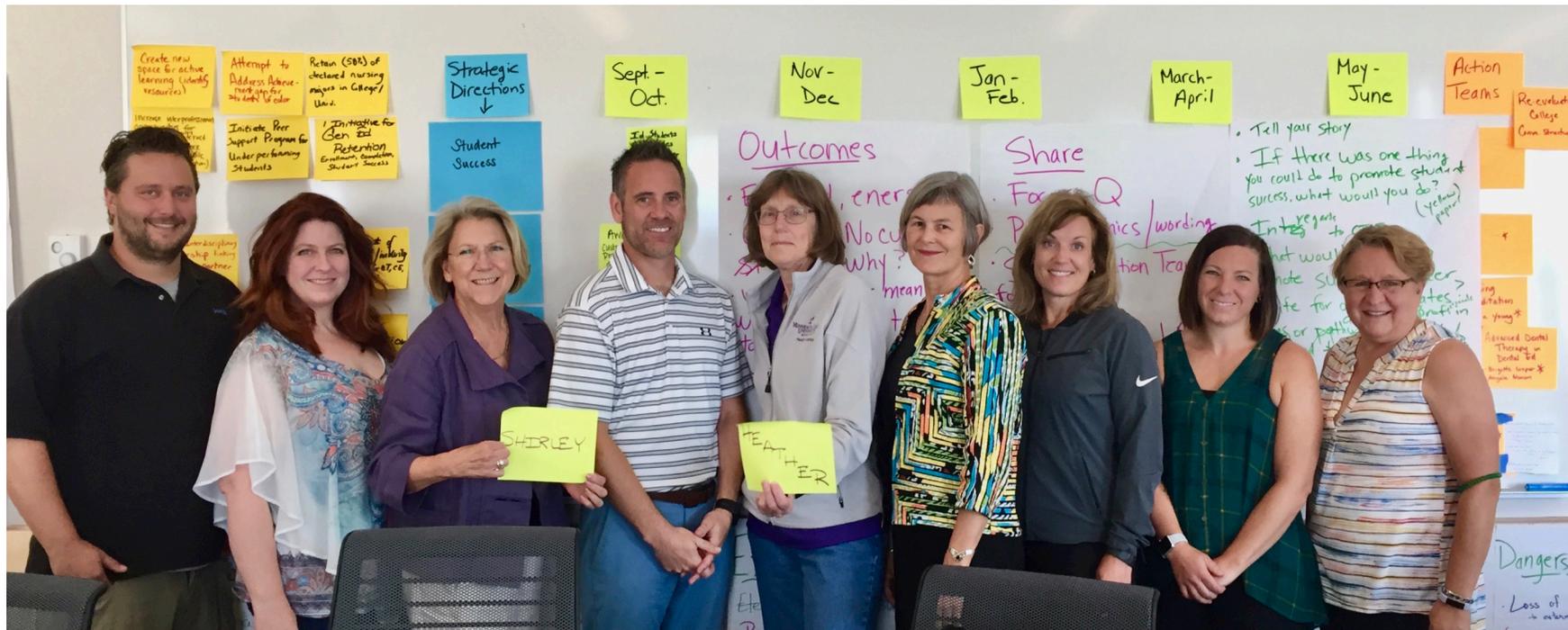


# COLLEGE OF ALLIED HEALTH & NURSING

MINNESOTA STATE UNIVERSITY MANKATO

## STRATEGIC PLANNING REPORT 2018 to 2021/2023



Leadership Team: Dean Kristine Retherford, Brigette Cooper, Paul Cusick, Lynnette Engeswick, Rachelle Fuller, Chris Hvinden, Megan Mahowald, Shirley Murray, Marlene Tappe, Heather Von Bank, Patricia Young,

*Planning Sessions & Data Compilation for July 10, August 13 & 20, 2018*

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## Executive Summary

On July 10 and August 16, 2018 the leadership team of AH&N met to create a draft strategic plan for the college and present it to faculty at an all-college meeting on August 20 for feedback. The strategic planning was started in the summer with the leadership team based on a number of considerations. In the last five years, MSU-Mankato has initiated several planning processes resulting in numerous strategies, goals, objectives and recommendations. In response to the large influx of university planning documents the college leadership team decided to conduct strategic planning sessions to help them focus their attention on what they wanted the college to accomplish in the next three to five years. There were blocks of time during the summer to schedule planning meetings, which is difficult to find during the academic year. Also, it was believed that most faculty felt the effects of planning fatigue and would appreciate a plan with a few select priorities to guide their work. The process began by focusing on a broad-based question designed to frame the planning conversations:

***"What can we do as a college to create a unified movement for our work that allows us to maximize our potential, increase our impact, and better serve our students?"***

On July 10 the leadership team met to participate in a cooperative study of existing planning documents. The following documents were reviewed and discussed:

1. AH&N Priorities & Action Team Planning 2013-2014
2. University Strategic Directions 2016-2021
3. University & College Academic Master Plan 2015-2018
4. General Fund Strategic Budget Planning Process, Adopted May 2017
5. Student Success Article - Six Roles for Faculty in Student Success (EAB Publication)

For each document the team addressed the following questions: "What is this document about? What is our experience with it? What does it mean for our work? What might be next steps we can take?"

