

BASIC SYSTEM COMMITMENTS:

I. Strategic Direction: Increase Access and Opportunity

The Minnesota State Colleges and Universities will provide more people with different backgrounds with the opportunity to experience the benefits of higher education.

System Activities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria
A. Provide access to certificate and diploma programs and associate, bachelors and master's degrees.	<ul style="list-style-type: none"> ■ Research and define feasibility of 4-year MnSCU institution partnerships for capacity to offer courses leading to baccalaureate degrees at DCTC 	<ul style="list-style-type: none"> ■ Define 3-year plan delineating intended baccalaureate degree partnerships (MnSCU institutions), including time-line for implementation. 	<ul style="list-style-type: none"> ■ June 2005 			
	<ul style="list-style-type: none"> ■ Develop new A.S. degrees aligned with student needs for baccalaureate degree transfer. 	<ul style="list-style-type: none"> ■ Two new AS degree programs aligned with baccalaureate transfer will be in place. 	<ul style="list-style-type: none"> ■ June 2005 			
B. Aggressively seek an appropriate level of state funding.	<ul style="list-style-type: none"> ■ Determine short-term and long-term priority institutional needs based on external and internal environmental scan data. 	<ul style="list-style-type: none"> ■ Annual priority list of institutional needs submitted to MnSCU. 	<ul style="list-style-type: none"> ■ November 2004 			
	<ul style="list-style-type: none"> ■ Develop long-term plan for addressing institutional needs through state funding 	<ul style="list-style-type: none"> ■ Integrated institutional planning document with facility and ■ programmatic needs developed (short-term and long-term) 	<ul style="list-style-type: none"> ■ May 2005 			
	<ul style="list-style-type: none"> ■ Define legislative strategy (aligned with MnSCU overall strategy) to communicate needs and priorities. 	<ul style="list-style-type: none"> ■ DCTC legislative strategies result in full support from area legislative group 	<ul style="list-style-type: none"> ■ September 2004 - ongoing 			

<p>C. Increase the diversity of students, faculty, staff and administrators.</p>	<ul style="list-style-type: none"> ■ College workforce (i.e., staff, administrators and faculty) will exceed diversity of student demographics. 	<ul style="list-style-type: none"> ■ Position descriptions reviewed to ensure alignment to reflect priority for diversity experience and knowledge. ■ Position recruitment and advertising strategies include inclusion targeted media publications (e.g., Asian News, Insight, others) ■ College workforce exceeds demographic diversity of student body. ■ 100% selection committee members complete diversity training. ■ Goals outlined in Affirmative Action plan exceeded. ■ Multicultural Recruiter will Increase enrollment in students of color by 5%. ■ Retention rate of students of color will increase from year one to year two by 5 		<ul style="list-style-type: none"> ■ June, 2005 ■ Jan. 2005 ■ Summer, 05 ■ June, 2005 ■ June, 2005 ■ Fall 2005 ■ Fall 2005 		
	<ul style="list-style-type: none"> ■ Campus climate study conducted by an external consultant 	<ul style="list-style-type: none"> ■ Presidents Diversity Council established. ■ Long-range diversity action plan defined (i.e., curriculum, student services, business, HR practices, community involvement. ■ Multicultural Day implemented. 		<ul style="list-style-type: none"> ■ June 2005 ■ June 2005 ■ June 2005 		
	<ul style="list-style-type: none"> ■ Affirmative Action Plan for 2004-06 implemented. 	<ul style="list-style-type: none"> ■ Affirmative Action committee meets regularly. ■ Compliance report submitted by President to MnSCU. 		<ul style="list-style-type: none"> June 2005 June 2005 		

