



Minnesota West Community & Technical College



MASTER ACADEMIC & STUDENT SERVICE WORKPLAN 2012-2014

Learn with Purpose

Compiled by the Office of the Provost

**Minnesota West Community & Technical College
2012-2014 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 & Technical College is dedicated to serving the varied educational needs of our diverse populations in affordable, accessible and supportive settings.”

COLLEGE STRATEGIC DIRECTION

- Provide students with increased access, learning opportunities and success for the citizens of southwest Minnesota.
- Provide innovative and accountable programs and services to ensure the growth of our students.
- Deliver programs and services to enhance the economic competitiveness of the state, the region and its people.

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 & 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 2012. Minnesota West 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, Campus Administrators, 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.

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 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 & 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, graduate and doctoral programs, delivered principally by Minnesota State Colleges and Universities, offer undergraduate and graduate instruction through the doctoral program, including specialist certificates, in the liberal arts and sciences and professional education.

Minnesota West Community & 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 four centers 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 relocated, in fall 2007 to the Luverne site and introduced the Radiologic Technology and Surgical Technology programs.

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 1,800 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 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 fluid power, business, computer technology, auto body technology, mechanical technology, plant processing, accounting, nursing 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, and cosmetology.

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 4,100 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, practical and associate 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, the Marshall Center (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. 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.

DISTANCE EDUCATION

Electronically Delivered Courses and Programs

Distance education 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. 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/hybrid 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 each semester and 34 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, also called hybrid learning) 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 three 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 relocated to the Luverne site in fall, 2008. 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

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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 2,287 (FYE) with an unduplicated head count of 5,264. Most Minnesota West students are local, but some international students also enroll each year. Although the vast majority of students are Caucasian (80%), 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 12%. There are 8% students whose ethnicity is unknown or not reported. 27.5 percent of Minnesota West students are traditional (18-21 years old), 58.5 percent are non-traditional (22 and older), 12.5 percent are under 18 years old, and 1.5 percent unknown.

(All above numbers are based on 2012 Fiscal Year data.)

In the fall of 2011, FTE was 2,062.8 and head count in credit courses was 3,361. Of those students,

- 58.1 percent attended college part time
- 55.4 percent were women
- 47.1 percent were aged 25 or over
- 13.1 percent were non-Caucasian.

Many students entering Minnesota West require developmental courses to improve basic reading, writing or math skill. In fall 2011, cut scores for student entrance examinations showed that:

- 66.1 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.
- 51.6 percent needed one or more developmental reading and writing courses

Of the 298 new first time, full time freshmen, 154 need developmental reading or writing and 197 need developmental math.

When Minnesota West students who take non-credit courses were added to the total, the headcount for fall 2011 was 5743. Noncredit bearing courses are offered exclusively by customized training services (CTS).

In FY 2012, Minnesota West offered 437 fully online courses with an enrollment of 989.33 FYE (duplicated). Nursing education programs are offered with an enrollment of 45.7 FYE for fully online or blended/hybrid nursing courses. Students who are only taking courses via online delivery originate from the following states:

AK - 1	FL - 2	KS - 1	MS - 1	OK - 1	VA - 1
AR 1	GA - 1	MA - 1	ND - 5	PA - 1	WI - 30
AZ - 1	IA 25	MB - 1	NE - 1	SD - 59	WY - 1
CA - 1	IL - 8	MI - 7	NJ - 1	TX - 41	
CO-1	IN - 71	MN - 1443	OH - 1	UT - 2	

Management Programs

Management Programs contribute to the overall credit offering of Minnesota West. In 2012, the following credits were sold by the Management Programs:

Farm Business Management	2,959
Lamb and Wool	740
Small Business Management	<u>524</u>
Total	4,223

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 2021.

