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INSTITUTIONAL OVERVIEW

St. Cloud Technical and Community College has a 66-year history of commitment to providing quality, accessible and affordable higher education. Founded in 1948 as a vocational-technical institute as part of the local school district, through the 2010 mission change to a comprehensive college; SCTCC is positioned as the college of choice for the St. Cloud community and surrounding area.

SCTCC subscribes to an overarching premise to be a healthy, caring, continuously improving, best in practice technical and community college serving our stakeholders by being on the leading edge of performance excellence.

“Pillars of Success”—SCTCC’s strategic vision—define SCTCC’s priorities to achieve performance excellence. The Pillars: student success, community building, developing a skilled workforce, sustainability, and employee engagement, represent key priorities of the college that support the overall mission and values. Each Pillar includes metrics that define performance excellence by focusing on accountability, data driven decision making and assessment. These Pillars are aligned with the MnSCU Strategic Framework and are tied to the College Annual Work Plan through individual performance development plans for seamless, purposeful integration and “big picture” focus. The process and use of the Pillars for college planning, reporting and accountability is described throughout the Systems Portfolio.

SCTCC’s Mission Statement: St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.

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

Level and Scope of Academic Offerings
SCTCC offers an Associate of Arts degree and a diverse inventory of career and technical programs conferring award options, including certificates, diplomas, A.S. and A.A.S. degrees. Committed to placing students first, the college’s primary goal is to prepare students for rewarding careers and transfer education. All current programs are listed on SCTCC website page Programs of Study.

Table 0.1 Awards and Degrees Conferred

<table>
<thead>
<tr>
<th>Degree/Program</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>17</td>
<td>112</td>
<td>154</td>
</tr>
<tr>
<td>Associate in Applied Science</td>
<td>440</td>
<td>508</td>
<td>468</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>18</td>
<td>69</td>
<td>81</td>
</tr>
<tr>
<td>Advanced Technical Certificate</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Occupational Certificate</td>
<td>8</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Diploma</td>
<td>365</td>
<td>301</td>
<td>251</td>
</tr>
<tr>
<td>Total Awards</td>
<td>851</td>
<td>998</td>
<td>966</td>
</tr>
<tr>
<td>Total Students</td>
<td>801</td>
<td>939</td>
<td>932</td>
</tr>
</tbody>
</table>
Students, Faculty and Staff. SCTCC serves both occupational and transfer students, as well as participants in workforce development and corporate service programs.

Table 0.2 Degree-seeking Student Profile

<table>
<thead>
<tr>
<th>Student Enrollment FY2013</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Headcount</td>
<td>6,300</td>
<td>6,387</td>
<td>6,410</td>
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<tr>
<td>FYE</td>
<td>3,668</td>
<td>3,447</td>
<td>3,493</td>
</tr>
</tbody>
</table>

Table 0.3 Employee Profile

<table>
<thead>
<tr>
<th>College Employees-FTE</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>181</td>
<td>173</td>
<td>176</td>
</tr>
<tr>
<td>Staff</td>
<td>112</td>
<td>117</td>
<td>117</td>
</tr>
<tr>
<td>Administrators</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Total Employee FTE</td>
<td>308</td>
<td>305</td>
<td>307</td>
</tr>
</tbody>
</table>

Campuses and Instructional Locations.
SCTCC's main campus is located in St. Cloud, Minnesota. The campus has grown through the acquisition of adjacent buildings that house Health Sciences, Presidential suite/Training Center and future library/learning commons. The HLC has approved an additional location at the Environmental Learning Center within the Eden Prairie water treatment plant for SCTCC's Water Environment Technology program.

Distance Delivery Programs
In April 2012, the Substantive Change Request of St. Cloud Technical and Community College to offer the Liberal Arts and Sciences AA, Business Management AS, and Energy Technical Specialist AAS degrees online was approved by the Higher Learning Commission (NCA).

SCTCC Stakeholders and external relationships
SCTCC’s primary external stakeholder groups include the greater St. Cloud community, alumni, area businesses, employers, high schools, other colleges and universities, the Minnesota State Colleges and Universities Board of Trustees, and legislators.

SCTCC Quality Improvement Journey from 2010 to 2014
SCTCC has focused improvement efforts on the following areas, Institutional Effectiveness and Student Success which includes academic advising, assessment, and health services. Since the last Systems Portfolio and review, SCTCC has purposefully identified key processes that most closely impact students for recent action projects. The change in mission to a comprehensive college has proven to be an opportunity for SCTCC to examine all aspects of service to students from application through graduation.

SCTCC has harnessed the expertise of cross-functional teams to evaluate macro- and micro-level processes throughout the student engagement cycle. The willingness of individuals to contribute to the evaluation, selection and implementation of new processes has strengthened the culture of cooperation and continuous improvement at SCTCC. Through the work of action project teams and departmental staff; SCTCC has evaluated, updated and re-engineered the student on-boarding, admissions, advising, and registration processes.
SCTCC has invested in many new ways of doing business; Foundations of Excellence, CCSSE, AQIP, Baldrige, and Appreciative Inquiry to advance the college. The college strives to the standards of High Performance Organizations to integrate approaches that result in improving value to customers and stakeholders, contribute to organizational sustainability, improve overall effectiveness and capabilities, and foster organizational and professional learning.

The College’s Mission is at the core of all efforts to advance SCTCC as a high performance organization. The SCTCC Pillars serve to inform the Annual College Work Plan which is a major component of the institutional review with the Minnesota State College and University System (MnSCU).

Category 1 Helping Students Learn

Introduction

The SCTCC Pillars most closely aligned with Helping Students Learn are Pillar 1 – Student Success and Pillar 3 – Developing a Skilled Workforce.

The efforts in the area of Helping Student Learn over the past four years have moved related processes to be aligned. The focus of related AQIP action projects have provided opportunities to address key issues related to student success.

During 2010, the need for SCTCC to assess current advising practice became a priority and subject for an AQIP Action Project, Advising Audit (2010-2014). The desired outcomes of the project were to assess the College’s existing advising process(es) and develop an enhanced, student-focused advising model using a Plan-Do-Check-Act (PDCA) continuous improvement model. The evaluation and redesign of orientation, registration, and advising led to the establishment of centralized advising which guides each student’s academic career from initial registration through graduation. Through the advising project, SCTCC also implemented the Starfish early alert system to improve student persistence. Assessment of both the Academic Advising Center and the Starfish early alert system are ongoing with initial data showing positive impact on students. As part of SCTCC’s journey of continuous improvement, the academic Advising Audit will evolve into a broader institutional approach to student success as a new action project for Student Persistence and Retention. During the 2014 All College Day, which focused on retention, college faculty and staff were involved in a project to brainstorm the reasons students leave SCTCC and the means we can use to retain them. These thoughts and ideas have been turned over to our Student Success Team who will use them as the foundation for a new AQIP Action Project. The Student Success Team (an all-inclusive, cross-departmental team) was initially organized to assess and improve the functioning of the Starfish Early Alert system. This new action project will build on what the Student Success Team has already learned through advising and use of the early alert system to improve student persistence and retention.

SCTCC has made assessment of student learning a primary focus for another AQIP Action Project Improving Student Learning through Continued Enhancement of the Academic Assessment Process (2013-ongoing). The project is designed to include all faculty and has set forth a clear cycle of assessment. The implementation of College Outcomes in January 2012 was the catalyst to re-invigorating activities related to assessing student learning. Details related to the Action Project and other assessment activities are included throughout Category 1. At the institutional level, assessment is a systematic process, with program outcomes aligned to college outcomes. The processes for assessing
Categories at course and program level vary in their maturity. Occupational programs have more mature processes in place aided in large part by their systematic response to accrediting bodies, advisory committees, and industry standards. Liberal Arts and Sciences recently adopted program outcomes and is in the early stage of aligning course outcomes with program outcomes. The College is consciously and systematically working towards an aligned assessment process that allows for greater coordination of the learning process. Assessment at SCTCC has demonstrated marked improvement in the last four years, though is still clearly a work in progress.

1P1. Common Objectives for Learning and Development

The SCTCC College Outcomes represent the shared objectives for learning and development. The identified competencies are designed to measure the Associate degree level of learning.

SCTCC has established a process for continuous improvement and appreciative inquiry that incorporates input from faculty, staff, administration, students, program advisory committees, and external stakeholders. In 2010, as part of this process, SCTCC began reviewing and revising the college outcomes and competencies. Over the course of faculty and staff in-service days and All College Days, in both large groups and small and cross-functional group settings, the College crafted outcomes and competencies that represent fundamental values and skills believed to be critical to successful graduates. These outcomes are referred to as the College Outcomes. The College Outcomes and Competencies were reviewed by the Student Senate, Faculty Shared Governance Council, the Academic Affairs and Standards Council (AASC), and Executive Leadership and were adopted and implemented in January of 2012.

Table 1.1 SCTCC College Outcomes and Competencies

<table>
<thead>
<tr>
<th>St. Cloud Technical and Community College Outcomes and Competencies (January 2012)</th>
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<td><strong>Demonstrate Personal and Social Accountability</strong></td>
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<td>Students will develop a sense of personal and professional responsibility by incorporating values into ethical decision-making.</td>
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<tr>
<td><strong>Competencies</strong></td>
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<tr>
<td>Demonstrate personal and professional growth</td>
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<tr>
<td>Develop skills for better physical and emotional health</td>
</tr>
<tr>
<td>Demonstrate teamwork and collaboration</td>
</tr>
<tr>
<td>Model and uphold ethical, legal, and moral responsibility</td>
</tr>
</tbody>
</table>

| **Think Critically**                                       |
| Through consideration of multiple perspectives, students will clarify, analyze, and develop methods that are useful for solving problems and complex issues to make valid, relevant, and informed decisions. |
| **Competencies**                                           |
| Synthesize and evaluate information                        |
| Articulate and justify ideas                               |
| Create innovative solutions                                |
| Use analytical, deductive, and inductive reasoning         |
| Develop mathematical and scientific reasoning               |
| Employ reflective thinking to assimilate, relate, and adapt |

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

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

Understand Social & Global Perspectives

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

Competencies

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

Apply Knowledge

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

Competencies

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

The College Outcomes and Competencies have been fully integrated into SCTCC’s assessment process; program and individual course outcomes have been aligned with College Outcomes. Faculty documented the alignment of outcomes through the creation of curriculum maps. Curriculum maps not only document the alignment of outcomes but also the developmental or summative context of the outcome in the learners’ program of study.

SCTCC’s Associate of Arts degree is awarded upon completion of a 60 credit academic program in the liberal arts and science. The associate of arts degree requires a minimum of 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum (MnTC). Each college within the MnSCU system has flexibility in selecting the courses to meet each of the goal areas. SCTCC Liberal Arts and Sciences faculty have developed a strong Associates of Arts degree with the foundation supported by the Minnesota Transfer Curriculum goal areas.

SCTCC has strong values related to Critical Thinking and Diversity. Therefore, SCTCC requires a Critical Thinking course to meet the guidelines of MnTC Goal Area 2. As Academic Affairs and Standards Council (AASC) reviews all courses and programs, there are discussions regarding diversity and inclusiveness in the program. Currently, there are many ongoing conversations between our Liberal Arts and Sciences faculty and program faculty exploring the impact and appropriateness of general education in specific areas.
program. For example, the identification of the appropriate math course to meet the program learning outcomes and goals for the technical program of study and to shorten the pathway to completion for students.

1P2. Specific Program Learning Objectives

All program learning objectives sustain SCTCC’s mission to prepare students for life-long learning by providing career, technical and transferable education. At the program level, outcomes are determined by faculty and administration in consultation with advisory committees, program accreditation standards, industry standards and other external stakeholders. As program updates are presented to AASC, the council also reviews the program outcomes, there may be recommendations for revision.

Technical programs match specific learning outcomes industry-specific skills and competencies as determined through an analysis of industry standards, and requirements of licensure and certification. Local advisory committees are consulted regarding specific needs of the local workforce to align program and course outcomes to employer expectations. Members of advisory committees bring industry expertise to maintain currency in student learning emphasizing development of skills to adapt to changing environments. Advisory committees meet at least once per semester and provide input on curricular matters. SCTCC has fully implemented the requirements under MnSCU Policy 3.30 College Program Advisory Committees. As stated in this policy each advisory committee must include current students; students are specifically identified in the minutes of the advisory committee to show compliance with this requirement.

Specific student learning outcomes, industry skills and license requirements are identified through the use of curriculum maps. These maps are developed to show learning outcomes, learning activities and assessment instruments. The following example evaluates the skills, abilities, and scope of practice for licensed practical nursing as recognized by the Accreditation Commission for Education in Nursing (ACEN).

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Exemplar Learning Activities (e.g. case study, nursing care plans, critical analysis project, group work, test items, simulation)</th>
<th>Course Outcome Assessment (i.e. test items, graded written work, pass/fail assignment, graded presentation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes (SLO)</td>
<td>Core Values (CV)</td>
<td>Exemplar Learning Activities (e.g. case study, nursing care plans, critical analysis project, group work, test items, simulation)</td>
</tr>
<tr>
<td>1. NLN Human Flourishing/QSEN: Patient Centered Care SLO: Demonstrate therapeutic communication skills to practice nursing care that is patient and family</td>
<td>CO: Develop therapeutic relationship skills for nursing practice.</td>
<td>• Ethics discussion questions • Graded discussion questions • Graded rubric for debate</td>
</tr>
</tbody>
</table>
centered, culturally
sensitive and based on
the physiological,
psychosocial and spiritual
needs of patients across
the lifespan.

**CO:** Explains personal
professional standards and
behaviors of nursing practice.

**IC:** Personal and Professional
Development, Context and
Environment, Quality and Safety

**CV:** Ethics

- Ethics debates
- Ethics discussion
- Reporting and recording
  activity
- Graded rubric for debate
- Graded discussion
  questions
- Graded documentation
  assignment
- D2L exam – Recording an
  reporting

**Figure 1 Practical Nursing SLOs to Nursing Concepts and Values**

Liberal Arts and Sciences program learner outcomes were finalized though an inclusive process of consultation and discussion among faculty. One of the greatest challenges in developing the Liberal Arts and Sciences Outcomes was determining if the outcomes should be drafted a set of outcomes unique to the program or if exiting outcomes, the College Outcomes or the Minnesota Transfer Curriculum Outcomes, should be adopted. Through consensus, the best course of action was determined to be the composition of outcomes specifically related to the Liberal Arts and Sciences at SCTCC. The outcomes of individual Liberal Arts & Sciences courses outcomes are aligned with the College Outcomes; they also correspond to the outcomes and competencies of the 10 goal areas of the [Minnesota Transfer Curriculum](#).

**1P3. New Programs and Courses**

The curriculum development process incorporates input from faculty, administrators, students and program advisory committees and follows a standardized review and approval format. Proposals and design of new programs and courses are based on a careful analysis of market scans, industry trends, emerging industries, programs offered at other colleges, and student and community needs. Any new or revised courses are created by faculty in conversation with administration, and are designed through learning outcomes based on student needs, industry needs, transferability, and alignment with college outcomes.

In career and technical programs, faculty members may develop new courses or revise exiting courses, to meet the changing environment of industry in consultation with advisory committees. These new and/or revised outcomes are produced in coordination with other faculty, advisory committees, and industry standards. The outcomes are documented in a course outline form that is reviewed by the appropriate academic dean before being submitted to the Academic Affairs and Standards Council (AASC) for recommendation and administrative approval. Once approved, new and revised courses are added to the academic inventory. The original curriculum documentation submitted for review is retained by the Academic Affairs office. All program and course outcomes, whether new or revised, are subject to the same process of review and approval.

In Liberal Arts and Sciences, individual course outcomes are designed, reviewed and revised by a cohort of discipline-similar faculty before being submitted to the AASC for recommendation and administrative approval. In designing the outcomes, faculty members are informed by the needs of other college programs, as well as by the transferability of the outcomes to universities and other colleges, with particular attention given to the alignment of outcomes with St. Cloud State University (SCSU) the transfer institution of choice for a majority of SCTCC students.

As a member institution of MnSCU, SCTCC’s proposals for new programs, program redesign, or program suspension must follow system requirements and processes which are designed to ensure program
need while limiting duplication across the system. SCTCC must document the need for a new program or significant redesign by submitting supporting data and documentation including:

- Curriculum committee minutes with recommendation; include membership
- Labor Market Supply/Demand data: wages, employment level, occupations etc.
- Proposed program guide sheet (courses & numbers, credits, program goals)
- Student interest data (attach additional information as needed)
- Consortium agreements, if applicable
- Articulation agreements, if applicable
- Letters of support (business, industry, labor, etc., as appropriate)

The MnSCU system process includes a 10 day comment period open to all MnSCU institutions to review the Notice of Intent for the new program and to articulate support or concerns regarding the proposed offering. The notice of intent includes analysis of the supply (recent completers in like programs identified by CIP codes) to the demand (job openings identified by SOC codes).

The College continues to offer and update programs that enhance student success and accessibility. In 2012, the College was granted HLC approval to offer three online degrees: Associates in Arts degree, Business Management Associate in Sciences degree, and Energy Technical Specialist Associate in Applied Sciences degree. SCTCC subscribes to the Minnesota Online Quality Initiative, which coordinates Quality Matters implementation in Minnesota. The College employs Quality Matters standards in the instructional design of distance learning courses. All faculty members are given access to templates for syllabi that embrace the standards. SCTCC’s faculty engages with courses on methodology standards that were developed by the SCTCC online committee. The courses are open for all SCTCC faculty members. Online training is available for new faculty before teaching an online course.

1P4. Responsive Academic Program Design

As detailed in the response above (1P3), responsive academic programming is achieved through a program recommendation and approval procedure that incorporates students, faculty, staff, administration, advisory committees and stakeholders. Faculty members and administration carefully monitor industry trends, employment trends, new technology, wages and student placement rates to ensure that student learning matches the needs of students and the employers.

A recent Minnesota legislative mandate required all Associate in Applied Science (AAS) degree programs be limited to a length of 60 credits unless an exemption is granted. All AAS programs at SCTCC underwent a review to evaluate the program length with consideration to the following criteria:

1. National/international certification
2. National/international skill standards
3. Standards recommended by primary/multi employers
4. National, specialized program accreditation
5. State licensure
6. National practices or standards.

If these criteria supported a program length in excess of 60 credits; local program faculty were required to complete a waiver application to analyze program length among like programs throughout the MnSCU system. The program waiver process required documenting recommendations of advisory committees which included student members, a comparison of learning outcomes among like programs, and a rationale for the proposed program length in excess of 60 credits. Each waiver application was
reviewed by local AASC. Upon local approval the application was forwarded to a system-level review team for review and final approval. SCTCC had 35 programs that were assessed under the 60 credit criteria; 14 programs were modified to reduce the program length to 60 credits, and waivers were submitted for 21 programs exceeding 60 credits.

SCTCC includes program-level reviews of student placement, transfer success and employer survey results. SCTCC is in full compliance with the U.S. Department of Education “Gainful Employment Disclosures” requirement for all certificates and diplomas. This information is readily accessible from each program website.

SCTCC faculty, administrators and staff place students’ learning goals and career needs at the center of all program design. This is true in the design of traditional academic transfer courses and programs, vocational or occupational degrees and certificates, as well as workforce development and student enrichment programs.

Learning objectives for specific elements of the curriculum are identified at the program level. Programs are designed so that students experience each learning objective in specific courses throughout the program. For occupational programs, a primary driver of responsiveness and employment market concerns are program advisory committees.

Numerous SCTCC programs are accredited by state or national associations or licensing agencies. Recent program accreditation and re-accreditation include: Paralegal certified by American Association for Paralegal Education (AAfPE) new 2014, Automotive Service, Auto Body Collision and Medium/Heavy Truck Technology are is certified by National Automotive Technicians Education Foundation (NATEF), Dental Hygiene and Dental Assisting are accredited by Commission on Dental Accreditation (CODA), Energy Technical Specialist-Nuclear is accredited by the Nuclear Energy Institute and Health Information Technology is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The full list of program accreditations is available on the SCTCC web page [Accreditation](#).

The office the Registrar evaluates official transcripts from other college and universities for transfer of credits to SCTCC. Transfer credits are granted in accordance with SCTCC Policy S3.8 Transfer of Credit. Credits for other educational experiences are considered for transfer under the guidance of SCTCC policy and procedure S3.12 Credit for Prior Learning. Prior learning options include: Advance Placement (AP), International Baccalaureate (IB), Defenses Activity for Non-Traditional Education Support (DANTES/DSST), Military Training and Articulated College Credit, formerly Tech Prep. SCTCC applies the standards for assessing learning as recommended by the Council for Adult and Experiential Learning (CAEL) when evaluating prior learning acquired outside the traditional academic experience.

SCTCC has worked closely with the MnSCU Veterans Education Transfer System (VETS) program to identify and approve American Council on Education (ACE) college credit recommendations for related military occupations. This program allows military veterans to shorten the pathway to degree completion as well as receive applicable college credit for the knowledge acquired during their service. In an unprecedented one day event (January 9, 2014), SCTCC faculty evaluated ACE credit recommendations for military occupations that resulted in 50 individual courses recommended for credit, related to 1,770 Military Occupations with an overall result of 2,751 course credit recommendations.
1P5. Determining Student Preparation Requirements

As an open enrollment institution, SCTCC admits students based on evidence of high school graduation or GED completion. Upon admission all students are required to take the Accuplacer placement exam or present ACT scores that will allow the placement exam to be waived. Use of the Accuplacer placement exam for determining college-ready abilities in reading, writing and mathematics is required of all colleges in the MnSCU System. MnSCU Procedure 3.3.1 Assessment for Course Placement sets the System endorsed placement instrument (Accuplacer) and the system minimum course placement scores to be used by each college.

Students accepted to SCTCC meet individually with admissions advisors to help them determine the program they will pursue. SCTCC’s course placement policy considers the best path for student success by looking at Accuplacer scores, ACT scores, and previous college coursework in determining course placement.

Competitive admission standards are utilized by highly desirable, limited enrollment programs. Examples of these admissions standards are illustrated by SCTCC’s Dental Assistant, Practical Nursing, and Surgical Technology programs. Selection committees, which include faculty, staff, and administration, review applications based on qualification criteria: GPA, work experience, previous degrees, volunteerism, and other vital components. Selection criteria for all competitive programs are available on the SCTCC website.

1P6. Communicating Preparation Requirements

Information regarding the College’s programs: requirement, faculty and staff, cost to students, and accreditation relationships are displayed throughout the SCTCC website. The college also fulfills requests for information in other formats such as paper-based and audio upon request.

The SCTCC Program Cost Sheet displays a summary of total cost (tuitions, fees, books and supplies) for each program. This sheet is available under the Financial Aid section of the College website. Total cost of textbooks and supplies is included on each program web page, as well as, in the Gainful Employment Disclosures.

Expectations for program completion are outlined as Program Learning Outcomes (PLOs). SCTCC has posted PLOs for all degree programs on the informational webpage for each program. These pages also include the program description and required courses for completion. Programs also display a recommended semester by semester course sequence for timely completion of the program. SCTCC seeks additional input on preparation standards for students from program advisory committees, which include current program students and local working professionals in the respective discipline.

In addition to the program web pages, prospective students are provided information through open houses, orientation sessions, recruiting visits, and one-on-one advising with admissions staff, academic advisors and program faculty. Once accepted, students continue to be informed of course requirements and expectations through specific course syllabi, program handbooks, and program expectations through continued contact with faculty and staff advisors.

Since the last systems portfolio in 2010, SCTCC embarked on an AQIP action project titled Advising
Audit, to assess the college’s current advising process(es) and develop an enhanced, student-focused advising model using a Plan-Do-Check-Act (PDCA) continuous improvement model. In 2011, the action project was further expanded to address the need for advising students enrolled in the Associate of Arts degree. From the Foundations of Excellence (FoE) work done in FY2011, the following strategy directed the action project throughout FY2012: Improve the process for advising students from initial testing and acceptance into college through attendance and/or acceptance in programs and courses. Improve advising tools and processes to retain students in courses and in programs through completion, graduation and/or transfer.

During the summer of 2012, in response to a drop in the college’s overall retention rate, continued flat scores in the CCSSE Support for Learners Benchmark, and FoE survey results; a joint student and academic affairs committee, the Team for Academic and Student Success (TASS), came together under the direction of the Vice Presidents of Academic and Student Affairs to identify possible roots causes. Team members included all academic deans and student affairs directors: Registrar, Enrollment Management, Academic Support and Student Support. Driven by data that showed students were being lost through the admissions funnel. It was also revealed that students most in need of retention interventions such as academic goal setting, early alert, and intrusive advising were not receiving the necessary intervention in a timely manner under the exiting advising model. During the 2012-13 academic year, the TASS team concentrated on two areas for improvement: 1) the application, orientation, registration process and 2) related academic advising.

The TASS team began its work by assessing the admissions process against the standards of the Gates Foundation’s model of student matriculation, Completion by Design. The TASS team identified seven specific contact points that define the complete admission process - from initial contact and submitting an application to final registration and through the first eight weeks of classes. Each contact step was evaluated to discover the most important information or service required by students, as well as what specific action was needed. All points of the process aligned with the college outcomes. Each point of the process was also evaluated to ensure consistency in language and clarity in the information delivered. Throughout the process, the focus was on transforming the admissions, orientation and registration process from simply an informational system to an educational system. Emphasis is placed on teaching students what is expected of them as a college student, along with a concentration on academic planning and goal setting. What was once primarily an information sharing Orientation/Registration Day, has become a structured and directed day of academic advising and planning.

### Table 1. 2 Touch Points for Student Success

<table>
<thead>
<tr>
<th>Student Touch Points</th>
<th>Areas of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Information Sessions</td>
<td>Tailor to audiences, such as transfer students</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>Research better predictors of student success with possible proposal of additional tools</td>
</tr>
<tr>
<td>Electronic Orientation</td>
<td>Add videos to improve interest and better prepare student for next steps</td>
</tr>
<tr>
<td>Advising/Registration</td>
<td>Simplify Content</td>
</tr>
<tr>
<td>Welcome Week</td>
<td>Expand based on concepts of Connectedness and an emphasis on what students want/need</td>
</tr>
<tr>
<td>1st Year Experience Course</td>
<td>Focus on enhancement of life skills and successful progression through gatekeeper courses</td>
</tr>
<tr>
<td>Student Success Day</td>
<td>Involvement of faculty and students in sharing and learning best practices for student success</td>
</tr>
</tbody>
</table>
One outcome the TASS team identified was to ensure each student was equipped with the information and skills needed to be successful in his/her first few weeks of the initial semester. The TASS team defined a student ready to begin the first days of class as having been assessed, placed, oriented, advised and registered, and having necessary technology skills and financial resources in place. The college provides services to ensure each student is ready in each of these distinct areas. This on-boarding process is called the “Cyclone Experience.”

Fall 2013, SCTCC developed a Student Success Team Committee to develop and enhance timely student support practices that increase student retention and completion. Committee participants including the Vice-President of Academic Affairs, TRiO advisor, Registrar, representatives from the Center for Academic Success, Admissions Director, advisors, Director of the Academic Advising Center, Student Life, Academic Deans, faculty, and students. The first charge for this committee is to support and analyze the use and effectiveness of the electronic early alert system, Starfish, and retention efforts. Starfish was fully implemented throughout the college during Fall 2013. Starfish replaced a paper-based system that did not provide timely interventions for students at risk.

1P7. Selecting Programs of Study

SCTCC has a process in place for helping students select programs of studies that match their abilities and offer the greatest opportunity for success. All students are required to complete an online orientation session. GPS LifePlan (Goals + Plans = Success) is a tool available for students to set goals and design a course of study that matches their needs and interests. GPS is employed as a guided self-evaluative tool that works in conjunction with the Accuplacer test and interest inventory, which is administered at the high school level.

SCTCC has also offered targeted orientation and advising for groups of displaced workers. In response to the closure of a local paper mill in 2012; for instance, SCTCC hosted nearly 100 newly displaced workers, providing academic advisors and faculty advisors from all of the College's programs. The prospective students were able, through a series of one-on-one discussions, to find the program that best fit their needs and abilities. SCTCC has offered similar special orientation sessions for Veterans of the Armed Services.

In the fall of 2013, SCTCC established the Academic Advising Center with a mission to provide a safe and respectful environment for students that fosters learning, decision making, and educational ownership. Advisors partner with students to develop an educational plan compatible with the students' interests, abilities, and career goals.

At SCTCC, the monitoring of student interests and abilities is a process that does not end after initial registration. During SCTCC Student Success Day, this occurs at the midpoint of each semester, students meet with their advisors to evaluate their progress and to register for the next term. Student Success Day includes special information sessions offering students the opportunity to explore educational options at SCTCC and beyond, including access to advisors from the four-year institutions for those students considering transfer.

SCTCC operates under the philosophy that student learning is best promoted when students are able to study in a program that fits their interests and abilities. Students are encouraged to explore the many opportunities SCTCC has to offer, even while they are actively enrolled in a program. Faculty members
at SCTCC work collaboratively, not competitively; faculty from across the campus are encouraged to sit on advisory committees for other programs, and to develop joint curriculum whenever practical. Lastly, the initiation of the centralized Academic Advising Center provides students a single location where they can discuss the programs that meet their interests.

1P8. Supporting Underprepared Students

Students who are not yet ready to participate in college-level courses are identified through Accuplacer testing. Depending on their scores, students will be placed into a sequence of courses designed to not only to prepare students for academic success, but to teach students how to learn.

All students at SCTCC have access to the Mary Stangler Center for Academic Success (CAS), formerly the Academic Achievement Center (ACC). For all enrolled SCTCC students, the CAS provides free workshops, study groups, and tutoring; tutoring is available through drop-in, scheduled, and online sessions. The CAS employs professional tutors and student tutors for the following core subjects:

- Accounting and Economics
- Computers
- Environmental, Health, and Social Sciences
- Math and Logic
- Oral Communications
- Reading, English and Humanities
- Spanish

The CAS staff has been tracking student usage electronically since Fall 2011. The data set includes student IDs, names, curricular subjects, and the dates and times students use the CAS. A four-semester grade comparison between students who utilized the CAS services and those who do not revealed that students who studied in the CAS were significantly more successful in the ten most-accessed subjects than students who never visited.

![Figure 2 CAS Usage & Student Success](image)

The CAS uses the disaggregated grade and usage data to inform marketing and staffing decisions. The success rate of CAS students is a strong marketing message that is shared across campus. The grade data is used to inform conversations about new ways to serve students. For example, if students are
struggling in a particular course, the CAS intentionally develops workshops and study groups or hires tutors for that subject-area.

SCTCC and St. Cloud State University (SCSU) have entered into a collaborative partnership called The Community College Connection Program (CCC or “Connections”) to address the needs and support student who do not meet the admission standards of the university. The program has grown dramatically in the three years of the SCTCC/SCSU partnership: enrolled students grew from 67 to 139, course sections increased from 23 to 59 sections offered. The demographic make-up of the “Connections” cohort is markedly different than SCTCC’s typical student profile: higher enrollment of male students (60%), nearly 28% of participants are students of color, and almost three-quarters of “Connections” students are from outside SCTCC’s primary six county service area.

Between 2009 and 2014, the student need for developmental education coursework (math, reading, and writing) has increased by 104%. In order to address these needs and with consideration for the need to shorten the pathway to completion for students, SCTCC faculty, staff, and administration have collaborated and designed a new plan for developmental education to begin Fall 2014.

The first step is to offer a pilot Reading Boot Camp for students who have not met the Reading Placement score of 78, which has been set by the system office as college level. This Boot Camp is non-credit and very low cost to the student with the intent to improve the basic skills and improve the Accuplacer score.

The second step is to pair developmental reading and writing courses with college level courses. The faculty in each are committed to working closely together with assignments to improve the success in both classes. Students will also be working closely with the tutoring center staff to receive additional support, which the research clearly demonstrates is a key factor in student persistence.

As Fall 2014 is the first semester to offer this option to students, we will begin collecting data from the beginning and will assess the results each semester.

1P9. Addressing Student Learning Styles

Students arrive at SCTCC with a variety of learning styles and levels of preparedness. The college takes a two-pronged approach to detecting and addressing learning styles in an effort to optimize the learning experience for students. First, the college provides a number of tools for student self-analysis of learning styles. Second, faculty members are provided the opportunity for training in delivery methods that meet all learning styles.

Students who register for INTS 1155: Student Success Seminar benefit from the course outcome, “Identify effective learning strategies to increase preparedness for tests, improve test-taking skills, and increase information retention.” In addressing and measuring this outcome, students take a self-assessment learning styles inventory to detect different learning approaches. Through this inventory, students not only understand their own approaches to learning, but also gain strategies for working with instructors who employ teaching styles which may not match the student’s preferred learning style. Although the course is not mandatory, the course has no prerequisites and is highly recommended for student completing developmental courses to bolster their preparation for college-level work.

Prior to registration at SCTCC, students complete an online orientation session. The orientation
recommends the completion of the GPS LifePlan, which includes a link to a Study Guides and Strategies website where students can discover their own learning style and explore how best to learn.

Instructors at SCTCC are provided training in delivery method strategies for meeting the diverse learning styles in the classroom. Breakout sessions during in-service focus on teaching and classroom approaches designed to enhance student learning. Faculty at SCTCC employ a variety of delivery methods that go beyond the standard lecture format by incorporating visual aids, instructor-modeled problem solving, group work, role playing, independent projects, hands-on work in guided labs, and the use of electronic media. Learning differences at SCTCC are further addressed by providing services for students that include peer tutoring, counseling, and learning style testing at the Center for Academic Success.

1P10. Addressing Students’ Special Needs

SCTCC’s Equal Education and Employment Opportunity statement reads: “It is the policy of St. Cloud Technical and Community College to prohibit discrimination and ensure equal opportunities in its educational programs, activities and all aspects of employment for all individuals regardless of race, color, creed, gender, religion, national origin, veteran’s status, marital status, sexual orientation/affectional preference, age, mental or physical disability, status with regard to public assistance or inclusion in any group or class against which discrimination is prohibited by federal, state or local laws and regulations.” This policy is constituted on campus in a variety of ways.

The majority of the College’s efforts to target underrepresented, disabled and students of color are planned and coordinated by the College’s Diversity Committee. Comprised of faculty, staff and program directors who manage programs such as TRIO and Mosaic, the committee is co-chaired by the Vice-President of Student Affairs (who is also the Chief Diversity Officer) and Director of Human Resources. There are four sub-committees: 1) Programming/Event Planning; 2) Website Presence; 3) Campus Environment, and 4) Compliance. The full committee convenes four times per year, and is responsible for supporting the College’s Plan for Inclusion, Diversity and Equal Opportunity, and developing an annual work plan.

The plan outlines college work in three primary areas: 1) the recruitment and retention of a diverse student body, including providing a welcoming campus community; 2) the integration of diversity into the academic curriculum and co-curricular programming, and 3) the College’s work in increasing the diversity of its faculty and staff via an Affirmative Action Plan.

