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INTRODUCTION

The Northwest Technical College (NTC) Master Academic Plan provides the framework for the college’s academic and instructional priorities for the next three years. It will help guide and inform decision-making; resource allocation; and the development of new and bold academic initiatives that will move the college toward accelerated transformation.1 With strong forces “impacting higher education and the economy, we cannot wait to take action, but must actively lead and innovate to build a system of higher education in Minnesota that is not only relevant, but preeminent in the 21st century.”2 NTC is an important contributing partner to the economy and communities that comprise north central Minnesota. The goals and strategies outlined in the Master Academic Plan will ensure that the college continues to provide outstanding technical education opportunities while promoting a culture of innovation and high-quality program development to meet the needs of our students and regional employers.

The Master Academic Plan is a continuation of the NTC Reinvention process that was started in October 2013 when Dr. Richard Hanson, NTC president, called for the formation of a task force comprised of faculty, staff and administrators to “reinvent” the college through a series of academic, student service and budgetary recommendations that would help ensure the college’s long-term viability and a foster a renewed focus on NTC’s institutional mission.3

The following Master Academic Plan is based upon a number of the proposed recommendations of the task force that can be found in the “The Report of the Task Force to Reinvent Northwest Technical College” (May, 2014) https://www.ntcmn.edu/reinvention/.

The NTC Master Academic Plan will serve as a guide to:
1. Strengthen the Mission of NTC through enhanced support for high-quality teaching, transformative learning and student success.
2. Stabilize and increase enrollment through quality and distinctiveness in academic programming.
3. Give greater focus and direction to academic programming by responding to the changing nature of workforce needs and careers of the future.
4. Provide opportunities for innovation and experimentation within and among departments and programs at both NTC and Bemidji State University to further support academic integration.
5. Create new academic pathways for students through the development of expanded partnerships with area school districts, business & industry, government agencies, non-profit organizations and other higher education two and four year institutions.
6. Facilitate other college planning efforts (enrollment management, student services, facilities, technology, etc.) that support the goals outlined in the Master Academic Plan.
7. Sustain ongoing assessment, accountability, and continuous improvement measures at the college.

NORTHWEST TECHNICAL COLLEGE HISTORY & OVERVIEW

Northwest Technical College is a two-year higher education institution in the Minnesota State Colleges and Universities (MnSCU) system. The college’s history dates back to the early 1960s, when Bemidji High School teacher Jake Outwin recognized the region needed a workforce with practical skills and knowledge to fit professional opportunities. With support from the community and the state of Minnesota, he established the Bemidji Area Vocational Technical Institute, a two-year college, offering two programs: carpentry and automotive mechanics.

1- The Chronicle of Higher Education, What College Presidents Think About Change in American Higher Education is based on a survey conducted by Maguire Associates, Inc. (2014), two-thirds of presidents say that the pace of change is too slow.


3- In outlining the Reinvention process, President Richard Hanson stated: The challenge is to identify and implement a unique and programmatic focus for the institution, create substantially more effective connections to constituents, develop an identity based on excellent service and enhance quality outcomes for learners in traditional, blended and online learning environments. The execution of these intended goals will ultimately lead to a stronger community presence, a stronger instructional program and a stronger financial position for NTC. Consequently, the work of the taskforce will be to reinvent NTC.
Since its beginning, NTC’s open enrollment policy, affordable tuition and high-quality education has attracted a diverse group of students. There are more than 700 students currently enrolled at NTC in business, health, human and protective services, environmental and industrial technology career programs. NTC offers associate degrees, diplomas, and certificate programs that meet the evolving needs of regional and global employers. Northwest Technical College provides an inspiring and challenging learning environment with personalized services and access to industry-current technology. Classes are offered on the Bemidji campus, online, or as a combination of both.

