



Minnesota West Community & Technical College

MASTER ACADEMIC & STUDENT SERVICE WORKPLAN 2010-2012



*All is connected.....
No one thing can change by itself*

May 2010

Minnesota West Community and Technical College 2010-2012 Master Academic and Student Services Work Plan

MISSION OF MINNESOTA STATE COLLEGES AND UNIVERSITIES:

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.

MISSION OF THE COLLEGE:

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

STRATEGIC DIRECTION

- Provide students with access to learning and information through distance education technology in addition to traditional methods of instruction.
- Provide students with transferable credit, employment skills, and the ability to access lifelong learning.
- Integrate services with agencies, other educational institutions, businesses and industries in ways that serve our instructional and student-life purposes.

PURPOSE OF ACADEMIC AND STUDENT SERVICES 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 available online at www.mnwest.edu.

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 students 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 two decades, 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.

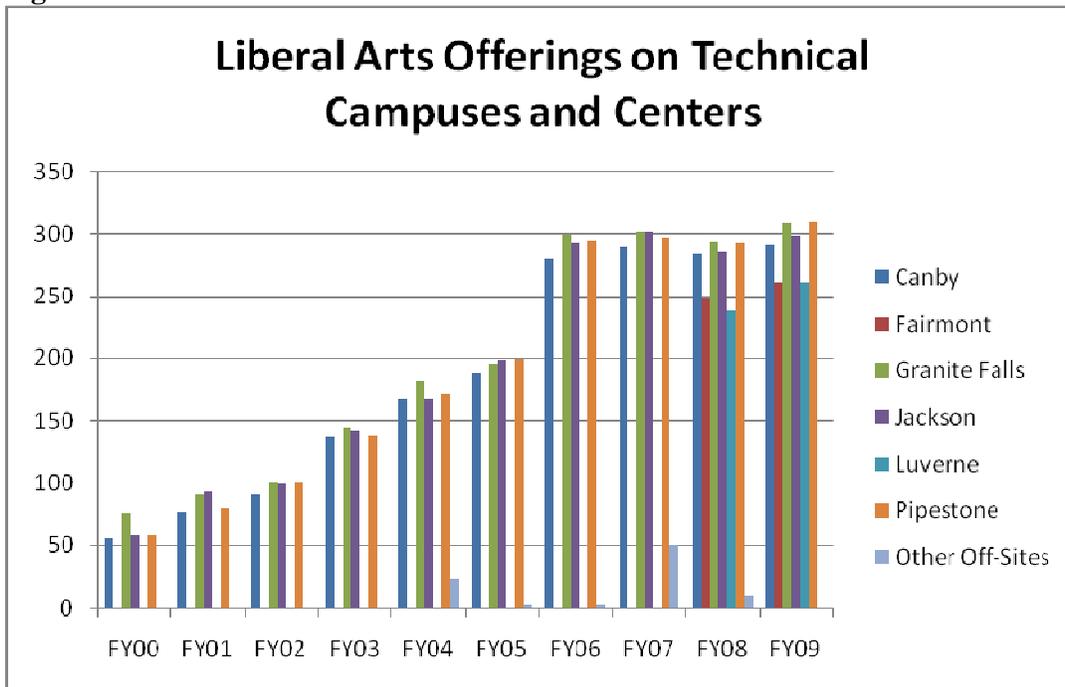
The Jackson campus of Minnesota West is located on the west edge of Jackson, a community of approximately 3,500 citizens in eastern Jackson County, another primarily agricultural area. The Jackson campus, established in 1964, was the seventeenth post-secondary vocational school in Minnesota. New buildings 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 and the Redwood Falls Center.

Availability of liberal arts and general education courses to the four technical campuses, three Minnesota West sites, high school concurrent enrollment classes, and nursing program sites have grown substantially 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 350 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 2008, Minnesota West received an award from the Center for Digital Education and the American Association of Community Colleges, *third in the nation as the most digitally connected community college* in the rural and small college category. Since 2003, Minnesota West has been ranked in the top ten in all 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 were 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. The newest distance learning location is the Redwood Falls Learning Center, offering courses and a degree online.

