

St. Cloud Technical & Community College
Academic Master Plan 2015-2019
Draft Revised March 2016

Introduction

SCTCC's Academic Master Plan is linked to and supports the college's facility plan, enrollment management plan, and technology plan and is guided by SCTCC's Grassroots academic division and program plans and SCTCC's Priorities.

The guidelines in the Academic Master Plan are based on MnSCU's Core Commitments, Charting the Future, and the Higher Learning Commission's Academic Quality Improvement Program (AQIP).

Purposes of the Academic Master Plan:

- To maintain a focus on student learning as central to the college's mission.
- To drive future decisions affecting student learning at all levels.
- To guide planning and integrate with other college functions.
- To establish and concentrate resources on priority initiatives related to student success.
- To continually assess academic structures and functions to maintain accountability, efficiency, resiliency, and sustainability.
- To Inform and align with the college budget to maintain financial stability.
- To provide education and training to meet student and industry needs for employment, transfer, and personal enrichment.

SCTCC Mission and Vision

Vision Statement

St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities.

Mission Statement

St. Cloud Technical & Community College prepares students for life-long learning by providing career, technical and transferable education.

SCTCC's Core Values

- Student success through collaboration and cooperation
- A friendly, respectful, enthusiastic, safe, and diverse atmosphere
- Student-centered from prospect through alumni
- Staff development and success
- A team oriented environment

- Relationships with industry and community
- Quality and continuous improvement
- Innovation, creativity, and flexibility
- Contextual and technologically driven learning experiences

SCTCC College Outcomes & Competencies

SCTCC college outcomes represent fundamental values and skills believed to be critical to successful graduates. SCTCC purposefully identifies necessary competencies and integrates curricula that support these outcomes. These desired outcomes become part of student development in and out of the classroom and provide the focus for student-centered decision-making. SCTCC college outcomes and assessment data provide evidence of student learning and keep us focused on our mission, vision, and philosophy.

Demonstrate Personal & Social Accountability

Students will develop a sense of personal and professional responsibility by incorporating values into ethical decision-making.

Competencies:

- Demonstrate personal and professional growth
- Develop skills for better physical and emotional health
- Demonstrate teamwork and collaboration
- Model and uphold ethical, legal, and moral responsibility

Think Critically

Through consideration of multiple perspectives, students will clarify, analyze, and develop methods that are useful for solving problems and complex issues to make valid, relevant, and informed decisions.

Competencies:

- Synthesize and evaluate information
- Articulate and justify ideas
- Create innovative solutions
- Use analytical, deductive, and inductive reasoning
- Develop mathematical and scientific reasoning
- Employ reflective thinking to assimilate, relate, and adapt

Communicate Effectively

Students will use appropriate processes to demonstrate effective communications in a variety of contexts and formats including listening, reading, speaking, and writing.

Competencies:

- Demonstrate effective listening
- Comprehend and critique written material
- Convey ideas and words of others accurately
- Practice effective oral communication in interpersonal, group and public settings
- Discover, develop, revise, and present ideas in writing

Understand Social & Global Perspectives

Students will demonstrate a global perspective and identify the key components of social responsibility in their profession, their community, and in the rapidly changing world.

Competencies:

- Practice civic involvement and social responsibility
- Develop a broader awareness of the impact of economic conditions and political change
- Understand and adopt stewardship of the environment
- Appreciate and value diversity
- Develop and understand social processes and culture
- Comprehend human values within an historical and social context through expressions of the arts and the humanities

Apply Knowledge

Students will demonstrate knowledge and skills through interdisciplinary application of concepts and constructs. Application of knowledge takes place through student participation in experiences across all disciplines, which includes practice and demonstration to adapt intellectually and to develop workplace readiness.

Competencies:

- Compare and contrast approaches to knowledge and skills acquisition
- Assess alternatives to improve, design, or creatively solve a problem or situation
- Develop technological competence for personal and/or career application
- Manage time and other resources efficiently and effectively
- Research and manage information effectively

Environmental Scan

This environmental scan provides an overview of the current and future growth within the region, considers the demographic changes, examines the market and wages for the future, and explores the industry growth and demand. SCTCC's Fact Book is also utilized in this document.

