



Minnesota
STATE COLLEGES
& UNIVERSITIES

**Charting the Future
College/University quarterly report template
FINAL**

ACTION REQUESTED
Return to
Jaime.simonsen@so.mnscu.edu
by APRIL 1st, 2016

Please provide responses for activity completed during this quarter: January 1 – March 31, 2016.
Responses will be used to compile the Charting the Future April quarterly report for the Board of Trustees and Coordinating Committee.

College/University: Minnesota West Community & Technical College
Person completing form:

Section 1: Campus Community Engagement

*Briefly summarize the **approach** your college/university is using to engage the following stakeholder groups in campus CTF initiatives:*
Minnesota West’s Charting the Future College Committee and four Charting the Future Implementation Teams are comprised of students, faculty, staff, and administrators from across our five campuses.

The college has implemented four communication strategies: i) Shared Governance and Labor Management meetings, ii) campus-level *Talks with Terry*, ii) college CTF website, and iv) Student Government meetings.

<p><i>Identify specific engagement activities carried out this quarter (Jan-Mar) with each stakeholder group:</i> Students: Student Government Faculty: Shared Governance and Talks with Terry Staff: Labor Management and Talks with Terry</p> <ul style="list-style-type: none"> • Added college CTF webpage link on front page of website 	<p><i>Identify key engagement activities planned for next quarter (Apr-Jun) with each stakeholder group:</i></p> <ul style="list-style-type: none"> • Community Conversations <ul style="list-style-type: none"> ○ Granite Falls • Industry Conversations <ul style="list-style-type: none"> ○ Sanford Health Network ○ Fluid Power Machine Tool, Granite ○ President Advisory Council ○ First Farmers & Merchants 	<p><i>Identify engagement issues/concerns (if any) identified with each stakeholder group:</i> Students: Not all students in attendance, drafting survey to better understand communication needs</p>
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Section 2: Campus-based initiatives

Below are the initiatives that are led by colleges/universities. Please highlight the key activities and milestones accomplished this quarter (Jan. 1-Mar. 31, 2016)

<p>Initiative 1.1.2 – Convene campus-based advising work group that researches advising best practices and develops specific recommendations for strengthening advising</p>	<p><i>Briefly summarize your initiative efforts (Jan. 1-Mar. 31):</i> The college has initiated a task force to discuss, review, and implement best practices on student advising. Task force consists of students, faculty, advisors, and admission representatives. Areas being addressed include attention/needs (opportunities) as well as strengths/best practices. Committee met on 2/9/16 Members include: Laine Rieger, Vong Rathachak, Rob Arp, faculty, Scott Cowan and Maitland Parsons, students Lynn Vanderplaats, Student Service Advisor, Deb Full, Resource Specialist Rebecca Weber, Campus Dean & Advising Coordinator</p>		
<p><i>Indicate your initiative status:</i></p> <p><input type="checkbox"/> Not started <input type="checkbox"/> Project near completion (up to 75%) <input checked="" type="checkbox"/> Initial progress made (up to 25%) <input type="checkbox"/> FY 16 project tasks completed (100%) <input type="checkbox"/> Reached project mid-point (up to 50%) <input type="checkbox"/> Project paused</p>			
<p><i>Identify key activities and milestones accomplished this quarter (Jan-Mar)</i></p> <ul style="list-style-type: none"> • Established areas of attention/needs: Advisor training college-wide for staff, faculty and students and consistency in Advisee notification and outreach • Progress on revamping Pre-orientation Modules and continuous clarification of On Campus Orientation pre-work and agendas • Student and Advisor Accountability and Needs Survey to be given to Students 	<p><i>Identify key activities and milestones planned for next quarter (Apr-Jun)</i></p> <ul style="list-style-type: none"> • Implement survey and gather results for advisor training. • Set time table for training and implement during staff and faculty duty days. • Conduct advisee notification email test trial with faculty and staff advisors. • Follow-up CTF meeting 	<p><i>Identify issues/concerns (if any) identified</i></p> <ul style="list-style-type: none"> • Participation in student survey to garner sufficient data. • Level of participation from faculty in active advising practices. 	