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:

Enrollment at Minnesota West held steady or slightly increased each year during the 1990s. Full-time enrollment is now 2,093.79 (FYE) with an unduplicated head count of 4,540. Most Minnesota West students are local, but some international students also enroll each year. Although the vast majority of students are Caucasian (82.2%), 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 7.7%. There are 10.1% students whose ethnicity is unknown or not reported. Thirty-three (33) percent of Minnesota West students are traditional (18-21 years old), 50 percent are non-traditional (22 and older), 15 percent are under 18 years old, and 2.4 per cent unknown. *(All above numbers are based on 2009 Fiscal Year data.)*

In the fall of 2008, FTE was 1,939.1 and head count in credit courses was 3,003. Of those students,

- 53.7 percent attended college part time
- 52.2 percent were women
- 40.9 percent were aged 25 or over
- 7.7 percent were non-Caucasian.

Many students entering Minnesota West require developmental courses to improve basic reading, writing or math skill. In fall 2008, cut scores for student entrance examinations showed that:

- 67 percent needed one or more developmental math courses, students can take MATH 1105 or 1107 if they test into 0099 now, this is a change from previous fall.
- 54.5 percent needed one or more developmental reading and writing courses
(Note: cutoff score was raised from 54.5 to 77.5 thus the higher % from the previous fall.)

Of the 422 new first time, full time freshmen, 230 need developmental reading or writing and 280 need developmental math.

When Minnesota West students who take non-credit courses were added to the total, the headcount for fall 2008 was 5373. Noncredit bearing courses are offered exclusively by customized training services (CTS).

In FY 2008, Minnesota West offered 316 fully online courses with an enrollment of 656.65 FYE (duplicated). Nursing education programs are offered with an enrollment of 40.83 FYE for online nursing courses. Students who are only taking courses via online delivery originate from the following states:

| | | | | | |
|---------------|---------------|-----------------|---------------|----------------|---------------|
| AK - 1 | IL - 2 | MI - 5 | NE - 1 | SD - 32 | WA - 1 |
| AZ - 4 | IN - 7 | MN - 807 | NJ - 1 | TN - 2 | WI - 7 |
| CA - 3 | KS - 2 | MO - 3 | NV - 1 | TX - 4 | WY - 1 |
| FL - 3 | KY - 1 | MT - 3 | NY - 3 | UT - 1 | |
| GA - 4 | MA - 2 | NC - 1 | OK - 1 | VA - 1 | |
| IA 13 | ME - 1 | ND - 7 | OR - 2 | VT - 1 | |

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 3,207.75

| | |
|---------------------------|---------------|
| Lamb and Wool | 672.00 |
| Small Business Management | <u>712.50</u> |
| Total | 4,592.25 |

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 2010-2014

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 directions and goals

To successfully respond to the academic, economic, demographic and social changes occurring in a global environment, the Minnesota State Colleges and Universities will undertake the following strategic directions and goals:

Strategic Direction 1: Increase access, opportunity and success

- 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 Prepare young people to enroll in higher education ready for college-level work by working with schools and other organizations.
- Goal 1.3 Maintain an affordable and competitive cost of attendance.
- Goal 1.4 Support students to reach their educational goals with a focus on graduation or transfer.

Strategic Direction 2: Achieve high-quality learning through a commitment to academic excellence and accountability

- Goal 2.1 Continuously improve instruction through assessment of student engagement and learning outcomes.
- Goal 2.2 Produce graduates who have strong, adaptable, globally competitive and flexible skills.
- Goal 2.3 Provide multiple efficient and effective delivery options for educational programs and student services.
- Goal 2.4 Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students.

Strategic Direction 3: Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions and its people

- Goal 3.1 Be the state's leader in workforce education and training.
- Goal 3.2 Support regional vitality by contributing artistic, cultural and civic assets.
- Goal 3.3 Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers.

