

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1413
800.621.7440 | Fax: 312.263.7462 | info@hlcommission.org | ncahlc.org

Serving the common good by assuring and enhancing the quality of higher learning

October 8, 2010

Joyce Helens
President
St. Cloud Technical and Community College
1540 Northway Dr.
St. Cloud, MN 56303-1240

Dear President Helens:

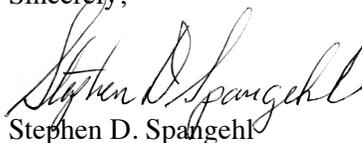
Thank you for providing AQIP with the current *Systems Portfolio* for St. Cloud Technical and Community College. Attached to this email is the final *Systems Appraisal Feedback Report*, the first portion of which is an Executive Summary that may be useful for groups that do not need the full detail. The second section provides detail about the strengths and opportunities that the Appraisal team identified. Please take the time to examine *both* the strengths *and* opportunities, so that St. Cloud Technical and Community College can celebrate and build on its strengths and understand and explore its opportunities for improvement.

The Systems Appraisal team that reviewed St. Cloud Technical and Community College's System Portfolio and the accompanying Index concluded that, in its opinion, the Systems Portfolio (and other documentation pointed to by your Index to the Portfolio) did not sufficiently address several of the Higher Learning Commission's Criteria for Accreditation and Core Components. Their specific concerns are identified on pp. 7-8 of the *Systems Appraisal Feedback Report*. If not remedied, these gaps could become serious problems when the time comes for the Commission to review St. Cloud Technical and Community College's accreditation. It is vital that your institution be able to present evidence for *every* Core Component that demonstrates its full compliance with all accreditation expectations. Any area where the Systems Appraisal team currently sees St. Cloud Technical and Community College not sufficiently addressing a Criterion or Core Component could become a serious problem if not remedied.

Therefore, I urge you to review *every* instance in which the team identified an issue with your institution's presentation of evidence addressing one of these items. You need to decide whether St. Cloud Technical and Community College currently has sufficient evidence — evidence the team did not see in the Portfolio or in references in your Index — that would rectify the team's concerns. Moreover, you need to make sure that this evidence is in a form that will allow your institution to present it effectively when the Higher Learning Commission next formally reviews St. Cloud Technical and Community College to judge its compliance with accreditation requirements. If there exist areas where your institution has not *already* gathered and organized effective evidence, then it is imperative that it do so immediately. St. Cloud Technical and Community College wants to be in a position to make the strongest possible case to demonstrate compliance with all Higher Learning Commission requirements. Create the Action Project you were directed to create in January 2010. This will assure us of your follow-through concerning the mission change that the Commission approved.

Thank you again for all the hard work that went into creating your Systems Portfolio and other AQIP activities. We hope that the Feedback report provides you with useful stimulus information that will help guide your quality movement forward, and that AQIP can continue to be of help to your institution.

Sincerely,



Stephen D. Spanghel

Vice President for Accreditation Relations

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

ST. CLOUD TECHNICAL AND COMMUNITY COLLEGE

October 7, 2010



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

**30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
www.AQIP.org
AQIP@hlcommission.org
800-621-7440**

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In response to the *Systems Portfolio* of
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EXECUTIVE SUMMARY FOR ST. CLOUD TECHNICAL AND COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **St. Cloud Technical and Community College's** achievements and to identify challenges yet to be met.

- St. Cloud Technical and Community College (SCTCC) is embarking on two new paths: a new comprehensive community college mission and a new assessment process. To support these changes, the college has created three new leadership positions. In the coming year, institutional level learning outcomes will be reviewed and rewritten after thirteen years and in light of the new mission. This effort will have ramifications throughout the curriculum as program outcomes and course outcomes embed the newly revised outcomes. With the expansion of the mission, student needs will also change. Intentional analysis of the curriculum in light of the new mission is critical. Changes to outcomes at all levels will also require changes in the process for the measurement of student learning and use of the results to guide improvements to the curriculum. SCTCC created an action project to identify and codify its developing assessment processes, which is a significant step in the right direction. However, a practice and culture of assessment is only just beginning and will need to be monitored and nurtured to assure SCTCC is doing what it needs to do to ensure it is helping students learn. As this culture of assessment emerges SCTCC will need to be wary of relying too heavily on the statewide data collection and performance measures. It is crucial that SCTCC assess student learning at the college, program and course level through its learning assessment efforts and program reviews and not just the economics of program viability. Program outcome assessment needs to be a continuous effort across all programs.
- The distinctive objectives identified by SCTCC are consistent with the roles that have traditionally been associated with community colleges. Principally, this includes workforce development, community education, and transitioning high school students to higher education. As SCTCC fully integrates the comprehensive community college mission, it will need clear processes to establish, assess, and review distinctive objectives that are particular to the needs of SCTCC's stakeholders. Having a well-designed process for selecting and reviewing distinctive objectives ensures that the

college is positioned on valued initiatives, and that the institution is delivering a good return.