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 mission 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

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- 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 & 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 & 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 & 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 & 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 & 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 & TECHNICAL COLLEGE MASTER ACADEMIC & STUDENT SERVICE STRATEGIC PLAN/GOALS

Canby

1. Continue training of faculty and staff accessing staff development dollars
2. Participate and host multicultural events
3. Streamline campus student service practices to mirror those college-wide
4. Continue to partner with the City and other agencies

Granite Falls

1. We need to focus on keeping those programs strong and strengthening others that are high demand and high pay.
 - Evaluate current Marketing for the Fluid Power Program.
 - Evaluate current Recruiting for the Fluid Power Program.
 - Investigate the possibility of a name enhancement for Fluid Power Technology. That enhancement will be Fluid Power Engineering Technology.
 - Hire a new Fluid Power instructor. The program is well respected in the industry and we must maintain the integrity of the program while making adjustments.
2. Collaborate with Customized Training:
 - Offer short term credit based Machine Tool Certificates
 - Offer short term credit based Welding Certificates
3. Collaborate with Secondary/High School.

- Provide space for the YME High School Lego Competition League.
 - Provide space for the YME High School Robotics Competition League.
 - Continue to work towards a high school Machine Tool Class for YME.
4. Continue to pursue becoming a Tree Campus USA:
 - Plan events with campus organizations
 - Meet all necessary application requirements
 - Reapply to the Arbor Day Foundation

Jackson

1. The college is developing short certificate programs in two areas that are currently being taught through Customized Training. The two areas in manufacturing are welding and machine tool. These two areas are currently being taught in an hour based curriculum. The area work force centers are requesting that they be converted to credits. This is a requirement of their FAST TRAC grant. Customized Training, the Work Force Centers, and myself have made a recommendation of two courses, seven credits in welding and two courses, seven credits in machine tool. These courses combined will make up a fourteen credit manufacturing certificate.
2. Minnesota West Jackson Campus is developing curriculum and will begin offering a course in assembly at AGCO Corporation. The course is 40 hours and will be taught by Minnesota West faculty. Integration of short courses into programs is a goal of the campus the coming year.
3. The Campus will select two programs as part of the Program Review process and research the following items:
 - A survey of employer satisfaction.
 - Student graduate placement and a comparative study of similar programs in the state and region.
 - A curriculum review and program design considerations.
 - An Advisory Committee review.

Pipestone

1. Ensure Access to an extraordinary education for all Minnesotans
 - Gradually update all classrooms with 60 inch TV's.
 - Add three touch panel 22.5 inch monitors to facilitate better instruction.
 - Update construction labs with green equipment simulatorsex ground source heat pump
2. Be a partner of choice to meet Minnesota Workforce and community needs.
 - Continue to meet the needs of the area health services including nursing homes, clinics, hospitals and ambulatory care services.
 - Seek accreditation for the medical coding program to meet the needs of the changing industry requirements.
3. Deliver the highest value/most affordable option by designing the MnSCU of the future
 - Continue to evaluate and improve our educational delivery options focusing on distance education to meet the ever changing needs of our diverse population.
 - Improve advising services available to distant/and online students.
 - Implement One Stop support services on the Pipestone campus.
4. Other
 - Facilitate partnerships with area high schools to increase PSEO opportunities.

Worthington

1. Ensure access to an extraordinary education for all Minnesotans.
 - Defining what extraordinary education means to students is key to this college and system initiative. Listening and actively making choices on behalf of student needs is critical to the

Worthington Campus. Course offerings and course learning formats complete access needs of students at the campus.

2. Be a partner of choice to meet Minnesota Workforce and community needs.
 - Continue working with area partners (City of Worthington, YMCA, DeGroot Family, and MnSCU) to build an avenue of education exposure to all generations in our community through the bonding project of the Health and Wellness Center. With the exposure comes awareness of educational programming and degrees to support the workforce of the community.
3. Deliver the highest value / most affordable option by designing the MnSCU of the future.
 - The continuous evaluation of courses and transferability saves students money and builds trust and security for families of the Worthington Campus, Minnesota West as a whole, and MnSCU as a system.
4. Other(diversity , collaboration, and strategic activities.)
 - Actively participate in the community by Minnesota West – Worthington Campus employees as well as seek input from other community members. Following the best marketing tool being personal sales, personal stories of pride and support grow the College’s connection to the future generations of students at Minnesota West – Worthington Campus.

