

Minnesota West Community & Technical College

Master Academic & Student Services Work Plan



Leading Change & Building Excellence

Compiled by the Office of the Provost

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Minnesota West Community and Technical College 2008-2010 Master Academic and Student Services Work Plan

MISSION OF THE COLLEGE:

“Minnesota West Community and Technical College is dedicated to serving the varied and educational needs of our diverse student populations in affordable, accessible and supportive settings.”

MISSION GOALS:

1. To provide pre-professional and liberal arts courses which lead to Associate in Arts or Associate in Science Degrees. The courses are designed to transfer to a four-year college or university and will apply toward a baccalaureate degree.
2. To provide certificate, diploma and Associate in Applied Science degree courses for students working to develop and enhance occupational or technical competence leading toward employment or further education.
3. To provide learning opportunities for people of varying ages, backgrounds, and abilities with a particular focus and commitment to retraining and lifelong learning.
4. To provide continuing education, management education and customized training for professions, business, and industries.
5. To provide facilities for programs, activities, conferences, teleconferences, and courses to meet community needs.
6. To provide extended educational opportunities by means of flexible scheduling and delivery.
7. To provide effective and efficient use of resources through partnerships with agencies, other educational institutions, business and industries.
8. To provide continuous improvement processes via assessment, evaluation and upgrading of programs and services and to support the professional development of college personnel.
9. To provide the resources to meet the contemporary standards of facilities, informational resources, technology, and teaching strategies to ensure quality educational outcomes.
10. To provide comprehensive student services enabling academic and personal growth toward lifelong learning.

MnSCU MISSION:

The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

PURPOSE OF PLAN:

The purpose of the Minnesota West Academic and Student Services Plan is to succinctly state the vision and goals of the instructional, student services, technical and academic support programs as they are integrated with the mission of Minnesota West Community and Technical College, its Strategic Plan, the President's Workplan, and the Chancellors' Workplan. Numerous collaborative processes have occurred simultaneously including organizational strategic planning, facility improvement proposals and planning, restructuring of student services, budget allocations and academic program review. Minnesota West received a 10-year accreditation by The Higher Learning Commission in 2002. Minnesota West was also approved in 2003 by The Higher Learning Commission to offer all programs via distance delivery. Minnesota West also contributes to a state-wide initiative in e-learning – MnOnline. Multiple efforts driven by and impacting the academic heart of Minnesota West require action to ensure the integrity of the mission, the commitment to constituent needs, the quality of delivery and the assurance that infrastructure resources (physical and human) exist to support all tasks. Policy development and compliance to policy continue to give structure in curriculum development, faculty hiring and issues of accreditation for specific programs and the institution.

The academic affairs and student affairs teams, composed of the Provost/Vice President of Academic and Student Affairs, Campus Administrators, Vice President of Instruction, Dean of Career and Technical Programs, Director of Nursing, Director of Allied Health, Dean of Management Programs, Director of Technology, the Director of Facilities, and the Director of Customized Training/Continuing Education, worked to develop a vision and clarifying statement to guide the academic area and student service plan. The plan is shared with students for broad input.

STATEMENT OF VALUES:

“We value excellence in an environment of mutual learning that is respectful, consistent, and dependable.”

PHILOSOPHY OF PLANNING:

Although a responsive environment is necessary in the challenging job market of higher education, one that has quality support systems, structural systems, and human resources on which student can depend is essential. The overriding goal of the academic, management and student services areas is to examine, solidify, and institutionalize systems in programs and resources that assure students of stable, quality service.

To accomplish the goals of an integrated education at Minnesota West necessitated a working philosophy: to institutionalize systems to facilitate the growth of a culture of technical education with a basis of general education ideals. The Vice President of Instruction, The Dean of Career and Technical Programs, Director of Nursing, the Director of Allied Health and Director of Customized Training prepared perspectives to guide the integration. See **Appendices A, B, C, & D.**

The major program emphasis, student services, the academic area, must work to bring a comprehensive, holistic approach to student learning. In developing goals the philosophy of student learning outcomes and student development are articulated in this workplan.

METHODS OF PREPARATION:

Although the Provost constructs the plan, it is the compilation of activities and planning by numerous groups including staff, faculty, administrators, constituents, consultants, community and student leaders.

HISTORY OF MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE, A MNSCU INSTITUTION:

Overview

Each state college and university has a distinct mission that is consistent with and supportive of the overall mission of Minnesota State Colleges and Universities. Two year degrees, certificates, diplomas and transfer programs are offered by the community and technical college, as well as multiple employee training programs.

Baccalaureate and graduate programs, delivered principally by Minnesota State Colleges and Universities, offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education.

Minnesota West Community and Technical College (hereafter referred to as Minnesota West) is Minnesota's newest merged comprehensive two-year institution of higher education. It is a family of five campuses and 3 sites in a geographical area that comprises 19 southwestern Minnesota counties. The geographical distances between campuses and each campus's unique community, history, traditions, philosophies, and cultures, also distinguish Minnesota West from all other colleges in the state.

Several publicly supported liberal arts and technical colleges were merged in Minnesota in the 1990s, but unlike Minnesota West, all of them were either co-located or closely located. With a combined surface area of more than 20,500 square miles, Minnesota West's territory exceeds that of every New England state except Maine (the combined areas of Connecticut, Massachusetts, and Rhode Island is only about 14,000 square miles; that of New Hampshire and Vermont is only about 18,000 square miles). The shortest route from Granite Falls to Canby is approximately 40 miles, from Canby to Pipestone is 50 miles, from Pipestone to Worthington is 60 miles, from Worthington to Jackson is 30 miles, and from Jackson to Granite Falls is 120 miles.

Because of their geographical proximity, most of Minnesota's other merged two-year colleges had long-standing relationships previous to their merging. With the exception of the Jackson and Worthington campuses, which began cooperating in some associate degree programs in the late 1980s, the campuses involved in the Minnesota West merger were relatively isolated from each other. Even though Minnesota West's four technical campuses were merged administratively as Southwestern Technical College in 1985, the four individual technical campuses continued to function with relative autonomy and compete with each other for students until they became part of Minnesota West.

Liberal Arts Education Delivery

The oldest institution in the Minnesota West family began admitting students as Worthington Junior College in 1936. Worthington Independent School District 518 established the two-year liberal arts college, and it was accredited by the Minnesota Department of Education. The institution continued this accreditation until 1973, when the Worthington campus received its first accreditation from North Central Association of Colleges and Schools (NCA). Worthington Junior College became Worthington State Junior College on July 1, 1964, when it affiliated with the Minnesota State Junior College System. In 1974, that system changed its name to Minnesota Community College System and Worthington State Junior College became Worthington Community College.

The Worthington campus of Minnesota West is located in the northwest corner of Worthington on the north shore of Okabena Lake. The Worthington community is in the center of Nobles County and has a population of nearly 11,300 citizens. In the past decade, Worthington has become one of the most racially and ethnically diverse communities in greater Minnesota. In addition to agriculture, the community's major industries include food processing, manufacturing of mobile homes and plastic products, and research and development of veterinary medicines. Through the efforts of various partnerships, southwest Minnesota has become a hub for renewable energy, wind energy and biotechnology. Minnesota West has been a leader in those efforts. The Worthington campus provides and oversees most liberal arts courses for all of the campuses of Minnesota West via interactive television and online courses. In addition to Practical Nursing and Agriculture, several technical programs were introduced on the Worthington Campus during 2002. Medical Lab Technician and Medical Assistant programs began serving students in August, 2002, and Law Enforcement began in 2003. Medical Lab Technician and Medical Assistant programs are scheduled to relocate, in fall 2008, to the newest site in Luverne.

Technical Education Delivery

Technical education campuses of Minnesota West are at Canby, Granite Falls, Jackson, and Pipestone, Minnesota. On July 1, 1985, these campuses, which until then had operated under the jurisdiction of local K-12 public school districts, were consolidated to form one regional technical college. Southwestern Technical College (STC) was officially created on July 1, 1985, and became part of the Minnesota Technical College System. STC received its first NCA accreditation in August 1991.

Also in 1991, the Minnesota Legislature passed legislation mandating that the Minnesota State University System, the Minnesota Community College System, and the Minnesota Technical College System merge by July 1, 1995. A new agency, Minnesota State Colleges and Universities (MnSCU), was the result of that three-way merger. On January 1, 1997, again by order of the Minnesota Legislature, Worthington Community College and Southwestern Technical College merged to become Minnesota West, a single, comprehensive two-year college.

The Canby campus of Minnesota West was founded in 1965 and is located in western Yellow Medicine County. The Canby community has a population of about 1,900 citizens. Manufacturing, health care, wholesale and retail trade, education, government, and services account for the non-agricultural employment in the area. The Canby campus offers programs in automotive technology, diesel technology, dental, electrical, and wind energy.

The Granite Falls campus of Minnesota West was also established in 1965. The campus serves eastern Yellow Medicine County. The population of Granite Falls is approximately 3,100 citizens. Primary industries in the region are agriculture and light manufacturing. The Granite Falls campus offers programs in robotics, fluid power, machine tool operations, business, computer technology, auto body technology, mechanical technology, plant processing, accounting and child development. . In 2007, the college opened the Minnesota Energy Enterprise Center at the Granite Falls Campus. This Center's focus is to provide leadership in the renewable energy and wind energy industry.

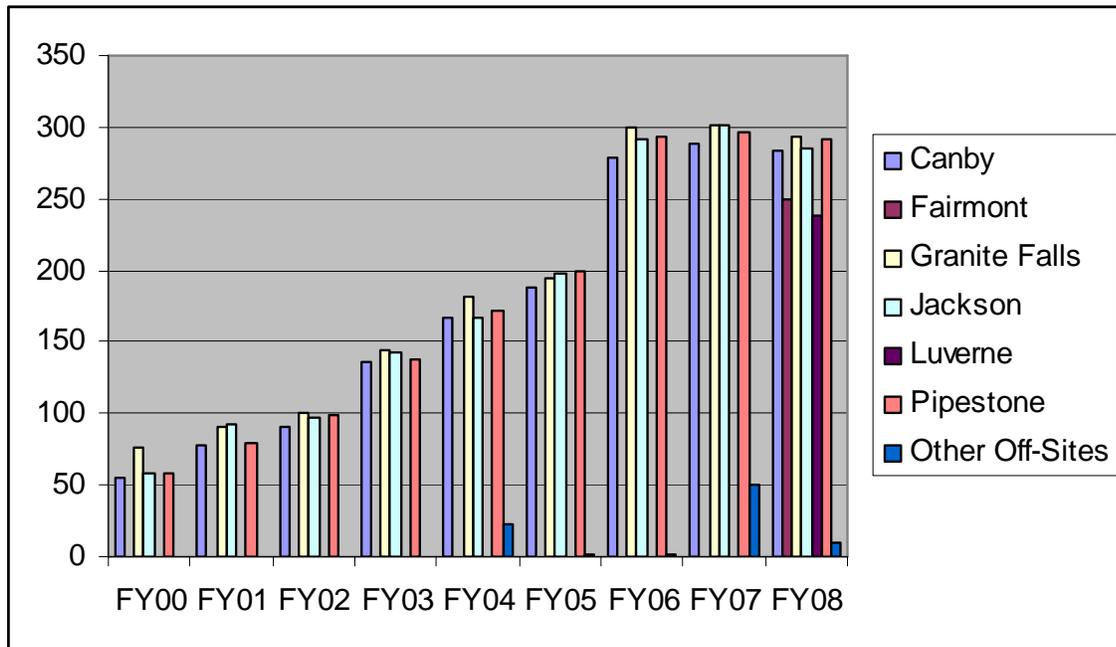
The Jackson campus of Minnesota West is located on the west edge of Jackson, a community of approximately 3,500 citizens in eastern Jackson County, another primarily agricultural area. The Jackson campus, established in 1964, was the seventeenth post-secondary vocational school in Minnesota. New buildings were added to the facility in 1965 and 1975. Jackson campus programs include accounting, administrative assistant, automotive technology, business, computer engineering technology, computer networking specialist, electrician, electrical utility technician, power line, power sports, farm business management, emergency medical services, cosmetology and massage therapy.

