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# Minnesota West Community and Technical College

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## 2014-2016 MASTER ACADEMIC AND STUDENT SERVICES WORK PLAN RESULTS



## Overview

This report outlines the achievements of Minnesota West Community and Technical College's Master Academic and Student Services Plan during the 2015-2016 year. This plan outlines program priorities and commitments, along with student support including functional support plans, for executing the goals and objectives detailed in the college's 2010-2015 Strategic Plans/Goals.

## Minnesota State Colleges and Universities

Minnesota West Community and Technical College is a part of the Minnesota State Colleges and Universities System.

### 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.

### Vision of Minnesota State Colleges and Universities

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 of Minnesota State Colleges and Universities

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### Strategic Direction and Goals of Minnesota State Colleges and Universities

To successfully respond to the academic, economic, and 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 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 other 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.

## Mission, Vision, and Strategic Direction of Minnesota West Community and Technical College

### Mission of Minnesota West Community and Technical College

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

### Vision of Minnesota West Community and Technical College

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

## Strategic Direction of Minnesota West Community and Technical College

Minnesota West has set the three following strategic direction:



## Purpose of the Minnesota West Academic and Student Services Plan

The purpose of the Minnesota West Academic and Student Services Plan is to succinctly incorporate the vision and goals of the instructional, student services, technology, and academic support programs as they are integrated with the mission of Minnesota West, its Strategic Plan, the President’s Workplan, and the Minnesota State Chancellor’s Workplan. Multiple constituent groups have contributed to this plan, and organizational strategic planning, facility improvement proposals and planning, restructuring of student services, budget allocations and academic program review have been completed. Academic excellence, student services, curriculum development, faculty hiring and development, resources, infrastructure, accreditation, policy development, and diversity efforts are at the heart of the Minnesota West Community and Technical College.

## Planning Process

The mission and vision of the Minnesota State System and Minnesota West serve as the foundation for the college strategies. Planning efforts, grounded in the Minnesota State Colleges and Universities Strategic Plan, have resulted in the Minnesota West Strategic Plan, as well as a detailed workplan by the college President. The synergy created by the planning process created a congruent approach to providing accessible education to state and regional constituents. Emerging concurrently with those macro plans are the Carl D. Perkins Vocational Education Plan, information technology and distance learning plan, facilities plans, and academic and student affairs plan.

## Contributors

Minnesota West utilizes a task force consisting of academic and student affairs team members to ensure the plan is executed. This task force includes the following individuals:

- College President
- College Provost
- Vice President of Administration
- Campus Deans from Canby, Granite Falls, Jackson, Pipestone and Worthington
- Center Directors
- Registrar
- Director of Marketing, Enrollment and Communications
- Director of Financial Aid
- LARC Director
- Dean of Nursing
- Dean of Management Programs
- Dean of Technology and Distance Learning
- Director of Customized Training/Continuing Education
- Business Manager
- Perkins Coordinator
- Faculty
- College Staff

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## Minnesota West Presidential Goals 2015-2016

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### **Goal 1: Develop a college strategic plan.**

Action: Hold campus conversations regarding the tenets of our plan.

Action: Develop an action plan by leveraging internal teams.

Action: Validate and disseminate strategic plan tenets and action plans.

**Accomplishment:** Investment Initiative was implemented in spring of 2016.

Initiatives include program innovations, student life activities, k-12 partnerships, and transportation.

### **Goal 2: Align and implement the FY16 *Charting the Future* work plan.**

Action: Hold campus conversations leveraging internal team.

Action: Align *Charting the Future* work plan with current college work plan and strategic planning process

**Accomplishment:** *Charting the Future* is integrated into the college's planning and action processes. State-level student membership and activity is melting; key leader is graduating and succession plan has been implemented.

### **Goal 3: Build strong partnerships with internal and external stakeholders.**

Action: Implement regular listening sessions: "Talks with Terry".

Action: Schedule quarterly meetings with President's Advisory Council.

Action: Participate in community events and student activities.

**Accomplishment:** *Talks with Terry* and quarterly President Advisory meetings implemented. Community event and student activity participation is on-going. Invited guest speaker (14 appearances), tv (2), and radio (3) interviews.

### **Goal 4: Develop professionally as a new president.**

Action: Participate in community events and student activities.

Action: Leverage professional coach and assigned mentor; solicit 360 feedback within first semester.

Action: Find a house and establish a home for our family.

**Accomplishments:** 360 feedback scheduled summer. House purchased.

### **FY16 tactile and operational initiatives:**

Action: Identify and report the College's Quality Initiative.

Action: Move Booster Club funds into Foundation.

Action: Close Redwood Falls Learning Center.

Action: Restructure offices (Foundation and CHRO).