In the Fall of 2003, a unique partnership between Northwest Technical College and Bemidji State University was established by Chancellor James McCormick of the Minnesota State Colleges and Universities (MnSCU) system. Northwest Technical College and Bemidji State University were “aligned” under one President, who since that time has served both campuses. Serious conversations concerning alignment began in 2005, with the implementation of several alignments which has led to administrative functions and student support services being shared between NTC and BSU. As a result of alignment, NTC is able to offer its students a full range of BSU student services, including: resident housing, health care, access to the Gillett Recreation-Fitness Center, and a BSU activity card that allows students to attend sporting events and campus activities.

The separate institutional accreditations, missions, and faculty unions make this situation in Bemidji different from all others in our MnSCU system. Beginning in Fall 2014, the organizational structure for academic program oversight, planning and approval between Northwest Technical College and Bemidji State University has changed to allow for much closer collaboration than in the past. Previously, NTC and BSU both maintained separate organizational structures for curriculum oversight, academic planning, and academic program approval. A CAO (provost) for each location provided leadership under separate offices of academic affairs. As a result, NTC and BSU articulated programs where appropriate, cooperated periodically on new program development, and at times shared facilities for the delivery of academic programming.

While collaboration was highly valued, that organizational structure did not encourage NTC and BSU to jointly plan programs or to more fully integrate academic programming across both institutions. To enable greater joint academic planning. BSU Deans are now actively engaged in the planning and oversight of NTC academic departments. This new administrative structure will facilitate the creation and development of new alliances with BSU academic departments and faculty. These efforts are directed at building partnerships with far greater intentionality and scale than previously imagined, creating new stronger connections between BSU and NTC to the benefit of students, employers and the communities we both serve.

With the development of the NTC Master Academic Plan, we are now ready to begin moving from ideas to actions, accelerating from a strategic vision offered by the Reinvention Task Force toward specific academic goals, strategies and initiatives to ensure the long-term viability of the campus. NTC is charting a course that has success of students in the workforce as its main goal and is responsive to the dynamic changes in the communities we serve.

COLLEGE MISSION AND VISION

The Master Academic Plan grows out of the Mission and Vision of the College, which emphasizes the College’s commitment to excellence, quality and innovation within the field of career and technical education.

Mission Statement: Northwest Technical College integrates the value of work with the educational experience to develop resourceful lifelong learners with knowledge, skills, and attitudes to secure rewarding careers and satisfying lives in an increasingly technologically focused, globally interdependent, multicultural society. Vision Statement: Northwest Technical College is a technological learning organization that is also open and inviting, comprised of professionals that value life-long learning and the worth and dignity of all people. Guided by a commitment to excellence through education with a global focus, Northwest Technical College looks to become the premier technical college in Minnesota. The academic and co-curricular culture at Northwest Technical College encourages an appreciation of differences and a rich knowledge of self and others that is the foundation of democratic citizenship in a technological world. Such an education is a life-enhancing opportunity that will enable individuals to reach their fullest potential and contribute to the richness of the natural, human, and economic resources of this region.

NTC’s continued focus on its mission and vision will not change. The institution will continue to recognize and honor
the value of work and lifelong learning, helping students to achieve rewarding careers, satisfying lives and the skills necessary to be successful in an increasingly complex society. The Master Academic Plan of the re-invented NTC will emphasize even more strongly the values expressed in our Mission related to student success, work-force development, job placement and community connection. As an institution of higher learning, we are proud of the fact that we prepare our students for life, careers and citizenship and give them twenty-first century skills relevant to the communities where they live and work.

**CAMPUS AND COMMUNITY INPUT AND ALIGNMENT WITH SYSTEM PLANNING**

In developing the Master Academic Plan, the MAP work group relied heavily on comments and information obtained from community and advisory board listening sessions and on surveying activity that the College engaged in this past year as part of the Reinvention discussion on campus and at locations throughout our service region. These comments have helped to shape and give direction to the goals, strategies and initiatives outlined in the MAP.

The MAP work group also made certain that the academic planning at NTC was closely aligned and parallel the Minnesota State Colleges and Universities “Charting the Future” strategic framework.