Minnesota West’s Pipestone campus was built on the site of the former Pipestone Indian Vocational School, which was established on February 2, 1893. That institution provided vocational training to Native American students until 1958, when the campus, which comprised some 56 buildings, was closed. (Three of those buildings were used by Pipestone technical college and remain in use by Minnesota West.) In 1957, the federal government ceded the property to Pipestone, a community of about 4,300 citizens in central Pipestone County. The Pipestone Area Vocational-Technical Institute enrolled its first students at the site in 1967. Currently, Minnesota West’s Pipestone campus programs include business, carpentry, plumbing, cosmetology, massage therapy, practical nursing, heating and air conditioning, farm business management including lamb and wool as well as small business management.

Minnesota West opened sites after the merger including the Fairmont Center, the Luverne Educational Center for Health Careers and the Marshall Center is the home of Customized Training.

Availability of liberal arts and general education courses to the four technical campuses, two Minnesota West sites, high school concurrent enrollment classes, and nursing program sites have grown substantially during in recent years (see Figure 1 below). The use of interactive television (ITV), e-learning, and on-site instruction has increased access to all regional students. It is possible to earn an AA degree through the efforts of all campuses.

Figure 1



(NOTE: Prior to FY08, Marshall, Luverne and Fairmont were all included in Other Off-Sites)

DISTANCE EDUCATION

Electronically Delivered Courses and Programs

Distance education, as defined today, has dramatically changed the face of education around the world. The unprecedented growth of online colleges and universities demonstrates to educators and administrators the void that “anytime-anywhere learning” fills, is in high demand. Historically, correspondence schools were one of the first distance education methods. As information technology and communication converged, distance education has progressed to encompass a variety of instructional methods to reach and teach students where they are. At Minnesota West, distance education is delivered via three methods: internet-delivered, blended learning, and instructional television (ITV). Because of the geographical distances of our service area and the needs of our students and clients, distance education fulfills the community and technical college mission to:

“serve the varied educational needs of our diverse populations in affordable, accessible and supportive settings”.

In the past few years Minnesota West distance education offerings have expanded to more than 300 online courses and 19 complete programs. This online expansion is occurring not only in the academic areas, such as business management and nursing, but also in Workforce Development and Customized Training. Blended learning (online and classroom combination) courses are offered for Emergency Medical Technicians, CPR and other public safety careers and emerging technical fields such as renewable energy, will no doubt use distance education technology to delivery some parts of the training.

In 2002, Minnesota West was the first MnSCU College to be fully accredited by the Higher Learning Commission to deliver degree programs totally online. In 2007, Minnesota West received an award from the Center for Digital Education and the American Association of Community Colleges, as tied for *fifth in the nation as the most digitally connected community college* in the rural and small college category. Minnesota West has been ranked in the top ten in all three years of the award.

In 2006, Minnesota West opened a site at Fairmont. The Fairmont location offers liberal arts courses as well as 3 technical programs. In 2007, Minnesota West opened a site in Luverne. The Luverne Educational Center for Health Careers has a health focus with programs in Surgical and Radiography technology. Medical Lab Technician and Medical Lab Assistant programs will relocate to the Luverne site in fall, 2008. At both the Luverne and Fairmont sites there are two ITV studios that are capable to both send and receive courses.

DEGREES, DIPLOMAS AND CERTIFICATES

Minnesota West currently provides developmental and lower-division college instruction in academic programs, occupational programs that involve a liberal arts component, and technical programs. It awards Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science degrees (AAS) as well as one-year, eighteen-month and two-year diplomas and technical training certificates that can be completed in less than two semesters. The college also awards Associate Degrees in Nursing (ADN and diplomas in Practical Nursing at both Worthington and Pipestone. Courses and degrees in nursing education are also delivered onsite and via electronic methods in Redwood Falls, Fairmont, Granite Falls, Marshall, and Olivia. Minnesota West also provides hour-based instructional programs, continuing education units, customized training, teleconferences, online courses, and management programs to respond to community and regional needs.

In addition to traditional on-campus classes, Minnesota West offers farm business management and small business management (FBM/SBM) courses off campus and courses via interactive television (ITV) to all of its campuses. FBM/SBM programs include mentoring programs and off-site classes for credit. Each Minnesota West campus has its own ITV studios, which are connected through the Minnesota Network. The network was established to provide interactive television services to state higher education institutions. The network first became operational in southwestern Minnesota in January 1995.

ENROLLMENT:

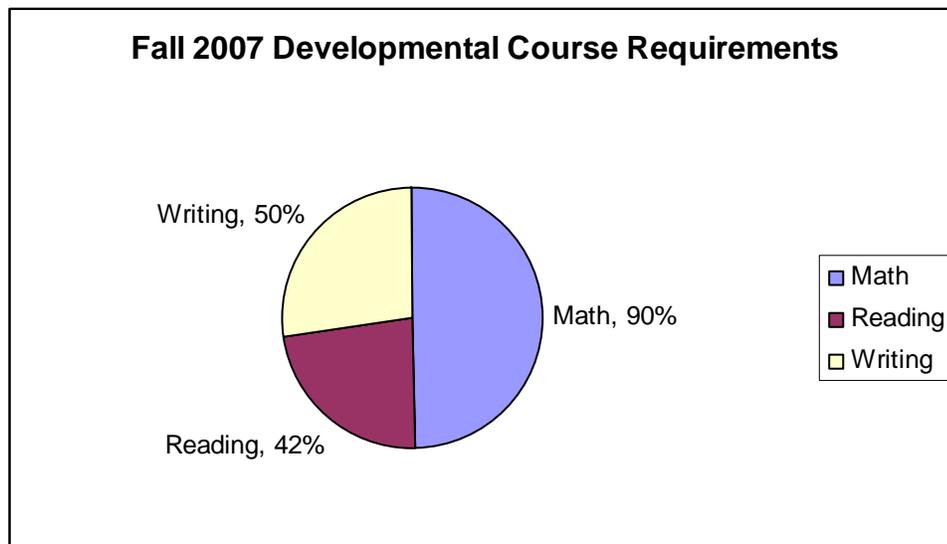
Note: Previous numbers used in this Master Academic Plan were FINAL Fiscal Year numbers – these are mid spring term numbers so the data may be slightly skewed.

Enrollment at Minnesota West held steady or slightly increased each year during the 1990s. Full-time enrollment is now 2,040 (FYE) with an unduplicated head count of 4,452. Most Minnesota West students are local, but some international students also enroll each year. Although the vast majority of students are Caucasian (79.1%), the percentage of non-white students grows annually as local industries expand their hiring base and recruitment for athletics has focused partially on larger cities and regions. Minority populations are primarily Hispanic, African American, and Southeast Asian, along with Native American. The current minority population is 7.6%. There are 13.3% students whose ethnicity is unknown or not reported. Thirty-three (33) percent of Minnesota West students are traditional (18-21 years old), 56 percent are non-traditional (22 and older), 5 percent are under 18 years old, and 5 per cent unknown. *(All above numbers are based on 2008 Mid-Spring Fiscal Year data.)*

In the fall of 2007, FTE was 1,942.1 and head count in credit courses was 2,939. Of those students,
52 percent attended college part time
53 percent were women
41 percent were aged 25 or over
8 percent were non-Caucasian.

Many students entering Minnesota West require developmental courses to improve basic reading, writing or math skills (see Figure 2 below). In fall 2007, cut scores for student entrance examinations showed that:
90 percent needed one or more developmental math courses
42 percent needed one or more developmental reading courses (Note: cutoff score was raised from 54 to 69, thus the higher % from the previous fall.)
50 percent needed one or more developmental writing courses.

Figure 2



When Minnesota West students who take non-credit courses were added to the total, the headcount for fall 2007 was 4933. Noncredit bearing courses are offered exclusively by customized training services (CTS).

In FY 2008, Minnesota West offered 301 fully online courses with an enrollment of 599.9 FYE (duplicated). Nursing education programs are offered with an enrollment of 42.3 FYE for online nursing courses. Students who are only taking courses via online delivery originate from the following states:

AB – 1	IA – 9	MA – 1	MO – 2	OH – 1	VA – 1
AK – 1	ID – 1	MB – 1	MT – 2	OK – 1	VT – 1
CA – 2	IN – 15	MD – 1	NC – 1	OR – 2	WI – 14
CO – 2	KS – 2	ME – 1	ND – 1	PA – 1	WY – 1
CT – 1	KY – 2	MI – 2	NE – 1	SC – 2	
FL – 1	LA – 1	MN – 676	NY – 4	SD – 35	

Management Programs

Management Programs contribute to the overall credit offering of Minnesota West. In 2007, the following credits were sold by the Management Programs:

Farm Business Management	2,897.25
Lamb and Wool	608.5
Small Business Management	<u>419</u>
Total	3,924.75

NOTE: Again, these numbers were run mid-spring term, and all Management Program registrations may not be in at this time.

In partnership with the Schwan’s Corporation, nation wide continuing education degrees are offered online.

APPROVED EDUCATIONAL PROGRAMS:

The Minnesota State Colleges and Universities Board of Trustees ultimately approves all new programs to be offered at Minnesota community and technical colleges. All program changes and modifications are processed through local committees and the MnSCU Academic Program Unit prior to Board approval. A CIP Code is attached to programs in a uniform method. A listing, with changes, is sent regularly to the participating colleges with appropriate CIP Codes.

MnSCU has implemented a planning process by which Minnesota colleges will become approved to offer online programs. MnOnline is collaborating with the MnSCU Academic Program Unit to approve distance learning offered by online methods and MnOnline has been approved by The Higher Learning Commission to provide accreditation to MnSCU schools for online education.

Minnesota West is accredited by The Higher Learning Commission (NCA) and will undergo a self-study again in 2011.

PLANNING FACTORS:

Planning efforts have resulted in a MnSCU Strategic Plan, and Minnesota West Strategic Plan, as well as a detailed workplan by the President. The synergy created by the planning process created a congruent approach to providing accessible education to the state and regional constituents. Emerging concurrently with those macro plans are the Carl D. Perkins Vocational Education Plan, technical and e-learning goals, facilities plans, and academic and student affairs goals. The missions and vision of the MnSCU System and Minnesota West serves as the foundation for the strategies.

MnSCU STRATEGIC PLAN; 2008-2012

Vision:

The Minnesota State Colleges and Universities will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

Mission:

The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

Strategic Direction 1: Increase access and opportunity

Access and opportunity are fundamental to Minnesota State Colleges and Universities. Many of our institutions were founded to serve the sons and daughters of farmers and Main Street store owners. Today, that commitment continues as new generations of Minnesotans look to higher education to advance their careers and contribute to their communities.

Goal 1.1 Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.

Goal 1.2 Work with other organizations to prepare all young people to graduate from high school and enroll in college prepared for college-level work..