**Accomplishments:** Quality Initiative awaiting HLC's review. Others completed.

Strategic Direction 1: Minnesota West will provide access and learning opportunities leading to success for the citizens of southwest Minnesota

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
<p>1.1: Increase the level of achievement of underrepresented students.</p>	<p>Increase underrepresented students by 5% by FY16.</p>	<p>Provide additional services to underserved/underprepared populations (see 1.2)</p>	<p>Students of color increased college wide from 13.4% in FY 2014 to 16.1% in FY2015.</p> <p>Underrepresented students increased from 43.3% to 44.1% during the same time period.</p> <p>Student success for diverse population compared to non-diverse population increased by 3% from fall 2012 to fall 2014 cohort.</p> <p>Applied and received a Bremer grant for \$400,000 during the 2015-2016 calendar years to promote graduation. The grant was available to specific students from two counties within the college who were Pell eligible. The focus of the grant was completion. One hundred ten students (110) participated in FY 2015 and 158 in 2016. In 2015, Minnesota West also developed a handbook for Bremer Scholars to assist in completion.</p>
	<p>Provide additional opportunities for community engagement.</p>	<p>Expand the role of diversity collaboration within the communities.</p> <p>Partner with Adult Basic Education (ABE) and the Southwest Minnesota Workforce to facilitate training.</p> <p>Increase diversity speakers.</p>	<p>Partnered with ISD 518 to move the Nobles County Collaborative onto the Worthington campus. Partnered with Nobles County Collaborative to sponsor a speaker and program to promote inclusion.</p> <p>Partnered with SW/WC <a href="#">Service Cooperative</a> to move programming to the Pipestone campus.</p>

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
		Invite Worthington High School/Middle School to attend campus events.	Billboard in Spanish, participated in bilingual college readiness events. Increase participation through work study opportunities to create an Ambassador position to help with recruitment activities for diverse populations for the fall 2016 academic year.
1.2: Refine services to underserved/underprepared populations.	Develop and implement diversity plan.	During FY16, task force surveyed, developed and implemented a New Inclusion Plan for the college.	The five year <a href="#">Strategic Inclusion Plan 2016-2021</a> is available on the Minnesota West web site.
	Increase available tools to assist students.	Investigate text to speech program.  Review financial literacy tools.	Incorporated Readspeaker, a text to speech program, to assist students with accessing content. Also bought 10 licenses in Spanish for students who might need bilingual support.  From FY14 to FY16, rolled out the financial literacy tool GradReady to current and potential students. This online resource provides practical information about financial aid, budgeting, loan types and loan repayment. Over 155 students have independently created accounts and utilized the online curriculum.
1.3: Develop new credit and noncredit programs that serve the needs of the region	Develop three new programs.	Develop and implement career pathways.	College developed and implemented four new programs in: Welding, Industrial Maintenance, Pharmacy Tech, expanded PN program. Two additional programs will start Fall 2016: Health Information Technology, Community Health Worker, and Mechatronics.  Marshall Area Technical Center (MATEC) Welding and C.N.A. and college prep and testing using Accuplacer & CareerScope began during FY15.

## Strategic Direction 2

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

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
<p>2.1: Improve instructional and student support through assessment of student engagement and learning outcomes</p>	<p>CCSSE Student Engagement Survey</p>	<p>Review and analyze the CCSSE Student Engagement Survey Data and implement changes based on that data.</p>	<p>CCSSE data showed increase in participation from 29.7% in FY13 to 32.8% in FY15. In addition, participation in success courses and orientation increased by 1.5% during same period. Implemented freshman seminar course for all AA degree students in FY14.</p> <p>CCSSE data from 2015 indicate respondents increased in support for student learner from 47.6 in 2013 to 51.2 in 2015.</p> <p>The 2015 CCSSE data mirror the five highest areas of engagement compared 2015 cohort were the same in 2013. Examples of the top five are collaboration, faculty/student interaction and skills labs.</p> <p>The greatest variation from 2015 on lowest engagement was email communication with instructors which was 48.4% compared to the cohort of 65.2% of students responding either often or very often. This data supported data collected from students during charting the future conversations. This data has led to the development of a new Goal. During the 2016 duty day, discussion will be led on student engagement and the effect of email.</p>
	<p>Program Satisfaction Surveys</p>	<p>Administer program satisfaction surveys to all Allied Healthcare students.</p>	<p>Program satisfaction surveys – Nursing Programs: AS program overall survey: 95.4% and PN program overall survey: 90.1% in 2016</p>
	<p>Student Job Placement Rate</p>	<p>Collect and analyze</p>	<p>In Fy14, 82.9% of graduates report they were employed</p>

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
		student job placement rates.	during the year after they graduated. In addition, the % of accepted credits accepted in transfer increased from 58.9% in 2011 to 91.1% in FY 2011.
	Student pass rates	Where applicable, review student pass rates and strive for national average.	The college pass rate decreased from 86.9% to 83.2% on licensure exams, which was lower than the 90.9% goal.
	Nursing pass rates	Review student pass rates and strive for national average.	<p>2015 Nursing pass rates: PN – 82% above the national average/at the state average; RN – 76% slightly below state and national average.</p> <p>Faculty analyzed board pass rates and performance on Kaplan Secure Predictor exams at end of academic year.</p> <p>2015 NCLEX pass rates were reviewed within the program. AS Program is slightly below the state and national average at 76%. The PN program is at 82% which is above the national average and at/slightly below the state average. Kaplan secure predictor tests for both programs demonstrate some strong students and many middle or weak students. The tests tend to have low motivation or incentive to do well by the students as it is a program requirement with no attached course points. A new structure of testing is being reviewed for 2016-2017 with timing of proctored testing in mornings on simulation days.</p>
	IDEA Assessment	Administer IDEA Survey assessment per policy procedure.	FY16: Face to face courses: 38 courses surveyed, 81.5% response rate, average class size of 21.5. Online courses: 117 courses surveyed, 56.5% response rate, average class size of 30.5.
	Promote GradesFirst for intrusive advising, with 75% of faculty utilizing system.	Discuss GradesFirst in faculty meetings.	Make new faculty aware of Grades/First capabilities during duty days/orientation and during Early Alert & Midterm campaigns.