The framework lays out six recommendations for changing the face of higher education in the state of Minnesota:

- Dramatically increase the success of all learners, especially those in diverse populations traditionally under-served by higher education.
- Develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state.
- 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.
- Expand the innovative use of technology to deliver high-quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.
- Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems for communities and businesses across the state.
- Redesign our financial and administrative models to reward collaboration, drive efficiencies, and strengthen our ability to provide access to an extraordinary education for all Minnesotans.

The NTC Master Academic Plan specially identifies goals, strategies and initiatives that will work to operationalize each of the six recommendations identified by Chancellor Steven Rosenstone as our MnSCU system goals.

**ACKNOWLEDGEMENTS**

NTC’s Master Academic Plan is the product of a work group which is comprised of faculty serving on the Academic Affairs Standards Council, NTC staff, administration representatives and students. The group has attempted to be inclusive, data-driven, collaborative and comprehensive. To the extent we have been successful, it is due directly to the work ethic and seriousness upon which each of the work group members pursued the task of developing the MAP. The work group includes:

- Mark Johnson – MSCF President, Faculty member (Automotive)
- Julie Dokken – Faculty member (Dental)
- Jeff Brower – Faculty member (Plumbing & HVAC)
- Carsha Lapp – Faculty member (Business)
- Sandy Johanning – Faculty member (Nursing)
- Joann Staker – Faculty member (General Education)
- Liz Torgeson – Academic Support Coordinator & Recorder
- Jodi Knott – Financial Aid Coordinator
- Michael Heitkamp – NTC & BSU Associate VP for Admissions and Enrollment
- Dr. Jeanine Gangeness – Founding Dean, NTC & BSU School of Nursing
- Dr. Shawn Strong – Dean, BSU College of Business, Technology and Communications
- Robert Griggs – NTC Interim Dean
- Dr. Bernardine Byrant – Consultant and Senior Administrator at MnSCU institutions
- Dr. Koji Fujiwara – NTC & BSU Institutional Research, Research Analyst
GOAL 1
Enhance assessment of current academic programming to assure that courses, programs, and learning opportunities align with changing student, community, and employer needs.

a) Review current academic programming and make program recommendations based on institutional data and forecasted high-demand employment opportunities in our region.
   i) Implement a three-year academic review process to ensure academic programs remain current and to ensure continuous quality improvement.
   ii) Work with the Academic Affairs Standards Council to outline requirements of the review process and establish a reporting cycle timeline for each division, certificate, diploma, and degree program.
   iii) Actively engage and partner with local and regional employers and professional organizations to ensure that programming remains leading edge in the field. (Workforce Innovation and Opportunity Act, 2014)

b) Create stackable credentials in technical programs including automotive, business, construction and trades, engineering technology, and allied health.
   i) Work with academic departments to develop certificate programs comprised of existing and new curriculum that can be combined into diploma, associate of science and associate of applied science degree offerings.
   ii) Establish and promote stackable credential options to current and prospective students to increase enrollment, persistence and retention of students.

c) Articulate NTC programs into community colleges, BSU, and other four-year universities.
   i) Create opportunities for two- and four-year faculty to discuss program articulation and alignment. (ex. Northwest Minnesota Alliance)
   ii) Provide representation for NTC on BSU Deans’ Council to engage in a comprehensive academic planning process that directly aligns course and program offerings between institutions.
   iii) Where BSU academic articulations are not available, seek opportunities to partner and collaborate with other MnSCU colleges and universities, the University of Minnesota, and other regional higher-education institutions.

d) Enhance assessment of student learning.
   i) Implement TaskStream training to facilitate tracking and recording of ongoing student learning assessment activities.
   ii) Identify a faculty member to serve as NTC’s TaskStream expert to work with faculty across academic disciplines on implementation of TaskStream reporting.
   iii) Establish a TaskStream workgroup, a team of faculty experts on assessment, to help departments identify patterns and trends in student learning data to better inform decision making.

