Academic Plan Purpose
The purpose of an academic plan is to determine and promote a vision for academic development, academic support and curriculum. The academic planning process provides an outlet for thoughtful discussion about academic focus areas, assists the campus in responding to regional needs, identifies campus academic strengths and niches, highlights academic support status and needs, and supports the college mission.

The academic plans help M State build a strong academic culture. The college is strong only through the success of our individual campus locations. The college plan goals recognize and develop our identity as a comprehensive, regional, large, community and technical college. The individual campus plan goals reflect the needs of each region, celebrate the strengths of the individual campuses and build on the rich history of our academic success.

Academic Plan Guiding Principles
The academic plan will:

• Be consistent with M State's vision, mission, goals and values.
• Be grounded in reality.
• Move the college forward.
• Present a clear direction.
• Maintain high academic standards.
• Emphasize learning and student success.
• Support division teaching and learning environments.
• Support diverse practices that cultivate student learning, growth and development.
• Develop credit and non-credit offerings in response to community and regional needs.
• Foster partnerships.
• Inform the college’s strategic planning process.
• Be reviewed and revised on an ongoing basis.

Academic Plan Commitments
• Create a learning environment that reflects our commitment to physical and virtual spaces that will lead to the highest level of student learning and achievement.
• Offer curriculum, services, pathways and developmental education options that will help all students earn a degree, certificate or diploma, seamlessly transfer to a baccalaureate program or complete an educational experience to achieve 21st century skills.
• Design curricular pathways to help students navigate their academic pathway from initial inquiry through successful completion of their stated goals.
• Provide educational opportunities for all students, regardless of academic ability, income or other factors that might be seen as barriers to educational achievement.
• Build a bridge between where students are and where they would like to be.
• Create technology infrastructure to transform teaching and learning in profound ways.
• Make decisions about technology infrastructure by partnering with information technology services.
• Work with IT in planning, prioritizing and accomplishing the mutual goal of supporting teaching and learning.
• Support a collaborative, authentic and student-centered environment.
• Recognize, establish and support connections between divisions, campuses and employees as a vital element of the institution’s success.
• Develop and support external relationships as critical to the mission of the college. Through collaborations with stakeholders, the Academic Division will be able to address challenges and opportunities in our future.

Academic Plan Timeline

- **December 2014** – Academic plan process introduced to the college
- **January 2015** – Faculty co-chairs chosen for Fergus Falls (Matt Borcherding and Sheri Johnson) and Detroit Lakes (Colleen Brady-Santwire and Marcus Lacher)
- **February 2015-March 2015** – External and internal focus group sessions held in Detroit Lakes and Fergus Falls
- **April 2015-May 2015** – Academic plan draft created and shared with Detroit Lakes and Fergus Falls faculty and staff
- **May 2015** – Academic plans finalized for Detroit Lakes and Fergus Falls
- **May 2015** – Faculty co-chairs chosen for Moorhead (Carrie Ward, Diana Schirmer and Mark Johnson) and Wadena (Bill Evans and Jana Shepard)
- **June 2015** – Academic plan implementation plans and teams introduced to faculty leaders; faculty leaders chosen to lead academic plan implementation teams in Detroit Lakes (Pam Cummings and Marcus Lacher) and Fergus Falls (Matt Borcherding and Sheri Johnson)
- **September-October 2015** – External and internal focus group sessions held in Moorhead and Wadena
- **September 2015** – Academic implementation teams met in Detroit Lakes and Fergus Falls to create time lines, prioritization, action items and responsible parties
- **October-November 2015** – Academic plan draft created and shared with Moorhead and Wadena faculty and staff
- **December 2015** – Academic plans finalized for Moorhead and Wadena
- **December 2015** – Academic implementation plans finalized for Fergus Falls and Detroit Lakes
- **December 2015** – Faculty chair chosen for eCampus (Bonnie Peterson)
- **December 2015** – Faculty leaders chosen to lead academic plan implementation teams in Moorhead (Carrie Ward, Diana Schirmer and Mark Johnson) and Wadena (Bill Evans and Jana Shepard)
- **December 2015** – Academic coordination process introduced to faculty leaders; faculty leaders chosen to lead academic plan coordination teams in Detroit Lakes (Pam Cummings) and Fergus Falls (Matt Borcherding and Paul Carney)
- **January-March 2016** – Academic implementation teams met in Moorhead and Wadena to create time lines, prioritization, action items and responsible parties
- **February 2016** – External and internal focus group sessions held in all M State communities for eCampus plan
- **March 2016** – Academic plan draft created and shared with eCampus faculty and staff
- **April 2016** – Academic implementation plans finalized for Moorhead and Wadena
- **April 2016** – Academic plan and implementation plan finalized for eCampus
- **April 2016** – Academic coordination plan faculty leaders chosen to lead academic plan coordination teams in Moorhead, Wadena and eCampus
- **May 2016** – Budget and prioritization retreats for all academic planning teams
- **May 2016** – Final 2016-2017 academic plan and budget recommendations presented to President’s Cabinet for approval
- **July 2016-May 2017** – 2016-2017 academic plan implementation on all M State campus locations