SCTCC currently maintains stable enrollment; however, there has been an increase in the number of part-time students. From fall semester 2010 to fall semester 2014, the percentage of part-time students has increased from 44% to 53%. Those students enrolled part-time take an average of 7 credits. From 2009 to 2014, SCTCC's full time students take an average of 14 credits. This is of concern as the research clearly demonstrates the longer it takes a student to complete, the less likely they are to complete. SCTCC currently advises students, if at all possible, to take 15 credits per semester to complete the AA degree or those AAS degrees of 60 credits within 2 years. Charting the Future has identified this as a challenge and an opportunity. SCTCC's Academic Master Plan identifies a number of ways to address retention and completion challenges.

Population Trends

The population trends of the six county central Minnesota areas shows continual growth in the counties of Benton, Sherburne, Stearns, and Wright. Stearns County is the largest county in Central Minnesota.

According to the American Community Survey, Stearns County gained about 17,887 people from 2000-2013. The college is positioned well to continue to meet the changes in population within Central Minnesota.

Title: 2014 estimates of county population, households and persons per household							
Source: Minnesota State Demographic Center and the Metropolitan Council							
Release Date: July 15, 2015							
Area Counties	2010	2011	2012	2013	2014	2010-2014 Change	2010-2014 percent change
Benton	38,451	38,558	38,861	39,219	39,518	1,067	2.77%
Mille Lacs	26,097	26,003	25,743	25,817	25,862	(235)	-0.90%
Morrison	33,198	33,212	33,049	32,877	32,859	(339)	-1.02%
Sherburne	88,499	88,954	89,457	90,203	91,223	2,724	3.08%
Stearns	150,642	150,996	151,591	152,063	153,326	2,684	1.78%
Wright	124,700	126,033	127,133	128,459	129,946	5,246	4.21%

Ethnicity

As defined in the SCTCC Fact Book, the ethnicity of SCTCC's students has changed over the last 6 years. The fastest growing ethnic group is the 9% growth in the black population. Charting the Future states that, "The diversity of our student body is one of our greatest assets and provides all students with the real life experiences of learning side-by-side with students who mirror the global society we aim to prepare them for." SCTCC is committed to empowering all of our students to succeed. The initiatives in this academic plan are aimed at meeting the transfer, employment, and attainment goals of our students, especially those in diverse populations traditionally underserved by higher education.

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	67	2%	75	2%	72	2%	78	2%	83	2%	85	2%
Black	212	5%	292	6%	302	6%	348	7%	395	8%	463	9%
Hispanic	61	1%	65	1%	63	1%	71	1%	102	2%	107	2%
Indian / Alaskan	33	1%	41	1%	44	0%	49	1%	46	1%	46	1%
Non-Citizen	10	0%	17	0%	18	0%	14	0%	12	0%	8	0%
Pacific Islander	4	0%	3	0%	7	0%	5	0%	7	0%	6	0%
White	4,002	90%	4,292	88%	4,124	88%	4,113	87%	4,248	86%	4,155	84%
Unknown	70	1%	98	2%	52	1%	73	1%	53	1%	54.00	0
Total	4,459	100%	4,883	100%	4,708	100%	4,751	100.00	4,946	100.00	4924	100%

Industries with Highest Job Growth in Central Minnesota, 2012-2014

As SCTCC continues to focus high growth, high wage jobs in Central Minnesota and the surrounding areas, it is important to note that many of the highest growth areas are served by SCTCC's programs. Occupations that require post-secondary education are expected to grow faster than those requiring a

high school education or less. As can be seen, there are a number of industries served by SCTCC's programs that are not growing currently. Therefore, SCTCC will evaluate the programs and job opportunities for our students and continue to respond to the market to provide the best education to meet the job market needs.

