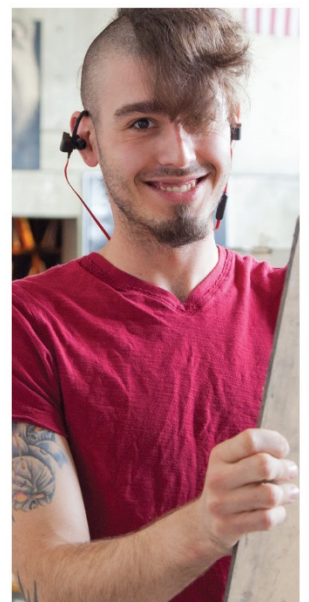
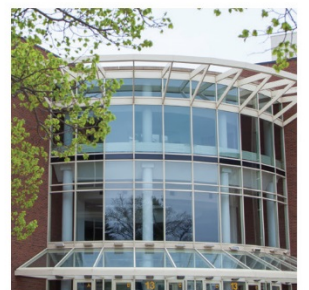


# MASTER 2017 2020

# ACADEMIC PLAN

*Mapping the Future of RCTC's Educational Offerings and Initiatives*



# **ROCHESTER COMMUNITY AND TECHNICAL COLLEGE MASTER ACADEMIC PLAN:**

*Mapping the Future of RCTC's Educational Offerings and Initiatives*

*FY 2017 – 2020*

## **OUR MISSION**

*Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.*

## **OUR VISION**

*Rochester Community and Technical College will be a universal gateway to world class learning opportunities.*

## **OUR CORE VALUES**

*Learner-Centered*

*Excellence*

*Respect*

*Teamwork*

*Innovation*

*Fun*

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## ACKNOWLEDGEMENTS

Faculty from all programs and disciplines, and staff from academic and student support departments contributed significant work and input into the creation of RCTC's Master Academic Plan (MAP). This work was led by the Master Academic Plan Steering Committee who created the overall structure of the plan as well as instructional and academic/student support planning tools to help lead the campus community in the development of their individual area MAPs.

Sincere gratitude is expressed to the faculty, staff, and deans who contributed to the development of this plan. Without the efforts put forth by each person in their area MAPs and divisional summaries, the creation of the Master Academic Plan would not have been possible.

A special thanks goes to the members of the Master Academic Plan Steering Committee:

*Ginny Boyum, Ph.D. – Dean, Academic Effectiveness and Innovation*

*Jen Bruce – Librarian*

*Veronica Delcourt, Ed.D. – Dean, Liberal Arts and General Education*

*Brian Fors, Ph.D. – Interim Dean, Sciences and Health Professions*

*Safawo Gullo, DVM, Ph.D. – Dean, Sciences and Health Professions*

*David Hansen – RCTC Student*

*Jason Jadin – Chemistry Faculty*

*Lisa Mohr – Dean of Student Success*

*Greg Mosier, Ed.D. – Executive Vice President, Academic Affairs*

*Michelle Pyfferoen – Dean, Career and Technical Education & Business Partnerships*

*Scott Sahs – Chief Information Officer*

*Heather Sklenicka, Ph.D. – Chemistry Faculty*

*Brian Steele – Art/Photography Faculty*

Thank you to all members of the RCTC community for your multiple and varied contributions to the development of this plan. With your efforts, RCTC is poised to continue to meet the needs of our students and community. Your time and energy dedicated to this project is recognized and greatly appreciated!

## MESSAGE FROM THE PRESIDENT

With implementation of the Strategic Plan Vision 2020: The Next 100 Years underway, Rochester Community and Technical College is ensuring that we deliver the best possible education to our next generation of students. The framework created in the strategic plan facilitates the next steps of integrated planning to connect academic programming, student support, technology and facilities. The interconnected networks further enable student engagement in the learning process. To better navigate these complex systems that drive a successful higher education enterprise, the College has designed its first official Master Academic Plan, or MAP, to deliberately guide RCTC's path forward.

As a result of the dedicated work of the members of the MAP task force along with other internal and external contributors, I am confident that this plan targets academic goals and priorities to drive momentum for delivering on the long-range vision for our future. In addition, the finalization of our master academic plan positions RCTC to move forward with other major plans necessary to support our academic work - the Master Technology Plan and Comprehensive Facilities Plan. These other plans ensure the fiscal, facility, and human resources available at the College are used in alignment with the focus of our mission of providing accessible, affordable, quality learning opportunities to serve a diverse and growing community.

I'd like to thank Dr. Greg Mosier, Executive Vice President, Academic Affairs, for taking the lead on this important initiative; and to the members of the task force (found on page 4 of this plan). Through Dr. Mosier's leadership, and the commitment of the team, the results of their efforts have proven that collaboration is an essential part of any planning process.

As RCTC addresses the scope and complexities of today's students and society through higher education, "Alone we can do so little, together we can do so much." – Helen Keller.

Sincerely,

A handwritten signature in black ink that reads "Mary Davenport". The script is fluid and cursive, with a large, stylized initial 'M'.

Mary Davenport, Ph.D.  
*Interim President*

## MESSAGE FROM THE EXECUTIVE VICE PRESIDENT, ACADEMIC AFFAIRS

For 100 Years, Rochester Community and Technical College has provided the citizens of Rochester, the region, and beyond high-quality educational and technical training opportunities. As community, state, and national educational needs continue to evolve, the skills gap between what is needed to drive the U.S. economy and the skills possessed by the available workforce continues to expand, the demand for postsecondary education continues to increase. This “Skills Gap” is a national concern of epic proportion as it relates to the future economic prosperity of our nation. RCTC’s Master Academic Plan (MAP) provides the direction for the College’s future educational offerings and initiatives to meet the community’s educational and economic needs and help decrease the span of the local and national skills gap.

The following are excerpts taken from the Georgetown University, Center on Education and the Workforce report entitled *Recovery: Job Growth and Education Requirements through 2020*.

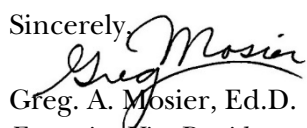
- By 2020, 65% of all jobs in the economy will require postsecondary education and training beyond high school.
  - In Minnesota, 74% of all jobs will require postsecondary education.
- At the current production rate, the U.S. will fall short by 5 million workers with postsecondary education by 2020.
- There will be 55 million job openings in the economy through 2020. Twenty four million from newly created jobs and 31 million due to baby boomer retirements.
- Job openings in healthcare, community services, and STEM will grow the fastest among all occupational clusters.

The strategic priorities identified in the MAP support the College’s Strategic Plan, mission and vision. MAP strategic priorities communicate the direction for RCTC’s instructional, academic support, student support, information technologies and educational technologies. Data provided in the Master Academic Plan is designed to guide the creation of the College’s Comprehensive Facility Plan and Master Technology Plan.

The creation of this document was shaped by the Master Academic Plan Steering Committee, a group of dedicated faculty, staff, and administration from across the campus. The MAP was developed over the course of the 2016 academic year, and finalized in the fall of 2016.

The results of the good work of the MAP Steering Committee and all the faculty and staff who dedicated significant time and effort in the development of the plan will be used in future program and services development and annual program review processes. I would like to express my sincere appreciation to everyone who worked to create this plan over the past year and to their many years of commitment to student success, Rochester Community and Technical College, and its many stakeholders.

Sincerely,



Greg. A. Mosier, Ed.D.

*Executive Vice President, Academic Affairs*

## **RCTC STRATEGIC PLAN: VISION 2020**

### **Strategic Priority 1:**

*Provide high-quality, affordable, learner-centered educational pathways, workforce training, support services, and resources to meet the diverse needs of students, the region, and the global community.*

- 1.1: Advance programs and services that support student success through evidence-based systemic planning, assessment, and review.
- 1.2: Achieve excellence in teaching and learning through rigorous and relevant educational offerings, engaging and innovative instructional delivery, and superior support services.
- 1.3: Nurture a comprehensive, learner-centered culture to support student from inquiry through completion.
- 1.4: Advance educational, business, and community partnerships to create opportunities for students to attain their educational and career goals.

### **Strategic Priority 2:**

*Collectively develop strategic approaches to systemically plan, prioritize, and implement future-focused initiatives.*

- 2.1: Implement continuous environmental scanning processes to strategically position the College for the future.
- 2.2: Engage college-wide stakeholders in the planning and allocation of resources to create innovative learning and working environments.
- 2.3: Create on-going employee professional growth and advancement opportunities.
- 2.4: Advance continuous quality improvement processes to ensure College-wide accountability.

### **Strategic Priority 3:**

*Cultivate a culture of collaboration and communication that values diversity and mutual respect.*

- 3.1: Foster an environment to encourage collaboration across College units that embraces our Core Values.
- 3.2: Improve internal communication structures and processes.
- 3.3: Provide exemplary, engaging service to students, employees, alumni, and the greater community.
- 3.4: Expand community partnerships that focus on diversity and inclusiveness to encourage multi-cultural experiences.

### **Strategic Priority 4:**

*Enhance RCTC's image as the region's college and employer of choice.*

- 4.1: Communicate the value of RCTC's high-quality, affordable, and accessible programs and services.
- 4.2: Heighten RCTC's reputation as a world-class educational institution.
- 4.3: Recruit and retain exceptional and diverse employees.
- 4.4: Improve the effectiveness and efficiency of hiring and onboarding processes.

## **MINNESOTA STATE COLLEGES AND UNIVERSITIES STRATEGIC INITIATIVES**

Minnesota State colleges and universities play an essential role in growing Minnesota's economy and opening the doors of educational opportunity to all Minnesotans. To that end, in 2012, the Minnesota State system initiated Charting the Future, a system-wide initiative to help better prepare Minnesota students for success and achieving a more prosperous Minnesota.

To help reach the overarching goals of Charting the Future, specific work plans were developed. In 2016, those work plans involved the following areas: Academic and Student Affairs, Diversity and Equity, Finance and Facilities, Human Resources, and Information Technology Services.

The charge with Charting the Future relates to accomplishing the following Strategic Framework Initiatives:

### **Ensure access to an extraordinary education for all Minnesotans**

- Our faculty and staff will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy.
- We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.

### **Be the partner of choice to meet Minnesota's workforce and community needs**

- Our colleges and universities will be the partner of choice for businesses and communities across Minnesota to help them solve real-world problems and keep Minnesotans at the leading edge of their professions.
- Our faculty and staff will enable Minnesota to meet its need for a substantially better educated workforce by increasing the number of Minnesotans who complete certificates, diplomas and degrees.

### **Deliver to students, employers, communities and taxpayers the highest value / most affordable option**

- Our colleges and universities will deliver the highest value to students, employers, communities and taxpayers.
- We will be the highest value / most affordable higher education option.

In addition to meeting the College's local needs, the strategic priorities, goals, and action plans identified in RCTC's Master Academic Plan were also created to assist the Minnesota State system in meeting its Strategic Initiatives.



# INSTITUTIONAL PROFILE

**Mission:**

*Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.*

**Vision:**

*Rochester Community and Technical College will be a universal gateway to world class learning opportunities.*

**Value Proposition:**

*Improving Student Lives*

**College Values and Service Attributes:**

- **Learner-Centered:** *Be approachable and attentive to students' and others' needs*
- **Excellence:** *Anticipate, create and recognize engaging experiences*
- **Respect:** *Demonstrate understanding and sensitivity when serving*
- **Teamwork:** *Collaborate and engage each other to better serve*
- **Innovation:** *Explore, empower and implement creative ideas to better serve*
- **Fun:** *Foster a pleasant, personable and enjoyable environment*

**Core Outcomes:**

- **Communication:** *Students will read, write, speak and listen professionally.*
- **Critical Thinking:** *Students will think systematically by integrating skills and using a variety of appropriate resources and methods.*
- **Global Awareness/Diversity:** *Students will demonstrate understanding of and respect for human diversity through their words and actions.*
- **Civic Responsibility:** *Students will understand larger social issues, demonstrate social responsibility, and contribute to positive community change through civic engagement.*
- **Personal and Professional Accountability:** *Students will take ultimate responsibility for achieving their education and personal goals.*
- **Aesthetic Response:** *Students will make and support personal judgments from an informed perspective.*

Established in 1915, Rochester Community and Technical College (RCTC) is the largest higher education provider in the fastest-growing city in Minnesota, serving more than 12,000 students per year; approximately 7,500 in credit courses and 4,500 in non-credit continuing and workforce education programs. RCTC combines the best in liberal arts, technical, and life-long learning with more than 70 credit-based programs and over 100 credential options.

RCTC's expansive 518-acre campus includes university partnerships, a diverse student body, and a vibrant student life program. RCTC provides a unique learning environment that offers the feel of a four-year university campus with the commitment to access and opportunity of a two-year college.

The College offers numerous services that support its diverse student population. RCTC has Student Health Services, Comprehensive Learning Center, Disability Support Services, Advising/Counseling Services, Multicultural Advising, Veteran's Advising, Veteran's Resource Center, International Advising, Sports Center, and TRIO. Student Life offers performing arts, sporting events, open gym, campus activities and multicultural events, a student newspaper and student leadership opportunities with 30+ student clubs and organizations. RCTC has 10 NJCAA athletic teams and extensive sports facilities.

RCTC is accredited by the Higher Learning Commission and participates in its Academic Quality Improvement Program (AQIP).

#### **RCTC FACTS:**

##### **Enrollment: FY 2016**

Unduplicated Annual Headcount: **12,060**  
 Unduplicated Credit Headcount: **7,515**  
 Unduplicated Hourly Student Headcount: **4,744**  
 Total (FYE) Full-year Equivalent: **3,948**  
 Percent Female: **60**  
 Percent Male: **40**  
 Percent Full-time: **40\***  
 Percent Part-time: **60\***

##### **Demographics (FY 2016)**

White/Caucasian:	<b>72%</b>
Black/African-American	<b>11%</b>
Hispanic:	<b>5%</b>
Asian:	<b>5%</b>
Two or More Races:	<b>3%</b>
Unknown:	<b>2%</b>

*\*Based on FYE*

## **MASTER ACADEMIC PLAN VISION AND GOALS:**

RCTC's Master Academic Plan provides the roadmap to advance our institutional mission, vision, and values for the next three years and beyond. It will provide the foundation for intentional actions to ensure RCTC's academic programs and services meet the holistic needs of our students, workforce and community. It will provide data to inform decision-making processes for the development of RCTC's Comprehensive Facility Plan and Master Technology Plan.

The Master Academic Plan Goals are to:

1. Identify external and internal demands to create a portfolio of programs and services to meet current and future student, community, and business and industry needs.
2. Develop strategies to increase student learning and success. (IE: college level preparedness, persistence, retention and completion, assessment of student and program outcomes; developmental education and gateway courses)
3. Identify needs for the creation of a comprehensive faculty/staff professional development program.
4. Identify campus and instructional technology needs to develop a comprehensive instructional delivery plan that supports innovation and enhances student success.

## **MAP PROCESS:**

Prior to the first meeting of the MAP Steering Committee, the Executive Vice President, Academic Affairs and the academic deans researched a variety of similar documents from colleges across the country. To begin the process, a draft of the MAP Outline and an Academic Area Planning Tool were created. The steering committee then took on the task of revising and ensuring the documents fit the needs of all areas involved. Through this review it was determined that a second planning tool should be created to meet the needs of the academic/student support areas.

The Academic Area Planning Tool was further revised with input from faculty. The goal was to ensure the tool was easy to understand, was parallel throughout, and had a focus on student learning which is aligned with the system and college mission statements. The final tool was shared with the campus community along with a video walk-through instructing faculty in how to complete the tool. Informational sessions were held to answer questions and give additional information about the tool.

The Academic Student Support Planning tool was developed to meet the diverse needs of the support areas by a subcommittee of the Steering Committee. The tool was developed in line with the Academic Area Planning Tool with similar sections and format. The data section of the tool allowed areas to provide and discuss any types of assessment of their area that they have developed. Meetings were held with leaders of MAP teams in the Student Support areas to answer questions and provide information about the tool.

To collect meaningful and relevant information at local levels across the institution, from the more than 70 different academic degree and discipline areas, and multiple academic support and student support services areas, nine primary reporting areas were created. Within those nine

primary reporting areas, 55 program/discipline/service area clusters were created. Each of the 55 cluster areas submitted an Area MAP Report. Those Area MAP Reports were then consolidated into five Divisional Summaries. The five Divisional Summaries provided the data to create the Institutional Summary.

To ensure the creation of a successful and usable document, a five phase production timeline was created. The identified phases and timing for the creation of RCTC's Master academic plan were:

- Phase 1: Preplanning; September – October, 2015
- Phase 2: Plan Finalization and Soft Rollout; November – December, 2015
- Phase 3: Fall Kickoff and Area MAP Production; January – April, 2016
- Phase 4: Area MAP Production; May – August, 2016
- Phase 5: MAP Finalization and Submission; September – November, 2016

## INSTITUTIONAL SUMMARY

The creation of RCTC's Master Academic Plan, chartered during the fall 2015 semester, was designed to collect and report multiple internal and external data points from departments across campus that contribute to the success of RCTC students. Following the Institution's Centennial year, the plan was designed to provide immediate direction for the College for the next three years and lead RCTC's long-term academic vision for the next 100 years.

The data-driven, evaluative design of the MAP is structured to provide the foundation for ongoing program evaluation and future program creation. Examining both internal and external factors that contribute to the growth or decline of academic programs and services best positions the institution to be able to forecast and respond to the community's needs. As a community and technical college founded to meet the needs of the community it serves, RCTC must continuously scan the environment in which it exists in order to be nimble and adapt to its ever-changing environment.

### **Pride Points:**

RCTC has many points of pride for which it has been recognized and for which faculty and staff should be extremely proud. It is the contributions of the faculty and staff that has allowed the college to achieve these accolades. A sampling of RCTC pride points are identified below:

- As the largest provider of higher education in the Rochester region, and as the primary trainer and re-trainer of the local workforce, RCTC offers more than 70 credit-based programs and over 100 credential options, and a wide range of customized and continuing education opportunities.
- RCTC serves more than 12,000 unique students annually in both credit and noncredit offerings.
- RCTC offers more than 300 courses online.
- RCTC offers students learning opportunities from highly-educated, highly-qualified faculty, and award-winning faculty, locally and nationally recognized in their area of specialty.
- More than 45 RCTC faculty hold doctorate or terminal degrees in their field, and many hold nationally recognized industry credentials.
- RCTC offers joint programs with the Mayo School of Health Sciences.
- RCTC resides on a beautiful 518 acre campus, offering multiple co-curricular and extracurricular activities, and space for future expansion opportunities.
- RCTC's Omicron chapter of Phi Theta Kappa, chartered in 1927, is one of the oldest PTK chapters in the country and is a recognized Five Star Chapter.
- RCTC has long-held, strong partnerships with the business community, secondary, and postsecondary educational providers.
- RCTC has a variety of highly-sophisticated, technology-enhanced classrooms and labs.
- RCTC maintains highly transferable programs and articulation agreements with colleges and universities both in and outside of Minnesota.

- The Goddard Library hosts a robust collection of resources that support undergraduate, graduate, and doctoral degree programs.
- Short term study abroad programs have provided students with global learning and service experiences in multiple countries.

#### **Four-Year Enrollment Trend:**

The following chart presents the four-year enrollment trend at both the division and institutional level. Similar to national and local economic and educational trends, RCTC has experienced a declining enrollment pattern over the past four years. The college experienced enrollment growth from 2008 through 2010. Since the peak of the recession in 2010, RCTC has experienced a continuous decline in enrollment. Efforts are underway to conduct comprehensive external environmental scans to determine current programmatic offerings alignment to educational and workforce needs, and to proactively plan for new offerings to meet forecasted labor market growth sectors.

Division	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	5-Year % Change
Career & Technical Education	908.00	910.06	892.47	855.23	793.77	-12.6%
Liberal Arts & General Education	2,366.63	2,340.37	2,185.93	2,142.17	2,053.83	-13.2%
Sciences & Health Professions	1,220.03	1,241.10	1,247.33	1,160.47	1,130.80	-7.3%
Institutional	4,494.67	4,491.53	4,325.73	4,157.86	3,978.40	-11.5%

#### **Significant Internal Factors:**

Mentioned above, RCTC has experienced declining enrollment over the last several years. Looking at enrollment factors of both recruitment and retention, the College has placed significant focus on enhancing services and processes to increase retention. In 2014, RCTC created the Strategic Enrollment Management Council (SEMC), a cross institutional council comprised of faculty, staff, administration, and students, to identify proactive measures to increase retention. In 2016, as part of an HLC Action Project, SEMC identified five high-risk student populations to place additional retention efforts.

As the demographic composition of the Rochester and surrounding community has changed, RCTC serves additional English language learners, and additional students not adequately prepared for college. To help this population be more successful, and as part of the college's retention strategy, additional efforts are underway to prepare these students to be successful in college level work.

With declining enrollment, fiscal resources, due to reduced tuition income, have also decreased. These reductions in revenue have impacted staffing levels and the institution's ability to invest as significantly in projects, facilities, and technology that would enhance the student learning environment. These reductions have also increased the demand and workload on faculty, staff, and administration. Additionally, the Minnesota state legislature decreased the amount colleges

and universities can charge in tuition by 1% in fiscal year 2017. This decreased tuition revenue places additional financial burden on institutions. The challenge, therefore, is to maintain and increase the quality of education and services provided with fewer resources.