Goal 1.3 Maintain an affordable cost of attendance for Minnesota residents.

Strategic Direction 2: Promote and measure high-quality learning programs and services

Goal 2.1 Promote accountability for results through a system of accessible reports to the public and other stakeholders.

Goal 2.2 Produce graduates who have strong, adaptable and flexible skills.

Goal 2.3 Provide multiple delivery options for educational programs and student services.

Strategic Direction 3: Provide programs and services that enhance the economic competitiveness of the state and its region.

Goal 3.1 Be the state's leader in identifying workforce education and training opportunities and seizing them..

Goal 3.2 Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.

Goal 3.3 Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers in its region.

Strategic Direction 4: Innovate to meet current and future educational needs

Goal 4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.

Goal 4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.

Goal 4.3 Hire and develop leaders who will initiate and support innovation throughout the system.

MINNESOTA WEST STRATEGIC DIRECTION AND GOALS

Minnesota West will pursue five strategic directions in implementation of its strategic plan. These strategic directions are further defined by strategic goals gleaned during the data collection process and analysis, the use of external environmental scanning and forecasting, and interviews with the following key stakeholders.

- Faculty, staff, administration and students
- Community leaders, political leaders, business leaders
- Key system leaders

Strategic Direction One:

Minnesota West will create learning opportunities for the citizens of southwest Minnesota that reflect the rapidly changing demographics of the region.

Rationale: External environmental scanning research and interviews with key stakeholders indicated that minority populations, older residents and changing populations should play a more significant role when the College is setting goals.

Goal 1.1 The college will increase the level of enrollment of underrepresented students so that it reflects the composition of our communities.

Goal 1.2 The College will expand its inclusiveness to underserved/unprepared populations.

Goal 1.3 The College will create the position of Coordinator of Minority Affairs.

Strategic Direction Two:

Minnesota West will create a campus atmosphere that embraces the needs of the students and encourages the desire for learning both inside and outside of the classroom.

Rationale: The SWOT analysis (strengths weaknesses, opportunities and threats) based on external environmental scanning research and interviews with stakeholders substantiated the need for stronger student life programs to positively impact higher rates of matriculation to graduation.

Goal 2.1 The College will improve student life.

Goal 2.2 The College will improve student retention

Goal 2.3 The college will create a position entitled Coordinator of Student Life.

Goal 2.4 The College will create opportunities for cross-campus college student life activities.

Strategic Direction Three:

Minnesota West will create a learning environment that broadens the capabilities of student, staff and faculty by expanding its instructional horizon to include all possible learning tools.

Rational: Trends identified by constituent groups in three of the five external environmental scanning groups addressed improvement of instruction and expansion of instruction through online offerings. Wider audience demand for accessible, quality education and online student and academic services training is an important trend.

Goal 3.1 The College will provide instructional development opportunities.

Goal 3.2 The College will expand it's distance/online offerings to include degrees and diplomas.

Strategic Direction Four:

Minnesota West will collaborate with businesses and communities in southwest Minnesota to identify opportunities for the enhancement of the economy and to provide coordinated political action.

Rational: Regional development through collaborative efforts surfaced as a theme in several external environmental scanning groups. Strengthening rural Minnesota's economy was identified as key to growth and survival of business,

agriculture, industry and education.

Goal 4.1 The College will increase economic opportunities for businesses and communities in southwest Minnesota.

Goal 4.2 The College will expand its sphere of influence in the political and economic arena in the region and state.

Goal 4.3 The College will develop credit and non-credit programs that improve the economy of southwest Minnesota.

Strategic Direction Five:

Minnesota West will secure external funds to maintain high quality and affordable learning opportunities for the citizens of southwest Minnesota.

Rationale: Recent political trends, tax reform, competition for public funds and declining budgets for education have caused Minnesota West, as well as other colleges, to seek new means of funding.

Goal 5.1 The College will broaden foundation support.

Goal 5.2 The College will improve its financial position by increasing efforts to secure funds from external sources.

CARL D. PERKINS VOCATIONAL GRANT GOALS

- Determine attainment of technical skills in CTE programs.
- Identify & develop a high school to college transition planning group.
- College Readiness Assessment Project.
- Introduction of students, junior level, in high school to information literacy concepts via an online learning tool, D2L.
- Continue and increase articulation, PSEO, and concurrent enrollment.
- Increase relationships with adult returning students by utilizing CLEP, CBE and other non-traditional credits.
- Increase skill levels through developmental coursework and study skills
- Enhance and increase collaborative efforts for student career and technical education and skills.
Continue the strong existing partnerships which offer the opportunity for students to increase knowledge of non-traditional careers.
- High school students in consortium schools will be academically prepared to enter post-secondary institutions.
- Skill attainment using industry specific equipment and state-of-the-art software and technology.
- High school students will have access to a seamless system of coursework through articulation/advance standing agreements between secondary and post-secondary education.
- Students will make education and career plans based on regional labor market data and direct contact with regional employers.
- Utilize input from advisory committee, business partners, and internship evaluations.
- Create a broad consortium of agencies to design best practices for students to access career and technical education.
- Increase access to career and technical and high skill jobs through online course delivery and opening new medical education site.
- Develop a partnership between SW/WC Service Collaborative, Work Force Centers in Region 6W, Region 8, and the college.
- Strengthen education/training and placement of students in career and technical programs.
- Promote career and technical education in high schools. Determine effectiveness of Kids College summer program regarding further course selection and attitude changes about non-traditional careers by follow up of current and past participants.

- Expand Fast Track summer program for under-prepared underrepresented students.
- Accommodations for veterans and active troops.
- Sustain and modify approach of support services to underrepresented, displaced homemakers, special needs and non-traditional students. Increase number of students of color and minority representation.
- Provide clearer direction to the identified liaison to business and industry, Integrative Collaborative and schools for referrals to Fast Track and services.
- Continue to build on success of expanded services for learners. (30% of whom are fully online). Developmental courses are offered to students who are under-prepared for all programs of study and delivery form.
- Support and increase the numbers of students enrolled in programs that are non-traditional for their gender.
- To establish a consortium structure for southwest Minnesota that includes the k-12 and post-secondary institutions (and their partners) in Economic Development Regions 6W and 8.

MINNESOTA WEST MASTER ACADEMIC & STUDENT SERVICE STRATEGIC PLAN/GOALS

Strategic Direction One: Develop vision, mission and continuing objective statements for student services and academic support systems.

Strategic Direction Two: To better define the focus and direction collegewide student activities and determine their effectiveness in meeting the mission of the institution in the following areas:

- a Intercollegiate athletics
- b Recreational athletics
- c Associations and committees
- d Student leadership
- e Disability services and reasonable accommodations
- f Auxiliary Aids and services
- g College website and student portal
- h ITV support

Strategic Direction Three: To determine the level of student satisfaction utilizing research tools such as Noel Levitz, IDEA, MnSCU Online Survey and others Compare results of 2007 evaluation and surveys to 2002

Strategic Direction Four: To determine student satisfaction and recommendations for changes which would impact retention:

1. Food Services
2. Bookstores
3. Financial Aid
4. Task Forces and committees

Minnesota West will provide students enrolled in distance learning courses support services comparable to those provided on campus.

- Access to admissions, registration, advising, financial aid, textbooks, and career and other student services.
- Access to Library and academic resources.
- Access to technical assistance through telephone or email.

Strategic Direction Five:

Minnesota West will provide distance learning courses that are equal in quality to those classes offered on the campus

- Faculty teaching distance learning courses will meet the same criteria as faculty teaching on campus.
- Recruit, train, support, and recognize faculty who effectively design, develop, and deliver distance learning courses and programs

Minnesota West will conduct continuous evaluation of distance learning to ensure the advancement of the colleges' mission and adherence to quality standards.

- Student satisfaction survey of academic and student services when taking distance learning courses will be completed and evaluated.
- Faculty will use results of evaluations and assessments to improve courses.

Minnesota West will supply the human and technical resources and network infrastructure necessary to successfully support and deliver distance learning.

- To provide the necessary support systems to enhance teaching and learning.
- To provide human and technical resources necessary to reliably deliver distance learning.
- Faculty will complete technical and pedagogical training prior to teaching a distance course.

Minnesota West will identify market opportunities for distance learning courses and programs compatible with academic strengths.

- To develop and increase relationships with local and regional partners in business, industry, and K-12, in order to provide increased educational opportunities to those student populations not traditionally served by Minnesota West
- To offer opportunities for the workforce in credentialing and continuing education.

Strategic Direction Six:

- Enhance and improve the delivery of management education
- Increase management program awareness
- Develop and implement a transition program for new instructors
- Require at least half of our management meetings to be held jointly with South Central College management division.

Strategic Direction Seven:

- Review Customized Training program offerings, budgets for cost effectiveness and focus on developing contract training and business partnerships.
- Create marketing plan for customized training.

Strategic Direction Eight:

- Enhance effectiveness of technology in support of academic and student support programs.
- Aid in the expansion of ITV and online sites as outlined in the Master Academic and student service workplan.

FACTORS ADDITIONALLY AFFECTING GOAL SETTING:

Program Review Policy:

The college's primary mission is to provide a quality-learning environment for its students. One means to accomplish this mission is to offer an effective and efficient method to evaluate the viability of existing programs and proposed programs. **The Program Analysis System (PAS)** goal is to provide such an evaluation tool. The PAS is intended to be integrated with the plan to Assess Student Academic Achievement. The outcomes of these two programs will give the college a set of tools to ensure that Minnesota West is continuously improving its educational mission in an efficient and cost-effective manner.

The mission of the Program Analysis System is to provide a mechanism to evaluate existing and new programs to determine their educational and cost effectiveness, to recommend annually a two-year action plan, and to provide an annual review to determine the effectiveness of the prescribed course of action. PAS can be viewed in its entirety in **Appendix G**.

Procedure:

1. Annually evaluate the status of each instructional cost center (course prefix) with respect to enrollments, cost effectiveness, and optimum utilization of class capacity.
2. Annually place each cost center in one of five categories based on goal one: serious decline, decline, stable, growth, serious growth.
3. Develop a two-year action plan for cost centers placed in the serious decline category.
4. Develop a two-year plan to handle serious growth cost centers.
5. Develop a report to outline actions to monitor and correct declining cost centers.
6. Develop a report with recommendations to assist growing cost centers.
7. Involve impacted faculty members in analysis of cost center data.
8. Recommendation for the expansion of a cost center, no change in a cost center size, reduction in cost center and elimination of cost center will be presented to President's Council prior to October 15 of each fiscal year.
9. For all new programs, options to existing programs and replication of existing programs an Instructional Program Proposal must be completed prior to submission for college and MnSCU approval.
10. Non-transfer program cost centers (Career and Technical Programs) will be evaluated on an annual basis on the percent of the incoming cohort that graduates on time, annual number of graduates, graduate follow-up surveys, and starting salaries of recent graduates.

Contracts

Negotiated faculty contract (MSCF) impacts many areas of academic planning including salary budgets, workloads and licensure adherence.

Developmental Needs of Students

Several indicators have been used to determine the academic development needs of Minnesota West students. Utilizing the results of the Accomplice scores, student self-declaration of needs, and placement scores for potential nursing students we find a high need for developmental classes in math, reading and writing. The planning for course delivery, tutoring, special services and advising impacts the overall plans of each of the academic areas.