Source: DEED, Labor Market Information Data Tool, Quarterly Census of Employment & Wages (QCEW)

Industries	NACIS Code	Average Employment			Change	Percent	Average	SCTCC Programs
		2012	2013	2014	2012-2014	2012-2014	Annual Wages 2014	
Ambulatory Health Care Services	621	12052	12995	13697	1645	13.6%	\$54,444.00	CVT, HIT, Sono, Surg Tech, PN, RN, NA, DA, DH, EMT
Hospitals	622	8319	9078	9626	1307	15.7%	\$54,132.00	CVT, HIT, Sono, Surg Tech, PN, RN
Administrative and Support Services	561	8102	9409	9103	1001	12.4%	\$27,404.00	Admin Support, Legal & Medical office
Fabricated Metal Product Manufacturing	332	6769	6921	7240	471	7.0%	\$53,456.00	Machine Tool Technology, Welding
Food Manufacturing	311	7181	7518	7635	454	6.3%	\$43,160.00	Mach Tool, Mechatronics, Robotics
Motor Vehicle and Parts Dealers	441	4365	4607	4818	453	10.4%	\$39,000.00	Auto, Auto Body, MHTT
Civil Engineering Construction	237	3128	3113	3503	375	12.0%	\$79,716.00	LSCE
Miscellaneous Manufacturing	339	1570	1509	1903	333	21.2%	\$41,236.00	Mach Tool, Mechatronics, Robotics
Construction of Buildings	236	2460	2559	2778	318	12.9%	\$3,576.00	Arch Const, Carpentry, Plumbing, HVAC, Electrical
Transportation Equipment Manufacturing	336	2544	2613	2859	315	12.4%	\$43,836.00	Mach Tool, Mechatronics, Robotics, Welding
Food Services and Drinking Places	722	18593	18774	18900	307	1.7%	\$12,480.00	Culinary Arts
Health and Personal Care Stores	446	1185	1389	1479	294	24.8%	\$29,380.00	Sales & Mgmt
Furniture and Related Product Manufacturing	337	2332	2433	2577	245	10.5%	\$43,524.00	Mach Tool, Mechatronics, Robotics
Truck Transportation	484	3597	3666	3804	207	5.8%	\$46,228.00	Truck Driving
Educational Services	611	2255	2414	2458	203	9.0%	\$38,324.00	CACE
Merchant Wholesalers, Durable Goods	423	4567	4722	4769	202	4.4%	\$52,676.00	Sales & Mgmt
Miscellaneous Store Retailers	453	1351	1481	1543	192	14.2%	\$26,104.00	Sales & Mgmt
Computer and Electronic Product Manufacturing	334	1458	1496	1645	187	12.8%	\$57,772.00	Mach Tool, Mechatronics & Robotics
Plastics and Rubber Products Manufacturing	326	2606	2675	2675	69	2.6%	\$43,368.00	Mach Tool, Mechatronics, Robotics