- SCTCC is in the beginning stages of establishing effective processes to understand how to service and engage its key student and other stakeholder groups, in order to meet their needs and build relationships. The college has processes to serve students' and other stakeholders' needs and build relationships for most student and other stakeholder segments and groups, but opportunities to extend these processes to other segments and groups exist. The college is effective at reacting to problems related to understanding student and other stakeholder requirements and is working to prevent problems in the beginning stages. Alignment of customer requirements with organizational priorities and work is accomplished generally by the use of joint problem solving, though limited evidence is available on the effectiveness of this process.
- Minnesota State Colleges and Universities System (MnSCU) policies provide the basis through which SCTCC sets their own policies for valuing people, which includes the protection of integrity and ethical behavior. Key strategic issues include staffing needs being limited in scope when determining plan for changes in personnel. It is unclear as to how work processes and activities delineated in the portfolio are designed to contribute to organizational productivity and employee satisfaction. A process is in place to identify issues such as safety and well being of the staff, but no specific methods or outcomes are identified. A goal for next year is to locate comparison data within the MnSCU system to compare recruitment, retention and safety rates.
- SCTCC has developed several processes formal and informal to communicate, collect, and align institutional goals and objectives. The College has indicated a need to develop a process for setting targets for improvement, which is a key aspect of the continuous improvement process. The organizational structures are designed to foster effective two-way communication. The college realizes the importance of growing leadership among all employees and makes considerable investment in opportunities to acquire leadership skills. There is an opportunity to establish measures to determine the degree to which leading and communicating processes are making an impact, as well as to align this with methods to acquire data, set targets, and implement improvements.

- SCTCC established a new Student Affairs Division in 2005 with its own dean and a vision, mission and values statement to define their work. That same year a college-wide student satisfaction survey was utilized and is to be used regularly to gather data, set benchmarks, and define strategies and action for needed improvements. SCTCC has committees and planning groups in place and seems to have appropriate contact and communication between managers/administrators and personnel. Many of the processes for Supporting Organizational Operations are in beginning stages and SCTCC recognizes the challenges and additional responsibilities that have and will continue to occur as the college moves forward with their new vision and mission to include transfer education at SCTCC. There are considerable gaps in the processes for identification of needs of stakeholders other than current students, how decisions are made regarding needs, and how administration manages organizational support services on a day-to-day basis to ensure needs are being addressed. SCTCC is in the early stages of developing a systematic, data-informed approach to increase its effectiveness in this area. Taking time to critically reflect on appropriate measures and means to evaluate and institute a more comprehensive plan for data gathering, assessment, and utilization of findings will be beneficial for the institution.
- SCTCC has identified the need and is in the beginning stages of how they organize, collect, analyze, distribute and use data, information and knowledge to manage itself and to drive performance improvement. Although the participation in the MnSCU system can be a valuable source of such data and processes, SCTCC might benefit from expanding their data collection and analysis beyond this resource. Furthermore, the establishment of benchmarks and trends can assist with tracking progress and improvement by setting measurable goals in which to pursue.
- SCTCC has a planning process that builds upon the structure set by the MnSCU system and state legislature and works toward its vision by listening to community stakeholders. The use of the Appreciative Inquiry Process guides the organization in setting directions, making decisions, seeking future opportunities, and communicating decisions to internal and external stakeholders. SCTCC is in the early stages of addressing the category questions for Planning Continuous Improvement. Data collection, assessment, comparative analysis, and recommendation components need to be better defined, aligned and implemented into the operational routine of the organization. Providing

evidence of such process and results will assist SCTCC in developing strategies and action plans that will help achieve mission and vision.

