy Asst	Northland CTC	End of program
Health Science Technology	Health Science	Therapeuti cs Services	Pharmacy Tech	Northland CTC	End of program
Engineerin g, Manufacturi ng, & Technology	Transportat ion, Distribution , and Logistics	Facility and Mobile Equipment Maintenanc e	Vehicle Services	Mahnomen High School	170302-02
Engineerin g, Manufacturi ng, & Technology	Transportat ion, Distribution , and Logistics	Facility and Mobile Equipment Maintenanc e	Auto Service Tech	Northland CTC	End of Spring Semester
Engineerin g, Manufacturi ng, & Technology	Transportat ion, Distribution , and Logistics	Facility and Mobile Equipment Maintenanc e	Aviation Maint. Tech	Northland CTC	End of program
Health Science Technology	Health Science	Health Informatics	Health Occupation s	Thief River Falls HS	070208-02
Health Science Technology	Health Science	Health Informatics	Medical Transcriptio n/Editor	Northland CTC	End of Program
Health Science Technology	Health Science	Health Informatics	Medical Coding Spec	Northland CTC	End of Program
Health Science Technology		Diagnostic Services	Health Occupation s	Thief River Falls HS	070208-02
Health Science Technology	Health Science	Diagnostic Services	Radiologic Tech	Northland CTC	End of program

Health Science Technology	Health Science	Diagnostic Services	Cardiovascular Tech	Northland CTC	End of program
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Admin Support	Climax High School	140710-22
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Admin Support	Northland CTC	End of Program
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Admin Assistant	Northland CTC	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction Occup	Fosston HS	171000-01
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Carpentry - Residential	Northland CTC	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction Electricity	Northland CTC	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction Plumbins	Northland CTC	End of Program
Agriculture, Food, & Natural Resources		Plant Systems	Ag combined Programs	Thief River Falls HS	019901-69

Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Farm Operations & Mgmt	Northland CTC	AGRI 2260
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Engineerin g, Manufacturi ng, & Technology	Transportat ion, Distribution , and Logistics	Facility and Mobile Equipment Maintenance	Auto Body Tech	Northland CTC	End of Spring Semester
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## Improvement Report

### Improvement Report 1

Indicator Not Met:	2P1 Credential, certificate, or degree
Negotiated Performance:	60.11%
Actual Performance:	57.11%

#### General strategies planned to improve performance:

In an effort to increase the number of completers, Northland has developed several stackable certificate programs in many of the technical programs offered, providing convenient stop-out points for students. This allows students to enter the workforce in their chosen fields and return to Northland for additional training later at their convenience. In the Automotive Service Technology program, for example, two certificates, one at 18 credits and another at 21 credits, were developed that are component parts of our Automotive diploma and AAS programs. This same process has been followed in the Autobody, Aviation Maintenance, Computer Network Technology, Plumbing/HVAC, Medical Administrative, and Welding programs.

#### Comments or context for actual performance (optional):

In some fields, demand for trained workers is so high that students are offered employment prior to and without graduating from the college. This is especially true in the building trades programs and in welding. Once they achieve a certain level of skill in these fields, some students are hired away before completing their programs and are therefore counted as noncompleters.

### Improvement Report 2

Indicator Not Met:	4P1 Student placement
Negotiated Performance:	70.84%
Actual Performance:	69.98%

#### General strategies planned to improve performance:

Northland will use job-shadowing opportunities as a way to improve student placement. We conducted our first job shadowing event in Feb 2015 with participation of 45 Northland students. Feedback from students who participated was positive. This opportunity for students to connect with area employers was offered again in Feb 2016. This serves both our students as well as area employers who are looking for skilled employees.

In addition, Northland will offer more internship opportunities to students. In cooperation with the University of North Dakota (UND), we have participated in Fall and Spring internship fairs on the UND campus, where students interested in specific businesses/industries can meet with company representatives and discuss internship opportunities which may lead to long-term careers.

#### Comments or context for actual performance (optional):

Northland Community & Technical College is an active member/participant in the Business/Post-secondary Education Workforce Committee of the combined Chambers of Commerce of Grand Forks, ND and East Grand Forks, MN. The focus of this committee is to increase employer and post-secondary engagement with the intention of helping college students obtain employment in the local area. As a result of our participation, Northland partnered with the University of North Dakota, North Dakota Job Service, and local businesses and employers to participate in a new job-shadowing initiative for our students. Another initiative put forward by the committee was to increase the number of internships for post-secondary students in the Grand Forks/East Grand Forks region. With the University of North Dakota close-by, we were invited to participate in their Fall and Spring internship fairs, where interested local businesses can meet directly with students searching for internships within their career areas. This proved to be hugely successful, with 45 Northland students taking part in the initial event. By participating in these events, it is hoped that student placement rates will increase over time.

### Improvement Report 3

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	15.97%
Actual Performance:	13.73%

#### General strategies planned to improve performance:

Northland has been focusing on testimonials from graduates in non-traditional careers to promote further non-traditional participation. For example, we recently developed a promotional campaign focusing on a female graduate of our welding program who is now employed in the field. This kind of exposure is designed to encourage others to enter non-traditional programs. We are also focusing on web-based advertising which can be targeted to specific groups or communities and can be changed frequently or as required. For example, using the Programs of Study website, we have determined which high schools have programs of study that relate to technical programs taught at Northland. We are focusing our web-based advertising to potential Northland students in these geographic areas in relation to the programs of study available at the area high schools, thereby targeting students who may already be inclined to further pursue these specific programs of study. Frequent advertising on electronic billboards in high-traffic areas as well as adding evening courses in Fall 2016 should positively impact nontraditional participation by increasing awareness of available programs and options for completion.

#### Comments or context for actual performance (optional):

### Improvement Report 4

Indicator Not Met:	5P2 Nontraditional completion
Negotiated Performance:	11.00%
Actual Performance:	9.35%

#### General strategies planned to improve performance:

Northland began program-specific advising in Fall 2014 to help address the problem of low non-traditional completion. One of the goals of this program is to establish strong bonds between students and their advisors in the hope that potential problems relating to persistence are dealt with before students drop out of school. Also, advisors know students by name and can better influence them to continue through to program completion. Our Academic Success Center has been working with students to provide tutoring support to many nontraditional students; we will continue to focus many of our resources in this area.

#### Comments or context for actual performance (optional):

Nontraditional completion made a large jump from 6.91% in reporting year 2013 to 10.05% in 2014. Data for the 2014-2015 reporting year shows a 5P2 rate of 9.35%; although this is a slight drop from the previous year, we believe the trend is increasing and our negotiated target of 11.00% will be attainable in FY17.

### Improvement Report 5

Indicator Not Met:	6S1 Nontraditional participation
Negotiated Performance:	31.55%
Actual Performance:	31.23%

#### General strategies planned to improve performance:

According to the FY 13-14 annual Carl Perkins report Pine to Prairie's non-traditional enrollment is low in the following career cluster areas: Manufacturing, Transportation, and Construction. Each of these areas are below our target enrollment of 31.55%. 1. At site visits at school districts with programs in the 3 fore-mentioned areas discuss non-traditional recruiting techniques with instructors.

2. Consortium coordinator will also review recruiting posters to assure females are included. Coordinator will also view the culture of the classroom to assure that instructors are not biased in their instruction. 3. Reinforce with counselors and CTE instructors the use of the non-traditional handbook. There are numerous activities in the handbook that can be used to help non-traditional recruitment. 4. There are numerous webinars now available for non-traditional recruitment. The coordinator will review the webinars and send information about the webinars to teachers and counselors. 5. The coordinator will also watch webinars and send a synopsis of the webinars to staff and counselors.

During the past year the secondary consortium coordinator has sent short emails to instructors encouraging them to recruit and work with non-traditional students. Ideas include non-traditional speakers, on field trips talk to the businesses about introducing non-traditional employees to the students. Assure that classroom posters include non-traditional students, and have open houses just for non-traditional students and parents. Instructors appreciate the ideas and the manner in which they are delivered via short emails. I also include the counselors in all of the emails as well.

Our non-traditional enrollment has improved over the years from a low of 19% to a current 31%. Ideas and cultural changes take a while to enact, but we think we are making progress.

**Comments or context for actual performance (optional):**

#### **Improvement Report 6**

<b>Indicator Not Met:</b>	6S2 Nontraditional completion
<b>Negotiated Performance:</b>	20.83%
<b>Actual Performance:</b>	19.01%

**General strategies planned to improve performance:**

The main problem we have with meeting indicator 6S2 non-traditional completion is that in many of our small schools we have introductory CTE courses, but the schools do not have the budgets to offer advanced level courses. In many of our schools we offer introductory level CTE courses in a number of areas and encourage students to explore a number of different areas while still in high school. The culture is one of encouraging career exploration and not concentrating in one CTE area. At the high school level this may be a worthwhile strategy. That being said the consortium coordinator will review the data with school district administration, counselors, and CTE staff. We do in a number of our schools have sequential CTE courses and we will work with the school staff to encourage students to think about concentrating in one CTE program. Construction programs and Auto programs are the CTE areas where we do have sequential courses. The consortium coordinator during site visits will work with instructors and counselors on encouraging students to take advanced level Auto and Construction courses.

**Comments or context for actual performance (optional):**

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## **Status Report on Improvement Report and Plan**

**QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.**

Secondary: At the secondary level our targets for 6S1 and 6S2 were missed by .32% and 1.82% respectively in FY 2014. In FY 2015 and 2016 our targets were met so we feel good about the progress that was made in meeting these goals. The coordinator actively searches out information that he feels would be beneficial to instructors, principals and superintendents. This information could be in the form of articles or webinars for example. At the counselors and principals meetings the coordinator reviews the targets and results for the indicators and stresses the importance of working towards meeting these goals. As the coordinator visited CTE classrooms he assessed the male/female ratio of classes and talked to the instructors about the student makeup of their classes. The Perkins coordinator reviewed 6S1 and 6S2 data for each of the Pine to Prairie schools and made a special emphasis to talk to the school staff where their percentages were off target. Most of our CTE staff teach junior and senior high classes and the director stressed the importance of recruiting nontraditional students during their junior high classes.