Repair and Maintenance	811	2095	2091	2155	60	2.9%	\$34,840.00	Auto, MHTT, Biomed, Mach Tool, Mechatronics, Robotics
Social Assistance	624	7302	7044	7347	45	0.6%	\$19,500.00	CACE
Wood Product Manufacturing	321	1065	1111	1105	40	3.8%	\$40,664.00	Mach Tool, Mechatronics, Robotics
Sporting Goods, Hobby, Book, and Music Stores	451	1234	1269	1253	19	1.5%	\$17,576.00	Sales & Mgmt
Waste Management and Remediation Service	562	766	770	771	5	0.7%	\$43,004.00	WETT
Financial Investments and Related Activities	523				0	NA		Finance and Credit
Internet Service Providers, Web Search Portals, and Data Processing Services	518	325	355	305	-20	-6.2%	\$56,420.00	Web Design, Computer Programming
Management of Companies and Enterprises	551	1510	1374	1488	-22	-1.5%	\$70,200.00	Business Management
Electrical Equipment, Appliance, and Component Manufacturing	335	1453	1383	1429	-24	-1.7%	\$43,420.00	Mach Tool, Mechatronics, Robotics
Chemical Manufacturing	325	486	409	455	-31	-6.4%	\$61,828.00	Mach Tool, Mechatronics, Robotics
Food and Beverage Stores	445	6662	6611	6601	-61	-0.9%	\$18,096.00	Sales & Mgmt
Crop Production	111	1105	1095	1039	-66	-6.0%	\$32,084.00	Farm Bus Mgmt
Utilities	221	2446	2444	2375	-71	-2.9%	\$95,628.00	Energy, WETT
Machinery Manufacturing	333	3366	3434	3285	-81	-2.4%	\$55,068.00	Mach Tool, Mechatronics, Robotics
Credit Intermediation and Related Activities	522	4517	4553	4409	-108	-2.4%	\$50,648.00	Finance and Credit
Clothing and Clothing Accessories Stores	448	2402	2340	2282	-120	-5.0%	\$15,236.00	Sales & Mgmt
Professional, Scientific, and Technical Services	541	5615	5616	5492	-123	-2.2%	\$49,660.00	Acct, Arch Const, LSCE, Mech Design, Comp Programming, Network Admin, Paralegal, Legal Admin
Paper Manufacturing	322	2201	2050	2018	-183	-8.3%	\$63,232.00	Mach Tool, Mechatronics, Robotics
Nursing and Residential Care Facilities	623	13808	13584	13623	-185	-1.3%	\$23,816.00	NA
General Merchandise Stores	452	7296	6988	7075	-221	-3.0%	\$21,008.00	Sales & Mgmt
Nonmetallic Mineral Product Manufacturing	327	2169	2230	1916	-253	-11.7%	\$46,176.00	Machine Tool, Mechatronics & Robotics
Insurance Carriers and Related Activities	524	1634	1355	1379	-255	-15.6%	\$43,576.00	Finance and Credit

Employment Outlook
Central Minnesota – High Demand/High Pay Occupation Projections

Sources: DEED, Labor Market Information Data Tool, Employment Outlook, 2012-2022

Occupation	2012 Estimated Employment	Percent Change 2012-2022	Total Openings 2012-2022
Personal Financial Advisors	381	19.7%	140
Network and Computer Systems Administrators	335	9.9%	80
Computer User Support Specialists	708	14.0%	210
Child, Family, and School Social Workers	777	11.5%	250
Registered Nurses	4,619	16.9%	1,680
Medical and Clinical Laboratory Technicians	323	27.6%	170
Dental Hygienists	511	17.7%	210
Emergency Medical Technicians and Paramedics	554	24.0%	280
Licensed Practical and Licensed Vocational Nurses	2,452	18.0%	1,040
Medical Records and Health Information Technicians	353	16.7%	150
Medical Transcriptionists	373	11.3%	110
Securities, Commodities, and Financial Services	539	14.7%	210
Sales Representatives, Services, All Other	869	13.2%	360
First-Line Supervisors of Office and Administrative	2,050	12.2%	740
Bookkeeping, Accounting, and Auditing Clerks	3,913	10.0%	750
Payroll and Timekeeping Clerks	385	13.2%	130
Medical Secretaries	504	23.4%	180
Secretaries and Administrative Assistants	2,483	13.3%	630
First-Line Supervisors of Construction Trades	929	16.3%	250
Carpenters	2,770	22.6%	960
Construction Laborers	1,489	16.8%	570
Operating Engineers and Other Construction Equipment	1,608	16.7%	630
Electricians	1,446	11.9%	440
Painters, Construction and Maintenance	556	13.8%	160
Plumbers, Pipefitters, and Steamfitters	1,226	16.0%	350
Automotive Body and Related Repairers	489	13.1%	150
Mobile Heavy Equipment Mechanics, Except Engines	352	10.8%	140
Industrial Machinery Mechanics	654	23.4%	340
Machinists	1,407	15.0%	530
Welders, Cutters, Solderers, and Brazers	1,483	13.3%	560
Water and Wastewater Treatment Plant and System Op	364	10.2%	170
Heavy and Tractor-Trailer Truck Drivers	6,048	12.2%	1,710

Unemployment

In all six county areas of Central Minnesota, the unemployment rate has steadily declined over the last four years. As recently reported by DEED, the labor force participation rate is a commonly used measure to gauge utilization by determining what share of the total populations, age 16 years and older, who are working or actively seeking work. Minnesota consistently ranks in the top 5 in the nation with a 2013 rate of 70.3 percent while the St. Cloud area is even higher at 72.1 percent. Worth noting is the elevated rate of unemployment for youth aged 16 to 19 (18%), Black (23%), Hispanics (14%) and those with less than a H.S. diploma (21%).