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
		<p>Notify students of use of GradesFirst.</p> <p>Advisors and tutors use the system to track meetings with students.</p>	<p>All students are notified of GradesFirst during SOAR (Student Orientation Advising Registration) days and via email.</p>
<p>2.2: Access and refine multiple delivery options for educational programs and student services.</p>	<p>Increase options for taking courses in ways that increase student access.</p>	<p>Monitor and review online course offerings each semester; increase number of hybrid programs in technical areas</p>	<p>Mechatronics offered ITV/online in Fall 2016.</p>
	<p>Increase student services availability to ensure student access, regardless of location.</p>	<p>Increase online registration by 1%.</p> <p>Expand offerings through LARC.</p> <p>Increase visibility/awareness of SmartThinking and other tutoring services.</p>	<p>Online registrations increased by 1.6% in FY16.</p> <p>Expanded the eBook collection available to students, faculty and staff from 15,000 in FY15 to over 150,000 in FY16. The streaming video collection currently contains over 225,000 titles.</p> <p>The LARC continues to promote all available tutoring options, including SmartThinking (24/7 online tutoring service free to students); face to face tutoring with professional staff and peer-tutors; and remote tutoring sessions using Adobe Connect software. In FY16, the LARC also implemented subject specific group study sessions in a newly remodeled space, and plans to continue that trend in FY17.</p> <p>Face to face library instruction sessions remain constant, and six new on-demand library instruction tutorials have been developed for 24/7 student access. FY16 also saw the transition to a new software (LibGuides) for web-based research and reference tools featuring the development of 39 new subject area web pages.</p>

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
			24/7 live-chat reference service is being explored by LARC personnel. Currently, live-chat service offered during LARC hours (including evenings).
	Support the One Stop model and staff. Utilize weekly meetings and yearly training to improve student services.	Conduct weekly One Stop Meetings.	<p>Weekly One Stop calls were conducted with approximately 40 staff members participating each week. Staff members from Admissions, Registration, Financial Aid, Marketing, Advising, Business Office and Human Resource participate to discuss student service topics and ensure best practices. During the summer months, the calls are bi-weekly.</p> <p>A one-day training is held annually for OneStop personnel covering Student Service updates and other relevant topics.</p> <p>Meeting minutes from all One Stop meetings are posted on D2L the same day as the meeting. All staff and faculty have access to these minutes.</p>
	Provide consistent student services to all campuses and centers.	Develop a One Stop crib sheet.	Training materials for student service functions are housed in OneNote. This is accessible for all staff so that they can assist students with all student service areas or know who to contact for assistance on specific topics.
2.3: Increase the participation of faculty and staff in professional development opportunities focused on strategic direction.	Promote faculty and staff development.	Provide development opportunities are provided throughout the year.	<p>Faculty Professional Development Planning: each faculty is given five days during the year to work on professional growth. Each faculty also completes a three year plan to maintain faculty credential. In FY 2016, faculty 100% of faculty completed their plan.</p> <p>Center for Teaching and Learning provides at least six professional development opportunities each year (three each semester) on each campus.</p>
	Provide resources for faculty.	Develop and enhance online and on demand training resources and	Faculty were budgeted \$22,300 in FY15 for development and used \$15,000. <a href="#">FY16 information is available</a>

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
		incorporate technology into the delivery.	Faculty are provided with 20 Minute Mentor videos at no charge. Hundreds of teaching strategy and pedagogy videos are available.
2.6 Assist students with goal development	Provide consultant type services to students such as Transferology, Interactive Degree Audit Reports (DARS) and College Central to assist students with long term planning and goals.	Increase awareness of these options.	<p>Provide information to students during orientation and advising sessions.</p> <p>In addition, although MnWest boasts a high completion rate, it has slipped from a five year high of 75.8% in FY2013 to 73.9% in FY2014. This number represents the persistence, transfer or graduation rate. The completion rate which measures three year completion for MnWest is 62.7% down from 63.3% previous year.</p> <p>The successful transfer rate for the college increased from 87.3% in FY14 to 91.1% in FY15.</p>
	Reduce Default rates to 15%.	Offer workshops in communities and expand awareness of loan servicing.	<p>Twenty Financial Aid presentations were conducted to area students and families to provide information and resources for navigating the financial aid process.</p> <p>Default prevention methods including emails and letters to students with delinquent student loans are sent monthly. Information provided to students included contact information for their loan servicer and repayment options available to avoid defaulting. Cohort default rates went from 16.0% to 14.7% as reported in FY14 and FY15.</p> <p>From FY14 to FY16, the Financial Aid Office partnered with the local county agencies to host meetings for new students to navigate county assistance programs to ensure students receive information necessary to secure funding.</p>