With many of the college's facilities being built in the 1960s, the age and condition of portions of campus no longer present as ideal learning conditions to meet the needs and expectations of today's students. RCTC was up for a \$20 million state bonding project to begin in fiscal year 2017 that would replace and renovate some of the college's most out-of-date facilities and those most in need of improvement. The State was not able to come to agreement related to bonding during the legislative session, therefore the bonding bill was not passed. RCTC will continue its efforts to receive bonding in the next funding cycle.

Additionally, RCTC has experienced considerable change at the executive leadership level and in other key personnel positions during the past five years. During these times of change, focus and follow through on critical institutional projects wavered. Where previously key initiatives were created by and housed out of a single administrator's office, now key initiatives are being created and co-chaired by faculty, staff, and administration so that if a member of the executive leadership team departs the institution forward movement on initiatives can continue.

**Significant External Factors:**

The City of Rochester and the regional economy is heavily influenced by the health and well-being of the Mayo Clinic, with its home office located in downtown Rochester. A world-renowned provider of healthcare services, the Mayo Clinic has embarked on a *"20 year economic development initiative to position Rochester, Minnesota as the world's premier destination for health and wellness."* This nearly \$7 billion project, called Destination Medical Center (DMC), *"represents the largest economic development initiative in Minnesota and one of the largest in the United States."* The combined synergies of private investment, city, and state investment is anticipated to significantly grow the overall population of Rochester, and add more than 30,000 jobs to the local economy over the next 20 years. (<http://dmc.mn>)

In alignment with the growth projected in DMC, which focuses on the Rochester downtown environment, the eight county region adjacent to Rochester has created an economic development plan entitled Journey to Growth (J2G). This five-year plan is focused to grow the economic viability of the region *"beyond healthcare by focusing resources on other growth sectors, leveraging existing regional assets, and developing the regional talent base."* (<http://j2gmn.com>) The eight counties included in the J2G initiative include: Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Steele, Wabasha, and Winona. The J2G initiative targets six industry sectors. Those sectors are: Advanced Healthcare, Computer Systems Design and Production, Food Manufacturing and Processing, Tourism, and Transportation Equipment. As Rochester Community and Technical College directly serves the Southeast Minnesota region, the College needs to remain diligent to meet the needs of the region.

In addition to the significant economic development initiatives currently in place for the city of Rochester, and the surrounding region, Rochester, Minnesota has been named the Number One best mid-sized city to live in the United States for 2016 by Livability.com. Rochester ranked number two in 2015 and number seven in 2014. In 2016, Forbes magazine also named Rochester number 59 in its list for best small places for businesses and careers.

These, and other factors, have placed a high demand on the local workforce. According to Minnesota Department of Employment and Economic Development data, July 2016, the unemployment rate for Olmsted County was 3.0%. The unemployment rate for the City of Rochester was 2.7%. When calculating, and removing, individuals determined as unemployable, the effective unemployment rate for the city of Rochester remains at less than 1%. Local advertisements promoting starting pay for entry-level positions at grocery stores, home improvement stores, and fast food restaurants is \$16 – \$17 per hour.

While the above growth provides tremendous long-term opportunities for the city and region, the same growth, demand on the local workforce, and high starting salaries introduces additional challenges for institutions of higher education. As history has proven, college enrollments are reverse cyclical to the local economy. With the recent growth of the local economy, the college is experiencing a somewhat expected decline in enrollment.

The following table presents data on High Demand/High Pay Occupations for Southeast Minnesota (2012-2022)

<u>Occupation</u>	<u>Estimated Employment 2012</u>	<u>Percent Change 2012 - 2022</u>	<u>2012 - 2022 Total Openings</u>	<u>Median Annual Salary 2016</u>
Total, All Occupations	262,725	6.40%	80,880	\$36,964
Registered Nurses	10,186	21%	4,120	\$60,870
Licensed Practical and Licensed Vocational Nurses	1,813	20.60%	810	\$42,405
Carpenters	1,941	22.80%	680	\$40,596
Accountants and Auditors	1,581	1.50%	490	\$57,379
Electricians	923	19.40%	350	\$61,383
Plumbers, Pipefitters, and Steamfitters	930	24.30%	350	\$67,318
Machinists	992	11.20%	340	\$41,594
Industrial Machinery Mechanics	711	17.90%	330	\$45,050
Medical and Health Services Managers	678	20.80%	300	\$102,909
Sales Representatives, Services, All Other	738	11.20%	280	\$57,442
Welders, Cutters, Solderers, and Brazers	821	8.40%	270	\$41,291
Police and Sheriff's Patrol Officers	784	-4.10%	250	\$54,353
Radiologic Technologists	587	25.90%	230	\$67,480
Medical Records and Health Information Technicians	434	23.30%	220	\$47,814
Medical Assistants	581	19.40%	220	\$37,516
First-Line Supervisors of Mechanics, Installers	708	3.80%	220	\$60,840
Postal Service Mail Carriers	617	-23.30%	220	\$55,584



Medical and Clinical Laboratory Technicians	376	29.80%	210	\$44,397
Pharmacists	613	10.30%	210	\$131,812
Physical Therapists	401	24.20%	200	\$82,957
Medical Equipment Repairers	285	40%	190	\$73,910
Physician Assistants	298	42.60%	180	\$115,282
Computer Occupations, All Other	556	16.50%	180	\$65,154
Community and Social Service Specialists, All Other	480	12.50%	180	\$39,938
Dental Hygienists	425	13.60%	170	\$70,194
Food Batchmakers	405	5.20%	150	\$41,077
Heating, Air Conditioning, and Refrigeration Mechanic	343	15.50%	140	\$49,821
Clinical, Counseling, and School Psychologists	360	11.10%	140	\$75,269
Cost Estimators	265	18.90%	130	\$54,632
Computer Systems Analysts	377	18.30%	130	\$72,013
Police, Fire, and Ambulance Dispatchers	299	15.10%	130	\$46,292
First-Line Supervisors of Housekeeping and Janitor	358	8.40%	120	\$39,936
Computer Network Architects	388	15.70%	120	\$106,157
Graphic Designers	372	5.10%	120	\$39,661
Life Scientists, All Other	269	19.70%	110	\$52,384
Respiratory Therapists	279	25.40%	110	\$69,080
Payroll and Timekeeping Clerks	320	10.90%	110	\$42,311
Dispatchers, Except Police, Fire, and Ambulance	288	5.60%	100	\$45,359

*Minnesota Department of Employment and Economic Development Employment Outlook: June, 2016*

Reviewing the data presented in the Minnesota Department of Employment and Economic Development (MNDEED) *High Demand/High Pay Occupations* chart and other MNDEED sources, it is evident that a majority of the future occupational needs of the region encompass healthcare professions and supporting services to a region heavily based on the growth of the healthcare sector. RCTC and its programming must remain cognizant of the region's forecasted growth patterns in the identified sectors in order to be proactive in maintaining an educational portfolio of programs and services that meet the community's needs.

**MAP Themes:**

In creating the five Divisional Summary Reports, the Deans from the respective areas carefully examined and evaluated the information and data provided in each Area MAP Report. This information was used to create the Division Summary Reports for the creation of short- and long-term Overarching Division Goals and the Deans' Strategic Priorities. Information provided in Area MAP Reports also provided important information that confirmed the need to examine the current structure within academic affairs to better align programs and services to meet the needs of faculty, staff, and students, and to create a functional structure that would fill identified voids that have occurred within the institution over the last several years.

Examples of such voids include: re-implementing an institutional professional development structure for faculty and staff to help them be more successful in their areas of responsibility, reinstituting and providing institutional support for a campus-wide Assessment of Student Learning committee and an Institutional Assessment Plan, reforming and providing institutional support for an Institutional Quality Council, re-engaging and providing institutional support for an Online Learning and Educational Technology structure and plan, and other critical areas that will promote greater student success.

The outcome of this analysis resulted in the reshaping of the assignments and responsibilities of the existing four academic deans.

The previous structure for the academic deans was as follows:

- Dean of Health Sciences
- Dean of Career and Technical Education
- Two Deans of Liberal Arts and General Education

With the realignment of academic programs/disciplines into a more functional configuration and creating a new formal structure to support areas of need not previously addressed, the new academic structure is as follows:

- Dean of Sciences and Health Professions
- Dean of Career and Technical Education and Business Partnerships
- Dean of Liberal Arts and General Education
- Dean of Academic Effectiveness and Innovation

Organizational Charts for the new Academic Affairs structure is provided in Appendix A.

Additional reoccurring themes were identified in the individual Area MAP Reports. Those themes fell into seven overarching categories. Within those categories, 59 key strategic priorities emerged.

**I. Increase opportunities to enhance student success.**

- a. Provide additional tutoring services; in the physical classroom, in structured tutoring environments (such as: Comprehensive Learning Center, Goddard Library, and informal learning environments), and in online class and resource rooms.
- b. Adopt and implement an English language proficiency placement exam and courses to support the growing number of English language learners.
- c. Partner with four-year institutions of higher education, business and industry, and civic organizations to expand tutoring services.
- d. Research and implement academic planning models aligned to “meta-majors”.
- e. Enhance and expand articulation agreements with four-year partners to create seamless academic pathways for transfer students.
- f. Fully engage and promote the new Minnesota State Transfer Pathways Curricula.
- g. Conduct needs analysis to identify best times to offer general education courses that align with the needs of students seeking degrees in program areas.
- h. Expand course/program offerings to include flexibility in time/location/delivery options, including experiential learning such as internships, credit for prior learning, online and flipped classrooms, and cohort/learning communities.
- i. Expand practice of program orientations and/or application processes to create ‘early and often’ student engagement opportunities.
- j. Leverage faculty involvement in academic advising.
- k. Leverage relationships with the co-located Workforce Center and/or other strategic partners to provide enhanced career services for RCTC students.
- l. Grow and expand cultural learning opportunities through International Study Abroad.
- m. Expand services for online tutoring, advising, and counseling.
- n. Increase retention activities and services for targeted student populations.
- o. Develop mentoring program for students identified at risk.

**II. Enhance teaching effectiveness and promote continuous quality improvement.**

- a. Finalize the creation of the Institutional Assessment Plan and create formal assessment plans for all academic programs, disciplines, and academic/support services.
- b. Acquire assessment tracking software to input, track, and report assessment plans, activities, and progress for all academic programs, disciplines, and academic/student support services.
- c. Explore the use of interdisciplinary instruction to provide greater real-life scenarios.
- d. Create greater consistency across curriculums, with foundational information necessary in the online learning platform.

- e. Revise the faculty evaluation process to include teaching effectiveness measures and student learning assessment.
  - f. Review and revise general education and developmental education curricular inventory.
  - g. Establish and implement the RCTC Institutional Quality Council to promote continuous quality improvement.
  - h. Develop an Online Strategic Plan that incorporates multiple forms of learning technologies and addresses: student success, professional development needs, instructional expectations, and necessary infrastructure.
  - i. Create a process for faculty to explore e-learning technologies and a structure for technology adoption and support.
- III. Create state-of-the-art teaching and learning environments.**
- a. Provide students high-quality and up-to-date learning environments.
  - b. Renovate and furnish general classrooms with current, state-of-the-art, instructional technology that meets the needs of ‘standard’ classroom delivery modes, while promoting active-engaged student learning.
  - c. Renovate and furnish specialized classrooms with current, state-of-the-art, instructional technology that meets the custom needs of programs requiring additional technological infrastructure.
  - d. Introduce additional simulation equipment and environments into the learning arena.
  - e. Renovate and create flexible, high-engagement, high-impact classrooms that promote active-engaged student learning.
  - f. Renovate, redesign, and build learning environments that replicate real-world work environments.
  - g. Implement best practices for creating inviting and comfortable learning environments that enhance student learning.
- IV. Align curricular portfolio to meet the educational, economic, and workforce needs of the community we serve.**
- a. Establish active advisory committees for all RCTC programs and disciplines.
  - b. Update curriculum development and review process to include examination and measurement of curricular proposals’ alignment with economic and workforce needs.
  - c. Conduct regular comprehensive reviews of program viability, based on labor market information, to ensure curricular alignment with educational and workforce demands.
  - d. Develop Liberal Arts focus areas to assist students in their academic planning processes, and for better alignment with four-year transfer opportunities.
  - e. Obtain additional program accreditations and industry certification opportunities for students.
  - f. Develop program offerings to meet the high-demand of a growing Information Technology (IT) workforce.
  - g. Rebrand the Automotive Mechanic Technology and Building Utility programs for better alignment with job titles in high-demand occupations.

- h. Expand programming in Building Maintenance and Repair to meet new skill requirements, including alternative energy management.
  - i. Develop new programming to meet the high-demand, high-growth occupations including hospitality and construction management.
  - j. Conduct further needs analysis to assess demand for possible liberal arts degree in the performing arts.
- V. Expand private partnerships and create innovative business/industry alignments to generate greater synergies and alternative funding sources.**
- a. Create win-win partnership models to increase opportunities for private business and industry to become more involved with the buildout and enhancement of class and lab environments.
  - b. Construct a simulation house for law enforcement skills training to be jointly used by partners of the Regional Public Safety Training Center.
  - c. Explore opportunities to retain a shared grant writer with Rochester Public Schools, other local school districts, or sister Minnesota State institutions.
  - d. Expand opportunities to promote and attract students for RCTC/Mayo joint programs.
  - e. Explore opportunities to create additional RCTC/Mayo joint programs.
  - f. Explore feasibility of shared instructional spaces.
  - g. Explore partnerships with community organizations to attract and retain diverse students.
- VI. Create a structure and support mechanisms to provide comprehensive faculty and staff professional development opportunities.**
- a. Create a year-round schedule and infrastructure to develop, promote, and deliver faculty and staff professional development.
  - b. Develop an on boarding structure and process for new faculty and staff.
  - c. Improve opportunities for faculty and staff to engage in meaningful professional development activities, on and off-campus.
  - d. Create topic specific professional development opportunities related to curricular planning, mapping, assessment, and student learning outcome measurement.
  - e. Develop a process and structure to pilot new and emerging instructional technologies and pedagogy.
  - f. Increase collaborative efforts in programming related to diversity and civility.
  - g. Create and deliver professional development related to the needs and challenges of RCTC targeted and at risk student populations.
  - h. Create and deliver professional development opportunities related to civility.
- VII. Expand community outreach, communication, and marketing efforts and opportunities.**
- a. Increase outreach and communication to prospective traditional and adult learner populations.
  - b. Communicate the value and grow Concurrent Enrollment and Postsecondary Enrollment Option programs.
  - c. Develop a “cluster-based” program and discipline marketing strategy.

**Divisional Summaries and Individual Area MAPs:**

The five Divisional Summary Reports (Liberal Arts and General Education, Sciences and Health Professions, Career and Technical Education and Business Partnerships, Academic Effectiveness and Innovation, and Student Support Services) that follow, and the individual Area MAPs located in RCTC's SharePoint [here](#), provide greater detail as to the current status, goals and aspirations of each area. In total, 55 individual Area MAPs were created that provided the data and information necessary to create the Divisional and Institutional Summaries.

To help guide the creation of the individual Area MAPs, the steering committee created a nine-step template for departments to follow, however areas were allowed flexibility to somewhat vary from the template to ensure the reports were meaningful locally and provided an appropriate fit for services provided in each area. A full listing of all programs/disciplines/departments reported on in the Area MAPs is included in the Master Academic Plan Outline provided in Appendix B.

The template had nine reporting areas:

- Mission
- Vision
- Pride Points and Long-Range Aspirations
- Internal Data Scans
- External Factors
- Current Outcomes and Assessment
- Specific Goals
- Resource Needs
- Action Plan

# LIBERAL ARTS AND GENERAL EDUCATION

## Programs:

### *Associate of Art: Liberal Arts*

#### *Associate of Fine Art:*

- *Art + Design: Art*
- *Music Studies*
- *Music Creative Technology*

#### *Associate of Science*

- *Computer Information Systems*
- *Computer Science*
- *Graphic Design*
- *Individualized Studies*
- *Web Design*

#### *Certificate:*

- *Communication Studies*
- *Computer Programming Skills*
- *Dance*
- *Digital Art*
- *Mobile Applications Development*
- *Motion Graphics*
- *Music Technology*
- *Photography*

## Disciplines:

- *Anthropology*
- *Art*
- *Communication*
- *Computer Science*
- *Dance*
- *English*
- *History*
- *Humanities*
- *Mass Communication*
- *Mathematics*
- *Music*
- *Philosophy*
- *Psychology*
- *Sociology*
- *Theatre*
- *World Languages*



## MAP Division Summary: *Liberal Arts and General Education*

### Introduction:

The Liberal Arts and General Education division (the division) offers programming including an Associate of Art in Liberal Arts. The Association of American Colleges & Universities (AACU) defines liberal education as follows:

*Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. (<https://www.aacu.org/leap/what-is-a-liberal-education>)*

In addition, the Division offers eight associate degree programs and eight certificate programs in disciplines including computer science, music technology, and art & design. The division also oversees the institution's general education courses in the areas of English, math, humanities, and social science. With over 120 highly qualified faculty members, the division provides required, recommended, and elective general education courses to over 70 programs college-wide.

The division is committed to high quality programming, excellence in instruction, and student retention, persistence, and success. The division primarily focuses on transfer programming, workplace skills development, and the transferability of general education courses. The Division also oversees the disciplines responsible for developmental education: Reading, English, and Math. In 2015, the following enrollments in developmental classes were reported with the following success rates (success defined as A, B, or C grades).

English:	635 enrollments	64.69% success
Math:	1310 enrollments	61.41% success
Reading:	508 enrollments	63.50% success

The English, Math, and Reading department MAPs all address developmental education with plans to employ several strategies such as communication with program faculty, instructor led study sessions, and bundling READ, ENGL, and MATH courses in the academic schedule to increase student success.

In academic year 2015-2016, the departments wrote Master Academic Plan (MAP) documents resulting in several emerging goals that are discussed in this document, such as examine program effectiveness, develop Liberal Arts emphases and explore new programming that can lead to jobs in demand. Per the computer science MAP, jobs are outnumbering skilled workers and colleges are not keeping up with the demand.



**Programs/Disciplines/Services:**

The Liberal Arts division includes the programs and disciplines shown in the table below. In addition, the division oversees specialized programming such as: A.S. Individualized Studies, First Year Experience, and Study Skills. In addition, the division oversees specialized programming such as: A.S. Individualized Studies, First Year Experience, and Study Skills.

<b>Programs:</b>	<b>Disciplines:</b>
Associate of Art: Liberal Arts	Anthropology
Associate of Fine Art:	Art
Art + Design: Art	Communication
Music Studies	Computer Science
Music Creative Technology	Dance
Associate of Science	English
Computer Information Systems	History
Computer Science	Humanities
Graphic Design	Mass Communication
Individualized Studies	Mathematics
Web Design	Music
Certificate:	Philosophy
Communication Studies	Psychology
Computer Programming Skills	Sociology
Dance	Theatre
Digital Art	World Languages
Mobile Applications Development	
Motion Graphics	
Music Technology	
Photography	

**Mission/Purpose:**

The Division of Liberal Arts and General Education provides programming that leads to a strong liberal education preparing students for transfer to four-year institutions and develops valuable skills for the workplace that prepares students to compete in a global economy. The division's general education courses serve institutional program requirements that meet Minnesota Transfer Course goal areas and broaden student awareness of the world and themselves.

**Pride Points:**

The Liberal Arts and General Education faculty and staff have contributed their expertise internally, regionally, statewide, and nationally in curriculum development, programming, discipline specific publications and exhibitions, and services. The faculty included in the division programs and general education disciplines are proud to offer the following accomplishments:

- Highly qualified and award winning faculty who are recognized for their contributions, publications, and exhibits locally and nationally;
- Transferable programs to four-year institutions inside and outside of the Minnesota State system;
- Programming that develops skills for the workplace, such as computer science and workplace communication, with plans to expand offerings based on industry needs;
- Short term study abroad programs that have seen hundreds of RCTC students gain global awareness and service learning experiences;
- Collaborations with program faculty to develop and deliver MnTC general education for programs through required, recommended, or elective courses;
- Collaborations with other areas of the college, such as student life, admissions, and advising;
- Leadership and collaboration on a retention and engagement project to address the needs of student athletes;
- Identification of curriculum and teaching strategies that address low reading and writing skills and students with limited English language proficiency; and
- Hosted regional and statewide professional development in English and Reading from grant funded opportunities.

The contributions and accomplishments of the faculty are much more numerous than this list can provide. Thanks to the hard work of the departments, programs and courses provide depth and breadth of learning leading to a quality foundational education. Courses also fulfill valuable general education requirements for programs institution-wide, and students gain knowledge and skills in areas including global and cultural awareness; personal and professional ethics; logical reasoning, data analysis and evaluation for problem solving; various forms of communication; research; critical and creative thinking; and technology to embrace a changing world. Courses are delivered as online, hybrid, and on-campus offering various teaching strategies such as flipped classrooms, group activities, as well as through hands-on experiences in computer labs and studios. Faculty work with four-year institutions and Minnesota State transfer pathways to ensure transferability of courses and programs.