Annual Unemployment Rate, Not Seasonally Adjusted

Year	Sherburne County	Stearns County	Morrison County	Benton County	Wright County	Mille Lacs County
2014	4.4	4	6.2	5	4.1	6.6
2013	5.3	4.9	6.7	5.9	5	7.5
2012	6.2	5.4	7	6.4	5.8	8.4
2011	7.1	6.3	8.2	7.5	6.8	9.6
2010	8.4	7.2	9.5	8.7	8	11.1

Economic Impact

A study conducted by Wilder Research in 2013 indicated SCTCC's economic impact is \$121 million and 1,482 jobs in the regions we serve. The study also concluded that SCTCC generates about \$7 million in tax revenues for state and local government.

SCTCC Priorities & Measures

SCTCC embraces five “**Pillars of Success.**” The pillars of success are defined as: SCTCC’s priorities to achieve performance, excellence, focusing on accountability, data driven decision making, and assessment. The identified key measures help SCTCC define and measure progress toward our priorities.

This Academic Master Plan has been developed to align with SCTCC’s Priorities & Measures.

Strategic Direction 1 – Student Success

Student Markets & Enrollment

Student Market Objective(s): increase the number of students in each of the following markets.

- Online Students
- Part-time Students
- Guest Students
 - University
 - Non-traditional
 - Weekend college, fast track program for adults, which would include summers
- Under-represented Students
- Veterans
 - Services to veterans currently include waiving of applications fees, focused orientation, peer and community tutoring and mentoring, and development of student groups. These community-based services for veterans and their families will continue to grow as the veterans resource center is developed and remodeled.
 - The LAS faculty has set a goal to create opportunities for student veterans to collaborate in the creative arts.

Program & Course Enrollment Objective(s): increase the number of students in the following courses and programs.

- Program & Course Enrollments—As part of the division work plans, program faculty has set the following goals to improve program and course enrollments:
 - Accounting program faculty has set a goal of increasing enrollment by 10% with a first year cohort of 50 during AY17.
 - The Farm Business Management program will increase student enrollments by 10% during AY16.
 - During AY16, a goal of increasing the Student Success course by 5% has been set by the cross-disciplinary faculty teaching this course.

- In the Trades & Industry division, the following goals have been set: Carpentry and Electrical Construction Technology programs will increase enrollment with a focus on diversity; Land Survey and Civil Engineering and Plumbing will increase 1st year students to 26 and Water Environmental Technologies to 20 by fall 2016.
- Machine Tool Technology program faculty set a goal to increase enrollment in all sections to 20 students by fall semester 2016.
- Paramedicine faculty goal is 100% program fill rate for fall 2016.
- Advertising and Web Design faculty goal is to increase enrollment 5% by fall 2016 through cutting edge recruitment strategies by fall 2016.

Desired Outcome: As a first step, during AY16, baseline data will be developed for program effectiveness related to these specific student markets. The identified program enrollment goals, and all academic programs will be reviewed and goals set using the Academic Program Profiles.

Educational Outreach

Educational Outreach Objective: Develop plans for each of the following outreach programs:

- PSEO and Concurrent Enrollment
- Orion Academy
- Vex Robotics
- Automotive Camp
- College Readiness/High School Collaborations

Desired Outcome: During AY16, assess number of students in each program, retention or enrollment in the college, other outcomes, and develop long-range plan and priorities for outreach.

Transfer Pathways & Transfer Success

Transfer Pathways Objective(s):

- Monitor transfer and university connections using SCTCC and associated university data.
- Advise students to complete the AA degree, which will improve their successful transfer to universities and completion rates for SCTCC.
- Continue to work with SCSU to develop broad, clear, shortened transfer pathways (60 credits for SCTCC and 60 credits at SCSU).
- Implement dual admission and enrollment for dental hygiene students at Metro State University and Mankato State to complete the AAS and BAS.
- Develop transfer agreements with Minnesota State, Mankato for their engineering program.
- Establish a baccalaureate completion program on SCTCC's campus.

