

FY 09 PRESIDENTIAL WORK PLAN
RIVERLAND COMMUNITY COLLEGE

DATE: July 1, 2009

SECTION I: SYSTEM STRATEGIC PLAN

Strategic Direction 1: Increase access and opportunity

System Goals	Institutional Goals	Actual Institutional Outcomes
1.1 Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.	1.1.1. Increase enrollment of students with diverse backgrounds by doubling the <i>Be Your Best</i> program participation from 16 to 32 students annually. 1.1.2. Increase fall-to-fall retention and progression of under-represented/under-served students by 10% annually over the next three years.	1.1.1.1. 2009 Austin <i>Be Your Best</i> Summer College-Prep Academy cohort is at 24 students; Owatonna <i>Be Your Best</i> cohort is at 15 (first year in Owatonna) for a total of 39 students. 1.1.1.2. Received the 2009 New Innovative Practices in Diversity Award from the Diversity and Multicultural Division of MnSCU for 2008 <i>Be Your Best</i> College-Prep Academy. 1.1.2.1. <ul style="list-style-type: none"> • Full-time student retention rate from Fall 2006 to Fall 2007 was 61%; Full-time retention rate from Fall 2007 to Fall 2008 is 62%, and increase of 1%. • Part-time student retention rate from Fall 2006 to Fall 2007 was 42%; Part-time retention rate from Fall 2007 to Fall 2008 is 46%, and increase of 4%.
1.2 Work with other organizations to prepare all young people to graduate from high school and enroll in college prepared for college-level work.	1.2.1. Complete, by June 2009, application for National Alliance of Concurrent Enrollment Programs (NACEP) accreditation for college in the high school and high-school-on-campus programs by completing self-study requirements and implement specialized accreditation. 1.2.2. Author and implement two new articulation agreements between high school and baccalaureate institutions annually, one each in 1.2.2.1. Tech prep 1.2.2.2. Academic (college) prep over the next three years. 1.2.3. Build formal programs-of-study career pathways—from high school to college, to business/industry—by working collaboratively with our regional consortium to demonstrate pathways in business, health, and manufacturing, increasing articulated pathways with three schools annually over the next three years.	1.2.1. Accreditation proposal submitted July 30, 2009. 1.2.2.1. Developed/reviewed regional Tech Prep Articulations in (1) Business and Office Technology, (2) IMMR, & (3) Auto Service Technology. Developed local Tech Prep articulations in (1) Carpentry and (2) Computer Technology. 1.2.2.2. Baccalaureate articulation agreements were approved with SMSU in Business; MSU in Business; WSU in Business. 1.2.3.1. The Riverland Perkins consortium, including eight local high schools, developed a program of study career pathway for business administration/marketing with Austin High School. 1.2.3.2. Owatonna Hospital Agreement for PIECE Center drafted between Riverland, Minnesota State Mankato, & Crown College. 1.2.3.3. Production Specialist agreements reflecting school-college collaboration were implemented in IMMR & Construction Electrician.