### **Significant Internal Factors:**

Every RCTC degree program includes general education courses that satisfy Minnesota Transfer (MnTC) requirements based on ten core goal areas (*see: [http://www.mntransfer.org/students/plan/s\\_mntc.php](http://www.mntransfer.org/students/plan/s_mntc.php)*). Though some courses are required by programs, such as ENGL 1117 Reading and Writing I, other courses are recommended to satisfy specific program curricular needs. To better understand student performance in general education courses, the Academic Affairs Standards Councils (AASC) conducted a study of ten gateway courses, which examined over 18,000 enrollments. Results show that 74.88% of students are successfully completing the general education gateway courses with an A, B, or C grade. While the college celebrates the success of these students, it is responding to the 25.12% of students, who are not succeeding by examining expanded services in academic support, conducting studies to determine retention issues and student needs, and identifying professional development needs of faculty in working with a diverse student demographic.

The Division is examining additional factors that affect general education disciplines. A minimum 60-credit limit on programming offers limited exploration of general education courses for interest or skills building. For example, language classes are not required by any RCTC programs, which resulted in scheduling challenges. Unable to run intermediate or advanced languages classes resulted in a faculty layoff and graduates with little to no language experiences. Creative problem solving of this issue has resulted in positive efforts that focus on providing bilingual learning opportunities for students, such as the development of Liberal Arts emphases in Spanish, French, and Arabic.

Additional internal factors that impact programming of general education courses include:

- Programs dependent on updated technology,
- Classrooms and labs need to be redesigned for optimal learning environments,
- Need for tutoring in online courses,
- English language proficiency placement testing,
- Communication with programs on general education requirements,
- Gateway course analysis next steps (direction, compensation),
- Address policy and planning conflicts in establishing program advisory boards, and
- Developing new programming to meet workforce demands in computers/IT.

In the last year, faculty participated in a developmental education workgroup that included math for the first time. The workgroup studied important topics including placement testing, academic support, and students with English language barriers. Results from the work of this group include the approval of a halftime CLA position dedicated to academic support for low skilled readers and English language learners. In addition, plans to propose a new accelerated reading curriculum for READ 0800 are in place for this fall. The new curriculum will expand credits, embed learning outcomes from READ 0900 and prepare students, through an immersion learning environment, for ENGL 1117.

### Three-Year Enrollment Trend:

Three-year enrollment trend data, reported in Full Year Equivalent (FYE) is provided in the following table. One FYE is equal to 30 credit hours.

**FYE Comparisons 2012 to 2015\***

Student FYE: Total Credits/30						
Program/ Discipline	2011-12	2012-13	2013-14	2014-15	2015-16 (To date)	% change
Arabic	2.53	4.80	2.13	0.13	2	-20.95%
Art	162.03	152.90	156.57	170.13	155.27	-4.17%
American Sign Language	6.70	8.70	8.70	7.80	5.9	-11.94%
Anthropology	13.30	10.90	8.90	4.90	2	-84.96%
Communication Studies	115.80	110.27	127.33	139.13	126.7	9.41%
Computer Science	32.77	36.67	33.27	32.47	36.33	10.86%
Dance	13.40	14.70	7.60	10.20	11.2	-16.42%

English	545.13	495.50	478.73	485.70	461.07	-15.42%
First Year Experience	19.57	16.30	15.00	13.47	9.23	-52.84%
French	9.77	5.73	6.40	7.60	7.93	-18.83%
Geography	15.50	20.80	17.20	19.70	17.8	14.84%
History	83.20	83.10	81.80	81.30	79.3	-4.69%
Humanities	56.73	42.47	36.33	37.93	35.13	-38.08%
Mass Communications	32.43	36.60	29.60	27.57	21.57	-33.49%
Math	467.87	461.43	429.10	365.37	346.27	-25.99%
Music	69.80	78.10	67.17	62.77	69.6	-0.29%
Philosophy	104.50	104.00	80.70	98.80	106.3	1.72%
Political Science	33.00	38.20	35.70	36.90	36.2	9.70%
Psychology	184.77	224.63	218.97	227.30	234.9	27.13%
Reading	104.07	104.60	88.50	76.47	60.13	-42.22%
SOC	144.60	147.80	126.60	126.80	125.2	-13.42%
Spanish	25.21	26.39	25.93	21.42	17.17	-31.89%
Study Skills	4.20	4.67	3.40	5.63	7.47	77.86%
Theatre		16.30	14.70	13.50	12.1	-25.77%

\*Student FYE: Total Credits/30

### Significant External Factors:

The Liberal Arts disciplines, at the two-year level are not typically categorized as high-demand, high-growth job areas and are often classified by the Bureau of Labor Statistics as "below average" industry demand. Instead, they are disciplines that offer courses or programs designed for transfer to 4-year institutions. Faculty work to ensure the transferability of courses to create seamless pathways for students, saving them time and money. The Liberal Arts disciplines provide paths to careers through continued education as well as provide the unique skills gained from a liberal arts education that develop soft-skills and abilities needed and valued in the workplace. These skills, such as writing, problem solving, communication, critical thinking, analyzing and evaluating, are highly sought after by all sectors of the business and industry community. For example, the communication department's MAP reports that "Minnesota employers are looking for, but not finding, communication training in the following areas: interpersonal communication skills, team/group communication skills, conflict management skills, presentation skills, and interviewing skills (source: <http://www.iseek.org/careers/workforce>).

Additionally, the division programs in music creative technology, art & design, and computer science. The Minnesota Employment and Economic Development website (source: <https://mn.gov/deed/data/data-tools/oid/>) shows high demand in areas such as health, energy, manufacturing, data centers, computers and banking. As the division does include programming that can lead to jobs at the associate degree level, or transferability into bachelor degrees that can lead to jobs, the following table provides a sample of current and projected Minnesota jobs that satisfy areas within the division.

The following table shows employment data in the areas of Art, Music, and Computers (source: DEED's *Employment Outlook Data Tool*).

## Art, Music, and Computer Employment

Job Title	2012 Employment	Projected 2022 Employment	Percent Change	Replacement Openings	Total Openings	Median Wage
<b>Minnesota - Art</b>						
Craft Artists	96	98	2.1%	20	20	\$22.39
Fine Artists	192	193	.5%	50	50	\$25.75
Multimedia Artists and Animators	959	986	2.8%	230	260	\$31.52
Commercial and Industrial Designers	653	661	1.2%	170	2180	\$29.10
Graphic Designers	6,596	6,725	2.0%	1,740	1,870	\$23.61
Set and Exhibit Designers	266	273	2.6%	70	80	\$26.58
<b>Southeast Minnesota - Art</b>						
Multimedia Artists and Animators	71	70	-1.4%	20	20	\$33.81
Commercial and Industrial Designers	38	35	-7.9%	10	10	\$32.84
Graphic Designers	372	391	5.1%	100	120	\$20.31
<b>Minnesota - Computer</b>						
Computer and Information Systems Mgrs	9,852	10,491	9.5%	1,330	2,240	\$59.19
Computer and Information Research Scientists	320	363	13.4%	50	90	\$58.98
Computer Systems Analysts	13,085	15,312	17.0%	2,060	4,290	\$41.36
Database Administrator	2,560	2,858	11.6%	480	780	\$43.94
Network and Computer Systems Administrator	8,683	9,054	4.3%	1,360	1,730	\$37.42
Computer Network Architects	3,748	3,977	6.1%	590	820	\$45.88
Computer Occupations All Other	7,260	7,949	9.5%	1,140	1,830	\$35.38
<b>Southeast Minnesota - Computer</b>						

Computer and Information Systems Mgrs	630	668	6.0%	90	130	\$56.71
Computer Systems Analysts	377	446	18.3%	60	130	\$30.92
Database Administrator	129	142	10.1%	20	30	\$41.46
Network and Computer Systems Administrator	511	578	13.1%	80	150	\$34.14
Computer Network Architects	388	449	15.7%	60	120	\$49.55
Computer Occupations All Other	556	648	16.5%	92	180	\$31.65
<b>Minnesota – Music</b>						
Music Directors/ Composers	1,718	1,767	2.9%	460	510	\$23.32
Musicians and Singers	3,452	3,505	1.5%	930	980	\$18.34
Performers, etc.	353	365	3.4%	40	50	\$11.16
<b>Southeast Minnesota - Music</b>						
Music Directors/ Composers	176	175	-.06%	50	50	\$21.81

Due to high employment demand projections, the computer science MAP includes a plan to examine industry needs in IT fields, such as networking. The Minnesota Department of Employment and Economic Development (DEED) reports thousands of projected job vacancies in areas such as networking, computer support specialists, computer systems analysts, and more.

The performing arts MAP reports plans to administer surveys to the internal and external community to learn how theatre and dance can serve the planned Rochester expansion. With projected expansion projected for the region, dance studios and academies may be able to meet needs of families to teach children interpersonal skills, collaboration, and wellness, while the theatre department seeks to determine how acting training and role-playing can be useful for training health, education, and service professionals.

**Curriculum Relevance to Meet Community Needs:**

As previously mentioned, the performing arts (theatre and dance) and computer science MAPs have indicated plans to conduct a needs assessment in business and industry for their respective disciplines. Results will assist the division and college in determining next steps for programming in these areas.

The RCTC academic programs and Minnesota State System 4-year institutions are two other communities that the division serves by providing and scheduling needed MnTC goal general education courses. Departments within the division have plans to align curriculum for transfer through the Minnesota State System Transfer Pathways or through individual articulation agreements. Computer science currently works annually with Winona State University (WSU) to examine their articulation agreement and the math department recently worked with WSU to ensure course needs for math were met in the WSU Teacher Education program. The philosophy department works closely with health programs for Bioethics in meeting the needs of MnTC Goal 4 in the Logic course.

The English MAP reports plans to review literature and humanities course curriculum for transferability. The department also works closely with READ and MATH courses to create bundled courses for students, who need additional class time prior to becoming college ready.

**Program/Course Delivery Trends:**

The Division is exploring the placement of students in developmental education classes. Anecdotal information from faculty suggests that some students may be placed into classes beyond their skill level. To better understand this phenomena, the Division is planning on conducting a study in the fall 2016 semester that examines Accuplacer and ACT scores, and if students signed placement score waivers in random first-semester classes. Results can guide a collaboration between academic and student affairs and even policy for placing incoming students.

Currently, the Liberal Arts program includes approximately 1,300 matriculated students. However, the program has challenges that prohibit dedicated focus to student success. For example, the division currently is unable to identify the interests of the students, track their progress, develop faculty/student relationships based on disciplines, or have a vehicle to establish faculty mentoring/advising discipline specific needs. To meet these concerns, the departments have expressed interest in developing Liberal Arts emphases as well as participate in the Minnesota State Transfer Path initiative, which will:

- Identify majors in a given discipline
- Provide opportunities for departments to develop and market specific 4- and 6-semester program plans
- Provide a means for faculty and students to intentionally discuss discipline related careers and pathways to further their education
- Provide data for 4-year institutions when developing articulation agreements
- Provide departments with student plans to help ensure the retention, persistence, and completion of their program students through advising
- Provide data for scheduling needs of 1,300 students

Currently, departments report assessing class fill rates to determine ideal course scheduling. The division is taking additional measures by conducting outreach to programs college-wide to identify best times to offer general education courses that satisfy program needs. For first year program students, the division plans to develop tutor embedded classes (librarians or tutors) to work with faculty, particularly within online courses. While departments have identified their delivery through online, hybrid, and on-campus, faculty have also identified assessment on delivery effectiveness is needed.

In addition, a growing international student demographic has become a focus and instructors have reported as much as 15% of their class being filled with students who may have limited English proficiency. The division has responded by exploring an English proficiency placement exam and developing cohort based classes for English language learners at the developmental level, as well as funding a half-time tutor position to focus on low level readers and English language learners.

The College supports D2L Brightspace as a learning management system to deliver online and the online portion of hybrid classes, as well as enhance classroom courses. Though it is not known how faculty use D2L to enhance their on-campus classes, a recent study on gateway courses showed that 85% of the faculty use D2L to communicate grades to students. Faculty reports that new students require a transition period to become comfortable with D2L but are able to use the platform with skill as they progress in their program. The college recognizes that consistency in offering foundational information in D2L shells that support on-campus courses is needed institution-wide (syllabus, schedule of assignments and assessment, contact information, etc.).

#### **Assessment Accomplishments/Opportunities/Needs:**

The College has experienced changes in leadership at the administrative level and also in college committees during the last three years. This change has disrupted the assessment process, resulting in a lack of consistency of assessment practices across the division. The creation of an institutional assessment plan, and the acquisition of a platform to input and track assessment initiatives and results will provide needed resources to generate greater faculty involvement.

The following table provides an overview of various assessment tools currently being used in departments:

#### **Assessment Accomplishments**

Assessment Tool	Courses Assessed	Outcome level (Course, Program, Institutional)
<b>PLACEMENT TEST SCORES</b>		
Accuplacer Placement Test	All MATH courses	Institutional
<b>PRE- and POST TESTS</b>		
Pre and Post	MATH 0093	Course
Pre and Post	Theatre Appreciation	Course



<b>RUBRICS (various)</b>		
Core Outcome Rubrics (critical thinking and Communication)	MATH 2350, MATH 2208, MATH 1111, MATH 0098, MATH 1115	Course, Institutional
ASL Responsive Rubrics	ENGL 1118	Course
Rubrics (unspecified)	MUSC-1601, MUSC-1602, MUSC-1621, MUSC-1622	Course and Program
Communication Rubric	COMM 1114	Institutional Level
RCTC Computer Science Assessment Rubrics	COMP2243 and COMP2247	Course and Program
Paper Rubrics	All except PHIL 1145	Course
Discussion Board Grading Rubrics	PHIL Online sections	Course
<b>PORTFOLIOS</b>		
Portfolio Development	MUSC-1002, MUSC-1003, MUSC -1005,	Course
Portfolio Development	MUSC-1601, MUSC-1602, MUSC-1621, MUSC-1622	Course and Program
Portfolio (ART)	ART Portfolio	Program
<b>SUMMATIVE TESTS (MID &amp; FINAL)</b>		
End of semester and Midterm Student Self-Assessments	All PHIL sections	Course
Midterm and Final	MATH 0990/1090 Statway	Course
<b>POWER OF ONE</b>		
Power of One Assessment Tool – specifically, organizational strategies that appropriate to topic, audience, occasion and purpose within an intro/body/conclusion	Fundamentals of Public Speaking, COMM 1114	Program Level
<b>COMPARISON STUDY</b>		
Comparison Study	MATH 0099 (flipped vs. trad.)	Course
<b>VARIETY OF COURSE &amp; PROGRAM LEVEL ASSESSMENT</b>		
PRCA-24 (Personal Report of Communication Apprehension)	COMM 1114, 1130, 2130, 2100	Program Level
Calibrated information speech assignment	COMM 1114	Program Level
Intercultural Competent Communicator	COMM 2100	Program Level

Various assessment tools	All ART courses	Course
Dance uses project-based learning, competency-based instruction, collaborative learning	All	Course
Aplia Homework System	PHIL 1145	Course
Quizzes and Exams	All PHIL sections	Course

### Overarching Division Goals:

The department MAP goals suggest several emerging themes that will drive the division goals for the coming years. In addition, organization of the new Liberal Arts and General Education division at the division and department level is crucial. Goals for the division include:

- Develop emphases in Liberal Arts disciplines;
- Establish advisory boards for all programs;
- Continue to study and address the needs of the college's growing ELL population;
- Review and revise general education and developmental education curriculum inventory;
- Create a database to document institutional program general education needs,
- Collect data on classroom learning environment needs to provide input for Facilities Master Plan;
- Collaborate with IT to communicate program technology needs;
- Participate in system Seamless Transfer and develop articulation agreements; and
- Explore new program opportunities in computer technology fields.

**Dean's Strategic Priorities and Resources Needed to Achieve Division Goals:** The following division goals are driven by department MAP documents, the college's strategic plan, and academic affairs goals.

Area	Goal/Alignment	Action Step	Outcome	Resources
<b>English, Philosophy, Psychology, Sociology, History, Math, Spanish, French, Arabic, Theatre, Dance</b>	Assist 3 to 5 Liberal Arts departments with proposals to establish a Liberal Arts emphasis in a discipline. (Strategic Plan: P1: 1.2, 1.3)	<b>Year 1</b> * Develop proposals with identification of a 4-yr institution for an articulations agreement, develop a 4- and 6-semester education completion plan and identify steps to establish an advisory board. <b>Year 2</b> *Approve proposals, secure articulation agreements <b>Year 3</b> *Matriculate students and schedule according to emphasis plan per semester.	*Identified pathways for Liberal Arts students in specific disciplines; *Faculty advising model; and *Articulation agreements with 4-year institutions in specific Liberal Arts disciplines. *Advisory boards	*Faculty release to develop emphasis *Develop promotional materials *Develop a social media campaign
<b>General</b>	*Conduct outreach	<b>Year 1</b>	*Schedules and	*At least one credit

<b>Education Disciplines</b>	to collect data on at least two program area (e.g. health, business, career & technical education) general education scheduling and course offering needs per semester. (Strategic Plan: P1: 1.2, 1.3	<p>*Conduct outreach to program faculty to document program general education needs</p> <p><b>Year 2</b></p> <p>*Adjust schedules or develop curriculum as requested</p> <p><b>Year 3</b></p> <p>*Assess effectiveness of revised scheduling and curriculum, celebrate successes or make changes accordingly.</p>	offerings are redesigned for student access to promote completion.	faculty release to support time needed to meet with program faculty and revised schedule and one faculty release to develop new curriculum as needed by business and industry.
<b>PL/DCs, Department Faculty</b>	<p>*Develop and document assessment plans that measure student learning outcomes</p> <p>*Develop assessment plan to measure department effectiveness toward goals.</p> <p>(Strategic Plan: P1: 1.2, 1.3</p> <p>Strategic Plan: P2: 2.2, 2.3)</p>	<p><b>Year 1</b></p> <p>*Establish and document department structure and annual plan for assessment of student learning outcomes for at least 2 courses.</p> <p>*Develop at least 3 departmental strategies to collaborate with the CLC tutors</p> <p>*Implement and document assessment plan during spring semester.</p> <p><b>Year 2</b></p> <p>*Assemble department assessment structure and determine goals for academic year.</p> <p>*Study results of student performance from prior year and document.</p> <p>*Continue collaboration with CLC to study effectiveness of Year 1 and continue efforts.</p> <p>*Implement changes to teaching methods as needed, document, revise teaching as appropriate.</p> <p><b>Year 3</b></p> <p>*Repeat year 2. Spring semester, measure effectiveness and progress toward goals.</p>	<p>Faculty have a documented process to align with budget for assessment professional development.</p> <p>Teaching methods are studied and improved as necessary.</p> <p>Students benefit from faculty focus on the learning environment.</p>	Software to document assessment process, including inventory and effectiveness of assessment tools, student learning, department goals, curriculum, and any teaching method changes.
<b>Dean, OAS, PL/DCs</b>	Structure Liberal Arts and General Education disciplines to meet individual MAP and college related goals. (Strategic	<p><b>Year 1</b></p> <p>* Review program effectiveness and sustainability, identify at least 2 new program growth areas</p> <p>*PLDC meetings</p>	At least 2 new program growth areas and cost savings will be identified. Division and departments will be	<p>Need data to drive review of program effectiveness, faculty need time to establish advisory boards.</p> <p>Faculty will also need time to implement</p>

	Plan P1: 1.1, 1.4)	<p>2x/month to advance goals through examination of division data.</p> <p>* Establish departmental assessment plans to measure effectiveness</p> <p>*Explore, establish, and document student placement and retention efforts</p> <p><b>Year 2</b></p> <p>* Establish first advisory board meetings for all program offerings</p> <p>*Collaborate with student affairs for at least two retention strategies</p> <p><b>Year 3</b></p> <p>*Evaluate program effectiveness and sustainability model</p>	accountable for operations through data driven decision making. Advisory boards will be established for all programs leading to better opportunities for students.	strategies to meet MAP goals.
<b>Dean, PL/DC, Department Faculty</b>	Remodel and expand facilities to improve safety and increase capacity, efficiency and student learning (Strategic Plan: P1: 2.2)	<p><b>Year 1</b></p> <p>*Evaluate classrooms and studios for capacity and learning environment (including technology)</p> <p>*Develop a plan to remodel or expand space to accommodate growth</p> <p>*Submit for master facilities plan</p> <p><b>Year 2</b></p> <p>Secure resources to expand/remodel facility</p> <p><b>Year 3</b></p> <p>Facility construction</p>	Begin planning process to reorganize classroom and studio facilities	Collaboration with facilities, architects, IT, etc.
<b>Dean, Department Faculty</b>	Examine developmental education curriculum for effectiveness; and design an accelerated, immersion model for READ 800 and ENGL 0950. (Strategic Plan P1: 1.1, 1.2, 1.3)	<p><b>Year 1</b></p> <p>*Identify developmental target groups through placement and design curriculum to meet needs of students</p> <p>*Propose new curriculum to AASC for approval</p> <p>*Develop collaborations with student affairs for admissions/advising/academic support</p> <p><b>Year 2</b></p> <p>*Schedule fall semester offerings and document effectiveness of assessment aligned to learning outcomes.</p> <p><b>Year 3</b></p> <p>Assess effectiveness of</p>	Students with low reading skills, English language barriers, or low writing skills are placed into an immersion, accelerated one semester learning environment that prepares them for college ready courses. Potential is that students can be college ready in one semester rather than two.	Collaborations among READ and ENGL departments, Proctoring Center, Academic Support Center, Counseling/Advising, IR

		accelerated developmental first semester experience and implement changes as needed.		
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# SCIENCES AND HEALTH PROFESSIONS

## Programs and Disciplines:

*Associate of Art: Liberal Arts*

*Associate of Science*

### ALLIED HEALTH:

- Emergency Medical Technology
- Health Unit Coordinator
- Surgical Technology

### NURSING

- Associate Degree Nursing
- Practical Nursing
- Nursing Assistant

### BEHAVIORAL SCIENCES

- Alcohol and Drug Counseling
- Human Services

### DENTAL ASSISTANT

### DENTAL HYGIENE

### HEALTH INFORMATION MANAGEMENT CAREERS

- Cancer Registry Management
- Coding Specialist
- Healthcare Informatics
- Health Information Technology

### NATURAL SCIENCE

- Biology
- Biotechnology
- Broad Field Health Sciences
- Earth Science
- Environmental Science
- Laboratory Science
- Science Foundations A & B

### PHYSICAL SCIENCES

- Chemistry
- Engineering
- Physics

### RCTC/MAYO JOINT PROGRAMS

- Cardiovascular Invasive Specialist
- Clinical Neurophysiology  
Technology
- Emergency Medicine Paramedic
- Histology Technician

## **MAP Division Summary:** *Sciences and Health Professions*

### **Introduction:**

The Sciences and Health Professions division provides science transfer courses and programs as well as programs related to the healthcare professions. The division historically serves the needs of the regional healthcare community, collaborating closely with numerous facilities in all discipline and program areas. In addition, the division has aligned curriculum and programming with area universities and has developed a mutually beneficial relationship with the Mayo Clinic, resulting in the creation of four joint programs offered in collaboration with RCTC and the Mayo Clinic School of Health Sciences.