Desired Outcome: Improve transfer for SCTCC students setting target dates during FY 16 to meet transfer objectives.

Student Retention & Completion

Student Retention Objectives: Five percent improvement in college student retention by AY17.

- Starfish
 - Continue to improve the use of the early alert system by college faculty and staff.
 - Increase the use of peer student mentoring as a tool to improve student retention and success.
 - Assess and improve the Academic Advising Center process for working with students on academic warning, which includes timely interventions, referrals, and workshops to support retention and student success.
 - Increase specific faculty retention efforts using Starfish, such as implemented within the sciences providing high-impact contact when a student grade drops below 70% - 80%.
- Center for Academic Success interventions, such as tutoring and workshops.
- Service Learning – Many service learning projects have existed at SCTCC for many years with new projects being implemented addressing the needs of our community and enhancing cultural understanding of our students. One example is the dental assisting students who volunteer at the Phoenix Learning Center assisting ESL school age children and teenagers.

The programs listed below have set program retention goals as part of their division plan in the following areas:

- Sales, Management, and Marketing faculty have set a goal to increase retention by 1-2% over Spring 2015.
- Finance and Credit to increase retention 10% over AY14.
- Student Success Seminar faculty goal is retention of 2nd year students by 5%.
- Heating, Air Conditioning and Refrigeration, Auto Body Collision, and Auto Service Technician programs will increase retention by 50% by AY17.
- Chemistry to reduce drop, fail, withdrawal rate to no greater than 12% during AY16.
- Chemistry's goal is to create a class culture of active learning and critical thinking by implementing at least one guided inquiry lab experience in each chemistry course.

Desired Outcome: During fall semester 2016, using program profiles assess retention efforts in the programs listed above as well as across the college and continue to revise goals. Set benchmarks for the listed initiatives and assess the effects on student engagement to meet retention goal of 5%.

College Readiness & Developmental Education

College Readiness Objectives: Continue to define and enhance the following initiatives as well as develop new college readiness initiatives.

- Assess ABE offerings of math at the lowest levels. Develop plans for math articulation at the level just below Intermediate Algebra.
- Assess Accuplacer Prep offerings and scale to meet student need.
- Reading Boot Camp – 60% of students who enroll in the reading boot camps will increase their reading Accuplacer scores testing out of one level of development education at a minimum.
- Paired Courses – Through the use of paired courses, 80% of students will be successful in one gateway course in their first semester while completing their developmental coursework.
- Maintain involvement at the system level in projects related to college readiness.

Desired Outcomes: Improved success in developmental coursework resulting in a shorter pathway for students to college level courses. Baseline data comparison of students enrolled in paired courses and those taking them separately.

Assessment

Assessment Objectives:

- The CCFSS (faculty survey) was administered for the first time during AY 2015. Those results will be compared with the CCSSE (student survey). This survey will be used during the AY 2016 for continuous improvement of the teaching and learning processes.
- Assess Robotics, Reverse Engineering, Mold-making, and Robotic Welding programs that were implemented through the Department of Labor AME grant in 2013, which will end in spring 2016. Data will be analyzed to determine the viability and sustainability of these programs.
- Assess best practices in the use of online applications and acceptance rubrics in health programs for standardization over the 2016 academic year.
- Continue to assess academic program outcomes for clarity and measurability. The following programs have set individual program goals and will assess program effectiveness based on the following results:
 - Business Management program has set a goal to use rubrics to assess cross-curricular business ethics projects.
 - Dental Assisting faculty goal of 95% pass rate on the ICE, RHS, and GC exams and Dental Hygiene faculty goal of 100% pass rate on NDHE, CRDTS, and MN jurisprudence exam have been set for AY16.
 - Nursing has set a goal of 80% or better for passing rates on the NCLEX boards for AY16.
- Continue efforts to establish program measures, student artifact identification, and documentation of improvements to student learning.