Following the review of planning documents the team participated in a Practical Vision Workshop based on ToP® Methods developed by the Institute for Cultural Affairs. They answered the question, "What do we want to see in place in the next three to five years as a result of our actions?" Team members partook in individual and paired brainstorming generating ideas that answered the aforementioned question. Group consensus took place in the "naming" of each column that was clustered with similar themes. The consensus levels of the practical vision are listed below and in the colored sections on the table on page 6. The bulleted brainstorm ideas may or may not become action items in the planning phase.

## Practical Vision Statements

|   |   |   |  |
|---|---|---|--|
| <p><b>To cultivate interdisciplinary community-based partnerships, initiatives, services or research responsive to emerging health needs.</b></p> | <p><b>To broaden our impact by maximizing our use of space, expanding distance education, and developing new UG academic programs, customized training, and continuing education offerings.</b></p> | <p><b>To cultivate an equitable and cost-effective experience for all undergraduate and graduate students centered on student engagement, development, retention, persistence, completion and success in career and life.</b></p> | <p><b>To create an environment that supports the full engagement of faculty and staff in teaching, scholarship, professional practice, service, advising, and/or personal and professional growth.</b></p> |
|---|---|---|--|

On August 10 the leadership team met to develop strategic directions. The process began by creating a one-year victory circle to visualize the practical vision and by examining the current reality of their situation. The method used was a modified SWOT analysis asking them to list the internal strengths and weaknesses, and external opportunities and challenges of the college and the benefits and dangers of success. Next, they worked individually and then in pairs to list specific, measurable things that need to be accomplished in the next year. As a large group they clustered the list of ideas to create three strategic directions. Team members selected one of the three strategic directions to work on and developed an action item to achieve in the next year.

| Strategic Directions                                |  |                                       |
|---|--|---------------------------------------|
| Student Success                                     | Customized Training & Continuing Education- (CTCE)               | Faculty/Staff Success & Communication |
| <b>Action Item:</b> Create a peer-mentoring program | <b>Action Item:</b> Develop a CTCE plan/map for each department. | <b>Action Item:</b> Website Overhaul  |

They created a calendar of what had to be done in the new academic year to move forward on each strategic direction action item, and who would be responsible for each area, and who might serve on the action teams.

### All-College Meeting - August 20, 2018

August 20th was the all-college back to school meeting. Approximately 90 faculty attended and participated in the discussion. Dean Retherford talked about the summer planning efforts and everyone received a handout, which reviewed the results of the planning process; the listing of planning documents, the practical vision, the strategic directions, and the action team coordinator. In addition, a graphic based on the practical vision was presented.

Faculty responded to questions designed to gather feedback on the three strategic directions. The first activity called "Sharing your Story" served as an icebreaker and provided an opportunity for faculty to learn more about each other by gaining an understanding of each individual's work and creating potential collaboration within and across departments. This exercise could also reveal potential alignment with the practical vision and/or strategic directions, and the information obtained will prove helpful to the website redesign.

To address student success, faculty were asked the question: *"If there were one thing you could do to promote student success, what would you do?"* The facilitator clustered the list of answers into the following seven areas:

1. Improve advising
2. Enhance student support services
3. Make changes to the curriculum
4. Build stronger relationships
5. Obtain resources to help students
6. Create centers
7. Improve clinicals

In addition, information specific to graduate students and the School of Nursing are included in the data tables.

In regards to customized training and continuing education (CTCE), faculty were asked: *"What would you do to promote success in career and life for our graduates and practicing professionals in your discipline?"* and more specifically the following three questions: *"What are we doing that could be enhanced or built upon? What are things that we haven't done that we could consider? What needs to be changed and why?"* The answers to each of the three questions are listed but not clustered due to the department specific nature of many of the responses. It is recommended that the leadership team organize this information by clustering by department and then by area or intent. There are a number of repeat or similar answers left in the data to reflect the number of people who responded in the same manner.

We gathered a lot of valuable information from faculty at the all-college meeting, which will help to inform us this year as we pursue the three strategic direction initiatives, and in June when we plan for the 2019-20 academic year.

#### Next Steps

- A debrief call with Connie and Kris to review this report and discuss information from the all-college meeting.
- The three action teams need to meet this semester to determine how best to make progress on accomplishing the selected tasks and to implement their ideas.
- In June the leadership team meets to review the accomplishments and status of the strategic directions and create a new yearly planning cycle.

**MSU-Mankato, Allied Health & Nursing, Leadership Team, July 10, 2018**  
**Environmental Scan Workshop: Cooperative Group Study of Planning Documents**