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## *Strategic Direction 3*

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

<b>Minnesota West Goals</b>	<b>Minnesota West Performance Indicators</b>	<b>Minnesota West Strategies and Actions</b>	<b>Minnesota West Results</b>
3.1: Be the leaders in workforce education and training.		Secure and facilitate grants for specialized workforce development and delivery trainings.	<p>Minnesota West received \$206,000 in industry match during the FY15 leveraged equipment planning cycle and received \$171,872 in FY16.</p> <p>In FY15, the largest donation was \$346,000 from Agco.</p> <p>In FY16, Minnesota West provided \$797,000 of training in over 5,000 hours to regional business.</p> <p>Customized Training also secured \$1.02 million in new grants and development dollars in FY16.</p>
3.2: Support regional vitality by contributing artistic, cultural, and civic assets that attract students and business partners.	Focused insertion into various media outlets.	Utilize media to market and brand the college.	Partnered with Pioneer Public TV to showcase the college programs and students for marketing and awareness. Videos and testimonials will continue to be integrated into promotion of the college.
	Create a Marketing plan.	Develop and implement a marketing plan with a focus on diverse and underrepresented populations.	<p>Marketing Plan developed through use of task force.</p> <p>New web site to roll out September 2016.</p> <p>A Foundation newsletter was not sent out; a new director was hired in FY16.</p>

Minnesota West Goals	Minnesota West Performance Indicators	Minnesota West Strategies and Actions	Minnesota West Results
		<p>Enhance and improve the college website.</p> <p>Maintain and distribute a Foundation/Alumni Newsletter with updated information.</p>	
	<p>Increase partnerships by offering additional courses and services to area schools and businesses.</p>	<p>Increase the number of Concurrent Enrollment Partnerships with area K-12 schools.</p> <p>Increase nursing partnerships.</p> <p>Increase business partnerships.</p> <p>Utilize Career Expo to reach more area schools and students.</p>	<p>Increased Concurrent Enrollment partnerships from 8 schools to 11 schools. Created a new campus for concurrent students, allowing them to apply and register more seamlessly.</p> <p>Nursing is in its fifth year of collaboration with the Worthington School District to provide a dedicated Pre-Nursing pathway in the high school. Courses such as CPR and first aid, Human Biology, Human Anatomy, and Medical Terminology are offered at the high school to PSEO/Concurrent enrollment eligible students.</p> <p>Nursing has partnerships with over 20 area community healthcare facilities. Over 50 facilities are contracted to support clinical and internship experiences.</p> <p>Reached over 1800 high school students from 34 schools at Career Expo each year. Approximately 150 businesses, industry groups and non-profit organizations, and college programs participate in the event.</p> <p>In 2015-16, participated in five career exploration events reaching 2500 – 3000 high school students</p> <p>Minnesota West consortium will join 14 other consortia as part of the <a href="http://www.ctecreditmn.com">www.ctecreditmn.com</a> website. College credit certificates will be available for students meeting pre-established competencies.</p>

<b>Minnesota West Goals</b>	<b>Minnesota West Performance Indicators</b>	<b>Minnesota West Strategies and Actions</b>	<b>Minnesota West Results</b>
	<p>Evaluate existing curriculum and explore new curriculum to meet the needs of the southwest Minnesota workforce.</p>	<p>Program advisory board meetings with area stakeholders.</p>	<p>Minnesota West Nursing program directors will continue to serve on Southwest Minnesota State University (SMSU) RN to BSN nursing advisory board.</p> <p>Continuous advisory board membership and program collaboration has occurred with SMSU since inception. Currently approximately 75% of the students in the RN to BSN program have been graduates from Minnesota West.</p>

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## *Additional Activities by Department*

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### **Financial Aid**

- Financial Literacy and Repayment Options Education. Continue to increase student's awareness of financial literacy through the use of different communication mechanisms such as GradReady, student events, curriculum, etc. Utilize the Default Prevention Team to generate ideas for engaging students in financial literacy and money management strategies.
- Work Study Student Program. Promote work study program to current and prospective students. Implement work study supervisor training, work study orientation and develop a college-wide work study recognition program.
  - Sixty-eight work study supervisors were trained during the fall of 2015. Starting in July 2015, new work study students receive orientation and training as they are hired.
  - A "Student Worker of the Year" recognition program began in FY14 with supervisors nominating exceptional student workers. The winner and all nominees are recognized on all campuses.
  - Student employment opportunities are advertised on our website and MN West social media outlets. Students also learn about student employment opportunities during new student orientation sessions.
  - Student Communication: Focus on proactive communications with student cohorts (such as athletes) to complete financial aid in a more timely manner. Collaborate with third party funding providers to ensure students' access to funds is timely and efficient. Utilize different communication methods to reach all students for financial aid updates and information.
    - In FY14 and FY15, the Communications Module was used for communicating Satisfactory Academic Progress as well as other important financial aid reminders to students. Both letters and emails are sent to students and recorded on their Student Account.
    - MN West social media outlets are utilized to communicate financial aid announcements, resources and opportunities to students throughout the year.