Initiative 1.3.1 – Develop a campus diversity plan , integrated into the college/university overall Student Success plan	<i>Briefly summarize your initiative efforts (Jan. 1-Mar. 31):</i>		
	<i>Indicate your initiative status:</i>		
	<input type="checkbox"/> Not started <input type="checkbox"/> Initial progress made (up to 25%) <input type="checkbox"/> Reached project mid-point (up to 50%)	<input checked="" type="checkbox"/> Project near completion (up to 75%) <input type="checkbox"/> FY 16 project tasks completed (up to 100%) <input type="checkbox"/> Project paused	
<i>Identify key activities and milestones accomplished this quarter (Jan-Mar)</i>	<i>Identify key activities and milestones planned for next quarter (Apr-Jun)</i>	<i>Identify issues/concerns (if any) identified</i>	
<ul style="list-style-type: none"> • President letter sent out on diversity to college • Attended diversity conference with 6 members of the diversity committee including 3 from collaborative • Recruited Diversity Committee members from Integration Collaborative • Refined the diversity climate survey • Explored program specific busing options • Organized and researched adding Soccer programs • Intentional Recruitment & Retention (IRR) 	<ul style="list-style-type: none"> • Review diversity survey results • Incorporate results of diversity plan for the Soccer program and into student success model. 	<ul style="list-style-type: none"> • 	

<p>Initiative 1.1.6 – Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising</p>	<p><i>Briefly summarize your initiative efforts (Jan. 1-Mar. 31):</i> Completed the Inventory of Student Support Technologies for Student Success Survey Committee leadership met to identify gaps and strengths in current systems. Additionally, each year Minnesota West completes the Digital Community Colleges Survey. In this survey, the college is asked to identify its technical support structures. Through this process, we have identified several student support services to be added to the college repertoire, such as GradesFirst (student retention, tutoring, advising), College Central (career services), and mobile device accessibility. A non-inclusive list of student support technologies includes student email, Brightspace/D2L access, student Eservices, various communication tools (digital signage, emergency alert system), College Central (career services), GradesFirst (student retention, tutoring, advising), AskJay (online help desk), Introduction to Online Learning course (free, non-credit course), Smarthinking (24x7 tutoring support), Lib Guides (research and reference guides), and the One Stop Student Services model. Current identified gaps include continued communication and training on these support technologies. At present, most of the student support needs that can be supported through technologies are being supported through technologies. Because Minnesota West is heavily engaged in distance delivery (online, hybrid, and interactive television/ITV), we have long been concerned with providing excellent student support at a distance. Approximately 53% of our offerings are through distance delivery.</p>								
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<p><i>Identify key activities and milestones accomplished this quarter (Jan-Mar)</i></p> <ul style="list-style-type: none"> Reviewed student support services available to all students (including online). Identified gaps in communication and training for these services. 	<p><i>Identify key activities and milestones planned for next quarter (Apr-Jun)</i></p> <ul style="list-style-type: none"> Work to communicate services to students, staff, administrators, and faculty, reminding them of available tools and strategies. 	<p><i>Identify issues/concerns (if any) identified</i></p> <ul style="list-style-type: none"> 							