The College’s initial diversity plan was developed in 2010, with annual updates from 2011-2013. The current 2013-15 diversity plan has been reorganized to be inclusive of its original content and direction, while also reflecting new initiatives and projects, and to provide better alignment of SCTCC diversity strategies with the five strategic directions outlined in the MnSCU System Strategic Diversity Plan 2013-2015. The work plan tries to achieve a balance of attracting and retaining a diverse student population while also preparing all students to succeed in a diverse society.

At the time of this writing, the FY14 Annual Work Plan evaluation has just begun. Several benchmarks provided by the system office are used to measure effectiveness—retention rates, number of credits completed, graduation rates and a climate measure comprised of several CCSSE survey questions.
One of the most significant activities carried out since the last portfolio review, was providing a faculty member release time to inventory the “depth” of how diversity is currently integrated into the SCTCC curriculum. This resulted in a requirement to include a diversity component in all course and/or program review conducted by the AASC. This was very timely as most college programs were also required to undergo the 60-120 credit review process. A similar inventory to be conducted in FY15 should result in curriculum integration more reflective of the 2013 plan.

Programming sponsored by the College’s Diversity Committee has greatly expanded. An annual Diversity Celebration became institutionalized, along with our co-sponsorship of the Global Social Responsibility conference and the Power of Diversity conference with St. Cloud State University. Ongoing monthly “Cultural Days” has helped showcase the current diversity already on campus while also exposing participants to a more diverse world and environment. All diversity programming is open to all students, faculty and staff with a goal of increasing the cultural competence of all of the college’s community members.

Those students with learning or physical disabilities are served by the SCTCC Student Disability Counselor working in collaboration with student services to provide equal educational access and equal opportunity for success. In accordance with MnSCU policy 1B-4 Access and Accommodation for Individuals with Disabilities, SCTCC provides reasonable and appropriate accommodations to qualified students with disabilities, assists students with disabilities in self-advocacy, educates the college community about disabilities, and ensures legal compliance with state and federal disability law. Data reported to IPEDS indicates of all undergraduate students enrolled during Fall 2011, 4,708, 4% (188) were self-identified as students with disabilities and formally registered with the institution’s office of disability services.

Students with disabilities, as well as low income/first generation students who qualify for enhanced student services, are also provided opportunities for success through TRiO, a federally-funded program that fosters students’ academic and personal growth. Among the services offered by TRiO are academic support, tutoring, grant aid assistance, a laptop loan program, and student success seminars.

Underrepresented students are offered additional assistance through Mosaic, a state-funded program dedicated to providing a variety of services promoting student success. Underrepresented students include, but are not limited to, students of color, low income students, and first generation students. Among the services offered by Mosaic are summer fast track, no-credit courses focusing on improving reading and writing skills, a book loan program, advising, scholarships, career planning, and financial aid assistance.

Students who are returning to school after serving as members of the U.S. Armed Forces are served through the Veteran’s Resource Center and a Student Veterans’ Organization. For the past three years, SCTCC has been honored as a Military Friendly school by G.I. Jobs, the premier magazine for military personnel transitioning into civilian life. Staff training, in coordination with the Veteran’s Resource Center, has been focused on best practices for working with veterans, understanding the effects of PTSD and providing a supportive environment.

Senior Citizens may register tuition-free for any hour-based courses except for courses designed and offered specifically and exclusively for senior citizens (prerequisites must be met). Senior citizens registering for credit-based courses pay $20 per credit fee and are added to the courses on a space available basis.
To assure the most current information related to student diversity and services is disseminated; faculty members are provided training through in-service breakout sessions and online training modules. The general training provided in these venues is complemented by specific actions taken in coordination with the Student Disability Counselor, disability testing services, and personnel provided through accommodations, such as signers or note-takers.

1P11. Sharing Expectations for Effective Teaching and Learning

The expectation for effective teaching and learning at SCTCC is defined in the College’s mission statement: *St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.*

One of the College Outcomes is to Apply Knowledge demonstrating the value that “students will demonstrate knowledge and skills through interdisciplinary application of concepts and constructs. Application of knowledge takes place through student participation in experiences across all disciplines, which includes practice and demonstration to adapt intellectually and to develop workplace readiness.” SCTCC staff and faculty are provided many professional development opportunities to discover and apply knowledge to their existing and/or future positions.

*SCTCC Policy S3.9 and Procedure S3.9.1* specifically address the expectations and procedures for all faculty members employed in unlimited and temporary positions to prepare an annual professional development plan. The purpose of the professional development plan is to ensure faculty members are engaging in activities and strategies to continuously improve their teaching. The professional development plan may also encourage new learning experiences.

The Professional Development Plan is one component of a comprehensive Faculty Evaluation Process as identified in *SCTCC Policy S4.2 and Procedure S4.2.1*. The evaluation process was negotiated, agreed upon, and approved through the local Share Governance Council on September 9, 2011. The evaluation is designed to support faculty in their professional development efforts to maintain in-field currency, demonstrate the importance of effective teaching, and to assist faculty in providing the best possible learning opportunity for students. The evaluation includes, but is not limited to formal written evaluations, course observations, student course evaluations and advisory committee recommendations. An Evaluation Packet as detailed in Procedure S4.2.1 contains the forms used by academic deans for formal and informal evaluation.

A strong focus on assessment was maintained during the development stage of the evaluation process and initial meetings between faculty and administration. Therefore, one outcome from the process was development of a self-assessment tool that would allow for self-reflection by faculty before the classroom observation is conducted. The Self Performance Appraisal Form requests faculty to reflect on their strengths and concerns and to reflect on their pedagogical teaching. It also requests evidence of preparation and study, contributions to student growth and development, and service to college and community.

The second assessment outcome is to encourage faculty to improve their teaching through an informal peer-to-peer classroom observation. This encourages collaboration and shared learning among faculty.

Faculty members newly hired for permanent (unlimited) positions, both full-time and part-time, serve a 3-year probationary period. During the probationary period these individuals are required to complete
coursework in course construction, teaching and instructional methods, student outcomes assessment and evaluation, and philosophy of community and technical college education. Failure to complete these courses may be grounds for non-renewal.

1P12. Effective and Efficient Course Deliver

SCTCC centers the construction of the schedule and the choice of delivery system on the needs of the students. These needs are determined through end-of-the-course surveys, CCSSE, and enrollment data, including projected enrollment. The deans of each division build a schedule that includes a variety of course delivery modes including face-to-face, hybrid, and fully online courses offered over a wide range of scheduling options, including day, evening, Saturdays, full-term, half-term, and four-week intensive. Regardless of the format or schedule, all credit-bearing courses must be taught with respect to the AASC approved Common Course Outline and meet the approved outcomes.

Term schedule development is collaborative, with technical programs communicating their needs and coordinating classes accordingly. For example General Education courses are scheduled to fit the needs of occupational program students who follow a prescribed course schedule. The student-centered, creative scheduling options maximize flexibility, allowing students the ability to complete their degrees in a time-efficient manner.

The scheduling process is also driven by classroom needs, faculty-to-student ratio concerns, and equipment requirements. Classroom and equipment requirements are addressed annually through the Space Network Committee, which is comprised of faculty, staff and administration. The committee prioritizes equipment and classroom requests and funds based on need and available funding.

Faculty members at SCTCC are provided training to enhance the effective delivery of information by the innovative use of technology. Equipment is available for video delivery of lectures on D2L and there is a dedicated faculty liaison staff member for D2L. SCTCC subscribes to the Minnesota Online Quality Initiative, promoted through the office of the chancellor, for the college-wide implementation of Quality Matters Principles for online learning.

At the program level, SCTCC has implemented three on-line degrees, an Associate in Arts degree, a Business Management Associate in Science degree, and an Energy Technical Specialist Associate in Applied Sciences degree, all of which offer students greater access and alternative delivery methods for achieving their academic goals.

1P13. Currency and Effectiveness of Curriculum

SCTCC has a multi-layered system for ensuring that all programs and courses are up-to-date and effective. Program and course changes are determined through feedback from students, professional licensure boards, advisory committees, faculty initiatives, transfer institutions, and the continuous assessment cycle. All curriculum initiatives and changes are presented to the Academic Affairs and Standards Committee (AASC) for review and administrative approval. The office of Academic Affairs is the repository for curricular information.

At a minimum, programs and courses are reviewed on a 3-5 year cycle to ensure that program and course outcomes meet the changing needs of the student population, transfer institutions, professional accrediting bodies, employer expectations, and the community. In 2012/13, as a result of a Minnesota Legislative rule, all Associate of Applied Science programs at SCTCC conducted a rigorous review to
comply with the 60 credit mandate or to seek a waiver for program length in excess of 60 credits. During the course of the review, faculty collaborated with general education faculty, examined and compared similar programs at other MnSCU institutions, brought their review before their advisory committees, which included at least one student member, and then brought the review before AASC for approval.

During the 60-credit waiver process, many of the general education courses were reviewed, and outcomes were aligned with Minnesota Transfer Curriculum outcomes and the college outcomes. The Liberal Arts & Sciences recently adopted learning outcomes for the Associate of Arts degree program; all course outcomes will be aligned with the AA program outcomes. Liberal Arts & Sciences is also in the process of developing capstone courses that would provide a system for measuring program outcomes.

All courses and programs are part of the assessment cycle. In the spring of 2013, SCTCC initiated an AQIP action project entitled *Improving Student Learning through Continued Enhancement of Academic Assessment Processes*. While different programs are at different stages in their assessment journey, by 2015 all programs will have worked through the Plan, Do, Check, Act (PDCA) assessment cycle: 1. Specify learning outcomes, 2. Identify measures for student learning outcomes, 3. Gather and evaluate data on student learning, 4. Make and implement changes to the curriculum, 5. Gather and evaluate data to determine if changes were effective.

The majority of career and technical programs at SCTCC utilize an external, direct measure of student learning through the use of Technical Skills Assessments (TSA) as required by the Carl D. Perkins grant. The TSAs are expected to be nationally normed measures of skill attainment. Faculty members are encouraged to evaluate and compare local student performance to state and national norms. In some cases curricular weaknesses may be identified and addressed to improve student learning. Alternatively, it may be determined that the examination is not a good match to the program and its outcomes; a more appropriate assessment will be identified.

**Table 1. 3 Technical Skills Assessments Currently Administered at SCTCC**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>TSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting AAS</td>
<td>NOCTI Advanced Accounting</td>
</tr>
<tr>
<td>Network Administration</td>
<td>Microsoft Technology Associate (MTA) Certification</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Certified Dental Assistant (CDA), MN Dental Jurisprudence Exam, MN Licensure State Exam</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Dental Hygiene Exam, National Board Dental HYGIENE Examination (NBDHE), MN Dental Jurisprudence Exam</td>
</tr>
<tr>
<td>Surgical Technologist</td>
<td>National Board of Surgical Technology &amp; Surgical Assisting Certification Exam</td>
</tr>
<tr>
<td>Nursing (Mobility)</td>
<td>National Council of State Boards of Nursing NCLEX-RN Exam</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>National Council of State Boards of Nursing NCLEX-PN Exam</td>
</tr>
<tr>
<td>Cardiovascular Technology AAS</td>
<td>Registered Cardiovascular Invasive Specialist - end of program</td>
</tr>
<tr>
<td>Paramedicine AAS</td>
<td>National Registry of Emergency medical Technicians (NREMT) Practical and CBT exams</td>
</tr>
<tr>
<td>Diagnostic Sonography AAS</td>
<td>RDM5 - Registered Diagnostic Medical - end of program</td>
</tr>
<tr>
<td>Child &amp; Adult Care &amp; Education</td>
<td>NOCTI Early Childhood Education and Care/Basic</td>
</tr>
<tr>
<td>Auto Body AAS</td>
<td>Automotive Service Excellence (ASE) Certification Exam</td>
</tr>
</tbody>
</table>
Select Results from questionnaire distributed to faculty in 26 programs (13 responses) that currently utilize TSAs revealed:

- A majority of TSAs are rated as matching the program content satisfactorily or very well.
- Curricular changes have been made as a result of evidence provided by TSAs by the majority of programs responding.
- Effectiveness of curricular changes made are rated as somewhat to very effective in improving student learning and test scores.
- TSAs are most commonly used as a post-test; however, there are instances of pre- and post-test use among the respondents.

### 1P14. Change or Discontinue Programs or Courses

SCTCC uses enrollment, graduate rates, retention, placement rates, management reports, instructional cost comparisons, industry projections and advisory committee input to determine the continuing viability of all programs. Program redesigns are required to go through both the SCTCC Academic Affairs and Standards Council (AASC), and the MnSCU Office of Academic Affairs. All program changes (credit length, redesign, name change) must be submitted and reviewed through a MnSCU System developed application process.

Program suspensions and closures follow a similar process. Program suspension or closure requires a detailed teach-out plan for currently enrolled students along with graduate and enrollment data for the past five years. Minutes documenting consultations with college and advisory committees and any affected institutions must be included. For any program suspension, a program reinstatement plan is required.

Individual courses are reviewed regularly; any course not offered for three consecutive academic years is examined by program faculty and AASC to determine if it should be kept on the inventory of course.
offerings or recommend that the course be end-dated.

1P15. Addressing Learning Support Needs

SCTCC determines learning support needs through student surveys, end of course feedback reports, data collection at student contact points, Accuplacer testing and the newly implemented Starfish early alert system. The CCSSE survey monitors student engagement and student expectations. The data is used to adjust services from registration to the bookstore to the information desk.

As noted in answer 1P8, the Mary Stangler Center for Academic Success (CAS) collects data on students served and corresponding success of students using the CAS services. The data collected guides the deployment of services, including the number of tutors on staff and the hours the CAS is open. The CAS also collects and analyzes data on any new initiatives, such as online tutoring and embedded tutoring.

The key role of the library is to support the academic mission of the College and to provide for the academic needs of faculty and students. The Librarian provides academic support by conducting information literacy sessions for an average of 2600 students per year. Information literacy sessions cover a broad range of topics on the use of the available resources in the Library, proper citing (APA, MLA, Chicago) of sources in student works, and source selection.

The library strives to support the curriculum by providing resource materials that match faculty requests and student needs. Collection development purchases are made in consultation with faculty and by evaluation of available resources. When purchasing new materials, consideration is made to include resources that can be both physically and electronically accessed to provide for all faculty and student needs. Since 2010, the physical book and audiovisual collections have increased. The electronic book collection itself has increased from 12,000 to 130,000 eBooks. The electronic database collections are providing more full-text journal, magazine, and newspaper documents, as well as multimedia. Notably the use of EBSCO’s Cumulative Index to Nursing and Allied Health database has increase by 100% from 2012 to 2013.

Library services are compared to peers through several means: the IPEDS Survey compares key areas of collection development, budget, staffing, facilities, and technologies. Minitex, an information and resource sharing program of the Minnesota Office of Higher Education and the University of Minnesota, requires that each institution meet specific requirements for staffing, collections, and other key indicators. Beyond comparative information, key memberships allow for greater access to resources: the Minitex consortium provides access to electronic resources, resource sharing, delivery of materials, training and webinars, reference services, and cooperative purchasing discounts; MnPALS Library Consortium provides the server searching, cataloging, and inter-library loan and web-based search engine for materials owned by other libraries.

In response to data indicating low retention numbers, SCTCC implemented the Starfish alert early warning system. Using Starfish, instructors identify students with attendance or learning concerns as early as two weeks into the semester. When a student is “flagged” in Starfish, the specific concerns from the instructor go to the student, the student’s advisor, and any other staff with a need-to-know relationship with the student. When a concern regarding a student is identified, the student is directly contacted to discuss the situation. The student is encouraged to speak with instructor(s) and advisors to create a plan for success. As part of the plan, students may be encouraged to seek help in the tutoring center (CAS), to visit faculty during office hours, or to seek disability services if such seem warranted. Currently, Starfish surveys are “pushed” out to all faculty members at three times during each semester.
with the expectation that every faculty member will respond. Starfish is available for additional usage throughout the term; faculty members are encouraged to use the system to acknowledge good student performance by noting “Kudos” and to raise flags to note any concerns.

**1P16. Aligning Co-Curricular Goals and Curricular Objectives**

Co-curricular activities align with SCTCC’s mission of preparing students for life-long learning by facilitating and supporting programs and environments that enhance student learning and personal development. Student Life & Athletics encompasses Student Senate, Student Clubs, Athletics, and programming opportunities on campus. Opportunities that foster intercultural appreciation, leadership, creativity, confidence, self-esteem, integrity, and personal and civic responsibility are provided by Student Life. The guiding vision of Student Life is that students who are actively engaged in the campus environment will find a more satisfying and successful experience at SCTCC.

The activities of Student Life stimulate critical thinking and the application of knowledge, which align with the college outcomes and competencies: 1) **Demonstrate personal and social responsibility**: Model and uphold ethical, legal, and moral responsibility and 2) **Understand social and global perspectives**: Practice civic involvement and social responsibility. Student clubs are required to participate in a philanthropic project within the college community or the broader community each academic year. Each club is required to fill out a form explaining the project they performed. The beneficiary of the action must also sign to verify that service learning occurred. While one project is mandatory, clubs are encouraged to engage in multiple projects that fit the organization’s charter. This requirement promotes civic involvement and social responsibility. Depending upon the activity, it is expected that students will interact and work as a team which aligns with the competency **demonstrate teamwork and collaboration**. Representatives from each club report back to the student senate, explaining the project, the outcomes, and the rationale for choosing the project.

The Student Life office partners with St. Cloud State University’s U-Choose alcohol and drug education programming that focuses on the reduction of high risk alcohol use. Presenters utilize empirically based theories which are targeted for college students. The program promotes a healthy lifestyle, and is presented in an interactive manner covering topics designed to help students make informed choices.

This partnership with SCSU was initiated based on data collected demonstrating a high rate of alcohol abuse among SCTCC students. SCTCC has partnered with the Boynton Health Service at the University of Minnesota since 2005 to evaluate health conditions and health related behaviors of the student body: mental health, tobacco use, nutrition and physical activity, and alcohol and other drug use. Information was collected through extensive student surveys in 2005, 2006, 2008, 2010, and 2012. Results showed that 50 percent of students surveyed in 2005 identified themselves as participating in high risk drinking. High risk drinking is defined as consuming five or more standard drinks in a sitting within the last two weeks. High risk drinking among SCTCC has steadily decreased since the baseline 2005 survey.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>50.0%</td>
<td>45.6%</td>
<td>39.8%</td>
<td>35.9%</td>
<td>34.1%</td>
</tr>
</tbody>
</table>

While the collaboration with St. Cloud State University continues, the data collected indicates that SCTCC shows continuous improvement in the competency of **Develop skills for better physical and emotional health**.

The Student Life office collaborates with the local YMCA to provide students an affordable and
convenient option for exercise, group fitness, and other leisure programming. SCTCC Student Life pays membership fees for students who are currently enrolled; students who take advantage of this membership must pay a nominal one-time joiner’s fee. The membership is valid for as long as the student is enrolled at SCTCC. A similar collaboration exists with SCSU Campus Recreation. Campus Recreation offers programming such as intramural sports, outdoor recreation trips and equipment rental, and access to a climbing wall.

1P17. Ensuring Graduates Meet Expectations

The assessment cycle at SCTCC verifies that course level assignments, activities and tests assess the learning outcomes of the individual course. The course outcomes are aligned with respective program and college outcomes to ensure that all students receiving degrees or certificates meet the learning and development expectations of the college. Successful completion of a degree requires the successful completion of courses. And successful completion of courses is validated through verified competency in the course learning outcomes.

Individual programs have a number of ways to verify that their students have met learning outcomes and expectations; licensure and credentialing exams corroborate the successful fulfillment of learning expectations. Following are examples from specific SCTCC programs:

- Computer Systems and Networking Administration program, MOAC (Microsoft Official Academic Course) and Cisco curriculum have external assessment elements, including knowledge testing and skills based assessment. In addition, the program utilizes a third-party assessment for all students prior to graduation to validate teaching strategies as part of the Technical Skills Attainment requirements of the Perkins Grant.

- Students enrolled in Health Information Technology take the Registered Health Information Technician (RHIT) exam immediately after completing classes or early in their last semester in the program. The program faculty receives quarterly test result reports from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The results are used to evaluate outcomes of each domain, subdomain and task. The curriculum is then adjusted as needed to address areas of concern.

- The St. Cloud Hospital approached SCTCC in the late 70’s to start a surgical technology program, the first class graduated in 1979. The program has been accredited by CAAHEP for 30 years. RC/STSA – “Accreditation Review Council on Education in Surgical Technology and Surgical Assisting” is the agency that oversees program accreditation: standards setting, curriculum updates, site visits, and collect annual program reports. The “Surgical Technology Standards Interpretive Guide” is published in accordance to CAAHEP by RC/STASA.

- Effective Aug 1, 2013, accredited surgical technology programs must use the Sixth Core curriculum to be in compliance with newly enacted standards. As a result of this update, all surgical technology course outlines were updated and approved by the local curriculum committee. The changes went into effect Fall 2013. The program outcomes were reviewed and updated in 2012.

The National Certification Exam for Surgical Technology (CST) results are used to evaluate program effectiveness and alignment to accreditation standards. The following graph shows number of graduates, number of participants, and pass rate for the preceding three years. The program meets the ARC/STSA threshold of 100% participation for all three years. The program exceeds the ARC/STSA
threshold of 70% for pass rate on the first try for all three years. 2013 – 20/20, 100%  2012 – 14/18, 78%  2011 –17/20, 85%. It is an accreditation requirement that graduates take this exam.

![CST PASS RATE](image)

**Figure 3 Surgical Technology License Exam Pass Rate**

The Surgical Technology Program’s employment placement has been consistent. 95% of the 2013 graduates are currently employed, as noted by a six-month graduate follow-up survey. The St. Cloud area has numerous facilities that employ surgical technologist. Yet, employment is not limited to St. Cloud nor the clinical sites within a 60 mile radius, graduates employed all over the state. Analysis of the last three years shows that the program exceeds the ARC/STSA threshold of 70% for graduate placement within one year of graduation: 2013 – 19 of 20, 95%; 2012- 16 of 18, 89%; 2011 – 17 of 20, 85%.

![SURGICAL TECHNOLOGY GRADUATE PLACEMENT](image)

**Figure 4 Surgical Technology Graduate Placement**

SCTCC has consistently had in-field placement rates above 90% for most programs. Placement rates are determined through individual program tracking and graduate follow-up surveys. The results are also reported to MnSCU, which requires placement data and employment verification. Most of SCTCC’s programs are accredited and follow these guidelines. Most also have certification exams for students on completion of those programs.

1P18. Process Design for Student Learning Assessment

The assessment journey at SCTCC is an on-going, college-wide process designed to continuously improve teaching and learning, as well as services provided to and for students. In 2010, assessment was
identified as an area of opportunity for SCTCC. As a result, in 2012 SCTCC initiated an AQIP action project to improve student learning through the continued enhancement of the academic assessment process. During Assessment Day in the spring of 2013, SCTCC held an all-day event for faculty and staff that helped to standardize the assessment process throughout the college.

The assessment process at SCTCC includes the systematic collection, examination and interpretation of qualitative and quantitative data in order to align student performance with course, program and college expectations. Program outcomes are aligned with college outcomes and assessed through completion rates, job placement rates, independent accreditation reports, state and national licensure exams, standardized discipline testing, capstone courses and transfer rates. This data is continuously analyzed to determine changes to the curriculum that will enhance student success.

All course learning outcomes give explicit expectations that align with program outcomes, and are analyzed through discipline appropriate methods (measures) such as testing, papers, presentations, learning journals, rubrics and hands-on training. Methods that do not result in successfully meeting learner outcomes both at the course and program level are adjusted accordingly. In most programs, artifacts linking student learning to outcomes are collected, analyzed and then kept for future reference.

1R1. Student Learning and Development Measures

SCTCC uses the MnSCU Strategic Framework Performance Measures data to evaluate performance over time and for comparison among peer institutions. The current metrics are accessible to the public via the MnSCU Accountability Dashboard.

Table 1. 4 MnSCU Strategic Framework Performance Measures: Student Success—SCTCC 2013 Data

<table>
<thead>
<tr>
<th>Metric</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Most Recent</th>
<th>FY 2015 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensure Exam Pass Rate*</td>
<td>CY2010: 91.8%</td>
<td>CY2011: 89.4%</td>
<td>CY2012: 94.1%</td>
<td>91.0%</td>
</tr>
<tr>
<td>Student Persistence and Completion</td>
<td>Fall 2010 Entering Cohort: 67.8%</td>
<td>Fall 2011 Entering Cohort: 65.4%</td>
<td>Fall 2012 Entering Cohort: 71.9%</td>
<td>74.8%</td>
</tr>
<tr>
<td>(retention, transfer, graduation)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Completion Rate (Time to Degree 150%)**</td>
<td>Fall 2008 Entering Cohort: 57.6%</td>
<td>Fall 2009 Entering Cohort: 53.7%</td>
<td>Fall 2010 Entering Cohort: 51.3%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Certificates and Degrees Awarded</td>
<td>FY2011: 964</td>
<td>FY2012: 933</td>
<td>FY2013: 1,063</td>
<td>1,081</td>
</tr>
<tr>
<td>Related Employment of Graduates</td>
<td>FY2010: 91.4%</td>
<td>FY2012: 94.7%</td>
<td>FY2012: 96.5%</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

* The MnSCU metric for Licensure Exam Pass Rate includes only four exams that provide the data to the systems. The Exam Pass Rate represented in SCTCC’s performance is for students passing the Nursing licensure exams for LPN and RN, only.
**This measure is based on entering cohorts of full-time undergraduates and transfer students; noted exclusion of part-time students.

Faculty and staff at SCTCC regularly collect and analyze data at the course; program and institutional level to ensure course, program and institutional outcomes are being met.

At the course level, a variety of course-appropriate evaluation tools are employed throughout each semester. Exams, portfolios, learning journals, written assignments, lab reports, oral presentations, and in-class assignments are among the common tools utilized. Each tool can be linked to a course outcome(s), which in turn is linked to a program outcome and a college outcome. Instructors often
employ learning rubrics with their assignments, which inform the students of the competency expectation for the assignment. The results of the assignments are analyzed by the individual instructor and, depending on the program, by other instructors within the same discipline to verify that student learning matches learning outcomes.

A recent example of the assessment process at work is the establishment of a math lab with a computer-based curriculum to better meet the learning needs of students completing the college math sequence. The process was:

**ASSESSMENT:** Students were taking a sequence of up to three semester-long developmental math courses in order to meet the prerequisite requirements for the Minnesota Transfer Curriculum Goal Area 4 transferrable math courses. While the success rate in any semester was in the 60%-70% range, the average number of semesters students were enrolled in developmental courses needed to be reduced. Given the need for more efficient math sequencing, the math curriculum was redesigned using a modular format allowing student to progress at a rate their own rate meeting their individual learning style.

**ON-GOING ANALYSIS:** SCTCC tracks students’ math course grades each semester. The report includes the number of students who attain each of the following grades: A, B, C, FN, FW, NC, P and W. The success rate for the newly designed curriculum is comparable to the previous sequence; however the average number of semesters taken has been slightly reduced. In our longitudinal study we will track the same grades in the subsequent coursework for these students, enabling SCTCC to measure the secondary outcome of maintaining or improving content comprehension.

**MODIFICATIONS:** The math faculty determined that multiple modes of content delivery enhance the curricular experience for our students; consequently SCTCC will continue offering choices between a computer-based curriculum and the more traditional lecture-based curriculum supplemented by the computer.

There are also a variety of tools used at the program level to measure student learning. Depending on the program, program learning outcomes are demonstrated through capstone projects, licensure exams, placement rates, accreditation exams and certification training. Programs in the construction trades construct a house each year as a capstone project. Students demonstrate skills they learned throughout the program in a real-time, real-life project, with the completed house going on the open market. In the Information Technology program, students at the end of the program test for the Microsoft Technology Associate exam. In many of the health fields, successful certification and licensure testing upon completion of the program demonstrates the degree to which learning outcomes were met. The results of the various measurement tools are analyzed by faculty and administrators to determine areas of strength and weakness in each program.

All programs at SCTCC follow a learning outcomes assessment cycle as illustrated in Figure 5. Programs may use different methodology; however many having completed the cycle multiple times, but all programs are utilizing the assessment cycle to improve student learning.
At the institutional level, measurement of college level outcomes are provided through exit surveys, the Community College Survey of Student Engagement (CCSSE), and direct measures of outcomes during college-wide student events and non-classroom activities. As noted in 1P16, student clubs are required to engage in philanthropic/community service activities, which links to the first College Outcome of demonstrating personal and social accountability. At diversity events held on campus, data of student learning is collected through student surveys that link the event to the fourth College Outcome of understanding social and global perspectives. The results of these surveys are then used by the Diversity Committee to organize and format future events.

1R2. Student Learning and Development Results

As was noted in 1P1, SCTCC revised the college outcomes in 2012. Then, during the 2013 Assessment Day, SCTCC faculty revised all curriculum maps in programs and in Liberal Arts and Sciences to align College Outcomes with Program and Course outcomes. Therefore, common student learning and development objectives are measured at multiple levels within the college environment. For example, within the Advertising program, as well as many other programs, students are required to complete a service learning project (Competency: Practice civic involvement and social responsibility; College Outcomes: Understand Social & Global Perspectives). In our Welding program, students complete a capstone project, floating loon nests, for use in northern Minnesota where the loons are finding it difficult to find nesting locations. These students are demonstrating a number of the college’s core
competencies: Demonstrate teamwork and collaboration, Understand and adopt stewardship of the environment, as well as others.

These common student learning outcomes are also measured through program accreditation processes, internships, and clinicals, as well as employer surveys, which measure professionalism, computer literacy, and problem-solving.

SCTCC’s Assessment process and cycle will incorporate measuring of program and college outcomes as part of the next step in the cycle. Capstone projects and courses will be used as a measure of program outcomes, which are aligned with our college outcomes as our assessment cycle moves forward. Consideration will be given to an action project to measure written communication across all technical programs and Liberal Arts and Sciences.

St. Cloud Technical and Community College has participated in the Community College Survey of Student Engagement (CCSSE) bi-annually since 2009. The 2013 results reveal a downward trend in the academic benchmarks: Active and Collaborative Learning, Student Effort, Academic Challenge and Student-Faculty Interaction.

The 2013 CCSSE summary identifies aspects of highest and lowest student engagement related to academic benchmarks (aligned with SCTCC College Outcomes and Competencies) as follows:

Aspects of Highest Student Engagement

- Active/Collaborative Learning: Worked with other students on projects during class (Demonstrate Personal and Social Accountability/Demonstrate teamwork and collaboration)
- Student-Faculty Interaction: Talked about career plans with an instructor or advisor
- Student-Faculty Interaction: Worked with instructors on activities other than coursework
- Academic Challenge: Number of assigned textbooks, manuals, books or book-length packs of course readings (Apply Knowledge/Research and manage information effectively)
- Academic Challenge: Number of written papers or reports of any length (Communicate Effectively/Discover, develop, revise, and present ideas in writing)

Aspects of Lowest Student Engagement

- Active/Collaborative Learning: Discussed ideas from your readings or class with others outside of class (students, family members, co-workers, etc.)
- Academic Challenge: Analyzing the basic elements of an idea, experience or theory (Think Critically/Use analytical, deduction and inductive reasoning)
- Academic Challenge: Synthesizing and organizing ideas, information or experiences in new ways (Think Critically/Synthesize and evaluate information)
- Student Effort: Number of books read on your own for personal enjoyment or academic enrichment

The comparison of benchmark results from the 2009, 2011 and 2013 CCSSE surveys follows:
Table 1.5 CCSSE Benchmarks 2009, 2011, and 2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active &amp; Collaborative Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC</td>
<td>56.0</td>
<td>57.3</td>
<td>51.5</td>
</tr>
<tr>
<td>Consortium (MnSCU)</td>
<td>54.8</td>
<td>52.8</td>
<td>52.6</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Student Effort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC</td>
<td>50.6</td>
<td>50.8</td>
<td>47.3</td>
</tr>
<tr>
<td>Consortium (MnSCU)</td>
<td>51.3</td>
<td>49.6</td>
<td>49.8</td>
</tr>
<tr>
<td>Cohort</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Academic Challenge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC</td>
<td>53.6</td>
<td>53.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Consortium (MnSCU)</td>
<td>52.1</td>
<td>50.8</td>
<td>50.1</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Student-Faculty Interaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC</td>
<td>54.0</td>
<td>52.6</td>
<td>52.1</td>
</tr>
<tr>
<td>Consortium (MnSCU)</td>
<td>52.6</td>
<td>51.3</td>
<td>51.4</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

**Active and Collaborative Learning:**
Although SCTCC’s performance is strong for the aspect “Worked with other students on projects during class”, both “Worked with classmates outside of class to prepare class assignments” and “Participated in a community-based project as part of a regular course” dropped from our positive aspects list. We made no improvement from 2011 in “Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)”. It appears from this data that we need to extend our academic expectations beyond the classroom.

**Student Effort:**
“Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)” which was identified as a high aspect of student engagement in 2011; was not included in the highest aspects for 2013. Also, “Number of books read on your own (not assigned) for personal enjoyment or academic enrichment” continues as a challenge. This may indicate a need to create opportunities and expectations for our student to continue their academic work outside of designated class times.

**Academic Challenge:**
Two aspects were identified as low engagement in both 2011 and 2013: “Synthesizing and organizing ideas, information or experiences in new ways” and “Analyzing the basic elements of an idea, experience or theory.” We added a positive aspect related to “Number of assigned textbooks, manuals, books, or book-length packs of course reading.” Also, “Number of written reports of any length” was noted as a high engagement aspect for both 2011 and 2013. However, the academic rigor—as measured by required classroom reading—is a continued strength for the college.
Student-Faculty Interaction:
From 2011 to 2013 we lost the positive aspect “Worked with instructors on activities other than coursework.” A broadened focus might need to be made on extending the classroom experience into other avenues.

1R3. Program Learning Results

During 2013-14, SCTCC has reviewed all program learning outcomes and as stated earlier posted them to each program website. At this time, faculty members use a number of methods to assess the performance of students. Because program students are with faculty for many classes during the program, faculty work together to determine where students are progressing and where there are challenges in the required learning stages of the program. SCTCC’s program faculty members are required to advise students as part of the faculty contract. This adds another dimension to the involvement of faculty with the students as do program clubs that are prevalent in many of our technical programs. This contact between faculty and students allows for assessment of the program outcomes as well as the college outcomes related to competencies in the College Outcome, Applied Learning, as well as behaviors, such as teamwork.

Other methods of performance results of students is through involvement and input from the program advisory committee, capstone projects as discussed earlier, and placement rates and success of students on the job relayed to us through our industry/business partners.

Student performance on licensure and board examinations is used to verify that students completing our programs, degrees, and certificates have acquired the skills required by industry and employers. The following table lists the pass rates of SCTCC student on health program licensure or board exams for the past two years.