### **LARC**

- Continue collection development efforts in electronic resources by adding more streaming videos and electronic books to support the curriculum
- Foster relationships with area librarians to help promote collaboration between our libraries.
  - Library faculty have formed relationships with key personnel at public libraries in Worthington and Luverne and at Southwest Minnesota State University in nearby Marshall. Partnership opportunities continue to be explored. One key area under consideration is a digital library/digital repository with a regional scope.
- Be creative in looking for ways to meet our students' tutoring needs, particularly non-traditional and ethnically diverse students.
- 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

- Expand collaboration with SMSU to offer College Experience Days and continue to partner with youth in promoting the necessity and benefit of college.
  - Continue to partner more directly with SMSU on a step to success partnership of encouraging opportunities to collaborate by starting at Minnesota West and gaining scholarship or transferability bonus with a partner college.
- Continue to focus heavily on diversity recruitment and outreach to service the populations in our area and expand on our partnerships with the education collaborative and service groups in our area by hosting events and partnering to service education leadership opportunities.
- Commit to our communities by serving on boards, hosting events on our facilities, and being involved with community activities.
- Introduce College Central tool to our constituents to have an online resource to our students and businesses to promote job opportunities.
- Work continuously to recruit within schools, our own institution, businesses and non-profits educating the value of a community and technical education.
- Created and implemented new marking structure, 2 Enrollment Specialist, with primary job focus on recruitment.
- In 2016-17 outreach
  - 200+ high school visits/classroom presentations
  - 54 college fairs in MN, IA, SD
  - 100+ organizational visits, fairs, open houses
  - 25K+ mailings, communications, calls
- In 2013-14 some of our approximate numbers on prospect outreach.
  - 189 High School Visits/Classroom Presentations
  - 31 College Fairs in Iowa, Minnesota & South Dakota
  - 28 Job, Trades, Career Fairs, Expos
  - 43 Various organizations presentations, informational sessions/probation/rotary/ALCs/Diversity
  - 100+ Open Houses/Hosting's/Various Campus Events
  - 23,924 prospect mailings + numerous other types of communications (texting, phone, calls, emails)
  - 4,807 NEW Prospects
- Continue to be accessible by promoting open houses, hands-on learning and service projects
- Work on continuing education, best practices, and techniques for properly reaching the prospective students.
- Expand on texting to prospective students in 2014-15.
- Participate in the MnSCU system wide initiative campaign for outreach to market to capture students that need to finish degrees, certificate credits within the system.
- Marketing will continue to enhance our website to be more interactive visually to attract traffic and visibility for our programs. Strategic Initiative Funds received for a refresh of the website. The project has been started and looking forward to a rollout of the website in Fall 2016. Our website generates 2 million pageviews per year, and 108K new visitors. We will also improve the functionality of the mobile usage as there is a steady increase in mobile users for our site. We are also creating more calls to action to interact with users.
- Some program videos have been created, more are scheduled.
- Marketing will continue to be creative and interactive with social media for advertising and communicating to our populations.

- In 2013-14 we expand our social media advertising campaigns for Facebook, Pandora, websites, and a complete online retargeting/ad chaser campaign.
- In 2014-15 we are working with google analytics team to promote our website in search processes. Will be doing various marketing campaigns in 2014-15.
- Running retargeting and SEO campaigns
- Hired a social media specialist to add strategic engagement and interaction with online prospects and students expanding our outreach and engagement through direct marketing opportunities through strategic social media and online marketing strategies.
  - Facebook 4,600 followers, 40K impressions/week (and growing)
  - Twitter 1,350 followers, 33K impressions/week (and growing)
- Marketing analysis will be done with Student Focus Groups in 2014-15.
- Marketing will do a Foundation Alumni newsletter for alumni in 2014-15
  - Developed an Enrollment & Management Outreach Marketing Plan for 2015-2020
  - Restructured Marketing Department to include – Director of Marketing, Enrollment Managers, Web/Social Media Specialist, Marketing Production Specialist, reorganized Prospect Coordinator and Communications Center.
  - Developed an internal Marketing Advisory Committee including staff/faculty from each location to meet several times a year to discuss Enrollment & Management Outreach Plan and projects.
  - Newly integrated Call Blast messaging used weekly to welcome new applicants and communicate various messaging throughout the academic year.
  - More focused efforts on getting current students to register for upcoming semesters prior to leaving for winter or summer breaks.
  - Developed college-wide graduation programs to showcase the impact of MW throughout the region.
  - Expanding communication with applicants throughout the prior academic year to keep them engaged and aware of the happenings at MW.
  - Telling OUR story – Working with more alumni and sharing their success stories in marketing areas.
  - Streamlining advertising and marketing material to have a common message and consistency.
  - Working more strategically with business and industry to assist during layoffs, or promote during lunch breaks, or create events at their locations to create long term opportunities for students relative to work opportunities.
  - Created an online registration option for scheduling a campus tour resulting in a couple hundred tours scheduled in 2015-16.