<p>1.3 Maintain an affordable cost of attendance for Minnesota residents.</p>	<p>1.3. Work collaboratively through a private foundation, the Riverland Foundation, and state resources to fund tuition for all Austin and Pacelli High School graduates who attend Riverland Community College.</p>	<p>1.3. <i>Cycles of Success</i> scholarship proposal presented to the Hormel Foundation. Funding is promised pending the foundation's ability to provide resources.</p>
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Strategic Direction 2: Promote and measure high-quality learning programs and services		
System Goals	Institutional Goals	Actual Institutional Outcomes
2.1 Promote accountability for results through a system of accessible reports to the public and other stakeholders.	2.1. Enhance the college's communication plan to include progress and improvement on action projects, strategic initiatives, and improvement to student learning activities by implementing an outcomes-based improvement web page that includes <ul style="list-style-type: none"> • Dashboard performance data, • Benchmarked comparisons, • Direct measures of improvement. 	2.1.1 Effectiveness and improvement programs were highlighted in the 2009 <i>Opportunities</i> Magazine. 2.1.2 Dashboard performance data were highlighted in the 2008 <i>Annual Report</i> . 2.1.3 Direct measures of improvement in student learning were documented in college-wide faculty plans and responses in 2008-09.
2.2 Produce graduates who have strong, adaptable and flexible skills.	2.2.1. Establish student learning outcomes for courses and degree programs. 2.2.2. Revise Arts & Sciences Master Course Outlines (MCOs) in compliance with Riverland Core Themes and Disciplines, the MnTC, and programs' certification and skill standards.	2.2.1.1 Riverland's core themes (student learning outcomes for all degree programs) were incorporated in revised Master Course Outlines in the liberal arts and sciences. 2.2.1.2 Riverland's disciplines (student learning outcomes for transfer degree programs) were incorporated in all MnTC-designated Master Course Outlines in the liberal arts and sciences. 2.2.1.3 Riverland's career technical, health science, and services programs have identified student learning outcomes affiliated with either industry skill standards or national accrediting bodies within each program emphasis. 2.2.2.1 Twenty-six programs of study or departments in liberal arts and sciences submitted Master Course Outlines. Approved Master Course Outlines will be posted to the Riverland Improvement web page at the conclusion of this project in 2010. 2.2.2.2 Revised program-review process started & integrated with AQIP principles. 2.2.2.3 Student Learning Outcomes at degree level implemented focusing on degree outcomes. Each intention to improve student learning at the classroom level was aligned with one of our core themes.

<p>2.3 Provide multiple delivery options for educational programs and student services.</p>	<p>2.3.1. Increase online and hybrid course offerings by expanding the college's share of course enrollments in the online environment 4% annually over the next five years (total share of 20%).</p> <p>2.3.2. Expand ITV penetration to include small, rural school districts, serving 40 new students annually over the next 3 years (total of 120 new students).</p>	<p>2.3.1.1 2009 online program credits sold grew from 14.0% to 18.5% of total enrollment representing an increase of 32% over 2008.</p> <p>2.3.1.2 2009 hybrid (blended) credits grew from 15 hybrid courses to 17 hybrid courses representing a 13% increase.</p> <p>2.3.2.1 Partnered with Northfield High School to offer an online <i>Intro to Anthropology</i> course through the PSEO program. The students in the online course were offered tutoring assistance from students at Carleton and St. Olaf Colleges.</p> <p>2.3.2.2 Expanded four ITV courses supplemented by D2L in partnership with three rural high schools (Southland, LeRoy, & Houston), generating 33 PSEO students taking courses for a total of 212 credits.</p>
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Strategic Direction 3: Provide programs and services that enhance the economic competitiveness of the state and its regions

System Goals	Institutional Goals	Actual Institutional Outcomes
3.1 Be the state's leader in identifying workforce education and training opportunities and seizing them.	<p>3.1. Expand career technical programs in high-wage, high-demand occupation sectors.</p> <p>3.1.1. Establish a wind-turbine technician program in Albert Lea by January 1, 2009.</p> <p>3.1.2. Implement a production technician program in Owatonna by March 1, 2009.</p> <p>3.1.3. Establish a simulation technician program in Austin by June 30, 2009.</p>	<p>3.1.1. Wind-turbine technician program approved by Office of the Chancellor May 2009.</p> <p>3.1.2. Production Technician Specialist courses were offered each semester in Owatonna and Albert Lea.</p> <p>3.1.3. Initiated regional health care advisory committee and created a strategic plan for simulation and related programs in April 2009.</p>
3.2 Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.	<p>3.2.1. Re-submit a revised Fine Arts capital request that right-sizes and remodels related facilities.</p> <p>3.2.2. Expand Riverland's regional offerings in Fine Arts in Albert Lea and Owatonna.</p> <p>3.2.3. Implement Student Learning Outcomes in related course areas by revising MCOs in MnTC courses related to Ethical and Civil Responsibility, People and the Environment.</p> <p>3.2.4. Host RE-Fest Sustainability Fair – a celebration of clean living and clean energy, September 20, 2008.</p>	<p>3.2.1. Fine & Performing Arts capital request updated and resubmitted Fall 2008 for the 2010-15 bonding cycle; project did not make the system's list.</p> <p>3.2.1.1. Offered three additional fine arts courses at campuses in Albert Lea, Austin, & Owatonna.</p> <p>3.2.1.2. Offered 2-Dimensional Design Art course at Steele County Detention Center, Owatonna.</p> <p>3.2.3.1. 276 MCOs are completed in liberal and fine arts; 500 are in process.</p> <p>3.2.3.2. Staff/faculty Conference Days – Feb & April 2009 – focused on implementation of human diversity and global perspective core themes.</p> <p>3.2.4. Hosted RE-Fest Sustainability Fair, September 2008, with 1,500 attendees; secured host role for September 2009.</p>