- SCTCC has developed processes to establish and maintain key collaborative relationships with the MnSCU system, four-year colleges and universities, a consortia of business/ industry and community partners committed to workforce and economic development, and K-12 education partners. Major gaps exist in how systematic and comprehensive process and performance results are for building collaborative relationships. It is unclear how specific processes for improvement are selected and targets set to measure performance results. The college understands their stakeholder needs through utilization of input from program advisory committees, connecting with faculty from other colleges for transferability, and service on a variety of state, regional and national boards to increase awareness of community needs. SCTCC's Foundation assists the college with financial support for student scholarships, technology and equipment, and faculty/staff development. SCTCC faculty and staff have numerous opportunities to attend committee meetings and provide input into decision-making. The college utilizes the Shared Governance Council, campus newsletter, and meeting minutes that are widely published to provide an avenue to share information. SCTCC has the opportunity to utilize the MnSCU system to examine data and compare progress with other members of the system, but to date this opportunity has been unrealized.

Accreditation issues and Strategic challenges for **St. Cloud Technical and Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF St. Cloud Technical and Community College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues

Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided

along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your

institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team has identified gaps in the evidence St. Cloud Technical and Community College has presented to demonstrate that it complies with the *Five Criteria for Accreditation*. In the team's judgment, areas exist where you have *not yet* provided evidence that you meet one or more Core Components of the Commission's *Five Criteria for Accreditation*, or where the evidence you have presented suggests you might have difficulties, now or in the future, in addressing these expectations. The team is not suggesting that you currently fail to comply with the *Criteria*, but simply that you need to present additional evidence of compliance prior to the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation. AQIP will provide you with courses of action you can follow to provide this additional assurance. The issues regarding accreditation that the team identified:

AI SCTCC has undergone significant changes in the last few years, including the expansion of its mission and implementation of new budgetary constraints. While these changes provide new opportunities for institutional improvement, they also represent significant challenges and exacerbate preexisting conditions. For example, a challenge identified in the last Systems Appraisal was the number of faculty with less than a master's degree, which relates to *Criterion Four: Acquisition, Discovery, and Application of Knowledge*. SCTCC has not provided any data on faculty credentials in this portfolio, making it impossible to evaluate what progress has been made. However, the addition of the comprehensive community college mission in and of itself is likely to create new challenges in this regard. Expansion of the mission has other profound impacts across the institution as well, and the college does not provide evidence that it is addressing these impacts. On its own, this could challenge the college's ability to address *Criterion One: Mission and Integrity*. It is unclear whether understanding of and support for the mission pervade the organization. When coupled with funding issues, this also represents a risk for *Criterion Two: Preparing for the Future*. Essentially, the college is trying to do more with fewer resources, which may compromise the college's ability to

support its educational programs and its plans for maintaining and strengthening their quality in the future. While not an insurmountable issue, SCTCC needs to take proactive action to fully assess these challenges and develop plans to minimize the risks, and collect and present the evidence that will demonstrate its compliance with all HLC expectations and Criteria.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist St. Cloud Technical and Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that St. Cloud Technical and Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- In the SCTCC Reaffirmation of Accreditation, it was noted that the college needs to continue to develop and implement the way it uses data in its planning process, including feedback loops that involve the data in planning decisions, data on how well the school is meeting stakeholder expectations, and institutional support for the data gathering operations. This finding reflects observations from both the previous systems appraisal and the Quality Checkup visit. The current Systems Appraisal has identified that the same issues persist. In its 2010 Systems Portfolio, SCTCC provides some anecdotal results in each of the categories. However, little or no evidence was given that demonstrated the institution has a comprehensive, efficient, and effective process in place that sets goals and objectives for each program and unit; assesses and measures these goals and objectives against pre-determined benchmarks; reviews and analyzes the results at the departmental and administrative levels to improve identified needs; and initiates short- and long-term improvement plans of action. The lack of progress on this core issue raises concerns about SCTCC's commitment to quality improvement and AQIP as a vehicle for supporting improvement. If the college wishes to continue its quality journey, significant effort must be applied in the use of data throughout the institution. The college's use of Appreciative Inquiry and planning days can continue to

play an important function, but these are not meeting all of the needs for a mature institutional quality improvement system. The lack of a measurement system make it unclear how senior leaders evaluate institutional performance, make fact-based decisions, prioritize improvements, and initiate appropriate actions as necessary. Institutional improvements appear to be *ad hoc*, rather than the result of a strategic, comprehensive, and systematic process. In addition to limiting the implementation of quality improvement, SCTCC's current practices could create future accreditation issues related to *Criterion Two: Preparing for the Future*, calling into question whether the college's ongoing evaluation and assessment processes being able to provide reliable evidence of institutional effectiveness that clearly inform strategies for continuous improvement.