NCTC has developed testimonials from nontraditional students to use in advertising to promote nontraditional careers to students. We will continue to do this with additional students who have performed well in their programs and that are willing to participate. We have used these stories on our website. The following links include examples:

<http://nctcstories.com/spotlights/meet-sean/>

<http://nctcstories.com/spotlights/meet-rachelpich/>

In our 5P1 improvement plan, we mentioned producing videos to promote CTE programs at Northland. Four videos were produced by a commercial source and funded with Perkins dollars for the following programs: Criminal Justice, Aviation Maintenance, Respiratory Therapy, and Welding. Our Marketing department is in the process of developing overlays for these videos. Once complete, the videos will be used in targeted market areas to promote enrollment in these programs. We have included this program in our FY18 Perkins Plan and we plan to produce videos for an additional 4 CTE programs.

Advertising dollars were used more efficiently by investing a larger amount in web-based advertising targeting specific market areas of interest. In this way we can focus our advertising on specific geographic regions that may have more potential students interested in these programs. We will continue to target web-based advertising to market our technical programs. For example, Northland's Imagery Analysis and Geospatial Intelligence Analysis programs will soon be offered online and the goal is to reach a larger number of potential students since there are few similar programs nationwide. Marketing to larger metropolitan areas via the internet may yield better enrollment results for these programs without spending more on advertising dollars.

**QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.**

The postsecondary coordinator works closely with faculty division chair representatives throughout the year to obtain feedback on technical programs. Data such as program enrollment including both headcount and FYE, student success rates, and costs to deliver the program are considered to determine overall program health. Through the program sustainability process of reviewing the performance or status of specific technical programs, college faculty and administrators including the postsecondary coordinator develop action plans for those programs that are performing poorly. Some of the action plan items are incorporated into our Perkins improvement plans and reports. This process is described in more detail in the next section regarding written improvement plans.

**QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?**

Secondary: Because we are a small rural consortium, many of our schools have classes with low numbers of students. Because of this the number and type of student registering for a class can make a huge difference in the percentages. We believe that through continued efforts of communication with our teachers and administrators that we will continue to see positive growth in our indicators. We will continue to track the data to see if we are enacting a change in the instructor's ability to recruit students for their CTE programs and whether students are completing their CTE courses.

The purpose of our efforts this year was to improve performance in our performance indicators. We see, however, that 2P1 data (credential, certificate, or degree) for reporting year 2017 (cohort entry year 2015) shows a decrease to 59.38% from 62.79% the previous year, coming in just below our 2P1 target of 60.11%. We believe that our 2P1 rate has decreased due largely to our overall decrease in enrollment and the increase in the number of part-time students vs. full-time students.

Rates for 5P1 and 5P2, however, have increased to 17.56% and 11.47% for 2017, exceeding negotiated targets of 15.50% and 11.00%. We are happy to see our 5P1 and 5P2 rates exceed our targets, however, we realize that with few numbers of students in the nontraditional category, a small change in number of students can lead to a significant jump in percentage. We have failed to meet our 5P1 and 5P2 targets for several years straight, so these increases are welcome news.

---

## Improvement Plan Action Steps

### Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

5P1 Nontraditional participation

#### Action Steps to improve the performance

Target web-based advertising to nontraditional populations.

1. Develop videos showcasing technical programs offered at NCTC. Include links to these videos on the college website and social media platforms.
2. Continue to promote personal success stories of NCTC nontraditional graduates who have achieved successful employment in their fields.
3. Target web-based advertising to specific regions or population centers to promote NCTC technical programs.

#### Resources Needed

Funds for advertising and for production of videos.

Videos will be produced beginning in July 2016 and will continue until complete or until available funds are expended. We had hoped to begin this process last year, but found that it would take longer than anticipated. Also, our interim marketing director had too many other priorities to get this project moving in FY16. At this point, we have already identified several vendors for this project. We also have a better understanding of the process and timeline necessary. More personal success stories will be produced and advertised on the Northland website as individuals can be identified and agree to participate in the program.

#### Timeline

#### Person(s) Responsible

Academic Deans, Director of Marketing/Communications.

#### How will progress be documented?

Web-hits on the NCTC website will be monitored to see if video content and success stories are drawing prospective applicants to CTE programs on the NCTC website. Enrollment of nontraditional students will be tracked to determine the effect of the advertising. Data for indicator 5P1 will be monitored to determine changes in nontraditional participation.

*Could be by demographic characteristic, school, program, other*

#### Sub-populations or groups where gap exists:

The gap exists in all areas as there are few nontraditional students by gender.



**Describe any contextual factors that might contribute to this gap:** Since there are opportunities in nearly every field, there is little interest or incentive for students to pursue nontraditional fields in this region.

**Further Information**

*Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:*

See attached document entitled "CTE Videos" for background information on use of CTE promotional videos. Also, see attached file "Finding Her Passion in Welding." This story appeared as a headline article on the Northland website.

**Improvement Plan Supporting Documents (optional, not required)**

**Improvement Plan Action Steps 2**

**Indicator Number (i.e. 1S1 or 2P1)**

5P2 Nontraditional completion

**Action Steps to improve the performance**

1. Investigate why the number of males in health careers has reduced significantly.
2. Investigate specific program admission requirements to determine if they have had an impact on enrollment.
3. Direct college recruiting efforts to attract students into nontraditional career areas (See 5P1).
4. Determine what barriers exist that prevent nontraditional students from completing programs. Work to mitigate these barriers.
5. Increase Program and Degree Options. Evaluate existing programs for appropriate stop-out points (certificate, diploma, etc.) to meet needs of nontraditional students. Formalize offerings for part-time degree options to meet student demands.
6. Foster stronger relationships between advisors and students to achieve increased completion rates. Review and improve the Program Specific Advising model.
7. Increase engagement opportunities with at-risk students.

**Resources Needed**

staff time

**Timeline**

Work will continue throughout FY17.

**Person(s) Responsible**

Academic deans, Dean of Student Services, Director of Academic Success Center, Division Chairs.

**How will progress be documented?**

Work completed in various committees and/or work groups will be documented in meeting minutes. Track nontraditional enrollment and persistence/completion.

*Could be by demographic characteristic, school, program, other*

**Sub-populations or groups where gap exists:**

The total number of males in nontraditional programs (primarily health careers) dropped significantly from the previous year.

**Describe any contextual factors that might contribute to this gap:**

The availability of child care in the area of our two campuses may be a factor in retention of nontraditional students. As described in 3P1, the robust economy in NW Minnesota and neighboring North Dakota may be drawing students out of the classrooms and into available jobs.

#### **Further Information**

*Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:*

Nontraditional completion numbers will improve as a consequence of increased college enrollment in nontraditional career areas. Stakeholders include academic deans, program directors of nontraditional programs, and faculty members in these programs. Information will be pulled from ISRS data for enrollment and completion.

**Improvement Plan Supporting Documents (optional, not required)**

---

## **Other Information**

**Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.**

In addition to Annual Program Assessments completed by the faculty, each year the college reviews all technical programs to determine how each is performing. This is based on a variety of objective data gathered including program enrollment in both headcount and Full-Year Equivalent (FYE), graduate placement, financial cost, wage and economic data, job availability in the field, and student success rates, just to name a few. We also review Minnesota State cost study data to compare the costs of our programs to similar programs throughout Minnesota State. Based on this program assessment, college administrators are able to make management decisions on which programs to continue and which to bring to a close. If the decision is reached to continue a program even though it is facing challenges, an action plan is developed to attempt to mitigate problem areas and improve program performance. Much of the data for this process is obtained from ISRS using EPM 11 reports. We also look at employment and economic data from DEED and from the careerwise website ([www.careerwise.mnscu.edu](http://www.careerwise.mnscu.edu)).

In addition to college administrators including the chief academic officer and academic deans, faculty members, academic advisors, marketing staff, enrollment management staff, etc., are also included in this process. The goal is not to eliminate academic programs, but rather to fix academic programs so that they have healthy enrollment and are producing graduates needed by the workforce for high-wage, high-demand, highly-skilled jobs.

A series of meetings is conducted including the stakeholders listed for the purpose of developing and implementing an action plan for the coming year. This requires input from all participants through the brainstorming process to generate ideas. No one person has all the answers, so a diverse group of participants is best when identifying ideas to enhance academic program performance. The best ideas are included in the program action plan which is then implemented by the team. Follow-up meetings are held to review progress being made and determine whether adjustments are necessary to keep the process on track. This process has been instrumental in saving several academic programs from closure. It has also helped to identify those programs that no longer serve a valid need for the community. Program sustainability reports for some programs are included in the attachments to illustrate the types of data considered.