3.3 Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers in its region.

- 3.3. Develop regional multi-consortium career-technical college steering committee to . . .
- 3.3.1. Conduct summits in STEM/Allied Health program areas, food processing and technology, manufacturing, and bioscience.
- 3.3.2. Meet with Southern Minnesota Initiative Foundation officials to develop a mission and vision for the steering committee.
- 3.3.3. Create a Memorandum of Understanding between steering committee institutions (Minnesota State College – Southeast Technical, Riverland Community College, Rochester Community and Technical College, South Central College) and their consortia.
- 3.3.4. Target improvement in sector-based school-college relationships.

- 3.3.1.1. Riverland sent two staff to Ohio State University to be trained as DACUM facilitators. Riverland hosted four workforce summits, one in May and three in June: one for Manufacturing, one for the Wind Industry, one for the Electrical Contractors, one for Bioscience. The summits are a prelude to a full DACUM-SCIDS process to be completed for careers in Industrial Maintenance & Mechanics (Mfg), Wind Turbine Technicians (Wind Industry), and Electricians (Electrical Contractors) during the remainder of the summer. This process will improve programming and integrate programs more directly with regional industry standards and crosswalk them with national and international skill standards.
- 3.3.1.2. The Workforce Summit for the Wind industry was held June 2009 with 19 participants representing 15 companies.
- 3.3.1.3. The Workforce Summit for Manufacturing, a support to our Industrial Maintenance & Mechanics program, was held June 2009 with 17 participants representing 14 companies.
- 3.3.1.4. The workforce Summit for Bioscience was held in May 2009 with seven participants representing six companies.
- 3.3.1.5. The Workforce Summit for Electrical Contractors was held in June 2009 with five participants representing five companies.
- 3.3.2. Conducted regional postsecondary meeting on mission and vision for career pathway with partners. Included Riverland, South Central, Southeast Tech (Winona), RCTC.
- 3.3.3. Authored and implemented an inter-institutional memorandum of understanding in February 2009 for the Owatonna College & University Center.
- 3.3.4. Implemented Perkins consortium; focused on manufacturing, business and computer technology career pathways in July 2008.

Strategic Direction 4: Innovate to meet current and future educational needs efficiently