Table 1. 6 Licensure Exam Pass Rates: Health Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Exam</th>
<th>1st Time Pass Rate</th>
<th>National Pass Rate Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular Technology</td>
<td>Registered Cardiovascular Invasive Specialist (RCIS) – optional</td>
<td>90% 100%</td>
<td>76%</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Dental Assistant National Board (DANB) – Radiation Health and Safety (RHS)</td>
<td>100% 100%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Dental Assistant National Board (DANB) – Infection Control (ICE)</td>
<td>96% 96%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Dental Assistant National Board (DANB) – General Chairside (GC)</td>
<td>96% 95%</td>
<td>87%</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>National Dental Hygiene Board Exam (NDHBE)</td>
<td>100% 100%</td>
<td>SCTCC scored 1.4 d-value above the national average.</td>
</tr>
<tr>
<td></td>
<td>Central Regional Dental Testing Service (CRDTS)</td>
<td>100% 100%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Minnesota Board of Dentistry (Mn BOD)</td>
<td>100% 100%</td>
<td>Data not available</td>
</tr>
<tr>
<td>Program</td>
<td>Exam</td>
<td>1st Time Pass Rate</td>
<td>National Pass Rate Average</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>National Registry of Emergency Medical Technicians (NREMT) – Cognitive</td>
<td>63% 80%</td>
<td>70%</td>
</tr>
<tr>
<td>Nursing (Practical)</td>
<td>National Council Licensure Examination for Practical Nurses (NCLEX-PN)</td>
<td>97% 96%</td>
<td>85%</td>
</tr>
<tr>
<td>Nursing (Associate Degree)</td>
<td>National Council Licensure Examination for Registered Nurses (NCLEX-RN)</td>
<td>88% 66%</td>
<td>81%</td>
</tr>
<tr>
<td>Paramedicine</td>
<td>National Registry of Emergency Medical Technicians (NREMT) – Practical</td>
<td>100% 80%</td>
<td>Data not available</td>
</tr>
<tr>
<td></td>
<td>National Registry of Emergency Medical Technicians (NREMT) - Cognitive</td>
<td>68% 71%</td>
<td>74%</td>
</tr>
<tr>
<td>Sonography</td>
<td>American Registry for Diagnostic Medical Sonography (ARDMS)</td>
<td>100% 100%</td>
<td>74%</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Certified Surgical Technologist Exam</td>
<td>78% 100%</td>
<td>76%</td>
</tr>
</tbody>
</table>

**1R4. Evidence of Student Knowledge and Skills**

Surveys of recent graduates are conducted by MnSCU to determine the “related employment rate.” The results indicate that SCTCC graduates are acquiring the skills and knowledge that employers want. The following table displays the related employment rates for the three most current years of the survey. The overall placement rate for SCTCC graduates was 97% for 2012.

**Table 1. 7 Related Employment Rate**

<table>
<thead>
<tr>
<th>Program</th>
<th>Related Employment Rate</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Careers</td>
<td>86%</td>
<td>89%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Administrative Support Careers</td>
<td>88%</td>
<td>88%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>100%</td>
<td>77%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Architectural Construction Technology</td>
<td>45%</td>
<td>86%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Auto Body Collision Technology</td>
<td>100%</td>
<td>86%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>89%</td>
<td>100%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Cardiovascular Technology</td>
<td>75%</td>
<td>90%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Child and Adult Care and Education</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Computer Careers</td>
<td>88%</td>
<td>93%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Electronics/Energy</td>
<td>60%</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>90%</td>
<td>93%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>92%</td>
<td>88%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Heating and Air Conditioning</td>
<td>83%</td>
<td>86%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Land Surveying/Civil Engineering</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Mechanical Design Technology</td>
<td>100%</td>
<td>88%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Medium Heavy Truck Technician</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Paramedicine</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Registered Nursing (A D N)</td>
<td>--</td>
<td>91%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Sales &amp; Management</td>
<td>93%</td>
<td>91%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Sonography</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>85%</td>
<td>94%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Water Environment Technologies</td>
<td>96%</td>
<td>90%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Welding/Fabrication</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

1R5. Learning Support Process Results

The figure below offers the total yearly door count at the campus library as a measure of student usage. Other data collected but not shown here include circulation, print jobs, database inquiries, reference requests, and on-line activity. The data is used in many ways, such as staffing levels during certain periods of day, decisions on whether or not to continue purchasing a particular database, and the number of computers and printers available for student use.

![Patron Statistics: Total Yearly Door Count](image_url)

**Figure 6 Library Door Count**

The College’s space utilization rate has historically been above the mean for MnSCU colleges. The recent
decline coincides with the expansion of instructional space through the acquisition of a clinic owned by a regional health provider. The Health Sciences Building provides classroom and lab space for health programs at SCTCC, including a dental clinic that offers services to the public.

Table 1. 8 MnSCU Strategic Framework Performance Measure: Space Utilization

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>89.7%</td>
<td>91.5%</td>
<td>77.6%</td>
<td>75.6%</td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>74%</td>
<td>76.6%</td>
<td>74.3%</td>
<td>72.3%</td>
</tr>
</tbody>
</table>

Initial data related to the performance of the Academic Advising Center and Starfish provide a baseline for future improvement and growth of services. To leverage the power of Starfish, the Academic Advising Center began tracking all student meetings commencing Spring Semester 2014 in the Starfish system, prior to this, there was limited tracking of advisor/student meetings. The information that is now tracked through Starfish includes the length of the meeting, type of meeting (walk-in, scheduled individual, and group advising session), and the meeting outcomes. During Spring 2014, advisors in the Academic Advising Center met with approximately 2,028 students: 744 walk-in meetings, 409 scheduled appointments, and 875 students during group advising sessions.

SCTCC began using Starfish as an early alert notification system in June 2013. There were 17,040 notifications (flags & kudos) sent to students between June 2013-April 2014. Flags are raised to identify attendance problems, missing assignments and failing performance. Advisors were able to clear 44% of the flags. A flag is cleared when the advisor makes contact with the student and discusses a plan for success in the course. The remaining students were contacted with no response.

1R6. Comparison to Institutions in Higher Education

Comparative results of SCTCC’s CCSSE benchmark scores to those for the MnSCU colleges and CCSSE cohort are shown below.

Table 1. 9 CCSSE Results: SCTCC compared to cohorts

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>SCTCC</th>
<th>MnSCU</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>51.5</td>
<td>52.6</td>
<td>-1.2</td>
</tr>
<tr>
<td>Student Effort</td>
<td>47.3</td>
<td>49.8</td>
<td>-2.6</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>50.0</td>
<td>50.1</td>
<td>-0.1</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>52.1</td>
<td>51.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.1</td>
<td>51.0</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

Comparative results for student success are obtained through the MnSCU Strategic Framework performance measures. Aggregate performance for all two-year colleges in the system provides context for SCTCC’s individual performance as illustrated in the following table.
Table 1. 10 MnSCU Strategic Framework Performance Measures: SCTCC & MnSCU Colleges Comparison

<table>
<thead>
<tr>
<th>Metric</th>
<th>SCTCC</th>
<th>MnSCU College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Persistence and Completion (includes retention, transfer and graduation) by 2nd fall term</td>
<td>Entering Cohort, Fall 2011: 65.4%</td>
<td>Entering Cohort, Fall 2011: 67.7%</td>
</tr>
<tr>
<td>Completion Rate (3 years from entering term)</td>
<td>Entering Cohort, Fall 2010: 51.3%</td>
<td>Entering Cohort, Fall 2010: 49.6%</td>
</tr>
<tr>
<td>Student Success-Students of Color (Ratio to White Student Success)</td>
<td>Entering Cohort, Fall 2011: 0.84</td>
<td>Entering Cohort, Fall 2011: 0.87</td>
</tr>
<tr>
<td>Completion Rate-Students of Color (Ration to White Student Completion)</td>
<td>Entering Cohort, Fall 2010: 0.63</td>
<td>Entering Cohort, Fall 2010: 0.70</td>
</tr>
<tr>
<td>Related Employment of Graduates</td>
<td>FY2012: 96.5%</td>
<td>FY2012: 84.8%</td>
</tr>
<tr>
<td>Licensure Exam Pass Rates</td>
<td>CY 2012: 94.1%</td>
<td>CY2012: 88.2%</td>
</tr>
</tbody>
</table>

111. Systematic Processes, Results and Improvements

The Advising Audit AQIP action project results included a redesign of the student admissions and on-boarding processes, the establishment of a student academic advising center, and the implementation of the Starfish Early Alert system. The goals of these initiatives include increased retention, streamlined advising, and a more efficient process for student academic and career planning. The Academic Advising Center provides one stop for students seeking academic direction. The work of the advising center is complemented by two standing committees, the Team for Academic and Student Success and the Student Success Team, which have been established to track student success, analyze data, and make suggestions for further improvement.

SCTCC is midway through an AQIP action project focused on assessment of student learning with a constant focus on continuous improvement. The three-year assessment action project will improve three distinctive yet interconnected areas:

1. **Program Assessment**. The purpose is to establish, review or revise program outcomes, measures, and processes for assessment of all SCTCC academic programs.

2. **Capstone Projects**. The purpose is to create or document capstone projects and/or capstone courses for all SCTCC degrees as a measure of student learning at the program level.

3. **Culture of Assessment**. The purpose is to establish a clearly visible and data driven assessment cycle for the improvement of student learning across all academic division sand student support functions.

Upon completion of this process, assessment of student learning will become integrated into the culture of the college. SCTCC will complete the entire assessment cycle: 1. Specify learning outcomes, 2. Identify measures for student learning outcomes, 3. Gather and evaluate data on student learning, 4. Make and implement changes to the curriculum, 5. Gather and evaluate data to determine if changes were effective.

Through the work of the TASS and Student Success teams, SCTCC has embraced collaboration between academic and student affairs to serve students and improve the learning environment. Students are
provided timely information and interventions, when needed. The regular meetings of TASS and Student Success teams provide venues for the dissemination, discussion and evaluation of information and data related to student success which allows for more agile responses to arising issues.

1I2. Selection of Targets and Processes for Improvement

The SCTCC Pillars provide a strategic framework for defining our priorities; aligning priorities with goals and identifying key measures that help define progress. The Pillars align with the MnSCU Strategic Framework, which provides the foundation for setting targets and improving performance results.

SCTCC is clearly an institution that places students first. Our recent All College Day brought together all college staff from kitchen staff to faculty to brainstorm external and internal barriers to student engagement and what SCTCC can do differently to increase student persistence. We started the event by recognizing college super heroes—celebrating our successes—part of our culture. We spent the rest of the day on “Helping our Student Finish What They Started.” This event and subsequent discussions will provide a long list to be used for developing a new action project. This is an example of how SCTSS select processes for improvement.

Category 2: Accomplishing Other Distinctive Objectives

Introduction

SCTCC Pillars aligned with Accomplishing Other Distinctive Objectives are Pillar 2 – Community Building and Pillar 3 – Developing a Skilled Workforce.

Feedback from the 2010 Systems Portfolio indicated that SCTCC has an opportunity to improve its processes related to external stakeholders by identifying and analyzing indicators related to accomplishing other distinctive objectives. Reviewers further noted that SCTCC should articulate processes for community enrichment and contributions to economic development beyond the production of graduates.

The Executive Leadership team of the college is primarily responsible for determining the non-instructional objectives and gaining input from external and internal stakeholders. The goal areas receive commentary and input from departments and individual units have the task of implementing the objectives.

SCTCC is a founding partner and active member of the Greater St. Cloud Economic Development Corp (GSDC). Established in 2010, the GSDC is the vehicle through which business executives, healthcare and education leaders, civic and community leaders, local government leaders, partner organizations, and community members come together to guide efforts in making the greater St. Cloud region one of the best places to live and work. Several SCTCC administrators and staff serve on GSDC committees: innovation, talent management, regional economic development, and creating a vibrant downtown. This organization and key partners including SCTCC brought commercial air travel back to St. Cloud. The GSDC also have enhanced economic development by bringing companies such as Geringhoff to St. Cloud, MN, the company’s first U.S.-based operation.

During 2011, SCTCC embarked on an image project to develop a brand that embodies the expanded mission of SCTCC while remaining true to the institution’s technical heritage; create a sense of pride in
the brand and connection to the institution for current students, prospective students, faculty and the community. SCTCC developed a Brand Implementation Plan with the assistance of the Tunheim firm.

As described in 2P1, the reorganization and staffing changes in Business and Industry Training Solutions, Marketing & Communications, and the SCTCC Foundation will facilitate the movement to a systematic level of maturity. Systematic maturity is demonstrated in the proactive approach taken by each of these areas and the eroding of institutional silos.

2P1. Designing and Operating Distinctive Processes

The process design and operational support for the College’s non-instructional objectives is spread across all functional work areas. Key non-instructional processes, work plans and goals are aligned to the MnSCU Strategic Framework and SCTCC Pillars for workforce and economic development.

Student Life—As noted in the 2010 Systems Portfolio, SCTCC continues to maintain community partnerships with service providers and agencies (YMCA, Whitney Center, Metropolitan Transportation, St. Cloud State University) to access facilities that support student life activities: Intramural Sports, Women’s and Men’s Collegiate Athletics, fitness and recreation, transportation and student health services. The College effectively utilizes contracted services with community partners to build a full range of non-instructional offerings and services for students. College representatives meet regularly with community partners to review terms of use, participation, costs, and opportunities for strengthening services as well as to negotiate contracts. The Student Senate annually reviews and approves proposed budget expenditures for funding provided through Student Activity Fees.

Marketing and Communications—the expanded mission to a comprehensive college created an opportunity for SCTCC to celebrate its strength as a technical college yet re-brand the institution to accurately reflect the change in mission. Through survey instruments, interviews and listening sessions with internal and external stakeholders, four strategic recommendations were devised to elevate the SCTCC brand: 1. Strengthen the name, 2. Embed the technical college’s values into the community college’s growth, 3. Establish a brand champion, and 4. Build a stronger sense of community. The multi-phase brand implementation plan began May 2011. This branding project helped SCTCC understand its value to the community and build on identified needs.

Business and Industry Training Solutions (Training Solutions)—serves the college and community in the development of a quality workforce through training opportunities for incumbent workers and through contractual needs-based training for individual employers. The Business and Industry Training Solutions division’s mix of programs, contract training, and assessment allows SCTCC to meet training and educational needs of area businesses and industry. Workforce clients contribute to the growing strength of local businesses and economic development. SCTCC’s Business and Industry team members report directly to academic deans. This has created a synergy of sharing resources and shared learning related to community and business needs. Recent accomplishments include award of funding for three Minnesota Job Skills Partnership grants to assist manufacturing clients to meet special expansion needs.

SCTCC Foundation—is an integrative entity in the success of SCTCC and students. After turnover of the foundation director position in 2012, SCTCC leadership and the Foundation Board utilized an internal employee to guide the process of board transition and build the infrastructure needed to support their work. During this six month timeframe, attention was focused on board development, contract and organizational compliance, policy and procedure infrastructure, increased fiscal oversight, and internal
brand management. The SCTCC Foundation provides scholarships and equipment for SCTCCC programs and also provides and continues to develop strong community relationships.

In Fall 2013 a strategic planning session was conducted to guide the Foundation’s future work. The Foundation Board has selected courses of action to align with the expanded mission of SCTCC and to be the conduit for direct community/industry contributions to SCTCC. Highlights include:

- Foundation will ensure scholarship levels are maintained during the remainder of the biennium
- Develop an online portal for board governance information
- Revise the Foundation’s mission statement to better align with SCTCC’s expanded mission

Community Service related to academic programs — SCTCC academic programs have a direct impact on the community of St. Cloud by providing services to enrich the students’ educational experiences while also providing affordable or free assistance to members of our community. Examples include:

- Dental Assisting and Dental Hygiene students work in an open to the public clinic under the supervision of a licensed dentist. Preventive dental services are offered to a client base aged 2 to 99 years old.
- The Dental Assisting and Dental Hygiene students and faculty host Give Kids A Smile, an annual day-long event to provide no-cost dental services. This popular community outreach event is a collaborative effort among SCTCC, the Minnesota Dental Association, dental vendors, dentists, dental assistants and dental hygienists from the community to serve children who do NOT have access to dental care.
- Automotive Service, Auto Body, and Medium Heavy Truck students work on customer vehicles in our mechanical shops to provide affordable vehicle repairs to community members. Car repairs were also performed in support of the Wounded Warrior Project.
- Advertising students participating in the Northway Group, an in-house, student run advertising agency, provide a comprehensive brand and image plan and program to qualified clients.
- SCTCC’s Accounting students and faculty volunteer with the local IRS sponsored Volunteer Income Tax Assistance (VITA) program, a community service opportunity to prepare income tax returns for low-income individuals in our community. The accounting majors gain valuable work experience while participating in a service learning activity. The tax instructors at SCTCC help prepare the local volunteers and participate as tax return review experts.
- SCTCC’s student athletes serve the community by providing activities and role-models for youth athletic events including summer volleyball camps, youth baseball tryouts and elementary school physical education instruction on basketball.

Alumni, partners, investors, and elected officials are invited to engage with the College, community, and students via special internal and external outreach events throughout the year; these include the Chamber of Commerce Business After Hours hosted on campus; grand openings and ground breaking ceremonies; VEX Robotics World-Qualifying Competition; commencement; special interest tours with elected officials, civic organizations, and prospective partners; media interviews; Admissions’ Information Sessions and tours; Job Fair, and donor visits. Members of the public are also invited to serve on Advisory committees as well as participate as judges for Skills-USA, DEX and other student competitions.
2P2. Determining Distinctive Objectives

Developing a skilled workforce for the region is the College’s primary objective for meeting the needs of external stakeholders. External stakeholder feedback that supports this key priority is gathered systematically. We obtain input from community groups and organizations, monitor labor market trends and information, participate in various advisory groups and councils, work closely with local workforce investment boards and state Department of Labor, and obtain feedback from various employers. Internal stakeholders as well as external stakeholders are involved in setting these objectives. These objectives are communicated through e-mail, the college website, and regular meetings.

Pursuant to MnSCU Board Policy 3.30, all SCTCC credit-based occupational programs operate and maintain advisory committees. A college program advisory committee identifies needs and opportunities; describes the current status and dynamic nature of its industry and/or occupation(s); and provides guidance and advice on initial development, accountability, expansion and closure of academic programs or related program clusters at the college or with related programs at high schools, colleges, and/or universities. A college program advisory committee shall include, but is not limited to, employers, students, and faculty.

College representatives meet regularly with trade associations like the Central Minnesota Manufacturers Association, the Stearns-Benton Employment and Training Council, as well as K-12 partners to discuss trends in workforce development, college readiness, retraining, and other issues. Through these meetings, opportunities for collaboration and joint action plans that align with mutually beneficial goals are identified.

SCTCC administrators are encouraged to serve on community organizations. In addition, SCTCC administrators and staff are active members of two local chapters of Rotary International, St. Cloud Area Chambers of Commerce, St. Cloud Downtown Council, and Greater St. Cloud Development Corporation among many others.

MnSCU- and government-sponsored listening sessions and forums are frequently held on campus and throughout the region. Topics have covered economic development, developing a skilled workforce, retraining an existing workforce, college readiness, and challenges facing today’s college students. SCTCC administration, faculty, staff and program advisory committee members participate as panelists.

2P3. Communication Expectations

Communications of expectorations is accomplished through the following means: College’s Annual Work Plan aligned to respective departmental goals, workforce development activities, college leadership, and community partnerships.

The College’s Work Plan clearly identifies initiatives to be accomplished; each initiative is reviewed through management reporting and by the Executive Leadership. At a minimum the expectations of the initiatives are reviewed through the annual budget review cycle. The Annual Budget Review is the major tool for communicating these expectations. Internally, results of the review are communicated in the form of written and/or oral reports.

Additionally, these objectives are communicated through interactions with business, industry and external parties and stakeholders. Key messages and expectations are communicated via formal presentations and one-on-one conversations. Direct solicitation through e-mail, direct mail and follow-
up phone calls and meetings reinforce key messages and expectations. Finally, key messages and expectations are reinforced through media in local newspapers and radio.

As objectives are established, key college personnel are identified to handle the required work needed to realize the goals. Discussions occur at all levels of the organization, teams are formed to accomplish each phase of development, and results are communicated back to leadership groups, to the broader college community and the community at large (see Category 5 Leading and Communicating).

2P4. Assessing and Reviewing Objectives

During the college’s re-branding process in 2010-2011, several public listening sessions were hosted to identify the goals and expectation for the college’s expanded mission. The feedback from these sessions provided a foundation for the development of the Brand Implementation Plan launched in 2011.

Results from meetings, forums and listening sessions are shared, discussed, and analyzed at the departmental and executive levels to determine satisfactory progress toward objectives. Adjustments to objectives and revisions to the College’s Annual Work Plan may result. Courses of action are determined at the most appropriate level: work team, department, division, or executive leadership. Assessment of these objectives also occurs within stakeholder groups as discussed in 2P2.

2P5. Determining Faculty and Staff Needs

Apart from the annual strategic planning process, which incorporates objectives developed at the department level on an annual basis, faculty and staff needs for various objectives are assessed on an ad-hoc basis, through regular departmental and institutional meetings. Faculty and staff are actively involved in these objectives and with the constituent groups. Therefore, they are key participants in setting the goals and determining that needs are met.

Staffing needs are considered when determinations regarding new programs and services are made. The leadership team is constantly looking to engage faculty and staff to solicit their involvement with community engagement initiatives.

As the SCTCC Foundation established objectives and courses of action to support the college and students, a need for more effective data management was identified. To address this need, a new database system will be adopted in 2014 which will allow the foundation office to conduct more effective data mining and disaggregation of information with all needed records in a single system. Expected enhancements will maximize donor and alumni development and philanthropy with relationship management tools and transaction processing.

2P6. Readjusting Objective for Faculty and Staff Needs

Key factors influencing processes and related objectives are discussed at weekly meetings of the Executive Leadership team. The members of the leadership team have responsibilities across all areas of the college and meet regularly with their departments, division deans, supervisors, work teams, and committees to discuss objectives, processes, outcomes, and performance measures. The information is then brought to the leadership team for review and recommendations based on demonstrated need. Faculty and staff needs are considered during staff and faculty meeting as part of objective assessment.
2R1. Measures of Accomplishing Distinctive Objectives

Measures aligned among the SCTCC Pillars, the College’s Annual Work Plan, MnSCU’s Strategic Framework and Performance Measures for non-instructional objectives and activities are:

- Enrollment in Business & Industry Training Solutions courses (CTCE Enrollment)
- Business & Industry Training Solutions Revenue (CTCE Revenue)
- Private Giving-ratio: dollars raised to dollars invested
- Grant revenue
- Increased visibility and awareness of SCTCC’s stakeholders because of SCTCC’s Marketing and Communications efforts.

Other indicators of major non-instructional objectives include Public Safety incident reports, grants development reports, and similar regular reporting.

2R2. Performance for Accomplishing Distinctive Objectives

SCTCC’s Business and Industry Training Solutions division is a driving force for companies to locate manufacturing facilities in St. Cloud, for example, Geringhoff, a German farm implement company, opened its first North American headquarters in 2012. September 14, 2012 news release [http://www.sctcc.edu/geringhoff](http://www.sctcc.edu/geringhoff)

New and expanded partnerships as evidenced by advisory committee membership and grant awards with Stearns Benton Employment Training Council, ABE, college consortiums, associations, and others.

Since 2010, SCTCC has secured nearly $20 million in grants from the Department of Labor, National Science Foundation, Nuclear Regulatory Commission and others for equipment, programming, and scholarships to support access, retention, and completion.

The Foundation provides financial and in-kind support to the college and students. For FY2014, the SCTCC Foundation distributed 187 scholarships totaling $115,044 to SCTCC students. The foundation supported other college initiatives and programs by providing funding for recent projects: SCTCC Athletics, $24,840; IT equipment, $1,350; Give Kids a Smile day, $528, and equipment for academic programs: Machine Tool, $10,870, Network Administration, $4,500; Medium/Heavy Truck, $30,000.

2011 brand study found internal and external stakeholders believed SCTCC provides a useful, hands-on education and delivers strong value.

2R3. Comparison to Other Institutions of Higher Education

At this time we utilize the MnSCU performance measures of Related Employment of Graduates, Private Giving, Customized Training and Continuing Education Enrollment, and CTCE Revenue to evaluate SCTCC’s performance related to Other Distinctive Objectives in comparison to other MnSCU community and technical colleges and to the system as a whole.

As illustrated in the Table 2.1, SCTCC has maintained a high rate of Related Employment of Graduates which confirms a good correlation between the programs offered at SCTCC and the employment opportunities in our service area. SCTCC is currently realizing a rate that exceeds the anticipated stretch
Table 2.1 MnSCU Strategic Framework Performance Measure: Related Employment of Graduates

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>84.5%</td>
<td>91.4%</td>
<td>94.7%</td>
<td>96.5%</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>SCTCC Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>94.50%</td>
<td>94.50%</td>
<td>94.50%</td>
<td>94.50%</td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>79.30%</td>
<td>80.40%</td>
<td>81.40%</td>
<td>84.80%</td>
<td></td>
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<tr>
<td>MnSCU (System)</td>
<td>78.20%</td>
<td>77.60%</td>
<td>80.90%</td>
<td>83.50%</td>
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</tbody>
</table>

The SCTCC Foundation has reviewed its practices for fundraising and has developed strategies to strengthen the relationships among the Foundation, college program and the community. The decline in the ratio noted in Table 2.2 is the result of several factors including turnover in the position of Foundation Director.

Table 2.2 MnSCU Strategic Framework Performance Measure: Private Giving

<table>
<thead>
<tr>
<th>Private Giving (Ratio of funds raised by the Foundation to the net funds provided by the institution to the Foundation)</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>$ 3.20</td>
<td>$ 0.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SCTCC Goal</td>
<td></td>
<td>$ 1.02</td>
<td>$ 1.06</td>
<td>$ 1.12</td>
<td>$ 1.20</td>
<td>$ 1.29</td>
<td></td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>$ 5.44</td>
<td>$ 3.93</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>MnSCU (System)</td>
<td>$ 5.20</td>
<td>$ 4.49</td>
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</tbody>
</table>

The restructure and realignment of the Business and Industry Training Solutions (CTCE) division will require a few years to become fully established. Performance is expected to improve as this new business model is fully implemented.

Table 2.3 MnSCU Strategic Framework Performance Measure: CTCE Enrollment

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>6,276</td>
<td>6,547</td>
<td>5,465</td>
<td>4,823</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC Goal</td>
<td></td>
<td></td>
<td>5,492</td>
<td>5,533</td>
<td>5,588</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>117,447</td>
<td>117,455</td>
<td>119,998</td>
<td>12,083</td>
<td></td>
<td></td>
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<tr>
<td>System</td>
<td>121,685</td>
<td>121,867</td>
<td>124,405</td>
<td>130,230</td>
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Table 2. 4 MnSCU Strategic Framework Performance Measure: CTCE Revenue

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</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>$2.227</td>
<td>$1.460</td>
<td>$1.463</td>
<td>$1.353</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC Goal</td>
<td></td>
<td></td>
<td>$1.492</td>
<td>$1.536</td>
<td>$1.594</td>
<td>$1.667</td>
<td>$1.755</td>
<td></td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>$32.682</td>
<td>$31.732</td>
<td>$31.785</td>
<td>$34.285</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>$40.587</td>
<td>$38.175</td>
<td>$37.013</td>
<td>$40.134</td>
<td></td>
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</tbody>
</table>

2R4. Organizational Impact of Accomplishing Distinctive Objectives

SCTCC launched a STEM-focused project to provide middle school children opportunities to gain enthusiasm for subjects that they may have thought were beyond their reach. Our research showed that there are many outreach activities for students excelling in the STEM areas, but we could not find outreach to students failing in the STEM areas. So we created the Orion Project, a multi-phased program to engage middle school students in STEM discipline and provide college experiences to young people who may have been told that they “are not college material.” This project has strengthened relationship with local K-12 partners and made a difference in the lives of the involved students.

At the system level, our college planning is fully aligned from the MnSCU Strategic Framework, through SCTCC’s Annual Work Plan, to division and department work plans, and individual professional development plans. This provides clarity of focus and a framework to discuss initiatives, analyze measurements and outcomes, and foster continuous improvement and collaboration system wide.

As outlined in the SCTCC Pillars, measures of success and opportunity include partnerships and collaborations, funding and investments, reputation and image, and meeting market demand both for students and the employers. The routine use of surveys and comparative data across the MnSCU system and other institutions allows us to make data-driven decisions based on historical measures, trends, and forecasts.

2I1. Systematic Processes, Results and Improvements

Development and ongoing utilization of SCTCC Pillars of Success. The Pillars represent key priorities of the college that support our overall mission and values, including student success, community building, developing a skilled workforce, sustainability, and employee engagement. The Pillars are aligned with the MnSCU Strategic Framework and tied to the College Annual Work Plan through individual performance development plans. The definition of the Pillar(s) and their key measures related to Accomplishing Other Distinctive Objectives are detailed below.

Community Building — SCTCC is proud of its long standing history with the region and is committed to strengthening our community beyond providing a skilled workforce by enhancing its presence and engaging with the community it serves.

Key measures and performance indicators:

1. Funding/Investment: Management of endowed funds and other activates directed at raising
foundation funding on behalf of the college. Measurement: Return of value for the prior fiscal year, including administrative support received and value returned to the college and its students.

2. **Partners/Collaboration:** A partnership is an arrangement where parties agree to cooperate to advance their mutual interests. Measurement: number of partnerships.

3. **Reputation/Image:** Reputation of a social entity (a person, a group of people, an organization) is an opinion about that entity, typically a result of social evaluation of a set of criteria. Measurement: survey tool TBD

**Developing a Skilled Workforce**—SCTCC strives to thoughtfully and effectively respond to the ever-changing needs of our region by ensuring students are workforce and transfer ready and training meets the needs of employers and incumbent workers.

Key measures and performance indicators:

1. **Satisfaction of Graduates:** Insight into a graduate’s perceived workforce readiness and employability. Measurement: Placement Survey tool.

2. **Advisory Committee Membership:** A college program advisory committee identifies needs and opportunities; described in the current status and dynamic nature of its industry and/or occupation(s); and provides guidance and advice on initial development, accountability, expansion and closure of academic programs or related program clusters at the college or with related programs at high schools, colleges, and/or universities. Measurement: Feedback/Evaluation tool of meetings.

3. **Advisory Committee Engagement:** A college program advisory committee shall include actively involved employers, students, faculty, and stakeholders.

4. **Identify & Meet Market Demands for Program Alignment:** The academic programs should prepare graduates for work, life, and citizenship. Academic programs should create graduates who are creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships. Measurement: number of new programs, program redesigns, curriculum update schedule.

5. **Gainful Employment:** Gainful employment programs are those that “prepare students for gainful employment in a recognized occupation.” All undergraduate programs that lead to certificates and diplomas are defined as gainful employment programs. Measurement: data reported by MnSCU Office of Research and Planning—placement, completers, etc.

**2I2. Selection of Targets and Processes for Improvement**

From the Annual College Work Plan through individual professional development plans, all work plans and objectives tie directly to the SCTCC Pillars of Success. Clarity of focus, framework to discuss initiatives, analyze measurements and outcomes, and foster continuous improvement are provided by the Pillars.

Recent Improvements: 1) Capitalizing on community connections of our academic deans and staff to reach out to current business contacts to enhance foundation giving. 2) Recently added the Biomedical Equipment Technician program in response to the needs by the local hospital. 3) Within Business and Industry Training Solutions division grant dollars are being leveraged to meet growing manufacturing needs of the region.

SCTCC’s outreach to the community continues to grow with a comprehensive approach to needs of the college and to the communities it serves.
Category 3: Understanding Students’ and Other Stakeholders Needs

Introduction

Understanding Students’ and Other Stakeholders Needs is supported by Pillar 1 – Student Success, Pillar 2 Community Building, Pillar 3 – Developing a Skilled Workforce, and Pillar 5 – Internal Workforce Engagement

St. Cloud Technical and Community College (SCTCC) has shown significant improvement in the understanding of student and other stakeholder needs. However, since the student body continuously changes, SCTCC sees this as a process that will continually adapt to the modifications in the student and stakeholder population.

SCTCC has primarily been using the Community College Survey of Student Engagement (CCSSE) a nationally benchmarked survey as a data source with regard to student engagement and success for enrolled students. The SCTCC Career Center and the relationships with the Stearns-Benton Employment and Training Council and the Stearns-Benton Dislocated Workers Program help align offerings with the educational and training needs of students entering college from the workforce.

SCTCC has implemented new services to bolster student success including: centralized academic advising and an electronic early alert system, Starfish. Both provide venues for contact and communication among the students, their advisors, and instructors. Additionally, the Starfish system provides data to inform administration, faculty and student support staff of opportunities for improvement with regard to student persistence and completion.

Industry partnerships and Advisory Committees are another integrated part of SCTCC. These relationships enable faculty and students to directly interact with stakeholders, understand their needs, and better prepare students for the workforce.

The college’s process for moving students from application to enrollment is a well-aligned, nearly integrated process that coordinates activities among service areas and personnel: including registration, business office, financial aid, placement testing, advisors, and program faculty. Services have been established to meet the needs of diverse students with specific assistance and aid provided to low income students, military veterans, students of color, displaced workers and first generation students.

3P1. Identifying Needs and Courses of Action for Student Groups

There are several means by which the College identifies the changing needs of student groups: from review of national trends, environmental scans of the community, systematically sampling the student body, review of IPEDS and MnSCU Student Persistence metrics, and personal contact with individual students.

Effective external activities identified in our 2010 Systems Portfolio continue: a) local, state, and regional college fairs; b) MnSCU system meetings and conferences; c) area high school visits; and d) membership in the Great River Perkins Consortium. Through these activities information is continually collected and evaluated to ensure that the academic curricula and support services are aligned with the needs of current and prospective students.

The Stearns-Benton Employment and Training Council, which is located on campus, is a key partner that informs SCTCC of the training and employment needs of students entering college from the workforce.
through displacement, unemployment or underemployment. Students receive multi-agency services to assure their success.

The information gathered from these sources is shared at debriefing meetings among college divisions to address operational issues. Selected examples of data-informed actions include: a) the Dental Assistant Advisory Committee recommended a profession specific Spanish-language course be added to the program, b) staffing changes have been made to provide early support for the most at risk students, c) the creation of a centralized advising center, and d) the implementation of the Starfish Early Alert Program.

MnSCU performance measures illustrated in Table 3.1 provide a starting point to evaluate SCTCC’s performance related to student persistence and completion. SCTCC plans to more closely evaluate retention and persistence information at the program level, and if necessary, to the individual student.