---

## **Related Improvement Plan documents**

**Upload any additional supporting documents here.**

CTE Videos.pdf

**Upload any additional supporting documents here.**

JOB SHADOW EMPLOYERS.pdf

**Upload any additional supporting documents here.**

**Upload any additional supporting documents here.**

**Upload any additional supporting documents here.**

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## Attachments



Photo of Northland House Project

94 KB

File Name	Description	File Size
Community Advisory Committee Members 2017-2018.xlsx	Community Advisory Committee Membership for East Grand Forks and Thief River Falls campuses	38 KB
NCTC Grants Summary .pdf	Summary of NCTC grants received, applied for, and pending.	198 KB
Nursing Minutes.pdf	Example of Nursing Advisory Committee Minutes	202 KB
Nursing Practical_FY2016.pdf	Program Data collected to assess Practical Nursing Diploma program performance.	96 KB
Radiologic Tech Minutes.pdf	Example of Radiologic Tech Advisory Committee Minutes	179 KB
Respiratory Ther_FY2016.pdf	Program Data collected to assess Respiratory Therapy AAS program performance.	95 KB

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## Other Summary Comments

### QUESTION: Summary Comments

*If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.*

The Pine to Prairie/Northland Consortium coordinators look forward to improving Career and Technical Education in Northwest Minnesota in the years to come. The consortium is fortunate to have a new secondary coordinator who is determined to continue the success of his predecessor. He is working diligently to establish himself in the region and to develop relationships with high schools within the consortium and with Northland Community & Technical College.

The consortium does face some obstacles, however. High school enrollment is decreasing in the region which contributes to lower postsecondary enrollment and graduation rates. There is more that can be done to make students aware of available Programs of Study and help them navigate the process from high school to postsecondary education and ultimately into the workforce. We intend to find ways to make this happen. The good news is that our economy is strong and jobs are available in many high-wage, high-skill careers.

Our consortium would like to enhance Programs of Study through continued involvement of all stakeholders in identifying innovative ideas and using Perkins resources to implement them. At the postsecondary level, we would like to free-up resources to use for innovative ideas and to invest in the latest equipment. Nearly 70% of FY17 postsecondary Perkins funds were budgeted for salaries; we must find ways to fund salaries through the general fund and reserve Perkins resources for other investments.

## Therapeutic Services at Lincoln High School / Thief River Falls

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Enter the Program of Study information specific to this school and pathway.

[High School Courses](#)
[Enhanced Learning](#)
[Post-Secondary Connections](#)
[Status & Validation](#)
[View All \(read only\)](#)

### Status and Validation

Approval Level: ☐ State ☐ Consortium ☒ State RPOS

Approval Status: ☐ In Progress ☐ Inactive  
☐ Submitted to Consortium ☐ Approved by Consortium  
☐ Submitted to State ☒ Approved by State

Date of this status: 03-12-2014

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components	Level 1	Level 2	Level 3
<b>Legislation and Policies:</b> Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Partnerships:</b> Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Professional Development:</b> Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Accountability and Evaluation Systems:</b> Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>College and Career Readiness Standards:</b> Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Course Sequences:</b> Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Credit Transfer Agreements:</b> Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Guidance Counseling and Academics:</b> Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Teaching and Learning Strategies:</b> Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Technical Skills Assessments:</b> National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

### HS Courses



Subject	9th Grade	10th Grade	11th Grade	12th Grade
<b>Language Arts</b>	29 cr. required  Literature and Language 9  Composition 9	4.5 cr. in Lang. Arts  Literature and Language 10  Honors Literature and Language 10	Literature and Language 11	Literature and Language 12  AP English, gr. 11-12 ( <a href="#">AP</a> )
<b>Math</b>	3 cr. required  Algebra, gr. 9-12  Intermediate Algebra, gr. 9-12	Geometry, gr. 9-12	Algebra II, gr. 10-12  Pre-Calculus, gr. 11-12  Consumer Math Applications, gr. 10-12	Trigonometry, gr. 10-12  Calculus I, gr. 11-12  Calculus II, gr. 11-12  College Transitions Math, gr. 12  Math 12, .5 cr
<b>Science</b>	3 cr. required  (rc) Physical Science  (rc) Advanced Physical Science	(rc) choose one  Biology, gr. 9-12	Chemistry, gr 10-12  Advanced Chemistry, gr. 10-12	Forensic Science, gr. 11-12  Human Anatomy/Physiology, gr. 11-12  Physics, gr. 11-12
<b>Social Studies</b>	3.5 cr. required  (r)Civics	(r) required  (r)American History, gr. 10-11  Community Action Program  American History, 1.5 cr, gr. 10-12 ( <a href="#">AP</a> )	(r)World History, .5 cr., gr. 11-12  (r)World Geography, .5 cr. gr. 11-12  History of Aviation and Intro to Flight, gr. 11-12, .5 cr.	(r)Economics, gr. 11-12, .5 cr  Psychology, gr. 11-12  U. S. Government, gr. 10-12, .5 cr.
<b>Other Requirements</b>	1 cr. in Art required  Phy Ed/Health 9	Strength Training, gr. 10-12, .5 cr  Individual Team Activities, gr. 10-12, .5 cr		
<b>Career and Technical Electives for College Credit</b>			Note:All OCHS (Online College in the High School) courses can be taken as a jr or sr.  HLTH1106 Medical Terminology (OCHS, spring) ( <a href="#">ACC</a> )  BIOL2254 Anatomy and Physiology ( <a href="#">CE</a> )  Advanced Placement English, gr. 11-12 ( <a href="#">AP</a> )	

<b>Career and Technical Electives</b>		Human Relations, gr. 9-12, .5 cr  Child Development, gr. 9-12, .5 cr	Health Careers I, gr. 10-12 ( <a href="#">ACC</a> )  Work Seminar, gr. 11-12	Health Careers II, gr. 10-12 ( <a href="#">ACC</a> )  Work Experience, gr. 11-12, 1 or 2 cr.  Emergency Medical Tech, gr. 11-12
<b>Other Suggested Electives</b>	German I, gr. 9-12  Spanish I, gr. 9-12 ( <a href="#">ACC</a> )  Exploring Art, gr. 9-12, .5 cr.  Computer Tech I, gr. 9-12, gr. 9-12  Concert Band, gr. 9-12  Bel Canto Choir, gr. 9-10	Orchestra, gr. 9-10  German II, gr. 9-12  Spanish II, gr. 10-12  Computer Tech II, gr. 9-12	Concert Choir, gr. 11-12  Orchestra, gr. 11-12  Wind Ensemble, gr. 11-12  Spanish III, gr. 11-12  Visual Arts, gr. 11-12	Community Action Program, gr. 10-12

**Legend:**

**ACC:** Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

**AP:** Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

**CE:** Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

### High School Enhanced Learning

<b>Work-Based Learning</b>	Work Experience/Internship
<b>Service Learning</b>	Community Action Program Key Club
<b>College Preparation</b>	National Honor Society Knowledge Bowl
<b>Student Organizations</b>	Student Senate Honor Society

### Post-Secondary Connections

2-Year College	Program	4-Year University	Program
<a href="#">Northland Community and Technical College - East Grand Forks</a>	Nursing	Bemidji State University	Nursing
<a href="#">Northland Community and Technical College - East Grand Forks</a>	Occupational Therapy Assistant		
<a href="#">Northland Community and Technical College - East Grand Forks</a>	Pharmacy Technology		



[Northland Community and Technical College - East Grand Forks](#)

Pharmacy Technology

[Northland Community and Technical College - East Grand Forks](#)

Practical Nursing

[Northland Community and Technical College - Thief River Falls](#)

Practical Nursing

### College & University Enhanced Learning

Work-Based Learning	
Service Learning	
Career Preparation & National Accreditation	
Student Organizations	Nursing Club

### Industry-Related Certifications

Certification Name	Certifying Organization
--------------------	-------------------------

First Aid/ CPR	
----------------	--

Certified Nurses Assistant	
----------------------------	--

[Return to list of Programs of Study](#)

Students & Families

Educators

Administrators & Consortium Leaders



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## MARKETING & COMMUNICATIONS

Awareness. Understanding. Engagement.



Chad Sperling  
Matt Brenden  
Katie Jones

# CTE Cluster Promotional Videos - Perkins Grant

Our core objective is to increase inquiries through engaging advertising while building awareness of the Northland brand and its programs.

## RESEARCH

### Prospective students and their parents: How do they differ?

	Students	Parents	
	59% say they are researching colleges with their parents	66% say they are researching colleges with their students	
	38% will click on academic program information first	42% will click on academic program information first	
	80% have a Facebook account; 27% of those have viewed a college's Facebook page	48% have a Facebook account; 12% of those have viewed a college's Facebook page	
	9% have Twitter accounts	5% have Twitter accounts	
	55% watch videos on college Web sites	43% watch videos on college Web sites	
	14% of students with cell phones have browsed a college Web site on their mobile devices	5% of parents with cell phones had looked at a college Web site on their mobile devices	
	86% use e-mail	80% use e-mail	
	93% of those who use e-mail provide an address to a college, almost always one they check at least once per week	24% of parents say they provide e-mail addresses posing as a student	

#### 6) Use video to sell your campus and collegiate experience

The majority of students and a fair number of parents will watch videos on college sites they are considering. Much like social networking, they turn to these videos to help flesh out their impressions of a campus and to learn more about student life as well as academics. In addition to posting videos on your site, consider adding them to YouTube. Once you already have videos, uploading them to YouTube requires a relatively small amount of effort.