System Goals	Institutional Goals	Actual Institutional Outcomes
<p>4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.</p>	<p>4.1. Expand capacity in Owatonna and outreach “extended-learning” environments by</p> <p>4.1.1. Develop an on-site education center with Allina Health Systems-Owatonna Hospital.</p> <p>4.1.2. Create an OCUC MnSCU partnership in Owatonna to include Minnesota State University, Mankato and South Central College.</p>	<p>4.1.1. Approximately 2,500-square-foot education center is under construction and scheduled to open October 2009. Inter-agency agreement is being developed to govern use and mutual responsibilities.</p> <p>4.1.2. Authored and implemented an inter-institutional memorandum of understanding in February 2009 for the Owatonna College & University Center.</p>
<p>4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.</p>	<p>4.2.1. Celebrate teaching and higher education best practices by demonstrating exemplary Awards for Excellence and Core Theme assessment/improvement projects by showcasing five faculty projects at each Conference Day.</p> <p>4.2.2. Assessment of Student Learning Outcomes will be redistributed to Global Perspectives, Human Diversity, Ethical and Civic Responsibility, and People and the Environment.</p> <p>4.2.3. Target innovation, excellence, and efficiency on Spring 2009 Faculty and Staff Conference Days.</p> <p>4.2.4. Expand by 10% faculty awards for innovations that improve student learning in FY09.</p> <p>4.2.5. Expand frontline faculty roles in leadership on topics related to assessment, continuous improvement, and program management.</p>	<p>4.2.1. Best Practice panel presentations were provided at each Faculty and Staff Conference Day in FY2009 (4), involving more than 20 faculty and student presenters.</p> <p>4.2.2. Although less than 20% of the improvement plans targeted outcomes other than critical thinking in 2008, nearly 50% of 2009 plans and responses were completed in human diversity, global perspectives, people and the environment, and ethical and civic responsibility.</p> <p>4.2.3. Preserved the balance of academic disciplines during financial reductions by applying thematic core and institution values and implementing financial reduction scenarios utilizing Riverland’s planning and budgeting process.</p> <p>4.2.4. Riverland awarded the same number of College Faculty Awards for Excellence stipends in 2009 as in 2008, but did so with \$20,000 less allocated funds.</p> <p>4.2.5. Faculty were promoted into leadership roles at the program director level in Nursing and Farm Business Management and into key chair roles in quality improvement, outcomes assessment, master course outline management, and innovation in improving student learning.</p>

<p>4.3 Hire and develop leaders who will initiate and support innovation throughout the system.</p>	<p>4.3.1. Hire two new program directors, one new faculty unit coordinator, and committee chairs in quality improvement and assessment by August 25, 2008.</p> <p>4.3.2. Revise and fill the leadership role for the Dean of Health, Science, and Services to enhance institution efforts in STEM, Allied Health, and continuing health education by September 2008.</p> <p>4.3.3. Create and fill a new position entitled Dean of Extended Learning to manage the MnSCU Partnership in Owatonna and the outreach efforts of the college, including the business/industry/farm management education programs, by June 2009.</p>	<p>4.3.1. Faculty were promoted into leadership roles at the program director level in Nursing and Farm Business Management and into key chair roles in quality improvement, outcomes assessment, master course outline management, and innovation in improving student learning.</p> <p>4.3.2. Permanent dean hired September 2008.</p> <p>4.3.3. Permanent dean hired May 2009 to begin September 2009.</p>
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SECTION II: KEY SYSTEM TARGETS

The following are revised and ongoing goals related targets for the system. Please place an (x) in the second column for the one additional system target of particular interest to the institution aside from underrepresented students and STEM to complete the three targets that will be considered as part of the presidential evaluation process to determine merit bonus compensation.

System Targets	Merit Bonus (note with an X)	Projected Institutional Progress in FY 2009	Actual Institutional Result
Target 1 – Success of Underrepresented Students - Improve persistence and completion rate for underrepresented students	X	Given erosion in our performance in the previous year, we seek to achieve positive progress toward our 2014 target of 70.5% as measured by the system dashboard.	Obtained a 3.0% change from base and are at 63.8% to target as of the Fall 2007 entering cohort as measured in Fall 2008.
Target 2a – STEM Credit Enrollment - Increase the percentage of students enrolled in college level STEM courses by 2011.	X	<ul style="list-style-type: none"> • Increase of 1.7% above the 2005 base to a total of 50.7%. • Create and develop STEM Options to include <ul style="list-style-type: none"> ○ Production Technician Certificate ○ Bioscience AS ○ Health Careers Pathways-AS/Certificate • Increase clinical learning opportunities. • Increase on-site educational offerings to STEM & Allied Health employees. 	After losses in 2007 & 2008, recovered a +0.8% change from base and are at 41.7% to target as of preliminary 2009.
	Must choose at least one of the two STEM Targets		
Target 2b – STEM Teacher Education Graduates - Increase the number of secondary teachers prepared for licensure in math and science by 2011.		<i>Not applicable</i>	
Target 3a – Customized Training - Increase the number of students enrolled in customized training by 2009.	X		