### Table 3.1 MnSCU Strategic Framework Performance Measure: Retention, Persistence, and Completion

<table>
<thead>
<tr>
<th>MnSCU: Student Persistence and Completion</th>
<th>Fall 2010 Entering Cohort: 67.8%</th>
<th>Fall 2011 Entering Cohort: 65.4%</th>
<th>Fall 2012 Entering Cohort: 71.9%</th>
<th>Goal for Fall 2013 Entering Cohort: 74.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Description:</td>
<td>Percentage of fall entering cohort of full-time undergraduate and transfer students who have been retained, graduated or transferred by the second fall term following the original fall enrollment.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>MnSCU: Student Completion Rate</th>
<th>Fall 2008 Entering Cohort: 57.6%</th>
<th>Fall 2009 Entering Cohort: 53.7%</th>
<th>Fall 2010 Entering Cohort: 51.3%</th>
<th>Goal for Fall 2011 Entering Cohort: 59.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure Description:</td>
<td>Percentage of entering cohort of full-time undergraduate and transfer students that has completed. Completion is measured as graduation by the third spring after entry at the colleges.</td>
<td></td>
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</tbody>
</table>

After becoming a comprehensive college, SCTCC has noted a significant increase in the proportion of part-time students. This change in student status will require the college to continually review the scheduling and program enrollment needs of part-time students as well as the retention and success rates, as part-times students are not currently included in IPEDS and MnSCU data sets.

### Table 3.2 SCTCC Full-time, Part-time Students as a Percentage of Total Enrollments

<table>
<thead>
<tr>
<th>Student Enrollment FY2013</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time Students—Fall</td>
<td>44%</td>
<td>49%</td>
<td>53%</td>
</tr>
<tr>
<td>Part-time Student—Spring</td>
<td>47%</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Average Age — Full-time</td>
<td>23</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Average Age — Part-time</td>
<td>26</td>
<td>26</td>
<td>25</td>
</tr>
</tbody>
</table>

In order to assess the technology needs for students and the College, SCTCC’s Information Technology (IT) services administered the TechQual survey in spring 2013. The survey assesses IT service outcomes in higher education and provides benchmarks and comparisons between institutions on core commitments of (1) Connectivity and Access; (2) Technology and Collaboration Services, (3) Support and Training. Students, faculty, and staff were sampled with a 65% response rate. The TechQual survey will be repeated every other year and analyzed for improvement opportunities.
Compared to peers, SCTCC did very well. Peers scored below the minimum expected levels on all but 3 measures. SCTCC’s actual/perceived performance scores were higher than the Peer Group on all measures. All SCTCC measures landed between minimum and optimum performance scores; whereas the Peer Group fell short of minimum service expectations on 10 of 13 measures.

Based on survey results, SCTCC implemented improvements, some of these include:

- Additional classroom technology training and account training for new faculty.
- Additional technology training sessions for students.
- Identification and correction of slow log-on problems in open labs.
- Purchased charging station for portable devices as requested.
- Expansion and improvement of wireless coverage across campus.
- Updates of classroom projectors and peripherals.

### 3P2. Building and Maintaining Relationships with Students

SCTCC faculty, staff, and administration look at relationships with students as starting before they attend classes and continuing after they graduate from the college. As such, relationship development starts in the recruitment and application processes and continues through the alumni relations work of the SCTCC Foundation. Relationships are built and maintained through many of the activities previously identified in our 2010 Systems Portfolio. Specifically, SCTCC continues to assist potential students in completing their application, choosing their program, and acquiring financial aid. In addition, faculty members actively engage students inside and out of the classroom through experiential education, internships, and office hours. The Student Services Division continues to build relationships with students through the numerous resources and activities available to them, such as student organizations, athletics, TRiO program, and counseling.

Since the last systems portfolio SCTCC has updated and redeployed the orientation process to expand the information provided to students on how to successfully navigate and complete a degree program. Using the *Gate’s Foundations Completion by Design* framework, the on-campus orientation program was lengthened and orientation materials were updated and expanded to the SCTCC website, such as informational videos and just-in-time information, to better serve the needs of our entering students. Included is the *Cyclone Experience*, a 2-day on-boarding event to ensure all students are ready to begin classes.

Once students are attending classes the relationship building continues through the work of Academic Advising Center and Starfish early alert system. Both provide continued contact and communication with students from their advisor(s) and faculty. On-campus events such as Cyclone Alley and Student Success Days celebrate and recognize the accomplishments of our students while providing them with training sessions on retention-related topics. Many of these events are co-hosted by the Student Senate. As such, SCTCC’s Student Senate seeks to help our staff, faculty, and administration to develop successful relationships with students.

SCTCC has developed and strengthened the use of social media as another avenue to continually connect with students. SCTCC now has active Facebook, Twitter, and Instagram feeds to communicate with prospective students, current students, and alumni.

The Community College Connections Program serves SCTCC students who are primarily located on the St. Cloud State University (SCSU) campus. This program is offered to select first-year applicants who do
not qualify for admission to attend SCSU. SCTCC advisors and the Connections program director provide a communication link to students participating in the program (details on the Connections program are included in 9P2).

**Student Organizations**

Currently, there are more than 25 active student organizations on campus, many tied to academic programs. Clubs also focus on areas of interest, like the Creative Arts Club, Phi Theta Kappa National Honor Society, Project Green, Somali Club, and Student Veterans Organization. As part of achieving the College’s Community Building Pillar, clubs are required to incorporate an annual service learning component into their programming; clubs also are encouraged to host events that invite community participation (e.g., Campus Cancer Walk or one-act play) or integrate with community events (e.g., Earth Week, Downtown Council’s Winter Nights and Lights Festival).

Every student organization has a faculty advisor, and one representative from each club is a member of Student Senate. The senate interfaces directly with campus administration each month to discuss tuition and fees, parking, technology fees, campus initiatives, and challenges.

**3P3. Analyzing Needs of Key Stakeholder Groups and Courses of Action**

The College’s vision statement, “St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities,” and core values keep the institution focused on two key stakeholders: the student and the community.

The needs of our key stakeholders are analyzed through a variety of means:
- Student success through collaboration and cooperation with key stakeholder groups
- A friendly, respectful, enthusiastic, safe, and diverse atmosphere is monitored through climate surveys
- Student-centered from prospect through alumni
- Staff development and success
- A team-oriented environment
- Relationships with industry and community
- Quality and continuous improvement
- Innovation, creativity, and flexibility
- Contextual and technologically driven learning experiences

The leadership at SCTCC is very active in the community, and this allows open communication between the institution and the community and industry leaders. Upon the expression of specific need by the industry, SCTCC will determine how those needs can best be accommodated by our educational offerings and mission.

Community and industry leaders serve on program advisory committees which also include students. Advisory committees meet bi-annually with the charge to identify changes in industry and provide feedback regarding the effectiveness of the program. The relationships that are forged at the advisory committee also enable students to participate in industry-based internships and future employment opportunities. The advisory committees also play a vital role in program accreditation. Advisory Committees function according to SCTCC Policy & Procedure S3.23 and MnSCU Board Policy 3.30.

The creation of the Biomedical Equipment Technician program was a collaborative effort among the

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**Category 3: Understanding Students’ and Other Stakeholders Needs**
College's health division, the energy and electronics program and a major healthcare employer, St. Cloud Hospital. The program was designed to address a growing area of need in the medical field for qualified technicians to repair medical equipment used by hospitals and clinics. The Biomedical Equipment Technology program is designed to produce technicians who will ensure medical equipment is safe, functional and properly configured. Further, St. Cloud Hospital provides lab space for the students providing access to state-of the art equipment used in the hospital and clinics.

3P4. Building and Maintaining Relationships with Stakeholders

SCTCC builds and maintains relationships with key stakeholders internally and externally through a variety of activities. Regularly scheduled meetings with bargaining units (such as MSCF, MAPE, MMA and AFSCME) and student government build and maintain connections within the institution. Externally, new relationships are created and existing connections are maintained through the efforts of the SCTCC Foundation, Stearns-Benton Employment and Training Council, outreach opportunities, executive team, advisory committees, and community-based organizations.

As mentioned in 3P3, members of the community industries and students are part of advisory committees at SCTCC. Strong relationships are built during the membership in these committees that enable mutual benefits and continuous improvement well beyond the time of the membership.

Internally, relationships with members of the institution are built and maintained through an array of publications: TechComm, a bi-weekly newsletter, and CycloneScoop, a weekly newsletter, are sent via email. An SCTCC newsletter, Media Moments, is published to showcase the relationships that have been built and maintained externally.

Recently social media, such as Facebook, Twitter and Instagram, have been added to keep faculty, staff, current students, future students, alumni, and the industry partners connected to events and activities that occur on campus. These activities build brand awareness and engage future and current stakeholders. Furthermore, a magazine In the Works has been published to foster relationships. It is mailed to approximately 20,000 alumni, donors, business partners, and elected officials. In 2012 the magazine was awarded the Bronze Paragon award from the National Council for Marketing and Public Relations of 2-year colleges.

3P5. Targeting New Students and Stakeholders with Offerings and Services

Seeking ways to target new students and stakeholder groups with educational offerings and services is achieved through a variety of ways:

- Advice from the program advisory committees
- Local business, industry and government feedback
- Information gained through relationships of the Executive Leadership members
- New industries in the community seeking identified offerings or services
- Department of Labor grant requests
- Student population numbers plateauling – targeting specific groups with services to grow enrollment
- Feedback from Business and Industry Training Solutions staff

A notable accomplishment in reaching out to our external stakeholders lies in the success of a STEM-focused project to provide high school students an opportunity to find enthusiasm for subjects that they
may have thought were beyond their reach. Our research showed that there are many outreach activities for students excelling in the STEM areas. But we could not find outreach to students failing in the STEM areas. So we created the Orion Project.

The Orion Project is named for Adam Steltzner, the NASA lead engineer of the Mars Science Laboratory, who successfully placed the Curiosity Rover on Mars. Adam struggled in high school, failing geometry twice, and in addition to being told he was not “college material” his father said he would never amount to anything but a ditch digger. After high school he played bass and drums at clubs and while driving home from music gigs at night, he noticed how the position of stars change. Those stars he was observing happened to be the constellation Orion. To learn more he decided to take an astronomy class at a community college, but he was required to complete a class in physics first, and it was there he had a revelation: nature could be understood and predicted. As Steltzner put it, "I had found religion." From that point on, he devoted himself full time to STEM activities in higher education and then at the Jet Propulsion Lab at NASA.

3P6. Collecting, Analyzing and Communicating Complaint Information

To improve the process to resolve complaints from students, parents, advocates and other stakeholders, in 2012 the College revisited and rewrote Complaint/Grievance Policy S3.24 with related procedures. Under this revised policy/procedure complaints are submitted easily and resolved quickly in an informal manner directly with the faculty member, administrator, manager, director, college supervisor or other staff person closest to the disputed action. Timeframes are established to ensure both timely submissions by the complainants as well a quick response from SCTCC staff. The decision appeals process is also included in this policy.

In cases where the dispute is not resolved to the satisfaction of the complainant, or the complaint involves the application of a college policy, a written grievance may be submitted to the supervisor or vice-president of the employee or department whose action triggered the grievance. A single point of entry, follow-up, and record-keeping ensures consistent administration of the process for written grievances; this responsibility lies with the Assistant to the Vice-President of Administration.

The Academic Appeals process allows students to grieve academic issues or petition the college to waive the application of policies that might affect grade point average and/or have financial implications. Under this process, the Academic Appeals Committee, under the supervision of the Vice-President of Administration, reviews and takes action on submitted appeals. Final action must be reported to and approved by the President. Identical to the complaint/grievance policy, the entry point, follow-up and recordkeeping for academic appeals is administered by the Assistant to the Vice-President of Administration.

The Student Code of Conduct is used by students, faculty and staff to raise issues or complaints against individuals whose action(s) is restricting their opportunity to fully participate in the programs, services or activities of the college—whether in or out of the classroom, or in some instances, both on or off-campus. Conduct complaints are submitted and processed through the Vice-President of Student Affair’s office as per the Code of Conduct Procedures S3.26. Student conduct violations are logged into a disciplinary file for institutional review and reported via the College’s annual Security Report (Clery Act) and Alcohol and Drug Free Schools/Campuses biennial report.
In cases where a complaint or an offense involves a protected class, is discriminatory or in violation of the College’s commitment to equal education and opportunity via federal statute such as Title IX, Section 504, ADA, etc., a rigorous investigation and decision making process is conducted via MnSCU Policy 1B.1. Complaints may be submitted to two designated officers: the Vice President of Student Affairs or the Director of Human Resources. The Counselor for Students with Disabilities is the contact for accessibility issues and Section 504 complaints.

Information on all of these policies and procedures is disseminated through the College Catalog, Student Handbook and SCTCC Website.

Under the Complaint/Grievance Policy, the majority of complaints can be handled immediately and resolved quickly and do not require lengthy analysis. As a simple formative evaluation, faculty and staff can immediately discuss and correct or amend the action or process that gave rise to the complaint. When a complaint rises to the level of a written grievance, it was a conscious decision in updating the current policy to follow the same entry/exit process used by the existing Academic Appeals process. This would ensure standardized collection of the types of issues being raised and the resulting action which could be used in a more summative manner. This practice ensures consistent decision making in addressing concerns, complaints and appeals over a longer time frame.

The need to update the college’s complaint/grievance policy came from a summative evaluation of the existing complaint process. A new admissions process for probationary students and an improved focus on student accountability embedded into the enrollment process were developed as a direct result of summative evaluation of the academic appeals process.

In each process, there’s a communications loop that reports the results to the complainant – either personally, in writing or both. In accordance with data privacy practices, information may be reported to the target of the complaint, witnesses, and in cases where an action may be probationary, individuals acting as monitors.

3R1. Measures of Understanding Students and Other Stakeholders Needs

A key institutional project to identify student satisfaction related to classroom experience is the Student Feedback Survey (Class Climate). The process was formally adopted in 2012 as SCTCC Policy S3.25. The Student Feedback Survey is an integral piece of the faculty evaluation and professional development processes at SCTCC. The Student Feedback Survey is administered each term to allow faculty to receive direct feedback from students enrolled in their courses regarding the students’ experiences in that course. The survey summary results are shared directly with the faculty members who are encouraged to use the results of the surveys to improve their teaching effectiveness as part of the broader faculty evaluation process. Suggestions from administration and faculty reflections based on the survey results are often used as part of the faculty professional development plan.

Student satisfaction input is collected through a variety of informal means. Students are included on program advisory committees, allowing them the opportunity to share information with college faculty, administrators, employers and industry representatives. Through the college’s Student Senate, student representatives have a forum to bring forward issues of concern to college leadership. Via academic advising, student support services, student life and athletics participation, admission functions and a host of other student contact opportunities, faculty and staff continually assess student climate issues.
One of the means to collect employer satisfaction information is via advisory committee participation, input and evaluation. The college’s relationship with area employers and community partners is also assessed via employer surveys and internship feedback data. These methods are employed for program accreditation and review. Additionally this feedback is used to inform curriculum review, course and program outcome modification, new course design, new program development, faculty development, equipment and technology updates, and in some cases of resource allocation, suspending or closing programs.

Data collected from both of these stakeholder groups are used in a variety of ways by different departments and divisions. Collectively and for college-wide planning and initiatives, this data is integral to strategies developed during the College’s annual All College Day and to the Annual Work Plan submitted to the MnSCU System Office. The Annual Work Plan is the College’s primary work plan and is used to structure, manage and evaluate its work at the system office level.

### 3R2. Performance for Student Satisfaction

The following tables display the student responses to questions related to the CCSSE Support for Learner Benchmark from 2009, 2011, and 2013. A significant improvement in satisfaction of students with academic advising and planning services is revealed by the comparative results over 3 survey periods; this improvement is attributed to the institutional effort to improve the admissions and advising experience of students through the Advising Audit AQIP Action Project. These results also reveal that SCTCC has additional opportunities to improve other service areas to meet the expectations of student and to better communicate the services that have a low frequency of use.

**Table 3. CCSSE 2009, 2011, & 2013 Frequency, Satisfaction and Importance of Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency of Use (Sometimes &amp; Often)</th>
<th>Satisfaction (Somewhat &amp; Very)</th>
<th>Importance (Somewhat &amp; Very)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>60.7 57.0 64.5</td>
<td>76.3 75.9 82.8</td>
<td>90.7 92.6 91.9</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>24.5 25.2 25.3</td>
<td>46.2 46.4 46.6</td>
<td>77.4 81.9 82.4</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>19.5 18.1 19.9</td>
<td>33.9 34.4 35.0</td>
<td>75.0 78.5 77.5</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>23.2 23.9 25.5</td>
<td>38.7 42.4 43.4</td>
<td>68.7 72.4 75.0</td>
</tr>
<tr>
<td>Child care</td>
<td>4.1 7.1 5.7</td>
<td>10.8 15.1 13.5</td>
<td>45.6 48.8 45.4</td>
</tr>
<tr>
<td>Financial aid advising</td>
<td>49.8 54.4 49.0</td>
<td>57.5 63.6 62.6</td>
<td>81.7 86.0 84.2</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>16.1 22.7 23.6</td>
<td>29.0 36.3 35.9</td>
<td>60.4 61.6 64.3</td>
</tr>
<tr>
<td>Transfer credit services</td>
<td>35.4 31.0 28.9</td>
<td>44.0 42.7 41.8</td>
<td>76.1 73.2 74.7</td>
</tr>
<tr>
<td>Services for people with disabilities</td>
<td>7.3 9.5 11.1</td>
<td>17.8 17.3 19.6</td>
<td>58.2 60.8 61.7</td>
</tr>
</tbody>
</table>

Results of the CCSSE Survey (2009, 2011 and 2013) reveal that a majority of students feel that SCTCC does emphasize providing support for students to succeed at the college. These results confirm that the college is true to its mission to prepare students for life-long learning by providing career, technical and transferable education.
Table 3.4 CCSSE 2009, 2011, and 2013 Questions Related to Feeling Supported

<table>
<thead>
<tr>
<th>How much does this college emphasize each of the following (% of responses as Quite a bit &amp; Very Much)</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing the support you need to help you succeed at this college</td>
<td>74.1</td>
<td>69.4</td>
<td>77.8</td>
</tr>
<tr>
<td>Encouraging contact among students from difference economic, social, and racial or ethnic backgrounds</td>
<td>42.9</td>
<td>44.6</td>
<td>46.5</td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>20.7</td>
<td>22.0</td>
<td>25.7</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>28.7</td>
<td>33.4</td>
<td>35.1</td>
</tr>
<tr>
<td>Providing the financial support you need to afford your education</td>
<td>48.6</td>
<td>54.2</td>
<td>53.7</td>
</tr>
</tbody>
</table>

3R3. Performance for Relationships with Students

CCSSE questions regarding quality of relationships, students were instructed to “Mark the number that best represents the quality of your relationship with people at this college.” Scale 1 to 7, 1 being low quality (unfriendly, unsupportive, sense of alienation); 7 being high quality (Friendly, supportive, sense of belonging). The trend of the mean score for SCTCC shows improvement in the students’ opinions of the quality of their relationships with instructor and staff.

Table 3.5 CCSSE 2009, 2011, and 2013 Relationships with College

<table>
<thead>
<tr>
<th>Student Relationship with:</th>
<th>2009 SCTCC Mean</th>
<th>2011 SCTCC Mean</th>
<th>2013 SCTCC Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>5.48</td>
<td>5.60</td>
<td>5.69</td>
</tr>
<tr>
<td>Administrative personnel and offices</td>
<td>4.87</td>
<td>4.83</td>
<td>4.99</td>
</tr>
</tbody>
</table>

3R4. Performance for Stakeholder Satisfaction

Programs throughout the college utilize advisory committees to receive feedback on their performance and the satisfaction of stakeholders with the quality of students we are educating. Feedback from these stakeholders is non-formalized, but the information is used in assessing the programs ability to meet employer and industry needs.

Programs also utilize graduate feedback and employer feedback surveys to receive ongoing accreditation. These formalized surveys allow programs to acquire feedback utilizing these valuable perspectives. The graduates provide feedback regarding their education and preparation for the workforce. Employer responses inform the program of the satisfaction of the employer with the preparation of graduates for entry-level employment. Employers also are asked to indicate if they will continue to hire program graduates.

The Associate Degree Nursing (ADN) program Employer Satisfaction survey (2013) results show that 63% of employers scored “Excellent” or “Proficient” when responding to the statement “The SCTCC ADN Program adequately prepares graduates for entry level practice as an RN.” 36% of the respondents identified student preparation as “Adequate.” 91% of respondents answered “Yes” to the question “Would you hire a program graduate again?”
The Practical Nursing program Employer Satisfaction survey (2013) results show that 87.5% of employers scored “Excellent” or “Proficient” when responding to the statement “The SCTCC Practical Nursing Program adequately prepares graduates for entry level practice as an LPN.” 100% of respondents answered “Yes” to the question “Would you hire a program graduate again?”

3R5. Performance for Relationships with Stakeholders

The electronic Starfish early alert system replaced an inefficient paper-based system to identify students at risk. The Starfish system creates data to inform the College regarding student success and completion, as well as drive decision making with respect to student persistence.

St. Cloud Technical and Community College collects data from a variety of external and internal interviews, surveys, and personal contacts. Highlights of our performance results for building relationships with our key stakeholders (current students, alumni/alumna, future students, local community businesses, and area high schools) include:

- From 2013 CCSSE Survey: 94.6% of respondents would recommend this college to a friend.
- SCTCC Career Center data: 97% job placement/transfer rate.
- Connections program with SCSU: During the Fall 2013 semester 137 students were served. Of those students, 27% were students of color. The most recent success data available for Fall 2012 is that 11% of the Connections students transferred to SCSU, 3.4% transferred to SCTCC, and 68.2% were retained in the Connections program for the following Spring semester.
- Post-secondary Education Options (PSEO) Enrollment (headcount): Fall 2010: 228, Fall 2011: 203, Fall 2012: 152
- Usage of Center of Academic Success positively impacts student success (pass) rates in select subjects: Fall 2012: CAS Assistance 77%, no CAS 67%, Spring 2013: CAS assistance 73%, no CAS 40%.
- Starfish Student Performance: During the first year Starfish was implemented, 15.57% of fall semester students were not meeting Satisfactory Academic Progress (SAP). The smallest percentage for the last 3 years; in previous years percent of students not meeting SAP had reached as high as 19.17%.

3R6. Comparison to Other Institutions of Higher Education

The following table displays comparative data on student satisfaction for services; SCTCC’s performance is compared to MnSCU Colleges and the CCSSE cohorts. SCTCC saw an increases in the majority of mean scores from 2011 to 2013 CCSSE results. SCTCC again notes the significant improvement for academic planning and advising. Also notable is the improvement satisfaction with transfer credit services; as SCTCC is maturing as a comprehensive college, there is a drive to improve transfer services to achieve level of student satisfaction comparable to other MnSCU colleges.
Table 3.6 CCSSE Comparative Results: Measures of Satisfaction

<table>
<thead>
<tr>
<th>Scale: 1=not at all, 2 = somewhat, 3= very</th>
<th>2011 CCSSE Means Report</th>
<th>2013 CCSSE Means Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC (Mean)</td>
<td>MnSCU (Mean)</td>
<td>SCTCC (Mean)</td>
</tr>
<tr>
<td>MnSCU (Mean)</td>
<td>CSCSE Cohort</td>
<td>MnSCU (Mean)</td>
</tr>
<tr>
<td>Cohort</td>
<td></td>
<td>CSCSE Cohort</td>
</tr>
<tr>
<td>Academic advising/planning</td>
<td>2.14</td>
<td>2.24</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>1.90</td>
<td>2.06</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>1.85</td>
<td>1.87</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>2.08</td>
<td>2.17</td>
</tr>
<tr>
<td>Child care</td>
<td>1.76</td>
<td>1.76</td>
</tr>
<tr>
<td>Financial aid advising</td>
<td>2.14</td>
<td>2.28</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>1.94</td>
<td>2.02</td>
</tr>
<tr>
<td>Transfer credit services</td>
<td>2.02</td>
<td>2.12</td>
</tr>
<tr>
<td>Services for people with disabilities</td>
<td>1.90</td>
<td>2.02</td>
</tr>
</tbody>
</table>

The Quality of Relationships with instructors and staff when compared to MnSCU colleges and the CCSSE Cohort are similar among the groups, yet SCTCC has a slightly better rating for the relationship with staff. This positive rating can be attributed to the commitment to placing students first that has been adopted throughout SCTCC.

Table 3.7 CCSSE Comparative Results: Relationships with College (Mean Scores)

<table>
<thead>
<tr>
<th>Student Relationship with:</th>
<th>2013 SCTCC</th>
<th>2013 MnSCU Colleges</th>
<th>2013 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>5.66</td>
<td>5.70</td>
<td>5.69</td>
</tr>
<tr>
<td>Administrative personnel and offices</td>
<td>5.21</td>
<td>5.14</td>
<td>4.99</td>
</tr>
</tbody>
</table>

Students at SCTCC expressed similar levels of feeling supported compared to their peers at other institutions both within the system and nationally.

Table 3.8 CCSSE 2013 Comparative Results: Feeling Supported

<table>
<thead>
<tr>
<th>How much does this college emphasize each of the following (% of responses as Quite a bit &amp; Very Much)</th>
<th>SCTCC</th>
<th>MnSCU</th>
<th>CCSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing the support you need to help you succeed at this college</td>
<td>77.6</td>
<td>75.6</td>
<td>73.4</td>
</tr>
<tr>
<td>Encouraging contact among students from difference economic, social, and racial or ethnic backgrounds</td>
<td>46.5</td>
<td>52.2</td>
<td>51.7</td>
</tr>
<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>25.7</td>
<td>28.2</td>
<td>27.7</td>
</tr>
<tr>
<td>Providing the support you need to thrive socially</td>
<td>35.1</td>
<td>37.1</td>
<td>35.3</td>
</tr>
<tr>
<td>Providing the financial support you need to afford your education</td>
<td>59.1</td>
<td>59.1</td>
<td>53.2</td>
</tr>
</tbody>
</table>
3I1. Systematic Processes, Results and Improvements

From a systematic and comprehensive approach to address the needed improvement to student retention, SCTCC used the 2014 All College Day to address why students leave SCTCC and to seek suggestions as to how SCTCC can retain them. We discussed the processes that SCTCC needs to start, stop, or continue to affect student retention. The day was attended by all college employees—an all-inclusive process—as each and every employee is important to encourage students to persist. The results from the day will be used to design an AQIP Action Project led by our Student Success Team, the cross-functional work group created after the implementation of the Starfish Early Alert System.

As student retention rose to the forefront of SCTCC’s Work Plan, each division of the college has participated in activities to identify processes that are underperforming, implement best practices, and provide better service to students. The key changes resulting from action projects and work plans include: mitigating the loss of prospective students through the redesign of the admissions processes with focus on the touch points that most impact students, campus-wide implementation and use of the Starfish early alert system to make critical, timely contact with students to support their success, and the creation of a central Academic Advising Center to support all students in selection, registration and program completion.

3I2. Selection of Targets and Processes for Improvement

The culture and infrastructure of St. Cloud Technical and Community College contribute to current improvements being implemented at the College. Specifically, since the last systems portfolio, the College has worked to develop a culture of assessment by organizing multiple workshops for the entire campus community. For example, the winter in-service in 2012 focused on the identification of college priorities and pillars of success, the fall in-service in 2012 focused on identifying and incorporating change into the workplace and the winter in-service in 2013 focused on assessment and developing program outcomes.

Survey instruments, such as the CCSSE, continue to help identify opportunities to improve performance and allow comparison to peers institutions. SCTCC continues to identify and implement best practices to improve student engagement and success throughout the college’s services and programs.

SCTCC has a culture of continuous improvement from Executive Leadership to all the operational units. SCTCC’s use of the Baldrige survey, our commitment to sending faculty and staff to CQIN every year and our focus on AQIP clearly demonstrates our systematic and comprehensive approach to quality improvement.

Category 4: Valuing People

Introduction

Pillar 5 – Internal Workforce Engagement provides the initiatives and results that demonstrate the importance of Valuing People with in the SCTCC organization.

SCTCC’s maturity for this category is aligned. Processes for recruitment, hiring, professional development, safety, rewards and recognition are consciously managed, to ensure compliance with Minnesota statutes, MnSCU system-level policy, and collective bargaining agreements.
That being noted, the processes and results shared in this category will illustrate:

- systematic gathering of data to benchmark against peer institutions as well as our performance trends,
- cross-functional collaboration in the spirit of continuous improvement,
- mission-driven priorities focused on accountability, data-driven decision making and assessment through the SCTCC Pillars,
- full integration and alignment of MnSCU system-level goals through college- and departmental work plans to individual professional development plans.

Since the 2010 Systems Portfolio, significant initiatives have been implemented and improvements made; we must continue to monitor and gauge the success of these initiatives or need for improvement.

One initiative is the use of the PACE Employee Engagement/Workplace Climate Survey to gauge employee perceptions. The first survey was administered in April 2012 to develop a baseline for SCTCC in comparison to other two year colleges both nationally and within the MnSCU system. Results from the 2012 survey indicated an overall rating of consultative environment with the lowest rating in the institutional structure portion and highest rating in the area of student focus. The results from the 2012 survey are included the results section of this category (4R4).

In April 2014, the PACE survey was again administered. To drill down further in the area of institutional structure, a subscale of questions specifically pertaining to institutional structure was added. The survey results will be available in September 2014.

**4P1. Identifying Qualifications for Faculty, Staff and Administrators**

All position descriptions and hiring criteria are developed in concert with the position’s supervisor and the Human Resources (HR) department in compliance with the Minnesota Management & Budget Personnel Rules and reviewed for consistency within the constraints of the College Strategic Plan. Values required of faculty, staff and administrators, (e.g., diversity, integrity and respect,) are created to align to the College’s mission and vision statements and to goals embedded within the long-term Strategic Plan.

Employees of St. Cloud Technical & Community College are identified as Minnesota State Employees affiliated with the MnSCU system under the executive branch of Minnesota state government. Employment rules at SCTCC are governed by state statutes, MnSCU Board of Trustees policies, and SCTCC policies. These statutes and policies can be accessed through a number of online sources: [MnSCU Human Resources](#), [Minnesota Management & Budget](#), and [Minnesota Statutes](#). SCTCC employees have access to additional resources through a secure employee portal (intranet).

The College’s workforce is comprised of administrators, managers, faculty, non-teaching professionals, clerical, maintenance, and technical employees. The college complies with four collective bargaining agreements, which cover ninety-five percent of the employees. The remaining five percent of the employees are administrators and confidential staff. All collective bargaining agreements can be located on the web at [Contracts](#).

The credentials and skills required for faculty, staff, and administrators are identified in a variety of ways:
(1) Faculty must meet minimum requirements for their specific teaching credential in accordance with the MnSCU Credentialing Guidelines as well as program accreditation requirements. Individual colleges may, in addition to the minimum requirements, add preferred qualifications for specific vacancies. SCTCC regularly uses preferred qualifications in an effort to define more fully the qualifications of an outstanding candidate.

(2) Staff positions follow minimum qualifications and skills set forth in collective bargaining agreements (AFSCME, MAPE, MMA and Commissioners Plan) and state statute. SCTCC also includes preferred qualifications to better inform applicants of the specific expectations of each position.

(3) Credentials, skills and values of SCTCC’s administrator positions are compared regionally and nationally to stay competitive and relevant.

(4) Job descriptions are reviewed annually as part of the employee evaluation process.

Minimum qualifications are governed by state or MnSCU system requirements identified for each position type. Minimum qualifications are the minimum amounts of education or experience and the minimum level of knowledge, skills, abilities, licensures, certifications and other job-related requirements that must be met for a candidate to be considered for a position.

Preferred qualifications include additional job-related education, experience, skills, competencies, and credentials desired by the hiring department. These are not essential to the job but enhance a candidate’s ability to perform the job, and represent the ideal background knowledge for the position(s).

SCTCC uses appreciative inquiry as a means to promote inclusion in our shared governance and strategic planning process. David Cooperrider, the founder of Appreciative Inquiry (AI), defines it as an iterative, generative, process that uses collaborative inquiry and strategic visioning to unleash the positive energy within an organization to enable a preferred sustainable future to be achieved. The AI process focuses on what an organization is doing well, and serves as a means to enhance and sustain those things that are working well.

Ensuring each new employee hired is qualified for their position is an essential part of supporting student success. To that end, AI is used in the search process at SCTCC. The first interview question for all applicants in all positions is an AI question. A sample of the question is listed below:

Think of a time when you felt successful in your current or past job; a time when you had a particularly satisfying experience and you believe you really made a difference. It may be an individual service you provided, a program you developed, or an interaction with others. Think about the circumstances surrounding your experience that supported your success. Please include the following:

- Describe the experience
- Include other people who were important
- Mention particular resources available (i.e., funding, grants, research, policies)
- Describe the outcome

Applicants receive the question 15 minutes prior to their interview to give them an opportunity to give a
thoughtful response. The screening committee finds value in the application responses, which reveal an example of something the candidate believes they do well, how they work with others, budget and resource management/awareness, and outcomes.

4P2. Ensuring New Hires Meet Qualifications

Recruitment and selection of classified personnel must comply with Minnesota Statutes 43A.07 and 179A, Personnel Rules, and applicable collective bargaining agreements. Due to legal and contractual restrictions, affirmative action receives its primary emphasis at the State level for recruitment, examinations, and establishment of eligible lists. Data prepared by the Minnesota Management and Budget Department is used to set affirmative action goals for classified personnel. The Human Resources Office coordinates the recruitment and selection of classified employees. A pre-employment review procedure is completed for all hiring decisions to comply with the Affirmative Action Mandate.

SCTCC’s recruitment processes are clearly outlined in the college’s Affirmative Action Plan, pages 10 and 22. The Affirmative Action Plan and other Human Resources information can be found on the Human Resources webpage.

Screening committees are encouraged for all employment openings, but are not mandatory if the proposed vacancy is temporary and for a short duration. The role of the search committee is to assist the committee chairperson to evaluate and forward qualified finalists for hiring consideration. When formed search committees include underrepresented classes; every effort is made to include a least one member from each bargaining unit on the committee. The committee size recommendations for faculty searches is five to seven members, and seven to nine for administrative searches.

The search committee chair, in cooperation with the appropriate supervisor and the human resources director, develops a recruitment plan, drafts of advertisements, vacancy notice, interview questions, and evaluation forms. Depending on the position, candidates may be asked to complete a teaching demonstration or written response to a task. All interviewees answer the Appreciative Inquiry question (as presented in 4P1).

Under the provisions of MnSCU Policy 4.2, Appointment of Presidents, the College President is designated as the hiring authority for the College. The Affirmative Action Officer plays a key role in ensuring that equal employment opportunities and affirmative action mandates are met by reviewing committee membership, explaining the search process with the committee, verifying recruitment and interview efforts, and examining the initial applicant pool for its composition of women, minorities, and candidates with disabilities. The supervisor or search committee chair has the responsibility for providing rationale for selection of the qualified candidate and/or the rationale for not selecting other candidates. All selection decisions are made on job-related criteria. If a protected group candidate is not selected, the Affirmative Action Officer reviews the rationale and either approves or denies the justification.