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 Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system.
- Goal 4.3 Hire and develop leaders at all levels who will initiate and support innovation.
- Goal 4.4 Critically examine and improve structures, technologies, policies and processes to support transformative innovation.

Strategic Direction 5: Sustain financial viability during changing economic and market conditions

- Goal 5.1 Make budget decisions that reflect priorities in the core mission and fiscal stewardship.
- Goal 5.2 Rigorously pursue ways to reduce unnecessary costs.
- Goal 5.3 Develop funding sources to supplement revenues from state appropriations, tuition and student fees.

MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE STRATEGIC PLAN 2010 – 2015

Vision:

Minnesota West Community & Technical College provides dynamic, responsive, creative, and quality education to a diverse population in an ever-changing educational, business and cultural environment.

Mission:

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

Strategic Direction One:

Minnesota West Community and Technical College will increase access, learning opportunities and success for the citizens of southwest Minnesota.

- Goal 1.1 The College will increase the level of achievement of underrepresented students
- Goal 1.2 The College will refine its services to underserved/underprepared populations.
- Goal 1.3 The College will develop new credit and non-credit programs that serve the needs of the region.

Strategic Direction Two:

Minnesota West Community and Technical College will provide innovative and accountable programs and services to ensure the growth of our students.

- Goal 2.1 Improve instruction and student support through assessment of student engagement and learning outcomes.
- Goal 2.2 Access and refine multiple delivery options for educational programs and student services.
- Goal 2.3 Increase the participation of faculty and staff in professional development opportunities focused on our strategic directions.
- Goal 2.4 Marketing to increase our effectiveness in communicating accountability with our constituents

Strategic Direction Three:

Minnesota West Community and Technical College will deliver programs and services to enhance the economic competitiveness of the state, the region and its people.

Goal 3.1 Be the regions leaders in workforce education and training.

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.

MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE MASTER ACADEMIC & STUDENT SERVICE STRATEGIC PLAN/GOALS

Strategic Direction One:

Goal 1.1 The College will increase the level of achievement of underrepresented students

- Canby -** Continuing to work with our local communities as well as surrounding towns and using events like the Community Orientations
- Fairmont -** Continue to increase community involvement to serve underrepresented students through Community Orientation presentations with ABE, ESL, and other groups.
- Jackson -** Increase graduation rate of Underrepresented students by 20%.
Provide affordable and accessible developmental education opportunities, continue to provide “Fast Track” program and continue to promote “Mindquest”.
- Pipestone -** Continue to develop and nurture enrollment of under-represented student populations – community based orientations, ESL

Goal 1.2 The College will refine its services to underserved/underprepared populations.

- Fairmont -** Build relationships with local high schools, Workforce Centers, and ABE/ESL programs. Increase and enhance tutoring services to students enrolled at the Fairmont Center.
- Granite Falls** Build bridges with diverse members of community and surrounding communities— Upper and Lower Sioux Nation.
Spanish Speaking and additional Diverse Populations
- Community Outreach Meetings have been scheduled in order to reach local diverse communities.
 - Possibly “piggy-back” Community Meetings with local community events as a way of reaching more people.
- Collaborate with Adult Basic Education and local Community Education
- Return Adult Basic Education to be housed on the Granite Falls Campus
 - Work with Adult Basic Education to form a mutually beneficial relationship which addresses student need and student transition from ABE to college.
- Jackson -** Continue Community Orientations to market and recruit underserved/underprepared populations
Further Career Placement efforts services by helping students secure employment using the services in the LARC.
Encourage the City of Jackson or one of its entities to develop student housing.
- Luverne -** Continue to improve community ties with senior and diverse populations.
- Pipestone -** Increase collaboration between the college and the communities in which we have representation

- Redwood Falls -** Enhance holistic services for Redwood students, including on-site tutoring and career assessment.
Strengthen relationships with local Adult Basic Education, Workforce Center and Human Services
- Worthington -** Promote the Veteran's services on the campus

Goal 1.3 The College will develop new credit and non-credit programs that serve the needs of the region.