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	<ul style="list-style-type: none"> ■ Marketing strategies targeted to attract underrepresented students. 	<ul style="list-style-type: none"> ■ Recruitment publications reflect sensitivity to underrepresented students. ■ Rotary STRIVE program partnership feasibility and plan established. ■ Recruitment activities target underrepresented students: Including in business, industry, 		<ul style="list-style-type: none"> ■ March 2005 ■ June 2005 ■ June 2005 		
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<p>D. Expand private fundraising.</p>	<ul style="list-style-type: none"> ■ Research, identify and cultivate new donor prospects so that private funding support to the college is diversified beyond current level. ■ Enhance and broaden capacity, knowledge and role of DCTC Foundation Board in preparation for future major gift cultivation and solicitation strategy. ■ Research, define and implement new friend-fund-raising event strategy designed to generate \$35,000-\$50,000 in new private funding from previous year. ■ Increase private giving so that it equals or exceeds 15% of college budget. ■ Implement a planned giving and major gifts strategy. ■ Increase scholarship giving to \$100,000 per year. ■ Development program analysis conducted to determine best-practice model, policies, strategies and procedures to ensure readiness for future major gift campaign. ■ Implement regular strategy for hosting new prospects to the college for cultivation with college president and Foundation board representatives. ■ Implement regular stewardship strategy to enhance relationships with existing donors, college president and Foundation board representatives. 	<ul style="list-style-type: none"> ■ Minimum of 50 new prospects (individual and corporate) identified and contacted for cultivation with college President. ■ Matrix of board representation current and future projected completed. ■ Board training on governance, roles implemented. ■ Implementation strategy generates \$35,000 to \$50,000 in new funding. ■ Private giving equals or exceeds 15% of college budget. ■ Planned giving and major gift infrastructure in place and operational. ■ Minimum increase of 20 additional students receive scholarships. ■ Comprehensive report and plan for action define outlining long-range plan for development, friend and fund-raising. ■ Minimum of 20 cultivation visits to campus. ■ Publish three newsletters each fiscal year for alumni, friends 		<ul style="list-style-type: none"> ■ June, 2005 ■ January 2005 ■ March 2005 ■ June 2005 ■ May 2005 ■ June 2005 ■ June 2005 ■ June 2005 ■ June 2005 ■ June 2005 		
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BASIC SYSTEM COMMITMENTS:

II. Strategic Direction: Expand High-quality Learning Programs and Services

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

System Activities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria

<p>A. Continuously improve programs and services for students, workers and employers</p>	<ul style="list-style-type: none"> ■ College Website will be redesigned. ■ Business office procedures manual will be published. ■ Best-practice training will be developed and implemented. ■ Student Support Services Program (TRIO grant) will expand services from 150-200 low-income, first generation students served annually. ■ Private scholarship as well as regular financial aid resources will be increased for eligible students. ■ Student Life opportunities will be expanded in these areas: Student Leadership Academy, athletics, PTK, and multicultural activities. ■ Admissions program recruitment strategy and focus implemented to expand underrepresented populations. ■ Programs at Apple Valley Higher Education Center strengthened and broadened in collaboration with St. Mary's and Inver Hills. 	<ul style="list-style-type: none"> ■ New Website will increase usage and will receive superior evaluation reviews. ■ Manual developed; available on intranet. ■ 100% staff receive training. ■ Application submitted within proper timeframe; funding received. ■ SSS grant receives 99+ on grant review. ■ Minimum of 10 new scholarships established from private sources. ■ 15% increase in student participation in Student Life Activities. ■ Recruitment results in 5% enrollment increase from business, industry population. ■ Recruitment results in 2.5% increase in diversity enrollment, with emphasis on Hispanic population ■ Long-range plan defines program development through Fy06 (includes budgetary projections) 		<ul style="list-style-type: none"> ■ June, 2005 ■ June, 2005 ■ March, 2005 ■ Time-line established for submission ■ June 2005 ■ June 2005 ■ June 2005 ■ June 2005 ■ June 2005 		
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<p>B. Advocate for a strong liberal arts foundation.</p>	<ul style="list-style-type: none"> ■ Explore areas of growth needed. 	<ul style="list-style-type: none"> ■ Recommendations, if needed, defined. 		<ul style="list-style-type: none"> ■ June 2005 		
<p>C. Sustain career and technical education.</p>	<ul style="list-style-type: none"> ■ Explore areas of growth needed. 	<ul style="list-style-type: none"> ■ Recommendations, if needed, defined. 		<ul style="list-style-type: none"> ■ June 2005 		
<p>D. Support innovation and quality.</p>	<ul style="list-style-type: none"> ■ Integrate service-learning each program. ◆ Survey programs to identify what civic engagement activities currently happening on and off campus. 	<ul style="list-style-type: none"> ■ Civic Engagement Service Learning Advisory Committee Established ■ Mission statement for civic engagement activities created ■ One civic engagement/learning service activity per program established ■ Four new partnerships in place 		<ul style="list-style-type: none"> ■ June, 2005 		

<p>E. Make efficient and effective use of facilities and technology.</p>	<ul style="list-style-type: none"> ■ New electronic business practices implemented ■ Online HR forms created ■ Explore facility-wide wireless technology implementation ■ Seek alternative ways to expand the Library and Academic Support Services if bonding bill does not pass. 	<ul style="list-style-type: none"> ■ Budget development and monitoring on-line ■ Electronic timesheets in place ■ Electronic purchasing, requisition process online – 3 depts. ■ Payroll, HR forms, hiring online ■ Implementation of new card system in place ■ 100% of bookstore inventory POS system electronic ■ Technology implementation recommendations prepared ■ Research conducted and feasibility determined (“Friends of Library” explored) 		<ul style="list-style-type: none"> ■ March, 05 ■ June, 05 ■ June 05 ■ June 2005 		
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BASIC SYSTEM COMMITMENTS:

III. Strategic Direction: Strengthen Community Development and Economic Vitality.
The Minnesota State Colleges and Universities will work in new and collaborative ways to maintain and build vital communities and economies at the local, regional and state levels.