### **Programs/Disciplines/Services:**

- Allied Health (Emergency Medical Technology, Health Unit Coordinator, Surgical Technology)
- Nursing (Associate Degree Nursing, Practical Nursing, Nursing Assistant)
- Behavioral Sciences (Alcohol and Drug Counseling, Human Services)
- Dental Assistant and Dental Hygiene
- Health Information Management Careers (Cancer Registry Management, Coding Specialist, Healthcare Informatics, Health Information Technology)
- Natural Science (Biology, Biotechnology, Broad Field Health Sciences, Earth Science, Environmental Science, Laboratory Science, Science Foundations A & B)
- Physical Sciences (Chemistry, Engineering, Physics)
- RCTC/Mayo joint programs: Cardiovascular Invasive Specialist, Clinical Neurophysiology Technology, Emergency Medicine Paramedic, and Histology Technician.

### **Mission/Purpose:**

The Sciences and Health Professions division offers high quality transfer courses that give students a strong foundation in the sciences as well as prepares competent health professionals serving the community.

### **Pride Points:**

As the faculty and staff continue to identify opportunities to improve, the division already maintains high quality and accessible instruction serving a growing diverse population. As a result, there are a number of achievements the division is proud to highlight:

- RCTC programs in the Health Professions have exceptionally high success rates on professional national certification examinations.
- The Nursing program has been fully accredited since 1972, the Dental Assistant and Dental Hygiene programs have been accredited since their inception in 1971 and 1991 respectively, the Surgical Technology program has existed since 1974, the Health Unit Coordinator program has existed since 1979, and the Child, Youth, and Family Studies program is over forty years old.
- RCTC maintains unique program collaborative partnerships with the Mayo Clinic School of Health Science, as well as many long-held partnerships with Olmsted Medical Center and other healthcare facilities in the region. Dental Hygiene has partnerships with the

Federal Medical Center, Mayo Periodontology Department, Apple Tree Dental, Periodontal Specialists, and Good Samaritan Dental.

- The Science program area offers courses to meet the needs of students in three academic tracks—liberal arts, allied health, and science/engineering.
- Science faculty work closely with the programs in the Health Professions as well as align programs and courses with majors at various state universities and the University of Minnesota.
- The Cancer Registry Management program is one of six certificate programs in the country.
- The programs have exceptionally high job placement rates, in some cases 100% in recent years.
- The division offers study abroad programming combining cultural immersion and professional skill development.
- The Nursing program began an Alpha Delta Nu Nursing Honor Society chapter for the College.
- The Sciences annually host regional science fair activities.

### Three-Year Enrollment Trend:

The following chart provides three-year student enrollment trend data, reported in Full Year Equivalents (FYE). One FYE equals 30 credit hours.

FYE Comparisons 2012 to 2015

Program/Discipline	2011-12	2012-13	2013-14	2014-15	3 year % Change
Biology	315.43	326.77	329.19	302.53	-4%
Chemistry	141.32	144.59	144.97	120.85	-14%
Child Development	52.54	22.95	–	–	-30%
Child, Youth, and Family Studies	–	–	23.46	32.14	9%
Dental Assistant	33.83	31.28	29.18	28.24	-17%
Dental Hygiene	23.26	23.13	22.79	22.79	-2%
Emergency Medical Technology	15.13	14.8	14.1	11.13	-26%
Engineering	4.02	3.8	3.12	3.16	-21%
Health Information Technology	114	126.21	159.05	140.4	23%
Health Unit Coordinator	22.98	30.48	30.25	26.88	17%
Human Services	44.56	47.99	48.98	39.12	-12%
Nursing Assistant	69.93	61.64	67.72	59.1	-15%
Associate Degree Nursing	143.83	135.48	136	130.85	-9%
Practical Nursing	30.63	31.77	28.57	45.27	60%
Surgical Technology	24	25.46	24.06	26.59	11%
Nutrition	16.16	15.30	16.10	15.70	-3%
Earth Science	33.01	33.51	24.62	27.57	-16.5%
Emergency Medical Care	6.40	5.0	3.90	2.20	-65.6%
Occupational Skills Program	13.11	10.48	10.91	5.37	-59%



**Significant Internal Factors:**

Constrained budgets provide the greatest challenge to the programs as they work to maintain facilities, update technology and anticipate changes and demands from external stakeholders. The programs play a crucial role in serving the community needs while requiring extensive resources to do so. In particular, maintaining laboratory facilities in all the programs and integrating updated technology is necessary to offering a rigorous curriculum that attracts new students and retains current students.

Attention to these factors also increases the marketability of the programs and their attractiveness to a diverse and savvy student body. Students understand there are numerous options for them and the faculty and administration are looking to make the program curriculum attractive and engaging for them. Options are being explored for new programming and coursework, new delivery methods, new teaching models, and new opportunities for students to connect to the workplace. This innovation will keep the academic offerings in the division relevant while operating within the current budget structure.

**Current facilities, technology, equipment and staffing:**

While the programs in the division are excelling in their ability to meet stakeholder needs with current facilities, technology and staffing, the demand to plan for innovative initiatives and upgrading equipment remains. In highly technical, professional programs and disciplines as those residing in the division, the need to stay current in technology, equipment and materials is a constant challenge.

In order to address the community's Destination Medical Center goals and objectives, the division will need to continuously update and expand offerings in a manner that is fiscally responsible. This will require expanding the use of technology, examining unique delivery options, and expanding partnerships with the healthcare community.

The division looks to remain relevant in the rapidly changing scientific and healthcare world in an environment where facilities and learning resources for the division range from acceptable to exceptional. As a result, the division is exploring opportunities to introduce new technology into the curriculum, particularly with experiential learning activities. This includes the need to expand smart classrooms, maintain and upgrade lab equipment and facilities, and expand simulation options. Supporting these efforts through leveraged partnerships and identifying alternative resources is a priority, meets the strategic goals of the division and programs, and meets the needs of the community.

The division will need to integrate technology in the classroom, engage students with changes in technology in the professional fields, and work to invest in the college facilities in order to maintain high quality educational programming in these fields.

**Significant External Factors:**

The Mayo Clinic, private partners and funders, and the State of Minnesota are undertaking a significant 20-year project known as Destination Medical Center (DMC). The estimated cost is more than \$6.5 billion dollars and is projected to double the population of Rochester. It will create more than 30,000 new jobs, many of which will be in healthcare areas. This provides a tremendous opportunity for RCTC to work with Mayo Clinic and other community partners and stakeholders to prepare healthcare and other professionals. The Sciences and Health Professions division will play a very important role in training students and preparing competent graduates that will contribute to the growth created by DMC initiatives.

The DMC will impact all programs in the division. There already is significant growth projected in the Alcohol and Drug Counseling, Surgical Technology, and other healthcare related fields such as programs related to medical records, emergency health services, and dentistry. In addition, there will be increased demands on the Science professions that support the programs as well as lead into other science-based professions such as laboratory scientists, biotechnologists, engineers, and field researchers.

The Dental Hygiene and Dental Assistant programs maintain an on-campus dental clinic that serves the preventive needs of people from the surrounding communities. The Dental Assistant program partners with dentists across the region to offer internships for students completing the program. Both Dental Hygiene and Dental Assistant programs contribute dental health education services to numerous schools, agencies, and healthcare facilities to enrich the program curricula.

**Occupational demand data for careers served by programs within the Sciences and Health Professions Division:**

Job Title	2012 Employment	Projected 2022 Employment	Percent Change	Replacement Openings	Total Openings	Median Wage
Alcohol and Drug Counseling	1,956	2,445	25.0%	420	910	\$22.04
Child, Youth and Family Studies	2,837	3,094	9.1%	257	830	\$10.02
Dental Assistant	5,149	5,390	4.7%	241	1,070	\$21.08
Dental Hygiene	4,601	5,131	11.5%	530	1,180	\$34.67
Emergency Med. Tech.	4,404	5,053	14.7%	649	1,200	\$17.68
Health Unit Coordinator	2,965	3,523	18.9%	559	570	\$17.32
Licensed Practical Nurse	17,422	20,661	18.6%	3,239	4,250	\$20.36
Registered Nurse	55,953	65,430	16.9%	9,477	10,850	\$34.63
Social and	1,615	1,840	13.9%	225	420	\$14.58

<b>Human Services</b>						
<b>Surgical Technician</b>	1,795	2,130	18.7%	335	180	\$24.67
<b>Healthcare Support Occupations</b>	91,474	107,588	17.6%	16,114	36,230	\$13.93
<b>Healthcare Technicians</b>	163,612	183,754	12.3%	56,370		\$32.34

### **Curriculum Relevance to Meet Community Needs:**

Program faculty and advisory committees review program curricula annually and make the necessary adjustments. Curriculum updates and adjustments are based on several factors such as accreditation mandates, employer's requirements, articulation agreements, and transferability of programs to 4-year colleges. Dental Hygiene faculty and the advisory committee updated program goals and outcomes in spring 2016.

On an annual basis, an advisory committee reviews and provides feedback on the curriculum for each program. In order to maintain the quality of programs and meet requirements set by their respective accrediting organizations, the Dental Assistant, Dental Hygiene, Emergency Medical Technology, Nursing, Surgical Technology, and Health Information Management Careers follow specific accreditation guidelines. For example, the Surgical Technology program curriculum is set by the Association of Surgical Technologists. The sixth edition core curriculum was implemented in August 2013. The curriculum was mapped to all the required courses for the graduates receiving an AAS degree. The next curriculum revision release is scheduled for 2018 and at that time the curriculum will need to be re-mapped by the next accreditation visit in 2019.

The transferability of courses or programs are taken into account when conducting curriculum reviews. In some cases, necessary program adjustments must be made before articulation agreements are signed.

### **Program/Course Delivery Trends:**

There are a mix of delivery methods throughout the programs that include hybrid, online, simulation and other experiential learning activities, and traditional lecture-based options. Currently no unified divisional focus exists regarding delivery trends. While programs develop curriculum changes and retention plans based on assessment practices, there will be an opportunity to identify common practices where appropriate.

Faculty in all of the programs have introduced alternative delivery options for students to achieve their academic goals. The alternatives have been prompted by occasional initiatives, however, and the programs and the students might be served by a comprehensive approach. As the strategic priorities are addressed over the next three years, such coordinated planning could emerge.

### **Assessment Accomplishments/Opportunities/Needs:**

Assessment practices across the division vary significantly. The accredited programs have clearly delineated course and program learning outcomes tied to the professions. As the Minnesota State system develops transfer pathways that RCTC Science programs can align to, there will be clearly defined statewide course and program learning outcomes.

In anticipating the transfer pathway structure and a visit by the Higher Learning Commission in 2017, student learning outcome assessment plans are currently underway to conduct assessment at the course level which then will be tied to the program level assessment. Assessment efforts are a strategic priority for the division as is supported by the data available through the program trend analysis sheets and by the data being integrated into the annual program review process.

#### **Divisional Strategic Priorities:**

The following are top strategic priorities to improve the quality of programs within the Sciences and Health Professions:

Area	Strategic Plan Goal	Action Step	Outcome	Resources
<b>All Programs</b>	Develop and implement retention plans and initiatives. (Strategic Plan: 1.3)	<b>Year 1:</b> Research and develop holistic retention plans and develop strategies to implement.  <b>Year 2:</b> Implement identified strategies after prioritizing them.  <b>Year 3:</b> Reassess to determine effectiveness of the plan.	Increase fall to fall retention rates by 10% in area programs.	Data to establish benchmarks and research to determine best practices.
Dental Hygiene, Nursing Assistant, Surgical Technology, Behavioral Sciences, Healthcare Informatics/ CRM/HIT, Sciences	Examine curriculum for effectiveness and develop and revise new programming options to meet community needs. (Strategic Plan: 1.1, 1.2, 1.3, 1.4)	<b>Year 1</b> Review curriculum and identify areas for revision and program development connected to changing needs of students and employers.  <b>Year 2</b> Develop new programs and courses and begin to implement them.  <b>Year 3</b> Preliminary review of the new programs and courses.	Revise and update curriculum, including new courses and programming.	Potential release time for new programming options.

All Programs	Develop and implement marketing strategies to attract students to the programs and raise awareness about employment opportunities. (Strategic Plan: 4.1)	<b>Year 1</b> Development and implement a comprehensive marketing & recruitment plan.  <b>Year 2</b> Implement identified initiatives.  <b>Year 3</b> Make recommendations for adjustments for improvement.	Develop and implement targeted marketing plans for all the programs.	Collaboration with marketing department, data, and guidance regarding new marketing approaches.
Behavioral Sciences  Mayo/RCTC Joint Programs  Sciences	Create assessment map for programs that aligns course, program, and institutional level assessment, and implement initiatives based on the assessment process. Strategic Plan: 2.1.	<b>Year 1:</b> Faculty develop assessment maps that model best practice. <b>Year 2:</b> Gather the assessment data aligned with the mapping, review data and initiate opportunities for improvement. <b>Year 3:</b> Review collected data regarding initiatives and recommend adjustments in the process.	Complete one assessment process iteration for the noted programs.	Data, best practices in assessment processes, and technological support.
All Programs	Establish priorities for facilities upgrades and integrating new technology into the curriculum.	<b>Year 1:</b> Faculty develop list of equipment and software upgrades and new technology to be integrated in the curriculum. <b>Year 2:</b> Map out specifically how new technology will be integrated and establish first, second and third year purchase and integration priorities. Identify alternative resources and partnerships to support implementation. <b>Year 3:</b> Begin developing alternative resources in order to purchase priority items and begin implementation.	Integration of new technology in the classroom.	New partnerships, collaboration and fiscal resources.

# CAREER AND TECHNICAL EDUCATION & BUSINESS PARTNERSHIPS

## Programs and Disciplines:

*Associate of Art: Liberal Arts*

*Associate of Science*

### **BUSINESS:**

- Accounting
- Business
- Economics
- Supervisory Leadership

### **LAW ENFORCEMENT**

- Criminal Justice
- Law Enforcement

### **MEDICAL/ADMINISTRATIVE ASSISTANT**

- Administrative Assistant
- Administrative Clinic Assistant
- Customer Service Specialist
- Healthcare Documentation Specialist
- Medical Administrative Assistant

### **BUSINESS AND WORKFORCE EDUCATION**

### **SCIENCES**

- Equine Science
- Horticulture
- Veterinary Technology

### **TECHNICAL/SKILLED TRADES**

- Building Utilities Mechanic
- Carpentry
- Computer Aided Design
- Precision Manufacturing
- Welding

## **MAP Division Summary:** *Career and Technical Education & Business Partnerships*

### **Introduction:**

The Business, Career, Technical and Workforce Education division includes academic transfer, occupational and non-credit programs in which faculty and/or staff serve in leadership roles for their respective areas. Specific details of each area are included in Appendix A.3

### **Programs/Disciplines/Services:**

- Accounting
- Administrative Assistant/Administrative Clinic Assistant/Customer Service Specialist
- Automotive Mechanic
- Building Utilities Mechanic
- Business
- Business and Workforce Education
- Carpentry
- Computer Aided Design
- Criminal Justice
- Economics
- Equine Science
- Horticulture
- Law Enforcement
- Medical Administrative Assistant/ Healthcare Documentation Specialist
- Precision Manufacturing
- Supervisory Leadership
- Veterinary Technology
- Welding

### **Mission/Purpose:**

Programs within this division meet the diverse needs of learners serving students who are pursuing entry into career paths, re-skilling for career change or advancement or for lifelong learning opportunities. In addition, this division includes programs serving entrepreneurs in the Southeast Minnesota region. Programs and services range from credit based Associate Degree, Diploma and Certificate programs to short-term, non-credit programs for customized training and continuing education and consulting services. Educational content focuses on specialized technical skill attainment, but also addresses the critical workplace skills of analytical and critical thinking, communication and ethics that support the current and future workforce needs of employers throughout the region.

### **Pride Points:**

In planning for the next 3-5 years, programs look to build upon many strengths to continually improve the educational opportunities for students and align with regional workforce demands. Within the representative programs the following pride points provide a foundation for which to grow programming and enrollment:

- Strong interdepartmental and cross discipline collaborations

- External accreditation that validates program quality and learner outcomes
- Increased alternative course offerings (web, hybrid, face-to-face, and accelerated to meet student's needs)
- Faculty members, both full-time and adjunct, are well-qualified and maintain industry experience and specialized certifications
- Active and engaged advisory committees
- Specialized facilities with indoor and outdoor lab environments that support application-based learning
- Support of industry partners that provide program resources, experiential learning opportunities and job placement
- Hands-on, fast-paced demanding programs
- High career placement rates
- Multiple industry-recognized certifications and licensures
- Strong collaborations with business and community partners for incumbent workforce education
- Success in securing grant resources for course and program development that leads to sustainable college offerings

### Three-Year Enrollment Trend:

The following chart provides three-year enrollment trend data, reported in Full Year Equivalents (FYE). One FYE equals 30 credit hours.

FYE Comparisons 2012 to 2015

Program/Discipline	2011-12	2012-13	2013-14	2014-15	3-Year % Change
Accounting	98.66	98.45	83.65	85.39	-13%
Automotive Mechanic	41.02	39.92	38.26	44.96	13%
Adm. Asst./Customer Service	174.52	113.19	141.47	137.4	21%
Building Utility Mechanic	94.05	94.89	87.85	84.23	-11%
Business	123.72	126.99	120.81	126.14	0%
Computer Aided Design	23	23.71	24.13	24.2	2%
Carpentry	17.05	18.65	15.61	19.71	6%
Criminal Justice	13.1	15.1	15.26	7.8	-48%
Economics	75.39	72.95	69.43	63.87	-12%
Equine Science	23.45	22.34	17.4	16.3	-27%
Horticulture	26.88	21.6	17.08	20.21	-6%
Law Enforcement	63.86	51.2	48.53	41.8	-18%
Law Enforcement – Skills	24.1	21.98	15.65	17.37	-21%
Medical Adm. Asst.; Documentation Specialist		81.03	67.27	62.73	-23%
Precision Manufacturing Technology			8.64	5.87	-32%
Supervisory Leadership	3.78	3.68	.93	.41	-89%
Veterinary Technology	49.56	56.58	64.45	55.78	-1%
Welding			24.22	18.25	-25%

Student FYE: Total Credits/30



**Significant Internal Factors:**

The ability to continuously improve and advance programming relies heavily on institutional prioritization and focus. Within the division, the following internal factors influence the capacity of programs to fully execute the proposed strategies to achieve goals.