### **Nursing**

- Both Minnesota West Practical and Associate in Science (AS) nursing programs will continue to annually gather, track and trend results of program outcomes demonstrating quality in nursing education. Kaplan Integrated Testing evaluation plan and National Council State Board of Nursing Mountain Measurement indicators will be used to assist students in meeting state and national averages for licensure and graduation standards.
  - Faculty will continue to evaluate results of Kaplan standardized normalized testing throughout academic year and compare student performance to national normed data.
    - Standardized tests were chosen to work to the program's areas of focus. Some test were no longer given and others were given based student performance from program/curriculum.

- Faculty will revise and modify curricular components utilizing normed data from Kaplan Integrated Testing plans and National Council State Boards of Nursing Mountain Measurement NCLEX evaluation.
  - Mt Measurement data is reviewed annually in May as prior year's data is available. Areas of weakness for each program is reviewed and faculty collaborate on where enhancements can be made in each course to improve overall knowledge and NCLEX success.

Both Minnesota West Practical and Associate in Science (AS) nursing programs will utilize continuous input and feedback from Nursing Advisory Committee members (a membership of workplace leaders, pass and current students, and nursing department members) to create new partnerships and/or future articulation agreements.

- Nursing program directors will develop and disseminate an in-depth formal needs assessment to evaluate nursing workforce markets and demand for licensed practical nurses in Minnesota West service areas by September 15<sup>th</sup>, 2014.
  - The nursing workforce voted in support of the ladder programs at Minnesota West. Dialogue included support for students to incrementally succeed in the profession of nursing while supporting themselves through gainful employment within the career path.
- Nursing program directors will analyze formal needs assessment and report to Nursing Advisory Committee in October 2014.
- Reporting to the Nursing Advisory Committee was completed in October 2014.
- Nursing program directors, faculty and Nursing Advisory Committee members will form a collaborative workgroup to explore future structure of Minnesota West Practical and Associate Degree nursing programs.
  - Collaborative workgroup members reviewed program status and agreed to remain with the current program structure. The workgroup will review on an as needed basis in the future.

Associate Degree nursing program will annually update and evaluate program Systematic Evaluation Plan (SEP). This plan guides curricular student learning outcomes (SLOs) and program outcomes and is revised or modified as needed. The SEP is required by the national nursing accreditation organization Accreditation Commission for Education in Nursing (ACEN) for the associate in science program and MN Board of Nursing for program approval. At this time, Practical nursing SEP is in development anticipating future accreditation.

- Nursing program directors and faculty will analyze program outcomes and expected levels of achievement on SEP (Associate in Science program) annually in May with program assessment.
- Associate in Science (AS) nursing program director and faculty will collectively work to revise or modify SEP assessing areas of concern prior to start of next academic year.
- Practical nursing program will work collectively as regularly scheduled to develop SEP in anticipation of future accreditation by 2018.
- Associate in Science (AS) nursing faculty will continue to revise and update SEP throughout fall semester 2014 at monthly faculty meetings in preparation for spring 2015 re-accreditation visit and to remain in compliance with accreditation standards.
  - Both the PN and AS programs have had faculty, student, and Advisory Committee input within the SEPs. SEPs are updated on an ongoing basis after faculty meetings, student survey completion, and program data availability (national, state, and college). The PN Program is in initial steps toward ACEN accreditation. The AS Program received continued accreditation until 2023.

4. Both Minnesota West Practical and Associate in Science (AS) nursing programs will meet bi-monthly for collaboration and communication within the nursing department to ensure connectivity of separate and collect program components.

- Nursing directors will schedule bi-monthly combined faculty meetings to dedicate time to discuss curricular changes, student needs, program evaluations with course assessment, syncing of program faculty for mentoring and growth, and department collaboration to ensure collective thinking and process transparency.
- Both nursing programs will review program evaluations and student satisfaction surveys at end of program in May, proposing curricular change as needed.
- Both nursing programs will collectively discuss program outcomes and whether state and national benchmarks are achieved at combined August faculty meeting.
  - The PN and AS programs continuously review the curriculum based on NCLEX test plan changes and workforce needs. Students and faculty have input into decisions and give feedback at faculty meetings. Surveys and evaluations follow accreditation guidelines and drive changes to enhance the programs.

## Carl D. Perkins Vocational Grant Goals

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

- Designing and Implementing Programs of Study: Goals, Objectives and Strategies
  - The Minnesota West Consortium has completed the required Programs of Study. The goal for the FY14 school year will be to develop additional Programs of Study if possible. The successful practice of inviting secondary school faculty to attend off-site workshops to populate the MN POS website will be continued.
- 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 an approved high school or post-secondary CTE programs.
- 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 Discover, will expand its independent living skills component to meet the needs of more students and their families. The Minnesota West 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.

- Sustain the Consortium of Secondary and Post-secondary Institutions
  - The partners in the Minnesota West Carl Perkins consortium have established relationships and a history of successful joint projects. Examples of some of these projects include Career Expo, Technical Skills Challenge, a joint coordinator, and in-service trainings by college instructors to secondary teachers. Our partnership list is constantly expanding to include additional business, colleges, and regional organizations. All consortium information and vision will be shared frequently with partners, school staff, elected officials and state Perkins directors. An annual evaluation of our services by consortium CTE instructors and administrators will be used to make improvements to our service delivery.