Budget

Three financial factors influence program review at Minnesota West. They are:

- The efficient use of resources to appropriately allocate funds.
- The continued tight budget situation in the State of Minnesota.
- The current allocation model used by MnSCU which by its nature adversely affects rural Minnesota colleges.

COMPONENTS OF THE ACADEMIC STUDENT AFFAIRS AND CUSTOMIZED TRAINING

Academic and Student Affairs

These areas were combined at Minnesota West in the summer of 2002. Goals for 2008-2010 reflect integrated planning based on mutual values. The Academic and Student Affairs areas continue to look to and depend on the best practices of The Higher Learning Commission accredited institutions.

Strategies to accomplish the goals necessary in the continuation of quality education are itemized in Appendix F. All employees are given opportunity for input and accountable in meeting the strategic goals.

Allied Health and Nursing

The growth of Allied Health enrollment, and the demands for nurses, requires special consideration.

Career and Technical Programs

Since the comprehensive mission of Minnesota West encompasses liberal arts and technical programs, goals and direction must be articulated for each area.

Technology

The technology goals have been separated to reflect the breadth and scope of technology needs. Due to the dependence of all programs on technology, the goals indicate activities across all modes of educational delivery.

Student Services

The goals toward student development within a comprehensive structure are best when identified within the context of an overall plan.

Distance Learning

In 2008 nearly 28.0 percent of full time Minnesota West students are enrolled in online distance education courses. This is an increase from 22.4% in 2007. Distance education, specifically online, internet-delivered courses, continues to grow and be a first choice made by many Minnesota West students to meet their educational needs.

Customized Training

The Customized Training Department has set goals to create a marketing strategy, establish business and community awareness for the division and to achieve financial stability.

Liberal Arts

Identification of goals toward growth and future service to the students at technical campuses, on off-sites, through online, and interactive television is vital to comprehensive planning. Completion of online degrees by distance students has now impacted planning.

Management Programs

Farm Business Management and Small Business Management are within the realm of academic and student service delivery.

Facilities

Projects under way or in development: Interior space upgrades at all campuses.

Preparation for construction of the YMCA on the Worthington Campus.

Preparation for development of a project to renovate and expand the gym building in Worthington.

Preparation for development of new ITV classrooms, computer lab and LARC space in Pipestone. Remodeling of expansion space at the Luverne Educational Center for Health Careers.

Several projects are currently underway at each campus funded by R&R and Campus Beautification funding. Several additional HVAC projects and ADA related projects are under development

Library and Academic & Resource Center (LARC)

The library serves as the backbone of instructional support for students and faculty in both virtual and on campus settings. The increase of Minnesota West's online enrollment, coupled with the continued need to support traditional on campus patrons, makes it critical to include farsighted library goals and objectives that best meet the needs of our ever changing academic environment, and the college as a whole. The LARC encompasses library services, career services, open computer lab, and both on-ground and virtual tutoring (Smarthinking).

Carl D. Perkins

The Carl D. Perkins Act application will provide funding to the Minnesota West in the amount of \$250,000.00. The full application and detailed outcomes are available on each of the five Minnesota West campuses. For the purposes of this report, the goals and objectives impacting and supporting academic and student services are outlined in the Workplan Objectives. The emphasis of this program for 2008-2010 is collaboration with K-16 for readiness for college.

Center for Teaching and Learning

Coordinated by Kayla Westra and implemented on each campus by coordinators, professional faculty development is done through the Center for Teaching & Learning and funded by Minnesota West and MnSCU.

Over the past years, faculty have embraced more active learning strategies and are utilizing these in their online, interactive TV, and face to face courses. The Center for Teaching and Learning continues to promote communities of practice on each campus, where faculty members assist each other with issues regarding instruction, technology, assessment, and student learning. Additionally, campus faculty share expertise on other campuses and workshops are held on areas of specific interest to faculty, such as using new teaching methods or technology. All day workshop offer sessions covering a wide range of instructional issues.

**LIBERAL ARTS AND SCIENCES
MISSION AND VISION**

By
Dr. Jeffery D. Williamson
Minnesota West Dean of Liberal Arts

Minnesota West affirms the value of Liberal Arts education in preparing students for life and work. Minnesota West Liberal Arts division recognizes that not only does the college prepare students for an Associate of Arts Degree, but also for the Associate of Science, Applied Associate of Science, Diploma, and Certificates. While in college, students will take courses from the Minnesota transfer curriculum, which is made up of selected General Education courses. The following is a universally accepted definition of educational terms, which are related to Liberal Arts education.

- Liberal Arts – are specific disciplines such as humanities, social science, math and science as defined by the National Center for Educational Statistics.
- General Education – is the part of liberal education curriculum shared by all students pursuing education awards. It provides a broad exposure to multiple disciplines and forms the basis for developing intellectual and civic capacities as defined by the Association of American Colleges and Universities.
- Liberal Education – Is a philosophy of education that empowers individuals, liberates the mind from ignorance and cultivates social responsibility. Liberal education can occur at all colleges, which general education and an expectation of in depth study in at least one field is offered.

Minnesota West endorses the following vision statement for Liberals Arts education from the AACU.

VISION STATEMENT

A truly liberal education is one that prepares us to live responsible, productive and creative lives in a dramatically changing world. It is an education that fosters a well grounded intellectual resilience, a disposition towards life long learning and acceptance of responsibility for ethical consequences of our ideas and actions. Liberal education requires that we understand the foundation of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connection among formal learning, citizenship and service to our communities.

The principles of academic excellence, integration and access have guided the development of Liberal Arts education at Minnesota West. The College provides a liberal arts core, which informs students not only of the content but also the process of learning. This begins with a commitment of recruiting highly talented faculty with a commitment to liberal education. These faculty employ excellence in scholarship and teaching methods by making the learning environment one which is relevant, useful and meaningful to the learner. Because of geographic area the College has a tremendous service area, which has now provided access to liberal education in southwest Minnesota. The four technical campuses of Minnesota West have

enjoyed the increase of access to Liberal Arts education. This growth has happened because of increased use of technology and more faculty on site. It has also been a calculated plan to increase the Liberal Arts activity on all campuses by increasing exposure to students. This is dramatically evident in our winter break and summer session classes. The College has increased the offerings in anticipation of more students looking to Minnesota West for the beginning of a liberal education.

It is because of this exponential growth of Liberal Arts on the technical campuses that the College must build a liberal arts community. It has been a challenge to develop a sense of community among students for liberal arts on technical campuses; it is recognized that there is a growing group of students, which are liberal arts students. This growing group of students in liberal arts will need programmatic changes such as events on current issues, cultural, and civic engagement. Such activity should be coordinated on all five campuses so presentations are timed and structured to allow students to feel that they are among students, faculty and staff, which understand the value of liberal education. The academic part of the college must partner with Student Services to provide such activities and plans. During the next two years Minnesota West will provide two academic events, which will be offered on all campuses.

The challenge is to break down cultural differences between two disciplines, the Technical and Liberal Arts. Much has been done and more needs to be accomplished to be comprehensive in curriculum. One concept is the integration of a practical liberal education. A practical liberal education is one with both general education and technical course work. The ideas of a liberal education can be applied across both general education and technical education.

A RIGOROUS, PRACTICAL LIBERAL EDUCATION FOR ALL STUDENTS BUILT ON . . .

- ❑ The belief that all students are capable of high level learning
- ❑ A commitment to inclusiveness and equal access to high quality college education for all individuals and groups
- ❑ A focus on learning and the quality of student accomplishment
- ❑ Joint responsibility and concerted action by all stakeholders

This belief will provide an action plan that will be enacted through...

An educational system that

- ❑ Progressively develops intellectual capacities, knowledge in essential areas, and ethical and civic responsibility
- ❑ Serves a diversity of learning styles, life experiences, and enrollment patterns
- ❑ Meets students at their ability levels and moves them all toward greater achievement
- ❑ Recognizes the need of society for skilled, knowledgeable graduates prepared for work, citizenship, and a rewarding life in the twenty-first century
- ❑ Value themselves as learning communities whose mission is to improve student achievement
- ❑ Respond to the students they serve: Their diversity, preparation, aspirations
- ❑ Accept responsibility for improved teacher education
- ❑ Promote collaborative leadership among the faculty, administrators and students

Faculty members who

- ❑ Hold themselves to high standards of teaching

- ❑ Hold their students to high standards of intellectual work that require strong commitments of time and attention
- ❑ Set clear, interrelated goals for their courses, academic programs, and student learning
- ❑ Accept responsibility for, and teach to achieve, the goals
- ❑ Design coherent curricula and employ teaching practices to help all students achieve the goals
- ❑ Regularly assess their own and student success, and use the results to improve learning

A curriculum that

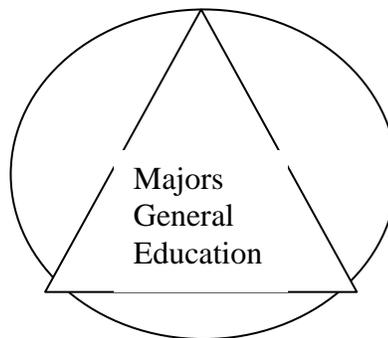
- ❑ Prepares all students for successful careers, enriched lives, and engaged U.S. and global citizenship
- ❑ Is characterized by a diversity of perspectives
- ❑ Is informed by technology and develops information literacy
- ❑ Sets high standards of performance, but without prescribing a standardized path

Classroom practices that

- ❑ While teaching knowledge, also ask students to apply it
- ❑ Stress inquiry and engagement (*Greater Expectations (2002) CCCA*)

Minnesota West will continue to increase the offering of Liberal Arts education on all five campuses as enrollment and student needs warrant the increase. During the next two years the College will explore the possibilities of online AS degrees, AA degrees as well as an AA degree on one technical campus. Faculty will be recruited on all campuses who can teach multiple fields and are highly talented. The College will review and assess the feasibility of continuing all delivery systems and the amount needed to provide a liberal education. Lastly, liberal arts and sciences will continue to provide a supportive role of offering general education to the technical majors with in a practical liberal education.

PRACTICAL LIBERAL EDUCATION



Career and Technical Programs at Minnesota West in the 21st Century

By

Dennis Hampel – Minnesota West Dean of Career and Technical Programs

These are challenging times with great opportunity for vocational technical education at Minnesota West. Since the merger of four vocational/technical campuses in 1985 and then their consolidation with a largely liberal arts institution in 1995 there have been identity issues. Integration of these diverse social entities is ongoing. The assumption has been that vocational technical education is separate from general education. Educators from vocational/ technical and liberal arts education have difficulty defining the educational value of each other's curriculum. Turf protection also does not serve the students very well. Having technical and academic educators working together toward common educational goals will be critical to the success of Minnesota West in the 21st century.

Our goal must be to provide students with occupational, academic and the higher-order thinking skills that are so necessary in society today. The technological advances of the workplace and the international marketplace make it essential for the college to vigorously integrate academic and technical education. Students are better able to transfer problem-solving skills to the work place if they are taught in a practical context. It is not only important to integrate academic and technical instruction for economic reasons but also for social reasons. Students that graduate from Minnesota West must graduate with academic as well as technical skills and feel comfortable to transfer and pursue a higher credential.