Fairmont

1. Advertising and Recruitment
 - Increase community awareness of the educational opportunities available at the Fairmont Center.
 - The Fairmont Center Director will conduct high school visits within the area, send out letters to area high schools, attend Chamber of Commerce functions and activities, increase advertising and marketing efforts in Fairmont and its surrounding communities, and conduct service group presentations. The Director will also send out information to local medical facilities informing them of the new opportunities available to take nursing classes via ITV at the Fairmont Center starting in fall 2012.
 - Maintain and improve contact with the Fairmont Workforce Center
 - Increase contact with area businesses to obtain more information on their employer and employee needs to see if there is anything that Minnesota West can assist them with.
 - Send out a mailing to area businesses encouraging their employees to consider Minnesota West for their educational needs
 - Increase contact with Service Groups in Blue Earth, Truman, Granada, etc. to market and promote the Fairmont Center class and program offerings & Minnesota West program offerings
2. Enrollment numbers at the Fairmont Center continue to increase each semester. Staff members at the Fairmont Center, Jackson Campus, and other Minnesota West campuses all play a role in enrolling new and returning students each semester. Staff at the Fairmont Center work hard to provide quality service to all new and returning students. We pride ourselves on being able to help answer as many questions as possible for a student.
 - Maintain quality relationships with area high school counselors and principals
 - Increase enrollment numbers of those students just graduating from high school
 - Communicate with newly enrolled students within the first two weeks of the semester and again a few more times during the semester to offer support and assistance as they begin their studies. This contact will hopefully increase my retention rates and decrease my probation and suspension numbers.
3. Class Offerings
 - Review and evaluate the ITV class offerings to the Fairmont Center based on enrollments over the past few years; use the information to possibly add/change offerings for future semesters

- Maintain a balance of ITV & online class offerings for Associate in Arts and PSEO students
4. Advising
 - Improve communication with students regarding advising and registration opportunities by sending out more emails, posting on Facebook, or sending out messages using Grades First.
 5. Technology & Facilities
 - Maintain current office and classroom technology for staff and students.
 - Add an IP phone to Fairmont 1 in 12-13 & Fairmont 2 in 13-14
 - Consider adding another ITV room if enrollments deem it necessary
 - Consider adding an ITV connection in the Fairmont Center office for meetings
 - Update cubical panels and desks in the Fairmont Center office over the next few years depending on cost
 6. Office Staff & Administration
 - Increase Center Directors hours as deemed necessary as the workload continues to increase

Luverne

1. Advertising and Recruitment
 - Continue to increase community awareness of the Luverne Center and the programs and courses offered.
 - The Luverne Center Director will conduct area high school visits as well as participate in college fair functions and SCRUBS Camps across the state of South Dakota.
 - The Luverne Center Director will continue to serve on the Luverne Chamber of Commerce Board of Directors and will continue to be an active member in the Luverne Rotary Club.
 - Participate in the Welcome bags given out to new community members by including information on Minnesota West and the Luverne Center
 - Increase the presence and awareness of Minnesota West and the Luverne Center in the Sioux Falls and surrounding area markets.
 - Increase presence and awareness of Minnesota West Luverne Center in towns where hospitals provide a critical service by acting as clinical sites for many of our programs.
 - Continue to work to increase student enrollment.
2. Student Enrollment/Programs
 - Continue to provide students with quality health care programs on site that offer hands-on instructions.
 - Investigate new program offerings that support the allied health care profession. Work with Pipestone Dean to create proposals for such programs.
 - Continue to offer ITV courses to provide students with the opportunities to take general education classes on site.
 - Increase awareness of PSEO opportunities with area students.
 - Offer core science classes as an on campus option instead of predominately online for students as most of the Luverne Centers programs require science courses.
 - Continue to provide students with student services such as financial aid, bookstore, limited business office, advising and a student senate organization.
3. Advising
 - Continue to maintain relationships with Luverne Center Students and guiding them through their chosen programs by utilizing Grades First, maintaining individual advising appointments, and provide students with disability and tutoring resources.
 - Improve outreach to students through technology i.e. – text messages, Facebook and Grades First.
4. Technology & Facilities
 - Have a consistent and scheduled time with maintenance staff for upkeep and repairs at the Center.
 - Continue to maintain and update technology both student and staff through Pipestone IT staff.
 - Consider increasing the current LARC size to accommodate student needs.
5. Office Staff and Administration
 - Accommodate the center with the necessary staff hours to maintain smooth operation.