M State Collegewide Academic Plan

**Transitions.** The M State academic focus on transitions reflects our commitment to our mission. We provide educational opportunities for all students, regardless of academic ability, income or other factors that might be seen as barriers to educational achievement. Our transition goals strive to build a bridge between where students are and where they would like to be.

- Design an academic support services plan to increase student persistence and success.
- Develop academic preparation initiatives and design course support options to maximize student achievement.
- Develop a robust and seamless process to use multiple measures for course placement.
- Strengthen K-12 partnerships to include career academies, early college expansions, career connection opportunities and camp experiences.
- Build authentic career and service experiences for all M State students.
Learning Environment. The M State academic focus on learning environment reflects our commitment to physical and virtual spaces that lead to the highest level of student achievement. Our learning environment goals are not based on individual prerogative but instead create systems and spaces to help students achieve success through learning.

- Focus on data-informed decision making in all aspects of our decision making.
- Analyze, expand and improve class delivery modalities and develop roadmaps for teaching quality and faculty professional development for each modality.
- Align program offerings with regional employment needs and transfer partnerships.
- Continue to assess our core abilities and program outcomes.

Teaching Excellence and Innovation: Curricular Pathways. The M State academic focus on curricular pathways reflects our commitment to curriculum, services, pathways and developmental education options that will help all students earn a degree, certificate or diploma, seamlessly transfer to a baccalaureate program or complete an educational experience to achieve 21st century skills. The teaching excellence and innovation goals build curricular pathways to help students seamlessly navigate their academic pathway from initial inquiry through completion of their stated goals.

- Build a strategic course scheduling process.
- Cultivate transfer partnerships and clarify student transfer pathways.

Technology. The M State academic focus on technology reflects our commitment to building technology infrastructures to transform teaching and learning in profound ways.

- Carry out the vision for the Center for Teaching, Learning and Technology (CTLT) to achieve:
  - Trained faculty hired to staff the CTLT
  - Real-time support for teaching, learning and technology
  - Administrative liaisons for all modalities of learning
  - Monthly professional development opportunities to enhance teaching, learning and technology
  - Collaborative online learning council to discuss the online student experience
- Use the Roadmap for Improved Online Teaching (RIO) model with faculty who teach online.
- Complete the transition from Curriculum Approval and Review Process (CARP) software to a comprehensive curriculum design and management system.
- Develop and implement a common course design for online courses based on student feedback and best practices for online learning.

External Relationships. The M State academic focus on external relationships reflects our commitment to our stakeholders. External relationships are critical to the mission of the college.

- Revitalize M State advisory committees.
- Develop our AQIP Systems Portfolio for continued accreditation.
- Support programmatic accreditation efforts.
- Partner with Custom Training Services to develop innovative workforce solutions.
- Manage the federal grants we have been awarded and seek additional grant funding.

Academic Culture. The M State academic focus on campus culture reflects our desire to have a collaborative, authentic and student-centered environment. A strong academic culture is built by recognizing, establishing and supporting connections between divisions, campuses and employees as a vital element of the institution’s success.