- Assessment of student learning has been an ongoing improvement opportunity for SCTCC. The college has made several advances in its assessment processes, but only 67% of programs have completed the assessment cycle, which does not represent much improvement since the Quality Checkup visit. Rather than make further changes to the process, the focus should be on increasing participation by more programs. The expanded mission of the college presents additional challenges for the expansion of assessment efforts. Even the best assessment process will be limited in its effectiveness if is not used by faculty and administrators to guide improvement in student learning and teaching. In the long term, lack of commitment in this area can erode the progress the college has made and provide a renewed threat to *Criterion Three: Student Learning and Effective Teaching*. Certainly the lack of results will make it difficult to provide comprehensive evidence that the Criterion is being met.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of St. Cloud Technical and Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized

and knew what makes St. Cloud Technical and Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- OV1a St Cloud Technical College (SCTCC) founded in 1869, is a regionally accredited, urban, all commuter, community college which is part of the Minnesota State Colleges and University (MnSCU) system governed by the Minnesota State government. The college serves the six-region area of Benton, Mille Lacs, Morrison, Sherburne, Stearns and Wright.
- OV1b SCTCC has 2756 full time students and 1653 part-time students and 321 dual enrollments (High School), as of April 2010. The full time population has increased approximately 20% from 2008 and declined for part-time by 3%. The dual enrollment number also declined from the previous 343 reported in 2008.
- OV1c SCTCC offers certificates, diplomas and degrees in 58 program areas and over 90 award options. SCTCC's academic programs include: Business and Information Technology, Transportation, Construction, Health & Human Services, and Manufacturing.
- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new vision is "St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities." The new mission is "St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education."
- OV2a As part of the mission of the college, additional public services are made to the local community, including a low cost dental clinic, automotive repairs, an auto body repair shop, and space and facilities for volunteer organizations to provide public services, such as the voluntary tax preparation services offered to low-income individuals.
- OV2b SCTCC has forged several strategic partnerships to aid in accomplishment of its academic and vocational mission such as the Sterns/Benton Workforce Center,

- Department of Employment and Economic Development, state services for the blind, Minnesota job skills partnership program, dislocated workers program, and Minnesota Workforce One.
- OV3a Primary external stakeholders are the St. Cloud community, alumni, area businesses, employers, high schools, the Minnesota State Colleges and Universities Board of Trustees, and legislators.
- OV3b SCTCC has identified six general categories for student goals—specific program degree-seeking students; transfer students; personal enrichment; high school students building college credit; customized training; and Workforce Center students.
- OV3c SCTCC has identified its service area as the six-county region of Benton, Mille Lacs, Morrison, Sherburne, Stearns, and Wright, from which SCTCC draws 65-69 percent of its student population.
- OV3d SCTCC’s service area has the following colleges and universities; SCSU; two private liberal arts institutions; College of St. Benedict and St. Johns’ University; and a branch operation of St. Scholastica. There are also three private, for-profit college campuses in St. Cloud-Minnesota School of Business/Globe College, Rasmussen College, and Regency College of Hair Design.
- OV4 Employees of St. Cloud Technical and Community College are part of the MnSCU system. Institutions in the MnSCU system are part of the executive branch of Minnesota state government. Employment at SCTCC is governed by state statutes, MnSCU Board of Trustees policies, collective bargaining agreements, and SCTCC policies. 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.
- OV5a The MnSCU Board of Trustees sets system-wide initiatives and policy for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.
- OV5b Personnel at SCTCC number 251. 46% of SCTCC employees have worked for the institution for 10 years or more and the college has a 5.8% turnover rate for all staff. Staffing credential requirements are set by MNSCU guidelines.