The Challenges

Image

The “image problem” of vocational technical education has been pervasive over the last twenty years as evidenced by three journal issues from the American Vocational Association (AVA) dedicated to this topic—November-December 1987, January 1993, and September 1997. Reviewing the context of the problem over the last twenty-year period, the same messages resurface:

- A good image is the result of programs meeting the needs of students, employers and communities.
- Vocational technical education is competing with other higher education institutions during a time of shrinking student population and diminished resources.
- Vocational technical education is for students who are not academically inclined and do not wish to pursue a baccalaureate degree.
- Those benefiting most from vocational technical education are those who do not wish to attend college, adults needing new job skills, and disadvantaged or academically under prepared students.
- Generally the public has heard of vocational technical education but does not have a clear understanding of what it is.

Over the last twenty years there have been negative connotations applied to the term *vocational*. This is evidenced by MNSCU changing the titles of campuses from Vocational Technical Institutes to Community Technical Colleges. Changes in technology, demographics, and student demands have also driven these changes.

It is imperative that Minnesota West tell the world about what we are doing. It is important that we develop a strategic plan to improve the image of vocational technical education. To a large degree image of vocational technical education is in the hands of faculty, staff and administration. The quantity of contact and the quality of their influence places them in control of their destiny. The personal experiences students have while enrolled in the college creates the strongest marketing impression. “Word-of-mouth” advertising is the

second most powerful form of marketing. Although advertising and other external influences may have some influence in shaping public perception the strongest impressions come from personal experience.

It is important that technical education position itself first on the education product ladder. Technical education must not regard itself as an educational alternative but the first choice of students. Technical education must also be thought of as a way to complete an undergraduate education goal.

In conclusion a strategic plan must be to improve the image of technical education within Minnesota West. This plan must embrace all the college's constituencies and provide the training, information, and support to improve the technical image.

General Education

Liberal Arts and Technical education must be regarded as two complimentary aspects working toward a common goal: the development of the whole person. Integrating academic and technical education must become the vision of the whole college. The workplace of the 21st century may be identified by technological advances, new management techniques, and shifting requirements. Morton Bahr, President, of the Communications Workers of America stated: "Skills are the new source of security in the 21st century."

- What skills are most important in Minnesota's labor market?
- What skills contribute to a higher wage?
- What skills are required by high growth occupations?

Students report that the main reason for continuing their education after high school is to improve their earning potential and understanding that the higher the level of education the lower the unemployment rate.

What are the most marketable skills in Minnesota's economy? There are several distinct clusters of marketable skills. These include fundamental skills, technical/scientific skills, human service skills, administrative /management skills and medical knowledge.

Fundamental skills include the basics. These skills contain verbal ability, verbal skill, reasoning ability, critical thinking skill, idea generation ability, quantitative ability, math knowledge, and math skill. The technical/scientific cluster is comprised of technical design skill, science skill, engineering and technology knowledge, and physics knowledge. The human service skill cluster includes customer/personal service knowledge, and human service skill. The administrative /management cluster includes management skill and administrative /management knowledge. Finally, the medical skill group includes two types of knowledge: medicine/dentistry and biology.

The two things that indicate skills marketability are high wages and employment growth. Research indicates that reasoning, verbal, and quantitative ability skills are among the most marketable. Occupations that require high levels of these abilities are likely to be highly paid. The most revealing finding indicates that occupations with high levels of reasoning ability are twenty times more likely to be the highest paid rather than the lowest paid occupations. Examples of occupations that require high levels of reasoning are professional and paraprofessional/technical occupations.

Degrees, Diplomas and Certificates

MNSCU Policy 3.17 defines an academic program as a cohesive pattern of collegiate level courses and experiences leading to a degree, diploma, or certificate. Programs are designed to (1) prepare students for advanced study, (2) qualify students for an occupation or a range of occupations, and/or (3) increase student's knowledge and understanding in a specific area/or discipline. Accomplishment of program objectives requires a set of defined learning experiences in which the student must demonstrate competencies in a wide range of skills and knowledge that constitute a major or is certified by a credential.

There is a population of students who attend Minnesota West who are referred to as "hands on" learners. With the technological developments in all academic programs the trend has been toward an

academic curriculum that fosters high verbal skills, reasoning ability, critical thinking skills, idea generation ability, quantitative ability and math skills. It has often been said that one of these days a new idea will emerge and it will be vocational education. Realizing the significant numbers of handicapped/disadvantaged students enrolled in post secondary vocational programs and their hesitancy toward curricula that foster high verbal skills, reasoning ability, critical thinking skills, idea generation ability, quantitative ability and math skills it is appropriate that the college provide an alternative.

Certificates may be awarded for successful completion of a specialized program of study and shall include nine to thirty semester credits. Certificate programs do not require general education. The college's accrediting association distinguishes degrees and diplomas from certificates by requiring the inclusion of general education as part of the diploma and degree programs of study.

Certificates because of their specific purpose attest to technical knowledge and/or technical skills. On the ladder of academic achievement, certificates rank third below diplomas and degrees. Given the large number of academically under prepared students in the college certificates represent an appropriate credential.

Certificates may be stacked to include two years of vocational training. Stacking will permit programs to include a total of sixty credits of vocational training for students that do not have the will or desire to participate in general education.

Diplomas rank second on the ladder of academic achievement. A diploma may be awarded for successful completion of a program intended to provide students with employment skill. A diploma shall include thirty to seventy-two semester credits.

It is a given that a diploma is a document that confers an honor, privilege, or power on its recipient. The diploma represents a credential that is broader in scope than a certificate. The college's accrediting association holds to the tenet that higher education involves breadth as well as depth of study. General Education refers to that component of a student's study that ensures breadth.

General Education is "general" in several clearly definable ways: it is not directly related to a student's formal technical, vocational, or professional preparation; it is part of every student's course of study, regardless of his or her area of emphasis, and it is intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.

Given that a diploma is broader in scope than a certificate, all diplomas must have a general education component. The accrediting association has set the minimum general education component at fifteen percent. The college must describe its General Education program in terms of its philosophy and objective. This should be done in terms of courses that stimulate the examination and understanding of personal, social, and civic values. General education courses ensure proficiency in skills and competencies essential to all college-educated persons.

The Associate of Applied Science Degree represents the top rung on the Vocational Technical Education Ladder. A.A.S. degrees may be awarded for the successful completion of a program sixty to seventy-two semester credits. The general education credits must come from the ten goal areas of the transfer curriculum. The A.A.S. degree is primarily intended to prepare students for employment. At least 30 semester credits must be program-related occupational or technical credits. A.A.S. degrees may be designed to transfer to a related baccalaureate major. The A.A.S. degree must include twenty-five percent of the total semester credits in general education

The college must develop institution wide general education learning objectives. All programs must adhere to program plans that do not put students at academic risk. Programs must provide a delivery plan that does not force students into overload. The plan will include courses by semester with no semester containing more than sixteen credits. For those programs requiring students to carry an overload written rationale must be given to assure students have not been placed at risk.

Trends in Allied Health Programs
By
Dawn Gordon, Director of Nursing
Jackie Otkin, Director of Allied Health

Minnesota West is committed to deliver Allied Health Programs to a rural population with a variety of individualized needs in an affordable manor while preparing the student with the necessary skills to function in an entry level position.

Trends that affect Higher Education:

- Rural verses urban health care including changing demographics and cultural diversity.
- Increase use of simulation in the classroom and labs.
- Continued changes in industry including technology.
- Clinical space availability.

We believe the educational setting is just the beginning of a life long learning process. It is the college's responsibility to promote a learning environment that enables the student to acquire the necessary knowledge and skills to function as a valuable member of the health care team. This means the college must invest time and money to facilitate the necessary up-to-date lab environment for all programs. We believe the faculty plays a vital role in the whole process by providing the student with the most up to date information in the classroom, lab and clinical environment. The curriculum must be reviewed regularly with modification made as deemed necessary with input provided by our advisory boards and local clinical facilities. The faculty must also consider the individuality of each student and situation, traditional or non-traditional, urban or rural healthcare setting. The relationship that develops between instructor and student is instrumental in their learning process. However, we believe the student is ultimately responsible for their own learning. Critical and creative thinking skills are necessary in today's world along with strong communication and ethical decision making skills.

Lastly, a holistic experience through a liberal arts degree is achievable. Minnesota West allied health students seeking a liberal arts degree value perception, insight, observation, and experience in this community to yield a holistic experience for the future employment.

Customized Training Services
By: Dawn Regnier
Director of Customized Training/Continuing Education

Customized Training Services offers short term, part time credit and clock hour courses, continuing education units and customized training to businesses, industries and agencies, and individuals. Customized Training Services provides access to a wide array of experts and training consultants in various fields. The training is provided on-site, on any Minnesota West campus, at the Minnesota West Marshall Center, on-line or at other convenient locations. Customized Training Services offers five primary program areas including:

Computer Technology:

Computer technology training enables employers and individuals the opportunity to maximize efficiency and maintain essential skills necessary in today's marketplace. The computer training lab is comprised of fifteen laptop computers with Microsoft Office 2003 and Microsoft Office 2007 software in addition to specialty software. Training is delivered on-site, at the Marshall and Fairmont Education Centers, or on-line.

Manufacturing and Applied Technology:

The target audience for the training delivered through the Manufacturing and Applied Technology Program concentrates on manufacturing and industrial employers. The specialized training areas include:

- Automation Skills
- Contractor Continuing Education
- Fluid Power Fundamentals
- Manufacturing Practices & Quality Control
- Programmable Logic Controls
- Safety /Steam Boiler Certifications
- Auto CAD
- Commercial Vehicle Inspection
- Lean Manufacturing
- OSHA Compliance/Confined Space
- Power Limited Technician
- Welding

Health & Wellness - Dental Care - Human Services

Continuing education for all members of the health care team and dental care team is delivered through the Health & Wellness, Dental Care and Human Services program areas. Minnesota West College coordinates all of the continuing education for the Medisota, Inc. organization, a non-profit organization comprised of 32 member hospitals and care facilities throughout Southwest Minnesota.

Dental Care continuing education is delivered to dentists, dental hygienists, and dental assistants and is approved by the Minnesota Board of Dentistry and Dental Assisting National Board. Continuing education for healthcare professionals in long term care facilities, assisted living facilities, developmentally disadvantaged care facilities, and veteran's care facilities are provided as well.

Public Safety - Fire & Rescue – Law Enforcement

The Public Safety program areas concentrate on emergency response personnel including fire fighters, law enforcement officers, emergency medical service providers, public and private industrial workforce members, and public sector individuals. The specialized training and continuing education meets the accreditation standards of the National Fire Safety Training Board, the Peace Officer Standards Training Board, National Safety Council, and OSHA. Mobile training simulators are incorporated for the Confined Space, Live Burn Fire Training, Ventilation Training, and Fire Arms Training, Training courses include:

- Defensive Tactics
- Fire Arms Training System
- Use of Force – Weapons Qualifications
- Fire Fighter I & II
- Confined Space Training & Rescue
- OSHA Safety Right to Know
- Defensive and Pursuit Driving
- Use of Force Concepts and Statutes
- Motorcycle Safety Training
- Hazardous Materials Awareness
- First Aid-CPR

Management and Professional Development

The Management and Professional Development program area delivers comprehensive leadership, organizational development, performance management, project management, and supervisory management training and continuing education for managerial employees across industry sectors. Specific training and continuing education courses include:

- Production & Inventory Management Certification
- Integrated Resource Management Certification
- Professional Human Resource Management Certification (SHRM Learning System)
- Performance and Project Management
- Customer Service – Team Building
- Leadership & Strategic Planning for Health Care
- Command Spanish

Customized Training Services is one of the economic development divisions for Minnesota West meeting the workforce development needs throughout Southwest Minnesota. The programs are tailored to meet the specific needs of employers in order to develop the workforce to its fullest capacity. The programs offered through Customized Training Services compliment the academic and degree programs offered throughout the College.