YouTube and video usage by students and parents	Students	Parents
Have visited YouTube or other video sites to look at schools on your list	27%	17%
Have watched videos on the sites of schools you are considering	55%	43%
Most interesting video subjects:		
Student life	48%	31%
Academic programs, classes, or faculty	31%	43%
Area around campus	15%	17%
Dorms	6%	7%

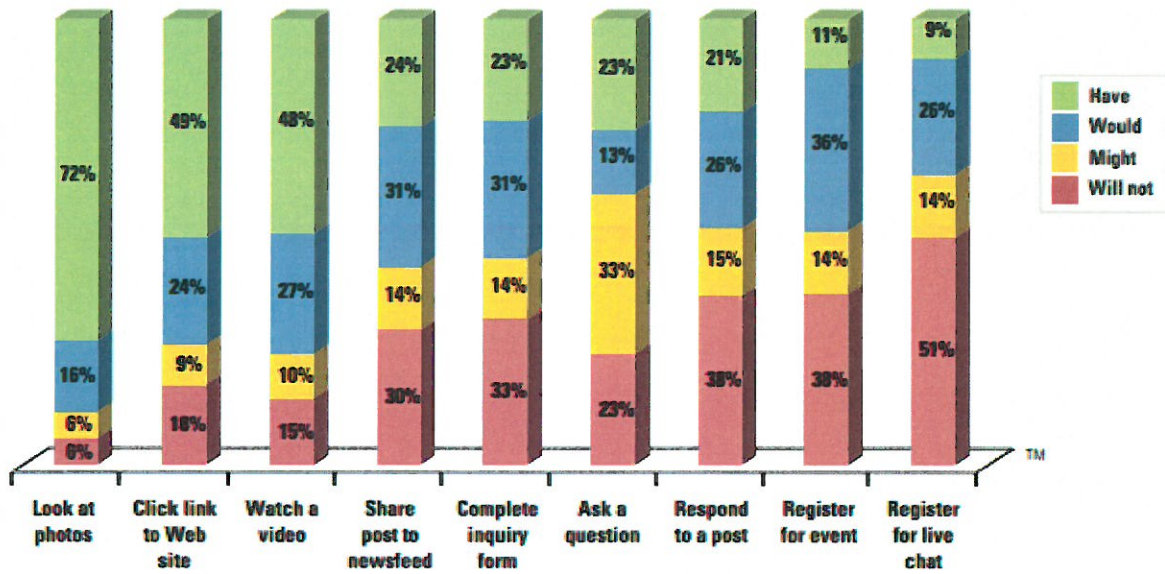
Regarding the second item about looking at videos on the sites of schools, students with an A or B average were more likely to look at those videos than students with lower grade averages. These results reiterate how important it is for campuses to have engaging video content on their sites and to strongly consider having a YouTube account as well.

Blogging is another commonly used social media outlet for e-recruitment. But how much do students and parents read college-related blogs?



However, many respondents did report engaging in some sort of interaction on campus Facebook pages. Nearly three-quarters had looked at photos, while half had clicked on a link to a Web site or watched a video.

**Figure 35: What are students interested in doing on a campus Facebook page?**

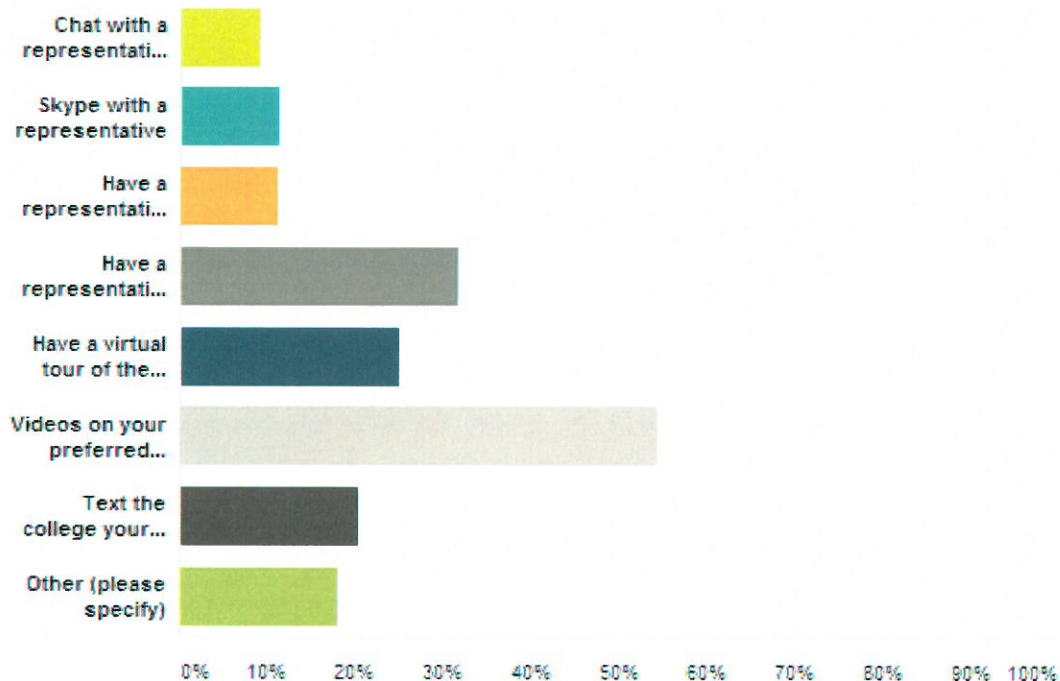


Desired content and tasks for students browsing via mobile device			
Content		Tasks	
Enrollment/admissions information	31%	Calculate college costs	77%
Academic information	28%	Calculate scholarships	75%
Cost information	13%	Schedule a visit	65%
Student life information	7%	Watch videos	64%
Scholarship information	6%	Access social media assets	62%
Campus visit details	2%	Instant message admissions reps	53%
Housing details	1%	Complete application form	44%

## 2015 Aerospace Student Media Preference Survey

**As a prospective student, would you have liked any of the following to be available to you? (check all that apply)**

Answered: 44 Skipped: 6

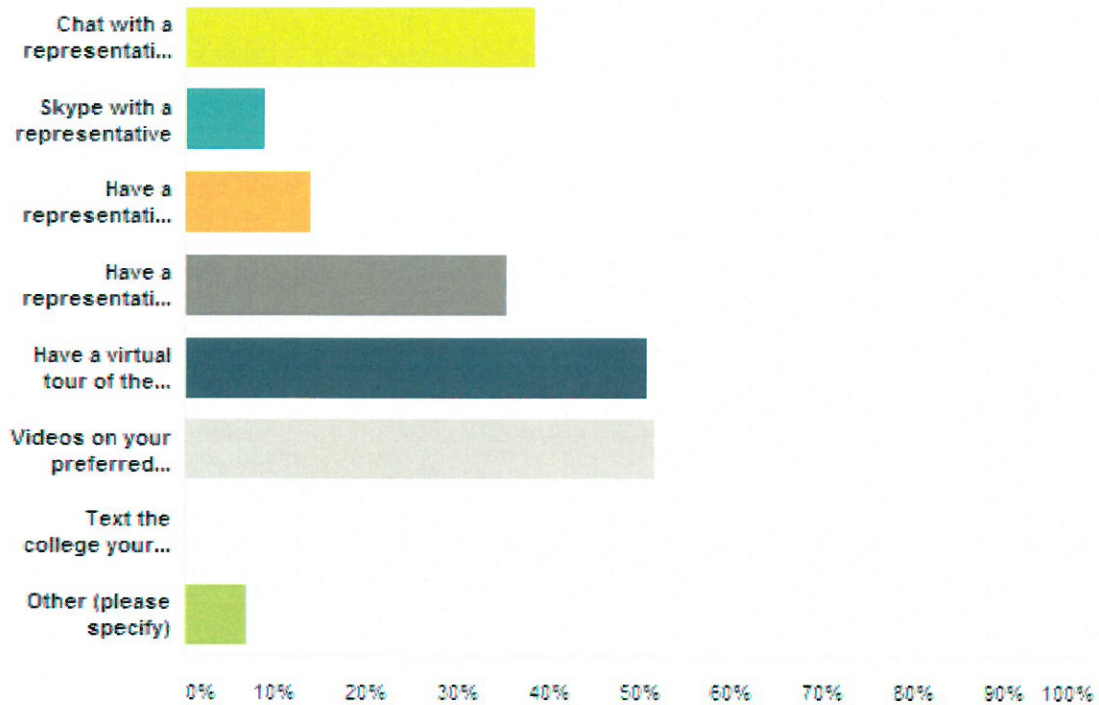


Answer Choices	Responses	
Chat with a representative online	9.09%	4
Skype with a representative	11.36%	5
Have a representative text you	11.36%	5
Have a representative call you	31.82%	14
Have a virtual tour of the college	25.00%	11
Videos on your preferred program	54.55%	24
Text the college your questions	20.45%	9
Other (please specify)	18.18%	8
Total Respondents: 44		

## 2012 Northland Student Media Preference Survey

**As a prospective student, would you have liked any of the following to be available to you?**

Answered: 489 Skipped: 36

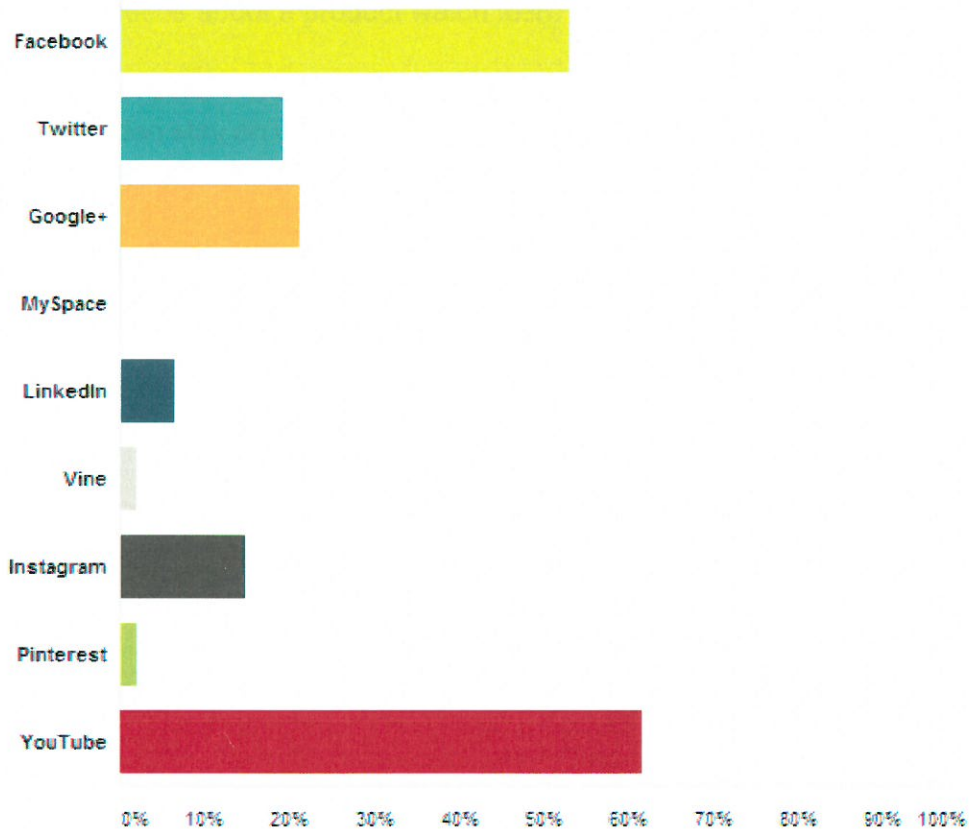


Answer Choices	Responses	
Chat with a representative online	38.45%	188
Skype with a representative	8.79%	43
Have a representative text you	13.91%	68
Have a representative call you	35.38%	173
Have a virtual tour of the college	50.72%	248
Videos on your preferred program	51.74%	253
Text the college your questions	0.00%	0
Other (please specify)	6.95%	34
Total Respondents: 489		