<p>Target 3b – Continuing Education</p> <ul style="list-style-type: none"> - Increase the number of continuing education students by 2009. 		<ul style="list-style-type: none"> • Increase of 50 students to total of 1,454 (50 beyond 2005 base) by partnering with Workforce Development Inc. to conduct continuing education academies in health care. 	<p>For Continuing Education, obtained a change from base of 75 additional students served for a total of 1,479 or 150.0% of target. This goal was achieved in 2008.</p>
<p>Target 4 – Collaborative Goal</p> <ul style="list-style-type: none"> - Advance a partnership with another system institution to address one or more system strategic plan goals. 		<ol style="list-style-type: none"> 4.1. Become a full member in the 360° Manufacturing and Applied Engineering Center of Excellence. 4.2. Establish a multi-institution MnSCU partnership at the Owatonna College & University Center. 4.3. Establish a regional multi-institution steering committee of Perkins consortiums. 	<ol style="list-style-type: none"> 4.1. Riverland moved from affiliate to full-member status of the 360° Manufacturing and Applied Engineering Center of Excellence October 2008. 4.2. OCUC inter-agency agreement finalized and signed February 17, 2009, by presidents of MSU, Mankato, Riverland Community College, and South Central College. 4.3. Initiated a regional multi-institutional steering committee of Perkins partners to share best practices and explore collaborative projects. Consortium members include MN State College-SE Technical, RCTC, Riverland, & South Central College.

SECTION III: INSTITUTIONAL GOALS

Please select 3-5 institutional goals from your presidential/institutional work plan for completion of this portion of the template. These goals may or may not reflect the overall system's planning documents. Institutional goals must reflect, however, the institution's planning initiatives and/or accreditation-related initiatives if they are not related to system plans. Please note in the second column which two of the following goals should be considered as part of the presidential evaluation process to determine merit bonus compensation.

Institutional Goal Statement	Merit Bonus (note with an X)	Brief Statement on importance of goal to the president and the institution	Baseline data, projected institutional target, and measure or measurement tool used to evaluate performance	Actual Institutional Outcomes
Institutional Goal: OCUC Acquisition		<ul style="list-style-type: none"> • Acquisition of the OCUC will lead to increased MnSCU presence and institutional efficiency. 	<ul style="list-style-type: none"> • Building and property acquired by January 1, 2009. • MnSCU Partners agreement approved and signed by January 1, 2009. 	<ul style="list-style-type: none"> • State acquired OCUC December 31, 2008. • OCUC inter-agency agreement finalized and signed February 17, 2009, by presidents of MSU, Mankato, Riverland Community College, and South Central College.