## Perkins Results

Two secondary schools assessed their Accounting students in 2014-15. 60% of the students who took the NOCTI assessment passed. One school offered the Early Childhood NOCTI assessment to 19 students. 63% of the students passed compared to 37.5% who passed last year. Two of the schools who have used the NOCTI Accounting test in the past will no longer be assessing their students. Even though the data received from testing was helpful, schools have decided it wasn't valuable enough to continue. One student who passed the NOCTI Accounting test did request the transcript from Excelsior College and received full credit for a course at Northwestern College in Iowa.

Technical skills assessments, competitions, and certification testing were activities students at Minnesota West CTC participated in that help to support our POS. NOCTI assessments were given to Accounting, Administrative Assistant, Early Childhood, Electrical, and Diesel students. Other certifications and assessments included ASE in Auto Mechanics, POST certification in Law Enforcement, Custom Applicator Exam in Agriculture, HESI and state boards for Nursing, Fluid Power certification for Fluid Power, and state boards for Dental Assisting. Students participated in several competitions in 2014-2015 including Electrical and Diesel in Skills USA, Business, Accounting, Administrative Assistants, and Computer Support in BPA, Agriculture for Post-Secondary Agriculture, and Cosmetology in the InSalon Hair Show and Student Competition.

79% of students in Accounting, Administrative Assistant, Child Development, and Electrical that took the NOCTI surpassed the National average. 100% of Accounting and Child Development students assessed in NOCTI exceeded the national averages while 67% of Administrative Assistant students and 72% of Electrical students surpassed national averages. Two electrical students participating in State Skills USA placed 1<sup>st</sup> and 2<sup>nd</sup> with one student proceeding to National Skills USA where he took 3<sup>rd</sup> place in the nation for Industrial Motor Controls. Twenty-one students took the Custom Applicator exam of which 16 passed core, 14 passed field crops, and 11 passed seed treatment. Five Cosmetology students placed in the top 12 among 47 competitors. Two students placed 1<sup>st</sup> and 4<sup>th</sup> in a special award recognizing those who compete in more than one event. Eleven students participating in state BPA placed in one or more event leading to 9 eligible to participate in Nationals.

Career Fields and Pathways are a central focus of the southwest Minnesota Career Expo held at Southwest Minnesota State University and Minnesota West Community and Technical College each fall. During the Expo, high school sophomores receive a college campus tour, they participated in a game show where they learn about career and educational opportunities, especially those available in southwest Minnesota, and they interacted with 104 exhibitors who represent a wide variety of careers. In 2014, 1713 students from 32 schools attended. The exhibitors are organized by career field with the career wheel prominently displayed for students to see the connections between the industries.

Worthington Automotive Center, offering Auto Mechanics courses to high school students, had 2 students start Fall 2016 in the Diesel Mechanics program with several credits already completed. Welding is not yet an official program of study for the MN West Consortium but is a program we have been working diligently on to create a pathway to post-secondary. The Marshall Area Technical Education Center offers PSEO Welding courses to area students. Students can complete all or a part of the MN West CTC welding certificate. Students can then opt to continue on with the certificate or diploma upon graduation from high school. FY 15 was the first offering of this and 8 students completed all or part of the welding certificate.

The Career Expo offers a unique opportunity to survey over 1500 high school sophomores about their career plans and the sources of their career information. 65% of students said their family was the primary source of advice for their future education and career plans. When asked where they planned to live when first starting their careers, 32% said somewhere else in the United States, but 28% said they would be in their hometown or somewhere else in southwest Minnesota. The top two career fields they were most interested in were Health Care and Agriculture. 58% planned to go to a four-year college.

Advisory boards are made up of faculty, industry partners, business owners, students and staff. The boards serve to advise instructors and faculty on design, development, operation, and evaluation of CTE programs. The members serving on these teams have crucial industry knowledge and resources that help to ensure that students leaving MN West CTC are capable of performing in their respective professions and that programs are up-to-date and meet current needs. Advisory board members have also supported CTE programs through financial and equipment.

Advisory team participants have also supported programs through donations both financial and equipment. Advisory board support and involvement assisted MN West CTC in receiving \$379,435 in donated property in the areas of CDL, Industrial Maintenance, Welding, Diesel, and Nursing; vendor discounts of \$64,533; cash matches of \$39,117. A new committee made up of high school superintendents and college administration is exploring opportunities for collaborative CTE programs including a center-based model.