- OV5c The Executive Leadership Council and Executive Leadership Meetings (including directors and supervisors) are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the College, including student senate and the faculty senate, which serve as shared governance councils.
- OV6a SCTCC has a challenge of balancing growth, physical space and financial resources as a result of moving from a technical college to a comprehensive college. SCTCC has committed to purchase additional space to accommodate the needs for students in the health care field as well as adding large classrooms to accommodate growth in the Associate of Arts degree program. It has also expanded into off-site facilities to meet the retraining needs of unemployed workers.
- OV6b MnSCU establishes guidelines and regulations, for SCTCC's strategic plan. This is in alignment with six key concepts and thirteen goal area measurements linked to the balanced scorecard. The college is accredited by a wide range of broad (e.g., AQIP under the HLC) to focused (e.g., program specific) accrediting bodies.
- OV6c The existing infrastructure for student support services has been examined and analyzed to ensure that student advising, transfer evaluation, developmental needs, and other support networks are in place for student success as the college continues to increase its enrollment in the transfer program.
- OV6d On the academic side, SCTCC is evaluating the impact of the reduction in credit loads for faculty members assigned to general education courses, credential requirements as a result of the mission change, and the related fiscal impact due to the reduction of credits assigned to faculty.
- OV7a Specific MnSCU and local policies regarding program creation and program review dictate data collection and reporting. Specific programs with regional and national accreditation such as allied health programs have specific data reporting requirement.
- OV7b MnSCU has developed an accountability dashboard designed to monitor the performance of the Minnesota State Colleges and Universities system on selected key measures. It is designed as a tool for the Board of Trustees, institutions, policymakers

and other visitors. Results are shown for the system as whole, separately for four-year universities and two-year colleges, and for each institution. Students and parents may check the information in Web sites and publications created to help make decisions about attending higher education institutions within Minnesota State Colleges and Universities.

- OV8 In January 2006 the Minnesota State Colleges and Universities Board of Trustees approved its strategic plan for 2006 through 2010 with a revision adopted in 2008 called, "Designing the Future". This strategic plan consists of 13 goal areas addressing six key concept areas. SCTCC must focus on system-wide targets for Underrepresented Students, STEM targets, Online Education, Dislocated Workers, Resource Management, Continuous Improvement, and Energy Conservation.
- OV9a SCTCC has key collaborative relationships with the Minnesota State Colleges and Universities system, four-year colleges and universities, consortia of business, industry, and community partners committed to workforce and economic development, and K-12 education partners. SCTCC has partnerships with over 40 community organizations. SCTCC has K-12 Partnerships that include Minnesota's Post Secondary Enrollment Options (PEO) act, Articulated college credit (formerly Tech Prep), PreTRiO Program, Students Technology and Robots S.T.A.R. camp, and Discovery Academy (DA).
- OV9b For the past six years, SCTCC has offered an AA degree with Anoka Ramsey Community College as the granting institution. Over 95% of courses are taught on the SCTCC campus by SCTCC faculty.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves

your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

OV1a St Cloud Technical College (SCTCC) founded in 1869, is a regionally accredited, urban, all commuter, community college which is part of the Minnesota State Colleges and University (MnSCU) system governed by the Minnesota State government. The college serves the six-region area of Benton, Mille Lacs, Morrison, Sherburne, Stearns and Wright.

OV1b SCTCC has 2,756 full time students and 1,653 part-time students and 321 dual enrollments (High School), as of April 2010. The full-time population has increased approximately 20% from 2008 and declined for part-time by 3%. The dual enrollment number also declined from the previous 343 reported in 2008.

- OV1c SCTCC offers certificates, diplomas and degrees in 58 program areas and over 90 award options. SCTCC's academic programs include: Business and Information Technology; Transportation; Construction; Health & Human Services; and Manufacturing.
- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new vision is "St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities." The new mission is "St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education."
- OV3b SCTCC has identified six general categories for student goals - specific program degree-seeking students; transfer students; personal enrichment; high school students building college credit; customized training; and Workforce Center students.
- OV5a The MnSCU Board of Trustees sets system-wide initiatives and policy for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.
- OV9b For the past six years, SCTCC has offered an AA degree with Anoka Ramsey Community College as the granting institution. Over 95% of courses are taught on the SCTCC campus by SCTCC faculty.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|---|
| 1P1a | S | SCTCC's learning objectives and outcomes, developed in 1997, are scheduled for review, and possible revision, on August 19, 2010. The current student learning outcomes consist of: foundation skills, thinking skills, effective communications, personal qualities, community commitment, global awareness and workplace competencies. This is a timely opportunity for the College to review and update the learning |

objectives based on the new mission, vision and philosophy recently adopted by SCTCC.