Redwood Falls

1. Increase full time student enrollment to 65+ full time students by Spring 2013
 - Formalize a year-long marketing plan for the Redwood Center
2. Continue to increase brand awareness through traditional and non-traditional media advertisement.
 - Networking
 - Continued involvement in Redwood Chamber of Commerce
 - Continue involvement in Redwood Falls Rotary
 - Advertising
 - Continue to use radio ads open houses as well as fall and spring student enrollment
 - Advertise quarterly in local newspaper
 - Utilize social media such as Facebook
 - Make use of other avenues as available (parades, expos, school presentations, etc.)
3. Enhance holistic services for students population to include, but not limited to, tutoring, career assessment, providing links to community services
 - Provide regular, on-site tutoring for students
 - Provide on-site career assessments for students
 - Maintain relationships with local services, such as Adult Basic Education, Workforce Centers, and Human Services
 - Explore Accuplacer Diagnostic testing
 - Explore the possibility of an internship program with local employers for Redwood Falls students
4. Improve student activities at the Redwood Falls Center
 - Utilize student senate funds to engage Redwood Falls students in student related activities in Redwood Falls.
 - Explore methods for involving Redwood Falls students in college related activities

Customized Training

1. Develop new and customize existing non-credit training programs to meet Southwest Minnesota employer's needs.
2. Continue to develop and deliver new non-credit training programs concentrating on the primary industry sectors in Southwest Minnesota including manufacturing, healthcare, energy and technology with emphasis on continued development of online and on-demand instructional formats to respond to employer and student demands.
3. Conduct & facilitate specialized training in partnership with Adult Basic Education & Southwest Minnesota Workforce Center to dislocated workers, the changing workforce, & underemployed individuals and be the catalyst for the student's career pathway to a College degree program.
4. Secure and facilitate grant for specialized workforce development training delivery.
5. Enhance the outreach to serve under-represented target populations through the Community Development Coordinator.

Technology

1. Enhance Teaching and Learning
 - Understand, promote, and train on technologies that support instruction and student learning.
 - Work with faculty to assist them with incorporating technology in the classroom.
 - Work with students to overcome barriers to learning.
 - Interface with SHOT to ensure that ITV learning environments function smoothly.
 - Attend faculty meetings and CTL events to understand faculty / teaching and learning needs.
 - At the direction of the Dean of Technology and Distance Learning, proactively learn new technologies to assist faculty in the classroom.
2. Ensure Information Access, Security, and Redundancy

- Develop, maintain, and improve our networks and systems to provide appropriate access to faculty, staff, students, and administrators
 - Widen the breadth of knowledge on the team, focusing on cross-training and day to day functionality in the event of major complication.
 - Develop and maintain web site to ensure that faculty, staff, students, and administrators have the information and systems needed.
3. Integrate with Key Constituents
 - Provide first level support for IT issues.
 - Communicate with faculty, staff, administration, and students.
 - Attend meetings
 - Be involved and visible at events
 4. Ensure Fluency and Skills
 - Assist faculty, students, staff, and administrators to effectively use new and existing systems and technologies.
 - Showcase and champion emerging technologies.
 - Formalize training at each campus by working with CTL to offer at least one IT-led event per semester.
 5. Documentation, Training, and Cross-Training
 - Review tickets (daily) and complete Ask IT processing through closing of ticket.
 - Develop master project list
 - Document scope and timeline of major projects
 - Document processes and cross-train
 - Attend at least one training event outside of MnSCU IT conference each year.