System Activities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria
A. Conduct applied research.						

B. Pursue partnerships and collaboration.

- Partner with University of Minnesota to:
 - build new greenhouse at DCTC
 - deliver new Nanoscience Technology program sponsored by the NSF-ATE grant.
 - Sign interagency agreement that meets the criteria for the NSF-ATE grant
- Explore partnership with John Deer and the University of Minnesota.
- Application submitted for MN/WI outline of regional node plan.
- Expand Customized Training programs and services to area business and industry
- Job fairs in partnership with DCTC's Employment and Training Center, Dakota County Workforce Services, and DEED

- Partnership solidified
 - Greenhouse plans completed.
 - New Nanoscience program
 - Signed agreement
 - Capstone semester courses (lecture and lab) developed, ready to deliver to students: micro, nanofabrication, thin film deposition, nanotbiotechnology, materials characterization
 - Final decision regarding partnership
 - DCTC is named regional node
 - Three new business partnerships
 - Ten new business clients
 - Outreach results in increased onsite industry programs (minimum of 5)
 - Minimum of two job fairs sponsored

- Sept. 04
- Dec. 2004
- June 2005
- Summer 05
- June, 2005
- June, 2005
- January – June 2005
- June 2005

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	Partner with Hennepin Technical College to deliver pilot curriculum to English Language Learners through year three of FIPSE grant.	<ul style="list-style-type: none"> Feasibility of delivery defined. 		<ul style="list-style-type: none"> June 2005 		

BASIC SYSTEM COMMITMENTS:						
IV. Strategic Direction: Fully Integrate the System						
<i>The Minnesota State Colleges and Universities will become a more fully coordinated and integrated system of distinct higher education institutions that provide high-quality education.</i>						
System Activities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria

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B. Provide efficient and effective credit and student transfer.	<ul style="list-style-type: none"> Develop articulation agreements designed to provide smooth credit and student transfer 	<ul style="list-style-type: none"> Minimum of 3 agreements defined. 		<ul style="list-style-type: none"> June 2005 		
C. Demonstrate accountability.	<ul style="list-style-type: none"> Expand program efficiency review process beyond current level 	<ul style="list-style-type: none"> Report on plan to expand as well as results 		<ul style="list-style-type: none"> June 2005 		

1. Strengthen the system's ability to respond to the changing needs of students and Minnesota communities.						
Institutional Responsibilities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria
A. Assess the impact of demographic changes in college and university service areas.	<ul style="list-style-type: none"> Integrated and unified campus planning process (facilities, enrollment, program, resources) in place based on environmental data. 	<ul style="list-style-type: none"> Plan format and process defined. Areas of planning responsibility defined. Cycle of planning defined. Draft of plan produced. 		<ul style="list-style-type: none"> June 2005 		

<p>B. Address retention and recruitment in enrollment management plans.</p>	<ul style="list-style-type: none"> ■ Recruitment and retention objectively measured using institutional effectiveness elements. ■ Recruitment strategy increased to include business and industry focus. (See previous comments) ■ Follow up with students who did not graduate or transfer to determine reasons for noncompletion. 	<ul style="list-style-type: none"> ■ Detailed plan (integrated with unified college planning effort) to measure effectiveness of recruitment and retention in place. ■ Documented business and industry recruitment shows increase by 15%. ■ Post-survey created, implemented. 		<ul style="list-style-type: none"> ■ Fall, 04 ■ Fall 05 ■ June 2005 		
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2. Align college and university priorities, programs, services and business practices to improve service and manage costs.

Institutional Responsibilities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria
<p>A. Provide smooth credit and student transfer.</p>	<ul style="list-style-type: none"> ■ Articulation agreements designed to provide smooth credit and student transfer 	<ul style="list-style-type: none"> ■ Minimum of 3 articulation agreements in place. 		<ul style="list-style-type: none"> ■ June 2005 		
<p>B. Adopt best practices, policies and procedures to align colleges and universities with other system institutions.</p>	<ul style="list-style-type: none"> ■ Best practice process in place to align college with other institutions. 	<ul style="list-style-type: none"> ■ Two-year objectives implemented or adopted 		<ul style="list-style-type: none"> ■ June 2005 		
<p>C. Benchmark program development, student services and business practices against the most efficient and effective processes within the system and in colleges and universities across the nation.</p>	<ul style="list-style-type: none"> ■ Define strategy for completion. 	<ul style="list-style-type: none"> ■ Plan for implementation defined. 		<ul style="list-style-type: none"> ■ June 2005 		

3. Strengthen teacher preparation and professional development programs; work to assure that high school graduates have the skills and knowledge needed to succeed in college and work.