e) Establish active and engaged advisory committees
   i) Establish a clear role for advisory committee members to assist NTC faculty with the design, development, implementation, evaluation, maintenance, and revision of career and technical education programs to help ensure academic program quality. (Workforce Innovation and Opportunity Act, 2014)
   ii) Actively recruit and expand advisory board membership to help ensure each board is made up of individuals with experience and expertise in the occupational field served by the program.
   iii) Expand partnerships with advisory member organizations to establish apprenticeships, internships, or clinical-experience opportunities.
   iv) Expect that advisory committees will meet at least twice each academic year, and will record and post minutes of advisory board meetings on NTC’s web site.
   v) Establish a regional education workforce committee in collaboration with the Bemidji Chamber of Commerce to foster greater communication between higher education and local and regional employers, community leaders, and K-12 representatives.
   vi) Explore opportunities to engage and work more closely with NTC Foundation Board to foster enrollment and expand scholarship availability to support student success.
GOAL 2
Create and implement a strategic enrollment management plan to help increase enrollment and improve retention.

a) Establish a planning committee to develop an enrollment and retention plan.
   i) Identify faculty, staff, students, and administrators to serve on an NTC enrollment and retention committee to create a comprehensive approach to improve student recruitment and retention.
   ii) Work to identify a new name, identity, and image, for NTC that stresses the college’s unique academic alignment with BSU relative to its peers and competitors.
   iii) Align college resources with identified strategic enrollment initiatives to achieve FY2016 enrollment goals.
   iv) Establish key performance indicators for recruitment, retention, graduation, and student and employer satisfaction.
   v) Expand opportunities for faculty to support student-recruitment efforts.
   vi) Create opportunities for joint training of faculty and staff related to advising to improve student satisfaction and retention.
   vii) Create one-stop shop for student services with the goal of providing personal attention to students.
   viii) Explore opportunities to expand shared services between BSU and NTC including, but not limited to: career services, EMS, sustainability office, grant writing, admissions, international program office, counseling, and disability services.
   ix) Explore reverse-transfer opportunities with BSU and other universities.

b) Develop career-focused post-secondary enrollment options, concurrent enrollment, and technical education articulation agreements with area high schools that build career pathways to NTC.
   i) Develop partnerships with area high schools to pilot career-focused concurrent enrollment offerings that allow students to complete NTC courses and certificate programs while in high school, making higher education more affordable.
   ii) Focus initially on four primary areas of instruction to foster high school concurrent enrollment opportunities: construction and trades, health care, business, and manufacturing.
   iii) Connect NTC faculty in each program area with high school faculty teaching in the same discipline to promote concurrent enrollment opportunities and seamless transfer to NTC.
   iv) Partner with area middle schools, high schools, and home school students to provide early and sustained program and career information.
   v) Provide area charter schools with lab experiences utilizing NTC programming and facilities.

c) Establish a process to expand prior-learning assessment opportunities to encourage adult learners to complete a certificate, diploma, or degree.
   i) Work with other campuses and the Council for Adult and Experiential Learning (CAEL) to examine best-practice strategies and policy development to expand prior learning assessment opportunities for students.
   ii) Develop a prior-learning portfolio workshop for students to increase awareness and exploration of credit-for-prior-learning opportunities.
   iii) Build collaborative partnerships with area veteran’s service organizations to create a seamless resource for veterans to receive credit for prior learning and earn a degree.
   iv) Explore partnership with Distance Minnesota and Minnesota Online to promote prior learning assessment at NTC to improve recruitment and advising of veterans.

d) Enhance marketing of programs and expanded academic pathways stressing NTC as an affordable option.
   i) Promote affordability of NTC education compared with other colleges.
   ii) Expand marketing of NTC programs to high school students, non-traditional students, incumbent workers, students who have withdrawn from NTC/BSU, TRIO students, and transfer students.
   iii) Identify student success examples to market and promote to other students.
   iv) Improve facilities to enhance image, recruitment, and retention efforts, including a greater prominence for the admissions office.
GOAL 2 (CONT’D)

e) Redesign NTC’s web site.
   i) Immediately begin Request for Proposal process to seek a partner for an NTC web site redesign project.
   ii) Establish workgroup to assist third-party vendor with development of a new NTC web site with a targeted launch date of June 2015.
   iii) Expand NTC web development capabilities to improve marketing and communication with the college’s current and prospective students and to drive scholarships, facilitate community support, and support job placement.
   iv) Adopt web content management system to allow department representatives to post content directly to the new web site.
   v) Identify student success examples to market and promote with other students.