## 2015 Aerospace Student Media Preference Survey

**Which of the following social networking websites do you use most often? (check all that apply)**

Answered: 47 Skipped: 2



Answer Choices	Responses	
Facebook	53.19%	25
Twitter	19.15%	9
Google+	21.28%	10
MySpace	0.00%	0
LinkedIn	6.38%	3
Vine	2.13%	1
Instagram	14.89%	7
Pinterest	2.13%	1
YouTube	61.70%	29



## OBJECTIVES

- Develop promotional videos to highlight the features and benefits of Northland's core CTE program clusters. Final video production with effectively explain Northland's core CTE program offerings and clearly communicate industry need, while also maintaining consistency with marketing materials in place.
- Draw interest, inspire and educate, push viewer to action.
- Videos will be used for student recruitment, general college marketing and program marketing.
- Videos will deliver information about Northland's program offerings, showcase its facilities, feature students and faculty testimonies, and include a call to action that would inspire prospective students to apply to our programs by leading viewer to a custom cluster microsite with more detailed information on each program.
- Highlight real Northland students performing real-world career and technical classroom training.

## TECHNICAL

- Videos will include graphical intro and outro using logo, tagline and call to action.
- Each video will be no more than five (5) minutes in length.
  - *It's important to keep the conversion process on the landing page brief. Promotional videos for lead generation should only have the most important information. Video content needs to be brief, no longer than five minutes. Even if a longer, more in-depth video exists, it's unlikely most consumers would watch the whole thing before getting bored and losing the interest that initially brought them to the site.*
- Introduction of program clusters with a short overview of each program within each cluster.
- Each video should include music, creative graphics and a voice over.
- Videos must be broadcast-quality.
- Scripts written to match FY16 marketing messaging and positioning.
- Videos must be able to be used on Northland websites as well as through multiple social media and video platforms.
- Shoot extra footage for editing into 30 second TV ad??

## IMPLEMENTATION

- Online video advertising. (YouTube, etc.)
- Integration into cluster microsites
- Integration into program specific landing pages
  - *A landing page is college's first, best and possibly only chance to turn curiosity into revenue. When fishing for the perfect customer, an ad is the bait and the landing page is the hook.*
- Distribute and promote on all our social media channels including, but not limited to, Facebook and Twitter.



- Videos presented on iPads for recruiters to showcase to prospective students and parents at career fairs.
- Design and place CTE “QR code” promotional posters in regional high schools, businesses and community centers that leads visitors to mobile responsive CTE landing pages that showcases videos.
- Integrate into college CRM email communication. Lead nurturing.

## MEASURABLES

- *Drive \_\_\_\_ more traffic to Northland website.*
- *Increase conversion rate of visitors to leads by \_\_\_\_*
- *Increase video views by 10% in year 2.*

## ESTIMATED COST

<b>Video Name</b>	<b>Est. Cost</b>
Aerospace Cluster	\$5,000
Agriculture Cluster	\$5,000
Automotive & Transportation	\$5,000
Building Trades	\$5,000
Business, Management & Marketing	\$5,000
Education??	\$5,000
Health & Human Services	\$5,000
Information Technology	\$5,000
Law & Public Safety	\$5,000
Manufacturing & Industry	\$5,000
<b>TOTAL</b>	<b>\$50,000</b>

# **JOB SHADOW EMPLOYERS**

## **Registered to date:**

1. AE2S – CADD, GIS, Hydraulic Modeling, Civil Engineering, Surveying
2. Alerus Center – Marketing/Sales
3. Alerus Financial – Information Technology, HR, Trust/Investments, Banking, Management
4. Altru Health System – RN, Medical Technician, Radiation Therapist
5. Amazon.com – Customer Service/Operations
6. Bergstrom Electric - Electrician
7. Black Gold Farms – HR, Agronomy/Agriculture, Engineering, Accounting
8. Brekke Tours - Administrative
9. Britton Transport - Transportation
10. City of Grand Forks - HR
11. Comfort Keepers – RN/LPN
12. Construction Engineers – Carpenter, Project Management
13. Custom Aire – HVAC Installer, Plumber,
14. DHS Voc Rehab – Human Service Management, Administrative, Voc Rehab Counselor,
15. EAPC - Mechanical Engineering, Drafting/CAD, Marketing
16. EGF Police Dept – Law Enforcement
17. Grand Forks County Social Services – Social Work
18. Grand Forks Montessori Academy - Administrator
19. Grand Forks Public Library - Librarian
20. Jenny Craig - Management
21. JR Simplot – Food Processing/Manufacturing, Mechanical Engineering
22. Lunseth – Plumber/Pipefitter, Pipe Welder, HVAC Service Technician
23. Marvin Windows – Continuous Improvement Engineer, Quality Engineer, Controls Engineer Technician, Manufacturing/Process Engineer
24. Opp Construction – Construction Estimator, Accountant, Auto/Diesel Mechanic, Accounts Payable, HR
25. PS Doors – Drafting/Design, Installation, Welding, Sales/Marketing
26. St. Joseph's Social Care – Licensed Social Worker, Case Management
27. Steffes Corporation – Quality Engineering, Manufacturing Engineer
28. Target – Executive Team Leader (Management)

Below see the final sign student sign ups. 171 slots filled. We estimate about 160 students as a handful signed up twice.

## Sign Up Activity

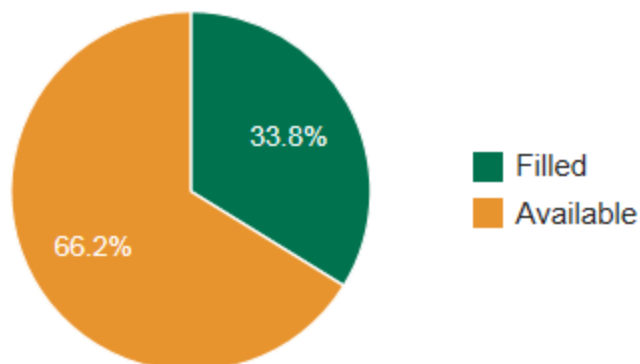
**Total Slots:** 506

**Filled Slots:** 171

**Available Slots:** 335

**% Filled:** 33.79%

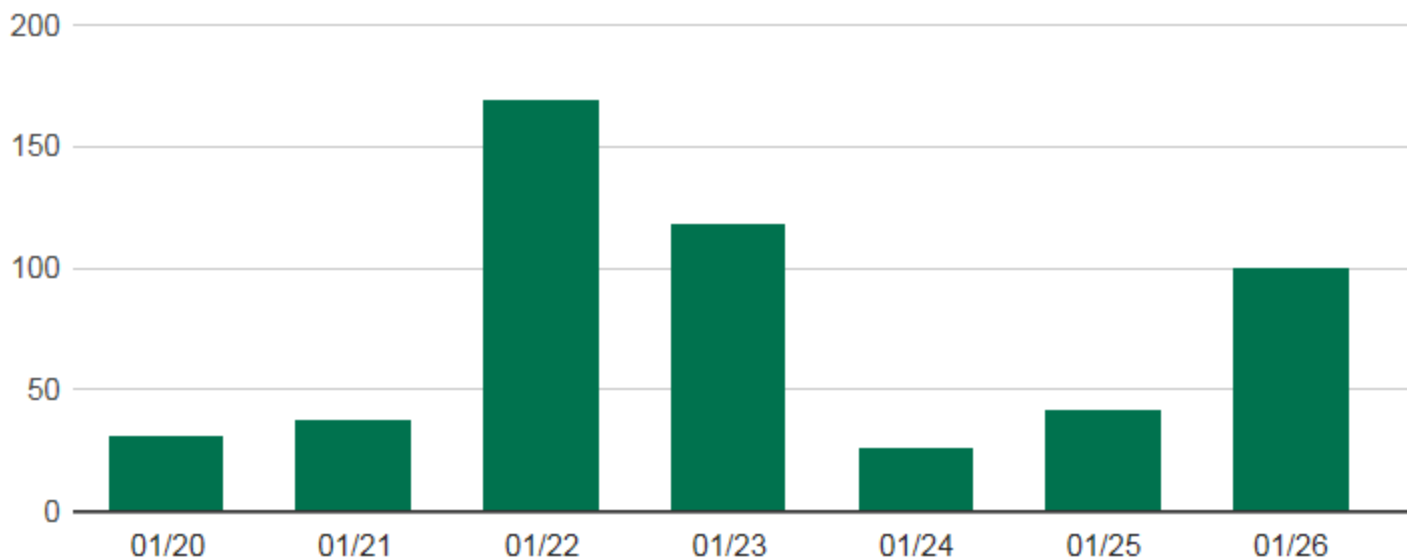
Note: Items with unlimited quantity are not included in this graph.