| Planning Document | AH&N Priorities & Action Team Planning 2013-2014   | University Strategic Directions 2016-2021                                    | University & College Academic Master Plan 2015-2018  | General Fund Strategic Planning Process May 2017   | Student Success Article from EAB  |
|-------------------|--|--|--|--|---|
| <b>What?</b>      | Environmental scan & work of 5 action teams 2013-14  | Overwhelming - too much. A lot is outside of College control/influence       | <ul style="list-style-type: none"> <li>• Clean up, Evaluate Program Offerings</li> <li>• Melding Extraordinary Education Task Forces</li> <li>• Maps to support access/completion of majors</li> <li>• Bring attention to programs in college</li> </ul> | Budget Planning Process: Tool for reduction planning: Objective/data driven  | <ul style="list-style-type: none"> <li>• Outlines steps for retaining students</li> <li>• Enhanced learning</li> <li>• Advising &amp; mentoring to degree completion (How not what)</li> </ul>  |
| <b>Gut?</b>       | Seeing tasks and their accomplishments and the work still needed to be completed.              | Who can argue against any of this? All seems important.                      | <ul style="list-style-type: none"> <li>• Felt violated that the Dean's summary was edited.</li> <li>• Overwhelming</li> </ul>  | Result was program categorization/4 year cycle. Insight: On quality of written document  | Roadblocks we encounter with policies<br>Potentially time consuming for faculty   |
| <b>So What?</b>   | <ul style="list-style-type: none"> <li>• Gives Foundation</li> <li>• Needs Updating</li> </ul> | What is the action that follows this document? How are these being measured? | <ul style="list-style-type: none"> <li>• Got maps, use varied</li> <li>• Moved selective university priorities forward</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategic Planning for program success</li> <li>• 4 year re-eval cycle</li> <li>• Are chairs aware of document?</li> <li>• Knowledgeable of criterion</li> <li>• Preparing for re-eval in 4 years.</li> </ul> | <ul style="list-style-type: none"> <li>• How to incorporate steps into already full faculty workloads.</li> <li>• How to implement at dept. level with university (system) policies &amp; structures.</li> </ul>                              |
| <b>Now What?</b>  | Assess & Revise  | Can't just focus on one area to be "good" - need to do it all.               | <ul style="list-style-type: none"> <li>• Revise &amp; continue use of maps</li> <li>• New 3 year plan directive anticipated</li> </ul>   | <ul style="list-style-type: none"> <li>• Good: Poor writing/Poor planning will result in new opportunities for growth &amp; loss of faculty lines</li> <li>• Need to focus on indicators &amp; develop a proactive work plan.</li> </ul>               | <ul style="list-style-type: none"> <li>• Potential to piggy back/build off of advising happening at college level to tailor to individual students as they move into major.</li> <li>• Could try and encourage use of mav connect.</li> </ul> |

**MSU-Mankato, Allied Health & Nursing, Leadership Team  
Practical Vision Workshop, July 10, 2018**

**Focus Question:** What do we want to do as a college to create a unified movement for our work that allows us to maximize our potential, increase our impact, and better serve our students?

**Workshop Question: What do we want to see in place in the next 3 to 5 years as a result of our actions?**

| <p><b>To cultivate interdisciplinary community-based partnerships, initiatives, services or research responsive to emerging health needs.</b></p>  | <p><b>To broaden our impact by maximizing our use of space, expanding distance education, and developing new UG academic programs, customized training, and continuing education offerings.</b></p>   | <p><b>To cultivate an equitable and cost-effective experience for all undergraduates and graduate students centered on student engagement, development, retention, persistence, completion and success in career and life.</b></p>  | <p><b>To create an environment that supports the full engagement of faculty and staff in teaching, scholarship, professional practice, service, advising, and/or personal and professional growth.</b></p>  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Food with Ag Showcase</li> <li>• Collaboration between Dept. Community-Based Initiatives</li> <li>• RPLS at Zoo</li> <li>• Life Span Institute</li> <li>• Health &amp; Biomed Sciences Institute</li> <li>• Lower level of CSB - A&amp;P, RPLS</li> <li>• More collaboration across departments/programs</li> <li>• Clinic utilized to maximum capacity</li> <li>• Clinical, pre-professional practice serving community</li> <li>• Collaborative Community Health Solutions Center, CCE, Est. Partners, Simulation, (Consultations)</li> </ul> | <ul style="list-style-type: none"> <li>• Enhance distance education</li> <li>• New Clinical doctorate program</li> <li>• Certificate Programs (Grad &amp; Undergrad)</li> <li>• Collaborative space for active learning (activity lab)</li> <li>• New "Sport Science" (Lower level of CSB)</li> <li>• Interdisciplinary AH&amp;N Informatics Program (new program)</li> </ul> | <ul style="list-style-type: none"> <li>• Increase academic success of diverse students</li> <li>• Integrated Advising &amp; Student Center</li> <li>• Strong network of student peer support</li> <li>• On-campus opportunities for internships</li> <li>• Changing support models</li> <li>• Opportunities for student leadership development</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development of all college members</li> <li>• Scholarship of Teaching &amp; Learning (SOTL)</li> <li>• Consistent faculty publication (one per year)</li> <li>• Increase in funding/grants e.g., NIH, CDC</li> <li>• International faculty exchange with housing</li> <li>• No overload teaching</li> </ul> |

This data was created in response to the above questions by the AH&N Leadership Team on July 10, 2018. The facilitated process utilized was a Technology of Participation (ToP®) Practical Vision Workshop, a method of the Institute of Cultural Affairs. Facilitator: Connie Foster, PhD, CTF.