- Overall enrollment decline similar to national, state and institutional trends
- Declining state investment in higher education and pressure to reduce costs for students
- Due to enrollment, some programs have limited UFT faculty to effectively support and grow the program by developing partnerships, co-curricular activities, outreach and involvement in institutional initiatives
- Declining and competition for scarce resources do not allow for programs to keep pace with the changing technology
- Student projects support institutional initiatives, programs and services including grounds and vehicle maintenance and marketing and promotion
- Disparities in student abilities and access to technology off campus

**Significant External Factors:**

Regional economic development initiatives position RCTC to build new and expand existing programs to meet the labor market demands. Employers value the knowledge and skills of graduates and seek opportunities to provide experiential learning that supports the application of these skills. Based on Labor Market Information (LMI) provided by the Department of Employment and Economic Development (DEED) occupational demand providing the most significant gainful employment opportunities in the southeast Minnesota region for graduates of programs within this division include the following:

Program	Job Title	2012 Employment	Projected 2022 Employment	Change		Replacement Openings	Total Openings	Median Wage
				Percent change	Numeric Change '12-'22			
Accounting	Billing and Account Clerk	757	879	16.10%	122	140	260	\$17.01
Administrative Assistant	Secretaries/ Admin. Assistants	1,747	1,884	7.80%	137	210	350	\$16.88
Automotive	Automotive Service Tech	1,310	1,358	3.70%	48	330	380	\$17.21
Building Utility	Maintenance and Repair Workers	1,761	1,820	3.40%	59	340	400	\$18.63
Business	General Operations Manager	2,697	2,832	5.70%	153	500	650	\$36.45
Carpentry	Carpenter	1,941	2,383	22.80%	442	240	680	\$19.61
Customer Service Specialist	Customer Service Rep.	3,545	3,686	3.90%	138	960	1,100	\$14.36

Law Enforcement	Police and Sheriff's Patrol Officers	784	752	-4.10%	-32	250	250	\$25.89
Medical Administrative Assistant	Medical Secretaries (statewide)	7,893	9,807	24.20%	1914	950	2860	\$19.18
Precision Manufacturing Technology	Computer Numerically Controlled Machine Technology	93	134	44.10%	41	30	70	\$21.10
Welding	Welding, Soldering, Brazing	258	346	34.10%	88	60	150	\$19.42

While new growth within some of the occupations is flat or declining, replacement hiring due to retirement, as well as the limit of program offerings within the region, are contributing factors in program prioritization. In addition to occupational demand, wage data is a key factor to ensure employment opportunities in the prioritized programs provide good earning potential and advancement opportunities for students. Finally, in many of these fields the demand was greater in Southeast Minnesota than the projected growth statewide.

Occupational demand that is stable or declining or is limited in the total number of job openings in southeast Minnesota within this division include the following:

Program	Job Title	2012 Employment	Projected 2022 Employment	Change		Replacement Openings	Total Openings	Median Wage
				Percent change	Numeric Change '12-'22			
Computer Aided Design	Mechanical Drafters	18	18	0.00%	0	10	10	\$38.34
Equine Science	Animal Trainers	60	64	6.70%	4	30	30	\$20.90
Horticulture	Pesticide handlers, sprayers and applicators	126	125	-0.80%	-1	30	30	\$15.49
Software Application Specialist	Desktop Publishers	37	36	-2.70%	-1	10	10	\$21.17
Veterinary Technology	Veterinary Technologists and Technician	216	246	13.40%	29	20	50	\$17.62

Employment growth in both percentage and total openings provide data to support program prioritization and investment. RCTC has identified specific goals to develop or expand programming to serve the workforce needs for occupations with significant projected growth.

**Curriculum Relevance to Meet Community Needs:**

Curriculum content is largely determined by external licensure bodies and advisory boards. Regular review and updates gauge the relevancy of content and the degree to which programs meet the relevant learning objectives. A comprehensive review of program viability, based on labor market demands, will ensure that the education level attained by students is necessary and results in gainful employment for students. The current economic climate, labor shortage and projected growth of the region, has increased the demand for all occupations for which RCTC offers educational programs. However, in some cases employment opportunities are not significantly better for graduates than for job seekers without similar education.

**Program/Course Delivery Trends:**

Courses in Accounting, Administrative Assistant, Business, Economics and Healthcare Documentation are offered in multiple formats including hybrid, on-line and face to face. Programs that have courses with significant lab components have limited or no on-line offerings. Delivery methods must be responsive to the demographic and societal changes of students served. National, state and local trends indicate that students enrolled in college are:

- More likely to enroll part-time
- Have family and work responsibilities
- Less likely to be prepared adequately for rigors of higher education

Program courses need to offer flexibility by providing, experiential learning through internships, credit for prior learning, on-line and flipped classrooms, learning communities, etc.

**Assessment Accomplishments/Opportunities/Needs:**

Programs within the division determine learning outcomes through national skill standards and advisory board and employer input. Accredited programs are more structured in the process of assessment and data collection. Due to content structure, most programs are offered in a cohort model that allows faculty to regularly assess student learning. The college is in the process of developing a comprehensive Institutional Assessment Plan that will provide clarity and consistency in the process. Programs within the divisions will need to collect data on the relevance of program learning outcomes and measure the extent to which graduates of the program meet those outcomes. Efforts to improve the assessment of student learning in highly demanded workplace skills needs to be implemented.

**Division Goals:**

The collective goals of programs within the division align with the institutional strategic priorities of student success, teaching and institutional effectiveness and program alignment with economic and workforce needs.

**Student Success:** Engaging with students early and often is critical to ensure student success. The following engagement efforts will be implemented to improve student retention and completion:

- Implement program orientation and/or application process
- Faculty involvement in academic advising

**Teaching Effectiveness:** Improvement in teaching effectiveness will be achieved through the following area strategies:

- New program accreditation
- Curriculum mapping and student learning outcomes assessment
- Explore the feasibility of alternative delivery formats including simulation, experiential education and shared facilities
- Evaluate the facility needs for technical programs to expand and centralize labs and improve teaching effectiveness and efficient scheduling
- Flexible offerings through strategic scheduling
- Expand on-line programming with established quality standards
- Align professional development and evaluation with program and student learning

**Program Alignment with Economic and Workforce Needs:** Collaborative partnerships will be explored to develop new programs, expand experiential learning opportunities and increase opportunities for leveraged funding to financially support investment in facilities, equipment and professional development.

- Rebrand the Automotive Mechanic Technology and Building Utility programs for better alignment with job titles in high demand occupations
- Expand programming to meet new skill requirements in Building Maintenance and Repair including alternative energy management
- Develop new programming to meet the demand of high growth occupations including hospitality and construction management
- Develop secondary education and Baccalaureate degree career pathways
- Increase awareness of career and technical education through the use of social media
- Secure NATEF certification that will lead to the development of state of the art automotive technology center
- Construct a simulation house for the law enforcement skills training program that will be utilized by partners of the Regional Public Safety Training Center
- Increase alignment with business and industry to expand experiential learning partnerships to meet the changing workforce needs

**Dean's Strategic Priorities and Resources Needed:**

Given the significant internal and external factors identified, a realignment within Academic Affairs is necessary to achieve these goals. To increase our visibility in the community and meet the rapidly changing needs of the workforce, a newly created Associate Dean of Career and Technical Education will support the efforts of the division.

Based on the analysis of individual area reports and program goals that were developed through this planning process the following strategies and initiatives have been identified as strategic priorities that will require investment in the next 3 years and beyond.

Area	Goal/Alignment	Action Step	Outcome	Resources
<b>Automotive</b>	Achieve NATEF certification (Strategic Priority 1.2)	<b>Year 1</b> *Draft application and supporting documents *Identify gaps in processes, data, assessment *Solicit feedback from advisory board *Visit other automotive programs for best practices <b>Year 2</b> *Plan for space reorganization that will allow for more learning labs and additional equipment *Submit recommendations for inclusion in master facility plan *Secure funding to remodel space including fund raising campaign and leveraged equipment <b>Year 3</b> *Begin space reconfiguration	Certification will allow the program to receive donations from large dealers that will provide the latest technology to prepare students for the career within this field.	Initial certification and annual reaffirmation expenses  Faculty release for application development and on-site evaluation  Facility remodeling costs include design and construction
<b>Accounting/ Business/ Marketing</b>	Increase enrollment by 2% annually through partnerships with businesses, community organizations, educational partners and active promotion (S.P.: 1.4)  Collaborate with the Business Technology department to create a hospitality emphasis within the management degree that includes customer service focused courses (1.4)	<b>Year 1</b> * Develop hospitality career pathways and articulations with K-12 and partner with businesses for awareness and promotion * Partner with businesses to develop and execute an awareness and promotion campaign <b>Year 2</b> *Develop university articulations for Bachelor degree completion <b>Year 3</b> *Program/course evaluation for alignment with relevant program learning outcomes	Hospitality pathway from CTECH to Bachelor's degree that results in enrollment growth and program sustainability	*Develop promotional materials *Develop a social media campaign
<b>Admin. Assistant</b>	Collaborate with the Business department to offer customer	<b>Year 1</b> *Develop hospitality career pathways and articulations with K-	Hospitality pathway that meets the	*Promotional materials

	service courses in the Management - Hospitality Emphasis degree (Strategic Priority: 1.4)	12 and partner with businesses for awareness and promotion * Partner with businesses to develop and execute an awareness and promotion campaign <b>Year 2</b> Evaluate results and make adjustments	occupational demand	
	Create a Hospitality with Concierge emphasis and onsite customer service training (Strategic Priority: 1.4)	<b>Year 1</b> * Meet with area hospitality businesses to explore opportunity to offer a customer service courses on-site that would *Develop new or revise existing courses to meet identified need that may include on-site and on-line courses. <b>Year 2</b> * Partner with businesses to schedule and promote on-site course offerings <b>Year 3</b> *Evaluate program effectiveness and sustainability model		
<b>Building Utilities/ Welding</b>	Implement Programming in Alternative Energy Maintenance program (Strategic Priority:1.2)	<b>Year 1</b> *Survey employers *Conduct full needs and sustainability analysis *Revise curriculum *Determine facility/technology needs and develop plan <b>Year 2</b> *Identify resources for implementation <b>Year 3</b> Implement plan	Provide continued learning opportunities for incumbent workers that addresses the skill gap	Internal resources for survey development; travel to explore best practices in facility and curriculum development. Facility reorganization and remodeling; Equipment purchases Additional faculty and lab assistant

	Remodel and expand facilities to improve safety and increase capacity, efficiency and student learning (Strategic Priority:1.2)	<b>Year 1</b> *Evaluate model programs and facilities *Develop a plan to remodel or expand space to accommodate growth *Submit for master facilities plan <b>Year 2</b> Secure resources to expand/remodel facility <b>Year 3</b> Facility construction	Begin planning process to reorganize lab/lecture facilities	Travel  Facility/space/lab/technology needs will be determined through the planning process
<b>Carpentry</b>	Expand programming in construction management (Strategic Priority: 1.2)	<b>Year 1</b> *Review 2-4 year program models *Identify curriculum that may include components from the Building Utility and Carpentry programs. *Solicit input for local employers, and advisory boards *Determine facility and staffing needs to accommodate growth <b>Year 2</b> *Submit curriculum through AASC *Plan for space reorganization that will allow for more learning labs and additional equipment *Submit recommendations for inclusion in master facility plan *Secure funding to remodel space including fund raising campaign and leveraged equipment <b>Year 3</b> *Begin space reconfiguration	Establish a collaborative program that meets the workforce needs of a growing community.	Travel  Facility/space/lab /technology needs will be determined through the planning process
<b>Law Enforcement</b>	Build a simulation structure to accommodate Law Enforcement Skill program needs (Strategic Priority: 1.4)	<b>Year 1</b> *Develop site plan *Solicit support contributions from local agencies and/or building supply companies <b>Year 2</b> *Work with Carpentry program to build facility	Follow through with commitment to regional public safety training center to construct a shared facility Promote the LAWE program with building signage	Design and construction costs assuming a student based project

# ACADEMIC EFFECTIVENESS AND INNOVATION

## Programs and Disciplines:

*Associate of Art: Liberal Arts*

*Associate of Science*

## PHYSICAL EDUCATION:

- Health
- Physical Education
- Recreation
- Sport Management

## ACADEMIC EFFECTIVENESS AND INNOVATION

- Assessment Methods
- Evidence-based Decision Making
- Classroom Management for Safety
- Curriculum Mapping
- Teaching Excellence

## ALTERNATIVE LEARNER PATHWAYS

- Credit for Prior Learning
- Concurrent Enrollment
- Honors/Phi Theta Kappa
- Postsecondary Enrollment Options (PSEO)

## ACADEMIC SUPPORT SERVICES

- Career Planning Services
- Comprehensive Learning Center
- Library

## INSTITUTIONAL QUALITY COUNCIL

## INTERNATIONAL STUDY ABROAD

## ONLINE EDUCATION AND EDUCATIONAL TECHNOLOGY





## **MAP Division Summary:** *Academic Effectiveness and Innovation*

### **Introduction:**

The Academic Effectiveness and Innovation division covers a range of responsibilities, initiatives and academic support services that seek to promote teaching excellence and alternative learner pathways, enhance the student learning experience, improve student success, and promote a culture of continuous quality improvement. The Master Academic Planning data suggest the need to expand professional development activities which promote a culture of assessment, inclusion, safety, continuous quality improvement, and alignment to the College mission. In addition, the (SEMC, 2016) data suggest a need to align academic support services and limited resources with those students most at risk. Both alignments will require a coordinated, comprehensive, collective, and collaborative effort across all divisions and departments and provide the resources necessary for advance the institution.

### **Programs/Disciplines/Services:**

- Academic Effectiveness and Innovation - Professional development that provides: effective models of teaching excellence (learning communities, Integrated Instruction, team teaching, Fastrac); evidenced based decision making to improve instruction and learning; classroom management techniques that promote safety; curriculum mapping; developing and implementing assessment methods that accurately measure learning, prior learning, and competence.
- Expanding alternative learner pathways: Credit for Prior Learning (CPL); Honors/Phi Theta Kappa; Concurrent Enrollment; Postsecondary Enrollment Options (PSEO).
- Academic support services that promote student success: Comprehensive Learning Center; Library; Career Planning Services.
- Institutional Quality Council: provides direction, support, resources, and reporting of work directly associated with institutional quality; development, implementation and reporting of an integrative assessment system that promotes continuous quality improvement.
- International Study Abroad
- Online Education and Educational Technology
- Physical Education, Health, and Recreation; Sport Management

### **Purpose:**

To support quality education to a diverse and growing community of learners by highly trained faculty and staff, assist RCTC to fulfill its mission of teaching excellence and student learning, and demonstrate accountability to our stakeholders. All educational pathways and teaching must holistically provide relevant, inclusive curriculum, and academic support services that engage the learner and promote success.

**Pride Points:**

There are a number of impressive accomplishments from areas within this division that offer foundational support for future innovation necessary for improving instruction, student learning and success. The accomplishments are as follows.

- Increased collaboration across disciplines resulted in the creation of innovative course curriculum and delivery, including team teaching, learning communities, integrated instruction and accelerated formats.
- Faculty who incorporate active, engaged, or project based learning that resulted in improved learning or retention presented best practices to the college community at “Lunch and Learns”.
- Interdepartmental collaboration at PLDC meetings to enhance course scheduling to better meet program needs and student success.
- Continued promotion of quality online education through Quality Matters and hosting of regional professional development workshops for on campus and online faculty.
- RCTC and the southeast region is leading the Minnesota State system in faculty professional development on credit for prior learning (CPL) and competency based assessment (CBE), and increasing the number of courses available for CPL or CBE.
- The institutional response to the Higher Learning Commission 2015 feedback report has been collaborative, comprehensive, and thorough. The resultant work and outcomes include the formation of the Institutional Quality Council and development of an Institutional Assessment Plan.
- The RCTC library supports Winona State University and hosts a robust collection of resources that support undergraduate, graduate, and doctoral degree programs.
- Newly remodeled classroom and meeting space provide the resources necessary for literacy instruction, collaboration, and innovation.
- The Phi Theta Kappa (PTK) chapter received Five Star Status and the chapter advisor received national recognition in 2016. The chapter assisted in the reinstatement of an Honors Program that will begin fall of 2017.
- Post-Secondary Enrollment Option (PSEO) has record high enrollment over the past two years and these students overall maintain high persistence rates and GPA.

**Instructional Areas:**

Academic Excellence; Assessment; Curriculum; and Faculty, Staff, and Student Worker Professional Development: Data from Area MAPs, HLC Feedback Report (2015), and course schedules identify a number of innovative instructional approaches, grounded and supported in literature, that were incorporated within a variety of departments since 2012 to improve courses success and retention. While there is increasing awareness of national best practices, the College is somewhat limited due to the current technology software. For example, learning communities are extremely valuable with student retention and engagement, however the process for coding and course registration is limited by the student records system. The Minnesota State system is working to address these limitations. A summary of the innovative pedagogy approaches are listed in the following table.

**Table: Innovative Pedagogical Approaches utilized:**

Sections Offered	FY12	FY13	FY14	FY15	FY15
LCOM	X	X	X	X	X
Accelerated Learning Program (ENGX)				X	X
Statway					X
Flipped Classrooms				X	X
Integrated Instruction			X	X	X
Action/Project Based Learning	X	X	X	X	X
Competence Based Instruction				X	X
Team Teaching			X	X	X
Internships	X	X	X	X	X
Simulation	x	X	X	X	X

The College has expanded the application of learning modalities and incorporated innovative approaches to promote student success. Opportunities exist to enhance and maximize discussion, review, and promotion of national best practices. In addition, opportunities exist for training on data informed decision making, classroom management, and assessment activities. While there is a dedicated RCTC committee and council for curriculum development and revision, the process can be made clearer. The curriculum review process needs to be better documented and transparent, encouraging discussion and continuous improvement.

Due to our changing student demographic, additional training related to diversity and equity as it relates to classroom management and curriculum would benefit both faculty and students. This training would help advance learning environments of inclusion and safety, and be responsive to the growing diversity of our students, faculty, and staff. A documented process of continued quality improvement for these areas will continue to moving the College forward.

Curriculum is largely determined by RCTC faculty and managed in Academic Affairs and Standards Committee (AASC) in collaboration with administration. Members of AASC are working to document the process and standards in which curriculum is reviewed. In addition, RCTC uses Program Navigator when offering new programs or making changes to existing ones. While a number of departments work with programs to create courses that will address specific content, there is no formal process to assure transferability of general education or Liberal Arts supported courses or structured time for faculty to collaborate on curriculum.

#### **Professional Development Goals:**

- Create and provide professional development opportunities that support student engagement, a culture of inclusion, assessment, and high quality curriculum development that increases student success in at risk populations.
- Develop a process to pilot new and emerging teaching models and practices that promote student success.
- Revise the faculty evaluation process to include participation in student learning assessment, evidence of data informed decision making, and classroom management.

- Mentor and support faculty as they design new courses and upgrade existing ones.
- Recognize and promote outstanding achievements.
- Develop an onboarding process for new faculty and academic staff.
- Provide professional development on curriculum mapping and curriculum development.
- Develop a resource kit to document AASC procedures and help new faculty better understand committee processes.

#### **Alternative Learning Pathways:**

This area includes concurrent enrollment, Post-Secondary Enrollment Option, Credit for Prior Learning and Honors/Phi Theta Kappa.

#### **Three Year Enrollment Trends specific to this Instructional Area**

Area	2011-12	2012-13	2013-14	2014-15	4-Year % Change
Concurrent Enrollment	265	247	301	33	-80%
PSEO (Students Enrolled Fall and Spring)	392/410	369/388	450/484	523/540	+46%
CPL Awarded (Credits Awarded)	246	291	119	297	+20%
International Study Abroad (number of student enrolled)	18	42	25	38	+77%
Online Education (percent of students taking one online class)	17%	18%	22%	23%	+35%

The data suggest several opportunities for enrollment growth. Growth will require a commitment of resources over the next three years.

- RCTC Concurrent Enrollment (CE) offerings is down significantly due to Minnesota Department of Education and HLC clarification on faculty qualifications required to teach at the post-secondary level, and RCTC's response to a CE review. Current faculty and mentors meet credentialing requirements. The lack of processes and procedures to assure high quality, rigor, and student feedback will be addressed in the NACEP accreditation process. The advisory board for this program will begin this work August, 2016. Area secondary school districts are requesting RCTC concurrent enrollment courses at their schools.
- PSEO enrollment continues to grow. The students overall demonstrate higher persistence and GPA in comparison to the general student population. This is a cost effective and productive program that creates pathway to promote and increase enrollment.
- Grant opportunities exist for programs that promote secondary learner pathways to degree completion. While individuals have written grants on behalf of RCTC, a Grant Writer, shared with local school districts or other Minnesota State institutions, would have the dedicated time to seek the necessary financial resources needed to create and pilot innovative initiatives for CE and PSEO, and other collaborative initiatives.
- While faculty report a growth in the number of CPL credits awarded, the data collection, recording, and process of coding and transcribing these credits remains cumbersome and inconsistent across the system. Professional development and Charting the Future

initiatives are key to faculty creating and promoting these accelerated pathway opportunities for adult learners.

- Data from the 2016 PTK Honors in Action project supported the reestablishment of an Honors Program and will attract new students and provide the rigor and challenge desired.

#### **Academic Support Service:**

- There is a need to re-imagine the CLC and develop a new student support model that is responsive to our changing demographics and resource availability. Faculty, staff, volunteers and administration must determine what services will be provided and to whom, develop a process for all tutors to access assignments; explore the notion of “success centers” across campus, identify and implement a sustainable leadership and supervision model for this area, identify and measure meaningful data, and determine an assessment tool for these services.
- The Library seeks to be the center of student and faculty success by promoting a variety of library services, offering informational literacy curriculum, updating their website, promoting a variety of resources for teaching and assessment, and identifying a tool to assess student learning.
- A number of student surveys over the past five years reflect a gap in assistance with career planning and placement. In addition, research suggests a clear academic plan within the first semester as essential to student success and engagement. While several programs offer employment strategy curriculum, this is often taken toward the end of one’s program. RCTC has the ability to leverage our relationship with the co-located Workforce Center at Heintz to enhance career services for our students. There is a need to create a realistic and sustainable career orientation and planning process for all students who are uncertain of their major, explore and implement academic planning aligned to “meta majors”, and assure students have an academic (career) plan that is accurate and realistic.
- Academic Support Services can enhance the promotion of their services, resources, measurable outcomes, and continuous quality improvement through professional development activities.