Desired Outcome: One hundred percent of program assessment reports will be completed by April 2016. Clear data will be compiled using the results of the FY16 year assessment reports and projects will be shared across academic divisions.

Technology for Academic Purposes

Technology Objectives:

- Technology will continually be assessed to meet classroom needs and to communicate with students for enrollment, advising, and learning needs in a manner that fits with current student tools, such as mobile apps.
- Provide training for faculty on current technologies to meet online student needs as well as use of current student-centered technologies.
- Advertising and Web Design programs have set a goal to utilize technology in 65% of the ADVR curriculum.

Desired Outcome: Consistent and broad use of current student learning technologies in teaching and across student learning areas.

Strategic Direction 2 – Community Building

Community Building Objectives: Assess current projects to determine ways to reach and improve community involvement with SCTCC.

- Advisory Boards
 - Annual Appreciation Dinner
 - Introduce foundation & share academic affairs goals
 - Follow the established state Advisory Board Guidelines for all advisory boards.
 - Sales, Management, and Marketing faculty's goal is to recruit 3-4 new members during FY16.
 - LAS faculty will create an Associate of Arts advisory committee during AY16.
 - The construction trades faculty set a goal of 90% attendance for their advisory boards.
 - Architectural program faculty will add 2-4 new members during AY16.
- SCTCC's carpentry program is beginning an innovative project to build Tiny Houses during AY16. This project will feature extensive community involvement, such as the feature of a Tiny House at the Central Minnesota Builders Association and the Minneapolis Home Show.
- Involvement of community in the pre-design and plan for use of the Veterans Resource Center.
- Continue to expand community involvement in clinical sites, internships, and work-based learning.
- Assess community involvement in our dental program to determine numbers of those who have had access to dental care.
- Manufacturing program faculty's goal is to increase the engagement of central Minnesota employers with the manufacturing programs.

Desired Outcomes: Improvements made to current programs and identification of new community involvement initiatives.

Strategic Direction 3 – Developing a Skilled Workforce

Skilled Workforce Objective: Continue to strengthen the relationships between the academic and training areas of the college and identify new programs both credit and non-credit and, where possible, a connection between the two.

- Incumbent Workers
 - While working with GNP (Golden Plump), a unique program was developed in 2014 to provide quality credit-based manufacturing education to GNP’s diverse workforce. Continue this model with other companies and industries within our region. Connecting this workforce training to our institutional goals requires clear course equivalences. This guarantees for those organizations and their employees a career pathway to associate degrees with no additional coursework.
 - Continue development of fiscally sound training that meets the needs of central Minnesota employers. Several examples of previously implemented successful programs are New Flyer, C4 Welding, and Talon industries.

Desired Outcomes: Increased course offering to business and industry workers through both credit and non-credit offerings.

Skilled Workforce Objective: Utilize current equipment for improvements to processes for meeting dental patient needs.

- Dental Assisting and Hygiene faculty have set a goal of 50% by fall of 2015 and 100% by fall of 2017 to implement full electronic dental records (EDR) for SCTCC’s dental patients. Nursing will also implement electronic health records use at 100% for level 1 students during fall 2015.

Desired Outcomes: Implementation of electronic dental records for 100% of SCTCC’s dental patients by fall 2017 and 100% for level 1 nursing students by spring 2016.

Strategic Direction 4 – Sustainability

Program Action Plan Objectives:

- Each academic program completed their first action plan during spring semester 2015. This grassroots effort involves faculty in goal development for their program, establishment of

benchmarks and data, and follow-up on progress of each project. Each year, the faculty plans will be reviewed jointly between academic deans and faculty, data collected, and new priorities set. These goals will continually inform the academic master plan and assist in setting priorities for the next 3-5 years.

Desired Outcome: To measure, report and celebrate progress and successes of the faculty plans and to use the data to drive college improvements and new initiatives.