f) Develop international recruiting strategy targeting development of articulation and transfer agreements with select international partners.
   i) Collaborate with BSU on recruiting international students seeking trades education.
   ii) Secure F-1 visa status for international students seeking to study at NTC to facilitate transfer to the college.

g) Expand customized training and continuing education training opportunities in response to labor market and industry needs.
   i) Explore renaming of Optivation.
   ii) Develop a financial model of revenue sharing with departments associated with non-credit learning.
   iii) Align credit and non-credit program offerings to better leverage regional, state, and federal grant opportunities.
   iv) Enhance collaborative partnerships with regional entities to efficiently offer a full-service experience for students from start to finish. (Workforce Innovation and Opportunity Act, 2014)
   v) Expand local collaborations with Northwest Indian Opportunity Industrialization Center (OIC) and Rural Minnesota Concentrated Employment Program (CEP).

h) Accelerate degree options for adult students through expansion of evening and weekend course offerings.
   i) Expand block scheduling of programs.
   ii) Explore the potential to offer courses at off-campus sites.
   iii) Expand blended learning opportunities combing online and on-site course instruction.

i) Develop retention strategies that provide incentives for students to complete their educational program(s).
   i) Develop tuition scholarship for students completing consecutive semesters.
   ii) Explore creation of an eight-week developmental class for students available tuition-free or at a reduced tuition rate.
   iii) Engage and work more closely with NTC Foundation Board to expand scholarships and foster internships and student mentoring opportunities.
   iv) Better leverage student scholarships to improve recruitment and retention.

j) Develop initiatives to better serve and retain a diverse student population and make the NTC learning environment more welcoming.
   i) Provide more frequent faculty and staff in-service opportunities regarding working with diverse student populations.
   ii) Develop a student-led mentoring program.
   iii) Seek grant opportunities to provide funding for expanded support services for students including student mentoring and tutoring support.
k) Create a complete academic schedule of proposed offerings for all certificate, diploma, and degree programs for both full- and part-time students.
   i) Work with each academic division to create an advanced schedule of offerings for each semester (fall, spring, summer) to improve academic advising and allow students to more accurately anticipate their potential time to degree.
   ii) Provide an academic schedule for NTC part-time learners to encourage program completion.

GOAL 3
Promote a culture of innovation that supports new program development and high-quality teaching.

a) Implement competency-based programs in select technical areas.
   i) Provide professional development opportunities for faculty to learn more about competency-based education.
   ii) Work with Council for Adult Experiential Learning (CAEL) or other campuses that have adopted competency-based principles to help facilitate the development of competency-based learning activities.
   iii) Encourage faculty to break curriculum into course modules—discrete, self-contained learning experiences outlining specific statements, including the actions and performance criteria of what students will be able to do upon completing the module.

b) Implement 8-1-8 academic scheduling to improve time-to-degree (two eight-week course periods separated by a one-week break).
   i) Identify academic programs to pilot 8-1-8 scheduling option.
   ii) Develop a comprehensive 8-1-8 course schedule which includes proposed delivery modality for all certificate, diploma, and degree courses, including associated general education courses.
   iii) Closely monitor and assess student learning outcomes with 8-1-8 pilot programs.
   iv) Explore 4-4-1-4-4 scheduling option for development education.

c) Develop new academic program offerings that will meet student demand and regional and state workforce needs.
   i) Create a committee to establish a process form to annually implement new certificate, diploma, or degree programs to be more responsive to student demand and promote stronger connection to local and regional employer needs. (Pathways to Prosperity Network).
   ii) Identify and launch new academic program offerings in health care (health information tech, medical coding, rad tech, cardiovascular tech, diagnostic sonographer, respiratory therapy, physical therapy assistant), graphic design, hospitality management, human resources, manufacturing (production management/engineering technology), commercial industrial construction (welding), and automotive/classic restoration.
   iii) Explore opportunities to offer certificate, diploma, or degree programs collaboratively with other institutions.
   iv) Establish process for a new program evaluation scorecard.
   v) Accelerate development and delivery of new credit-based offerings through the use of non-credit custom-training pilot programs.
   vi) Provide administrative assistance to academic departments completing new curriculum packets to accelerate completion of college, MnSCU, and HLC filing requirements.
   vii) Establish six-month goal of launching new certificate, diploma, and degree offerings.