## Sign Up Visits

**Date Range:** 01/20/2015 - 01/27/2015

A visit refers to a single session in which a user visited your sign up page.



**NCTC Grants Summary**

<b>Granting Agency</b>	<b>Title</b>	<b>Period of Performance</b>	<b>Grant Status</b>	<b>Total Award</b>	<b>Northland Amount</b>	<b>Partners</b>	<b>Summary</b>
Department of Labor - (TAACCCT)	Learn, Work, Earn MN Advanced Manufacturing Partnership (MnAMP)	Oct 2014 - Sep 2018	Awarded	\$ 14,999,982.00	\$ 649,567.00	Marvin Windows/ Central Boiler	The Learn, Work, Earn project focuses on developing educational pathways and career tracks in the advanced manufacturing sector.
DEED- MN Job Skills Partnership Grant (MJSP)	Northland CTC/Titan Machinery	Jul 2015 - Feb 2017	Awarded	\$ 293,378.00	\$ 293,378.00	Titan Machinery	To develop a Precision Agriculture Equipment Technician (PAET) program that will teach the skillset needed for today's agricultural mechanics to work on the newest and most sophisticated equipment.
National Science Foundation (NSF) ATE	UAS Integration into Technical Education (UAS IT Ed)	Jul 2017 - Jun 2020	Awarded	\$ 599,894.00	\$ 599,894.00	St Cloud State University	Design a collaborative model for educational institutions to cultivate the necessary advances in knowledge to address the rapid improvements in GIT and UAS technology.
National Science Foundation (NSF) ATE	Discover Revolutionary Opportunities with Newly Educated Technicians (DroneTEC)	Sep 2015 - Aug 2018	Awarded	\$ 199,930.00	\$ 199,930.00	360 ATE Regional Center/ MatEd National Resource Center/ SpaceTec National Resource Center/ UND/ UofM/ Pine to Prairie	To bridge the gap between new and emerging aviation technology and technician education in the area of unmanned aircraft systems (UAS) and career opportunities.
National Science Foundation (NSF) ATE	360 Manf and Applied Engineering ATE Regional Center of Excellence	Oct 2016 - Sep 2019	Awarded	\$ 2,550,000.00	Activity Based	14 MN State Institutions	To develop a pipeline to advanced manufacturing.
MN Department of Agriculture (MDA)	Digital Imagery - Precision Agriculture	Jan 2015 - Dec 2017	Awarded	\$ 249,480.00	\$ 249,480.00	MSUM/ Farm Intelligence/ Wheat Growers/ MN Turf Council	To integrate sUAS into precision agricultural practices.
Dept of Ag/ MAELC	FBM Challenge Grant	FY16 -FY17 Biennium	Awarded	\$ 455,000.00	\$ 455,000.00	n/a	FBM Personnel Direct Support
Dept of Ag/ MAELC	FBM Challenge Grant	FY18 -FY19 Biennium	Pending	\$ 414,000.00	\$ 414,000.00	n/a	FBM Personnel Direct Support
Kansas State University Federal Aviation Administration	FAA Assure		Awarded		\$ 50,000.00	Kansas State University	Research and writing to provide recommendations to the FAA on certification of maintenance personnel and the maintenance, modification, alteration, and repair.
<b>Submitted Grants</b>							
Legislative-Citizen Commission on MN Resources	Geospatial Airborne Sensor Survey to Manage Water Resources.	Jul 2018 - Jun 2021	Pending	\$ 589,884.48	\$ 589,884.48	4 Watershed Districts/ 1 Soil and Watershed District	The real-time capture of geospatial sensor data using small unmanned aircraft systems (sUAS) will result in the ability to efficiently target and prioritize resources and management activities to restore and protect water quality in the state of Minnesota
<b>Partner Grants</b>							
Legislative-Citizen Commission on MN Resources	Development of Innovative Cost-Saving Methodology for Forest Inventory	Oct 2016 - Sep 2018	Awarded	\$ 800,000.00	\$ 40,000.00	MN DNR- Forestry	To assist the MN DNR- Forestry with forest density and lumber counts in Cass County using multiple sensors on various airframes to compare and contrast the cost of different data collection methods.

### NCTC Grants Summary

MN Board of Water and Soil Resources (BWSR)		Jan 17 - Dec 19	Awarded	\$ 332,750.00	\$ 256,265.00	Pennington Soil and Watershed District	To utilize both fixed wing and quadcopter sUAS in the imaging of Pennington counties drainage ditches. This project will help identify best practices and make the data available in real time versus the current 10 year intervals of when it is mapped.
Enbridge EcoFootprint Grant		Jan 17 - Dec 18	Awarded	\$ 83,200.00		Pennington Soil and Watershed District	To utilize both fixed wing and quadcopter sUAS in the imaging of Pennington counties drainage ditches. This project will help identify best practices and make the data available in real time versus the current 10 year intervals of when it is mapped.

### Upcoming Proposals

MN Office of Higher Education-Concurrent Enrollment	Possible Adding ETAS or UAS Classes and building off the previous AG award.	Nov 2017- Jun 2018	Development	40-50k	40-50k	Area High Schools	Initial discussions discussing ETAS 1105 and/or a sUAS courses could be added for this years round of funding. Would also like to request additional funding to expand on the Ag programs that utilized this funding last year.
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## Nursing Spring Advisory Committee Meeting

Date & Time: March 21, 2017 – 6:00pm  
East Grand Forks Campus: Commons/Room 346

Attendees:

<input checked="" type="checkbox"/> Roxanne Fabian: Chair <input checked="" type="checkbox"/> Shauna Paulson: Co-Chair _____ Allison Matter _____ Heather Waldal _____ Jessica Baumgarten _____ Devra Carlson	_____ Kristi Stoltman _____x_____ Sara Dvorak _____x_____ Tracy Wright _____ April Grunvold _____ Annie Waldal _____ Peggy Wangen _____ Bethany Larson	_____x_____ Mary Amundson _____x_____ Nancy Carda _____x_____ Colette Greek _____x_____ Kari Koenig _____ DeLoris Larson _____ Lisa Lemonds	_____x_____ Mei Sather _____ Candi Seyfried _____x_____ Dorinda Sorvig _____x_____ Jodi Stauss-Stassen _____ Lisa Anderson _____x_____ Karen Znajda _____ Susie Harrie _____ Tara Harstad	<b>STUDENTS:</b> _____x_____ Breanna Shenk (PN) _____x_____ Michael Ortiz (PN) _____x_____ Hailey Scharmer (AD) _____x_____ Mon Bista (AD)
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Topic	Responsible Party	Discussion/Outcome	Action	Follow-Up
Introductions		 NURSINGADVISORYC OMMITTEEMEMBER		
1. Review of Fall 2016 Advisory Committee Minutes		 Fall'16_Advs_Comm_Minutes.docx	Approved	
2. Goal(s) for meeting:		1. Update on accreditation process and answering of any questions.		

		2. Update on new rule on simulation.		
3. Accreditation Updates: <ul style="list-style-type: none"> <li>ACEN –</li> <li>PN granted pre-accreditation status.</li> </ul>	Kari & Dorinda	<ul style="list-style-type: none"> <li>ACEN accreditation requirements revised.</li> <li>PN accrediting body chosen: CNEA. We have been granted pre-accreditation status! We now have 3 years to complete the accreditation process. Next steps are to request continuing accreditation process, pay fee, schedule on-site visit, and write self-study.</li> </ul>	Questions answered	
4. PN framework and curriculum	Dorinda, all faculty	<p>Update on how CBC has gone this year.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>NCTC Practical Nursing Poster.pdf    Approved_PN_Curric_44_cr_REV_6.8.16.pdf</b></p> <p>New curriculum going pretty well with Concept Based Curriculum.</p> <p>Have noted changes that faculty want to make for next year. Faculty are finding it is easier to teach in concept based curriculum than they thought it would be. As long as they keep relating back to the concept things flow well.</p> <p>It is hard to let go of old curriculum, but are working on that. Working on making changes after having gone through one semester.</p> <p>One thing we like the most is that we are de-bulking. Focus is on what does the student need to know to be safe when they graduate.</p> <p>Working on learning the major concepts well.</p> <p>Student rep likes the classes the way they are.</p>		


		<p>Student spoke of working as a PN currently and is always reminding himself: I want to know what I need to know to keep my patient safe. Employers present appreciated this comment. Student also agrees that the concept based curriculum gives you the building blocks you need.</p> <p>A previous student commends what the PN program teaches to prepare students for the RN program.</p> <p>Major changes won't start until next spring.</p> <p>Students were asked what the main one or two things they need to have to transition to workforce. Some students feel they are learning the why behind what they do now that they are in the RN program.</p>		
5. Simulation rule	Dorinda & Kari	<p>Sim may be used for up to 50% of clinical time. New rule passed legislation Dec. 2016.</p> <p>Students feel simulation has helped them a lot.</p> <p>They also like it in lab and classroom as well.</p> <p>Debriefing is key to a valuable simulation.</p> <p>Students still believe that live patients are still key to learning.</p> <p>Suggestion from a committee member on setting up simulation like an actual hospital so the focus can be on preparing nurses for what it is like working on the floor.</p> <p>We have talked about a multi-disciplinary sim with other departments in the future.</p> <p>We have talked about incorporating PN and RN together for sim.</p> <p>Students feel the program has done a good job in giving different situations.</p> <p>Question was asked on communication focus on simulation.</p> <p>Communication, Safety, Teamwork, and Professionalism are built into the simulation evaluation for RN and are talked about a lot in the debriefing portion.</p>		