2008-2009 Campus Goals

Canby

1. Continue to increase (train) the faculty's knowledge of advising/student portal/registration (MnTC)
2. Continue to increase community involvement (membership in Lions/Chamber/Rotary)
3. Also a CTL goal to utilize the RUS equipment for marketing purposes/i.e. Wind video designed by a student using still photos with music
4. Promote the health, safety and wellness
5. Beautify campus and keep it clean; add artwork
6. Continue to increase enrollment
7. Increase and promote industry support of programs/donations
8. Start reading club/coffee nook in the LARC

Granite Falls

1. Increase enrollment by 5%
2. Continue to improve mentoring program
3. Promote health and wellness through activities and events
4. Attract more cultural events, and increase and promote community and business meetings and involvement with the Granite Falls Campus
5. Continue beautification of campus
6. Support current campus programs/majors with new and interesting marketing strategies
7. Add a new program for 2009. Ideas include Landscaping/Greenhouse, Environmental Engineering and Culinary Arts

Fairmont

1. Increase enrollment
2. Continue to increase community involvement (membership in Kiwanis/Chamber)
3. Meet quarterly with advisory group
4. Continue to meet with area businesses to determine educational and customized training needs
5. Continue to work with Customized Training staff to develop programming in the Fairmont area
6. Continue to promote/market Minnesota West to Fairmont and surrounding communities
7. Increase student activity/involvement at the site
8. Organize a Student Senate (as needed)
9. Improve Fairmont Site presence on the Minnesota West website

Jackson

1. In answering the demand for area business and industries, begin a welding program by fall 2009
2. Utilize the approximate 7000 square feet of unused space to generate revenue – i.e. rent, incubator space, etc.

3. Continue campus beautification – locker removal, flooring/carpeting, painting, etc.
4. Strategic planning for student enrollment through combined faculty/staff meetings
 - a Retention – identifying characteristics of non-persecutors
 - b Admissions – special events
 - c Marketing – Program pages
 - d Placement – Promotion
 - e Academic and services quality improvement

Pipestone

1. Continue to implement and complete beautification projects and facilities repairs
2. Continue to promote and encourage the use of online tools by students for student service functions (i.e. registration, payment of fees, application, etc.)
3. Upgrade server, add wireless access points, and continue to upgrade technology campus wide
4. Promote "all hands" involvement with recruitment and retention efforts to improve numbers in those areas

Worthington

1. To hang campus artwork in an aesthetic manner so that it beautifies the campus.
2. To continue to spend time with the newly hired staff so that they feel comfortable and grow in their positions.
3. To continue to develop student leadership and participation in student activities.
4. To continue to foster the development of the liberal arts advisory board.
5. To examine newly created initiatives for continuous quality improvement.
6. To continue to explore housing possibilities for students.
7. To work with the incoming President so that he has a smooth transition to our campus.
8. To encourage/promote members of the campus to present at state and national conferences.
9. To continue to beautify the campus.
10. To continue the outreach to the community.

Canby 2007-2008 Goals	Accomplishments
Continue to increase (train) the faculty's knowledge of advising/student portal/registration (MnTC)	Ongoing
Continue to increase community involvement (membership in Lions/Chamber/Rotary)	Katie Delaney and myself are actively participating on the Chamber and Rotary Clubs as well as attempting to begin a community advisory board
Also a CTL goal to utilize the RUS equipment for marketing purposes/i.e. Wind video designed by a student using still photos with music	CTL set aside a separate room that is more accessible and present to faculty. Our new technology person has worked closely with faculty and held a training workshop in February with faculty.
Promote the health, safety and wellness	It started out ok but the brunt of the work fell on campus manager. Next year I plan to designate a staff person to lead. Becky Mortenson was active in getting flyers "Jottings from the John" posted in a timely manner. "Jottings from the John" was a public health grant that focused on a new health/wellness topic every month.
Beautify campus and keep it clean; add artwork	Painted LARC, student services area, and installed new office furniture in the reception area.
Continue to increase enrollment	Ongoing
Increase and promote industry support of programs/donations	New support is coming for Wind through Ottertail scholarships. Received a gear box from Vestas for the wind program as well. Marble Lutheran Church donated a substantial amount of money for the nursing students located in the Canby/Hendricks area.
Start reading club/coffee nook in the LARC	Nixed because the competition with LSI but will be brought up to senate again.
Granite Falls	
Increase enrollment by 5%	Ongoing project which includes events such as Open House, Tech Days, Breaking Traditions, Transitional Fairs, BPA Competition, Youth Energy Summit and marketing to encourage recognition of Minnesota West in surrounding communities
Continue to improve mentoring program	Instructors/Advisors continue to make contact with program applicants.
Promote health and wellness through activities and events	Offered flu shots and options for stress management.
Attract more cultural events, and increase and promote community and business meetings and involvement with the Granite Falls Campus	Encouraging community/cultural meetings in the new auditorium Examples are: Southwest Initiative Foundation Annual Meeting, Youth Energy Summit, Ethenol Energy Program Review - North East Community and Technical College--Norfolk Nebraska Meeting
Continue beautification of campus	Continue to add smart classrooms to campus - Added Projector and Computer to classroom 301.

Support current campus programs/majors with new and interesting marketing strategies	
Add a new program for 2009.	Ideas include Landscaping/Greenhouse, Environmental Engineering and Culinary Arts
Fairmont	
Increase enrollment	Ongoing
Continue to increase community involvement (membership in Kiwanis/Chamber)	Ongoing – have joined the Chamber of Commerce; member of Early Childhood Initiative Advisory Board; member of Early Childhood Early Education Parent Advisory Board
Meet with MSU-Mankato & Buena Vista University to discuss possible articulation agreement	Completed – Meetings held with both institutions, new articulation agreements with Buena Vita but no new articulations developed with MSU-Mankato
Develop an advisory board	In progress – first meeting to be held in April/May 2008
Meet with customized training to discuss education needs	Completed – ongoing discussions. Various CT courses are currently being offered in Fairmont such as Steam Boiler and Computer Training.
Attend High School Visitations with recruiters	Completed and ongoing
Jackson	
“Sizzling” program pages	Attempts made, will continue to be a campus goal
Industry visits by faculty/program advisors(2)	Career Center, workforce person has good profile on campus and visits with each program advisor.
Campus image building: <ul style="list-style-type: none"> • Clutter • High tech appearance • storage areas 	Huge progress made, painting, furniture, carpet, exterior improvements, signage, flat screen T.V.’s, electronic flat screen welcome and message board, storage areas for the most part organized, cleaned and unneeded items disposed.
Maximize space utilization	Close to a closure with two entities, both went elsewhere
Increase community involvement by faculty and staff	Administration yes, faculty no
Strategic planning to increase student enrollment	Unsuccessful except for early warning and learning contracts.
Pipestone	
Continue to implement and complete beautification projects and facilities repairs	Cafeteria beautification completed. Two panels of lockers removed. Seating, display cabinets, and computer kiosk installed in their place. Large display case in entry removed and roofing complete.
Continue to promote and encourage the use of online tools by students for student service functions (i.e. registration, payment of fees, application, etc.)	Better student awareness of online access to student service functions.
Upgrade server, add wireless access points, and continue to upgrade technology campus wide	Server, wireless access points installed. Continued to update computer technology on campus.

Promote "all hands" involvement with recruitment and retention efforts to improve numbers in those areas	Student applicant calling night done by faculty, staff, & administrators.
Worthington	
To strengthen the advising process by: <ul style="list-style-type: none"> • Creating an advising handbook • To assign all students an advisor • To invite faculty to assist with the advising process • To have appointed advisors meet with advisees a minimum of three times/semester 	<ul style="list-style-type: none"> • Wrote a 19 page advising handbook based on 500 pages of research • All students assigned an advisor except for non-seeking degree students. • Faculty volunteered to assist and were introduced to students on "Getting Connected Day. • Accomplished and will be ongoing
To increase the retention efforts/improve the retention rate of students through: <ul style="list-style-type: none"> • Assigning advisees to specified advisors • Bonding activities on "Getting Connected Day" in addition to what has been offered in the past • Offering more student life activities throughout the academic year • Discussing retention efforts with faculty and staff on campus duty day 	<ul style="list-style-type: none"> • Advisors assigned • Bonding activities accomplished • Added a number of new student life activities • Accomplished
To enhance relationships with partnerships with the community and area school districts	Held Bioscience conference and Women's expo on campus. Southwest Minnesota Area Counselors held their annual meeting on campus. Started a Liberal Arts Advisory Board, Investigating college student housing. Held a high school transition meeting with area high school superintendents, principals and counselors.
To institute a fundraising policy for on-campus activities	Wrote fundraising policy for student organizations, athletics, etc. so that they sought the CEO's approval for fundraising so that it would not interfere with the efforts of the foundation and Booster Club
To continue the efforts of looking for nontraditional ways of recruiting students to our campus	Partnered with Worthington high school to host a "Drug & Alcohol Free Awareness program on campus. Hosted Worthington high school seniors showcasing the campus and trying mini-classes. Hosted high schools for Women's Month in March to see the play "Coya". Invited parents to SOAR, started a month show on cable TV showcasing our campus. Partnered with the Daily Globe to have bi-weekly feature articles. Sent representative to "COLORS Matrix" conference.

**Actions and Tasks Toward Strategic Workplan
2008 – 2009 – 2010**

New 2009 Actions and Tasks

LARC	
Librarians will visit area high schools to develop cooperative relationships	
Train LARC personnel and advisors on disability services aspect.	
Develop a LARC blog	
Display New Library Items on the library website homepage	
Work with 6 instructors to incorporate Library data into their courses	
Develop a streaming media Online Search strategies course	
Unduplicated patron database	
LARC presentation to educate staff, faculty, and administration on relationship between tutoring and student success.	
Complete the move of computer labs to the LARCs for centralization.	
Eliminate inappropriate use of computers.	
Make facility modifications to house LARC labs.	
Increase Help Desk services on website.	
Increase human resources for telephoning and tracking applications.	
Define accountability for functions impacting technology, LARC, website, portal and faculty.	
Technology	
Maintain annual computer purchasing goals at each campus so that all students can access web services in an open lab, library or through alternate access capabilities.	
Develop strategic implementation of new Microsoft operating system in conjunction with CSCI faculty	
Development of services and interface with MNSCU IDM project.	
Develop and implement computer security initiatives including systems monitoring	

Final integration of IP telephony to college community	
Deployment of ImageNow across the seven Minnesota West locations.	
Upgrade of Campus ITV instructional equipment	
Implement key service backup and disaster recovery system for Minnesota West	
Develop electronic student service support projects: Regional Smart Card	
Develop Online orientation projects for incoming students and other defined constituents	
Nursing & Allied Health	
Continue to use low fidelity simulation for the PN and RN level nursing programs at all nursing labs	
Enhance high fidelity nursing simulation skills for RN level nursing students at the Worthington lab	
Expand simulation lab at Worthington campus to include debriefing and observation areas	
Encourage participation/demonstrate to community information on nursing programs (via local newspapers, website postings, Minnesota West Foundation involvement, etc.)	
Evaluate online students at distance campuses for midterms and finals in nursing courses	
Increase online review of content area tutoring via nursing software for pre-nursing and nursing students – accessible to students at LARC or from home	
Customized Training	