Scheduling Efficiency Objective: To meet current and future needs to enhance the student experience in the classrooms and other learning spaces in the college. The following areas will be considered:

- Flexible classroom space that allows for small group discussions and learning activities.
- Space designed to meet program needs:
 - Assess the remodel of the culinary dining room to better meet student and “customer” needs.
 - Heating, Air, and Refrigeration faculty set goal to upgrade equipment and lab with a focus on commercial business needs.
 - Assess need for increase of equipment and lab for the Mechanical design program.
 - Manufacturing faculty set goal to assess equipment to remain state of the art.
 - Biomedical program needs for larger classroom and lab environment will be assessed.
- Larger classrooms to accommodate classes with a current maximum of 40 and plan for classrooms for multiple purpose use with a maximum of 60.
- Fill rate for classes will be monitored to maximize the use and assist in planning for the future.
- Learning community and informal student meeting space, including needs of clubs and conversation groups will be examined to accommodate students now and into the future.

Desired Scheduling Efficiency Outcome: Targets identified and goals set to enhance the learning environment in the classrooms.

Program Profile Objective: The academic program profile will provide transparent data to improve and sustain existing programs.

- Development of the Academic Program Profile is in the early stages with roll out to begin fall 2016.
- The Academic Program Profile will encourage enhanced communication with faculty to create a better understanding of the college programs and economic drivers.

Desired Outcome: Strong, sustainable programs with data to support understanding and buy-in for the growth of current and new programs.

Curriculum Objective(s):

- Curriculum Review Cycle and Revisions
 - The curriculum review cycle has been established on a rotational basis of 2-3 years. Full implementation of this process will continue into 2016.
 - Humanities faculty has established a rotational review for updates of curriculum.
 - Philosophy faculty plan to collaborate with health sciences faculty to revise the ethics course (PHIL1320) during fall semester 2015.
 - Construction and Architectural faculty will revise curriculum to increase student collaborative projects.
 - Welding faculty will develop a welding robotics training program for launch during the fall 2016.
 - Sonography program faculty and academic dean will finalize proposal for vascular concentration during AY16.
- General Studies
 - Use of general studies in diploma programs, which will provide a career ladder approach to our technical program AAS degrees. Consistent practice in use of general studies courses, which support the College Outcomes.
- Development of new programs
 - Full environmental scan to be completed during AY 16-17 including a clear summary of industry needs with predictions for the job markets of the future.
 - Determine feasibility for addition of solar focus to SCTCC's energy program.
 - Complete 2016 plan for the implementation of electronic medical records for all SCTCC dental patients.

Desired Curriculum Outcomes: The desired outcome is to meet 3 year curriculum review cycle, reach consistent practice in use of general studies for diploma programs, and create a plan for development of new academic programs.

Grant Objectives:

- Strategically utilize grant programs and funding for academic initiatives and pilot programs to develop new courses and academic programs, strengthen existing programs and explore opportunities for engagement in new markets, outreach programs and community engagement.
- A Delta Dental grant for \$300,000 is in the initial stages. This grant will recruit diverse students to the dental program with the final goal of placement in the dental field.

Desired Outcome: Identification of three new academic grant opportunities during AY 15-16.

Strategic Direction 5 – Employee Engagement

Employee Engagement Objectives:

- Increase involvement of faculty and staff in:
 - development, assessment, and updates to division action plans.
 - enhancement and refinement of Program Profiles.
- Creation of diversity and arts events:
 - LAS faculty have set a goal to collaborate with other departments to create arts events that celebrate culture, literature, music, and art.
- The Manufacturing faculty has set a goal to manage hiring locations through identification of resources, networking with more branches of industry and sharing the model with other areas of the college.
- Provide opportunities for existing faculty and staff to grow intellectually and advance within the college.
- Encourage faculty involvement in the online training offered at SCTCC that focuses on technology and pedagogy for teaching in the online environment.
- Enrich current faculty positions with a focus on student success in ELL and developmental education areas.
- Continue to engage faculty in retention efforts through use of Starfish and train faculty advisors to develop a broader understanding of Satisfactory Academic Process. This training will support faculty efforts in student retention, transfer, and career advising.

Desired Outcomes: Increased involvement of faculty and staff in opportunities that enhance their professional development, improve student learning and align with the college's goals.