Students who experience these opportunities can make a more relevant connection to their education and apply their classroom knowledge. The pathways most likely to offer these opportunities at the secondary level are: Administrative Support, Plant and Animal Systems, Mobile Equipment Maintenance. 581 job shadowing experiences were offered to students in grades 9-12 in 2014-15. 364 students participated in internship opportunities. At MN West CTC, more than 40 internships, externships, clinicals, field experiences, and practicums were offered

in 2014-2015. Areas offering such opportunities included agriculture, business, computer support, child development, human services, dental, medical assisting, nursing, medical lab, health, surgical and radiology technology and diesel. This translates to a total of 427 (duplicated) students taking advantage of work-based learning opportunities. Many other programs encourage students to participate in internships that are not formalized such as electrician and wind energy. Students involved in work based learning are often offered part-time and full-time employment beyond their education. An example of this is the Diesel Program. Students that graduated in Spring 2015 participated in internships the summer of 2014. 75% of these students went on to be employed by the same organization they did internships with while 100% of the graduating class had full time employment.

Avera Marshall continues as the host partner for Project SEARCH. The Avera Marshall program was developed through the cooperation of several organizations that met regularly (and continue to meet) since the summer of 2011. The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, generally from 8am to 3pm, during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at the hospital that best meet their interests, experiences and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. 6 students completed the Project Search program during the 2014- 15 school year. Of the 6, 5 are competitively employed around the region. Their new jobs include manufacturing, housekeeping, and retail.

A number of different activities and services were offered to prospective students and current students at the post-secondary level that were successful and assisted in recruitment, retention and completion for special populations. Some of the highlights include: Breaking Traditions, SW/MN Career Pathways Partnerships, College Central Network, SmartThinking and Tutoring, Grades First, Parent/Adult Night Out, Get Connected.

## Registration

- 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.
  - With the move to OneStop and a well-trained Communications Center, students can call, email, or stop in and receive accurate and consistent answers to their questions. Weekly conference calls take place and minutes are recorded in D2L. An in-person training takes place in June each year.
  - 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.
    - All academic coursework is setup through the EMS system and non-academic events have been added. Faculty and staff can now look up events and room assignments online for these non-academic events.
  - Take advantage of new communication tools being offered by MnSCU so that students receive communications by their method of choice (letter, email, text).

- Design change so students are continually given the opportunity to opt into text messaging. Many communications, including satisfactory academic progress notices, are being sent both by email and letter so students get notices in multiple ways. Email is now being sent out automatically to students affected by course changes, cancellations, and also changes in enrollment that may affect their financial balance.
- 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.
  - A work calendar and process documents have been created and will be updated continuously.
- 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.
  - Manual has been expanded to include more processes. Work calendar is continuously updated so others can step in if necessary.

## Technology

### Enhance Teaching and Learning

- Understand, promote, and train on technologies that support instruction and student learning.
  - Staff provides information and guidance to faculty when asked.
- Work with faculty to assist them with incorporating technology in the classroom.
  - Dean provides training opportunities throughout the year. Recorded and shared throughout college community.
- Interface with SHOT to ensure that ITV learning environments function smoothly.
  - Replaced CODECs in several rooms/various campuses to improve functionality.
- Attend faculty meetings and CTL events to understand faculty / teaching and learning needs.
  - 60% attendance.
- At the direction of the Dean of Technology and Distance Learning, proactively learn new technologies to assist faculty in the classroom.
  - Remove from goals

### Ensure Information Access, Security, and Redundancy

- Develop, maintain, and improve our networks and systems to provide appropriate access to faculty, staff, students, and administrators
  - One server outage that impacted web site for 10 hours.
  - One email outage that affected access (but not data) for 12 hours
  - 99% online goal met.
- Widen the breadth of knowledge on the team, focusing on cross-training and day to day functionality in the event of major complication.
  - While progress has been made in this area, still not at 100% compliance.
- Develop and maintain web site to ensure that faculty, staff, students, and administrators have the information and systems needed.
  - One 10 hour down time in the year. We have moved the site out of house to ensure that this does not reoccur.

### Integrate with Key Constituents

- Provide first level support for IT issues.
  - From 1/1/14 to 6/27/16, 4,002 AskIt tickets submitted and responded to/completed, most of them in under 2 business days.
- Communicate with faculty, staff, administration, and students.
  - Dean sends out majority of notices. Some are sent out by network and system admins.
- Attend meetings
  - Limited participation. Need to increase.
- Be involved and visible at events
  - Participation has increased over the last three years, particularly at athletic events in Worthington. Continue to attend and support college activities and events.

### Ensure Fluency and Skills

- Assist faculty, students, staff, and administrators to effectively use new and existing systems and technologies.
  - Minimal training occurs.
- Showcase and champion emerging technologies.
  - No progress in this area.
- Formalize training at each campus by working with CTL to offer at least one IT-led event per semester.
  - Not all campus personnel are completing 40-50% participation.

### Documentation, Training, and Cross-Training

- Review tickets (daily) and complete Ask IT processing through closing of ticket.
  - From 1/1/16 to 6/27/16, 4002 AskIt tickets have been submitted and responded to/completed, most of them in under 2 business days.
- Develop master project list
  - N/A
- Document scope and timeline of major projects
  - Created template. Being used for projects over \$5,000.
- Document processes and cross-train
  - While progress has been made in this area, still not at 100% compliance.
- Attend at least one training event outside of MnSCU IT conference each year.
  - In last two years, only 25 percent have attended MnSCU IT conference. Most have attended the Southern IT Mini – Conference in last three years.