**Acknowledging the Current Reality of our Situation**

| Internal Strengths  | Internal Weaknesses  | Benefits of Success  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Talented, dedicated faculty &amp; staff</li> <li>• Engaged leadership</li> <li>• History of collaboration</li> <li>• Equitable</li> <li>• Focused on our students</li> <li>• Technologically advanced</li> <li>• Supportive Dean</li> <li>• Competent &amp; caring faculty</li> <li>• Hardworking</li> </ul> | <ul style="list-style-type: none"> <li>• University's changing directions</li> <li>• Workload</li> <li>• Insufficient resources</li> <li>• Large amount of leadership changes at the University</li> <li>• Fragmented</li> <li>• Limited new faculty lines</li> </ul>  | <ul style="list-style-type: none"> <li>• Better student outcomes</li> <li>• Better student retention</li> <li>• Improved revenue streams</li> <li>• Better health outcomes for society</li> <li>• Increase in external funding</li> <li>• Increase in morale</li> <li>• Others want to partner, donate</li> </ul>  |
| External Opportunities  | External Threats   | Dangers of Success   |
| <ul style="list-style-type: none"> <li>• Election results/Legislative funding</li> <li>• Partnerships</li> <li>• Biomedical connects</li> <li>• Corporate partnerships building</li> <li>• Strong academic programs</li> <li>• Corporate partnerships to enhance learning</li> <li>• Potential donors</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Being limited by previous goals</li> <li>• Administration</li> <li>• Budget</li> <li>• Election/legislative directives</li> <li>• Changing expectations/requirements</li> <li>• Differences in resource allocations across campus</li> <li>• The result for MN election funding of higher education</li> <li>• More limited external funding opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Loss of academic paths/curriculum to external partners</li> <li>• Create more work for ourselves</li> <li>• Different goals by different departments is divisive for AHN</li> <li>• Can't support initiatives (i.e. faculty to teach limited resources to support classes)</li> <li>• What next, if successful - different expectations.</li> </ul> |

**What would victory look like?**

*Significant, Meaningful, Optimistic, Engaged  
 Strategic plan is moving forward, Report written  
 New faculty in place, People feel valued  
 Keep/retain pre-nursing students  
 College provides an excellent example  
 Good relationships with graduate program  
 Strong student outcome measures*

MSU-Mankato, Allied Health & Nursing, Leadership Team, **Ideas leading to Strategic Directions** (8/13/18)

| <p><b>Ideas Leading To A Strategic Direction</b></p>    | <p><b>Strategic Directions and Action Items</b></p>  |
|---|--|
| <ul style="list-style-type: none"> <li>• Create new space for active learning (identify resources)</li> <li>• Increase inter-professional opportunities for students and faculty to interact (i.e. one more event and possible poster presentation)</li> <li>• Attempt to address achievement gap for students of color</li> <li>• Initiate Peer Support Program for underperforming students</li> <li>• Retain (50%) of declared nursing majors in College/University</li> <li>• One initiative for General Education Retention (Enrollment, Completion, Student Success)</li> </ul> | <p><b>Student Success</b> - Create a peer mentoring program</p>  |
| <ul style="list-style-type: none"> <li>• One new interdisciplinary partnership linking to community partner (e.g. POND)</li> <li>• Increase number of community/industry partners for CTCE Institute</li> </ul>   | <p><b>Customized Training &amp; Continuing Education (CTCE)</b> - Develop a CTCE plan/map for each department.</p> |
| <ul style="list-style-type: none"> <li>• All positions requests are funded/approved</li> <li>• Increase in # of grants, publications, presentations</li> <li>• Website Overhaul</li> </ul>  | <p><b>Faculty/Staff Success &amp; Communication</b> - Website Overhaul</p>   |

**MSU-Mankato, Allied Health & Nursing, Leadership Team, Strategic Directions, Action Items and Draft Plan for 2018-19**

Workshop Question: What specific, substantial, measurable things do we want to accomplish as a College in 2018-19?

| Strategic Directions   | Sept-Oct  | Nov.-Dec  | Jan.-Feb.   | March-April   | May-June  | Action Team<br>*Coordinator   |
|--|---|---|---|---|---|---|
| <b>Enhancing Student Success</b> - Create a peer mentoring program   | Identify Students & Identify courses. Analyze other peer mentoring programs   | Look at syllabi & assessments & attendance. Mentors - Identify training   | Pilot   |   | Assess plan for 2019-20   | *Marlene T.<br>Rachelle<br>Katie H.   |
| <b>Increasing Customized Training &amp; Continuing Education (CTCE)</b> - Develop a CTCE plan/map for each department. | Awareness of CT process & benefits to departments (logistics of planning)   | Needs assessment & development. Conduct survey Analyze results  | Develop customized training plan  |   | All departments have a CTCE plan/map<br><br>Build in marketing  | *Megan M.<br>Jill Conlon<br>Brigette C.<br>Lynnette E.<br>Shirley M.<br>Colleen R.<br>Lynn K.<br>Open Call - one person from each depart. |
| <b>Improving Faculty/Staff Success &amp; Communication</b> - Website Overhaul  | Meeting to align objectives <ul style="list-style-type: none"> <li>Website</li> <li>Donor info</li> <li>Content</li> </ul> Faculty content experts/liaison?<br>Identify & include<br>Build repository (share point build teams) | Producing content (reach out to committees)<br>Disseminate info. across all channels<br>Identify more channels<br>Gather feedback | Go back to Departments & get more info.<br>stories<br>Review process working?<br>appropriate? | Continue the process - revise/review<br>Extend the repository | Review all content (should be in repository)<br>Cut/edit/add<br>Prepare for next fiscal while achieving old<br><u>Questions:</u><br>Distribution lists<br>Digital storage<br>Website vs. digital signage vs. Pulse vs. donors etc.<br>Photography/videos etc. Drone shots | *Emily F.<br>Paul C.<br>Chris H.<br>Bonnie H.<br>Department content expert  |

**Allied Health & Nursing, School of Nursing, Strategic Directions for 2018-19 (8/13/18)**

Workshop Question: What specific, substantial, measurable things do we want to accomplish in 2018-19?