d) Expand summer offerings and include summer as a third semester for academic planning.
   i) Identify programs that will expand their academic scheduling to include summer offerings.
   ii) Explore financial aid options for students attending a third semester. (BBY option)
   iii) Ensure that student support services (advising, tutoring, etc.) are available during summer to fully support students.
e) Continue regional, national, and professional accreditation to ensure quality.
   i) Encourage departments to seek regional and national professional accreditation of program offerings and
      where possible, align curriculum with industry-defined and federally endorsed national standards, national
      certifications, and other benchmarks. Ex. Manufacturing Skills Standards Council (MSSC)
   ii) Improve ability for students to demonstrate technical and occupational skills by becoming an authorized Na-
       tional Occupational Competency Testing Institute (NOCTI) testing center.
   iii) Establish a Pearson Testing Center at NTC to better serve students completing licensing and certification ex-
        ams.

f) Promote faculty excellence through continued professional development.
   i) Participate in BSU’s initiative to create a Teaching & Learning Center to better support faculty, staff, and stu-
      dents engaged in technology-enhanced teaching and learning.
   ii) Develop mentoring opportunities for faculty to encourage sharing of expertise and teaching experiences.
   iii) Create brown bag lunch series at NTC, including BSU faculty, to promote communication among faculty re-
        garding new teaching modalities.
   iv) Work with NTC Student Senate to establish an academic technology innovation fund to allow faculty the op-
        portunity to explore new emerging technology and teaching modalities.
   v) Seek additional funding to support faculty professional development.

g) Expand academic financial resources through expansion of grant-writing capabilities.
   i) Work collaboratively with Institutional Research office, Optivation (custom training/continuing education), and
      BSU Center for Extended Learning to hire full-time grant writer to help facilitate development of grant-writing
      office to be shared between BSU/NTC.
   ii) Seek state and federal funding to improve both equipment and facilities at NTC to increase enrollment.

GOAL 4
Develop new online programming and expand online student support services in collaboration with Distance Minnesota.

a) Expand D2L, multimedia, and instructional design support for faculty teaching online.
   i) Provide reassign time from teaching load for D2L faculty “peer mentor”.
   ii) Expand multimedia and lecture-capture capabilities on-site at NTC to encourage development of high-quality
       interactive online courses. (Optivation, Teaching & Learning Center)

b) Implement a Quality Matters initiative to encourage adoption of QM standards by academic departments and
   faculty.
   i) Promote and fund QM faculty professional development activities including: Applying the Quality Matters
      Rubric (APPQMR) workshop and Improve Your Online Course Workshop.
   ii) Work with academic departments to adopt Minnesota Online Quality Improvement (MOQI) peer review pro-
       cess for all online courses.
   iii) Encourage NTC faculty to become certified MOQI peer reviewers.

c) Strategically develop new online credit and non-credit programs to attract new student populations to NTC.
   i) Work with Distance Minnesota staff to identify new credit and non-credit online certificate, diploma, and de-
      gree offerings to increase student enrollment.
   ii) Utilize existing programs to build and deliver non-credit certificate programs across the region and beyond
       through InterCECT, a consortium of Minnesota colleges and universities established to deliver non-credit on-
       line education.
   iii) Deliver online general education courses required for offered A.S. or A.A.S. programs and deliver on-campus,
       lab-based courses at BSU.

d) Explore opportunities with Distance Minnesota to support online and blended-learning students in innovative
   ways.
i) Explore development of apps for mobile devices.
ii) Develop web apps to better support online students.
iii) Increase visibility of NTC offerings through Distance Minnesota to minimize student confusion over which campus is their home campus, granting their degree.
iv) Establish D2L student orientation for online and blended students.
v) Establish meeting dates for NTC faculty & staff with Distance Minnesota representatives to improve communication and student advising.
vi) Improve textbook-purchasing experience for online students and promote open book charging through financial aid/bookstore.
vii) Develop student start-up packet which includes information related to D2L tools and student support services; could include D2L login page revisions.