Registration

1. Set up a one-stop so students can receive 80% of the answers they need in one contact with the college, answers will be consistent, processors can focus on processing without interruption, and more staff are cross-trained so the absence of one person will not stop any function.
2. Event Management System software will be set up to optimize room utilization, people will be able to request rooms online and receive email confirmations/ invoices for any costs associated with room usage, a master calendar will be available online and staff will be able to link events to their personal calendar in Outlook.
3. Take advantage of new communication tools being offered by MnSCU so that students receive communications by their method of choice (letter, email, text).
4. Put together an admissions process timetable and manual so more than one person has the knowledge necessary to keep admissions rolling forward, and admission requirements are being applied consistently across the college.
5. Continue development of the registration process timetable and manual so more than one person has the knowledge to set up background tables, windows, registrations edits, and other administrative functions behind the scenes.
6. Investigate barriers to web registration to see if more registrations can be processed by students rather than staff.

LARC

1. Continue collection development efforts in electronic resources by adding more streaming videos and electronic books to support the curriculum
2. Foster relationships with area librarians to help promote collaboration between our libraries

3. Be creative in looking for ways to meet our students' tutoring needs, particularly non-traditional and ethnically diverse students
4. Increase number of library instruction sessions (online, ITV, or face-to-face) to introduce library resources to students to support their coursework and lifelong learning

Marketing

1. Marketing will continue to partner with the SW/WC Service Cooperative in educating youth about careers in Minnesota through our Career Expo, and where to find the education to sustain those careers within the state. The Career Expo has also helped us continue to establish and expand on our working relationships with business, and workforce in southwest Minnesota. We hope to increase our numbers for the upcoming fiscal year to 1700 high school students, and 150 businesses, industry groups, non-profit organizations, and college programs.
The event partners that participate in this program include: Minnesota West Carl Perkins Consortium; Southwest Minnesota Private Industry Council; Minnesota West Community & Technical College; Southwest Minnesota State University; SW/WC Service Cooperative; Job Service; ISEEK; Worthington Area Chamber of Commerce; Marshall Area Chamber of Commerce; Marshall, Montevideo, and Worthington Workforce Centers; Department of Employment and Economic Development; and many regional businesses and service agencies.
2. We have expanded our collaboration with SMSU to offer College Experience Days & will continue to partner with youth in promoting the necessity and benefit of college.
3. We continue to focus heavily on diversity recruitment and outreach to service the populations in our area and expand on our partnerships with the education Collaboratives and service groups in our area by hosting events and partnering to service education leadership opportunities.
4. We commit to our communities by serving on boards, hosting events on our facilities, and being involved with community activities.
5. Working continuously to recruit within schools, businesses, and non-profits educating the value of a community & technical education.
6. We will continue to be accessible by promoting open houses, hands-on learning and service projects. (See It. Learn It. Be It., Kids College, community tours, Scrubs Camp)
7. Marketing will work on continuing education, best practices, and techniques for properly reaching the prospective students.
8. Participating in the MnSCU system wide initiative campaign for outreach to market to capture students that need to finish degrees, certificate credits within the system.

Nursing

The nursing programs at Minnesota West continue to work toward goals of quality curricular components while preparing graduates for licensure and the workplace. To meet this over-arching vision, these specific tenets will guide the goal completion:

- Explore an integrated testing evaluation plan, using standardized normalized testing to assist students in meeting state and national averages for licensure and graduation standards
- Utilize the continuous input and feedback from the nursing advisory committee members (a membership of workplace leaders, past and current students, and nursing department members)
- Update and evaluate the program's "Systematical Evaluation Plan". This plan guides the programs and leads changes as they are needed. The SEP is a part of the national nursing accreditation (NLNAC) and MN Board of Nursing program approval.
- Gather for collaboration and communication as the nursing department to ensure connectivity of separate and collective program components. Meeting monthly is included in this goal. Dedicated meetings with time on 1) curricular changes, including student needs (part time learning, distance learning) and BSN preparation, 2) program evaluations with course assessment, 3) syncing of

program faculty for mentoring and growth, and 4) department collaboration (PN and AS program meetings) to ensure collective thinking and process transparency.