| <b>Strategic Direction</b> | <b>Sept-Oct</b>  | <b>Nov.-Dec</b>  | <b>Jan.-Feb.</b>  | <b>March-April</b>  | <b>May-June</b>  | <b>Action Team<br/>*Coordinator</b>                      |
|----------------------------|--|--|---|---|--|--|
| Program Accreditation      | Obtain all faculty review/input on standard II draft & watch related webinar | Obtain all faculty review/input on standard I draft & watch related webinar;<br>coordinate attend CCNE writing | Obtain all faculty review/input on standard III draft & watch related webinar | Obtain all faculty review/input on standard IV draft & watch related webinar;<br>compile all final drafts | Draft writers & finalize each standard & review whole report | * Tricia Y.<br>Faculty on action teams for each standard |

**Allied Health & Nursing, Dental Hygiene, Strategic Directions for 2018-19 (8/13/18)**

Workshop Question: What specific, substantial, measurable things do we want to accomplish in 2018-19?

| <b>Strategic Direction</b>                               | <b>Sept-Oct</b>  | <b>Nov.-Dec</b>  | <b>Jan.-Feb.</b>               | <b>March-April</b>                        | <b>May-June</b>                                    | <b>Action Team<br/>*Coordinator</b> |
|--|--|--|--------------------------------|---|--|-------------------------------------|
| Submit a Masters in Advanced Dental Therapy for approval | Submit application for a Masters in ADT to CDS and obtain AHN approval | Obtain graduate committee approval<br>Identify funding sources | Wait for approval from Provost | Obtain approval by MN State & send to HLC | Obtain approval from HLC & have marketing in place | * Brigitte C.<br>Angela Monson      |

MSU-Mankato, Allied Health & Nursing, Leadership Team  
Summary of Planning Process/Outcomes, Summer 2018

**Focus Question: What do we want to do as a college to create a unified movement for our work that allows us to maximize our potential, increase our impact, and better serve our students?**

| Review of Planning Documents   | <b>AH&amp;N Practical Vision</b><br><i>What do we want to see in place in the next 3 to 5 years as a result of our actions?</i>   | <b>AH&amp;N Strategic Directions for 2018-2019</b>   | <b>Action Teams</b><br><b>*Coordinator</b>  |
|--|---|--|---|
| <p>AH&amp;N Priorities &amp; Action Team Planning from 2013</p> <p>Institutional Strategic Directions</p> <p>Institutional Academic Master Plan</p> <p>Institutional Strategic Budget Process</p> <p>Student Success Documents</p> | <p><b>To cultivate an equitable and cost-effective experience for all undergraduate and graduate students centered on student engagement, development, retention, persistence, completion and success in career and life.</b></p> <p><b>To cultivate interdisciplinary community-based partnerships, initiatives, services or research responsive to emerging health needs.</b></p> <p><b>To broaden our impact by maximizing our use of space, expanding distance education, and developing new undergraduate academic programs, customized training, and continuing education offerings.</b></p> <p><b>To create an environment that supports the full engagement of faculty and staff in teaching, scholarship, professional practice, service, advising, and/or personal and professional growth.</b></p> | <p><b>Enhancing Student Success</b> - Create a peer mentoring program</p> <p><b>Increasing Customized Training &amp; Continuing Education (CTCE)</b> - Develop a CTCE plan/map for each department.</p> <p><b>Improving Faculty/Staff Success &amp; Communication</b> - Website Overhaul</p> | <p>*Marlene T</p> <p>*Megan M.</p> <p>*Emily F.</p> <p align="center">8/13/18</p> |



**AH&N Strategic Direction: Faculty/Staff Success & Communication  
"Sharing Your Story"**

**Name:**

**Department:**

**Describe a research, project, initiative, or program that you are passionate about and inspired to do or continue doing.**

**Who are participants/collaborators/partners?**

**What are the highlights/successes/challenges/hopeful outcomes?**

**Why is it important and how will it impact others?**

**How might your work or the work of your department align with the College practical vision and/or strategic directions?**

**SU-Mankato, Allied Health & Nursing, All-College Meeting, August 20, 2018**

**Strategic Direction: Student Success: If there were one thing you could do to promote student success, what would you do?**

| <b>Improve Advising</b>  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Consistent advising/mentoring</li> <li>• Better, more consistent advising</li> <li>• Communicate - connect with advisees - basically everything everyone else said about need for advising</li> <li>• Know strengths &amp; weakness in order to support students better</li> <li>• Explore/highlight their strengths and work with them on their weaknesses</li> <li>• Look at academic problems with curiosity vs. judgment</li> <li>• More diversity in student population - more views lead to new insight</li> </ul>  | <ul style="list-style-type: none"> <li>• Build relationships, be more available</li> <li>• More feedback, mentorship, one-on- one attention</li> <li>• Show compassion for students</li> <li>• Give careful consideration to the individual student's needs and perspective. If they need special help or have special circumstance</li> <li>• In depth advising regarding behaviors/performance and specific courses: assignments, attitude, engagement/involvement, and authenticity of the major/congruence to the person</li> </ul> |
| <ul style="list-style-type: none"> <li>• Establish mentor program</li> <li>• Get them committed to a major earlier</li> <li>• A 12 month appointment for a college advisor who advises the student from freshman year thru graduation</li> <li>• Promoting office hours as proactive measure</li> <li>• Designate advisor separately from faculty advisor</li> <li>• Check in weekly - anxiety reduction to promote success</li> <li>• On-line advisement session or forum for departments &amp;/or majors</li> <li>• On-line commonly asked questions</li> <li>• College welcome session for each department</li> </ul> | <ul style="list-style-type: none"> <li>• Advisors that are aware and educated on how to support students</li> <li>• Advising development for faculty</li> <li>• Training of advisors</li> <li>• UG - Revise advising so staff and faculty less overloaded</li> <li>• Provide those of us who advise with support &amp; training</li> <li>• Better training for student advisees</li> <li>• Do a better job tracking advisee's success/challenges</li> </ul>   |