#### **Institutional Quality Assurance:**

The College has a longstanding history of promoting high quality learning experiences that are routinely evaluated and revised. From 2009-2014, data input and documentation of the overall process resided within the Integrated Planning Process (IPP). During this time, the Strategic Operations Committee reviewed and promoted activities to advance continuous quality improvement. While extensive data was available, faculty and staff had questions related to data integrity and the lack of specific and meaningful data necessary to make informed program or curriculum changes. Due to changes in institutional leadership and the complexity of the process, the use of IPP for annual program review and continuous quality improvement was suspended in 2014. The annual program review process then transitioned to a more manual mode. While the current process does capture department and program information, it does not afford a way to collect continuous quality improvement activities across the campus.

Under current leadership, the College has completed a comprehensive academic program review and attended HLC academies. Data from these activities suggest the establishment of an Institutional Quality Council (IQC) with collaborative leadership from both academic and student affairs. This committee will provide leadership, guidance and direction for projects or continuous quality improvement initiatives such as: strategic planning, HLC Action Projects, Charting the Future initiatives, and stakeholder survey feedback. The IQC will also establish methods to effectively and efficiently communicate and promote this work to all stakeholders.

### **International Study Abroad:**

With a growing need for global awareness and equity, the College is positioned to grow and expand cultural learning opportunities through study abroad. RCTC faculty, staff and administration spent the past year designing and developing a Study Abroad Procedure Manual that meets College, State, and Federal policy and legal requirements. During this time, study abroad was suspended. The new procedure manual will provide faculty and those traveling the safety and protection needed for a high quality, global learning experience. Given the growing diversity of the Rochester community and the value recognition of global awareness and understanding from area employers, this program is now positioned to align with current programs and courses and further expand its offerings. The following are key actions for this area:

- Review with faculty and implement the Study Abroad Procedure Manual fall, 2016. Schedule related curriculum when appropriate per the procedure.
- Assemble a Global Education Advisory Committee to oversee and provide feedback.
- Promote this learning option and explore ways to promote study abroad across the system options.
- Create a process for documentation and recordkeeping that is efficient and in compliance with college, state and federal regulations.

### **Online Education:**

The last online strategic plan was created by the Distance Education Committee in 2010 and completed in 2013. The committee changed the name to Academic Technology Committee (ATC) in 2013, to reflect the role and significance of various technology tools to support student learning. Later for efficiency, the ATC merged into the Technology Committee. While faculty are represented on this committee, the focus is comprehensive.

Educational technology maintains the technology and provides training for D2L Brightspace. The Technology Support Center provides students the help they need and repeatedly receives high satisfaction ratings from students, faculty, and staff (SSI, 2012). RCTC utilizes a variety of technology and resources in its online offerings. To enhance the utilization of these resources and to ensure compliance with ADA requirements and other policy, procedures and best practices, a formal process to review, implement and inventory technology and resources used in classes is needed.

Recent student feedback data suggest students desire access to grades and expect high quality faculty interaction in all learning formats. While Quality Matters (QM) standards are promoted and training provided to RCTC faculty in a variety of formats, a small number of faculty have completed the training, and less have completed the external review process. Faculty who have

completed QM training report significant improvement in student learning and satisfaction. To date, a formal professional development process does not exist to ensure consistent training for faculty new to teaching online. Finally, national data suggest students at community colleges are taking fewer credits and working more hours. As a result, the need for courses necessary for graduation or progression are a growing concern and this new factor impacts course scheduling. A review of the data provided in this division MAP's suggest the following:

- Fully online course delivery has decreased in the past five years by 10%, however the use of technology enhanced delivery (hybrid) has increased by 10%. According to faculty, hybrid models provide greater student learning opportunities and the opportunity for students to learn the use of technology or software with direct help from faculty.
- RCTC has a number of fully online programs, however online support services are limited. Data from national and institutional surveys suggest students desire more online tutoring, online advising, and online counseling (SEMC, 2016; Student Satisfaction Inventory, 2016).
- Fully face to face offerings are not consistent in the use of LMS (D2L) to post syllabi, schedules, communication updates, or grades.
- Educational Technology host a variety of training sessions for faculty throughout the year, however, faculty generally seek one on one training when questions arise. Faculty learn the basics of D2L through D2L 101. Short tutorials that support managing functions within the course are available for faculty to share with students. Awareness of resources available for both students and faculty within Educational Technology vary. There is a need to develop a professional development process for faculty new to teaching online.
- There is a need to develop a process for faculty to explore e-learning technologies for possible adoption and use in RCTC courses. Opportunities also exist to create a repository for e-learning technologies and resources.
- The number of faculty participating in Quality Matters trainings averages 16 per year over the past five years. However, there is no requirement for QM training prior to teaching online. Faculty feedback from this training within the College, system and nationally suggest a strong positive relationship between the process and application of the QM rubric within the course and student satisfaction.
- Strategic Enrollment Management Academic Affairs (SEM AA) analyzes course success within different delivery modes, and develops and implements interventions to increase student success in the classroom. There is a need to identify and support related professional development in this area to achieve planned outcomes.

Given these findings, the institution would benefit from developing a comprehensive Online Education Strategic Plan that will incorporate many forms of learning technologies and address: student success, instructional expectations, professional development needs, and infrastructure. There needs to be a comprehensive inventory of all current technologies being incorporated for

instruction and develop a site to maintain such inventory. The plan must address the great disparity in digital literacy and success of students identified in the opportunity gap. Finally, work done on the assessment of student learning must also work in the online learning environment.

### Physical Education, Health, Recreation; Sport Management

#### Three-Year Enrollment Trends:

Program/Discipline	2011-12	2012-13	2013-14	2014-15	4-Year % Change
Health	78.59	83.48	87.06	76.66	-2.4%
Physical Education	80.3	76.72	80.73	64.08	-20%
Recreation	3.8	3	2.3	3.2	-15%
All College Enrollment	4490.77	4488.01	4321.86	4154.31	-7.4%
Awards	2011-12	2012-13	2013-14	2014-15	Total
Sport Management AAS	1	4	3	1	9
Personal Trainer Certificate	0	0	0	1	1
Coaching Certificate	0	1	0	1	2
Coaching Diploma	1	2	4	1	8
Personal Trainer Diploma	2	1	3	8	14
Group Fitness Instructor Diploma	1	0	1	3	5

Enrollment in Health courses remains strong as several of courses in this area are required in health related programs. While there has been a significant decrease in physical education enrollment, the decrease occurred after the introduction of FYEX and may be related to a reduction in number of physical education credits required by our transfer institutions. There is need to evaluate course scheduling to improve fill rates and course success. While there was a significant amount of common course outlines updated during FY16, a number of courses remain to be updated this year.

#### Occupational Data:

Job Title	2012 Employment	Projected 2022 Employment	Percent Change	Replacement Openings	Total Openings	Median Wage
Fitness Trainers and Aerobics Instructors	358	377	5.3%	40	60	\$15.24
Recreation Workers	401	432	7.7%	50	80	\$11.15

Changes in degree requirements and wages suggest a bachelor degree is key to employment in this sector. While employment options exist for the AAS, Diploma, and Certificate in Sport Management degree pathways as recreation workers, these pathways are limited with small projected growth and do not provide a livable wage. Employment, graduate data, and instructional cost data suggests the need to explore the creation of an AS degree pathway,



articulated to vibrant bachelor degree programs. Health courses also support a number of allied health, nursing programs, and licensure requirements.

### **Significant Internal Factors:**

The following factors are relevant to this entire instructional area, and were taken into consideration while forming divisional goals:

- Declining overall enrollment consistent with national and state trends.
- Requests from faculty for training that addresses ongoing challenges with classroom management, assessment, student engagement, Quality Matters, and curriculum development.
- Not all areas supportive to the awarding of credit for Credit for Prior Learning.
- Multiple Minnesota Transfer Curriculum (MnTC) course options compete for scarce resources, resulting in reduced fill rates and institutional efficiency.
- There is increased diversity in our community and student population.
- A need exist for a process and tool to capture and measure assessment activities at an institutional level.
- Academic support service areas promote student and institutional success with reduced resources.
- Reduction in staffing impacts work volume and capabilities to meet priorities.
- Technology and technology related tools are rapidly growing and changing.
- Required physical or health credits align to our community emphasis on wellness and reinforce the importance of personal responsibility.
- Students are requesting more accelerated degree pathways and Credit for Prior Learning options (ALI, 2015)

### **Significant External Factors:**

A variety of external factors exist that impact actions necessary to be taken within the division. Key external factors are identified below.

- **Need for Educated Workforce:** The Mayo Clinic, Rochester's largest employer, and other local employers require an associate degree for advancement or promotion. Much of the planned growth through Destination Medical Center (DMC) will require an educated workforce with some form of post-secondary credential.
- **Online Learning:** Students are requesting consistency in the online learning experience and more local higher educational institutions are promoting courses and faculty that have achieved the Quality Matters Seal of Excellence.
- **Cost of College:** PSEO enrollment at RCTC has exceeded 500, and remains a high quality and affordable option for area high school students.
- **Accreditation requirements:** the RCTC 2015 Higher Learning Commission Feedback Report notes the need for the creation of an Institutional Assessment Plan – providing evidence of student learning, organizational effectiveness, and continuous quality improvement.
- **Instructor Credentialing Requirements.** Local school districts want to grow concurrent enrollment with RCTC. HLC clarification on instructor credentials levels the playing field for post-secondary institutions offering concurrent enrollment. The

Minnesota State system now requires all post-secondary institutions to be National Alliance for Concurrent Enrollment Partners (NACEP) accredited by 2021.

- **Alternative Learning Pathways.** Potential students and employers are requesting assessment of business and industry training obtained outside the traditional classroom and are requesting CPL or Credit Certification (CC).
- **Minnesota State Charting the Future #3:** Directive to certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.

#### **Assessment Needs:**

The college is in the process of developing an Institutional Assessment Plan. The College recently completed the learning outcomes for the Liberal Arts and Science degree. The disciplines and courses that make up general education and the Liberal Arts Degree will undertake curriculum mapping and related assessment to the degree outcomes this academic year. This activity will provide a collective and comprehensive review of course offering and learning objectives and will identify and reduce duplication within major so effectiveness and efficiencies can be achieved.

There is a less developed understanding and approach to assessment within the academic support areas including the Library, Online Education, and Educational Technology, Counseling, Advising, and the Comprehensive Learning Center. National data suggest academic support services are essential to student success, yet how to measure these services at RCTC has remained elusive. Each of the above areas have noted a need for clear and consistent assessment tools.

#### **Overarching Division Goals:**

This instructional division supports teaching excellence, effectiveness, and advancing pathways to degree completion by promoting student success for all students and at risk populations. Success in this area will require intentional focus on developing the necessary processes for continuous quality improvement and professional development activities that promote classroom management, inclusion, equity, curriculum development and assessment. Division goals align to RCTC and Charting the Future strategic initiatives. Below are the overarching goals identified within this division's MAPs.

- Promote student success, equity, and inclusion through high quality curriculum, global learning opportunities, and professional development. (MnSCU Goal 1, 3; RCTC 1.2, 1.3, 2.3, 4.3).
- Increase enrollment through the promotion of alternative learner pathways (CTF 2.2.2; RCTC 1.4).
- Create a culture of continuous quality improvement (RCTC 2.1, 2.4).
- Align academic support services to increase student success in identified at risk populations.
- Align programming in Health, Physical Education, Recreation and Sport Management

**Resources Needed to Achieve Division Goals:**

There were two striking outcomes associated with achieving goals identified in the divisional MAPs. First, there is a need to realign Academic Affairs divisions in order to provide the necessary support and resources to grow initiatives that provide greater student success and academic effectiveness. Second, an institutional culture of continuous quality improvement is necessary if we seek to remain relevant and responsive to local, regional, and national demands. The following resources were identified to reflect these outcomes:

- Input and involvement from faculty and staff to plan, implement, and assess faculty professional development, and assure alignment to academic affairs and institutional strategic priorities.
- Defined process and system for curriculum mapping, evaluation, and assessment.
- Dedicated focus and attention to determine and implement assessment of the library and related services.
- Input and involvement from faculty and staff to create a new comprehensive strategic plan for online learning.
- Enhanced process and structure to increase CPL options, advising, and promoting of such options.
- Faculty and staff engagement in the re-designing of the Comprehensive Learning Center, supplemental instruction, and tutoring.
- Faculty and staff engagement to build and promote a robust Honors Program that will attract new students.
- Technology solution for the planning, tracking, and reporting of assessment initiatives.
- Current e-learning technologies to promote and enhance student success.

# STUDENT SUPPORT SERVICES

## Programs and Services:

- **ADMISSIONS AND RECORDS**
- **ADVISING/COUNSELING**
- **CAMPUS SAFETY AND SECURITY**
- **DISABILITY SUPPORT SERVICES**
- **FINANCIAL AID**
- **OFFICE OF STUDENT CONDUCT**
- **STUDENT EMPLOYMENT**
- **STUDENT HEALTH SERVICES**
- **STUDENT LIFE & ATHLETICS**
- **STUDENT SUPPORT SERVICES (TRIO)**
- **UPWARD BOUND (TRIO)**
- **VETERANS SERVICES**



**ROCHESTER**  
COMMUNITY AND TECHNICAL COLLEGE

## MAP Division Summary: *Student Support Services*

### Programs/Disciplines/Services:

- Admissions and Records
- Advising/Counseling
- Campus Safety and Security
- Disability Support Services
- Financial Aid
- Office of Student Conduct
- Student Employment
- Student Health Services
- Student Life & Athletics
- Student Support Services (TRiO)
- Upward Bound (TRiO)
- Veterans Services

### Introductory Comments:

Student Affairs is responsible for long-range planning, policy development, implementation and the general administration of student affairs programs (listed above). The vision of Student Affairs is to support and encourage students to achieve their goals and navigate pathways to success by providing comprehensive student services. The divisional mission is to deliver consistent, quality services which support the college and empower students for life and work in a global community.

### Pride Points:

- Admissions and Records staff are knowledgeable, experienced professionals that serve as the “go-to” place for answers, strive for excellent customer service, have strong working relationships with area partners including local high schools, and through a partnership with Winona State University-Rochester have shared staff to facilitate transfer.
- Advising and Counseling provided over 17,000 contacts to students through appointments, walk-ins, classroom presentations, workshops and new student registration.
- Advising and Counseling received a grant from Great Lakes Higher Educational Authority to provide startup funds for a student emergency fund totaling \$52,000 over two years. Advising and Counseling received a \$10,000 grant from the Minnesota State system inclusion grant to fund *Moving Forward*, a project aimed at creating greater awareness about poverty and the needs of low-income students. Part of the grant assisted low-income students to be retained in college.
- Counselors began the Career Workshop series with transfer options for students entirely in Rochester. This was presented with Mayo School of Health Sciences and the University of Minnesota Rochester.
- Disability Support Services (DSS) was ranked number one with the Minnesota State system for overall percentage of students served with disabilities compared to total enrollment. Nearly eight percent of students enrolled at RCTC have identified themselves to DSS and are eligible to receive accommodations.
- Financial Aid team disburses \$45 million+ in financial aid annually and maintains a consistent low default rate.
- Student Employment provides positions both on campus and through the community through off-campus work agreements for approximately 600 students per year.

- Student Life offers 29 clubs and programs; a Welcome Day for first-year and transfer students; an award winning Student Senate; Visual and Performing Arts programs in collaboration with faculty and a food cupboard. Athletics has a legacy of champions with more than 191 All-Americans. Athletics offers men's baseball, football, and wrestling; women's soccer, softball and volleyball; and men's and women's basketball and golf.
- TRiO has been at RCTC for over 30 years. The Student Support Services grant has received an exemplary rating in their annual performance report for the last five years in a row.
- Upward Bound has a graduate that went on to attend Yale University. Upward Bound serves 60 students annually and has been successful in meeting their program objectives with their participants since the beginning of the grant program in 1994.
- Veterans Services provides an orientation, Veterans Resource room, Veterans club, hosts a regional benefits coordinator and provides enrollment certification services to 242 Veteran students in FY2016.

### **Significant Internal Factors:**

The new student orientation process was identified as an area that needed attention. Fall 2015, Student Affairs was charged with evaluating and assessing RCTC's student orientation and registration processes. A group of individuals from Admissions, Counseling/Advising, Academic Affairs and Testing met regularly to work on this project. Based on past practice and survey data, we decided to separate assessment/placement testing from orientation/registration for new students. As such we have created a new assessment testing schedule which you will find [here](#). As a result of testing being separated, we are able to reduce the number of orientations while offering a more robust orientation program for new students. Being separate also helps students better focus on the placement assessment on the day of their test. The format has moved from one-on-ones with advisors in the Welcome Center to meeting with advisors in a lab environment. Our goal is that students will be better equipped to navigate e-services for their online registration. We will still provide individualized attention to those who need it with the assistance of Admissions personnel in the labs. The new student orientation (revised) commenced in spring 2016.

The Advising/Counseling department is working on initiatives to increase retention through the use of data collection and analysis, enhancing customer service, the use of student learning outcomes, and targeted outreach and support to students in need.

Disability Support Services reported the number of students served is up 12% since 2011.

Financial Aid is exploring financial literacy education and outreach in collaboration with Student Life.

Student Health Services reported the number of student visits is up 8% since 2011.

Student Life facilities have shown age for those built in the 1970s, e.g., theater, music, student life and athletic facilities due to usage and wear over the last 15 years. Student classrooms in the Regional Sports Center do not meet current academic needs.

The Office of Student Conduct was previously staffed by a .20 position. Over the last year it was determined of the need for a 1.0 position. A new Director of Student Conduct, 1.0 FTE, was hired and began in the summer of 2016. The Director's role includes managing the code of student conduct, coordinating the behavioral intervention team and providing training for faculty, staff and students regarding the code of conduct, students of concern and Title IX related concerns.

Staffing was reported as a key internal issue in a number of departments including Admissions, Academic Advising and Counseling and Student Life.

**Significant External Factors:**

For the past 3 years, and through year 2020, the number of high school graduates will be declining nationally, regionally, and in Minnesota. Though the decline in Minnesota graduates is not as dramatic as other states, we will begin to see a change in the ethnicity of the students who are graduating from MN high schools, particularly in Southeast MN and Rochester. The changing demographics will force Admissions and recruitment strategies to align with the needs of our changing community.

Over the past ten years there has been an increase in first generation, diverse, underrepresented and low income students. Consequently, the need for Advising and Counseling department services has never been greater. In particular, the increased numbers of students: living in poverty; dealing with depression, anxiety and other mental health issues; single parents; children of helicopter parents; academically (I.Q.) and emotionally (E.Q.) underprepared for the rigors of the college experience; and older adult students. Advisors and Counselors are uniquely qualified, because of their extensive preparation and background experiences, to holistically assist students who might be at-risk for withdrawal and assist them to maintain their academic progress while dealing with extraordinary barriers.

Advisors and Counselors must be more aware of diversity issues and the ways to serve these students of diverse backgrounds. This includes students in financial need and students who are homeless. Other factors that have impacted advising services is the underprepared student that is taking developmental sequencing of classes. This segment of the population has become a target for more individualized services and Advising Services has the background and knowledge to help them through the process and work to maintain academic excellence.

Last year's Minnesota Campus Sexual Assault Legislation, which went into effect on August 1, 2016, requires mandatory sexual violence training within the first 10 days of their first semester for all incoming students.

Implementation of the two-year Minnesota State system occupational grant has an impact on admissions, financial aid, advising and counseling as well as faculty, staff and students. Employees are viewing a webinar to learn more information about the mentoring program.

Veteran's services saw a marked increase in the number of students served, up 64% since 2011, with no increase in staffing. As the military draw down preceded, the number of returning service members increased. Additionally, the change in DOD policy allowing service members to transfer eligibility to family members increased the use of VA benefits. The number of

international students has doubled and both populations are served by the same advisor (1.0 FTE).

Rochester is experiencing a very low unemployment rate. As more community residents are employed full-time, the bigger challenge it will be to recruit those for a change of career or to better equip students for professional promotions. RCTC will need to offer courses and programs at varying times to meet the demands of full-time working students.

**Assessment Accomplishments/Opportunities/Needs:**

- Student Affairs created four Assessment Liaison positions in April 2016. Three training sessions were held in the summer of 2016 to create student learning outcomes and methods of assessment across student affairs. Student Affairs collaborated with Academic Affairs to provide training on methods of assessment for student affairs leaders.
- Path to Purple Academic Advisor (shared with WSU-R), will serve as the co-chair of the Institutional Quality Council.
- All Student Affairs units will implement one student learning outcome and methods of assessment during fall semester 2016 and spring semester 2017.
- The creation of a student affairs assessment plan will be implemented fall 2016.
- All assessment efforts, including student learning outcomes and methods of assessment, will be tracked in one database, in collaboration with the rest of the College.
- Definitions for co-curricular and extracurricular activities were developed and student learning outcomes will be developed and implemented fall 2016 and spring 2017.