Institutional Responsibilities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria
A. Develop strong working relationships with basic education and post-secondary partners.	<ul style="list-style-type: none"> ■ Partnership includes 2 defined collaborative programs. 	<ul style="list-style-type: none"> ■ DCTC and basic education have long-range plan for collaboration defined. 		<ul style="list-style-type: none"> ■ June 2005 		
B. Work with local schools and school districts to encourage middle and high school students to prepare for college.	<ul style="list-style-type: none"> ■ Concurrent enrollment programs increased beyond current level ■ High school partnership explored to tie with Polytechnic model. ■ Deliver Upward Bound program to two area high schools to encourage students to prepare for college ■ Deliver Summer Bridge and TRIO Student Support Services programs and services to recent high school graduates to enroll at DCTC. ■ Promote and deliver NanoCamps for high school students interested in pursuing careers in math and science. ■ Review and Implement College for Kids program for elementary, middle, and high school students. 	<ul style="list-style-type: none"> ■ Minimum of increase by 15% in concurrent enrollment opportunities. ■ High school linkages defined for prospective polytechnic model. ■ Satisfaction with delivery model from local high schools. ■ Bridge Program students enrolled at DCTC (20% minimum) ■ Implemented and high satisfaction level was received for Nanocamps. ■ Implemented and high satisfaction level was received for College for Kids program 		<ul style="list-style-type: none"> ■ June 2005 ■ June 2005 ■ June 2005 ■ June 2005 		

3. Strengthen teacher preparation and professional development programs; work to assure that high school graduates have the skills and knowledge needed to succeed in college and work.

Institutional Responsibilities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes			
C. Implement programs and processes to encourage recent high school graduates to enroll in a college or university.	<ul style="list-style-type: none"> ■ Expand Tech Prep articulation agreements with area high schools to encourage students to continue their education at DCTC 	<ul style="list-style-type: none"> ■ Minimum of 2 agreements in place. 		<ul style="list-style-type: none"> ■ June 2005 		
D. Deliver programs to prepare new teachers and to upgrade the skills of current teachers.	<ul style="list-style-type: none"> ■ Nano Days developed and delivered for high school teachers. ■ Develop A.S. degree in Child Development program. ■ Expand offerings in the Child Development Program for teacher assistants needing to complete an associate's degree. 	<ul style="list-style-type: none"> ■ 3 days offered to high school teachers with high satisfaction levels for presentation. ■ A.S. degree approved and implemented ■ Increases student involvement by 10%. 		<ul style="list-style-type: none"> ■ June 2005 ■ June, 2005 ■ June 2005 		

4. Fully develop and launch Minnesota Online.

Institutional Responsibilities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/ AQP Criteria
A. Support Minnesota Online Collaborative standards.	<ul style="list-style-type: none"> ■ Online course includes all required information to be included within Minnesota Online. 	<ul style="list-style-type: none"> ■ Compliance and monitoring system in place. 		<ul style="list-style-type: none"> ■ Spring Semester 2004-05 		

<p>B. Continue to develop online courses, programs and student services.</p>	<ul style="list-style-type: none"> ■ Seek accreditation approval from MnSCU for the delivery of online programs ■ Develop Online Learning Plan that identifies courses, programs, and services to be delivered online. ■ Fully implement DARS and CAS to meet MnSCU timelines ■ Develop and offer faculty Desire2Learn training for online courses ■ Develop portals including student portal and IT portal for web page. ■ Develop online tutoring for Writing Lab 	<ul style="list-style-type: none"> ■ Minimum of two current programs approved ■ Online Learning Plan in place that includes: <ul style="list-style-type: none"> ● Books ordered online ● Electronic resources for DCTC Career Center ■ DARS fully implemented. ■ CAS training completed and implementation meets MnSCU guidelines. ■ Training workshops will be delivered to faculty for development and delivery on online course materials ■ Portals developed for student use ■ Tools researched for options, plans in place 		<ul style="list-style-type: none"> ■ June, 2005 ■ January, 2005 prior to spring semester start. ■ June 2005 ■ Fall, 04 ■ August, 2004 and ongoing ■ June, 2005 		
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C. Work with other colleges and universities to develop and offer online courses, programs and student services.	<ul style="list-style-type: none"> ■ Partner with other MnSCU institutions to offer joint online courses 	<ul style="list-style-type: none"> ■ Minimum of 2 partnerships in place. 		June 2005		
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5. Build recognition of and support for the system among key stakeholders.						
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Institutional Responsibilities	Institutional Objectives	Projected Institutional Outcomes	Actual Institutional Outcomes	Projected Completion Dates	Completed or In Progress	HLC/AQIP Criteria
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A. Continue to build relationships with business, legislative, educational and community leaders.