Table 4. 1 Years of Service-Unlimited Full-time and Unlimited Part-Time Faculty (as of 05/21/2014)

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Headcount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>38</td>
<td>31%</td>
</tr>
<tr>
<td>4-7</td>
<td>20</td>
<td>16%</td>
</tr>
<tr>
<td>8-10</td>
<td>16</td>
<td>13%</td>
</tr>
</tbody>
</table>
### Table 4.2 Highest Degree Achieved by Faculty Members (Unlimited, Temp. Part-time, and Adjunct)

<table>
<thead>
<tr>
<th>Career and Technical Faculty</th>
<th>General Education Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>Certificate</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Diploma</td>
<td>Diploma</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>Associates</td>
<td>Associates</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>Bachelors</td>
</tr>
<tr>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>38%</td>
<td>2%</td>
</tr>
<tr>
<td>Masters</td>
<td>Masters</td>
</tr>
<tr>
<td>37</td>
<td>73</td>
</tr>
<tr>
<td>33%</td>
<td>85%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>Doctorate</td>
</tr>
<tr>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1%</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>111</td>
<td>86</td>
</tr>
</tbody>
</table>

### 4P3. Recruiting, Hiring and Retaining Employees

SCTCC is committed to increasing recruitment efforts aimed at protected group members and has developed pre-hire procedures and forms to assist search committees in this effort. These are clearly outlined in the college’s [Affirmative Action Plan](#).

SCTCC has found success in increasing employee diversity by working closely with, St. Cloud State University (SCSU), using SCSU students as interns and hiring SCSU Master’s level graduates for adjunct teaching positions. This effort has benefited the SCSU students by giving them exposure and work experience at the two year college level and benefits SCTCC by bringing new perspectives and diverse ideas to the college.

### Table 4.3 MnSCU Strategic Framework Performance Measure: Employee Diversity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>3.2%</td>
<td>2.9%</td>
<td>4.1%</td>
<td>3.5%</td>
<td>4.4%</td>
<td>4.7%</td>
<td>5.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>SCTCC Goal</td>
<td></td>
<td></td>
<td></td>
<td>4.4%</td>
<td>4.7%</td>
<td>5.2%</td>
<td>5.8%</td>
<td>6.5%</td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>7.7%</td>
<td>8.3%</td>
<td>8.5%</td>
<td>8.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>8.9%</td>
<td>9.2%</td>
<td>9.6%</td>
<td>9.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In [Population Notes](#), January 2009, the Minnesota State Demographic Center presented population
projections for the State of Minnesota, economic development regions, and counties. Table 4.4 illustrates the overall population projection is that all regions will be more racially and ethnically diverse. The population projections for Economic Development Region 7W: Central, which includes the counties of Benton, Stearns, Sherburne and Wright, and the city of St. Cloud, indicates an increasing non-white population. SCTCC strives to attain diversity among our employees to reflect the diversity of our community.

| Table 4. 4 Percent of Total Populations Projected to be Nonwhite or Latino, by Year |
|---------------------------------|-----|-----|-----|-----|-----|-----|
| Region 7W                       | 2010 | 2015 | 2020 | 2025 | 2030 | 2035 |
| Minnesota                       | 17.4 | 18.7 | 20.4 | 21.8 | 23.2 | 24.8 |

The Human Resources Office collects and analyzes information on employee turnover to ascertain if there is evidence of higher rates of turnover for specific types of work, specific work areas, or other factors. During the two-year period from July 1, 2012 to June 30, 2014, St. Cloud Technical and Community College had a total of 60 employee separations. Of the 60 separations, 15 separations were involuntary. Reasons for the involuntary separations were layoffs, non-renewals during probationary period, terminations or cause and one death. Reasons for voluntary separations were retirements, resignations, and transfers. Two of the 15 employees who were separated due to layoff, termination or non-renewal claimed minority status. None claimed disability status.

Ongoing training and development for all new and existing employees is offered systematically to ensure success and promotional opportunities, including orientation, training, and professional development planning.

**4P4. Orienting Employees**

New employees receive an orientation with human resources staff, their supervisor, and a team member. SCTCC’s history, mission and values are included in the [SCTCC Employee Information Booklet](#). Each employee is given an MVP Card which outlines the College’s mission, values, and priorities. This business-card size reference includes HR contact information and space to write various ID numbers. Our website also includes the information at [MVP - Mission, Values, Priorities](#).

The performance evaluation form for SCTCC employees includes the SCTCC Pillars in the goal setting section. Individual employee performance goals are targeted toward the college priorities.

All college employees participate in an annual event called “All College Day,” a day devoted to strategic planning, assessing the college’s strategic measures, and alignment of key priorities with the mission and values of the College. Further, this all-staff planning day is a source to generate recommendations for the College’s future AQIP action projects.

**4P5. Planning for Personnel Changes**

Key factors in determining staffing needs are determined through weekly meetings of the Executive Leadership team. The members of the leadership team are responsible for all areas of the college and meet regularly with their departments, division deans and supervisors to determine staffing and other college needs. Data considered and reviewed during these meetings include anticipated employee retirements, faculty phased retirements, program advisory committees recommendations and student
feedback.

To request a position (new, temporary, or replacement) the supervisor must complete a staffing request form and include a detailed position description, history and data to justify the position. The information is then brought to the leadership team for review and recommendations based on demonstrated need as well as employment, enrollment and budget forecasts.

SCTCC will be embarking on a formal employee succession planning effort in fiscal year 2015. MnSCU Human Resources System Office has developed a succession planning model and process for campuses to begin implementation.

4P6. Designing Work Processes

MnSCU policies and procedures provide the primary basis through which the organization upholds and protects its integrity and ensures ethical behavior. Policies and procedures are readily available to employees through the SCTCC website, employee intranet, and some printed documents.

Divisional work teams and cross-functional teams meet regularly to discuss how processes may be changed to increase efficiency, productivity, and effectiveness while in pursuit of SCTCC’s key priorities and measures. These teams may be existing teams (like department or division teams) or may be formed to investigate a specific issue, course of action or initiative that resulted from All College Day discussions, AQIP Systems Portfolio Review, analysis of survey results or release of comparative key measures.

SCTCC administrative personnel engage with peers throughout MnSCU to discuss trends, developments, and opportunities in key areas. Peer groups include college and university presidents, chief academic and student affairs officers, CIOs, CFOs, deans, enrollment management teams, institutional research, communications professionals, development officers and others.

Professional staff members participate in professional organizations related to their functional area. Examples include the American Association of Collegiate Registrars and Admissions, National Association of College Admissions Counseling and the Minnesota Association of College Admission Counseling, Association of International Educators, and National Council of Marketing and Public Relations. These organizations are responsible for developing standards and processes, identifying trends, and discussing current issues, like international admissions and adherence to the Department of Homeland Security requirements for admitting and enrolling international students.

In 2012 the HR staff administered the Personal Assessment of the College Environment (PACE) survey of the National Initiative for Leadership and Institutional Effectiveness and intends to administer the survey annually to monitor trends and identify actions. This survey examines key factors that drive student success and institutional effectiveness: institutional structure, supervisory relationships, teamwork, and student focus. The survey results are included in results section of this category.

4P7. Ensuring Ethical Practices

State and federal regulations, collective bargaining agreements, and MnSCU policies and procedures provide foundation for organizational integrity and ethical behavior. These policies and procedures frame the work processes and activities that, in turn, shape communication, cooperation, and performance.
Mandatory training on data security (FERPA and MN Data Practices Act), employee code of ethics, and sexual harassment awareness is completed by all employees. Compliance is monitored through HR and the safety office. Instances of non-compliance are addressed through employer/employee supervisory relationship.

Ethical practices are communicated through orientation, new employee information booklet, Expect Respect/Human Rights compliance posters on campus as well as links on the SCTCC home page, employee and student portals of the website.

Ethical behavior is mandated and reinforced by the following:

- SCTCC provides ethics-related speakers and presentations at college in-service days.
- Delegation of authority forms for financial transactions are current and on file.
- Employee computer access is verified to ensure employees have access appropriate for their work.
- IT requires signed acceptance of ethical use of technology terms and conditions.
- The Online Privacy Statement and copyright infringement information is accessible from the SCTCC home page and is published in the Faculty/Staff IT services handbook.

**4P8. Determining Employee Training Needs**

Training needs are determined through system-wide (MnSCU) professional development surveys as well as by deans, supervisors and employees through the performance evaluation process and team meetings.

In-service planning committees representing all divisions and departments are established to identify specific training and professional development needs of faculty and staff. Feedback is collected after each event (in-service, training session, conversation day) via on-line survey tool. The results of the feedback are reviewed by the committee charged with planning the next events.

The annual evaluation process and annual professional development plans also are used to determine faculty and staff training needs; there is a section in the performance evaluation where an employee or supervisor can make notes and recommendations on training needs. Supervisors review the employee training needs as part of the performance evaluation process and forward the training and professional development needs to the HR office. The HR Director also reviews employee performance evaluation and professional development plan information to determine employee training needs.

One training need that was identified through this process was information and resources for employees to assist students who present with mental health related issues. Sessions have been offered on this topic during the Spring 2014 in-service. More related training will be offered during the 2014-2015 academic year.

Additional feedback pertaining to staff training needs is collected through a bi-annual MnSCU system staff development survey. The 2014 survey was completed in April and results are not yet available. Findings from the 2012 survey using comparative data from the 2010 survey and the MnSCU system data:

- 87% of SCTCC’s survey respondents reported attending one or more professional/staff development activities in the past year. (This compares to 75% in the MnSCU system survey).
• Of those who attended professional development, 68% attended one or more activities on campus and 39% attended training through the MnSCU system office.

• 67% of your SCTCC’s survey respondents said that they attended a campus staff development day. (This compares to 49% in the MnSCU system survey.)

Of note is an increase in performance management metrics regarding performance evaluations and professional development plans. The number of SCTCC respondents who reported having a performance evaluation in the past 12 months increased (66% as compared to 61% in 2010), as did the number who reported having an individual development plan that they have discussed with their supervisors (72% as compared to 58% in 2010).

Table 4.5 displays are key measures drawn from the survey results in areas that human resources professionals and other campus leaders can influence within the institution. The rating scale (low, below average, average, above average, high) indicates the comparison of SCTCC’s results to the system’s average aggregate results. The ratings represent alignment of SCTCC results with the rest of the MnSCU system, not a measurement of excellence per se, as the system average may or may not be the desired performance target.

**Table 4.5 SCTCC Performance - MnSCU Staff Development Survey**

<table>
<thead>
<tr>
<th>Key Measure</th>
<th>SCTCC Rating</th>
<th>Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication about Staff Development:</td>
<td>average</td>
<td>(questions 13, 13b, open-ended comments: familiar with employee development philosophy, aware of staff development opportunities at campus and system level)</td>
</tr>
<tr>
<td>Performance Management Efforts:</td>
<td>above average</td>
<td>(questions: 14, 15, 18: current job description, clear performance expectations, performance evaluation, and individual development plan)</td>
</tr>
<tr>
<td>Supervisory Support for Staff Development:</td>
<td>above average</td>
<td>(questions: 16-17: encourages staff development opportunities and assists in finding appropriate training)</td>
</tr>
<tr>
<td>Institutional Attention to Staff Development:</td>
<td>above average</td>
<td>(questions 19-23: clear funding and sponsorship process and policies, encourages and hosts professional development, adequate staff development planning efforts)</td>
</tr>
</tbody>
</table>

A portion of the SCTCC employee performance review process is devoted to the college strategic plan and key priorities. The review forms are designed to align employee performance and goals directly with the college’s key priorities.

Following is an excerpt from the employee performance review form:

**EVALUATION OF PROGRESS TOWARD SCTCC STRATEGIC PLAN GOALS**

**SCTCC’s Strategic Goals**

The SCTCC Pillars provide a strategic framework for defining our priorities, aligning priorities with goals and have key measures that help define progress. The Pillars align with the Minnesota State Colleges and Universities System Strategic Framework.

**Pillar #1 – Student Success**

SCTCC’s commitment to student success is in all aspects of the college from inquiry to alumni engagement. Our approach to this commitment starts with identifying and
increasing college readiness.

**Pillar #2 – Community Building**

SCTCC is proud of its long-standing history with the region and is committed to strengthening our community beyond providing a skilled workforce by enhancing its presence and engaging with the communities it serves.

**Pillar #3 – Developing a Skilled Workforce**

SCTCC strives to thoughtfully and effectively respond to the ever-changing needs of our region by ensuring students are workforce and transfer ready.

**Pillar #4 – Sustainability**

SCTCC strives to create a culture of continuous improvement through increased transparency and consistency of SCTCC’s key performance indicators.

**Pillar #5 – Employee Engagement**

SCTCC values an engaged, effective team that is committed to delivering “Education that Works” in an environment built on collegiality, collaboration, celebration, and continuous improvement.

<table>
<thead>
<tr>
<th>Describe progress toward meeting each goal. For those that are “in progress”, indicate projected completion date.</th>
<th>ELIMINATE GOAL</th>
<th>IN PROGRESS</th>
<th>GOAL NOT MET</th>
<th>COMPLETE (Goal Met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillar # ___ Goal 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pillar # ____Goal 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pillar # ____Goal 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pillar # ____Goal 4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4P9. Training and Developing Employees**

Faculty and staff development takes place at both system and institutional levels.

The MnSCU system office provides mandatory training for all new supervisors. The training topics cover managing conflict, building effective work teams, decision making, coaching performance, diversity training, labor contracts, data privacy, and hiring and orientation.

All MnSCU employees are required to complete online training for code of conduct, ethics, and diversity. Additional job-specific training related to data privacy and data management, technical training, budgeting and financial systems is available through the system office.

The twice-yearly SCTCC faculty and staff in-services are focus on improving student success through processes and engagement in and out of the classroom. Recent topics included accountability and assessment, conflict resolution, continuous improvement, service learning, building effective work teams, systems thinking, E-learning for online delivery of classes, staying safe during an emergency situation, community collaboration, teaching and learning methods, and distance education.

Faculty and staff may volunteer or be nominated to participate on local or system-based work teams that address strategic initiatives, assessment or representation of the college at conferences. Examples
of these include an Online Learning Committee, LUOMA Leadership Academy, an annual cross-functional team at CQIN, SCTCC’s Orion Summit and Academy for high-school students struggling in STEM disciplines, and the AQIP Systems Portfolio teams.

SCTCC allocates funding for employer development in the annual budget plan. Faculty and staff may request funding for professional development from funds made available in the general fund and other sources. Updated certificates and credentials that are needed for currency are funded through program budgets. Collective bargaining agreements outline amounts available to request. Training is addressed annually during evaluations and professional development planning meetings.

Employees have tuition waiver benefits through their collective bargaining agreements. The tuition waiver may be used at colleges and universities within the MnSCU system for the employee and/or the employee’s family members. Tuition assistance is available for administrators pursuing graduate and doctoral work.


A portion of the employee performance review process is devoted to the college strategic plan and key priorities. The review forms are designed to align employee performance and goals directly with the college’s key priorities.

**Staff evaluation system**

The SCTCC staff evaluation process complies with the requirements of Minnesota Statute, Chapter 43A.20 and MnSCU Policy 4.9, Employee Evaluations. The supervisor and employee meet annually to discuss key priorities and metrics of the college; individual professional development and work performance goals are set to align with college- and department-level priorities and metrics. The staff evaluation system includes an evaluation form, job description review, and professional development plan.

**Faculty evaluation system**

As detailed in **1P11**, SCTCC annually evaluates all faculty members with the purpose to demonstrate the quality and effectiveness of the faculty member’s work. The evaluation system is designed to support faculty in their professional development and in-field currency, to demonstrate the importance of effective teaching, and to assist faculty in providing the best possible learning opportunities for our students. The evaluation process meets all requirements found in Minnesota Statutes and the applicable MSCF collective bargaining agreement. Implementation of the faculty evaluation process follows the college policy and procedure found at in **SCTCC Policy S4.2 and Procedure S4.2.1**. The faculty evaluation system includes integrated tools: self-assessment, formal and informal classroom observations by academic deans, student feedback surveys, and professional development plans.

**4P11. Designing Employee Benefit and Recognition System**

Employee recognition, reward, compensation, and benefits systems support the SCTCC Pillar: Employee Engagement as well as its key measures of retention, service, professional development. These systems are governed largely by specific collective bargaining agreements.

The MnSCU Board of Trustees Award for Excellence in Teaching recognizes two distinct categories of honor: campus-selected Outstanding Educators, two faculty members nominated by their peers at SCTCC; and the system-selected Educators of the Year.
Faculty members are also recognized by state-wide peers and external organizations, instructor Brad Burkland was named Outstanding Post-Secondary Agriculture Educator of the year (2012-2013) by the Minnesota Association of Agricultural Educators.

Ongoing recognition and celebration is promoted internally through an annual End-of-Year Celebration and throughout the year in the “Way to Go!” column of our biweekly e-newsletter TechComm Today, “WOW moments” shared at the start of each meeting agenda, through social media platforms, Media Moments e-mail distribution of media coverage each week, and the “News” tab on our web home page.

**4P12. Determining Issues of Employee Motivation**

The Baldrige Express Survey (2011) results revealed a key opportunity for SCTCC improvement as “systematic determination of workforce engagement.” The work immediately following the receipt of the Baldrige feedback included the development of the strategic priorities which includes Employee Engagement as a Pillar.

SCTCC selected the Personal Assessment of the College Environment (PACE) survey of the National Initiative for Leadership and Institutional Effectiveness to assess employees’ perception of the college climate. 2012 PACE results will establish a benchmark and inform performance goals related to the college climate. PACE includes comparable data through the use of a Norm Base of 60 community colleges nationwide as well as participating two-year colleges within MnSCU. Immediate actions included additional formal and informal opportunities for communication such as weekly coffee with the president and opening the faculty shared governance meetings to all employees.

The MnSCU system wide employee development survey provides feedback on the entire system’s professional development needs as well as needs specific to SCTCC; the results are benchmarked against peer MnSCU institutions as well as compared to our longitudinal data from previous surveys.

Locally SCTCC collects feedback via surveys after training and development events such as staff and faculty in-services and new faculty orientation. This feedback is used to improve the materials, agenda and identify future topics for employee development.

College-wide and departmental meetings offer additional opportunities for administration, faculty, and staff to identify and discuss key issues and courses of action.

**4P13. Addressing Employee Satisfaction, Safety and Wellness**

St. Cloud Technical & Community College has a rigorous health and safety process. The webpage, Safety, provides quick reference and up-to-date information on state and local health and safety reports and procedures.

Employee health and wellness benefits primarily are governed by state and federal regulations and timelines as well as MnSCU policies and procedures, including: health, dental, life and disability insurance; retirement plans; Employee Assistance Program (EAP); and annul health assessment program.

Employees are able to participate in additional health and wellness programs and benefits including:
local YMCA offers a discounted membership to faculty and staff, Annual Flu Shot Clinic on campus, Tobacco-free campus, Ban of firearms

SCTCC evaluates the effectiveness of health and safety training and services there the following:

- In Service surveys following training to assess effectiveness of training and identify future training
- Lost time incidence/costs (results included in 4R2)
- Fulfillment of mandatory training
- OSHA and Hazardous Waste Inspection Reports

The April 2012 PACE survey results showed that improvements in communication were needed. A variety of communication tools and venues were implemented including an update of the campus employee e-newsletter, weekly coffee with the president, and use of Facebook, Twitter and Employee Alert system. Results from the April 2014 PACE survey will be evaluated for changes in responses to college communication.

4R1. Measures of Valuing People

SCTCC regularly reviews the following measures to assess the aspects of Valuing People:

- PACE Climate Survey—biannually (2012, in progress 2014), results displayed in 4R4
- Employee Retention—monitored by human resources office, included in affirmative action plan
- Performance Evaluation Completion—monitored by human resources office
- Diversity—an ongoing challenge for SCTCC; results displayed in 4R2
- Professional development plan completion—results displayed in 4R2
- Lost time incidence/costs—results displayed in 4R2
- Completion of mandatory training (Code of Conduct, Data Privacy, Sexual Harassment)—monitored by human resources office

4R2. Performance Results for Valuing People

The MnSCU Professional Development Survey is administered biannually to all staff; comparative results from the 2010 and 2012 surveys show the following positive results at SCTCC:

- The number of respondents who reported having a performance evaluation in the previous 12 months increased from 61% to 66%.
- The number of respondents who reported having an individual development plan that they discussed with their supervisors increased from 58% to 72%.
- 87% of respondents attended one or more development activities in the prior year, compared to 75% system wide.
- Of those who attended, 68% attended activities on campus; 39% attended training through the system office.
- 67% said they attended staff development days on campus, compared to 49% system wide.

Moreover, 2012 survey results rank the college above average in the categories of institutional attention to staff development, supervisory support for staff development, and performance management efforts. The college was ranked average on communication about staff development.

Since 2010, SCTCC has significantly reduced its number of lost workday cases as well as recordable
incidence rate. Fewer recordable worker injuries and less work time lost due to injury increases productivity and well-being for employees. Ongoing training and assessment will continue to ensure a safe and secure work environment for all stakeholders.

<table>
<thead>
<tr>
<th></th>
<th>Lost workday cases</th>
<th>Reportable cases w/o lost workday</th>
<th>Associated Costs</th>
<th>Recordable Incidence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3</td>
<td>3</td>
<td>$105,000</td>
<td>1.89</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>2</td>
<td>$14,000</td>
<td>.60</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>3</td>
<td>$21,000</td>
<td>.98</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td>2</td>
<td>$14,000</td>
<td>.62</td>
</tr>
</tbody>
</table>

4R3. Evidence of Productivity and Effectiveness

Since our last self-assessment, several Action Projects and initiatives have been pursued that demanded cross-functional collaboration, candor, shifts in mental models, and critical and analytical assessment of systems, metrics and goals. The following provide evidence of success:

- In 2012, a **student course feedback policy, procedure, and form** were approved to assist faculty in improving the quality of their instruction, provide professional assessment and documentation for review and accreditation, and to allow students to provide useful and honest feedback to their instructors. Course feedback includes information on the student, course, and instructor and allows for narrative responses. Implementation began in Spring 2013 using Class Climate. Reports are generated in detailed and summative form and distributed to the faculty member and supervising dean. Faculty may use these reports as part of their annual performance evaluation and professional development.

- From the **Foundations of Excellence** (FoE) work done in FY2011, an **Advising Audit** action project was initiated to improve the process for advising students from initial testing and acceptance into college through attendance and/or acceptance in programs and courses. The stated goals were to improve advising tools and processes to retain students in courses and in programs through completion, graduation and/or transfer.

- Addition of **new programs** that meet the ever-changing needs of the region, including Health Data Specialist (2011), Nuclear Energy Technician (2011), three online-only programs in associate of arts, business management, and Energy Technical Specialist (2012), Biomedical Equipment Technician (2013), Rapid Prototyping (2013), five new machine tool technology concentrations (2013), Robotics and Automation (2013).

- In 2012, **Faculty Evaluation and Administrator Evaluation Systems and professional development processes** were created and implemented.

4R4. Comparison to Other Institutions of Higher Education

The Personal Assessment of the College Environment (PACE) survey from the National Initiative for Leadership and Institutional Effectiveness compares SCTCC’s climate against other two-year colleges nationwide was administered in spring 2012. This survey examines key factors that drive student success and institutional effectiveness, including institutional structure, supervisory relationships, teamwork, and student focus.
Participants were asked to rate items on a five-point satisfaction scale to indicate individual perceptions of the institutional climate. Results were compiled to assess the climate as collaborative, consultative, competitive or coercive. SCTCC’s results are benchmarked against a Norm Base of 60 community colleges nationwide.

The overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.58 mean score of middle Consultative system. The Student Focus category received the highest mean score (4.04), whereas Institutional Structure category received the lowest mean score (3.19). When respondents were disaggregated according to Personnel Classifications, the composite ratings were as follows: Faculty (3.38), Administrator/Supervisor (3.96), and Staff (3.80).

Table 4.7 SCTCC’s PACE Mean Scores

<table>
<thead>
<tr>
<th>PACE Mean Scores</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college prepares students for a career</td>
<td>Information is shared within this institution</td>
<td></td>
</tr>
<tr>
<td>An individual’s job is relevant to the college’s mission</td>
<td>I am able to influence direction of this institution</td>
<td></td>
</tr>
<tr>
<td>Students receive an excellent education at the college</td>
<td>Decision are made at the appropriate level of this institution</td>
<td></td>
</tr>
<tr>
<td>The college prepares students for further learning</td>
<td>Open and ethical communication is practiced at this institution</td>
<td></td>
</tr>
<tr>
<td>Faculty meet the needs of students</td>
<td>A spirit of cooperation exists at this institution</td>
<td></td>
</tr>
<tr>
<td>Student ethnic and cultural diversity are important to the college</td>
<td>I have the opportunity for advancement within the institution</td>
<td></td>
</tr>
<tr>
<td>Non-teaching personnel meet the needs of the</td>
<td>This institution is appropriately organized</td>
<td></td>
</tr>
<tr>
<td>PACE Mean Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Highest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are satisfied with their educational experience at this institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ competencies are enhanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am given the opportunities to be creative in my work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lowest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This institution has been successful in positively motivating my performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional teams use problem solving techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My work is guided by clearly defined administrative processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**411. Systematic Processes, Results and Improvements**

Recent improvements include:

- **Development and ongoing utilization of SCTCC Pillars of Success in 2011.** The SCTCC Pillars represent key priorities of the college that support our overall mission and values, including student success, community building, developing a skilled workforce, sustainability, and employee engagement. Each Pillar includes metrics that define performance excellence by focusing on accountability, data driven decision making and assessment. These Pillars are aligned with the MnSCU Strategic Framework and tied to the College Annual Work Plan through individual performance development plans for seamless and purposeful integration and focus.

- **Establishment of an Affirmative Action Committee and development of the 2012-2014 Affirmative Action Plan** that takes aggressive measures to eliminate internal barriers to equal opportunity and strives to remedy the historical under representation in the employment, retention and promotion of qualified persons with disabilities, persons of color and women.

- **Creation of a Faculty and Administrator Evaluation system** and **Student Course Feedback process.**

- **Creation of a Diversity Committee** that serves to educate, train, facilitate, and sponsor events to encourage a greater understanding of the value of diversity and align SCTCC to the strategic direction provided by MnSCU.

**MNSCU Strategic Direction:** Innovate to meet current and future educational needs

**SCTCC Diversity Goal:** Publish the SCTCC Biennial Affirmative Action Plan

**Action Item 4.1** Increase Diversity of Faculty and Staff

- SCTCCC will enhance and increase the diversity of our employee application pools.
- HR/AA will direct contracted executive search consultants to place advertising on sites that are rich in diversity.
- HR/AA will place advertising for general hiring in publications that have diverse interests/readers.
- Advertising, position descriptions, and interview questions, will stress diversity and cultural proficiency as strength of all candidates.
- Include diversity proficiency in faculty and staff evaluation process.
- Use suggested diversity qualifications language in interview questions.

SCTCC’s processes for valuing people are systematic and comprehensive; more importantly, our commitment to ongoing assessment and continuous improvement means we facilitate a culture of shared ownership in our success. The college Affirmative Action Plan sets targets for hiring diverse faculty and staff. Diversity is a major improvement priority for SCTCC. Our results for professional
development, safety, retention, and campus climate continue to be positive.

4I2. Selection of Targets and Processes for Improvement

The alignment of the SCTCC Pillars to the MnSCU Strategic framework has provided a connected set of measures to inform and assess SCTCC’s performance and improvement in Valuing People.

**SCTCC Pillar: Employee Engagement**—SCTCC values an engaged, effective team that is committed to delivering “Education that Works” in an environment built on collegiality, collaboration, celebration, and continuous improvement.

Key measures and performance indicators:

1. **Service**: Service is the number of years the employee was employed based on Full-time Equivalent (FTE) is the percentage of a normal work year that the employee worked or was on paid leave. Measurement: FTE for faculty is calculated on an academic year basis while FTE for non-faculty employees is calculated on a fiscal year basis.

2. **Retention/Transfer**: Retention is the rate at which current employees at SCTCC are staying in their jobs. Retention is the opposite of “turnover.” Therefore, if turnover is low, then retention is high. Measurement: Number of employees retained.

3. **Diversity (Employees of color)**: includes Black or African American, Asian or Pacific Islander, Hispanic or Latino, and American Indian or Alaska Native employee. Employees with unknown race-ethnicity are excluded from the total used to calculate the percentage of employees of color.

4. **Professional Development**: Enrollment in professional development and personal enrichment programs. Measurement: Development Training expenditure and/or number of employees.

5. **Rewards and Recognition**: Increases the frequency of an employee action to improve performance. Measurement: expenditures and/or number of employees involved.

Category 5: Leading and Communicating

**Introduction**

The SCTCC Pillars that contribute to effective processes for Leading and Communication are Pillar 2 – Community Building and Pillar 5 – Engaging the Internal Workforce.

SCTCC’s maturity for this category is between aligned and integrated.

The College has a comprehensive set of formal and informal communication vehicles for sharing and collaborating with internal and external partners. Further, these vehicles provide multi-channel integration for repetition of key messages. While several of these communication vehicles existed during the previous AQIP Systems Portfolio in 2010, the hiring of a communications manager in July 2010 allowed for the expansion, integration, and more systematic use of these vehicles for the greater good.

Internally, results from the Personal Assessment of the College Environment (PACE) survey indicate that the college has a relatively high level of perceived productivity and satisfaction and a healthy campus climate as compared to the Norm Base of other colleges surveyed. This survey examines key factors that drive student success and institutional effectiveness; these factors include:
• setting directions
• making decisions
• seeking future opportunities
• communicating decisions and actions to internal and external stakeholders
• information sharing
• spirit of cooperation

While composite results were favorable, respondents in the faculty personnel classification ranked the institutional structure below the staff personnel classification and the administrator/supervisor personnel classification (complete details are noted in 5R2). This indicates an ongoing opportunity for improvement.

Externally, SCTCC gathers community feedback on workforce development, community relations, safety and wellness, college readiness, and economic development through many formal and informal gatherings. The success of these relationships is evidenced through:

• More than 90% consistent job placement or successful transfer of SCTCC graduates
• More than $14 million awarded in grants the last four years for scholarships, program development, and training partnerships to meet the ever-changing needs of our region.

Remaining agile and responsive to the ever-changing needs of prospective student populations and regions’ workforce is central to our mission and sustained success.

5P1. Defining and Reviewing Mission and Values

The College’s mission was revised after successful application to the MNSCU Board of Trustees in 2009 and the Higher Learning Commission in 2010 for an institutional change to a comprehensive community college. Modification and expansion of the mission and construction and approval of the application was a multiyear effort.

The mission revision process involved all campus governance groups, external stakeholders and the Minnesota State Colleges and Universities Board of Trustees. SCTCC follows MNSCU System Policy 3.24 and related procedure regarding the Board of Trustees approval for each institution’s mission, vision, and value/purposes. With this in mind, the college has used several in-service sessions and all college work days in the past five years to focus on the revised mission/vision and to develop and adopt college outcomes. Work over the last three years has primarily concentrated on revising college outcomes and to align course, program, and departmental outcomes to these new College Outcomes. All outcomes support achievement of the system and college mission and vision and provide a strong foundation for evaluation, accountability, and regional accreditation.

College outcomes that align with the comprehensive mission and vision of the college were created and approved through consultation with all employee groups, students, and program advisory committees in 2011. Upon approval, the college outcomes were communicated to all departments and each department reviewed current outcomes for alignment. This process of ‘gap analysis’ led to many revised program and department outcomes that were approved through appropriate venues (AASC, Executive Leadership, and Shared Governance).
Timelines for reviews were instituted in alignment with accreditation standards to support this as an ongoing activity. Program and department outcomes are reviewed annually with appropriate constituent groups and are now posted on the college website. Course outcomes are reviewed and updated on a 3-5 year cycle (determined by program) and approved by AASC. All modifications are tracked and dated. Each program/department is responsible for updating their alignment documents annually to ensure gaps in curriculum or work outcomes are addressed.

5P2. Setting Direction

As part of a larger system, SCTCC practices a balanced coordination between the autonomy of the College President and the structure and guidance provided by the Minnesota State Colleges and Universities Board of Trustees (Minnesota Statute Chapter 136F). Alignment of the MnSCU system goals to the individual college level is a critical base to begin all planning efforts that guide the college and its distinct mission (135A.052, Subdivision 1). SCTCC Executive Leadership sets direction for the college based on MnSCU strategic framework and the College’s mission, values, and priorities.

Direction from the system is communicated in a Framework for Minnesota State Colleges and Universities and uses system wide accountability dashboard to measure progress toward goals. In alignment with this framework, a new system planning initiative, “Charting the Future for a Prosperous Minnesota,” was adopted in Fall 2013. Strategic direction from these planning documents is used to set key performance measures at SCTCC.

These key performance measures are used to align institutional efforts and are framed within the college strategic priorities that directly link to the college mission, vision and values, and outcomes. Each strategic priority, Pillar, is foundational and includes measures that align to the system strategic framework and accountability metrics.

The College also prepares an Annual Work Plan. This work plan, which ties to college strategic priorities and the system framework, includes operational plans with objectives. These objectives tie to the work in each department and are used in tactical planning efforts. Thus, every individual effort can be tied to the work plan. The Annual Work Plan is used to guide decisions regarding resource allocation within the College. Human, physical and financial resources are determined based on the goals set forth. Work Plan progress is examined throughout the year and adjustments are made as needed. This work plan and its content are the basis for performance evaluation of the college president and college leadership.

5P3. Accounting for Students and Stakeholders Needs

The College Annual Work Plan directly ties to the operational and tactical plans of divisions, departments, and programs within the college. Direction flows from the MNSCU system to college leadership to supervisors but also flows from individuals to supervisors to leadership as the specific objectives within the plans are operationalized.

Because the flow of information is top-down and bottom-up, stakeholders are involved throughout the process. The objectives within the work plan are a direct result of input from key stakeholders, as their input is solicited and utilized in a variety of ways as described below.

SCTCC utilizes CCSSE survey results and data as an ongoing measure of student engagement and participation on issues that impact them. The college also seeks direct input from students on key college decisions through its consultation process. The consultation process is outlined in MnSCU Policy.
2.3 Student Involvement in Decision-Making. The policy ensures “appropriate levels of student involvement in system, college, and university decision-making and to assure that student perspectives are considered, students shall have the opportunity for representation on system, college, and university committees involving or affecting student interests and shall have the opportunity to review or be consulted on issues that have significant impact on students.”

Consistent with this policy SCTCC students are often called on to serve on college committees and task forces and participate in activities which demonstrate strong leadership characteristics and student advocacy. For example, students often participate in hiring committees and attend strategic planning sessions. They also implement several college-wide projects such as the annual blood drive, health fair, candidate forums, and other events impacting both students and staff. Each spring SCTCC’s Student Senate consults with college leadership on setting tuition and fees for the following year. A record of successful completion of this annual negotiation must be conveyed via written letter to the MnSCU Chancellor from the Student Senate President.

The expectation of student participation is an integral part of the communication strategy to incoming students, as well, and is a key component of the college’s student climate.