- Canby -** Continue to add short-term specialized courses such as the CDL course to enhance their student's learning as well as opening it up to other interested parties not currently enrolled full-time.
- Granite -** Machine Tool Collaboration and partnering with Customized Training
- Offer Machine Tool classes and studies to local high schools/teachers, industry and communities through flexible Customized Training format
 - Grow and expand Auto Body. Revise and improve, update the curriculum. Expand the program to utilize the area formerly housing Robotics. (Current Auto Body lab is confining.)
- Pipestone -** Add Medical Information Technology at one or all locations
Re-evaluate the Cosmetology program to better serve the community.
Add new programs such as PTA and Dental Hygiene to Luverne.
Add 1 credit cabinet making course
- Worthington -** Review one year/two semester programming at the Worthington Campus
Nursing & Expand area medical facility partnerships with increased clinical
Allied Health - experience/practicum/preceptorship for nursing and allied health.
Continue to explore educational needs of diverse allied health and nursing students.

Strategic Direction Two:

Goal 2.1 Improve instruction and student support through assessment of student engagement and learning outcomes.

- Canby -** Assistance for online students in the pre-enrollment process/prospect side and more thoroughly manage the applicant side as well to better retain.
- Jackson -** Improve quality of instruction.
- Luverne -** Continue to find ways to improve the overall student experience at the Luverne Center
- Financial Aid -** Modify the financial aid page on our website to provide better customer service to students seeking financial aid information.
Improve student communication (website, letters, forms, etc.)
Eliminate financial aid paper files by using ImageNow for all documents.

Goal 2.2 Access and refine multiple delivery options for educational programs and student services.

- Jackson -** Use Twitter and Facebook in recruiting efforts
- Pipestone -** Develop partnerships with MnSCU Universities to offer bachelor degree programs that core with construction management and the allied health majors
- LARC -** Add a Link Resolver to help guide students to full-text articles and provide an A-Z listing of electronic journal titles.
Present any new databases and/or the Link Resolver at a CTL day and campus faculty or departmental meetings.
Add a social networking tool to our library website as a means of promoting our services to students.
Set up equipment at each campus LARC to be utilized for inter-campus Adobe Connect tutoring sessions.

- Academics -** Renew existing articulations with partnering colleges.
Develop 5 new articulations
Promote the Franklin University transition
Continue Academic Division meetings with SW MN State University
Complete the transition of Massage to the Luverne center
Explore a technical center at the Worthington Campus
- Nursing & Allied Health -** Explore nursing and allied health options/programs/certificates at the Pipestone, Luverne, Worthington locations
Continue to meet MnSCU, MnWest, and nursing program vision/mission through accessible education learning styles to nursing students by offering more online and ITV NURS courses.
- 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
Expand use of ImageNow across the eight Minnesota West locations. To include business practices as applicable.
Network Security and disaster recovery“ bare metal restore” processes/documentation from backup systems
- Financial Aid -** Conduct financial aid informational meetings with area high school seniors and their families.
Communicate financial aid status via students’ email to increase timeliness and provide more information to students.

Goal 2.3 Increase the participation of faculty and staff in professional development opportunities focused on our strategic directions.

- Worthington** Utilize Access and Opportunity information at administrative, faculty, and staff levels to guide future thinking and progression of campus services
- LARC -** Present any new databases and/or the Link Resolver at a CTL day and campus faculty or departmental meetings.
Train all LARC tutoring staff how to use Adobe Connect.
- Technology -** Implementation of new operating system to Windows 7 and upgraded office software to Office 2010 within budget constraints.