<p>Institutional Goal: Improving Student Learning</p>	<p>X</p>	<ul style="list-style-type: none"> • AQIP Action Project and Strategic Initiatives will result in improved teaching and learning by establishing Student Learning Outcomes at course and program levels. 	<ul style="list-style-type: none"> • Revise approximately 400 Master Course Outlines in Arts & Sciences by June 30, 2009. • Implement and measure student Learning Outcomes (MnTC core thematic goals and student competencies) in Arts & Sciences by June 30, 2009. 	<p>276 Master Course Outlines completed; more than 500 in process.</p> <p>91% of unlimited faculty participating in:</p> <ul style="list-style-type: none"> • Master Course Outline updates, including student learning outcomes for programs and degrees. • Plans and responses on implemented activities to improve student learning. • Institution core themes that measure improvements in student learning across MnTC, program (CTE & HSS), and discipline (LAE) academic units. • Innovations to improve student learning through awards for excellence by college faculty.
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<p>Institutional Goal: Facility Right-sizing</p>		<ul style="list-style-type: none"> • Campus right-sizing will allow an opportunity to reduce operating costs and their effect on student tuition, address maintenance backlog (HEAPR) at the same time as increasing space utilization, and better align academic program spaces. 	<ul style="list-style-type: none"> • Capital project developed for 2010 capital bonding cycle and in accordance with Office of the Chancellor deadlines. Project presented to the Board of Trustees with the goal to be included in the FY2010-2015 capital budget at February/March 2009. • Capital project dollars requested should include approximately 50% related to HEAPR needs. • Conduct cross-functional meetings with affected departments to solicit input and strengthen support for the project in the fall of 2008. • Transition certain under-utilized areas into cold storage or mothball in the fall of 2008. • Complete in-house projects using college funds to prepare for transitions beginning in the summer of 2009. 	<ul style="list-style-type: none"> • Capital project developed & submitted Fall 2008. • Capital project request included approximately 50% HEAPR. • Cross-functional meetings with affected departments were held Fall 2008. • Rooms C100, C141, & Gateway Building in Albert Lea identified for cold storage or mothballing. • Remodel of Workforce Center, Art Studio, & CNA Lab/classroom on schedule to be completed Summer 2009.
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<p>Institutional Goal: Increase diversity of college workforce</p>	<p>X</p>	<ul style="list-style-type: none"> A college workforce more reflective of the populations it serves will be perceived as more welcoming to traditionally underrepresented populations, and bilingual/bicultural/disabled employees have more relevant skills with which to serve traditionally underrepresented students. 	<p>Specific Employee Recruitment Goals by June of 2010:</p> <p><u>Minorities</u> Professionals (1) Faculty (3) Office/Clerical (1) Service Maintenance (1)</p> <p><u>Women</u> Technicians (1) Service Maintenance (1)</p> <p><u>People with a Disability</u> Professionals (2) Faculty (2) Office/Clerical (1) Service Maintenance (1).</p>	<p>To date we have hired two permanent professionals and one temporary professional in the minority professional code. We have made progress in recruiting a more diverse applicant pool in other areas; however, we haven't been able to hire qualified individuals in those other categories of clerical, faculty, and service maintenance. Budget restraints have also limited our hiring in all areas of the college.</p>
<p>Institutional Goal: School/college relationships and articulation.</p>		<ul style="list-style-type: none"> The college will improve its relationships with selected high schools to provide seamless articulation and matriculation from high school to college. 	<ul style="list-style-type: none"> At least two new articulation agreements with selected high schools will be implemented in FY09. 	<p>Three baccalaureate articulation agreements in Business were approved with SMSU, MSU, & WSU.</p>

IMPORTANT: Please attach your entire work plan to this document.

SECTION IV: FUTURES PLANNING

As you look to 2012 and beyond, what major directions or changes do you anticipate in facilities, human resources, students, mission, program or technological priorities? Be brief.

<ul style="list-style-type: none"> FACILITIES 	<ul style="list-style-type: none"> Continue to look for opportunities to right-size underutilized portions of campuses through enrollment increases, partnerships with external entities, moth balling, and/or cold storage strategies. Continue to seek additional resources to address HEAPR needs.
<ul style="list-style-type: none"> HUMAN RESOURCES 	<ul style="list-style-type: none"> Increase emphasis to attract and retain more diverse workforce that represents the populations served in the region. In times of scarce resources, seek ways to preserve quality of services and operations. Prepare for succession of Baby Boomer generation.

<ul style="list-style-type: none"> • STUDENTS 	<ul style="list-style-type: none"> • Increase emphasis to attract and retain more diverse student body that reflects the populations served in the region. • During the recession, seek resources and partners to serve an increasing number of dislocated workers.
<ul style="list-style-type: none"> • MISSION 	<ul style="list-style-type: none"> • Constant need to anticipate needs and opportunities, adapt mission, vision, and values accordingly, and serve needs of regional employers via partnerships. • Growing need for effective support from the college foundation to reduce the gap created by fewer resources from state allocation and tuition revenues.
<ul style="list-style-type: none"> • ACADEMIC PROGRAMS 	<ul style="list-style-type: none"> • Increasing emphasis on career-technical education requires accurate information on regional employers' needs, closer working relationships with advisory committees/councils. • Academic programs must improve ability to retain students for successful completion. • Continue growth of online and other distance learning delivery systems to ensure access and affordability. • Improve assessment of student learning in academic programs.
<ul style="list-style-type: none"> • TECHNOLOGY 	<ul style="list-style-type: none"> • Growing need for technology to support local operations will require more resources from the state system. • Examine opportunities to partner with local municipalities to share technology resources and promote economic development.



Submitted by: Terrence Leas, President

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