SCTCC gathers community feedback on workforce development, community relations, safety and wellness, college readiness, and economic development through direct formal and informal gatherings. These include:

- Semi-annual program advisory committee meeting for all programs
- Monthly SCTCC Foundation Board of Directors meetings
- Monthly meetings with neighbors who live adjacent to campus.
- Monthly meetings with peers at our sister institution, St. Cloud State University, to discuss shared services and collaborative programs.
- Monthly meetings with local law enforcement and St. Cloud State University.
- Regular meetings with principals, superintendents, and program directors in the surrounding K-12 school districts.
- Monthly meetings with the Stearns-Benton Employment and Training Council Center, which is co-located on campus.
- Annual legislative visits and town-hall style meetings with local, state, and federal elected officials.

SCTCC employees are collectively part of the college strategic planning process on an annual basis. This effort captures the input of all employees related to the goals of the college and system and is the basis for work plan objectives and action projects.

Feedback is also solicited through surveys (PACE, Employee Engagement, etc.), committees and teams, shared governance, monthly division meetings, and in all employee evaluations. Progress on objectives is also communicated through these same venues.

The college includes perspectives of their diverse stakeholders through these consultative venues and continually articulates our mission of preparing students for lifelong learning through career, technical, and transferrable education with stakeholder engagement strategies. Our core values are also part of
our key messaging, including the importance of collaboration, cooperation, continuous improvement, innovation, creativity, and flexibility. For complete details on public posting of our Mission, Values, and Priorities, see 5P8.

5P4. Guiding Future Opportunities

Leadership reinforces SCTCC’s core values by encouraging and expecting purposeful engagement with key internal and external stakeholders. These relationships—and subsequent collaborations—allow the College to fulfill its mission and deliver on core competencies for work, life, and citizenship.

In addition to the regular engagement with student and community stakeholders listed previously, administration seeks out shared services and collaborations with the MnSCU system office and system colleges and universities. Administrators meet and communicate regularly with peer groups (Presidents, CAOs, CFOs, HR, communications, Deans, IT services and institutional research). Divisions, departments, and programs collaborate with appropriate partners on credit for prior learning, course and program articulation, transfer, grants, consortium agreements, service offerings, facility utilization, employment needs and opportunities, equipment needs, and technology.

The College completes environmental scans to read, study, and plan for future trends. This activity, supported by ongoing communications from the system office, regional industry, Mn. Department of Employment and Economic Development (DEED), state legislature, participation on local boards and committees helps SCTCC leadership stay abreast of regional, state, and national trends. To utilize this information in planning and action, internal work teams are established to research, propose, and implement changes. Participation is based on the content of the project or issue and is cross-functional to utilize expertise and breadth of perspective.

All research (formal and informal) and subsequent efforts tie back to the college mission, values, and outcomes. In guiding the organization, college leadership utilizes information from all sources and strategically decides to move forward (or not) based on alignment and capacity.

5P5. Making Decision

Monthly meetings involving leaders from administration, academic divisions, student services, faculty governance, staff governance, student senate and the Foundation supply a forum for information sharing among senior leadership on policy matters affecting the institution. In addition, a wide variety of recommendations flow from these groups to various committees and task groups.

St. Cloud Technical & Community College and its faculty join in a shared governance model that offers faculty multiple opportunities within a forum to address issues related to planning, deployment of financial resources, acquisition and use of physical and human resources, and other college matters. Through this venue faculty make recommendations impacting educational programming.

The Academic Affairs and Standards Committee (AASC) discusses, reviews, and recommends all proposed changes to course and program curricula. The Vice President of Academic Affairs as well as representatives from all divisions helps ensure that decisions are made with consideration to the diverse and competing needs of the College.

Student Senate consults with the CFO and CIO on budget, tuition, and fees as outlined in MnSCU Policy 2.3 Student Involvement in Decision-Making.
Additionally, committees are formed to address specific needs. Examples include:

- **Online Committee**: One subcommittee of this team has implemented a faculty training system for ensuring quality in online courses. Another subcommittee has evaluated the electronic student support process from initial college application through application for enrollment to assess accessibility and ease of use.

- **Team for Academics and Student Success**: a joint student and academic affairs committee under the co-direction of the Vice Presidents of both Academic and Student Affairs who work together for student success and to eliminate silos.

- **Student Technology Committee**: advises CIO and IT team on IT strategy.

Finally, the President and Executive Leadership serve as the primary decision-makers within the college based on feedback from the meetings noted above, budget and enrollment projections, environmental scans, MnSCU-system directives, and a myriad of factors.

5P6. Using Data, Information and Results in Decision Making

Data is a key part of the decision-making process at St. Cloud Technical and Community College. Data, information, and performance results are used throughout the College in decision-making processes as demonstrated in each section of this assessment. Data collected shows how we compare to other MnSCU institutions or peer institutions as well as whether SCTCC gained, lost, or were neutral compared to prior years.

Examples of data used include:

- **Enrollment management**: application and conversion rates, prospective student trends
- **Facilities and finance**: CFI, space utilization, and instructional cost studies
- **Human resources management**: professional development, retention, diversity, compliance, and campus climate survey
- **IT**: TechQual Survey of students, faculty and staff to assess IT service outcomes.
- **Student success**: Registration, completion, retention, graduation and transfer.
- **Student engagement**: CCSSE

The following table documents the measures. The performance results then are utilized for continuous improvement.

<table>
<thead>
<tr>
<th>SCTCC PILLARS AND KEY MEASURES</th>
<th>MNSCU STRATEGIC FRAMEWORK &amp; PERFORMANCE MEASURES</th>
<th>AQIP CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Sustainability—SCTCC strives to create a culture of continuous improvement through increased transparency and consistency of SCTCC’s key performance indicators.</td>
<td><strong>Key measures and performance indicators:</strong></td>
<td>AQIP Category Six: Supporting Institutional Operations addresses the organizational support processes that help to provide an environment in which learning can</td>
</tr>
<tr>
<td><strong>CFI/FCl Measures</strong>: The Composite Financial Index (CFI) is a measure of financial health that is a weighted composition of four financial measures: Primary Reserve Ration, Viability</td>
<td>Stewardship: Composite Financial Index (CFI)</td>
<td></td>
</tr>
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<td></td>
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</tbody>
</table>
## Stewardship: Financial Conditions Index (FCI)

The Facilities Conditions Index (FCI) reports the dollar amount of deferred maintenance as a proportion of facility replacement value at each college and university.

## Efficiency & Effectiveness:

<table>
<thead>
<tr>
<th>Efficiency &amp; Effectiveness:</th>
<th>Stewardship: Financial Conditions Index (FCI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ratio, Return on Net Assets, and Operation margin.</strong> The Facilities Conditions Index (FCI) reports the dollar amount of deferred maintenance as a proportion of facility replacement value at each college and university.</td>
<td><strong>Efficiency &amp; Effectiveness:</strong></td>
</tr>
<tr>
<td><strong>Stewardship: Financial Conditions Index (FCI)</strong></td>
<td><strong>Affordability: Trajectory of Tuition and Fees</strong></td>
</tr>
<tr>
<td><strong>Net Tuition and fees</strong> is the average resident tuition and fees of grants and scholarships as a percentage of state median income. This is computed only for full-time, first-time degree/certificate seeking undergraduate students. This measure is reported for all colleges, all universities and the MnSCU system levels. The measure is not reported at the institution level; percent change in tuition and fees is reported for each college and university. (EDITORIAL NOTE: this measure changed to “Trajectory of Tuition and Fees,” defined as, annual dollar change from previous fiscal year in Board-approved tuition and require fees for full-time undergraduate students.</td>
<td><strong>Efficient Use of Resources: Institutional Support Expenses</strong></td>
</tr>
<tr>
<td><strong>Institutional Support Expenses (new 2013):</strong> Institutional support expense as a percent of total expenses.</td>
<td><strong>Efficient Use of Resources: Space Utilization</strong></td>
</tr>
<tr>
<td><strong>Space Utilization:</strong> Percent of available academic room time that is utilized for credit courses.</td>
<td><strong>Efficient Use of Resources: Instructional Cost per FYE</strong></td>
</tr>
<tr>
<td><strong>Instructional cost per FYE:</strong> The ratio of the Actual to expected Valued of the fully-allocated instructional expenditures per full-year equivalent enrollment (FYE).</td>
<td><strong>Diversity-Students of Color</strong></td>
</tr>
<tr>
<td><strong>Enrollment:</strong> The percentage change in enrollment measures the change in students enrolled in credit course during a fiscal year compared to the average for the three prior fiscal years.</td>
<td><strong>Diversity-Students of Color</strong></td>
</tr>
</tbody>
</table>

### Figure 8 Excerpt from Table Aligning SCTCC Pillars, MnSCU Strategic Framework & AQIP Categories

Quarterly budget meetings with academic deans, vice presidents, the human resources director and supervisors are examples of how data and performance indicators being used for budgeting and fiscal responsibility. Data considered and integrated in the budget meetings include student enrollment, persistence; non-personnel instruction costs; personnel costs including salary, benefits and professional development; and other data specific to the department or division such as employer needs survey data. The data and discussion from these meetings results in both long-term and short-term planning and decisions. An example is all of the data mentioned above was used to inform the decision to create a biomedical equipment technology program. The data supported an industry need, a pool of students.
ready to enroll, and an infrastructure sufficient to support the on-going need of the new program.

**5P7. Communicating Between and Among Levels and Units**

SCTCC has a variety of formal and informal communication channels that offer information and recognition; content for communication is provided from all levels and areas of the organization.

*Print and electronic media*
- *Cyclone Scoop*, a weekly e-newsletter sent to students with courtesy copies sent to faculty and staff
- *In the Works* magazine, semi-annual
- *TechComm Today*, a biweekly e-newsletter sent to all faculty and staff
- *Media Moments*, an almost-weekly e-mail of recent media coverage
- Social media postings on Facebook, Twitter, YouTube, Instagram
- Web news postings and sidebars
- Yammer social enterprise network limited to faculty and staff to share ideas, notices of trainings, or other items of interest. Special interest groups can be formed to limit membership to groups.

*Special events*
- Celebration of Giving Event
- Chamber After Hours
- End-of-year Celebration
- Grand Openings
- Tours
- Info Sessions

*Meetings*
- Weekly Executive Leadership meeting
- Weekly and monthly team meetings (e.g., communications, library, IT, student services)
- Weekly Coffee with the President
- Bi-weekly Academic Affairs Standards Council
- Bi-weekly deans meeting
- Monthly Executive Leadership meetings with directors and deans
- Monthly academic division meetings with deans
- Monthly Executive Faculty Shared Governance meeting
- Monthly Shared Governance meeting
- Monthly All College Council
- Bi-monthly labor relations meetings
- Quarterly Student Technology Committee Meetings
- Semi-annual In-service
- Annual All College Day/Assessment Day

**5P8. Communicating a Shared Vision to Reinforce High Performance**

SCTCC’s mission, vision and values are communicated to a wide audience in a variety of settings. From Board of Trustees meetings and legislative events, to an array of faculty, staff and governance meetings
and forums. The Website, print and electronic communications also keep the mission in front of most external stakeholders, as well as internal. Activities such as new employee orientation, faculty and staff participation in planning and continuous improvement processes and events, and topics at faculty and staff in-services continually reinforce the College’s mission, vision and values.

This shared focus on mission is then integrated into the College’s Annual Work Plan which outlines SCTCC’s annual strategies and measures to move the college forward. The Work Plan is built from the ground up with input from all college divisions. Accountability for its successful implementation is also shared across the college. Two divisions—Student Affairs and Human Resources—include the accomplishment of corresponding work goals is included in all staff evaluation processes.

The SCTCC Pillars, Mission and Values are the drivers of St. Cloud Technical and Community College’s continuous improvement. As outlined above, SCTCC leadership ensures the broadest communication and integration—from the highest levels of the System Board of Trustees to the individual work assignment of individual employees.

5P9. Encouraging and Developing Leadership

All employees are encouraged to pursue professional development opportunities as time, interest, supervisory approval, and funding allow. Supervisors have opportunities at the system level for supervisory and leadership development, such as an Art of Supervision course. Leaders within the System have regular meetings and conferences to communicate and share knowledge, skills, and best practices throughout the System.

At the College level, there are regular supervisor meetings for updates and trainings, academic division and department meetings, and opportunities to lead committees and taskforces. Faculty members are further encouraged to develop leadership abilities by being assigned release credits to pursue non-teaching responsibilities, such as program directors or chairing committees.

In addition to the numerous opportunities noted in Category 4 (CQIN participation, strategic initiative and AQIP Action Project work teams, and system-mandated training), the following leadership development opportunities exist:

- **The Luoma Leadership Academy** supported and endorsed by the Minnesota State Colleges and Universities in cooperation with The Academy for Leadership and Development, Mesa, Arizona, is designed to provide the leadership theories, practices, and skills needed to support leaders, and those striving to become leaders, to lead their respective departments and institutions more effectively. Based on the concept of training over time, the program, taught through ten full-day leadership sessions scheduled over one year, allows participants to thoroughly understand, internalize and apply leadership concepts and skills. The overall focus of the academy is to establish a high quality, cost-effective leadership development program utilizing a skills-based approach, grounded in sound theoretical leadership concepts, principles and practices. SCTCC has supported and financed a number of leaders to attend the academy over the last decade.

- **The ORION Project** is a three-part program that encourages STEM participation and fosters college-readiness for urban and rural high school students who are underperforming in math and science. SCTCC launched the project in collaboration with two local school districts in 2013. 125 students participated in the ORION Summit, an all-day experiential learning opportunity in STEM. Participants in the Summit had the opportunity to enroll in the ORION Academy to earn a
free college application to SCTCC and transcripted credit for one special topics course that
connects career exploration with STEM disciplines in engaging hands-on activities. More than
47% of the students enrolled. The entire project is facilitated by faculty and staff from several
disciplines and departments.

- **Presentations** are encouraged on campus, at MnSCU system-sponsored events, and at
  professional conferences. SCTCC’s Technology Showcase is a semi-annual event that allows
  faculty and staff to share innovative and efficient ways to utilize technology in support of
  student success. Faculty present their work at association conferences as well as to each other
during in service breakout sessions. Staff regularly present initiatives, trends, and best practices
at conferences in their subject areas.

- **Consultation** to other colleges and universities also is encouraged and practiced by
  administration, faculty, and staff in their subject area. For example, SCTCC’s Security and Safety
  Coordinator has been invited to assess hazardous waste storage compliance at other colleges. IT
  staff have been invited to share custom-built applications and coding that saved money and
  increased efficiency with other colleges.

- **Frontline Leadership training** is offered each spring to frontline staff. Staff are encouraged to
  become involved and attendance is high.

### 5P10. Succession Planning

The Minnesota State Colleges and Universities Board of Trustees and Chancellor have invested in
succession planning research and development to help ensure each college and university can maintain
its mission, vision, values and commitment to high performance, student success, and continuous
improvement. The President’s annual performance review now addresses components of performance
review and development within the institution.

SCTCC is represented on the MnSCU System wide Talent Management committee and succession
planning subcommittee. This SCTCC representative has been involved in the development of a
succession planning toolkit which is currently being beta tested by two system colleges. The toolkit is a
resource for the college’s succession strategies. Executive Leadership will examine the succession
planning model after completion of this ‘test’ and begin to strategize how to utilize the toolkit within the
institution.

MnSCU has also expanded its training and development programs through its Talent Management
division. In addition to the Luoma Leadership program (SCTCC has 5 graduates); the system has
implemented an executive leadership development program to prepare c-suite level employees for high
level system leadership positions (SCTCC has 2 graduates of this program). Finally, expansion of
administrator orientation, position specific training modules, and advanced development opportunities
through interim placements and stretch assignments have significantly increased the opportunities for
employees to develop necessary skills for leadership positions. Internally, SCTCC has committed to
leadership development by supporting management level employees in pursuing these training
opportunities and is financially contributing to doctoral degree attainment for two deans. The President
has also utilized employee strengths strategically in stretch assignments to further develop
comprehensive growth.

### 5R1. Measures of Leading and Communicating

**PACE Climate Survey**
The first PACE Employee Climate survey at SCTCC was administered in April 2012. Results from the survey indicated SCTCC is below the norm in the institutional structure category compared to other MnSCU colleges and in a national comparison. Institutional structure deals specifically with decision making, information sharing, influence, and spirit of cooperation. The survey was administered again in April 2014 with additional questions specific to institutional structure included. The results from this survey will give the college the opportunity to compare results in this area and also to get more specific information regarding employee feedback on the institutional structure; decision making and information sharing.

The college is sending five employees to the CQIN Summer Institute in July 2014. The focus of the conference is on employee engagement. This group of employees will form the committee to use the PACE survey findings and training from the summer institute to prepare recommendations to the College President and leadership team on strategies to improve employee engagement.

Other measures
- Event follow-up surveys (e.g. In Service and other training) The college has a process of surveying employees, via Survey Monkey, after each employee in-service or other training event. The survey results are used to prepare and plan for future events.
- Brand awareness study (last completed in 2009-10, planned for again in 2014-15)
- Feedback from the MnSCU Chancellor’s annual evaluation of the President and the College’s performance.

5R2. Performance for Leading and Communicating

As noted in Category 4 Results, the Personal Assessment of the College Environment (PACE) survey examines key factors that drive student success and institutional effectiveness, including institutional structure, supervisory relationships, teamwork, and student focus. SCTCC’s results are benchmarked against a Norm Base of 60 community colleges nationwide. Composite results indicate that the college has a relatively high level of perceived productivity and satisfaction and a healthy campus climate as compared to the Norm Base.

Factors related specifically to setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to internal and external stakeholders (institutional structure, supervisory relationship, and teamwork) ranked in the consultative range. Student focus achieved a rank of collaborative.

5R3. Comparison to Other Institutions of Higher Education

Table 5.1 contains the comparative data for the 2012 PACE survey, SCTCC’s mean score is readily compared to the scores of individual MnSCU colleges, the MnSCU composite mean and the National Norm Base. Although SCTCC’s overall mean score is near the Norm Base the means scores for individual factors indicate there are opportunities for improvement.
### Table 5. 1PACE Survey Results-MnSCU Peer Comparison, 2012 Cohort

<table>
<thead>
<tr>
<th>College</th>
<th>Institutional Structure</th>
<th>Supervisory Relationships</th>
<th>Teamwork</th>
<th>Student Focus</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Lakes College</td>
<td>3.25</td>
<td>3.59</td>
<td>3.61</td>
<td>3.99</td>
<td>3.59</td>
</tr>
<tr>
<td>Century College</td>
<td>3.70</td>
<td>3.85</td>
<td>3.88</td>
<td>4.14</td>
<td>3.88</td>
</tr>
<tr>
<td>Dakota County Technical College</td>
<td>3.49</td>
<td>3.73</td>
<td>3.63</td>
<td>4.14</td>
<td>3.75</td>
</tr>
<tr>
<td>Fond du Lac Tribal &amp; Community College</td>
<td>3.94</td>
<td>3.85</td>
<td>3.99</td>
<td>4.36</td>
<td>4.04</td>
</tr>
<tr>
<td>MN State Community &amp; Technical College</td>
<td>3.20</td>
<td>3.65</td>
<td>3.73</td>
<td>4.02</td>
<td>3.61</td>
</tr>
<tr>
<td>MN West Community &amp; Technical College</td>
<td>3.75</td>
<td>4.02</td>
<td>3.91</td>
<td>4.26</td>
<td>3.98</td>
</tr>
<tr>
<td>Northland Community &amp; Technical College</td>
<td>3.33</td>
<td>3.67</td>
<td>3.71</td>
<td>4.02</td>
<td>3.65</td>
</tr>
<tr>
<td>Ridgewater College</td>
<td>3.41</td>
<td>3.93</td>
<td>3.96</td>
<td>4.00</td>
<td>3.78</td>
</tr>
<tr>
<td>South Central College</td>
<td>3.17</td>
<td>3.63</td>
<td>3.83</td>
<td>4.00</td>
<td>3.60</td>
</tr>
<tr>
<td>St. Cloud Technical &amp; Community College</td>
<td>3.19</td>
<td>3.53</td>
<td>3.73</td>
<td>4.04</td>
<td>3.58</td>
</tr>
<tr>
<td><strong>MnSCU Mean Scores</strong></td>
<td><strong>3.443</strong></td>
<td><strong>3.745</strong></td>
<td><strong>3.803</strong></td>
<td><strong>4.097</strong></td>
<td><strong>3.746</strong></td>
</tr>
<tr>
<td><strong>NILIE PACE Norm Base</strong></td>
<td><strong>3.380</strong></td>
<td><strong>3.700</strong></td>
<td><strong>3.730</strong></td>
<td><strong>3.940</strong></td>
<td><strong>3.660</strong></td>
</tr>
</tbody>
</table>

One of SCTCC core values is to instill a “friendly, respectful, enthusiastic, safe and diverse atmosphere”. Though only one of several core values, this is the most relevant indicator of students’ perception of a healthy and safe campus – key to the retention and success of our students. This core value is measured by the CCSSE question related to students’ perspective on their relationships with other stakeholders key to their success: other students, faculty, and administrative/support staff.

### Table 5. 2 CCSSE: Quality of Relationships, 2009-2013

<table>
<thead>
<tr>
<th>Relationship with...</th>
<th>Population</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rate the quality of your relationship with people at this college. Mean Score: 1= Unfriendly, sense of alienation; 7=Supportive, friendly, sense of belonging</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Students</td>
<td>SCTCC</td>
<td>5.48</td>
<td>5.51</td>
<td>5.57</td>
</tr>
<tr>
<td></td>
<td>MnSCU College</td>
<td>5.50</td>
<td>5.50</td>
<td>5.47</td>
</tr>
<tr>
<td></td>
<td>CCSSE Cohort</td>
<td>5.49</td>
<td>5.49</td>
<td>5.48</td>
</tr>
<tr>
<td>Faculty</td>
<td>SCTCC</td>
<td>5.67</td>
<td>5.56</td>
<td>5.66</td>
</tr>
<tr>
<td></td>
<td>MnSCU College</td>
<td>5.67</td>
<td>5.65</td>
<td>5.70</td>
</tr>
<tr>
<td></td>
<td>CCSSE Cohort</td>
<td>5.68</td>
<td>5.67</td>
<td>5.69</td>
</tr>
<tr>
<td>Administrative/Support Staff</td>
<td>SCTCC</td>
<td>4.87</td>
<td>4.83</td>
<td>5.21</td>
</tr>
<tr>
<td></td>
<td>MnSCU College</td>
<td>5.05</td>
<td>5.10</td>
<td>5.14</td>
</tr>
<tr>
<td></td>
<td>CCSSE Cohort</td>
<td>5.60</td>
<td>4.97</td>
<td>4.99</td>
</tr>
</tbody>
</table>
If we consider 2009 scores as a benchmark, over the years it appears that students generally view their peers in a positive light, with consistently growing scores that exceed comparative colleges. This reflects that students are generally feeling that they are in a friendly, safe environment.

Students’ perception of faculty has consistently remained below comparable mean scores. But, of particular note is the growth in the mean score regarding students’ perception of SCTCC support staff. As also reflected in the increase in the overall college CCSSE Benchmark Score “Support for Students” (from 47.1 to 50.1), increased efforts at providing more personalized service along with a number of retention interventions have resulted in a marked improvement.

These data suggest the college is making continuous improvement in fulfilling components of its mission along with creating an environment consistent with its stated values.

5I1. Systematic Processes, Results and Improvements

Two key hires have been made to support leading and communicating since the last assessment.

In July 2011, a Communications Director was hired to oversee the brand transition to a comprehensive two-year college. The position’s responsibilities include integrating the new brand across campus and serving as brand champion, marketing SCTCC as the college and business partner of choice, and ensuring that campus information is consistent and comprehensive, easy to access, easy to understand and easy to use for students, staff and visitors. In addition to facilitating or participating in the communication channels noted in 5P7, the Communications Director is a member of the Executive Leadership team, attends shared governance, and routinely visits division meetings to discuss the brand, SCTCC success stories, and opportunities for outreach and improvement.

In September 2012, a Director of Academic Accountability was hired to provide leadership to the college in areas of academic planning, assessment, articulation, program accreditation and review, Perkins, and research and data analysis. This position is in the Academic Affairs Division of the College. Duties include coordinating and supporting college committees working with assessment and accreditation; directing and managing research and data sharing for SCTCC related to academic program quality indicators, academic planning and evaluation, faculty evaluations and student feedback; providing assistance to the CAO and academic deans in preparation and implementation of the academic master plan; developing and managing program review; and coordinating activities to foster and maintain relationships with secondary education partners.

5I2. Selection of Targets and Processes for Improvement

As noted in previous sections, survey data and other key measures are reviewed and assessed at the Executive Leadership level to determine action steps. Performance improvement is then assigned to a division, a department, or a cross-functional work team. This is an ongoing process that relies on both quantitative and qualitative measures as well as ongoing communication through the many vehicles outlined in this category.
Category 6: Supporting Institutional Operations

Introduction

Pillar 4 – Sustainability drives the priorities and focuses efforts in Supporting Institutional Operations.

SCTCC employees are empowered to inform and take action to correct and advocate for improvement in any process that contributes to the mission and values of the college.

The college is at the systematic to aligned level of maturity for supporting institutional operations. Units that are highly transactional in nature (finance, payroll, financial aid, bookstore, foundation) have well aligned processes, which are stable, consciously managed and regularly evaluated for improvement. These units are committed to streamlining transactional processes to create an efficient and effective work environments.

The student affairs division has worked diligently to assure processes for students from application to graduation are transparent and effective. The staff and supervisors meet regularly to address immediate needs for improvement and to generate momentum for long-term improvement.

In summary, the activities and results described for Supporting Institutional Operations indicate that SCTCC is performing in a Systematic or Aligned manner that is repeatable, has clear and explicit goals, and is consciously managed and regularly evaluated.

6P1. Identifying Support Services Needs

Students, specifically Student Senate Representatives, are involved in many ways to assist in both identifying support service needs, as well as having a voice in allocating resources to meet the identified needs. Student representatives serve on college committees and participate in the college-decision making process as outlined in MnSCU Policy 2.3 Student Involvement in Decision-Making.

Students are active representatives on committees such as the IT Committee, Health and Safety Committee search committees, program advisory committees, the new veteran’s advisory committee, and various task forces related to safety, new construction, and other campus-wide projects. Student Senators have also been members of editorial boards and committees at the request of the St. Cloud Times and the City of St. Cloud.

Consultation with student organizations, student senate, and participation by students on various college committees, task forces and projects provide continuous information regarding student needs. Quantifiable information is gathered via data review, CCSSE, Foundations of Excellence, and other survey results such as the Student Health Survey.

Coinciding with SCTCC’s expanded mission to a comprehensive college, the Community College Survey of Student Engagement (CCSSE) was adopted. CCSSE provides data on frequency and importance of college services to students. From the CCSSE results, the Student Affairs division was able to identify the services in need of additional resources, assess the effectiveness of adjustments, and re-allocate and drive improvement. Since all MnSCU colleges use this survey it provides comparative data. The data are shared during Student Affairs annual planning sessions and at the College’s All College Days held each
year. The Vice-President of Student Affairs has presented the 2009, 2011, and 2013 CCSSE results at staff in-service events.

The SCTCC Foundation supports students’ education through scholarships and fundraising. The process for awarding scholarships has several components: working with donors to determine the eligibility criteria for each scholarship, soliciting applications from eligible students, reviewing applications, and recommending awards. The Foundation is using an outreach campaign to existing and prospective donors highlighting how contributions impact academic success of individual students and support college programs.

SCTCC administrators are encouraged to serve on community organizations where business executives, healthcare and education leaders, civic and community leaders, local government leaders, partner organizations, and community members come together to contribute to the success and expansion of the greater St. Cloud region as one of the best places to live and work. This participation brings SCTCC to the forefront of community involvement and provides opportunities for the initial identification of external stakeholders’ needs.

MnSCU- and government-sponsored listening sessions and forums that are open to the public are frequently held on campus and throughout the region. Topics have covered economic development, developing a skilled workforce, retraining an existing workforce, college readiness, and challenges facing students today.

6P2. Identifying Administrative Support Service Needs

Expectations and performance levels for institutional operations are set by the Finance and Facilities division within Minnesota State Colleges and Universities system. The Board of Trustees Accountability Framework and Composite Financial Index drive the performance indicators and financial trends. These metrics, in concert with SCTCC Pillars, provide the framework for discussing and assessing support services.

Semiannual budget discussions occur between the CFO and leadership of divisions and departments. The annual Space Network Committee meets with representation from each division and department. Equipment budget resources are shared as well as equipment requests. The committee votes to allocate equipment funding based on safety first, followed by demonstrated need and impact.

The Information Technology department uses an annual TechQual survey to collect feedback on current services and to guide planning for future changes to technology services. The survey is distributed to all students and staff at the college. Most recent results of the TechQual are included later in this category.


SCTCC has well established practices for safety; policies and ongoing activities to assure the security and safety of people and property: Public Safety Officers patrol the building and parking lots and provide security, a quick reference guide of emergency response procedures if available in every room on campus, a formalized emergency closing process (MnSCU Policy 4.4) coupled with a text-based emergency notification system, Star Alert, is used to communicate school closures and other emergency information; annual OSHA inspections and weekly hazardous waste inspections to ensure proper storage and labeling are conducted; first-aid stations are stocked and inspected monthly; and all
employees are issued photo ID badges and are required to wear them at all times. Ongoing training is offered to all employees throughout the campus to assure employees have access to resources on emerging safety topics. The webpage Safety provides quick access to up-to-date information on state and local health and safety reports and procedures.

The College participates in the Minnesota State Employee benefits program which includes access to health, life and disability services. Additionally the Employee Assistance Program (EAP) provides no-cost access to counseling services for mental health, family/relationships, financial, and legal issues. Counseling, referrals and assessments are provided confidentially. The Human Resources office distributes information on the program annually and to all new employees.

6P4. Managing Support Services Processes

The college identifies the needs of faculty, staff, administrators, and other key stakeholder groups through identified planning structures: Space Network Committee, SCTCC’s committee designed to address equipment needs; Executive planning and identification of needs from the College’s Annual Work Plan, Facilities Planning, and Action Projects; and academic and student services Vice Presidents, deans, directors and managers are in constant contact with the personnel assigned to their division or area of responsibility.

SCTCC administrative support service processes are discussed at weekly meetings of the Executive Leadership team. The members of the leadership team are responsible for all areas of the college and meet regularly with their departments, division deans, supervisors, work teams, and committees. Information and recommendations are brought to the leadership team for review and recommendations based on demonstrated need as well as employment, enrollment and budget forecasts.

The majority of student support services are managed within the student affairs division. The Vice President for Student Affairs is a member of the Executive Leadership team and is charged with managing personnel, budget, programming, policy development and implementation, and acting as the liaison with the MnSCU central office. The VP’s direct reports constitute the Student Affairs Leadership Team (SALT). This group of supervisors provides the supervision of personnel, budgets and programming in their respective areas: records and registration, admissions/enrollment management, the Mary Stangler Center for Academic Success (CAS), student life and athletics, counseling, TRIO, and Mosaic (targeted services to underrepresented students). The SALT team meets at least monthly.

To ensure identified needs are being met, all staff in the student affairs division share a set of goals derived from MnSCU strategic goals, the SCTCC Annual Work Plan and other special projects designed in response to needs brought forward from division information and data reports, MnSCU data, and CCSSE results. The division reviews and establishes its annual work plan usually in March of each year to coincide with spring break in-services and the College’s All College Day.

Recent improvements to the college’s enrollment system, enhancements to the CAS, the development of retention interventions, and changes in incoming transfer transcript review have all been generated to address specific needs. Formally, these goals are reviewed in a summative fashion at least annually by each staff member’s supervisor to ensure consistency and accountability in implementation. Informally, due to the proximity of student affairs services, the vice president, supervisors, managers
and staff interact frequently on a near daily basis. This allows constant monitoring and opportunities to make programmatic or services adjustments as needed.

6P5. Documenting Support Processes

Student support services are documented by periodic reviews of the division’s work plan and other projects, policy developments, or executive decisions that impact the division. Each staff member shares responsibility for implementation of the division’s key goals; this empowers each staff person to provide input, develop new solutions and to take ownership of the divisions work. Monthly student affairs staff meetings bring the entire division together for updates from the MnSCU central office, SCTCC Executive Leadership, and other college committees such as Team for Academic and Student Success, Faculty Shared Governance, Academic Standards Council, and Academic Division meetings. Likewise, each department provides updates on current projects. Similarly, each supervisor conducts periodic meetings within their departments.

Documentation that knowledge has been shared or skills learned sometimes entails surveys or other means to gather feedback after in-services or other training opportunities. Most recently, a follow-up survey to a February, 2013, in-service on assessing student support services showed that 92% of student services staff upon completion of the one-day training session agreed with the following statement: “I have a better understanding of the assessment process”; 100% of staff agreed to the statement: “I understand the importance of my contribution to student learning,” and 100% agreed with the statement: “I see how the work I do contributes to the College’s strategic direction (MnSCU Framework, SCTCC Pillars).

6R1. Measures of Support Services

Following is a sampling of the data, measures and reports used to assess the effectiveness of support services (student service, administrative services and safety):

- CCSSE
- College Student Health Survey
- Lost Workday Incidence Report and Costs
- TechQual Survey
- Department-level metrics (e.g., Center for Academic Success and Academic Advising Center track student usage and performance metrics).
- Management Reports: Enrollment and Finance
- Instructional Cost Study
- Space Utilization Report

6R2. Performance for Student Support Services

SCTCC has administered the CCCSE survey since 2009, which has allowed the college to assess students’ levels of satisfaction with college services. The 2013 CCSSE results showed considerable gains for SCTCC under the Support for Learners benchmark, this increase in mean score can be attributed to an aggressive response to the low scores from the 2009 and 2011 surveys and related information gathered through Foundations of Excellence. A number of projects were initiated and are credited to the increase
in SCTCC’s performance: improving and reengineering the Center for Academic Success (CAS), development of an intrusive advising and support system, improving orientation and advising (Cyclone Experience, Student Success Days, and Academic Advising Center).

![Support for Learners](image)

**Figure 9 CCSSE Three Benchmark Chart**

6R3. Performance for Administrative Support Services

In May of 2013 SCTCC administered Higher Education TechQual+ Survey and is planning to use the survey annually. The TechQual survey is a national information technology (IT) survey that measures IT service satisfaction on campus. Over 500 students, faculty, and staff were sampled at SCTCC; the survey had a 65% response rate. The survey investigates three factors related to technology service:

1) **Minimum Service Level Expectation**: The number that represents the *minimum level of service that the user finds acceptable*

2) **Desired Service Level Expectation**: The number that represents the *level of service that the user personally wants.*

3) **Perceived Service Performance**: The number that represents the *level of service that the user believes is typically provided at St. Cloud Technical and Community College.*

TechQual provides comparison data from peer Institutions. SCTCC performed above minimum expected levels on all measures, yet scored below desired levels of service on all items. All SCTCC measures landed between minimum and optimum performance scores where the Peer Group fell short of minimum service expectation on 10 of 13 measures. Figures 10, 11, and 12 illustrate the comparative performance of SCTCC to Peer Institutions.
Figure 10 TechQual: Connectivity and Access

Figure 11 TechQual: Technology & Collaboration

Figure 12 TechQual: Support & Training
St. Cloud Technical and Community College continues to demonstrate a financially sound position allowing for stability during uncertain economic times and providing opportunities to invest for future growth; as evidenced by the performance measures: Composite Financial Index, Facilities Condition Index, and Institutional Support Expenses.