| <b>Enhance Student Support Services</b>  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Level the playing field for students by teaching test taking strategies to incoming freshman to help them be more successful early in their academic careers</li> <li>• Help students understand personality traits &amp; how to work better with providers to help with successful placement &amp; working relationships</li> <li>• Target the achievement gap for students of color and high failure rated for certain classes thru mentorship</li> <li>• How can institution do a better job of identifying at-risk students?</li> <li>• We need to be more receptive to individual student needs</li> </ul> | <ul style="list-style-type: none"> <li>• FNP clinical coordinator role is necessary for student success</li> <li>• Lower course work load/class size to be more available to students</li> <li>• Tutors for physiology</li> <li>• Academic skills support: basic grammar, math, professionalism, email, punctuality, critical thinking</li> <li>• Degree completion irrespective of educational goal</li> <li>• Foster degree completion regardless of whether the degree can lead to a specific goal</li> <li>• Practical experience</li> <li>• Transition to practice</li> </ul> |
| <ul style="list-style-type: none"> <li>• Promoting mindfulness of students in class</li> </ul>   | <ul style="list-style-type: none"> <li>• Reduce need for students to work 40 hrs. /wk.</li> </ul>  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Promote mindfulness in class</li> <li>• Promote self-reflection</li> <li>• Address work/life balance</li> <li>• Quality of life</li> </ul> | <ul style="list-style-type: none"> <li>• Ease external factors such as jobs, outside employment</li> </ul> |
|---|--|

**Make Changes to Curriculum**

- Vignettes in clinicals
- Include a community engagement activity or service learning activity in each course that would address a (discipline appropriate) community need
- Transition to practice
- Project opportunities - Support - Connection to other students
- Freshman seminar (1 credit required class)
- AH&N exploratory program (vs. course)
- Customized training is ideal for success with medical professionals
- Integrate class content with relevant current issues to promote critical discussion and deconstruction of media content - demonstrate relevance to future of students' lives
- No homework
- Have students do work - data analyses - data management
- Student centered teaching/curriculum/campus/culture
- Increase student engagement to be self-directed via use of games and use of badges
- Increase faculty knowledge and use of gaming to use for student pretesting & remediation. Result: 1) Make learning fun, 2) de-stress the learning, and 3) more learning fro short term to long term memory
- Teaching "mindfulness of students" - compassion, study, preparation
- Develop strategies to increase student engagement & investment in their learning process
- Increase student opportunities to participate in scholarly discussions of writing
- I would like to broaden student experience thru the reading of local and world literature. I would like students to see themselves as citizens of the country and the world. I would like to inspire students to participate in the world, accessing their creative selves and self-love.

**Build Stronger Relationships**

- Connecting faculty & students that have similar work styles/interests etc.
- Help students to feel connected/a part of the university by knowing students as unique individuals, by making time to talk with students outside the classroom and by checking in with students
- Integration into professional development & continuing education (SADHA student chapter)
- Inter-professional collaboration and education to foster more well rounded student for diverse settings
- Increase connection between students in the major - more socials, more mentorship, attending conferences and getting to know alum who are in the field (informally) - presenting at conferences
- Faculty-student scholarly hour

- More awareness & education for faculty/staff interactions w/ students
- UG research teams, faculty research teams and grad students regular meetings (URC, NCUR, ACSM) increase activity
- Offer mentor/mentee opportunities

### **Obtain Resources to Help Students**

- Need to increase funds for nursing students
- Housing during clinical
- Scholarships and mentorships with donors
- Scholarships
- Lower cost of education so they do not have to work 40 hrs. /wk.
- Lower tuition costs - a boy can dream
- Money for students to travel to conferences
- Find a benefactor
- Provide a minimum level of support for students completing practicum
- Financial assistance

### **Create Centers**

- Student Support Services Center - financial, tutoring time management, jobs & training, health, cultural/language transition
- Student Recreation & Wellness Community /Center - opportunity for connection, fun, health & credit certifications/practical training
- Sustainability Center & Direction - for projects related to health & environment
- Community Student/Practical Partnership Center - Practical immersive placement - training/certs/etc.: Jobs - Research

### **Improve Clinicals**

- Establish secure agency agreements for clinicals so students/faculty have the time to focus on teaching/learning and not on locating a qualified preceptor in an agency that will take them. We need to have high level deals made between healthcare systems & education to figure this out
- Find a way to fill the clinic with patients so students don't have to find their own patients
- Explore college/university support to develop clinical contracts with agencies
- Improve clinical supervisors knowledge & skills

### **Specific to Graduate Students**

- Develop, find, and locate more ways to financially assist grad students. Far too often my students are struggling with debt and family stress to pay for school
- Grad financial assistance
- Grad - See GEMGAP report
- Financial assistance for grad students
- Financial assistance to grad students

### **Specific to School of Nursing**

- Increase enrollment in the pre-licensure nursing program
- Investigate models to allow 8 - 16 additional students to be admitted each AY (develop a work group at the SON)
- Find the predictive data which indicates early who will not be successfully admitted to a nursing program - intervene and redirect