- President’s Advisory Council includes key stakeholders from business, area government, state legislature, education, and community organizations

- Submit and implement additional MJSP grants

- Communications plan to promote DCTC in community developed.

- Diversity participation and representation in events throughout Dakota County and beyond.

- Develop and implement the DCTC Alumni program (link with College Advancement)

- Council meets regularly with high satisfaction level for members

- Submit three additional grants with two awarded

- Increase numbers of community involved. Documentation of increased awareness and value of DCTC

- Implementation of Dislocated worker events to include:
 - Economic Development Programs in Dakota County
 - DC Workforce & DEED
 - January Jump Start
 - Workforce Investment
 - Host quality council in Apple Valley
 - Monthly Workforce meetings

- Alumni mailing list updated, activated; one major event held.

- June 2005

- June 2005

- June 2005

- June 2005

- June 2005

	<ul style="list-style-type: none"> ■ Publications and communication pieces produced to meet the needs of the community ■ Develop plan to deliver new Technical Management degree to business and industry clients. 	<ul style="list-style-type: none"> ■ Implementation of Publications and communications pieces. ■ Market program to 30 business and industry clients. ■ Enroll 100 students 		<ul style="list-style-type: none"> ■ June 2005 ■ June 2005 		
B. Communicate important system messages to business, legislative, educational and community leaders.	<ul style="list-style-type: none"> ■ Identify legislative strategy to engage Minnesota Congressional delegation in assistance to sponsor federal appropriations. 	<ul style="list-style-type: none"> ■ Completion and implementation of strategic and tactical legislative plan. 		<ul style="list-style-type: none"> ■ Jan. 2005 		
C. Articulate clear and consistent messages about the system's value for system representatives and college and university leaders to use among key audiences.	<ul style="list-style-type: none"> ■ System identity included in publications and events. 	<ul style="list-style-type: none"> ■ System messages clear and consistent in materials, events. 		<ul style="list-style-type: none"> ■ June 2005 		

Futures Planning – 2010 and Beyond

As you look to 2010 and beyond, what major directions or changes do you anticipate in facilities, human resources, students, mission, program or technological priorities.

<ul style="list-style-type: none"> • Facilities 	<ul style="list-style-type: none"> ■ Library and Academic Support facilities expanded ■ Polytechnic Higher Education Center location identified ■ Facility efficiencies in place aligned with program capacity and effectiveness and operational efficiency ■ Campus operational infrastructure needs addressed: ADA doors , Air quality issues, signage, heat exchange, painting, sidewalks, chiller, chilled water system, fire system (water main), green house controls, security upgrades, infill pods, clock system, garage doors
<ul style="list-style-type: none"> • Human Resources 	<ul style="list-style-type: none"> ■ Diversity hiring and training enhanced; DCTC workforce and students reflected of emerging trends ■ Student diversity reflective of service area trends
<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> ■ Multiple entry points for students into programs, including on-line, web access ■ Minimum of five 2-to-four-year degree partnership programs onsite ■ Seamless curriculum in Polytechnic model (K-12, 2 year –to-4 year education)
<ul style="list-style-type: none"> • Mission 	<ul style="list-style-type: none"> ■ Mission is nimble, reflective of responsiveness to changing student population and changing needs of business, community. ■ Community friends of DCTC active and engaged in support for the future
<ul style="list-style-type: none"> • Programs 	<ul style="list-style-type: none"> ■ Programs focused on institutional niche and expertise in nanotechnology, integrated technology-general education (i.e, polytechnical education) ■ Center for Emerging Technologies integrated in a Polytechnic College ■ New private resources support programs through mutually beneficial partnerships locally as well as regionally and nationally ■ Sustainability of programs ensured through private funds solicited
<ul style="list-style-type: none"> • Technology 	<ul style="list-style-type: none"> ■ Polytechnic Higher Education Center established that includes partnership with K-12, business and 4-year institutions of higher education. ■ Nanotechnology center serves as key training center in region, state, and country