The MnSCU Performance Measure for Facilities Condition Index, defined as the dollar value of deferred maintenance as a proportion of the facility replacement value, illustrates the commitment and investment SCTCC has made to maintaining buildings and capital infrastructure. Improvements and repairs are made timely and avoid excessive deferred maintenance back-logs. The expected range for the index is to be between 0.07 and 0.13, yet SCTCC is well below this range attaining a Financial Conditions Index of 0.04, 0.04, and 0.02 for Fiscal Years 2011, 2012, and 2013, respectively.

Additionally, the performance measure Institutional Support Expenses, represents the total Institutional Support (non-instructional) Expenses as a percent of the total expenses. The projected goal for SCTCC was to maintain the level of expenditures equivalent to the percentage reported for FY2012. SCTCC’s performance is summarized below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>10.6%</td>
<td>9.3%</td>
<td>9.4%</td>
<td>8.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC Goals</td>
<td></td>
<td></td>
<td>9.4%</td>
<td>9.4%</td>
<td>9.4%</td>
<td>9.4%</td>
<td>9.4%</td>
<td>9.4%</td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>12.40%</td>
<td>12.50%</td>
<td>11.90%</td>
<td>11.90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MnSCU (System)</td>
<td>12.30%</td>
<td>12.40%</td>
<td>11.80%</td>
<td>12.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6R4. Support Services Data for Improvement

The SCTCC IT department uses the TechQual survey result to inform our decision-making in the IT department to improve services to customers. Examples include: improvements to the wireless infrastructure, updates to classroom technology and a training program for faculty, improved service and processes in the helpdesk area to better track customer requests, and correction of slow login issues reported by students. Improved communication modes and frequency regarding IT issues such as service outages are distributed via email, the college Facebook page, D2L and Twitter.

Members of the leadership team are responsible for all areas of the college and meet regularly with their departments, division deans, supervisors, work teams, and committees. Information and recommendations from these meetings are brought to the leadership team for review and determining next course of action based on the College’s Annual Work Plan, and budget projections.

6R5. Comparison to Other Institutions of Higher Education

Results from the 2013 CCSSE Survey (Table 6.2) illustrate considerable gains since 2011 (Table 6.3) for the engagement benchmark, Support for Learners; surpassing the national norm while significantly reducing the gap with our peers (MnSCU College and CCSSE Cohort).
Table 6.2 CCSSE Survey Comparative Results: Support for Learners-2013

<table>
<thead>
<tr>
<th>CCSSE Benchmark</th>
<th>2013 CCSSE</th>
<th>SCTCC</th>
<th>MNSCU</th>
<th>Diff.</th>
<th>2013 Cohort</th>
<th>Score</th>
<th>Score</th>
<th>Diff.</th>
<th>Score</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Learners (mean score)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50.1</td>
<td>51.0</td>
<td>-0.9</td>
<td>50.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Support for Learners Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b. Providing the support you need to help you succeed at this college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.08</td>
<td>3.04</td>
<td>0.04</td>
<td>3.01</td>
<td>0.07</td>
</tr>
<tr>
<td>9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.46</td>
<td>2.58</td>
<td>-0.12</td>
<td>2.57</td>
<td>-0.11</td>
</tr>
<tr>
<td>9e. Providing the support you need to thrive socially</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.94</td>
<td>2.04</td>
<td>-0.1</td>
<td>1.99</td>
<td>-0.05</td>
</tr>
<tr>
<td>9f. Providing the financial support you need to afford your education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.23</td>
<td>2.26</td>
<td>-0.03</td>
<td>2.21</td>
<td>0.02</td>
</tr>
<tr>
<td>13.1a. Academic advising/planning (frequency of use)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.86</td>
<td>1.79</td>
<td>0.07</td>
<td>1.80</td>
<td>0.06</td>
</tr>
<tr>
<td>13.1b. Career counseling (frequency of use)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.39</td>
<td>1.44</td>
<td>-0.05</td>
<td>1.44</td>
<td>-0.05</td>
</tr>
</tbody>
</table>

Table 6.3 CCSSE Survey Comparative Results: Support for Learners-2011

<table>
<thead>
<tr>
<th>CCSSE Benchmark</th>
<th>2011 CCSSE</th>
<th>SCTCC</th>
<th>MNSCU</th>
<th>Diff.</th>
<th>2011 Cohort</th>
<th>Score</th>
<th>Score</th>
<th>Diff.</th>
<th>Score</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Learners (mean score)</td>
<td></td>
<td>47.1</td>
<td>50.1</td>
<td>-3.0</td>
<td>50.0</td>
<td>-2.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Learners Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b. Providing the support you need to help you succeed at this college</td>
<td></td>
<td>2.88</td>
<td>2.99</td>
<td>-0.11</td>
<td>2.99</td>
<td>-0.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td></td>
<td>2.39</td>
<td>2.51</td>
<td>-0.12</td>
<td>2.53</td>
<td>-0.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9e. Providing the support you need to thrive socially</td>
<td></td>
<td>2.15</td>
<td>2.18</td>
<td>-0.03</td>
<td>2.17</td>
<td>-0.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9f. Providing the financial support you need to afford your education</td>
<td></td>
<td>2.55</td>
<td>2.58</td>
<td>-0.03</td>
<td>2.54</td>
<td>0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.1a. Academic advising/planning (frequency of use)</td>
<td></td>
<td>1.73</td>
<td>1.72</td>
<td>0.01</td>
<td>1.78</td>
<td>-0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.1b. Career counseling (frequency of use)</td>
<td></td>
<td>1.38</td>
<td>1.40</td>
<td>-0.02</td>
<td>1.43</td>
<td>-0.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCTCC experienced a decrease in overall financial ratios as measured by the Composite Financial Index (CFI) from FY2010 to FY2012. The data and individual measurements as compared to the recommended ratios by Strategic Financial Analysis for Higher Education indicates that while SCTCC’s financial measures illustrate a decline in the CFI, the college continues to demonstrate a financially sound position allowing for some protection against uncertain economic times and providing for some opportunities to invest in infrastructure expansion to support student academic and service enhancements as planned.

The Facilities Condition Index (FCI) represents the dollar value of deferred maintenance as a proportion of facility replacement value at the college. SCTCC’s pattern of low values illustrates the commitment and ongoing investment the college has made in the maintenance and improvement of the facility. Recent acquisitions of additional properties with aging infrastructure will add to deferred maintenance needs in the future.
Table 6.4 MnSCU Strategic Framework Performance Measures: Stewardship of Financial & Physical Resources

<table>
<thead>
<tr>
<th>Composite Financial Index (CFI)</th>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>3.41</td>
<td>4.25</td>
<td>4.82</td>
<td>4.3</td>
<td>3.91</td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>2.29</td>
<td>3.02</td>
<td>3.2</td>
<td>2.72</td>
<td>2.38</td>
</tr>
<tr>
<td>System</td>
<td>1.91</td>
<td>2.9</td>
<td>2.7</td>
<td>2.78</td>
<td>2.26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Condition Index (FCI)</th>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTCC</td>
<td>0.03</td>
<td>0.03</td>
<td>0.04</td>
<td>0.04</td>
<td>0.02</td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>0.11</td>
<td>0.11</td>
<td>0.12</td>
<td>0.12</td>
<td>0.11</td>
</tr>
<tr>
<td>System</td>
<td>0.11</td>
<td>0.11</td>
<td>0.11</td>
<td>0.11</td>
<td>0.11</td>
</tr>
</tbody>
</table>

6I1. Systematic Processes, Results and Improvements

In response to the low CCSSE Support for Learner results, SCTCC initiated several projects that have contributed to changes that enhance student experiences at SCTCC. The projects included: improvement and reengineering the Center for Academic Success; evaluation and creation of central and intrusive advising models; evaluation and improvement of the student admission; advising and registration processes; and use of GPS Lifeplan and Student Success Day to provide a value-added experience to students. Each of these projects continues to be assessed and adapted through the use of feedback surveys.

The student role in college decision making is outlined in MnSCU Policy 2.3 Student Involvement in Decision-Making. In short, the policy dictates that students have a role in the decision making process on issues impacting them through their recognized student government. The policy defines the two roles students may take on certain issues: consultation or review. The annual consultation with SCTCC Administration regarding tuition and fees for the upcoming year may be considered the most important. Upon completion of the consultation process the SCTCC Student Senate President corresponds directly to the MnSCU Chancellor describing the consultation process, including an appraisal and statement of satisfaction with the process, and the final decision. The Chancellor delivers the correspondence to the MnSCU Board of Trustees for action.

6I2. Selection of Targets and Processes for Improvement

The SCTCC Pillars support the overall mission and are built on the foundation of core values. This provides focus and alignment from the Annual College Work Plan, through departments and divisions, to individual professional development plans. Guiding principles for the Pillars include: Key measures within each priority define performance excellence; data is ample and appropriate for all functional areas and used to guide analysis and decision making; inter-connected communication platforms are prevalent to dialogue, plan, implement, and evaluate processes.

Development and ongoing utilization of SCTCC Pillars of Success. The SCTCC Pillars represent strategic priorities of the College that support our overall mission and values, including student success, community building, developing a skilled workforce, sustainability, and employee engagement. Each Pillar includes metrics that define performance excellence by focusing on accountability, data driven
decision making and assessment. These Pillars are aligned with the MnSCU Strategic Framework and are tied to the College Annual Work Plan through individual performance development plans.

The definition of the Pillar(s) and key measures related to Supporting Institutional Operations are detailed below.

**Sustainability**—SCTCC strives to create a culture of continuous improvement through increased transparency and consistency of SCTCC’s key performance indicators.

Key measures and performance indicators:

1. **CFI/FCI Measures:** The Composite Financial Index (CFI) is a measure of financial health that is a weighted composition of four financial measures: Primary Reserve Ration, Viability Ratio, Return on Net Assets, and Operation margin. The Facilities Conditions Index (FCI) reports the dollar amount of deferred maintenance as a proportion of facility replacement value at each college and university.

2. **Efficiency & Effectiveness:**
   a. **Net Tuition and fees** is the average resident tuition and fees net of grants and scholarships as a percentage of state median income. This is computed only for full-time, first-time degree/certificate seeking undergraduate students. This measure is reported for all colleges, all universities and the MnSCU system levels. The measure is not reported at the institution level; percent change in tuition and fees is reported for each college and university. (EDITORIAL NOTE: Commencing in FY2014, this measure changed to “Trajectory of Tuition and Fees,” defined as, annual dollar change from previous fiscal year in Board-approved tuition and require fees for full-time undergraduate students.)
   b. **Institutional Support Expenses:** Institutional support expense as a percent of total expenses.
   c. **Space Utilization:** Percent of available academic room time that is utilized for credit courses.
   d. **Instructional cost per FYE:** The ratio of the Actual to expected Value of the fully-allocated instructional expenditures per full-year equivalent enrollment (FYE).

3. **Enrollment:** The percentage change in enrollment measures the change in students enrolled in credit course during a fiscal year compared to the average for the three prior fiscal years.

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**Category 7 Measuring Effectiveness**

**Introduction**

The strategic priorities of Pillar 1- Student Success, Pillar 3 – Developing a Skilled Workforce, Pillar 4 – Sustainability and Pillar 5 – Engaging the Internal Workforce contribute to the continued improvement in Measuring Effectiveness at SCTCC.

The college’s system for collecting, measuring, examining and analyzing data has been improving and can be classified as **systematic**. This is a system where we are making improvements and is currently the focus of an active AQIP Action Project.

SCTCC embarked on an AQIP Action Project titled “SCTCC Institutional Effectiveness” to address gaps in evidence provided in our 2010 Systems Portfolio. The focus of these efforts was to collect data and
provide evidence that SCTCC is meeting the challenge of the expanded mission of a comprehensive technical and community college.

SCTCC has invested in many new ways of doing business; *Foundations of Excellence*, CCSSE, AQIP, Baldrige, and Appreciative Inquiry to enhance the operational functions of the college. The college strives to the standards of *High Performance Organizations* to integrate approaches that result in improving value to customers and stakeholders, contribute to organizational sustainability, improve overall effectiveness and capabilities, and foster organizational and professional learning.

SCTCC uses an Appreciative Inquiry process to help guide the organization in setting directions, making decisions, seeking future opportunities, and communicating decisions to our internal and external stakeholders. Appreciative Inquiry focuses on appreciating the accomplishments and the positive processes happening within the college. It engages the entire college community in an inclusive and participative manner to build on our successes. Standards of excellence are infused in the alignment of our processes, providing adequate resources, including new facilities such as the allied health building, library and bookstore expansions, remodel and expansion of the Medium/Heavy Truck and Auto Body shop and lab space, and ensuring an open environment for change. The college identifies and creates action plans that incorporate all planning structures to provide a future focus as the “college of the community.”

### 7P1. Managing Information for Programs and Services

The management and distribution of data and performance measures is handled differently based on operational and/or strategic level decision-making. For example, data that is to be used at the academic division level would include class fill rates, faculty loads and overload, faculty evaluations and student feedback, and the instructional cost study which measures and compares SCTCC’s programs with other MnSCU colleges. For the student affairs service functions, measures might include enrollment trends and changing student demographics, such as the increase of part-time students, and the increased need for tutoring.

At the strategic or executive level, data to be examined would be measures that affect the college as a whole, such as infrastructure decisions, financial decisions, and decisions central to the academic mission of the college.

Examples of systematic collection and use of data to inform decisions include:

1. Biannual CCSSE Surveys are used to identify student perspective of engagement. Information from the 2009 & 2011 CCSSE surveys and data from the *Foundations of Excellence* surveys prompted SCTCC to review the academic advising process, initiate an AQIP Action Project and implement a new model. The new model was utilized for orientation and registration for new students entering Fall 2013. In addition to a revised orientation registration program for incoming students, all SCTCC students will have access to the central Academic Advising Center. The Academic Advising Center allows students access to academic advisors on a walk-in or by appointment basis.

2. The *SCTCC Fact Book* is updated annually to include the most current data for college-level information including Enrollment Trends, Student Demographics and Academic Profiles, Academic Progress and Degrees Earned, Financial Aid Data, and Regional Population and Employment. This publication is the primary source of summary data available to the college and greater community.
3. The Strategic work plan for the Minnesota State Colleges and Universities system serves as the guiding document for the College Annual Work Plan. This document is created at the Executive Leadership level with input from working groups. This strategic document then drives the goals for each functional unit.

4. Recent (Spring 2013) changes at the system level have resulted in the identification of 22 key measures arranged under the following categories: 1. Quality of Graduates, 2. Student Success, 3. Affordability, 4. Diversity, 5. Meet Workforce and Community Needs, 6. Efficient Use of Resources, 7. Stewardship of Financial and Physical Resources, 8. Development of New Resources, and 9. Collective Success of MnSCU in Serving State and Region. The measures and supporting data set the system priorities which are then used by colleges to set strategic benchmarks and stretch goals. The performance of the MnSCU System and individual institutions, including SCTCC, are available for public review through the Minnesota State Colleges and Universities Board of Trustees Accountability Dashboard which is maintained by the Reporting and Data Service office of the system. Figure 13 lists the system measures which provide comparable data for all MnSCU colleges and universities.

<table>
<thead>
<tr>
<th>Goal 1: Provide Access to Extraordinary Education for All Minnesotans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area: Quality of Graduates</td>
</tr>
<tr>
<td>1.1. Program Learning Outcomes</td>
</tr>
<tr>
<td>1.2. Licensure Exam Pass Rates</td>
</tr>
<tr>
<td>1.3. Learning Assessment</td>
</tr>
<tr>
<td>Area: Student Success</td>
</tr>
<tr>
<td>1.4. Student Persistence and Completion</td>
</tr>
<tr>
<td>1.5. Completion Rate (Time to Degree)</td>
</tr>
<tr>
<td>Area: Affordability</td>
</tr>
<tr>
<td>1.6.A. Affordability – Net Tuition and Fees</td>
</tr>
<tr>
<td>1.6.B. Affordability – Trajectory of Tuition and Fees</td>
</tr>
<tr>
<td>Area: Diversity</td>
</tr>
<tr>
<td>1.7. Employee Diversity</td>
</tr>
<tr>
<td>1.8. Student Diversity</td>
</tr>
<tr>
<td>1.9.A. Student Success of Diverse Populations</td>
</tr>
<tr>
<td>1.9.B. Completion Rate for Diverse Populations</td>
</tr>
<tr>
<td>1.10. Campus Climate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Be the Partner of Choice to Meet Workforce and Community Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Certificates and Degrees Awarded</td>
</tr>
<tr>
<td>2.2. Related Employment of Graduates</td>
</tr>
<tr>
<td>2.3. Align Academic Programs with Workforce Needs</td>
</tr>
<tr>
<td>2.4. Customized Training/Continuing Education Enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3: Provide Highest value / Most Cost-Effective Higher Education Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area: Efficient Use of Resources</td>
</tr>
<tr>
<td>3.1. Institutional Support</td>
</tr>
<tr>
<td>Area: Steward Financial and Physical Resources</td>
</tr>
<tr>
<td>3.2. Composite Financial Index (CFI)</td>
</tr>
<tr>
<td>3.3. Reserve Ratio</td>
</tr>
<tr>
<td>3.4. Facilities Condition Index (FCI)</td>
</tr>
</tbody>
</table>
Area: Develop New Resources
3.5. Private Giving
3.6. Grants
3.7. Customized Training & Continuing Education Revenue

Goal 4: Collective Success of the MnSCU System in Serving the State and Regions
4.1.A. Transfer Credits Accepted: Receiving Institutions
4.1.B. Transfer Credits Accepted: Sending Institutions
4.2. Curricular Collaboration
4.3. System Market Share of Awards Conferred
4.4. System Share of Higher Education Enrollment

Figure 13 MnSCU Strategic Framework Performance Measures

Figure 14 provides a at-a-glance comparison among the colleges within MnSCU based on the MnSCU Strategic Plan (2008-2013). As illustrated in the following figure, SCTCC meets or exceeds expectations in all but two categories: Tuition and Fees and Persistence and Completion. Therefore, one of the strategic goals for SCTCC is to increase retention by 2% in AY2014.

Figure 14 MnSCU Accountability Dashboard Quick Look

7P2. Managing Information for Planning

Much of the data collection and dissemination is designated by the system office (MnSCU) via Management Reports, the Instructional Cost Study, and preparation of data for submission to IPEDS. Each of these reports and data repositories provide a starting point for analysis or identification of activities and/or programs that require a more in depth review for planning and improvement purposes.
SCTCC has many performance measures; Figure 15 demonstrates the value of aligning the measures to avoid duplication and to provide clarity.

<table>
<thead>
<tr>
<th><strong>SCTCC PILLARS AND KEY MEASURES</strong></th>
<th><strong>MNSCU STRATEGIC FRAMEWORK &amp; PERFORMANCE MEASURES</strong></th>
<th><strong>AQIP CATEGORIES</strong></th>
</tr>
</thead>
</table>
| **1-Student Success** — SCTCC’s commitment to student success is in all aspects of the college from inquiry to alumni engagement. We will approach this commitment by identifying and increasing college readiness. | Ensure access to an extraordinary education for all Minnesotans  
Our faculty and staff will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota’s economy.  
We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers. | AQIP Category One: Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie the institution’s credit and non-credit programs and courses and on the processes required to support them. |
| **Key measures and performance indicators:** | **Student Success: Student Persistence and Completion**  
**Student Success: Completion Rate**  
**Diversity: Student Success—Students of Color**  
**Diversity: Completion Rate—Students of Color** | AQIP Category Three: Understanding Students’ and Other Stakeholders’ Needs Examines how the institution works actively to understand student and other stakeholder needs. |
| **Persistence/Completion Rates:** The student persistence and completion rate is the percentage of students who have graduated from or been retained at the same institution or who transferred to another institution. Retention, graduation and transfer are measured as of the second fall. Graduation rate (the proportion of students earning an academic award) is measured as of the third spring. | Related Employment of Graduates | AQIP Category Seven: Measuring Effectiveness Examines how the institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement. |
| **Placement Rates:** The percentage of graduates in a fiscal year who report that they were employed the year after graduation in jobs that were related to their program or major. | | |
| **Persistence/Retention:** Retention rates commonly measure the percentage of freshmen that re-enroll the next academic year as sophomores. Retention rates are perceived as indicators of academic quality and student success. | Student Success: Student Persistence and Completion | |

Category 7 Measuring Effectiveness 97
### 7P3. Determining Information System Needs

The current AQIP Action Project for Institutional Effectiveness poses the challenge to select data that is most relevant to the current environment which can be systematized for dissemination and discussion across the campus for benchmarking purposes. This maintains continuity and application of the identified measures; drives development of departmental measures that tie to larger measures for the college and the system. SCTCC’s need to establish an institutionalized data set that is regularly disbursed, evaluated, and used in decision-making is an ongoing priority.

### 7P4. Analyzing and Distributing Organizational Level Data

The data provided from the MnSCU Strategic Framework Performance Measures populates the MnSCU Accountability Dashboard which is available to the public to view the performance of individual institutions. The MnSCU performance measures are provided for the college with accompanying aggregate information for all MnSCU Colleges allowing for broad comparisons. The MnSCU performance results are shared annually with the College through regular meetings and work groups. The college’s performance is included as a portion of the annual performance review for our College President.

SCTCC is continuing to develop local measures and reporting protocols to provide disaggregated data to allow for focused interventions that will improve overall performance; this work is ongoing as part of the Institutional Effectiveness Action Project.

College performance reports regarding enrollment, fiscal conditions, and academic progress are part of a regular reporting cycle for Executive Leadership and Faculty Shared Governance to assess the overall college performance, trends, progress for current periods and plans for improvement.

### 7P5. Benchmarking Data

The primary comparative group for SCTCC is the other colleges within the MnSCU System. The System IR staff provides aggregate data for comparison among these colleges with respect to each of the performance measures established by the system.

Higher Education comparative groups can be accessed via IPEDS and nationally normed data such as CCSSE, TechQual and PACE; SCTCC identifies comparable institutions based on the following criteria: enrollment profile, Carnegie classification, mission, inventory of instructional programs and
accreditation.

**7P6. Aligning Information Analysis with Organizational Goals**

The college has designated the MnSCU Strategic Framework Performance Measures as the overarching metrics to determine success of the College’s operational and tactical plans for all departments. SCTCC is currently developing key measures related to the SCTCC Pillars to measure performance in achieving goals that are not specifically addressed by the macro-level performance measures established by MnSCU. Executive Leadership and the college-wide community are instrumental in the alignment of department operational management and reporting to support the overall college goals and objectives.

This is one example of the analysis of data and how that data is shared throughout the college community. Recently, Chancellor Rosenstone challenged the MnSCU President’s Council to analyze and ultimately improve the success of students of color in all MnSCU colleges and universities. President Helens posed several questions to the Executive Leadership team: What has SCTCC done and what are we currently doing to improve persistence and completion of students of color? Secondly, what initiatives are showing promise with early improvements? We pulled data from many areas within the college, such as Academic Advising, Enrollment Services, TRIO, our Connections program with St. Cloud State and compared our success with other MnSCU colleges. Some of the findings are:

- The Connections program has seen an increase in students of color from 16% in 2011 to 27.2% in 2013. The Improvement to that program based on the increase in diversity has been the addition of a multi-cultural advisor assigned to the program.
- When the Accountability Dashboard was overlaid with SCTCC’s numbers, some volatility was noted. We recognize that we have seen a steady increase in students transferring from other institutions. The improvement at the departmental level has been to develop advising sessions specifically for transfer students.
- Initiatives that we are currently doing: Used our All College Day during Spring 2014 to focus on retention with an upcoming AQIP action project being developed.
- An improvement showing early promise for student retention is our Starfish, Early Alert System. As stated earlier, students on warning status declined during the fall semester after we started using Starfish.
- Improvements in the retention of students of color is documented through support from our Academic Advising Center and our Center for Academic Support (tutoring).

**7P7. Ensuring Effectiveness of Information Systems**

The Minnesota State Colleges and Universities System Office establishes and hosts the databases which are utilized for collecting student records, financial data, reporting data, and security information. The System Office in coordination with the CIOs at the member institutions, develop and implement security policies and protocols which must be followed by all institutions within the system.

In addition to MnSCU stated policies and procedures, SCTCC implements security policies and manages roles and permissions for network access. Significant training of new employees helps to ensure data integrity.
7R1. Measures of Effectiveness

St. Cloud Technical and Community College places priority on effective and reliable information and knowledge management systems. SCTCC is part of the MnSCU system and as such realizes the benefit of having several of the key knowledge management systems centrally hosted and maintained by highly specialized IT staff. Some examples of this are the ISRS CRM/ERP system, The Desire2Learn online learning system, and the Dean Evans event management system. Two truly mission critical systems (ISRS and D2L) are centrally located at the MnSCU system office in St. Paul. These systems are also duplicated at a secondary data center in the event that the first data center is compromised. The systems are monitored on a 24/7 basis by system office staff. Disaster recovery tests are regularly performed and failovers are tested in the event that they are needed. SCTCC, along with the other MnSCU campuses, also follow and comply with system-wide technology standards developed using current best practices in the IT industry.

SCTCC also has locally hosted information and knowledge management systems. SCTCC IT staff is continually monitoring performance metrics of both servers and the network via logs and reports produced by our software systems. Just a few examples of these reports are Google Analytics for the web, SNMP logging, VMWare management software indicating server health, Cisco reporting tools for network devices, and the N-Circle device reports. These reports allow us to detect attempted intrusions, troubleshoot connectivity issues, spot client or server problems, detect viruses and to assist with planning for any needed expansions or reductions as we are able detect usage statistics for devices.

SCTCC has placed an emphasis on preventing and detecting network intrusions. We use a hardware device on our network to constantly scan everything connected to our network for risks. The IT department receives regular daily, weekly and monthly reports which are shared with system office IT security experts who can advise our network analyst and other IT staff on best possible steps to secure our systems. We have had a security audit by security professionals and will have another in the next 1-2 years.

Finally, the staff, faculty and students at SCTCC have been surveyed the last two consecutive years using the national TechQual survey. [https://www.techqual.org/]This survey consists of multiple IT service outcomes grouped together into three distinct core commitments expected by faculty, students, and staff. These core commitments are (1) Connectivity and Access, (2) Technology and Collaboration Services, (3) Support and Training.

7R2. Performance for Measuring Effectiveness

The external audit of the SCTCC knowledge and information systems deemed that the processes and policies in place are effective in protecting data systems. However, the audit process revealed several deficiencies that led to several changes in procedures such as implementing a screen lock on computers after a period of non-use and the implementation of a PCI network island for our college bookstore to protect credit card information. Constant vigilance is required when dealing with sensitive information systems so comprehensive system audits, report and log monitoring will be a continuous process.

With regard to our primary users (Faculty, Staff and Students) and the TechQual Survey SCTCC performed above minimum expected levels on all measures. Compared to Peers, SCTCC did very well. Peers scored below the minimum expected levels on all but 3 measures. SCTCC actual/perceived
performance scores were higher than the Peer Group on all measures. All SCTCC measures landed between minimum and optimum performance scores. However, the Peer Group fell short of minimum service expectation on 10 of 13 measures.

The SCTCC IT department has used the results gathered from this survey to make many important improvements and refinements to our IT services. Some examples of these changes include improvements to our wireless infrastructure, updates to classroom technology and a training program for faculty to make better use of classroom technology, improved service and processes in the helpdesk area such as a new check-in and check-out procedure and better tracking for customer requests. IT staff cleared up a slow login issue that students reported in one of labs that was reported by several respondents in the survey. We have increased the amount of communication and the ways we communicate IT issues such as service outages. We now send notices via email, the college Facebook page, D2L and Twitter. The survey results have helped inform our decision-making in the IT department to improve services to our customers.

Focusing more broadly on our systems for collection, analysis, distribution and use of data, the evidence of effectiveness is demonstrated by the MnSCU Management Reports and Dashboards that allow St. Cloud Technical and Community College to measure progress toward goals established by the Board of Trustees and System Chancellor. These reports also allow SCTCC to compare its effectiveness using the metrics in the reports against peers within the MnSCU system. The Dashboard is web-based and available to the general public. Further evidence of our effectiveness with data storage and retrieval is that we have the ability to submit all required reports in a timely and effective fashion.

7R3. Comparison to Other Institutions of Higher Education

Strategic Framework Performance Measures compiled and distributed by the MnSCU system office are used as a comparative benchmark with other MnSCU colleges. The MnSCU Office of Research, Planning and Policy has developed system-wide targets for each of the 24 two-year colleges over a five-year timespan. Targets have been set based on the college’s previous performance over the last six years and expected values generated from statistical regression models developed by Research, Planning and Policy. The availability of this data set readily allows for comparison among system colleges.

The availability of data allows SCTCC to evaluate its performance to determine if there is an overriding trend for all colleges and the system or if there is a matter that requires local attention due to SCTCC’s performance not displaying similar patterns.

Figure 16 is a chart that displays comparative performance lines for Student Persistence and Completion. Overall a declining trend can be identified between Fall 2008 and Fall 2010, however, where the MnSCU colleges and the system began an upward change; SCTCC had a significant drop in the measure. This information provided grounds for SCTCC to set a goal to increase student retention by 2% for AY2014.

The most current data shows that there has been a marked improvement in the retention of students who entered as first-time, full-time students Fall 2012. The retention rate of the Fall 2012 Cohort to the second fall term was 52.7%; this is a turnaround from the decreasing trend 54.7%, 52.3%, 49.3% from the prior cohorts entering 2009, 2010, and 2011 respectively. The overall success rate (defined as
retention, transfer, or graduation) of the 2012 cohort has also seen an improvement to 71.9% up from 65.4% success rate of the 2011 cohort.

Figure 16 Student Persistence and Completion: MnSCU Comparison Chart

Figure 17 Instructional Cost Per FYE: MnSCU Comparison Chart

Figure 17 demonstrates that the Instructional Cost for MnSCU Colleges is static. However, SCTCC saw a
marked increase in enrollment during 2009 which showed a significant decline in instructional costs.

**711. Systematic Processes, Results and Improvements**

SCTCC at both the operational and strategic level is continuing to improve our use of data for analysis and decision-making. An example of improved processes is the development systematic direct performance measures that link to the College’s Work Plan and tie to departmental operational and tactical plans along with a greater level of transparency.

**712. Selection of Targets and Processes for Improvement**

There is leadership support for improving the College’s use of data in decision making; the college is devoting resources to build capacity around data use through technology upgrades, training and professional and organizational development.

The college leadership is more clearly communicating the college goals and alignment to strategic plans through the SCTCC Pillars and MnSCU Strategic Framework and Accountability Dashboards. SCTCC continues to nurture a culture of quality improvement.

The College is continually expanding the use of Academic Quality Improvement Processes in all aspects of its operation to encourage a culture of data-driven collaboration and evidence-based decision-making and to incorporate the Principals of High Performing Organizations: a) Fact-finding, b) Broad-based Involvement and c) Leadership Support. Some examples include greater alignment of the College’s mission, vision and values to MnSCU’s Strategic Framework Performance Measures and outreach to internal and external community stakeholders in making decisions.

SCTCC continues to value and model continuous improvement. Every year SCTCC’s President selects a team of faculty, staff and administrators to attend CQIN. This team is charged with bringing back ideas to implement and share with the college community. Many years these ideas have engendered broad conversations and often presentations for our fall in-service meetings.

**Category 8 – Planning Continuous Improvement**

**Introduction**

All five SCTCC Pillars are included in Planning Continuous Improvement

The planning processes at SCTCC are developed to support the overall vision and strategies of Minnesota State Colleges and University System (MnSCU), while focusing on the unique opportunities and obligations of the institution and its constituents. Commencing in November 2012, MnSCU developed “Charting the Future for a Prosperous Minnesota,” as the Strategic Framework for the colleges and universities. This framework is based on six recommendations to increase access, affordability, excellence, and service by forging deeper collaborations among our colleges and universities to maximize our collective strengths, resources, and the talents of our faculty and staff. With respect to “Charting the Future” SCTCC has implemented goals, objectives and strategies that will contribute to the achievement of the strategic initiatives of the system, while assuring the enduring identity of SCTCC.
SCTCC utilizes an integrated planning process beginning with the College’s Annual Work Plan which is tied to the MnSCU Strategic Framework of Performance Measures, departmental unit work plans and goals are focused to align all operational plans to the work plan. Annual resource planning is conducted to align annual department goal setting to the College’s Strategic Goals, Mission, Vision and values. The process enhances dialogue regarding the allocation of resources across college departments. Planning processes are managed by the College’s Executive Leadership team in conjunction with deans, directors and managers from all departments. The maturity of SCTCC’s continuous improvement and planning processes are aligned as SCTCC’s goals and strategies are developed with an unwavering focus on continuous improvement.

The planning process also provides a means to gather stakeholder feedback to inform changes in strategies that may be needed. The use of the MnSCU Strategic Framework measures as aligned to the Annual Work Plan allows for integration of these metrics into departmental action plans. The metrics provide an assessment of the overall college performance and informs the development of new strategies and budgeting reallocation through the Annual Work Plan. The Annual Work Plan is monitored for continuous improvement to determine which initiatives have worked and where opportunities for improvement exist. The sole purpose of an integrated planning process and the alignment of the work plans is to meet and exceed the internal and external stakeholder’s needs.

8P1. Key Planning Processes

During the 2007-2008 academic year, SCTCC’s faculty and administration agreed to an additional duty day: Our Quality Day. This commitment by the College clearly documents SCTCC’s dedication to continuous improvement.

Each year, SCTCC comes together to celebrate our accomplishments (Appreciative Inquiry) and to plan for the future. Our planning/continuous improvement day is now called All College Day. The college is closed on this day and all staff come together for a joint purpose. In 2013-14, the All College Day was focused on student persistence and retention. Many ideas were generated on that day; ideas that will be incorporated into not only retention efforts but also incorporated into the College Work Plan and used for development of an upcoming AQIP Action Project.

In addition to our All College Day, each year SCTCC completes its annual Work Plan for the system office. This annual work plan helps to drive other major plans completed by operational units. The administrators responsible for each of the following plans are members of the Executive Leadership team who are actively involved in the development of the College’s Work Plan.