Goal 2.4 Marketing to increase our effectiveness in communicating accountability with our constituents

- Canby -** Work towards industry sponsorships to give our technical programs an opportunity to increase visibility in the market and update their lab technology and equipment.
- Granite Falls -** Target strategic campus programs for the following:
 - Specific marketing materials for programs that need strengthening/increase in student population. Example: Fluid Power, Auto body, Child Development.
 - Highlight specific program advantages and market to high school counselors and Workforce Centers.
- Jackson -** Promote public forums, townhall meetings with chamber members, Jackson Development Corporations and guests.
- Luverne -** Complete Allied Health website and DVD as an enhanced recruiting tool for Luverne programs.
- Worthington -** Maintain community connections with marketing staff to market and promote college events and classes
Encourage and sustain community participation from administration, faculty, and staff
Continued Campus Foundation activities and promotional alumni activities on the campus
- LARC -** Create a Faculty Development Collection within the libraries.

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| Technology.- | Train all LARC tutoring staff how to use Adobe Connect. Deploy inter college communication system (alert system & digital signage) |
| Nursing & Allied Health - | Continue active participation with advisory committee members. Increase employer survey responses on graduate evaluations of nursing& allied health programs |
| Financial Aid.- | Increase efficiency within financial aid structure. |

Strategic Direction Three:

Goal 3.1 Be the regions leaders in workforce education and training.

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| Canby - | Further research the types of entrepreneur activities and see how we can strengthen their businesses. It might be through business management seminars or better using social media to market their services. |
| Fairmont.- | Continue to increase community involvement by joining service groups and participation at local events such as the fair, parades, and expo's. |
| Jackson – Pipestone - | Continue community participation in various committees and organizations. Creation of a Career Cluster in construction trade Engage CT/CE into the Career Cluster by providing contractor upgrading and licensure training from the Pipestone campus on a regularly scheduled basis Add construction management/business management and programs incorporating course in Green Technologies (geothermal, solar etc) |
| Academics.- | Complete MnREM grants and other energy grants |
| Nursing & Allied Health.- | Continue to build relationship with the community workforce centers and councils Expand possibilities for donated supplies and equipment from area health facilities for the allied health and nursing programs. |
| Customized Training | Continue to develop and deliver new non-credit training programs including online manufacturing automation, Lean/Six Sigma, Industrial Maintenance, online law enforcement for mandatory continuing education, ammonia refrigeration and safety training, online trained medical administration, IV Therapy, customer service for frontline staff, knowledge transfer for succession planning. Maintain Customized Training Services as the workforce/economic development division for Minnesota West College meeting the workforce development needs throughout Southwest Minnesota. Provide customize training/continuing education programs to meet employer's specific needs for workforce development. |

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.

| | |
|-----------------------|---|
| Granite Falls- | Build bridges with diverse members of community and surrounding communities. <ul style="list-style-type: none"> • Upper Sioux <ul style="list-style-type: none"> a. Networking with the Arts Council for resident artists to display art work in a continual display/show. Example: Currently, we have a display of photographic work done by a member of the Upper Sioux. Permission given by local Tribal Council. b. We have asked the Upper Sioux Tribal Council for input in educating the Granite Falls Campus on customs of the Dakota people. The Tribal Council has approved and appointed two members to meet with our staff and faculty. |
| Jackson - | Plan and promote events to enrich artistic, culture and civic assets such as Mixed Blood Theater, Domestic Abuse speaker, and safety issues – Active Shooter. |

CARL D. PERKINS VOCATIONAL GRANT GOALS

Collaborative effort by Southwest Educational Cooperative, Minnesota River Valley Cooperative and Minnesota West.

- Minnesota West Community & Technical College will expand the technical programs competing in National Skills Testing.
- Skills assessments will be reviewed by business and industry representatives.
- Minnesota West will continue to build industry and business partnerships to provide students with state of the art equipment, technology and industry savvy faculty.
- All programs offered through Minnesota West appropriate for internships and externships will provide them in arrangements with business and industry. Education and training and placement of students will be enhanced.
- Special population students will be given a variety of options/services/course work provided by Minnesota West to successfully matriculate to graduation.
- During fy 2010 the college embarked on an extended study of factors affecting graduation rates of students. The quantitative and qualitative study identified the populations with the most serious attrition problems. The study revealed which intervention strategies worked best and those are identified in this section of the Perkins Plan.