- Support distributed leadership through a robust division chair model.
- Exemplify the Academic Division values in all aspects of our work.
- Assign a faculty member key point of contact for every online program.
- Build a strong academic culture through real conversations, support of innovation, a consistent focus on quality and strong collaborations and development of our biggest asset – our people.
M State - Detroit Lakes Campus Excels in: Accessibility and Excellence in Technical Education

To achieve this goal of excellence, the campus:

1. Focuses academic offerings and career academies to align academic programming with regional workforce needs. The campus will focus on programs in health care, transportation, engineering/design, business and human services.
2. Ensures that 100 percent of second-year students complete an internship or industry experience that enhances classroom learning.
3. Offers innovative services, access points and learning environments.
4. Celebrates strong partnerships with industry that expand the state-of-the-art equipment available for students and provide clinical, internship and other field experiences for students to interact and learn.
5. Assists graduates with placement in jobs.

ACADEMIC PLAN FOCUS AREAS: Campus Culture, External Relationships, Learning Environments, Curricular Pathways, Academic Transitions and Technology

1. **Campus Culture**
   A  Improve campus atmosphere
      i. Invest in customer service training and motivate all employees to achieve high standards.
      ii. Schedule campus-wide events to increase interaction and break down silos between faculty, staff, students and administrators.
      iii. Increase timely, consistent and cross-functional communication and collaboration.

2. **External Relationships**
   A  Bring the community to M State and bring M State to the community
      i. Assess the needs of community partners such as Detroit Lakes High School, industry, the foundation, service organizations, community education and community groups.
      ii. Revitalize campus advisory boards.

3. **Learning Environment**
   A  Design intentional study spaces.
      i. Expand student study areas to build campus engagement.
   B  Repurpose campus classrooms to meet academic plan and program needs.
      i. Design spaces for SMART rooms and online/telepresence students.
   C  Align student service personnel to be more visible/accessible to student population needs.
      i. Explore the possibility of a service model focused on roaming services.

4. **Curricular Pathways**
   A  Build accessibility and industry alignment and maintain the highest standards of quality in all career programs.
      i. Define the curricular options and career academies in each of the career areas.
      ii. Revisit the curriculum requirements in each program to align with regional industry needs.
B Implement a complex skills assessment and development plan for all students.
   i. Develop assessments for workplace habits including critical thinking, customer service skills, workplace communication, financial skills, decision making, etc.
   ii. Build individual development plans to address the areas each student needs to improve.
C Expand/promote Credit for Prior Learning with faculty-led and faculty-implemented assessment tools.
D Develop a co-teaching model to connect general education outcomes to industry-specific needs.
E Develop a two-year fixed-schedule transfer program.

5. Academic Transitions
A Improve relationships between M State - Detroit Lakes Campus, Detroit Lakes Public Schools and other area school districts.
   i. Increase M State faculty presence in high schools.
   ii. Partner with regional high schools to provide flexible and innovative ways for high school students to obtain credentials and credits.

6. Technology
A Prioritize IT initiatives to support the academic plan.
   i. Build technology solutions to support the increased need for accessibility for technical programming.
   ii. Create mechanisms for faculty to learn new technologies to maintain program innovation and quality.
B Create technology-enabled spaces for students and guests.
C Increase faculty and staff technology training.
   i. Develop cheat sheets and guides for teaching and learning.
   ii. Schedule events for faculty to share best practices with colleagues.
D Build the presence and reputation of M State - Detroit Lakes Campus in our community.
M State - Fergus Falls Campus Excels in: Transfer Education and Developing Community Leaders

To achieve this goal of excellence, the campus:

1. Focuses academic offerings in four liberal arts transfer emphasis areas: athletics, business, health care and fine arts.
2. Ensures transfer degree students a comprehensive liberal arts experience at a two-year college price.
3. Builds on strong community connections and prioritizes community relationship-building by promoting community interaction on campus and requiring transfer students to participate and complete a community project: service learning, internship, volunteering, etc.
4. Builds curriculum geared to millennials and offers traditional class times.
5. Offers critical thinking and student engagement experiences and opportunities to enrich learning: study abroad, small class sizes, service learning, honors program, resident artist visits, guest lecturers, etc.
6. Provides technologically-rich, learning-friendly facilities.
7. Builds on the reputation of the college by offering competitive incentives to children of alumni.