### **Large Group Question: What do you want to see happen in the College in the next year?**

- Greater support for establishing clinical contact
- Easier way to research subject recruitment
- Develop a pre-nursing model and/or program
- Solve the building water problem in the lower level
- Get rid of vending machines in the building
- Interdisciplinary health track in AH&N for students who don't get in to other programs. Keep students in the College.
- Signage needed (on Warren Street) to advertise training. Especially signage for where to park
- Evaluate classroom spaces (e.g. for group work) especially with class size numbers.
- Use the College of AH&N on our handouts to establish College identity
- Phase II remodeling

### **Strategic Direction: Customized Training & Continuing Education (CTCE)**

**In regards to CTCE what would you do to promote success in career and life for our graduates and practicing professionals in your discipline?**

#### **What are we doing that could be enhanced or built upon?**

- Giving students opportunities to practice skills - writing, critical thinking, presentations, course assignments that tie course content to "real world" issues or student lives.
- Be specific about CHCE competencies & how they link to course content
- Practicums, field experiences, promoting opportunities prior to graduation, job fair, professional connection day, guest lectures, RPLS lecture series
- Community/professional involvement by providing hands-on opportunities to interact with field professionals and the community, students are able to develop relationship that can lead to mentoring opportunities.
- Continuing education opportunities
- Newsletters for graduates (department focused)
- Simulation Olympics
- Partnership development simulations with Mayo
- Increase use of lab for corporate use
- More hands-on learning experience, thru research projects, experimental based learning
- More CEU opportunities

- Needs assessment!
- Improved classroom performance by heightening the standards
- Deal with the rise in on-line cheating
- Expand university-employee partnerships
- Adapt to needs of evolving industries and partnerships
- Increase CE offerings
- Internships practicum or hand-on learning to think/reason/problem solve/enhance critical thinking
- Emphasis more CHES certification
- Keep in touch with our graduates
- Funnel into MN-SOPHE, MN-MPHA
- Connect with employers in MN
- CHES focus
- Use Career Development Center
- We currently offer CE's but expanding and building on what is offered based on market demand (and real world experiences)
- Unique offerings - not traditional
- Enhance course work based on needs in the real world - problem solving
- Camp Maverick CE for professionals (SLPs)
- Build upon supporting one interdisciplinary health care program per year on crosscutting topics like: health care ethics, use of technology in health care, etc.
- Alcohol and drug studies- Opioid symposium
- CHES Training - continuing education
- HPE with FCS - Fax to the max
- Opioid symposium
- CE approved presentation
- Offering CE opportunities. Rural healthcare has several barriers. Providing localized continuing ed credits for professional fills one gap
- Training sessions in current technology - thru IT
- CE - does this apply/count for MN dental hygiene licensure?
- Offering extra curricula events + RSOs that promote service learning, interdisciplinary curiosity and personal growth
- I think the simulation center is growing and the center of this promotion of success in students but also working professionals
- MuLambda has offered CE with annual forum and maybe could be expanded and reimaged to offer more CEs.
- Get more people in the Sim center from all colleges so that graduates know what MSU has to offer once they have job placements
- Continue and grow the inter-professional simulations at M.M. Rural Family Practice Residents. Add dental hygiene students and social work students. We do graduate sim for Np's and organizational psych
- Expand simulation professional development
- We used t have a E coordinator, Shirley Murray would be able to shed light on this topic
- Nursing customized training programs
- Graduate certificates/programs
- Network event(s) - MRPA, Alumni, Prof. connections
- Guest lecture, adjunct, service-learning partnerships

- Mentorship of entry level professionals
- Align curriculum with entry-level job needs
- Partner with Prof. Societies \_ wildlife society, AEA, RMS, etc. for National Cert. and Recognition
- Have alumni recruit diverse students and partner for internships
- Providing applied CMPC hours and one on one meetings
- Continuing meetings after they have graduates
- Already teaching ServSate in curriculum
- CEU's for RDNs, nurses? CHEs, PTs?
- Increased field experience opportunities in HPE program
- Continue to align curriculum in PE to meet student needs and align with state education standards
- Professional development in the curriculum
- Increased certification
- Focusing class materials on ACSM testing prep (expand on this)
- Laboratory activities to enhance application skills, and retention
- Internships
- Better connections with outside world
- Have a projected timeline where programs identify when, where, what that is communicated with department
- Needs assessment
- Assessment survey to figure out what they want us to do.
- Student counseling center
- Internships and job fair - advertise and encourage more students to attend
- Alumni nights - job shadowing
- Opportunity to promote the preparation and recognition of preceptors who work with our clinical students in their practical experiences
- CME tracks
- More on-line self-paced education
- Needs assessment
- CE - build on, have experts come in
- Standardized payments to clinical preceptors and discipline specific training
- Family focused nursing care: "Teach the teacher" - in other schools of nursing so they can incorporate family focused ideas in there nursing courses.
- Develop immersive clinical experiences for 2nd year ATS (grad students) will also help with transition to practice

## Strategic Direction: Customized Training & Continuing Education (CTCE)

**In regards to CTCE what would you do to promote success in career and life for our graduates and practicing professionals in your discipline?**