Areas most demanding attention:

- Recruitment and retention of students of color is challenging
- Students needing developmental classes jumped from 212 in 2005 to 789 in 2009
- Fully online students have lower graduation rates.
- Afro-Americans have the lowest GPA
- Afro-Americans transfer more often
- Some programs have significant matriculation problems

Outcomes positively influenced by strategies:

- Students who attend Fast Track have higher retention rate.
 - Women athletes have highest graduation rate of all students – 100%.
 - Certain technical programs have exemplary graduation rates.
 - Smarthinking online tutoring was used by 425 students.
 - Intervention by learning contracts and case management showed significant impact on students at risk.
- Minnesota West will engage and aid the student's transition from high school (or before) to college. Minnesota West will increase the minority student graduation rate and sustain or better all special population graduation rates.
 - Minnesota West Community and Technical College will continue to add 2 + 2, articulation and Baccalaureate degree completion available online and onsite for students enrolled in technical programs.
 - A continued relationship within the MN West Consortium employs a coordinator half time with the college to be a liaison between programs and faculty of college and regional high schools.
 - Student transitions are enabled by the joint efforts of consortium members. The coordinator for the consortium activities at the secondary level works with Minnesota West Community and Technical College, MRVD, and high schools to integrate high school and college objectives for transition.

2010 Access & Opportunity

Goal 1: Minnesota West Community and Technical College will increase enrollment of underrepresented students of color accessible to each campus.

Objective: Increase the number of underrepresented students per campus and college wide by enrolling 40 new students of color of that group 18 will be males and 22 females 22 of the 40 will be considered low income. First generation students we project to serve will be 35 out of the 40.

Strategies:

- a. Continue campus based recruitment and concentration on populations who have been underrepresented in the past.

Activities:

- Attend Tribal Council meetings to explain college possibilities to members and parents.
- Increase visitations to Native American events and Indian High Schools.
- Investigate potential programs to be delivered in Indian High Schools.
- Distribute college materials in several languages.
- Once a month visitations to employers who have recruited diverse populations with intent of alerting them to college courses and programs.
- Attend college fairs, particularly the Minneapolis College Fair to reach out to diverse populations.
- Hold Cultural events on campus inviting diverse groups to attend and present.
- Recruiters partner with interpreters to visit Alternative Learning Centers.

| Campus | Enrollment – Students of Color 2008 | Projected 2009-2010 |
|----------------------------|--|----------------------------|
| Canby | 10 | 15 |
| Granite Falls/Redwood Fall | 30 | 38 |
| Jackson/Fairmont | 15 | 18 |
| Pipestone/Luverne | 38 | 48 |
| Worthington | 196 | 205 |
| Management Programs | 55 | 60 |

Objective: Increase enrollment of students of color in Fast Track program by 20 students.

Activities:

- Increased contacts with Alternative Learning Centers to refer students for Accuplacer testing.
 - Distribute diverse language brochures describing program intent.
 - Earlier contacts with high school counselors for referrals. (from May to April)
 - Promotion through the Educational Cooperatives and utilize consortium for delivery of information to high schools.
- b. Increase number of students of color having successful transition experiences by recruiting for Fast Track Readiness Program.

Description of Program: The Fast Track Program targets first generation students of diverse background who are underprepared for college level work. Students are given the Accuplacer college placement tests in the high schools prior to attending college. The results are used to refer students by counselors and principals to the summer “bridging” program for orientation, student skills, developmental coursework, Basic Skills Development (2 credits STSK 0092) including Reading Study Skills; English and Writing; Math/Algebra; and Computer Skills. Students can continue studies if, after the intense summer program they continue to need developmental work. Fast Track is accessible on five campuses of Minnesota West Community and Technical College. Accessibility to the program is significant by face-to-face classes, and internet support. The program targets underrepresented students and is free to all students as are meals and supplies.