6. NCLEX pass Rates <ul style="list-style-type: none"> <li>AD</li> <li>PN</li> </ul>	Kari & Dorinda	<ul style="list-style-type: none"> <li>2016 NCLEX results : <u>NCTC PN 86.18%</u>; State average: 85.13; national average: 83.70%</li> <li><u>NCTC AD 84.42%</u>; State AD average: 81.86%; national AD average: 81.68%</li> </ul>		
7. Career fair/facility recruitment	Kari/Dorinda	Dates are set and invites have been sent! Mon., Mar. 27 in EGF 2-5p. Thurs., Mar. 30 in TRF 2-5p.		
7. Surveys to members (advisory committee survey)		We will again be sending out a survey to all advisory committee members this spring. Is email still the preferred method? 2016 survey results: <ul style="list-style-type: none"> <li>Ask committee for agenda items 2-3 weeks before meeting</li> <li>Suggested goals for each meeting</li> </ul>		
8. Survey – 6-12 month employer surveys.	Dorinda/Kari	Reminder we will be sending these out in November or December. ACEN accreditation has changed altered their standards, so the format of surveys may change for the RN program. Kari will receive more information on this at a May in-service.	Updates on this will be given at the fall meeting	
9. Terms expiring this spring	Dorinda/Kari	For those terms expiring this spring, are you willing to renew your membership for this committee?	Terms reviewed. Everyone present agreed to stay on the committee	
10. IV Certification	Dorinda	Discussion on students who graduate from the old PN curriculum with a diploma have not had the IV course. Good		

		discussion on what the ND BON requires and how facilities are skills validating their nurses.		
11. Other? Questions?		Next advisory meeting will be in TRF on <b>Oct. 10, 2017</b> at 6:00 pm.		

## Program Data Analysis Report

Practical Nursing	Evaluation/Measure	FY2012	FY2013	FY2014*	FY2015	FY2016	Plus/Minus		
							FY15	FY16	
Program FYE Source--Pgm Cost Analysis Tool	3 year trend. Includes liberal arts courses.	193.62	179.88	406.10	334.70	370.50	+	-	
Student FYE to Faculty FTE Calculated field--Pgm FYE/Faculty FTE	Benchmark: 15. (Pgm. courses & faculty only.)	14.04	15.21	16.12	16.53	15.67	+	+	
Percent Full by Section Source--EPM 11 "Credit Instruction by Section" Report	Benchmark: 67% (Nbr enrolled/capacity)	71.93%	83.02%	87.61%	86.16%	72.92%	+	+	
Current Revenue over Current Expense Source--Program Cost Analysis Tool	Benchmark: \$0.00 (profit or loss)	Metric first used in FY14		\$230,768	\$336,551	\$22,862	+	+	
Student Success Measure Source: Dumbuck Report "Student Success"	Benchmark: 80% after two terms. Rpt date 8-30-16.	93.75	90.26%	84.96%	94.29%	84.78%	+	+	
Assessment and Program Review Plan	Annual Assessment and 5-Yr Pgm Review complete	EGF-Y TRF/DIS-N	Y	Y	Y	Y	+	+	
Score (out of 6)	≤2 orange, 3-4 yellow, 5-6 green	4/6	5/6	6/6	—————→		6/6	5/6	
Number of Sections Offered Source: EPM 11 "Credit Instruction Costs by Subject" Rpt		133	119	113	99	106			
Average Section Size Source: EPM 11 "Credit Instruction Costs by Subject" Rpt		14.52	15.36	15.22	15.75	15.82			
College % Full Source: EPM 11 "Credit Instruction by Section" Rpt		72.40%	72.28%	70.56%	72.75%	65.15%			
Faculty FTE Source: EPM 11 "Credit Instruction Costs by Subject" Rpt		13.79	11.83	10.78	9.27	10.33			
Licensure or Exam Results Source: Annual Program Assessment (NCLEX PN pass rate)		No Data	74.71%(EG) 82.98%(TR)	78.50%(EG) 80.95%(TR)	88.68%	84.90%			
Employment Placement/Continuing Ed Rate www.northlandcollege.edu/services/placement/stats/		89.13%	91.67%	88.46%	FY14 last data available				
Instructional Cost Study Comparison Source: www.finance.mnscu.edu		<1 -- pgm less expensive than MnSCU avg for similar pgms	1.11	1.05	0.91	0.80	1-yr lag in data		
Job Demand Source: www.careerwise.mnscu.edu		The employment outlook for licensed practical nurses is projected to increase 11.3% in MN and 16.3% nationwide for the period 2014-2024. This career pays above the statewide median wage. Current demand--very high; future demand--very high growth compared to other careers.							
Wage Outlook Information (state/national): Source: www.careerwise.mnscu.edu		US -- Low \$17.59, Median \$20.93, High \$24.31      MN -- Low \$17.98, Median \$20.68, High \$23.09							
Faculty Signature		Date		Please Return a signed copy of this report to the Academic Coordinator.					
	Tuition Per FYE:		2016	2015	2014	2013	2012	2011	2010
	Standard		\$4,950	\$4,950	\$4,950	\$4,950	\$4,760	\$4,577	\$4,422
	Health		\$5,700	\$5,700	\$5,700	\$5,700	\$5,360	\$5,176	\$5,022
	Aviation		\$5,941	\$5,941	\$5,941	\$5,941	\$5,713	\$5,493	\$5,493
	Distance		\$5,970	\$5,970	\$5,970	\$5,970	\$5,970	\$5,970	\$5,970
	CVOP		\$8,674	\$8,674	\$8,674	\$8,674	\$8,340	\$8,040	
	IA, GINT, UAS		\$9,000	\$9,000	\$9,000	\$9,000	\$9,000		
	PAET								

\*In FY2014, measures and report layout were revised significantly. Program FYE data now includes FYE from gen ed courses taken by program students. FY12-13 data was transferred for fields where measure remained constant. New/added fields may not reflect data prior to FY2014. Reports with older program data (FY2005-FY2013) are available on the N Drive.



## Radiologic Technology Program Advisory Committee Meeting Minutes

Date & Time: March 21, 2017 6 p.m.

**Campus & Room # EGF – Room 290**

**Attendees:** Deb King, Lisa Bohm, Ryan Hager, Amy Swehla, Kayla Krom, Emily Lewandowski, Jessi Nicola  
Katelyn McFarland

Topic	Responsible Party	Discussion/Outcome
Call to order	Deb K.	Following 6 p.m. dinner
1. Review of Minutes	Deb K.	October 2016 meeting minutes were emailed to all members for review & approval. Minutes were briefly recapped by Deb K.
2. Program Updates	Deb K.	<p>1. Al still on leave. Deb Beland has been established as the CC for now. Al's anticipated return is the start of summer session which is May 15<sup>th</sup>.</p> <p>2. Self – Study submitted – September will be site-visit</p> <p>3. New students have been selected. Waiting for conformation from two.</p> <p>NO ACTION REQUIRED</p>
3. Clinical Site Updates	Deb K.	<p>In response to the last Advisory meeting: 11 – 7 shift at Altru hospital has been utilized. The program will utilize this shift for incoming new students fall semester as well since this is recognized as “regular hours”.</p> <p>Actions due to Clinic Closure: Essentia health is taking a third SR student. On a trial basis, they are taking a third JR student. We are hoping this continues as students are indicating they are getting good fluoro experience and additional c-arm experience; busy facility.</p> <p>Ortho Dept. has two students scheduled rather than one and that seems to be</p>



		<p>going well; good workload. We are back to utilizing FMC since they are busier due to the clinic closure. We will see how staffing changes and determine if we will continue to have FMC in the rotation.</p> <p>Altru Clinic CI Deb Lessard has accepted a position in Fargo. Deb K. is still working on determining how to shift CI duties due to the shifting of current CI's.</p> <p>1. Rad Protection Guidelines – Clinical Sites dept. posting Still need to confirm document for posting with a few sites. Deb added the supervising statements to each facility document. It is important that all students rotating through each clinical site are aware of each facilities requirements in regards to shielding, documenting FDLMP, paperwork requirements for female age groups etc. There is a difference from site-to-site so posting the criteria in each procedure room serves as assurance for patient safety and also constant reminders of the supervision policies.</p> <p><b><u>ACTION/OUTCOME:</u></b> Deb K. will be following up with each site to assure approval of any document revisions as well assurance of postings in the procedure rooms.</p> <p>2. Deb K. decided not to pursue Grafton as a clinical site at this time. Currently we have half our students on the road for clinical rotations and Deb is not sure she wants to add another distance site in the mix. At the current time, the third student from each cohort scheduled at Essentia has been proving to be very advantageous for student access to additional workload, particularly c-arm and fluoro.</p> <p><b><u>ACTION/OUTCOME:</u></b></p> <p>Deb will visit with both Kerrie Lewis and Jeanne prior to submitting the final summer schedule and determine if Essentia will continue with three students for the two summer rotations.</p>
4. Review of general program policies	Deb K.	Advisory members in attendance reviewed the following program specific policies.