Diversity

Ensure access to an Extraordinary, diverse education for all Minnesotans through collaboration

- Work with the Nobles County Integration Collaborative, Southwest Housing Partnership, St. Paul Foundation, Southwest Service Cooperative, etc. to plan/promote programs relating to multi-cultural topics and themes of diversity: Mixed Blood Theater (*African America; Theory of Mind; Deaf Duckling*); Center for American Indian Research and Native Studies; National Endowment of the Humanities (Civil Rights/Black History speakers); Youth Camp
- Partner with Minn. West Pipestone Campus to bring group of Native American students to Worthington Campus to perform and to tour campus
- Organize team of students to attend MnSCU Social Justice retreat; encourage other campus to organize team
- Organize team of students to attend SCSU <<Power in Diversity>> conference and job fair

Be a partner of choice to meet Minnesota Workforce and community needs

- Teach Command Spanish program to Minnesota West's nursing students on the Worthington, Pipestone, and Granite Falls Campuses
- Teach Command Spanish program to students in the Law Enforcement program of Minnesota West. Program will be expanded from 1 to 2 credits for the spring semester of 2013.
- Continue to build community support for participation in activities of diversity: theater performances, lectures/ discussions
- Market Minnesota West and its programs through JBS, Nobles/Rock County Corrections, various Culture Corner events, etc.

Deliver the highest value/most affordable option by designing the MnSCU of the future

- Use ITV and/or D2L to promote Alpha Nu Kappa Chapter of Phi Theta Kappa on all campuses and learning centers of Minnesota West
- Use technology to promote/advertise events of diversity and multi-cultural topics on the Worthington Campus

Minnesota Energy Enterprises

1. Access to Extraordinary Education
 - Establish a state wide Energy Center of Excellence
 - Become more involved with the Minnesota Energy Consortium and encourage more involvement from large and small renewable energy industries
2. Minnesota Workforce Partner of Choice
 - Improve and develop additional industry relations
 - Inform industry of our existing educational opportunities
3. MnSCU of the Future an Affordable High Value Education
 - Establish and or improve relationships with secondary institutions in our region and across the state
 - Inform secondary students, councilors and parents of all the great career opportunities related to technical education
 - Improve marketing efforts to industry and showcase their career opportunities on our website. We have a product, EDUCATED STUDENTS; we need to do a better job of selling our product.
4. Diversity, Collaboration and Strategic Activities
 - Continue to collaborate with all MnSCU colleges to offer the highest value energy education in the state.

- Grasp the national strategic activity of promoting technical education to all populations especially diverse populations

Financial Aid

1. Simplify financial aid status communication with students.
 - Currently, when additional information is needed from students to complete their financial aid packages, they receive an email with instructions and links on where to find forms to return to our office for processing. For 2013, we are streamlining our tracking letters to include all of the necessary information for the student in one email. They will no longer need to find a form on our website, print it and then fill it out to send to our office. The goal is to have all of the information at the student's fingertips so they can immediately respond without using extra forms or other communications. The goal is two-fold – 1) easier for students and 2) quicker response to receive information from students.
2. Community outreach regarding financial aid education
 - The Financial Aid staff will participate in FAFSA workshops and conferences in the area to dispense financial aid information. Audiences will include current students, prospective students, high school students, high school counselors and other community members interested in learning more about financial aid.
3. Centralize processing for financial aid functions
 - The structure of financial aid will be revisited to determine processing areas that could be centralized to improve customer response time, compliance and overall efficiency.
4. Cross train individuals within the department to allow for back-up during absences, increased collaboration, and increased efficiency during peak times.
5. Financial literacy education
 - The Default Prevention Team will continue to meet to determine new and innovative ways in which financial literacy can be promoted to students.