**Overarching Division Goals**

These goals support the College's, mission, strategic priorities and outcomes:

- Increased outreach and communication to prospective traditional and adult student populations;
- Increased retention activities and services for targeted population of students;
- Assessment of student learning outcomes and the creation of an assessment plan;
- Increase collaborative efforts and programming on diversity and civility;
- Exploration of students' off-campus housing concerns and options.

**Resources Needed to Achieve Division Goals:**

- Input and involvement from student affairs leaders, faculty, administration, and other staff members;
- Technology tools to better serve student affairs with recruitment and retention efforts. We are waiting for the Minnesota State system to finalize their CRM RFP process to implement a new CRM tool in July 2017;
- Additional internal and external funding resources to scale up retention initiatives;
- Additional community partnerships to attract and retain diverse students;
- Professional development to educate employees on needs and challenges of targeted populations;
- Additional licensure for appropriate personnel to support student outcomes;
- Staff time devoted to assessment of student learning outcomes.



**Budgetary Needs to Achieve Division Goals:**

Student support requires intrusive advising and creating a high touch culture within each of our departments. The staffing in the division is lean in some areas, specifically Student Life, Advising and Counseling, and Financial Aid. External funding and institutional funding will need to be secured and/or re-evaluated to meet the goals outlined in this MAP.

**Vice President of Student Affairs and Enrollment Management's Strategic Priorities:**

Area	Goal/Alignment	Action Step	Outcome	Resources
<b>Student Success; Admission and Records</b>	Create a comprehensive plan to best identify and address opportunities to advance student recruitment, retention, and completion.  (Strategic Plan: 1.1.D)	<b>Year 1</b> * Identify which initiatives are currently working using current data reports and metrics. <b>Year 2</b> * Design retention interventions with faculty and staff input. <b>Year 3</b> *Assess interventions using various quantitative and qualitative measures.	*Increase in enrollment of new students and returning students.	* Staff time and professional development.  * Seed funding for new recruitment and retention initiatives.
<b>Student Success; Student Life</b>	Develop mentoring program for students at-risk as a check-in process for navigating the College's procedures, information, etc. (Strategic Plan: 1.3.C)	<b>Year 1</b> * Research at-risk population mentoring programs. <b>Year 2</b> *Design pilot program(s).  <b>Year 3</b> *Assess and expand pilot program to additional populations.	*Increase in retention, persistence, and success of at-risk student populations.	*Resources for professional development. *Staff time and/or faculty release time to develop and assess outcomes.
<b>Advising / Counseling Staff</b>	Implement strategies to assist students in achieving student learning outcomes. (Strategic Plan: 1.3.D)	<b>Year 1</b> * Attend NACADA Assessment Institute and define learning outcomes and road map <b>Year 2</b> * Define measures of assessment <b>Year 3</b> * Implement and track measures set	*Increased student success as measured by involvement, retention, and persistence.	*Resources for professional development. *Staff time and/or faculty release time to develop and assess outcomes.
<b>Campus Safety and Security;</b>	Create neighborhood coalition with	<b>Year 1</b> * Invite members from the campus and	*Increased retention for students living in	*Meeting space, and professional development about

<b>Student Conduct; Business and Finance</b>	Landlords, local law enforcement, and college to address safety and security needs of students, employees and neighbors. (Strategic Plan 1.4.B)	community to join the coalition. <b>Year 2</b> * Develop resources to share with students and employees. <b>Year 3</b> *Expand the coalition and resources.	surrounding properties.  *Increased involvement from students in the local community.	building community coalitions.
<b>Academic and Student Affairs</b>	Explore a process by which students commit to RCTC's goals and core values (Strategic Plan: 3.1.C)	<b>Year 1</b> * Research benchmark institution's tools. <b>Year 2</b> *Design a tool(s) to utilize with students to increase commitment to goals and core values. <b>Year 3</b> *Implement/share the tool(s) and resources to increase student commitment to core values and goals.	*Students report greater knowledge, commitment and satisfaction with the College's mission as reported through institutional surveys.	*Research on benchmark institutions and best practices.
<b>Advising / Counseling Staff</b>	Prepare for the implementation of a system wide student services technology tool that engages academic advisors, counselors, faculty, and staff to create comprehensive academic plans for all students. (Strategic Plan 3.3.A)	<b>Year 1</b> * Select product through the Minnesota State system RFP process. <b>Year 2</b> * Internal Needs assessment of proper use on campus. <b>Year 3</b> * Implement and communicate changes to RCTC community.	*Selection and Implementation of CRM tool.	*Resources for purchase of CRM system.
<b>Campus Safety and Security; Student Conduct; Student Life</b>	Create a campus wide initiative to promote a culture of civility. (Strategic Plan: 3.4.B)	<b>Year 1</b> * Assemble a team to research civility models and launch the campaign. <b>Year 2</b> * Expand the campaign across campus and the community. <b>Year 3</b> * Assess the effectiveness	*Student and employee report of civility and empathy as measured on climate surveys will improve year-to-year.	* Best practice research, marketing materials, and staff time to manage the campaign.

		of the campaign through campus surveys and focus groups.		
<b>Admissions and Records; SEMC</b>	Review and evaluate recruitment and outreach initiatives and develop a comprehensive recruitment plan. (Strategic Plan: 4.1.A)	<b>Year 1</b> * Establish simple communication flow to relay services and ways to become involved at RCTC. <b>Year 2</b> * Develop and implement segmented, targeted communication flow to various audiences such as non-traditional, veterans, international, PSEOP, etc. <b>Year 3</b> * Review for outcomes (yield) and revise communication flow as necessary.	* Accepted enrolled yield will rise with a greater awareness of services offered at RCTC.	* Functioning CRM system to integrate with ISRS and communicate with students at all stages in the enrollment cycle.
<b>Admissions and Records; SEMC</b>	Research educational needs of adult learners, establish recruitment plan, and foster community relationships to achieve strategic goals. (Strategic Plan: 4.1.B)	<b>Year 1</b> * Research and establish non-traditional recruitment plan, focusing on delivery methods and resources needed to effectively recruit non-traditional students. <b>Year 2</b> * Hire Adult Outreach Coordinator to engage with non-traditional recruitments and to execute recruitment plan. <b>Year 3</b> * Evaluate effectiveness of recruitment plan.	*Enrollment yield of non-traditional students will increase by 2% by the end of year 3.	* Functioning CRM system to Integrate with ISRS and communicate with students at all stages in the enrollment cycle.  * Additional 1.0 FTE staff member to recruit non-traditional students; staffing to help with increased student needs in Admissions and Records counter.  *Will need workspace for additional recruiter as well as workspace for the Lead Registration Specialist, whose tasks cannot be performed at the

				<p>counter workstation.</p> <p>* Time and allowance for internal professional development during working business hours. Seminars, webinars, structured meetings to discuss tasks at length is necessary to achieve cross-collaboration.</p> <p>*External professional development opportunities for all staff to learn more about higher education and enrollment management to enhance their knowledge and skills.</p>
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## APPENDICIES

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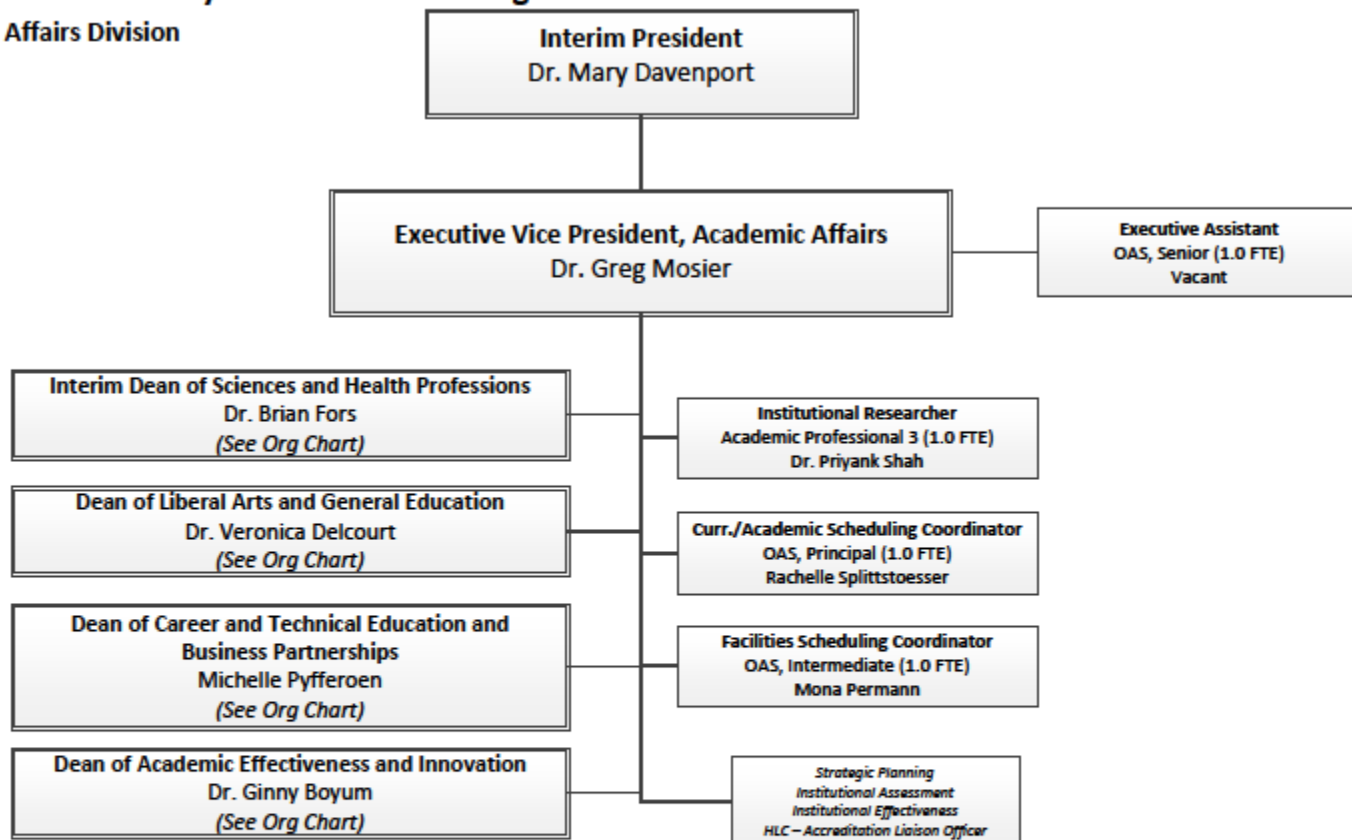
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*Appendix A.1—Executive Vice President, Academic Affairs*

**Rochester Community and Technical College**

**Academic Affairs Division**



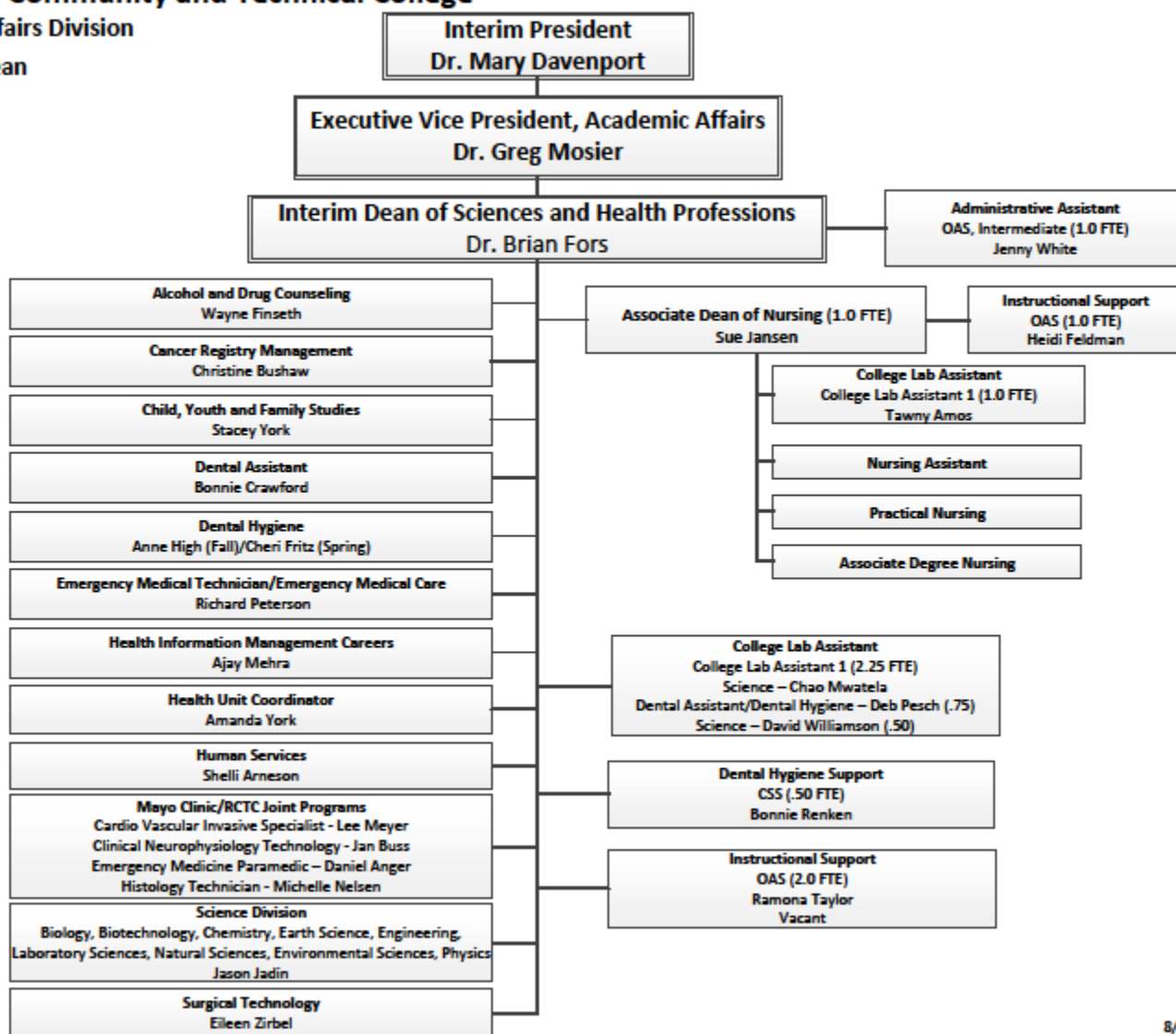
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*Appendix A.2—Dean of Sciences and Health Professions*

**Rochester Community and Technical College**

Academic Affairs Division

Academic Dean

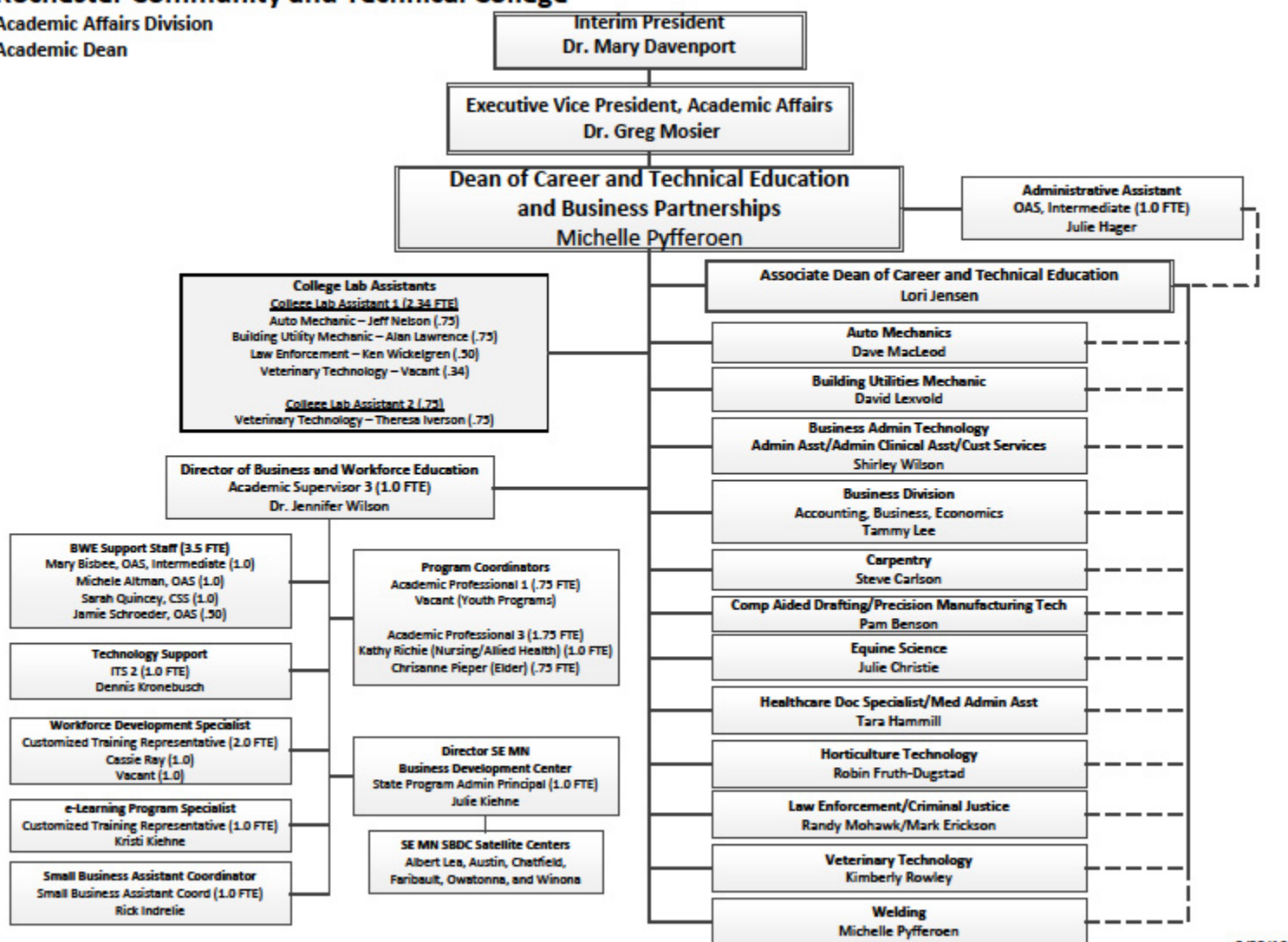


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### Appendix A.3—Dean of Career and Technical Education and Business Partnerships

## Rochester Community and Technical College

Academic Affairs Division  
Academic Dean



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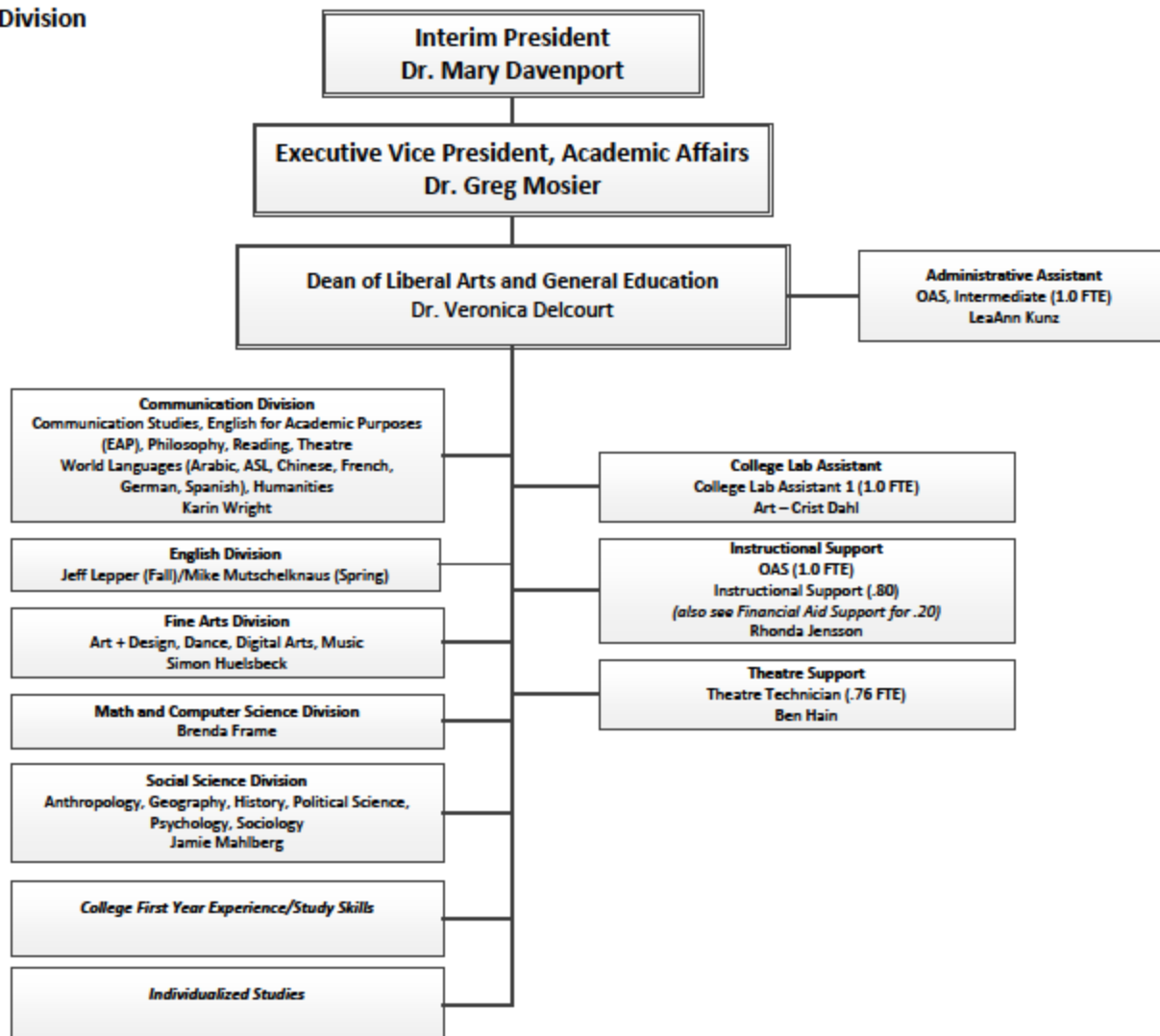