**Outcomes Toward Strategic Plans and Goals
2006-2007-2008**

Actions/Tasks	Accomplishments
Implement an early warning system collegewide	In progress, by fall of 2008 we will have an electronic prompting system in effect.
Effectively utilize learning contracts and case management tools	In progress – 145 students have active learning contracts and are involved with education plans.
Increase communication and training among the advisors collegewide	Increased the numbers, training ongoing on a quarterly basis
Continue to make curriculum pages more informational for advising	Up to date as of March 1, 2008
Streamline the online advising and application process	Application process in progress, advising assignment and process for online students established.
Find an effective and appropriate method of evaluating advisors	Waiting for Becky to compile form.
Compare results of Noel Levitz to previous survey especially in advising, lab, faculty availability, security, safety, and after traditional hour services.	Advising system enhanced, case management begun for at risk students, online advising established and security plan in process.
Use IDEA data for development of action plans.	In place and in progress
Survey successful graduates.	Done yearly by placement office
Simplify and improve effectiveness of Financial Aid processes.	In progress, all resources online
Enroll and retain August applications. Huge problem matriculation to sits.	Remains problem – continue research
Utilize bookstores to promote mascots and team identification.	Ongoing
Improve the physical atmosphere of the cafeteria facilities collegewide.	Some improvements made on 2 campuses, more needs
Increase Help Desk personnel access to provide One Stop Shopping for students and train them in a variety of areas.	
Increase visibility of Career Center in the LARCs.	Contract written every year for each campus, posted advertisements and faculty notified
Market the Career Center services available in the LARCs.	Inclusion of discipline areas marketing through here
Partner with PIC to evaluate effectiveness of Career Center in the LARCs. Educate students, staff, administrators, and the public on available services of the LARC Career Centers.	
Educate students, staff, administrators, and the public on available	Staff and students now integrated need activity for public.

services of the LARC Career Centers.	
Examine mentoring system as a way to long term advising.	Several pilots no noted impact reduced emphasis
Implement and improve online advising for online students and all students that can be accessed around the clock.	Right Now (Ask Jay in place) online advisor active; advisor for online MnWest students active
Train advisors on DARS and CAS.	Completed for current advisors, ongoing follow-up planned
Design an At Risk advising system using documented early warning data and determine effectiveness.	Spring 08 implemented case management and learning contracts
Offer summer Developmental Fast Track.	Expanded to 5 campuses summer '07; ongoing
Evaluate course edits and prerequisites.	Completed
Document DARS and CAS training.	Completed
Formalize study of attrition.	Extensive study completed and will be kept up to date
Implementation of regular research schedule for data integrity.	Hired research staff who will monitor data
Creative class scheduling; fewer revisions, open block, and summer technical offerings.	Have available for students for summer and next spring
Increase knowledge and use of technology within disciplines	CTL workshops held monthly and individually
Broaden the use of SMARTHINKING within disciplines	English uses extensively
Fully utilize RightNow Technologies and SMARTHINKING online tutoring.	Fully utilized and ongoing
Evaluate and improve college website for all students.	In progress
Formalize plan to communicate student progress to tutors.	In Progress by advisors
Develop seminar series for liberal arts	Not completed
Review math and writing lab concepts and explore Perkins for funding	10% completed
Develop pre and post test assessments in Humanities	Not completed
Increase liberal arts faculty visibility on technical campuses.	Moved math faculty to Granite Falls campus; English at Fairmont
Implement programs in Distance Learning with AA emphasis via electronic delivery in Fairmont	Completed via internet and ITV
Research & develop the following programs:	
Welding	Yes
Architectural Drafting	No
Landscaping Program	Researched
Chemical Dependency	Researched

Medical Billing	No
Vet Tech Program	Researched
Enterpreneurship Course	Reviewed
Replicate Admin Secretary Program	Yes
Replicate Electrician Program	No
Develop and sustain a partnership with Nova Tech – In progress	Yes
Investigate the use of Perkins Funds for a Vocational Recruiter.	Investigating possibilities
Research and develop a plan to incorporate pre-requisite developmental course work into selected technical programs	Ongoing – ELEC., HVAC, ROBT, ELPL
Define and correctly utilize Externships, Internships and Field Experience.	Not accomplished
Increase the number of technical cognitive competencies online	Ongoing
Continue certificate with WIA and NW Iowa	Ongoing
Exceed the National Standard in two selected technical programs	Exceeds in 90% of programs
Procure funds and human resources for ADA services to students.	Utilized Perkins funding
Prioritize web based solutions and student portal and reallocate resources.	
Increase Math & Science Articulations	Yes 1 additional
Investigate name AA and AS degree	Delayed
Evaluate a course for Intro to Education to be delivered online	Yes Fall 08 online
Review Mn Transfer Curriculum and requirements for Areas 3, 5 & 6.	Yes Jan 08
Increase participation in athletics, theater, and lecture series.	No
Establish and maintain a training and development program (Leadership Program/Academy)	Conducted yearly by Worthington CEO
Coordinate student senate activities between institutions via the Council of Presidents.	Officers get together occasionally at regional meetings to discuss issues and concerns.
Athletic and Drama team visits to the technical campuses to encourage participation on all campuses.	Athletic information available on all campuses and there has been participation from technical campuses.
Pilot a Student Ambassador program and determine applicability to all campuses.	Accomplished on Worthington campus
Evaluate student activities, use of fees, and effectiveness for student	Participation in fall and spring general assemblies and training

development, leadership, and retention.	provided. Student senate budgets identified and how student fees are spent.
Define Minnesota West contact for Disability Services.	Established and communicated, Linda DeGriselles is AD coordinator
Define the Disabilities contact for the all online student needing accommodations	In all syllabus/course outlines and web site.
Nursing & Allied Health	
Develop and Implement a marketing plan for new Luverne Educational Center for Health Careers.	In the process of developing a plan.
Develop online course offerings for Radiologic Technology program.	Will initiate in 09.
Develop program web pages for all allied health programs	Initiated and will continue to update
Acquire initial accreditation status for Radiologic and Surgical Technology Programs/	Self studies have been completed and sent in spring 08. Site visits to be determined.
Maintain accreditation status for all Allied Health Programs.	Ongoing
Evaluate equipment and supply needs for the new Luverne Educational Center for Health Careers.	Ongoing
Ensure quality assessment and control by developing a plan and assessment criteria to be evaluated.	
Continue offering the Distance Cohort 1 st /2 nd year exploring alternate ways to deliver labs/clinical	Ongoing
Explore off cycle 1 st and 2 nd year (mobility) part-time programs.	Ongoing
Develop a plan to facilitate 1 st year nursing faculty in pursuing a masters program.	Some beginning
Develop Pathway for Allied Health Careers	70% completed with Luverne High School, initiated with Fairmont High School, spring 08.
Strengthen communication with faculty regarding tutoring needs in technical and nursing programs.	Added two specialized tutors surveyed faculty on needs.
Customized Training	
Meet with regional Chambers, Economic Development and Workforce Centers, business & industry to promote Minnesota West and CT/CE.	Met with the Redwood Falls, Marshall, Jackson, Fairmont, and Granite Falls Chambers of Commerce and the City of Jackson and City of Windom, Murray County, Lac Qui Parle County, and Redwood County Economic Development Agencies promoting MN West and the various programs available through CT/CE. In addition the CT/CE Training Coordinators serve on the Business Service Specialist Committee, the

	Jobs Services Employment Council, the Regional Economic Development Conference Committee through the Workforce Centers in Marshall, Montevideo, and Worthington to maintain an effective collaboration throughout the service region.
Establish partnerships with Ridgewater College and Southwest Minnesota State	Dawn Regnier serves on the Regional Customized Training/Continuing Education Committee to facilitate the partnership activities between Minnesota West Community and Technical College, Ridgewater Community & Technical College and Southwest Minnesota State University. The regional initiative has created an image and organization name, Customized Training & Education Solutions. In addition a separate marketing and awareness campaign has been initiated and a separate web site was developed. The website is www.mnctes.com . Progress continues on the strategic marketing campaign and regional training initiatives.
Review & Modify CT/CE webs pages.	The MN West CT/CE web pages have been modified to be consistent with the Minnesota West College website. The web pages are also routinely updated to reflect current course and training program listings. Web page maintenance is an on-going activity for CT/CE.
Create unified promotional collateral for the department & programs.	The CT/CE Division of Minnesota West Community and Technical College maintains a unified promotional brochure for use across each of the training programs specialty areas. In addition it prepares and distributes a course catalog consistent with the division brochures and corresponding web pages.
Online registration	Customized Training Services introduced several courses for on-line registration for Spring Semester 2008 beginning January 2008. The classes are single fee courses including Computer courses, Trained Medical Assistant, Seam Boiler Operations, Power Limited Technician, Commercial Vehicle Inspection, Fire Fighter I, and Dental Continuing Education.
Management	
Enhance and improve the delivery of management education Enhance and improve the delivery of management education. Use of in-house and external training to improve the methods and knowledge needed to increase the productivity and abilities of management students through the use of quality instruction	Ongoing

<p>Create a positive student recruitment plan</p> <p>Use local organizations and the community to increase the awareness and availability of management education in our community and educate the community on the information and resources that are available</p>	<p>Ongoing</p>
<p>Improve student retention in management programs</p> <p>Increase the retention rate of students in management programs by providing high quality education at an affordable price while stimulating the effectiveness of individual businesses</p>	<p>Ongoing</p>

Chapter 3: Educational Policies

3.10 Academic Program Review

Policy:

The College's primary mission is to provide a quality-learning environment for its students. One means to accomplish this mission is to offer an effective and efficient method to evaluate the viability of existing programs and proposed programs. The Program Analysis System (PAS) goal is to provide such an evaluation tool. The PAS is intended to be integrated with the plan to Assess Student Academic Achievement. The outcomes of these two programs will give the college a set of tools to ensure MWCTC is continuously improving its educational mission in an efficient and cost-effective manner.

The mission of the Program Analysis System is to provide a mechanism to evaluate existing and new programs to determine their educational and cost effectiveness, to recommend annually a two-year action plan, and to provide an annual review to determine the effectiveness of the prescribed course of action.

Procedure:

1. Annually evaluate the status of each instructional cost center (course prefix) with respect to enrollments, cost effectiveness, and optimum utilization of class capacity.
2. Annually place each cost center in one of five categories based on goal one-serious decline, decline, stable, growth, serious growth.
3. Develop a two-year action plan for cost centers placed in the serious decline category.
4. Develop a two-year plan to handle serious growth cost centers.
5. Develop a report to outline actions to monitor and correct declining cost centers.
6. Develop a report with recommendations to assist growing cost centers.
7. Involve impacted faculty members in analysis of cost center data.
8. Recommendation for the expansion of a cost center, no change in a cost center size, reduction in cost center and elimination of cost center will be presented to President's Council prior to December of each fiscal year.
9. For all new programs, options to existing programs and replication of existing programs an "Instructional Program Proposal" must be completed prior to submission for college and MnSCU approval.
10. Non-transfer program cost centers (Career and Technical Programs) will be evaluated on an annual basis on the percent of incoming cohort that graduates on time, annual number of graduates, graduate follow-up surveys, and starting salaries of recent graduates.