ACADEMIC PLAN FOCUS AREAS: Campus Culture, External Relationships, Learning Environments, Curricular Pathways, Academic Transitions and Technology

1. **Campus Culture**
   A Revitalize a pride-filled and fun atmosphere.
   i. Develop a comprehensive student success strategy including new student day, vibrant summer orientations, smile campaign and campus events that focus on building pride in the college.
   ii. Renew the student ambassador program.
   iii. Create events and schedule activities to increase interaction and break down silos between faculty, staff, students and administrators.
   iv. Assess the needs of students of color and develop a comprehensive recruitment and retention plan to meet their needs.

2. **External Relationships**
   A Bring the community to M State and bring M State to the community.
   i. Assess the needs and opportunities in the community with key stakeholders including the Prairie Wetlands Learning Center, business partners, Fergus Area College Foundation, service organizations and community groups.
   ii. Expand community education opportunities including a lecture series.
   iii. Implement a "Spartans @ the spot" model where faculty and students connect with the community.
   iv. Explore student community leadership models.
   v. Implement a Spartan apparel day in the community.
   vi. Develop an alumni-to-current-student mentoring model.
3. Learning Environment
   A Design intentional study spaces.
   i. Refine student spaces/zones to meet different learning styles and campus experiences.
   ii. Repurpose campus classrooms to meet the comprehensive needs of the academic vision.
   iii. Create a gathering space for online/telepresence students.

   B Diversify classroom arrangements.
   i. Build classroom settings that facilitate sound pedagogy and enhanced learning.

4. Curricular Pathways
   A Provide structured orientation experiences and new student day events.
   i. Focus on community-building and elements of first year experience, and provide opportunities for student orientation throughout the year.
   ii. Include parents in the orientation process.
   iii. Involve faculty and community members in the orientation experience.
   iv. Develop a platform for eCampus students to get a comprehensive orientation experience.
   v. Develop a comprehensive tutoring and academic support plan for the campus.

   B Develop a transfer center staffed with a transfer specialist.
   i. Utilize the transfer center to build the up2U program.
   ii. Provide individualized transfer support for class transfer, Minnesota Transfer Curriculum and degree transfer.

5. Transitions
   A Improve relationships with local middle and high schools.
   i. Develop a Wednesday night PSEO program.
   ii. Increase faculty/staff presence in high schools.

   B Offer four-year degree options on campus.
   i. Consider degree offerings or partnerships with universities to have bachelor's degrees on campus. E.g. Bachelor of Applied Science

   C Introduce prospective students to the faculty.
   i. Schedule meetings with faculty during tours.
   ii. Provide faculty introductions and "stories" during events.

   D Recruit students with alumni assistance.
   i. Develop an ongoing mentoring relationship.
   ii. Use alumni stories to illustrate how "it can be done!"

   E Articulate expectations and provide tools for success.
   i. Increase academic and social engagement to allow students to embrace change and connect with the campus culture.
   ii. Plan to serve and teach academically underprepared students in different ways.

6. Technology
   A Prioritize IT initiatives to support the academic division.
   i. Build technology solutions as tools to enhance teaching and learning.

   B Create technology-enabled spaces for students and guests.

   C Increase opportunities for faculty to learn about and embrace technology in teaching.
The Moorhead campus of Minnesota State Community and Technical College is an inclusive learning community. We excel in providing global career and transfer education for anyone seeking a place to develop and rediscover themselves.

To achieve this goal of excellence, the campus:
1. Ensures all students have the foundation necessary to achieve academic success.
2. Provides deliberate, specific advising and orientation services.
3. Offers a team-based, collaborative and community-focused learning environment across all divisions.
4. Gives robust assessments of student abilities upon admission and tracks student progress through academic developments.
5. Caters to nontraditional students with alternative schedules and evening-weekend courses.
6. Supports our students with easily accessible and comprehensive tutoring services.
7. Maintains up-to-date advisory boards in both technical and liberal arts programs.
8. Provides long-term support and ongoing accountability for initiatives and innovations identified within this plan.

Our graduates:
- Embrace diversity as a key component to success.
- Recognize the importance of balancing job-specific requirements with strong interpersonal skills.
- Value the contributions of teams in solving problems and creating solutions.