- Facilities Master Plan (Chief Financial Officer)
- Master Academic Plan (Chief Academic Officer)
- Diversity Plan (Chief Student Affairs Officer)
- Personnel Plan (Human Resources Director)
- Technology Plan (Chief Information Officer)

The long-range strategic plan used by SCTCC is provided by the system office for all MnSCU colleges to follow. At a system level, SCTCC and all MnSCU colleges are being challenged to look to the future. As Chancellor Rosenstone states, “The academic programs of the Minnesota State Colleges and Universities should prepare graduates for work, life, and citizenship. Academic programs should create graduates who are creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships. Graduates should be able to lead their professions and
adapt to the multiple careers they will have over their lifetimes. Graduates should have the ability to think independently and critically; be able to resourcefully apply knowledge to new problems; proactively expect the unexpected, embrace change, and be comfortable with the ambiguities; and be able to communicate and work effectively across cultural and geographic boundaries.”

MnSCU’s “Charting the Future for a Prosperous Minnesota,” will be the strategic driver for all MnSCU colleges and universities. All SCTCC’s future planning efforts will center around this long-term strategic initiative. SCTCC’s Work Plan will connect to the strategic framework measures to meet the guidelines of Charting the Future and will also drive the division and department tactical/operational plans.

8P2. Selecting Short and Long Term Strategies

SCTCC’s mission, vision, and Pillars are aligned with Charting the Future and MnSCU’s Strategic Framework clearly define our long-term strategies. However, selection of short-term strategies and operational/tactical action projects are often selected based on student and stakeholders needs.

One example for selection of a strategy that drives functional action and change in day-to-day operations is SCTCC’s strategy to improve developmental education. This has become a national issue as well as a concern for the college community and students at SCTCC and has been intensified by the need to shorten the pathway to completion for students. SCTCC is currently developing a Reading Bridge Program. Students will take an intensive, non-credit program to improve basic reading skills with the goals of improving their placement scores and skipping one level of developmental education. The second goal we have set is to pair our second level of developmental reading and writing with college level courses and to require a College Success course for additional skill building in such areas as test-taking and time management.

This example moves from the vision to improve developmental education to the operational level where action can take place and measures for success defined. The tactical, short-term strategies help to raise the issues and potential conflicts toward goal attainment. The actions can then be refined and assessment continues as we move toward the goal.

8P3. Developing Key Action Plans

Some key action plans support organizational strategies and are a repetitive process such as, our budget meetings and our Space Network Committee. Our functional unit budgeting process consists of fall budget meetings, which are held to reallocate funds during the fall semester after budgets have been loaded. For example, in an academic division budget meeting are held with the Chief Financial Officer, Chief Academic Officer, Human Resources Director (to provide staffing information) and the Academic Dean responsible for that division. Careful considerations are made for upcoming needs and possible reallocation if there are additional funds in a cost center. Budget meetings are again held in the spring semester to adjust budgets but to also set the budget requests for the next academic year with projection made for anticipated expenditure increases and changes in staffing.

Our Space Network brings together faculty, staff, and administration to determine distribution of available equipment monies. Each academic dean or supervisor discusses requests form faculty and/or staff and helps to set the priority within their division. The full committee discusses the priorities with safety needs always the first consideration. Voting occurs and a consensus is reached as to the priorities
for distribution of current equipment monies as well as priorities for future equipment needs.

Other action plans are developed based on current needs of student and/or other stakeholders. To be inclusive of all stakeholders, the strategies (long- and short-term) include representatives from various constituent groups: students, faculty, staff, administration, employers, and foundation board members. These representatives are key to aligning the College’s direction and progress with the expectations and future needs of these stakeholders.


A system of formal and informal procedures is in place to support communication and coordination of plan development among the college departments and divisions. Plans and initiatives are aligned to the SCTCC Pillars and MnSCU Strategic Framework. Regular departmental meetings, All College Day and in-service events provide opportunities to communicate plans, gather input on new initiatives and share successes.

With a clear set of over-arching goals embodied in the Pillars, SCTCC is shaping the culture and practices to support data-informed decisions and aligned strategies throughout the college. This empowers departments and divisions to address issues and concerns closest to their origin while aligning proposals to college goals.

8P5. Defining Objectives, Measures and Performance Targets

Institutionally, strategic goals, operational and tactical plans and the college work plan objectives are strongly influenced by the priorities, measures and targets identified in the MnSCU Strategic Framework. College level goals and action plans align multiple stakeholders’ needs with its strategic priorities. The goals are reviewed annually by the College Executive Leadership in conjunction with the development of the Annual Work Plan. Department/Division work plans, targets and measures are developed at the department/division level to contribute to the overall performance of the college.

The MnSCU Strategic Framework Performance Measures define performance targets and benchmarks for the college strategic goals. The priorities under each goal have specific measures that roll-up to impact the system defined measure. Not all strategies will have a one-to-one correspondence, but measures for strategies are created with attention to what is appropriate to that strategy and relationship to the goal. Alignment of the College priorities to the MnSCU Strategic Measures is illustrated by the following table.

Table 8.1 Alignment of SCTCC Pillars to MnSCU Strategic Performance Measures

<table>
<thead>
<tr>
<th>SCTCC Pillar</th>
<th>MnSCU Strategic Performance Measure(s)</th>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Student Success — SCTCC’s commitment to student success is central in all aspects of the college from inquiry to alumni engagement.</td>
<td>Student Persistence and Completion</td>
<td>71.9%</td>
<td>65.4%</td>
</tr>
<tr>
<td></td>
<td>Completion Rate</td>
<td>53.7%</td>
<td>51.3%</td>
</tr>
<tr>
<td></td>
<td>Success rate — Students of Color</td>
<td>0.85</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td>Completion Rate — Students of Color</td>
<td>0.78</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>Related Employment of Graduates</td>
<td>96.5%</td>
<td>94.5%</td>
</tr>
</tbody>
</table>
## SCTCC Pillar

<table>
<thead>
<tr>
<th>MnSCU Strategic Performance Measure(s)</th>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Diversity Climate</td>
<td>13.4</td>
<td>13.1</td>
</tr>
<tr>
<td>Licensure Exam Pass Rate</td>
<td>94.1%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

### 2-Community Building

SCTCC is proud of its long standing history with the region and is committed to strengthening our community beyond providing a skilled workforce by enhancing its presence and engaging with the community it serves.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Giving</td>
<td>$0.71</td>
<td>$0.99</td>
</tr>
<tr>
<td>Grants ($mill)</td>
<td>$0.717</td>
<td>$0.709</td>
</tr>
<tr>
<td>CTCE Revenues ($mill)</td>
<td>$1.353</td>
<td>$1.463</td>
</tr>
</tbody>
</table>

### 3-Developing a Skilled Workforce

SCTCC strives to thoughtfully and effectively respond to the ever-changing needs of our region by ensuring students are workforce and transfer ready.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customized Training/Continuing Education Enrollment</td>
<td>4,823</td>
<td>5,465</td>
</tr>
<tr>
<td>Certificates and Degrees Awarded</td>
<td>1,063</td>
<td>933</td>
</tr>
</tbody>
</table>

### 4-Sustainability

SCTCC strives to create a culture of continuous improvement through increased transparency and consistency of SCTCC’s key performance indicators.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite Financial Index (CFI)</td>
<td>3.91</td>
<td>4.30</td>
</tr>
<tr>
<td>Financial Conditions Index (FCI)</td>
<td>0.02</td>
<td>0.04</td>
</tr>
<tr>
<td>Trajectory of Tuition and Fees</td>
<td>$8</td>
<td>$144</td>
</tr>
<tr>
<td>Institutional Support Expenses</td>
<td>8.7%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Space Utilization</td>
<td>75.6%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Instructional Cost per FYE</td>
<td>1.01</td>
<td>0.95</td>
</tr>
</tbody>
</table>

### 5-Employee Engagement

SCTCC values an engaged, effective team that is committed to delivering “Education that Works” in an environment built on collegiality, collaboration, celebration, and continuous improvement.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity-Employees of Color</td>
<td>3.4%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>


SCTCC assesses financial, human and capital resources through preparation and presentation of an annual Trends & Highlights report for the MnSCU Board of Trustees. Trends and Highlights identify opportunities and challenges that exist currently and are anticipated in the future; through this process SCTCC also reports on the strategies that are deployed. With regard to Human Resources, SCTCC has identifies the need to hire more academic professional staff, tutors and advisors, to provide academic and support services to students through the budgeting process, see 8P3. SCTCC anticipates continued growth in professional level positions which will be offset by reductions in clerical staff. This change is taking place through attrition and adjustments to work processes.

Fiscal planning timelines are aligned to correspond to the Minnesota State biennium. MnSCU Policy 5.9 Biennial and Annual Operating Budget Planning and Approval guides local financial planning activities. The Office of the MnSCU Chancellor develops a system-wide biennal operating budget appropriation request for submission to the governor and the state legislature after consultation with constituency groups, which must be approved by the Board of Trustees. The system office provides a financial outlook and issues guidelines for preparation of an operating budget to be developed by each college or university. The colleges, universities and system office prepare balanced budgets consistent with Board
policies and system procedures. The Board approves the system wide annual operating budget. The College President is responsible for monitoring the college budget to ensure accuracy and a balanced budget. The College budget development is subject to student consultation requirements as defined by Board Policy 2.3 Student Involvement in Decision Making.

Per Board Procedure 1A.2.2 Delegation of Authority, the College President is accountable for assuring proper delegation of authority to employees of the institution. Delegation of authority is limited in both scope and number. Ongoing compliance with applicable statutes, rules and board policies is required. State law prohibits person who receive delegation of authority from incurring obligations which result in the system office or institution exceeding its fiscal year allocation. SCTCC complies with this procedure.

**8P7. Assessing and Addressing Risk**

College leadership under the guidance of the Vice President of Administrative Services assesses risk throughout the planning process. The College conducts environmental scans and regularly collects information feedback from its external stakeholders to determine trends, risks and opportunities. When actions, strategies and/or results are deemed to be incompatible with the college’s mission, goal, costs and resources; leaders strategize to realign action plans or identify alternatives that are both cost-effective and supportive of the college mission.

The college assesses its risks as part of its planning process. To support the System, Colleges, and Universities to accomplish objectives through evaluation and improvement of risk management, internal control and governance process, the Office of Internal Audit is maintained by the System. Internal auditing activities are conducted in compliance with MnSCU Board Policy & Procedure 1D.1, International Standards for Professional Practice of Internal Auditors and the Institute of Internal Auditors’ Code of Ethics. Annually, an audit plan is presented to the Audit Committee based on a system-wide audit risk assessment.

**8P8. Developing Capabilities to Address Changing Requirements**

A portion of the employee performance review process is tied to the college strategic plan and key priorities. The review forms are designed to align employee performance and goals directly with the college’s key priorities. Professional development planning is included in the evaluation process for all employees; employees and their supervisors discuss development opportunities for individuals to improve performance, expand knowledge, and prepare for advancement. The college allocates financial resources to support both staff and faculty professional development.

Minnesota State Colleges and Universities master agreement with the faculty includes a provision that each college will allocate faculty development funds at the rate of $250 per each full-time equivalent faculty position at the college during the academic year. These funds are to be used to support the professional development of the faculty, the development needs of the academic departments or areas, and the planned instructional priorities of the college. This process allows for discussion between the academic dean and faculty to identify the key educational priorities that meet faculty and college goals.

**8R1. Measures of Planning Continuous Improvement**

SCTCC assesses the effectiveness of planning systems by monitoring the progress toward goals through
on-demand, up-to-date management, enrollment and cost reports. These reports inform college leadership of pending shortfalls in performance which allow for adjustment of goals and allocation of resources to improve the performance.

**8R2. Performance for Planning Continuous Improvement**

Measures are established for organizational strategies and action plans as they are developed. These are specific measures related to intended project outcomes. For example, SCTCC implemented a strategic initiative to provide outstanding service to returning veterans; this initiative had several objectives with distinct results.

**Table 8.2 Veteran Services Initiative**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Plans</th>
<th>Performance Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Enrollment Days</td>
<td>Waive application fee, schedule regular dedicated days for Veterans to explore college offerings, provide pre-enrollment information and counseling</td>
<td>SCTCC set aside the 1st Friday of each month commencing October 2013, to provide college and career exploration for veterans. Veterans Days @ SCTCC Attendance varied from month to month, 1-6 veterans were served at each session.</td>
</tr>
<tr>
<td>Credit for Prior Learning for Military Occupations</td>
<td>All SCTCC Faculty will review ACE credit recommendations for military occupations</td>
<td>50 individual courses recommended for credit, related to 1,770 Military Occupations with an overall result of 2,751 course credit recommendations</td>
</tr>
<tr>
<td>Enhance “Military Friendly” status.</td>
<td>Pursue designations as 1)Yellow Ribbon Organization and 2) Best for Vets College status through the Military Times</td>
<td>Charged a steering committee to • submit applications to achieve designation • Implement services to support veterans. • develop a community partnership utilizing new expanded center serving veterans, active service members and their families</td>
</tr>
</tbody>
</table>

**8R3. Projections and Targets for Future Performance**

The MnSCU Strategic Framework Performance Measures and the Institutional Profile comparison provided by the System Office to all MnSCU colleges allow for the comparison of SCTCC with its peers in the state on a common set of metrics. These metrics allow for the comparison of how well we are meeting the System’s and the College’s goals, but they are not direct measures or comparison with the planning processes of peer institutions. The planning processes are unique to each institution.

Each of the MnSCU Strategic Framework Performance Measures has a desired trajectory of growth established by the MnSCU Report and Data Services office in consultation with college presidents and institutional research personnel. The goal-setting methodologies included regression analysis, fixed percentage or numeric change, and other validated models. The College’s plans use those targets for
strategic planning and actions. SCTCC uses a graphic overlay of the MnSCu Performance Measures to compare SCTCC’s performance to MnSCU Colleges and the System; the charts also include the projected 5 year goals. Examples of the charts for Student Persistence and Completion, and Space Utilization are shown below:

![Student Persistence and Completion](image1)

<table>
<thead>
<tr>
<th>Cohort Entering Term</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>75.8%</td>
<td>76.5%</td>
<td>76.3%</td>
<td>77.8%</td>
<td>75.3%</td>
<td>74.2%</td>
<td>74.4%</td>
<td>74.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MnSCU Colleges</td>
<td>69.9%</td>
<td>70.6%</td>
<td>70.2%</td>
<td>72.2%</td>
<td>69.6%</td>
<td>67.7%</td>
<td>67.7%</td>
<td>68.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCTCC</td>
<td>70.8%</td>
<td>73.6%</td>
<td>72.1%</td>
<td>71.8%</td>
<td>72.3%</td>
<td>67.8%</td>
<td>65.4%</td>
<td>71.9%</td>
<td>68.5%</td>
<td>69.6%</td>
<td>71.0%</td>
</tr>
<tr>
<td>SCTCC Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68.5%</td>
<td>69.6%</td>
<td>71.0%</td>
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Figure 18 Student Persistence & Completion Performance and Goals

![Space Utilization](image2)

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<td>72.3%</td>
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Figure 19 Space Utilization and Goals
8R4. Comparison to Other Institutions of Higher Education

MnSCU “Trends and Highlights” meetings are a fiscal year discussion that includes the College President, the CFO, and the CAO, plus people from other areas based on each year’s agenda items. Three to six MnSCU colleges participate in each meeting; trends and highlight information is used to trigger good discussion regarding a wide variety of pertinent topics including the many challenges and accomplishments that the campuses face on a daily basis as we strive to give students the best education possible. This is an opportunity for candid discussion and to compare ideas among the colleges’ presidents, CFOs and others.

Trends and Highlights meetings are scheduled by the Finance division of MnSCU for the stated purpose to 1) establish individual benchmarks by institution to assess financial health, 2) develop a common understanding of the measures themselves, including the economic factors most prone to produce significant positive or negative change, and 3) link college strategic and programmatic planning to financial health.

SCTCC is included in the consolidated financial statements and audit of Minnesota Colleges and Universities. The Trends and Highlights financial information provides disaggregated information regarding the financial performance of SCTCC on four measures: Full Year Equivalent Student Data, Capital Assets—Investment, Age and Maintenance, Composite Financial Index, and Margin & Unrestricted Net Assets.

8R5. Evidence of Quality Improvement System Effectiveness

Our All College Day often defines AQIP Action Projects and the assessments and measures are part of that process. Each All College Day is followed by a survey to participants seeking feedback regarding 1) Relevance to employee’s work, 2) Quality of activities and/or facilitators, 3) Useful information/actionable items, 4) Next steps for individuals and/or work units, and 5) personal contributions to SCTCC strategic directions.

8I1. Systematic Processes, Results and Improvements

Under the guidance of Chancellor Rosenstone, strategic direction and expectations are much clearer for the MnSCU colleges and universities. This allows and encourages more systematic and comprehensive processes and clearer, more actionable performance results.

SCTCC has become more focused on the performance results as reported by our system office and this, in turn, has improved our planning processes and better defined our action plans and the measurable results.

8I2. Selection of Targets and Processes for Improvements

SCTCC’s culture and infrastructure are centered around continuous improvement based on the Appreciative Inquiry process of celebrating our successes. However, SCTCC also believes in individual accountability and that each of us matters in the success of the college and our students. SCTCC selects processes to improve based on national trends, such as related to developmental
education, and environmental scans, such as the needs of the large veteran population in the St. Cloud area. The processes selected are broadly communicated to the entire college through various venues, such as our academic division meetings, workgroup meetings, and official faculty meetings, such as Shared Governance. These processes then become the work of the college and the involvement is broad.

Category 9 - Building Collaborative Relationships

Introduction

Pillar 2 – Community Building, Pillar 3 – Developing a Skilled Workforce, and Pillar 5 – Engaging the Internal Workforce

The College’s processes for building collaborative relationships exhibit an aligned level of maturity. The College has regular, long-term relationships with several organizations in the community. These relationships are consciously managed by units responsible for maintenance of the relationships and information about the relationships is shared across different units of the College.

St. Cloud Technical and Community College (SCTCC) prides itself in building and maintaining collaborative relationships. The college creates relationships with local agencies and institutions to identify common needs or common audiences which require the College’s educational services. Once a common goal is identified, the collaborative relationship is guaranteed. Relationships via common memberships in professional organizations, memberships on school committees and also special-focus projects such as Partners for School Success, Center for Access and Opportunity, Program Advisory Committees, and the Orion Project are integral to this process.

Furthermore, due to the diverse student population at SCTCC, providing appropriate and timely support service is a vital part of the institution. Campus-based services include the Veteran’s Resource Center, Campus Childcare Center and Stearns-Benton Employment and Training Council. Moreover, our relationship with St. Cloud Metro Transit provides transportation for students, our partnership with US Bank allows students to access advantageous banking options, and our relationship with the YMCA provides gym and health resources for our students and student athletes. By fostering these relationships, the college is able to provide services to students that allow them to focus on their education and make the most out of their academic experience.

SCTCC has made great strides in aligning these relationships with the needs of the students. The Connections Program with St. Cloud State University (SCSU) is a perfect example. Staff, faculty and administration at both institutions have forged a collaborative relationship to improve the students’ learning experience by leveraging resources at both campuses (details in 9P2). One of our current Action Projects (“Improving Student Learning through Continued Enhancement of Academic Assessment Processes”) demonstrates SCTCC’s efforts to continuously improve students’ experiences. Building and maintaining collaborative relationships is one of the key points in the accomplishment of it.

9P1. Building Relationships with Organizations Who Supply Students

Though SCTCC students represent a wide spectrum of age, ethnicity, socio-economic status, and academic background, nearly 70% of SCTCC students come from the six-county service area of Stearns,
Benton, Morrison, Todd, Sherburne, and Wright. The majority of our traditional students come from area high schools with some transfers from other higher education institutions. Our non-traditional students come from more varied sources: returning to school by choice for initial or continuing education, as dislocated workers, as displaced homemakers, in rehabilitation from an injury, as returning service members, or other life event(s) that prompted enrollment at SCTCC. Several agencies are the sources of non-traditional aged students including Stearns-Benton Employment and Training Council, Division of Rehabilitation Services, Benton County Human Services, the Veterans Administration and other transitional services for returning veterans.

The College often creates a relationship with an agency or institution by identifying a common need or a common audience in need of the College’s educational services. For instance, business closures or other area economic trends dictate the depth of the relationship with agencies such as Stearns-Benton Employment and Training Council, Central Minnesota Jobs and Training or Rural Minnesota CEP.

Many close, working relationships with area high schools come from identifying underrepresented students as a joint audience for targeted services. For instance a close working relationship has been established over the past two years with St. Cloud School District 742 as it addresses the achievement gap. The Vice-President of Student Affairs represents SCTCC on the Leadership Team of a community-wide project: Partners for School Success.

Relationships are built and maintained primarily through personal connection and strategic partnerships. Area high schools comprise one of the most significant resources from which SCTCC draws students. Relationships are built via common memberships in professional organizations, memberships on school committees and also special-focus projects such as Partners for School Success, Center for Access and Opportunity and the Orion Project. The Great River Perkins Consortium (GRPC) is a collaborative partnership among 25 secondary school districts and St. Cloud Technical and Community College established under the provisions of the Carl D. Perkins Career and Technical Education Act of 2006. The GRPC Steering Committee meets monthly to promote Career and Technical Education (CTE) and provide structured opportunities for career exploration, training and education through the Programs of Study model. Other connections are made through faculty connections and presentations, as well as the more traditional college visits, counselor events, newsletters, etc.

Strategic partnerships often include more formal relationships. For instance President Helens sits on several workforce center boards and is also a board member of the Central MN Economic Development Corporation. Similarly, the College’s other administrators are equally involved with area professional associations, social services organizations and area non-profits. Similar to creating relationships, priorities are often based on shared need, identified community or area initiatives, as well as MnSCU priorities, the results of the College’s strategic planning or the allocation of limited resources.

**9P2. Building Relationships with Organizations That Depend on Students**

Local business and community leaders serve on SCTCC program advisory committees, which allow SCTCC to stay abreast of the needs of the local employers and ensures programs able to identify and adapt to changing needs quickly. SCTCC students are placed in a variety of local businesses for internships, volunteer opportunities, and clinical/lab experiences connecting local employers with potential employees.
Local employers are invited to campus for facility tours and opportunities to learn about the programs. This is a way for businesses that are not familiar with SCTCC to learn about us as well as to give us feedback on ways to improve. A variety of local businesses offer scholarships for students. Once the scholarships are awarded, the business and the student receiving the scholarship attend a banquet where they get to meet and learn more about each other.

SCTCC holds a number of transfer sessions for various four-year colleges and universities which facilitates networking between the students and transfer institutions. Specifically, St. Cloud Technical and Community College (SCTCC) works closely with St. Cloud State University (SCSU), who receives a large number of SCTCC transfer students.

Notably, the Connections Program is a focused aspect of this partnership. To address the needs and support students who do not meet the admission standards of St. Cloud State University (SCSU), SCTCC and SCSU have entered into a collaborative partnership called The Community College Connection Program (CCC or “Connections”). The program is designed to provide an alternate pathway to SCSU for students who fit the prescribed profile and are referred to the “Connections” program and SCTCC. The “Connections” students are fully engaged in the SCSU student environment, including living in the SCSU residence halls, the only distinction is that they represent a cohort of SCTCC students enrolled in SCTCC classes that meet on the SCSU campus. While in the program, these students receive intensive advising and support from the program coordinator, and receive a variety of benefits designed to improve student success and the ultimate transfer to SCSU. These benefits include:

- Support from both the SCTCC and the SCSU advising staff, especially the Multicultural Resource Center
- Access to Student academic support services on both campuses
- Intensive full-day orientation and participate in SCSU’s opening week activities
- Small classes (maximum enrollment of 30) on the SCSU campus
- Experienced Faculty who teach at both SCTCC and SCSU
- A required first-year experience course that focuses on student success, INTS 1155 Student Success Seminar
- Enrollment in the higher developmental education level sequences in Math, English, or Reading (as indicated by placement scores) or a full course load of MnTC (transfer) courses
- Flexible enrollment at either or both institutions and seamless transfer to SCSU
- Connections students can participate in co-curricular activities on both campuses

The program has grown dramatically in the three years of the SCTCC/SCSU partnership, from 67 students to 139 students, and from 23 sections of courses to 59 sections offered this year. The demographic make-up is very different from SCTCC’s student profile: it includes more men and almost 28% of the cohort is students of color. Almost three-quarters of the students are from beyond SCTCC’s traditional six county concentration of enrolled students.

9P3. Building Relationship Which Provide Service to Students

SCTCC has built a network of relationships to address the needs of our diverse students and to contribute to their success in their academic, personal, and professional lives.

The on-campus Veteran’s Resource Center has expanded services to provide additional support for service members. The Veteran’s Resource Center works with the Minnesota Department of Veteran’s Affairs to provide guidance and counseling concerning the unique challenges presented when navigating
the transition to civilian life.

The Campus Childcare Center, operated under contract, offers on-site care for infants, toddlers, and preschool age children. As a result, we are able to provide affordable options for students who would otherwise not be able to attend classes.

Also located on campus, the Stearns-Benton Employment and Training Council provides job counseling, placement, and referral services to students needing assistance obtaining gainful employment. This partnership provides students additional assistance in putting their education to work as soon as they have achieved their desired degree.

Academic programs have strategic partnerships with area medical facilities and businesses that help donate products and equipment. Several relationships with supply companies that offer students discounted prices on materials that assist in developing practical experience.

SCTCC has multiple relationships that help contribute to the overall well-being of our students. By fostering these relationships the college is able to provide these auxiliary services to our students to enhance their academic experience.

**Fitness**
Fitness services are provided through a contractual relationship with the St. Cloud YMCA, located adjacent to campus. Students receive a free annual membership. The contract is paid for with funds from the SCTCC Student Activity Fee. Students must pay a one-time joiner fee and must maintain enrollment of six or more credits each semester.

**Health Services**
One of our strongest partnerships is with our sister institution, St. Cloud State University. Through contracted services, SCTCC is able to provide our students with access to intramural sports and recreation as well as residential life and health services. SCTCC students are also offered flu shots and immunizations for free or reduced cost through this arrangement. The contracts are supported with funds from the SCTCC Health and Activity Fees.

A 2010-2012 AQIP Action Project to research health care options on SCTCC campus was completed. Data revealed that SCTCC students were accessing health services at SCSU proportionately to increases in enrollment and researched health needs. SCTCC leveraged an existing partnership with SCSU to improve access to student health services. This partnership exhibits SCTCC’s commitment to financial stewardship of state appropriation, tuition and fees revenue, as the final solution will not result in a significant capital outlay for SCTCC while still providing services to students.

As the SCSU clinic continues in operation, the focus may shift from one of providing access to one of more completely understanding and meeting the needs of students for health services. Given that students have options for services through private insurance or other nearby facilities, SCTCC will continue to regularly assess via survey how students are using the various options to meet their needs.
Transportation
SCTCC students are eligible for free transportation on the St. Cloud Metro Bus system when enrolled in six or more credits each semester. Passes are available through a contractual relationship with St. Cloud Metro Bus and paid for using funds from the Student Activity Fee.

9P4. Building Relationships for Materials and Services

The SCTCC Foundation and its board of directors help establish and strengthen community and business partnerships which help students, programs, faculty and staff meet objectives. By building these relationships SCTCC has been able to meet needs that would otherwise not be possible exclusively through state appropriations, tuition, and/or Perkins funding.

As our college is expanding we have been able to establish relationships with property owners adjacent to campus. As a result of our strong relationship with CentraCare Health, SCTCC acquired a clinic building and medical equipment that is used for education in a variety of different programs: Dental Assisting, Dental Hygiene, Sonography, Nursing, and Paramedicine.

A strong relationship with the Whitney Recreation Center has provided a facility for student athletes to call home. The current agreement provides the first right of refusal for the use of their facilities.

The Campus Service Cooperative (CSC) is a strategic initiative in support of the MnSCU’s goal of providing the highest value and most affordable option of higher education for the students of Minnesota. The CSC’s tag line of “One Team, Many Campuses” is realized through its focus on efficient, high quality, and transformational delivery of services, while respecting the unique academic mission of each of MnSCU’s 31 colleges and universities. The strategy includes two significant, transformational platforms: (1) shared service delivery in all support areas and (2) strategic sourcing of MnSCU’s $500+ million annual spent on purchased goods, services, and construction. SCTCC is currently participating in the service cooperatives for supplies purchasing through statewide contracts and managed print service. SCTCC anticipates significant cost savings through this initiative.

9P5. Building Relationships with Partners in the General Community

St. Cloud Technical & Community College strives to create, build and strengthen relationships with our community partners. By succeeding in doing this, we enhance student success, community building, developing a skilled workforce, staying relevant and sustainable and engaging our employees. Community partners include various organizations such as education, external agencies, consortia partners. These relationships are prioritized based upon their connections with the college. Special attention is given to relationships that will encourage diverse populations to become members of the SCTCC community.

Some of the ways in which SCTCC accomplishes this is by holding various memberships in organizations. Our college, programs and employees are members of a large number of business and civic organizations at various levels within the community.

We collaborate with groups and topic experts in order to bring multiple speakers on a broad variety of topics to the campus. We also partner with St. Cloud State University and the Minnesota State College & University System in order to share resources and stay connected.
Finally, we are strongly active in CQIN, a continuous quality improvement network. We send annual representation to the conference which includes faculty and staff as well as administration.

**9P6. Ensuring Relationships Meet Partnership Needs**

SCTCC has a variety of surveys and feedback mechanisms in place to encourage a continuing evaluation and assessment process regarding the relationships we have. We receive feedback from a number of internal and external entities in order to guide future courses of action to ensure relational needs are being met.

The Academic Advising Center works closely with students and other colleges to make sure that students are receiving the preparations required to be successful academically as well as in future work environments. As a result of job placement surveys, assessments of learning needs being met, and communication with other institutions’ curriculums we know our academic programs are preparing students for continued success.

The Center for Academic Success (CAS) compiles and analyzes a variety of data including frequency of attendance, length of attendance, grades received, as well as student surveys. Information garnered from these approaches allows the CAS to make necessary changes including the staffing of additional tutors, hours of operation, and improved awareness of student needs. The result becomes an overall better learning and educational experience for our students combined with more efficient allocation of the Center’s resources.

We receive feedback concerning SCTCC’s ongoing relationships with those who receive our students. Employer Satisfaction surveys, transfer placement data, and program specific data (such as statistics from the accreditation processes for our students who have pursued continued nursing education at other institutions) all help our college be more cognizant of how successful our relationships are meeting the needs of both parties in an mutually beneficial way.

Articulation agreements between SCTCC and other institutions are revised and updated as needed during regularly scheduled meetings in order to ensure that each party is getting what they desire out of the forged relationships.

Bi-annual Advisory Committee meetings also take place as a way to make sure the goals and mission of the committee are being attended to in an attentive and meaningful way.

**9P7. Building Relationships, Integrating and Communication Between Departments and Units**

The academic programs on campus are aligned by division based on similarities, equipment, and related content. This allows partnerships among programs which foster curricular collaboration, resource (equipment and facility) sharing and faculty cross-training and create new learning opportunities for students.

The creation of the Biomedical Equipment Technician program was a collaborative effort among the college’s health division, the energy and electronics program and a major healthcare employer, St. Cloud Hospital. The program was designed to address a growing area of need in the medical field for qualified technicians to repair medical equipment used by hospitals and clinics.
In many ways, our basic work structure allows interaction. For example:

- Faculty from different disciplines are co-located in office suites
- In-service training brings the entire campus together in one place to discuss and learn about various topics
- Internal newsletter, TechComm, keeps everyone updated on current happenings of the campus
- Executive Leadership shares information with all divisions across campus
- Yammer, a professional social network site, allows for continued on-line discussion of topics which are brought up by anyone on campus
- Multiple parties involvement in AASC and the sharing of information from this committee
- Shared Governance and All-College Council
- Faculty and staff are encouraged to attend regular full campus informal meetings with the president and students (e.g. Coffee with the president)

9R1. Measures of Building Collaborative Relationships

Community partners contribute feedback to SCTCC through the contacts/feedback that they gather. Some of these partners include Metro Bus, St. Cloud State Health Services and St. Cloud State University Residential Life. SCTCC also worked closely on a survey of incoming St. Cloud State University students who were SCTCC students.

9R2. Performance for Building Collaborative Relationships

Performance results of SCTCC’s efforts to build and maintain relationships demonstrate the institution’s growth and commitment toward the community it serves. Members of the business community depend on SCTCC to train their future employees in technical areas who are then hired and placed in well-paying jobs following graduation at a rate above 90%.

Internally deans, faculty and staff belong to various organizations. Through those organizations relationships are built and maintained. At various meetings, the information (processes and results) are shared with members of our institution.

Students also help in the institution’s mission of building collaborative relationships through student clubs and organizations. DECA builds relationships with an array of businesses nationwide. Other student clubs mirror, and adhere to the standards of national and professional organizations, such as Central Minnesota Builders’ Association, WET, XCEL Energy among others.

9R3. Comparison to Other Institutions of Higher Education

Continuous measurement and improvement is crucial to SCTCC’s success especially the key measures related to the SCTCC Pillars. Through these measurements and collaboration, notable achievements include: the development of a new Veteran’s Center, a closer relationship with St. Cloud State University and the close partnership with the Stearns-Benton Employment and Training Council which is co-located on the SCTCC Campus. Advisory committee members serve as mentors and provide continuous feedback to our programs also serve to demonstrate the close relationships we have with local employers and their commitment to the employment of our graduates.

To leverage the established relationships throughout the community, the SCTCC Foundation is embarking on a campaign to engage the greater community to support SCTCC through contributions to
the foundation. Contributions can be made to support student scholarships or support specific programs at the donor’s discretion. SCTCC is striving to improve its performance on the MnSCU Strategic Measure, Private Giving. The College recognizes the need to supplement tuition revenue and state appropriation funding to remain fiscally viable.

9I1. Systematic Processes, Results and Improvements

SCTCC continually assesses existing relationships and develops new relationships. Several new positions were added recently to enhance existing relationships and programs. For example, with the larger number of diverse students in the Connections program, SCSU added a multi-cultural advisor. One of the academic dean positions at SCTCC was change to increase the focus on our manufacturing programs because of a large DOL grant. This leverages skills of our academic dean to enhance and build new industry relationships as required by the grant.

As SCTCC continues to enhance our Veterans Services, we are strengthening our relationships with related agencies, such as Fort Ripley.

SCTCC has recently developed a new Biomedical Equipment Technician program in partnership with St. Cloud Hospital.

9I2. Selection of Targets and Processes for Improvement

Our College’s vision statement, mission statement, and SCTCC Pillars all assist in the development of targets and selection of relationships which will bring improved performance results. These statements establish our culture and direct the College towards wide-ranging goals that have been set. By having these documents in place it allows us to measure our strengths and prioritize needs that exist that are pertinent to the relationships we have with those within and beyond the college.

There is a multi-leveled infrastructure within the College, which helps locate and achieve specific goals in relationships. Deans and faculty work closely with program advisory committees in order to maintain open channels of communication to facilitate needs that arise. Deans and senior leaders meet with their peers on a regular basis to discuss expansion of existing programs, identify opportunities for new collaborations, and co-author grants. The SCTCC Foundation helps to establish professional relationships with community employers to identify program needs as well as opportunities for SCTCC to work collaboratively with local partners.