### **What are things that we haven't done that we could consider?**

- Get students involved in professional organizations (SOPHE, APHA)
- Specific to Sport & Exercise Psychology: Adding diversity class for sport psychology practicum who need it for certification, better connect with alumni, services for professionals who need help
- We need to identify training/certification opportunities
- Needs assessment
- Social gatherings for majors & professionals (bringing them together) - sharing experiences
- On-line communications - website
- Reassigned time - we can't do it all
- Nurse Assistant course
- CEU simulation hours
- Camps for kids - Scrub camp
- Reaching out to licensing boards, professional organizations
- Ask businesses what they want
- We have failed to emphasize the value of memory in learning of critical thinking
- No value for applying memorized information
- Testing center on campus
- Require taking CHES
- Alumni network
- Increase inter-professional team work
- On-line CE events on other SHRS topics
- Offer CE classes for professionals/maintain certification (though done thru the state association at present)
- Pay of certification
- Offer CEU's
- Mandate certification exams
- Topics: Lori Marti CPQ? Safety Emergency Response, Community Experts
- Increasing topics and quantity of opportunities
- Soliciting and building community partnerships (local experts)
- Yearly training session in innovative technologies to facilitate classroom or online teaching
- Include community radiology CE & med emergency - SIM

- Market to surrounding dental offices
- Radiology Sim CE
- N2O certification (hands on)
- Med emergency Sim CE
- Interdisciplinary simulation training - in hospital (nursing, social work, speech OT, pharmacy, dietician)
- Graduate sims for more disciplines
- Transition courses following graduation, post BA emphasis,
- Certifications
- CE - more self based programs (some free or low cost) - college based to get our name out in the public/professionals
- Engage with public health departments
- Events or camps with grad students, teachers, alumni, professionals
- CE Credits and Training - incentives
- Change CDS system - expedite, user friendly
- Create list calendar of opportunities
- Develop mentorships/one on one about careers and making connections
- Open ServSafe training up to foodservice managers and employees in the region (U of MN extension is no longer doing this). First need to know if there is a need.
- Align our curriculum to specific MN teaching standards. Currently we are out of alignment somewhat
- Customized training education/certificates
- CPR, ACSM, Life Saving I and II, Coaching cert, CNA,
- Phlebotomy
- Certificates
- Grant workshops
- Connect with alumni
- Offer on-campus CE trainings for P-12 PE/DAPE Educators
- Collaborate with Mayo clinic (currently occurring) to develop preceptor preparation and uniform language taxonomy for preceptor /student/faculty communication
- More psych offerings
- Survey of external partnership needs
- Surgical first assist course
- Surgical assistance course for current students and practicing clinicians to enhance their skills
- Nursing - Collaboration more with corporations like Ecumen - train faculty on Ecumen LTE needs and in turn students are taught and exposed more to areas where they may not otherwise be exposed to and Ecumen has more opportunity to hire MSU students

## **Strategic Direction: Customized Training & Continuing Education (CTCE)**

**In regards to CTCE what would you do to promote success in career and life for our graduates and practicing professionals in your discipline?**

### **What needs to be changed and why?**

- Faculty burnout
- Streamlining efforts across faculty members
- Marketing!
- Time/financial support for people to initiate communication
- Who is going to do the work?
- More balance - too much technology that doesn't allow counseling
- Simulation lab & director role needs to be revision and moved out of faculty. Should the director be a AH&N position?
- Organization of simulation lab
- More consistent method of controlling the online testing to better control cheating
- Need a way to develop "momentum" as a CE provider.
- Increase advertising for CE and reputation
- More focused on problem solving and critical thinking
- More emphasis on CHES certification
- Community partnering - program relevancy to students
- Online cheating the IP address is same for all students logging in to D2L - change so we can see cheating
- Have all "work" of CTCE coordination done by Univ. service
- Time and affinity group/Incentive for Jr. Faculty?
- More marketing - Streamline and more
- Needs assessment
- Continuing education marketing!!!
- No incentive
- Incentivize faculty to provide this to the community
- Time, scheduling, staff
- Committee for scheduling
- Faculty to teach CE
- Marketing to community members
- Require 8 hours of simulation for each course to get all staff to experience sim lab
- Accreditation for CEU hours - ANCC
- Better understanding of sim pedagogy by administration.
- Education of faculty/admin on how sim can be used to teach all professions effectively and efficiently
- Need a facility to hold workshops, conferences
- Funding costs are very high for events

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- Need paid staff to focus directly on customized training
  - Designated faculty for customized training
  - Support for events; certificate grad program development/travel, food, tuition; communication of usefulness and marketing of opportunities
  - Align curriculum with market jobs and certification needs
  - Change CDS and approval process - expedite better online design system
  - Funding for everything
  - Facility with personnel for facilitating events
  - Website/tech help for online, open/ free courses
  - Need to make some curriculum revisions to align program specifically in PE.
  - Making curriculum changes to include professional development and certifications
  - Hit on this early in intro classes
  - Internships
  - More student teaching - field experiences for PETE/DAPE students in P-12 schools with content faculty observing/supervising
  - Provide release time/workload for internship supervision
  - Disconnect between real world and the actual job duties our grads will be performing and the skills we are teaching them - is there a match?
  - Establish a dept./program NIA acct to support ongoing funds for programs
  - A lot of help is needed with the staff/support pieces of hosting the event/marketing etc.
  - Work with interdisciplinary partnerships to learn from those who do this well
  - How about access to library services?
  - More strategies/methods of financially assisting graduate students during coursework and especially during fieldwork.
  - Support for this - support staff
  - Maintaining list of people who attend - marketing
  - Keep money earned from CE
  - What counts as CE?
  - Standardized payment to preceptors
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