CARL D. PERKINS VOCATIONAL GRANT GOALS

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

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

- The Minnesota West Consortium has completed ten Programs of Study to date. The goal for the FY13 school year will be to focus on developing Programs of Study in the Arts, Communications, & Information Systems field. The successful practices of inviting secondary school faculty to attend off-site workshops to populate the MN POS website will be continued

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

- Southwest Minnesota prides itself on its ability to form often unlikely business and agency partnerships for a common cause. In order to serve a large area with limited resources, we have demonstrated, time and time again, the benefits of working together with many partners to meet the needs of traditional and non-traditional learners. Through conferences, staff development opportunities, student competitions, and other events, we rely on the expertise of industry, non-profits, WorkForce Centers, and educators at all levels to provide the best services possible. A greater emphasis will be placed on partnering with members of industry who represent high-wage, high demand occupations. Advisory committees are required for any approved high school or post secondary CTE program. The Minnesota West Consortium will continue its focus on improving advisory committee effectiveness in the upcoming year.

Goal 3: Improve Service to Special Populations

- Resources and support to special needs students is provided in a variety of ways with the help of other secondary and post-secondary partners. The Southwest Minnesota Private Industry Council (PIC) holds their annual Breaking Traditions events on the Minnesota West campuses. The event exposes students from area learning centers to a variety of non-traditional careers through hands-on activities. The annual Career Expo will introduce high school sophomores and juniors to non-traditional careers through a Career Game Show. An intensified effort will be made to find more non-traditional exhibitors for the interactive displays. Our regional career assessment and exploration program, Project Discovery, will expand its independent living skills component to meet the needs of more students and their families. The Minnesota West Community & Technical College Financial Aid staff will host Financial Aid workshops on each campus to assist students/families with completing their FAFSA and/or get financial aid questions answered.

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

- College credit certificates will be maintained on the Southern Minnesota Articulated College Credit website where teachers can request certificates for students meeting pre-established competencies. A consortium website is used to share information about upcoming events, provide easy access to forms, and register for staff development workshops.

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.

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 2012 79 percent of full time Minnesota West students enrolled in one or more online course, 16 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 for 2012-2014:

Canby Campus

- Removal of 2 underground fuel oil storage tanks
- Renovation of interior and exterior of tech building 2 & 4
- Sale and removal of the Building 5
- Exterior fascia upgrade to Englund Hall
- New exterior ADA compliant entry doors at tech building 1
- Upgrades to interior and exterior lighting
- Fire Alarm Upgrade
- (2014) Predesign for installation of geo-thermal heating and cooling system for Englund Hall.

Granite Falls Campus

- Renovation to the Auto Body shop
- Renovations to MnSCU IT space
- Removal of Underground fuel oil storage tank
- (2014) Relocation of Fluid Power program shop and classroom space.

Jackson Campus

- Renovation of space and relocation of: the bookstore, Student activities, Computer program lab and classroom, Cosmetology classroom and faculty offices, EMS faculty office and storeroom, facilities office and shop.
- Replacement of main boiler and heating system upgrades
- Removal of underground fuel oil storage tank
- (2014) New on campus power line program space
- (2014) Relocation of ITV and Computer lab spaces.

Luverne site

- Expansion into clinic space.

Pipestone Campus

- New renovated front Entry
- Demolition of surplus space
- Renovation of ITV classroom and computer lab space
- Removal of underground fuel oil storage tank
- Replaced the final section of roof.
- Renovation of outdoor student activities space.
- Landscape renovations front and back of campus.

- Building fascia upgrades
- Exterior lighting upgrades.

Worthington Campus

- Install new exit driveway for north parking lot
- Installation of the regional stormwater retention pond.
- Upgrades for baseball and softball fields
- Renovation and Expansion of the Center for Health and Wellness
- Improvement to exterior lighting (south side of campus)
- Improvement to stage in Center for Performing and Fine Arts building
- Upgrades to Building Fascia (all Buildings)
- Entry door improvements to Classroom and Administration building, Center for Performing & Fine Arts
- Renovation of Rm. 408 for law Enforcement Simulation lab space
- (2014) roof Replacement on the Academic and Technology resources 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).

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