*Appendix A.4—Dean of Liberal Arts and General Education*

**Rochester Community and Technical College**

Academic Affairs Division

Academic Dean



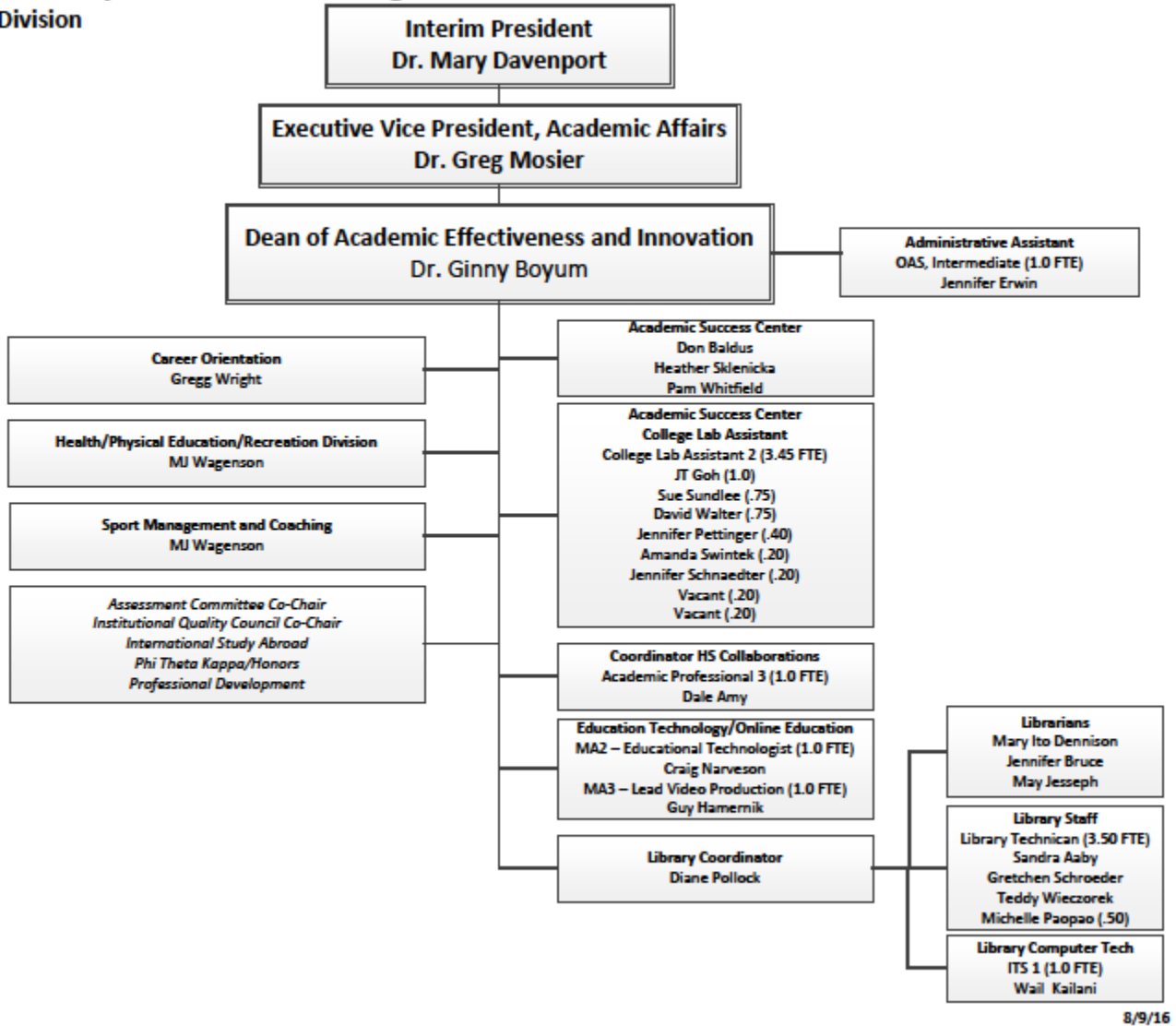
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*Appendix A.5—Dean of Academic Effectiveness and Innovation*

**Rochester Community and Technical College**

Academic Affairs Division

Academic Dean



8/9/16

*Appendix B*  
**ROCHESTER COMMUNITY AND TECHNICAL COLLEGE**  
**MASTER ACADEMIC PLAN:**  
*Mapping the Future of RCTC's Educational Offerings and Initiatives*

**1. Introduction**

- a. President's Letter and VPAA Message
- b. Purpose/Overview
- c. Historical Narrative
- d. Minnesota State system Strategic Framework
- e. Minnesota State *Charting The Future* Initiatives
- f. RCTC Mission, Vision, Values and Outcomes
- g. RCTC Institutional Strategic Priorities

**2. RCTC Today: Institutional Profile & Current Status**

- a. Institutional Demographics
- b. Student Demographics
- c. Current Academic Programming
- d. Current Student Support Services
- e. Current Campus/Instructional Technology
- f. Facilities
- g. Current alignment with Minnesota State Goals/National Benchmarks

**3. The MAP Process and Goals**

- a. MAP Vision:
- b. MAP Teams:
- c. MAP Process: *(Explaining the process of creating the Master Academic Plan)*  
*(Utilizing/Promoting/Supporting evidence-based decision making.)*
- d. MAP Goals: The development of a comprehensive Master academic plan will provide the roadmap to advance our academic vision, mission and values for the next three-years and beyond. It will provide the foundation for intentional actions to ensure RCTC's academic programs and services meet the holistic needs of our students, workforce and community. It will provide data to inform decision-making processes for RCTC's Information Technology and Facilities Plans. Desired outcomes will be to:
  - 5. Identify external and internal demands and needs to create a portfolio of programs and services to meet current and future student, community, business and industry needs.

6. Develop strategies to increase student learning and success. (IE: college level preparedness, persistence, retention and completion, assessment of student and program outcomes; ABE/developmental education/gateway courses)
7. Identify needs and create a comprehensive faculty/staff professional development program.
8. Identify needs and develop comprehensive offering of resources to assist students with career exploration, job placement and transfer opportunities.
9. Identify campus and instructional technology needs to develop a comprehensive instructional delivery plan that supports innovation and enhances student success.
10. Meet Higher Learning Commission Criteria for Accreditation, 5.C.

**4. Area Reports:**

*(NOTE: Each instructional and academic support area will address the following Core Reporting Areas. Additional guidance and resources are provided in a MAP Academic Planning Tool and a MAP Instructional Support Planning Tool.)*

1. Mission
2. Vision
3. Pride Points and Long-Range Aspirations
4. Data Scans (Internal)
5. External Factors
6. Current Outcomes and Assessment
7. Specific Goals (Aligned with MAP Goals)
8. Resource Needs
9. Action Plan

**5. Instructional and Academic Support Areas:** *[Area Planning Teams (APT) identified by Roman numerals. Each area identified with a Roman numeral will create a combined MAP.]*

a. General Education

- i. Career Exploration/Study Skills/First Year Experience – Michelle Cochran, Taresa Tweeten, co-leads
- ii. English – Jeff Lepper, lead
  1. Developmental English
  2. College level English
- iii. Health/Physical Ed/Recreation – MJ Wagenson, lead
  1. Coaching (Cert, Dipl)
  2. Group Fitness Instructor (Cert, Dipl)
  3. Personal Trainer (Cert, Dipl)
  4. Sport Management (AAS, Dipl)
- iv. Mathematics – Brenda Frame, lead
  1. Developmental Math
  2. College level Math
- v. Reading – Annie Clement, lead

1. Developmental Reading
2. College level Reading
- b. Liberal Arts
  - i. Communications and Mass Communications – Annie Clement, lead
    1. Communication Studies (Cert)
    2. Workplace Communications (Cert)
  - ii. Fine Art and Design – Jeff Jacobsen, lead
    1. Art (AFA)
    2. Digital Art (Cert)
    3. Graphic Design (AS)
    4. Mobile Application Development (Cert)
    5. Motion Graphics (Cert)
    6. Photography (Cert)
    7. Web Design (AS)
  - iii. Foreign Languages – Annie Clement, lead
    1. American Sign Language
    2. Arabic
    3. French
    4. Spanish
  - iv. Humanities – Annie Clement, lead
  - v. Individualized Studies (AS) – Deb Vang and Gregg Wright
  - vi. Liberal Arts and Sciences (AA) – Ginny Boyum and Veronica Delcourt, co-leads
  - vii. Performing Arts (Music, Theatre, Dance) – Kevin Dobbe, lead
    1. Dance (Cert)
    2. Music (AFA)
    3. Music Creative Technologies (AFA)
    4. Music Industry (AFA)
    5. Music Technologies (Cert)
  - viii. Philosophy – Annie Clement, lead
  - ix. Social Sciences – Jamie Mahlberg, lead
    1. Anthropology
    2. Geography
    3. History
    4. Political Science
    5. Psychology
    6. Sociology
- c. Sciences
  - i. Agriculture – Julie Christie, lead
    1. Equine Science Horse Husbandry (Cert)
    2. Equine Science Riding/Training (AAS, Dipl)
    3. Equine Studies (Cert)
    4. Horticulture Science (AS)
    5. Horticulture Technology (AAS, 2 Dipl)
    6. Veterinary Technician (AAS)
  - ii. Behavioral Sciences – Wayne Finseth, Stacey York, Shelli Arneson leads

1. Alcohol and Drug Counseling (AS, Cert)
2. Chemical Health Assistant (Cert)
3. Child Development (Cert, Dipl)
4. Child Youth and Family Studies (4 AAS)
5. Developmental Disability Assistant (Cert)
6. Human Service Specialist (AS)
7. Human Services Technician (Dipl)
8. Mental Health Assistant (Cert)
9. Youth Work (Cert)
- iii. Computer Science – Brenda Frame, lead
  1. Bioinformatics Foundations (AS)
  2. Computer Information Systems (AS)
  3. Computer Programming Skills (Cert)
  4. Computer Science (AS)
- iv. Health Sciences Broad Field (AS) - Safawo Gullo, lead
- v. Natural – Jaime Tjossem, lead
  1. Biology
  2. Biotechnology (AS)
  3. Earth Science
  4. Environmental Science (AS)
  5. Laboratory Science (AS)
  6. Natural Science (AS)
- vi. Physical – Rod Milbrandt, lead
  1. Chemistry
  2. Engineering (AS)
  3. Physics
  4. Science Foundations A & B – Jason Jadin, lead
- d. Health Sciences
  - i. Allied Health – Eileen Zirbel/Amanda York/Rick Peterson, co-leads
    1. Health Unit Coordinator (Cert)
    2. Surgical Technology (AAS)
    3. Emergency Medical Technology (Cert)
  - ii. Dental Assistant/Dental Hygiene – Anne High/Bonnie Crawford, co-leads
    1. Dental Assistant (AAS, Dipl)
    2. Dental Assistant Expanded Functions (Cert)
    3. Dental Hygiene (AAS)
  - iii. Health Information Management Careers – Ajay Mehra, lead
    1. Cancer Registry Management (Cert)
    2. Coding Specialist (Dipl)
    3. Healthcare Informatics (Cert)
    4. Health Information Technology (AAS)
  - iv. Mayo Joint Programs – Safawo Gullo, lead
    1. Cardiovascular Invasive Specialist (AAS)
    2. Clinical Neurophysiology Technology (AAS)
    3. Emergency Medicine Paramedic (AS)
    4. Histology Technician (AS)

- v. Nursing – Sue Jansen, lead
    - 1. Advanced Hospital Nursing Assistant (Cert)
    - 2. Nursing Associate Degree (AS)
    - 3. Practical Nursing (Dipl)
- e. Career and Technical Education
  - i. Accounting/Business/Economics - Tammy Lee, lead
    - 1. Accounting (AS)
    - 2. Accounting Clerk (Dipl)
    - 3. Business Administration (AS, Cert)
    - 4. Business Analysis (Cert)
    - 5. Business Management (AAS, Cert)
    - 6. Business Management Marketing Emphasis (AAS)
  - ii. Administrative Assistant/Administrative Clinic Assistant/Customer Service Specialist, Shirley Wilson, lead
    - 1. Administrative Assistant (AAS, AS, Cert, Dipl)
    - 2. Administrative Assistant – Legal (Cert)
    - 3. Administrative Assistant Refresher (Cert)
    - 4. Administrative Clinic Assistant (AAS, Dipl)
    - 5. Customer Service Administrative Specialist (Dipl)
    - 6. Customer Service Office Assistant (Cert)
    - 7. Software Application Specialist (Cert)
  - iii. Automotive Mechanic (Dipl) - Dave MacLeod, lead
  - iv. Carpentry/Building Utilities Mechanic/Welding - Dave Lexvold, lead
    - 1. Building Utilities Mechanic (AAS, Dipl)
    - 2. Carpentry (Dipl)
    - 3. Welding Technology (Cert)
  - v. Healthcare Documentation Specialist/Medical Administrative Assistant – Tara Hammill, lead
    - 1. Healthcare Documentation Specialist (Cert)
    - 2. Medical Administrative Assistant (AAS, AS, Dipl)
  - vi. Law Enforcement/Criminal Justice - Randy Mohawk, lead
    - 1. Criminal Justice (AS)
    - 2. Law Enforcement (AAS, AS, Cert)
  - vii. Manufacturing CAD/Precision Manufacturing - Pam Benson, lead
    - 1. Cad (Computer Aided Drafting) Technology (AAS, Dipl)
    - 2. Precision Manufacturing Technology (Dipl)
- f. Business and Workforce Education - Abbey Hellickson, lead
  - i. Community Services
  - ii. Economic Development and Entrepreneurship
  - iii. Workforce Training and Development
    - 1. Community Health Worker (Cert)
    - 2. Supervisory Management
- g. Early College/Learner Pathways
  - i. Pre-Admission – Dale Amy, Lead
    - 1. Concurrent Enrollment,
    - 2. PSEO, CTECH, ALC, Articulation, Etc....

3. Upward Bound
- ii. Learner Pathways - Tara Hammill, Jamie Mahlberg, Michelle Pyfferoen co-leads
  1. Adult Learners/CPL
  2. Honors/PTK
  3. Perkins/Pathways
- h. Academic Support Services
  - i. Academic Excellence/Assessment/Curriculum/ Faculty, Staff, Student Worker Professional Development – Ginny Boyum, lead
  - ii. Advising/ Counseling – Lisa Mohr, lead
  - iii. Comprehensive Learning Center - Heather Sklenicka, lead
  - iv. Instructional Delivery and Online Learning/ Educational Technology - Craig Narveson, lead
  - v. Integrated Instruction (LCOMS/Co-instruction/Accelerated) Ginny Boyum/Michelle Pyfferoen, co-leads
  - vi. Library - Jen Bruce, lead
  - vii. Placement Testing/Proctoring – Veronica Delcourt, lead
- i. Student Support Services
  - i. Admissions - Alicia Zeone, lead
  - ii. Disability Support Services – DSS - Travis Kromminga, lead
  - iii. Financial Aid - Beth Diekmann, lead
  - iv. Health Services - Katie Swegarden, lead
  - v. Information Technology/TSC Steve Higgins, lead
  - vi. Student Conduct – Othelmo da Silva, lead
  - vii. Student Employment Opportunities – Natasha Boe, lead
  - viii. Student Life (Athletics/Clubs/Co-curricular/Etc.) - Scott Krook, lead
  - ix. Student Support Services Program (SSSP) - Jason Bonde, lead
  - x. Veteran’s Services – Glen Saponari/ Lisa Mohr, lead

### **TIMELINE:**

#### **Phase 1: Pre-Planning**

##### **September-October:**

- VPAA and Deans research academic master plans and create draft outline
- Identify MAP Steering Committee
- Gather Steering Committee - Introduce project/outline/timeline, gather and include committee input

#### **Phase 2: Plan Finalization and Soft Roll-Out**

##### **November:**

- Introduce MAP process/outline/timeframe to PLDC, gather and include input
- MAP Steering Committee works on Outline/Goals/Timeline
  - (Meeting after Nov. PLDC)
- MAP Steering Committee creates Academic Planning Tool
- MAP Steering Committee creates Instructional Support Planning Tool



### **December:**

- Introduce MAP process/outline/timeframe to FSGC & Student Senate, gather and include input
- Campus-wide informational session to introduce MAP process
  - December 8, 2015
- Create MAP Steering Committee Assignments
- Deans-Directors identify Area Planning Teams (APT)
  - December 15, 2015
- MAP Steering Committee finalizes Academic Planning Tool
  - December 15, 2015
- MAP Steering Committee finalizes Instructional Support Planning Tool
  - December 15, 2015
- MAP Steering Committee members begin meeting with respective APT Leads; deliver/discuss Planning Tools.
- APTs: Internal & external data collection begins

### **Phase 3: Full Kick-Off and Area MAPs Production**

#### **January:**

- Campus-wide informational sessions and small group work sessions
  - One - First week in January: Focus on non-instructional areas
  - One - Second or third week of academic semester: Academic
  - Small group work sessions led by Deans/Directors/ MAP Committee
- **January:** MAP Steering Committee members meet with respective APT
  - Deliver/discuss Planning Guides
- APTs: Internal & external data collection continues
- APT's solicit input from advisory committees

#### **February:**

- Campus-wide informational sessions and small group work sessions
  - MAP Steering Committee begins writing section I, II, and III narratives
  - APT's solicit input from advisory committees
- \*\* NOTE: Annual Program Reviews are due End of February**

#### **March:**

- Small group work sessions led by Deans/Directors/ MAP Committee
- **March 1:** RCTC Staff Development Day Work Sessions
- **March MAP Committee Meeting:** Deans/Directors Status Updates
- Present MAP at Group Advisory Committee Meeting (**Date: March 22**)
- APT's solicit input from advisory committees
- APT Leads write Area MAPs

#### **April:**

- **April MAP Committee Meeting:** Deans/Directors Status Updates
- **April 15, 2016:** MAP Steering Committee finalize section I, II, and III narratives
- APT's share Area MAPs with advisory committees and gather feedback
- **April 29, 2016:** APT Leads finalize and submit Area MAPs

#### **Phase 4: Area Plans Production**

##### **May:**

- Deans/Directors review and organize Area MAPs into final document layout
- **May MAP Committee Meeting:** Deans/Directors Status Updates

##### **June: (Specific dates TBD)**

- Campus-wide update sessions
- Deans/Directors review and organize Area MAPs into final document layout
- **June MAP Committee Meeting:** Deans/Directors Status Updates

##### **July: (Specific dates TBD)**

- **July MAP Committee Meeting:** Deans/Directors Status Updates
- MAP Steering Committee begins to finalize document
- MAP Steering Committee begins executive summary

##### **August: (Specific dates TBD)**

- **August MAP Committee Meeting:** Deans/Directors Status Updates

#### **Phase 5: Master Academic Plan Finalization and Submission**

##### **September:**

- **September 2, 2016:** MAP Steering Committee shares preliminary document with stakeholders and gathers input to prepare final document.
- **September 30, 2016:** MAP Steering Committee finalizes Master Academic Plan

##### **October:**

- **October 21, 2016:** MAP Steering Committee finalizes executive summary

##### **November:**

- **November 18, 2016:** Master Academic Plan submitted to Minnesota State

#### **Phase 6: Master Academic Plan Completed and Celebration**

##### **November:**

#### **Phase 7: Implement Master Academic Plan and Evaluate Achievement**

**August 2016 – May 2019**

##### **MAP Steering Committee:**

Ginny Boyum, Ph.D. – Dean, Academic Effectiveness and Innovation  
Jen Bruce – Librarian  
Veronica Delcourt, Ed.D. – Dean, Liberal Arts and General Education  
Brian Fors, Ph.D. – Interim Dean, Sciences and Health Professions  
Safawo Gullo, DVM, Ph.D. – Dean, Sciences and Health Professions

David Hansen – RCTC Student  
Jason Jadin – Chemistry Faculty  
Lisa Mohr – Dean of Student Success  
Greg Mosier, Ed.D. – Executive Vice President, Academic Affairs  
Michelle Pyfferoen – Dean, Career and Technical Education & Business Partnerships  
Scott Sahs – Chief Information Officer  
Heather Sklenicka, Ph.D. – Chemistry Faculty  
Brian Steele – Art/Photography Faculty



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