| Students of Color Enrolled in Fast Track | | |
|--|-----------------------------|---------------------|
| Campus | Fast Track Enrollment -2008 | Projected 2009-2010 |
| Canby | 0 | 2 |
| Granite Falls/Redwood Fall | 1 | 4 |
| Jackson/Fairmont | 0 | 3 |
| Pipestone/Luverne | 0 | 3 |
| Worthington | 3 | 12 |

Objective: To allow access from 100 to 130 students

- c. Increase the enrollment in the Fast Track Program for underprepared and underserved students by recruitment and adding sections of classes and workshops. Two new sections will be added at Canby and Worthington

Activities:

- Hire six more adjunct faculty to teach two new sections on five campuses.

| Courses | 2008-2009 | 2009-2010 |
|---------|-------------------------|------------------------------------|
| | 5 sections of STSK 0092 | 7 sections of STSK 0092 Fast Track |

Goal II: Minnesota West Community and Technical College will increase matriculation to graduation of all underserved and underprepared students by high school to college transition and early developmental programs.

| Graduates | 2005 Beginning: Grad: 2008 | Projected Grad rates 2010-2011 |
|---|----------------------------|--------------------------------|
| Students of Color (based on degree seeking students entering a program) | 31.37% | 50.0% |
| Underprepared/underserved (all) | 57.37% | 60.0% |
| Students of color included with Underprepared | 54.3% | 60.0% |
| All Students Graduated & degree seeking students | 60.42% | 64.0% |

Completion rate of classes per semester of underprepared including students of color.

| | |
|-------------------------------|-----------------------------|
| Anticipated Fall 09 | Ave GPA 2.7 |
| | Ave attempted credits 13.72 |
| | Ave credits earned 11 |
| | |
| Fall to Spring Retention Rate | 88% |
| Fall to Fall Retention Rate | 68% |

Objectives: To increase persistence to graduation of all students.

Strategies To increase and maintain retention rate of all students in underprepared, underserved populations.

- a. Increased advising hours enables more one-on-one help.

Activities:

- Increased advising contacts through Learning Contracts for students on Academic Probation. (from 58 to 70)
- Increased use of Case Management plans/meetings including faculty, advisors and students for those who are returning from Academic Suspension or after winning an appeal for Academic Suspension. (from 112 to 120)

- b. Career and college pathways will be enhanced by the staff of the Library and Academic Resource Center giving Career Scopes inventories and advising for appropriated paths. Students will gain insight into their career aspirations which leads to better matriculation to graduation. (120 Career Scopes will be utilized each semester)

Goal III: Minnesota West Community and Technical College will review outcomes of students who have participated in Fast Track, Learning Contracts, Case Management and Developmental Education citing retention and graduation rates (2005 – 2008)

Objective: Identify most effective retention efforts.

Strategies

- a. A staff person or faculty will be hired to document students of Fast Track, Learning Contracts, Case Management and Developmental Education outcomes.

Activities:

- Students from 2006 cohort will be tracked to identify programs producing most effective retention.
- Staff member will document student success and related programs.
- Modifications of programs will be responsive to research.

Implementation of modified curricular, advising methods will take place in 2010-11.

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 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.

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.

Online

In 2009 73 percent of full time Minnesota West students enrolled in one or more online course, 10 percent of which took only online courses.

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:

Canby – Wind Shop work is complete except for the new entry, relocation of LARC and Electrician Program, replacement of geothermal heat pump unit for Diesel building.

Granite Falls replacement of two hand wash sinks and three eyewash.

Jackson – eyewash replacements in shop area.

Worthington – ADA sidewalk and ADA door system for Fine Arts building, electrical upgrade in computer labs, LARC AHU update, YMCA construction continues

Redwood Falls – Monitoring completion of Learning Center.

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 \$302,941.00. The full application and detailed outcomes are available [online](#). 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 2009-2010 is collaboration with K-16 for readiness for college.

Center for Teaching and Learning

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

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