ACADEMIC PLAN FOCUS AREAS: Campus Culture, External Relationships, Learning Environments, Curricular Pathways, Academic Transitions and Technology

1. **Campus Culture**
   A. Build community through department partnerships and extracurricular activities/events.
   B. Promote our campus as a venue for community events.
   C. Identify resources to support students with childcare needs.
   D. Celebrate diversity through community and campus events.
   E. Increase campus accessibility (weekend and evening hours, student and faculty spaces, labs).
   F. Create a common meeting time to facilitate campus-wide events and meetings.

2. **External Relationships**
   A. Institute formal alumni contact and involvement.
   B. Align foundation goals with the holistic mission of the campus.
   C. Create clear expectations and responsibilities for advisory boards.
   D. Implement advisory boards for liberal arts.
   E. Create and cultivate external relationships that promote M State programs and divisions.
3. Learning Environment
   A. Evaluate the need for academic support and develop a long-range plan for Spartan Center staffing.
   B. Determine how learning community models can support the academic goals of the campus.
   C. Explore alternative delivery models to accommodate community needs and re-establish our reputation as a place to take flexible offerings.
   D. Explore teaching communities and/or team-based teaching strategies both within and across disciplines and programs.

4. Curricular Pathways
   A. Offer comprehensive orientations for a wide range of populations and programs.
   B. Redesign and implement a first year experience program.
   C. Develop transfer programs that provide clear pathways for students to pursue high-demand majors at regional and partner universities.
   D. Develop a process for holistic scheduling which includes campus-wide conversations and input.

5. Transitions
   A. Define the ways students can complete developmental requirements and determine a process for requiring completion to facilitate success in college-level courses.
   B. Provide more comprehensive advice and support for students in the program selection process.
   C. Develop and implement a summer bridge program to better prepare incoming students and transitioning high school students.

6. Technology
   A. Identify needs and updates for technology in classrooms.
   B. Design spaces to support team-based teaching and learning.
   C. Support faculty with instructional design and support.
   D. Develop an academic-focused process to prioritize utility over cost when identifying additional technology resources.
The Wadena campus of Minnesota State Community and Technical College excels in nursing, energy services, trades, and spa and salon services. We produce high-quality, professional graduates who possess a solid work ethic.

To achieve this goal of excellence, the campus:
1. Provides students with high-quality classroom instruction.
2. Provides students with career coaching services.
3. Integrates workplace soft skills into the curriculum.
4. Develops an environment that reflects workplace expectations and experiences.
5. Identifies and develop partnerships with strategic stakeholders.
6. Plans academic offerings to meet the needs of the students we serve.
7. Develops rotational schedules to maximize enrollment in Wadena campus courses.
8. Fosters a supportive, welcoming and family-oriented campus culture.

ACADEMIC PLAN FOCUS AREAS: Campus Culture, External Relationships, Learning Environments, Curricular Pathways, Academic Transitions and Technology

1. **Campus Culture**
   A. Develop Wadena campus workplace values and expectations.
   B. Establish regular faculty/staff meeting times.
   C. Celebrate faculty, staff and student achievements.
   D. Establish learning-appropriate spaces for all academic services on campus.
   E. Encourage outside-of-class connections between faculty, staff and students.
   F. Encourage healthy workplace expectations and experiences.

2. **External Relationships**
   A. Pursue academic offerings that support regional workforce needs.
   B. Increase connections with regional organizations.
   C. Promote career and technical education.
   D. Seek ways to share the M State advantage.

3. **Learning Environment**
   A. Design classrooms conducive to high-quality learning.
   B. Increase access to student study spaces.
   C. Establish teaching communities.
4. **Curricular Pathways**
   A. Pursue innovative ways to meet industry needs in our curricular areas of excellence.
   B. Increase options for stackable credentials.
   C. Build academic support services.
   D. Develop academic offerings that attract students who want to live, play and work in rural areas.
   E. Build program plans that maximize enrollment in Wadena courses.

5. **Transitions**
   A. Implement a required first-week experience for all students.
   B. Develop a plan to meet the immediate mental health needs of students.
   C. Improve connections with employers.
   D. Host job-related events for students.
   E. Develop a plan to assist students with financial aid.
   F. Develop a strategy to teach workplace expectations.

6. **Technology**
   A. Ensure that students’ technology skills match the expectations of their classes, program and industry.
   B. Host technology training events.
   C. Improve student access to computers.
   D. Design classrooms with appropriate instructional technology.