<p>Initiative – 1.2.2 – Ensure all students have access to technology</p>	<p><i>Briefly summarize your initiative efforts (Jan. 1-Mar. 31):</i> The MnSCU Academic and Student Affairs Technology Council is working with Educause/ECAR survey to assess student needs. At this point, no additional campus – level work is needed until that is complete and further directions are provided by ASA.</p> <p>Committee Update At this point, no tasks for a technology committee to complete, so have not identified personnel to serve or set a time to meet. Kip Thorson and Kayla Westra will continue to monitor and convene the committee when further instructions are provided by ASA/CTF leadership. When the committee is needed, Kip and Kayla will find two faculty members and two students to assist.</p>								
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<p><i>Identify key activities and milestones accomplished this quarter (Jan-Mar)</i></p> <ul style="list-style-type: none"> Reviewed ASA Tech Council work on ECAR survey. 	<p><i>Identify key activities and milestones planned for next quarter (Apr-Jun)</i></p> <ul style="list-style-type: none"> Assist with survey as needed by ASA Tech Council. 	<p><i>Identify issues/concerns (if any) identified</i></p> <ul style="list-style-type: none"> Will create committee as needed/upon completion of ASA Tech Council survey and direction. Continue to work on rural / outstate broadband issues (connectivity and cost). This disproportionately impacts diverse and underserved populations. 							

<p>Initiative 3.1.1 – Ensure affordability for all students (financial literacy ONLY)</p>	<p><i>Briefly summarize your initiative efforts (Jan. 1-Mar. 31):</i> Financial literacy sessions are held at local high schools and community centers for students and families. Through interpreters some sessions are translated for Spanish and Karin speaking populations. The goal is to provide families with the tools and resources to be able to navigate the post-secondary financial aid process. Through these sessions relationships are built with students, families and school counselors for continued support throughout the financial aid process. Financial literacy publications in both English and Spanish are provided to school counselors.</p>								
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<p><i>Identify key activities and milestones accomplished this quarter (Jan-Mar)</i></p> <ul style="list-style-type: none"> • 16 FAFSA workshop events held and included discussion about financial literacy and how to apply for financial aid. • Fund Your Future event for students and parents held March 30 on all campuses. • Sponsored a student visit day at SMSU for Bremer Scholars to transfer once degree is completed at MnWest • Loan default prevention methods include sending delinquent borrowers emails and/or letters with repayment options and loan servicer contact information. • Loan default rates have decreased from 16.0% (2011 cohort) to 14.7% (2012 cohort). 	<p><i>Identify key activities and milestones planned for next quarter (Apr-Jun)</i></p> <ul style="list-style-type: none"> • 1 additional workshop scheduled. 	<p><i>Identify issues/concerns (if any) identified</i></p> <ul style="list-style-type: none"> • 							

Scholarship campaign work will launch spring 2016 and will be reported on in April 2016

Section 3: College/university participation in pilots

Below are the initiatives that colleges/universities may choose to participate in. If you are participating, please provide a brief summary of the efforts that are being taken to implement the initiatives at your campus. In addition, the system offices providing support to pilots will also provide updates.

Initiative 1.3.2 – Diversity mapping and assessment of diversity and equity	<ul style="list-style-type: none"> •
Initiative 2.2.2 – Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities	<ul style="list-style-type: none"> • Initial meeting with Jenna Kulaseiwicz, Credit for Prior Learning Consultant, on March 4, 2016 to review Minnesota West Credit for Prior Learning policy, procedures and processes. College members included Rebecca Potts, Crystal Strought, Kile Berends, Roxanne Hayenga, Dawn Regnier, and James Wee. • Dawn Regnier, Connie Hacker and James Wee participated in the Military Crosswalk training session on March 25 to align manufacturing curriculum with military service training courses. The training was conducted by Gina Sobania, Director of Military, Veteran and Adult Learner Services with MnSCU.
Initiative 3.1.2 – Develop a comprehensive strategy to increase awareness and development of e-textbooks and open educational resources (OERs)	<ul style="list-style-type: none"> • One Minnesota West faculty member is participating in reviewing e-textbooks with the MnSCU Open Textbook Training, an effort MnSCU is engaging in with the University of Minnesota and their Open Textbook Library.

Section 4: Additional comments/best practices (optional)

If you have additional comments or best practices that have been identified in your campus-based work or campus engagement, please briefly describe.