		<ol style="list-style-type: none"> <li>1. Absent Policy</li> <li>2. Course Grade for progress</li> <li>3. Uniform Policy</li> </ol> <p><b><u>ACTION/OUTCOME:</u></b>            Board members present did not recommend changes to the current absent policy. Members in attendance commented the current policy regarding CTO assures students are prepared for employer expectations.</p> <p>Course Grade for progress/continuation: No recommendations for a change in this policy were expressed. The program continues to maintain policy that all courses must be completed with a "C" or above to allow progression in the program.</p> <p>Deb K. indicate the most recent cohort was something challenged at finding brown scrubs. This was mandated by Altru so all students from various professions represent which department/program. Deb will visit with an Altru representative prior to fall semester to see if there are any changes to those requirements and see if another color may be available.</p> <p>Deb also indicated that each facility can be unique to their requirements in regards to uniforms/professional appearance and each clinical instructor to include these requirements as part of their student orientation sessions.</p>
5. Review of Program Mission, goals, outcomes	Deb K.	<p>Deb provided members in attendance the current mission, goals, outcomes. Since the program just submitted the self-study and will have a site-visit in September, no recommendations for revisions were made at this time. Revisions to SLO's generally involve revisions to assessment tools. These items will be reviewed every three years and March 2017 meeting was that cycle.</p> <p><b><u>ACTION/OUTCOME:</u></b>            No action, revisions, recommendations regarding these items at this time.</p>
6. Curriculum updates		Common Course Outlines and curriculum revisions:

		<p>Deb has revised four common course outlines in anticipation for curriculum revisions. Rad Physics, Imaging Production/Evaluation, Rad. Proc. III, Imaging Equipment/QA. See attached transition plan.</p> <p>These courses were due for a revision in outcomes and alignment as we have been discussing these revisions for some time. With the ARRT content updates released in April, the incoming cohort should start with these course revisions.</p> <p>The new content will start with the fall 2017 cohort. The common course outlines were approved by AASC just yesterday. These courses will now be revised to accommodate the new and revised outcomes; that will most likely take place this summer upon Al Shervold's return since he instructs these courses. A new textbook was adopted for these courses so we are looking at a very refreshing revision! Deb anticipates the re-alignment and revision of content, new textbook resource, updated assignments, tests etc. will provide a stronger foundation from semester one to semester four in many areas that students feel a little more challenged with in regards.</p> <p>The new course "Advanced Imaging" will be more of a modality exploration but the equipment aspect of modalities has been removed from Imaging equip course and brought into one. There will most likely be a few more revisions to course outlines and content in the future but these were the major revisions and needed to be completed ASAP for AASC approval so those were top priority.</p> <p><b><u>ACTION/OUTCOME:</u></b></p> <p>Deb will visit with Al upon his return and discuss needed changes to how and when students are scheduled in modalities and perhaps how often.</p>
7. Assessment Process	Deb K.	<p>Assessment plan results and analysis were provided to members. The only areas of assessment requiring review are stated below since the assessment plan was presented and reviewed during the fall meeting. The following comments/recommendations were noted:</p>

		<p>1. Employer Surveys All benchmarks were met where employer surveys are utilized for assessment. Seven submissions and four returns. Deb stated a 100% return would certainly be advantageous; she often sends out two or three requests. We need to rely on alumni completed their surveys with supervisor contact information in order to submit employer surveys.</p> <p>2. Alumni Surveys All benchmarks were met where alumni surveys were utilized. Six of 11 received.</p> <p>3. SLO #2 – Clinical V rotation eval. – Committee members discussed possible revision to this tool during the fall meeting. This outcome is: <i>Students will demonstrate radiation safety practices by following the principles of ALARA</i>. The current tool is the last clinical rotation evaluation and benchmark is set at 3.2 on a scale of 4; five components on a 4.0 scale. Last fall discussion was whether or not this benchmark is low for this particular outcome. Of the five areas assessment, last semester students should be assessed at 100% - majority agrees. Deb K. proposed changing this benchmark to 100% of the cohort will assess at 3.5 or higher. All in attendance agreed to the revision;. <b><u>Outcome:</u></b> increase benchmark.</p> <p>4. Bio/Protection – Research project on “best practices” regarding radiation safety. Implemented spring 2016. Deb Beland is requiring both research and presentation components to this project. Minutes for Class of 2016 assessment inquire if we should change this benchmark or how it is worded. Consideration for 2017; increase the benchmark to 90% or change benchmark to <i>overall class average</i>. CURRENT BENCHMARK: 100% of students will score 80% or higher.</p> <p><b><u>OUTCOME: - Tabled</u></b> Deb K. will visit with Deb Beland regarding any revisions</p>
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		<p>she may have made to grading rubric since she is requirement an additional component to this project. Attendees agree an increase in this benchmark as this project relates to best practices/radiation protection makes sense but would need more information as to how this project is assessed. Since this class is currently in session, revisions to benchmark may affect the 2018 cohort.</p> <p>5. Five-Year Program Review – draft in process. Deb hopes to schedule meeting with Dean next week to go over the draft.</p>
Student Progress	Deb K.	<p>Deb solicited feedback from members in attendance regarding student progress, concerns, issues etc. No concerns or issues were noted.</p> <p>Deb indicated her appreciation for techs/CI's that are requiring students to set "manual" techniques as well as requiring students to take ownership at critiquing their own images.</p> <p>In the lab, students will see more opportunity for critical case studies in the current semester II procedures class. At this time, students have been in clinical longer and may have established better building blocks to apply trauma applications in the lab setting. Deb presents case studies and students in groups have to determine exam needs regarding patient care and outcome. Deb indicated she sees more thinking/judgment this semester compared to students first semester which makes sense since they have been in clinical longer.</p> <p>NDSRT Conference: 23 students in total attended the state conference for the Friday session. Fourteen junior students and nine senior students. This was very impressive and was well observed by conference committee members! Certainly since the conference was in Fargo, no hotel etc. was required so it was cost effective.</p>
MEETING ADJOURNED AT 8:10 P.M.		

Minutes submitted by Deb King – Program Director

## Program Data Analysis Report

Respiratory Therapist	Evaluation/Measure	FY2012	FY2013	FY2014*	FY2015	FY2016	Plus/Minus	
							FY15	FY16
<b>Program FYE</b> Source--Pgm Cost Analysis Tool	3 year trend. Includes liberal arts courses.	22.20	22.93	28.70	25.50	32.80	+	+
<b>Student FYE to Faculty FTE</b> Calculated field--Pgm FYE/Faculty FTE	Benchmark: 15. (Pgm. courses & faculty only.)	8.38	7.23	6.76	7.02	8.24	-	-
<b>Percent Full by Section</b> Source--EPM 11 "Credit Instruction by Section" Report	Benchmark: 67% (Nbr enrolled/capacity)	75.00%	76.12%	58.60%	61.69%	79.38%	-	+
<b>Current Revenue over Current Expense</b> Source--Program Cost Analysis Tool	Benchmark: \$0.00 (profit or loss)	Metric first used in FY14		(\$114,442)	(\$124,268)	(\$142,484)	-	-
<b>Student Success Measure</b> Source: Dumbuck Report "Student Success"	Benchmark: 80% after two terms. Rpt date 8-30-16.	86.67%	100.00%	100.00%	94.12%	76.92%	-	-
<b>Assessment and Program Review Plan</b>	Annual Assessment and 5-Yr Pgm Review complete	Y	Y	Y	Y	Y	+	+
<b>Score (out of 6)</b>	≤2 orange, 3-4 yellow, 5-6 green	2/6	2/6	3/6	—————→		2/6	3/6
<b>Number of Sections Offered</b> Source: EPM 11 "Credit Instruction Costs by Subject" Rpt		25	30	29	26	27		
<b>Average Section Size</b> Source: EPM 11 "Credit Instruction Costs by Subject" Rpt		7.92	6.80	5.39	5.55	7.56		
<b>College % Full</b> Source: EPM 11 "Credit Instruction by Section" Rpt		72.40%	72.28%	70.56%	72.75%	65.15%		
<b>Faculty FTE</b> Source: EPM 11 "Credit Instruction Costs by Subject" Rpt		2.65	3.17	2.49	2.38	2.48		
<b>Licensure or Exam Results</b> Source: Annual Program Assessment (NBRC CRT credentialing exam pass rate)		92.5%	94.6%	No Data	92.0%	90.0%		
<b>Employment Placement/Continuing Ed Rate</b> www.northlandcollege.edu/services/placement/stats/	Goal=100%	95.0%	100%	85.71%	FY14 last data available			
<b>Instructional Cost Study Comparison</b> Source: www.finance.mnscu.edu	<1 -- pgm less expensive than MnSCU avg for similar pgms	1.01	0.88	1.15	1.11	1-yr lag in data		
<b>Job Demand</b> Source: www.careerwise.mnscu.edu	The employment outlook for respiratory therapists is projected to increase 12% in MN and 12.3% nationwide for the period 2014-2024. This career pays well above the statewide median wage. Current demand--high; future demand--very high growth compared to other careers.							
<b>Wage Outlook Information (state/national):</b> Source: www.careerwise.mnscu.edu	US -- Low \$23.63, Median \$28.00, High \$33.67      MN -- Low \$27.71, Median \$31.82, High \$35.82							
<b>Faculty Signature</b>		<b>Date</b>		<b>Please Return a signed copy of this report to the Academic Coordinator.</b>				
	<b>Tuition Per FYE:</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
	Standard	\$4,950	\$4,950	\$4,950	\$4,950	\$4,760	\$4,577	\$4,422
	Health	\$5,700	\$5,700	\$5,700	\$5,700	\$5,360	\$5,176	\$5,022
	Aviation	\$5,941	\$5,941	\$5,941	\$5,941	\$5,713	\$5,493	\$5,493
	Distance	\$5,970	\$5,970	\$5,970	\$5,970	\$5,970	\$5,970	\$5,970
	CVOP	\$8,674	\$8,674	\$8,674	\$8,674	\$8,340	\$8,040	
	IA, GINT, UAS	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000		
	PAET							

\*In FY2014, measures and report layout were revised significantly. Program FYE data now includes FYE from gen ed courses taken by program students. FY12-13 data was transferred for fields where measure remained constant. New/added fields may not reflect data prior to FY2014. Reports with older program data (FY2005-FY2013) are available on the N Drive.