Program Review Process:

Each of the existing cost centers at the college will undergo an evaluation annually as described in the steps below:

Step 1: Each cost center associated with actual instruction will be evaluated annually based on the following nine variables:

1. A five-year FTE student enrollment trend pattern for each cost center (E).

2. A five-year cost trend measure by the ratio of FTE faculty in cost center/FTE students in cost center courses (C1).
3. Year five ratio of FTE faculty in cost center/FTE students in cost center courses (C3).
4. A five-year cost trend measure by the ration of non-salary/benefit costs within cost center/FTE students in cost center (C3)
5. Average of previous five years' non-salary/benefit costs within cost center courses/FTE students in cost center courses (C4)
6. A five-year trend measure of the ration of a selected first course offered within a cost center comparing the average number of students per section/optimum capacity of the course per section (S1).
7. Fifth year ration of selected first course within a cost center comparing the number of students per section/optimum capacity of the course per section (S2).
8. A five year trend measure of the ratio of all courses within a cost center comparing total number of students/optimum capacity of students (S4).
9. Fifth year ratio of all courses within a cost center comparing total number of students per section/optimum capacity of students (S5).

Step 2: Each of the nine variables for each of the cost centers will take a value of 5, 10, or 15 depending upon the value of the variable itself. The sum of the nine variables will determine the status of the cost center:

1. 45 – 75 points: the cost center is experiencing a serious problem in one or more of the following areas: enrollment decline, cost effectiveness, or program quality.
2. 76 – 85 points: the cost center is seen as in an early warning stage that a problem may exist within one or more of the following areas: enrollment decline, cost effectiveness, or program quality.
3. 86 – 105 points: the cost center is seen to be in a stable situation.
4. 106 – 115 points: the cost center is seen to need a growth management review.
5. 116 – 135 points the cost center needs to address serious growth issues from an enrollment, cost and quality perspective.

Step 3:

1. If a cost center scores below 76 points, cost center faculty and administration are required to develop an action plan by November 1 to include the following:
 - a. Needs assessment.
 - b. Capital cost assessment.
 - c. Instructional quality assessment.
 - d. Program quality assessment in terms of curriculum, equipment, schedule of courses, etc.
 - e. Marketing effort.
 - f. Political ramifications of discontinuation of the program.
2. If a cost center score is between 76 and 85, a report outlining the actions to monitor and correct the weakness is required of the faculty and administration by January 20.
3. If a cost center falls between 86 and 105 points no action plan or report is required. A set of cost center goals from faculty members of the area for the next fiscal year is due by May 1.
4. If a cost center falls between 106 and 115 a report outlining the actions necessary to insure continued growth and stability of the cost center is required by March 1 from cost center faculty.
5. If a cost center score is greater than 115 the following four questions are due prior to the start of the second semester from cost center faculty.

- a. What caused the growth? Is the growth short term?
- b. Why are the cost efficiencies so good within this cost center?
- c. Are the long-term employment potentials for the programs within the cost center good?
- d. What future capital expenditures will be necessary if the growth is to be accommodated?

Step 4: A progress report will be due from those programs scoring under 76 points by February 1 and May 1.

Step 5: Non-transfer career and technical programs will also be reviewed for the following program qualitative factors:

1. Percent of incoming full-time co-hort that graduates on time. (Goal: 75%).
2. Annual number of AAS graduates. (Goal: 80% of incoming second year class).
3. Graduate and Employer follow-up survey results. (Goal: a) 75% find employment in field; b) 90% of the employers would hire another Minnesota West graduate).
4. Starting salaries of recent graduates. (Goal: 75% of the graduates employed in field one year after graduation earns at least 220% of the minimum wage.)

Programs that fail to meet all four categories are required to follow requirements outlined in step 3:1. Cost center faculty members are required to develop a report outlining the causes and cures for each goal not met above. This report is due by the start of the second semester. A progress report is due prior to the start of the fall semester.

Step 6: If a program closure is necessary or cost center downsizing is required after review, the appropriate union contract will be followed.

Step 7: Evaluation: At each step individuals should evaluate the process to determine what modifications to the process should be made. Recommendations should be made to the President's Council prior to the close of an academic year so that appropriate modifications, additions and deletions from process can be made.

Approved by: Ron Wood, President
Date: July 1, 2003
History & Revision:

Last revised: November 3, 2005

Technology Strategic Plan

By: **John Roos**

Director of Technology

Enhance Learning Environment: Use technology to enhance access to traditional instructional methods of teaching, learning and discovery.

Ensure technology fluency and Skills for applicability: Ensure that faculty, staff, and students are fluent in, and understand the capabilities of current and emerging technologies which apply to them, their needs, and their goals.

Provide Information Access: Use technology to provide new, better, and more effective access to information to enable better decision-making for administrators, faculty, staff and students.

Ensure Information Security: Ensure that all administrators, faculty, staff and students understand the importance of maintaining a secure environment when dealing with not public data.

Build Technology Communities: Use technology to provide new ways of building communities that could not happen in other ways.

Enable New and Changing Technologies: Continually evolve a standard, flexible infrastructure and “infraservices” to enable and leverage new and changing technologies

Vision

Enhance Learning Environment	Action	Responsibility	Measure of Success
Traditional classroom technology and network resources must be provided, maintained and expanded for the traditional classroom environment.	Campus technology Investments balanced between the traditional classrooms, computer labs, Interactive Television teaching spaces, network resources and classroom laboratories.	<ul style="list-style-type: none"> • Local campus technology planning committees • CEO • Campus Technology support person 	<ul style="list-style-type: none"> • Functional technology classrooms. • Current computer technology for student access • Advanced Interactive Instruction equipment. • Advanced Classroom laboratories.
Ensure Technology Fluency	Action	Responsibility	Measure of Success
Technology and technology based services are in a constant state of change. Administrators, faculty, staff and students must continue to develop and deploy technology skills.	<ul style="list-style-type: none"> • Develop training and development session for all shareholders. • Encourage the development of innovative technologies that reduce multi-campus challenges. • Implement technologies that enhance all business practices. • Encourage skill development using internal and external 	<ul style="list-style-type: none"> • Local campus technology committees • Campus CEO and supervisors. • Instructional Design Team • Stakeholders. 	<ul style="list-style-type: none"> • Seamless business practices that enhance the students learning environment • Staff able to adapt to changing learning environment • Creative and motivated staff that challenges technology staff.

	sources.		
Build Technology Communities	Action	Responsibility	Measure of Success
The expansion of social and participatory technology based communities have become an important part of the learning environment. Team based learning solutions and business environments reduce costs and must be explored and developed.	<ul style="list-style-type: none"> • Provide participatory outlets for faculty and students such as: Online newspaper, Social network systems • Develop secure internal business unit systems for information sharing such as: ImageNow 	<ul style="list-style-type: none"> • Managers of internal instructional systems • Managers of College communications systems. • All College Business units. • All Supervisory and staff support. 	<ul style="list-style-type: none"> • Student participation in social network systems • Expanded information systems • Single, secure college repository for critical information that requires multi-campus sharing. • Increased pressure of College Technology resources for advanced systems.
Provide Information Access	Action	Responsibility	Measure of Success
Students as well as staff require current, accurate secure and timely information to make quality decisions.	<ul style="list-style-type: none"> • Expand and develop the use of technology based student planning systems such as: LifePlan, ISeek, Eporfolio for student use. • Develop technology based “Early warning system” for student success. • Develop secure resource sharing technologies. • Develop advanced communications model: College IP Telephony integration • Development of emergency communications system in conjunction with “All Hazards Plan”. 	<ul style="list-style-type: none"> • Technology and Web Team • Campus Advisors, CEO and orientation practices. • Communications Dean and marketing staff. • Registrar • Institutional Researcher • Customer service staff. 	<ul style="list-style-type: none"> • Participation of a majority of student body in using the systems in place and the coordination of new systems. • Increased retention of students that may be at risk. • Better college communication. • Integrated “College” branding for future students.

Ensure Information Security	Action	Responsibility	Success
The protection of information in a secure technology environment is paramount in the current learning environment. Strategic planning that ensures a secure environment is critical but more critical is the participation of stakeholders in maintaining that secure environment.	<ul style="list-style-type: none"> • Develop internal mechanisms to secure technology systems. • Expand user awareness of security requirements, implement expanded user training, provide mitigation path for supervisors. • Provide documentation of systems change elements. 	<ul style="list-style-type: none"> • All staff, faculty and administrators. • Technology and programming team. • Supervisors • Administrators 	<ul style="list-style-type: none"> • Clear understanding and adherence to security policy and best practices. • Documented systems changes. • Increased student awareness of personal information security.
Enable New and Changing Technologies	Action	Responsibility	Measure of Success
Online and emerging technologies have become an important part of the learning environment at Minnesota West. Faculty need to be encouraged to experiment and develop technological solutions for coursework delivery.	<ul style="list-style-type: none"> • Be responsive to technology based teaching innovations: WebEx, online sharing technologies, Interactive simulations, gaming. • Enhance current Online instructional menu. • Develop multi-campus communication system. 	<ul style="list-style-type: none"> • Faculty developing emerging learning tools. • Technology support team. • Instructional Design Team 	<ul style="list-style-type: none"> • Increased quality learning environment. • Student success in alternative learning environments. • Real-time communications system across all sites/campuses.

Execution

Investments	
Enhanced Learning environment	<ul style="list-style-type: none"> • Continue Student computer Lab replacement practices. • Continuous improvement of campus data networks. • Continuous improvement of “smart classrooms” • Allocate resources for campus “smart classroom” maintenance. • Allocate resources for classroom laboratory systems maintenance. • Develop replacement plan to enhance ITV classrooms. • Provide new learning tools: developed simulations, multi-media resources, Internet resources. • Upgrade student resources areas with Office 2007 and Vista operating systems.

Ensure Technology Fluency	<ul style="list-style-type: none"> • Develop comprehensive on campus training by campus technology team. • Allocate resources for staff MNSCU training: time. • Expand Staff and Faculty resource training opportunities. • Provide increased student support for computer usage: enhanced helpdesk, expanded student orientation, promotion of computer readiness, •
Build Technology Communities	<ul style="list-style-type: none"> • Develop on line software that supports an online newspaper concept. • Allocate resources to support the development of next level learning experiences. • Expand Technology Team to include programming support. • Complete Microsoft conversion project. • Develop communication projects: Sharepoint, integrated calendar • Develop software solutions that support multi-campus business practices: Customer Management system, Communications, administration. • Develop user participation in secure, multi-campus document sharing systems such as: ImageNow , Docushare.
Provide Information Access	<ul style="list-style-type: none"> • Develop and deploy on line student services and information resources into portal or “dashboard” system to enhance student participation. • Develop additional “online” student services to support student success. • Purchase or outsource versatile, integrated, secure data sharing technology such as: ImageNow. • Development and deployment of emergency communication systems: IP Phone system, Text systems others identified as best practices.
Ensure Information Security	<ul style="list-style-type: none"> • Provide frequent, staff and faculty training integrating data security issues. • Develop student awareness programs for personal information security. • Complete integration of data network assessment tools. • Increase documentation of data systems. • Deploy stringent security measures for data protection: desktop encryption, other storage device encryption • Complete security and network monitor project begun in 2007: installation of Network clean access device.
Enable New and Changing Technologies	<ul style="list-style-type: none"> • Provide IT professional to support faculty on line learning development: Video development, URL discovery, Simulation development. • Develop multi-campus communications system: Sharepoint, integrated phone system, customer announcement systems. • Develop and support external, student information resources such as: Facebook, MySpace, UTube, Pageflakes, Thumbstacks • Develop new instructional tools such as WebEx for classroom instruction.