GOAL 5
Increase community outreach and engagement.

a) Develop and support partnership and collaboration with workforce development center.
   i) Align initiatives with Greater Bemidji’s Minnesota Innovation Institute (MI2) to enhance learning opportunities for the manufacturing sector.
   ii) Expand industry-led, industry-driven philosophy to construction/trades and other academic disciplines at NTC.
   iii) Explore opportunity to move workforce development partners on-site to increase utilization of space and improve service to students and prospective students.

b) Partner with the community organizations to incorporate service-learning opportunities into the curriculum.
   i) Provide all NTC students with the opportunity to participate in service learning/community engagement experiences within and/or outside of the classroom. (track in TaskStream)
   ii) Collaborate with BSU on development of Center for Community Partnership.
   iii) Establish NTC presence at Greater Bemidji (Mayflower) office building.

c) Expand opportunities for NTC students to participate in apprenticeships, internships, and practicum experiences with local and regional business and industry.
   i) Look to employers to provide a continuum of workplace learning opportunities through apprenticeships, internships and service learning opportunities.

d) Expand custom training/continuing education opportunities to meet business and industry workforce needs.
   i) Provide office space at NTC for custom training/continuing education staff.
   ii) Develop and implement custom training organizational structure that will facilitate growth expectations. (LERN Best Practices Model)
   iii) Explore sharing of custom training/continuing education office space with Minnesota Innovation Institute (MI2) staff to facilitate collaboration and partnering to better serve local and regional employers.
   iv) Facilitate efforts to bring international students to NTC through enrollment in non-credit training.
   v) Explore the development of customized training to include allied health and health care, positioning the college as a regional leader in health care-related customized training and continuing education.
   vi) Seek funding to facilitate development of manufacturing training capabilities on-campus.

e) Engage local and regional community partners.
   i) Expand open house events to promote visibility and marketing of programming options.
   ii) Invite regional employers to campus to promote career opportunities and connections with NTC programs.
   iii) Utilize alumni to promote NTC programs.
GOAL 5 (CONT’D)

f) Focus on improving internal campus culture with renewed focus on student success.
   i) Work to improve morale of internal campus community.
   ii) Schedule on-site open office hours for NTC/BSU administrators.
   iii) Encourage more communication between administration and NTC faculty, staff and students. (walk-around)

GOAL 6

Become recognized as a premiere developmental education institution within MnSCU.

a) Develop a comprehensive plan to integrate developmental education initiatives at both NTC and BSU.
   i) Explore development of academic bridge programs at NTC.
   ii) Collaborate with BSU’s professional teacher education program to create new developmental study programs to better serve students at both campuses.
   iii) Participate in the Lumina Foundation Achieve the Dream initiative, which specifically focuses on students at two-year colleges, giving them a better chance of student success in higher education and realizing greater economic opportunity.
   iv) Begin working toward recognition of NTC as a National Association for Developmental Education (NADE) certified institution seeking certification for its tutoring services, course-based learning assistance, and for its foundational education programs and coursework.
   v) Collaborate with regional tribal colleges to offer college preparedness courses and extend use of NTC’s Regional Tutoring Center to the region’s Native nations.
   vi) Explore offering ACT National Career Readiness Certificate at NTC.

b) Work with BSU and Distance Minnesota to offer developmental education opportunities online.
   i) Expand online delivery of developmental education courses to Distance Minnesota partnering institutions.
   ii) Pursue external funding to support delivery of online developmental education resources for students.

c) Expand partnership with Adult Basic Education to provide underrepresented groups with additional support to promote academic success.
   i) Partner with ABE to offer National Repository for Online Courses (NROC) courses for adult students needing remedial education.