- 1P1b O In addition to revised student-learning outcomes, appropriate and measurable objectives and benchmarks should be designated with a system of reporting and accountability for the process of continuous improvement.
- 1P1c O SCTCC utilizes a college-wide process for development of common learning objectives with input from faculty, staff, students and administration. However, external stakeholders beyond students are not referenced as part of this process. Input from employers and transfer institutions that receive SCTCC graduates both might provide a valuable perspective.
- 1P2 S Program accreditation, transfer curriculum standards, advisory committees, faculty, staff and administration guide the development of program outcomes. Program outcomes are reviewed and approved internally by the Shared Governance Council, Executive Leadership, and the Academic Affairs and Standards Council (AASC). AASC also reviews all course outlines and academic standards to ensure the course-level learning outcomes are tied to program level outcomes, which are tied to SCTCC's university level outcomes.
- 1P3a S SCTCC is governed by MnSCU, which sets policy for all state higher education institutions. MnSCU requires colleges to follow a process established to respect individual institutions and their rights to serve their constituencies with a shared responsibility for program management. MnSCU requires colleges to investigate market analysis, organizational and financial issues. When proposing a new program, SCTCC attempts to demonstrate that the proposed program does not unnecessarily duplicate exiting programs, documents that student interests exceed projected enrollment openings at other institutions, show current and projected job openings, exceed proposed graduates, demonstrates

- program is within the mission and ensures the program length falls within the requirements of both policy and law.
- 13b O The description of the design and development of new programs is restricted to demand for the programs. Student learning facilitation is not addressed. Developing the initial learning outcomes simultaneously will allow for well thought out learning opportunities for students. This may highlight potential training needs for faculty.
- 1P4 O The system portfolio does not specify or identify any details within this category therefore the pilot program review project may be an excellent opportunity to develop established processes that would assist with designing responsive academic programs that balance and integrate learning goals with career needs and the employment market. For example, although “the faculty and advisory committees review program goals to ensure students learn the skills and knowledge necessary to be successful in industry”, there is no mention of any data to assess the student learning toward the goals during the review process.
- 1P5 O The MnSCU system measures entry student preparedness by use of Accuplacer scores, ACT scores and/or previous college experience. In addition teams of SCTCC faculty and administrators have developed entry level requirements and preparation requirements for specific individual programs. The process for which such decisions are made is not articulated in the systems portfolio. Additionally, it is not clear that the college has used assessment data to evaluate these entrance requirements and subsequent placement to validate their effectiveness.
- 1P6 S SCTCC has a solid well thought out communication plan with students and prospective students to make them aware of the objectives and learning preparation needed for its programs and they regularly review it. SCTCC makes available program planners both on campus and on its website to communicate its learning and development objectives for specific and programs, courses required, and, via hyperlinks, the descriptions of all required courses. Initially students have the

opportunity to meet with both an admissions representative and a faculty member. When accepted each student receives a checklist with their program requirements including any required placement tests. Students required to take the Accuplacer test meet one-on-one with an admissions representative who is kept up-to-date with all SCTCC program offerings through ongoing program training built into the admissions' regular staff meetings. Before enrolling all students must meet with an academic faculty advisor either in a small group or one-on-one. To enhance program fit for students and to manage demand for popular programs only interested students meet with well-trained admissions' staff and attend a mandatory meeting with a faculty advisor about the program. Additionally, every semester students meet with their faculty academic advisor.

- 1P7 O Although SCTCC has a process in place to have faculty and staff meet with a student to help select a program of study that matches his/her need and interests (it also uses ACCUPLACER for this purpose), it is not evident that the institution does any follow up to ensure that a student enrolling in a specific program is the correct academic fit. Additionally, students who come directly from high school have taken an interest survey, but no service seems to be provided for non-traditional students. Without these initial and follow up activities for all students, an institution may be hindered in having a sound understanding of the factor(s) that affect its retention and graduation rates.
- 1P8a S Although SCTCC always has had students who are not college ready the recent increase in displaced workers has increased this proportion. SCTCC is piloting two programs for prospective students who are not college ready: students enrolled in developmental courses and students for whom English is a Second Language (ESL). The Academic Foundations program provides additional advising, required tutoring hours, and required attendance at academic seminars for those who placed into the remedial courses. ESL students are placed in ESL reading and writing courses developed for their specific needs.

- 1P8b S Once a student is enrolled, SCTCC offers a student has access to the Academic Achievement Center (AACE). AACE offers tutoring on a drop-in, scheduled, and online basis.
- 1P9a S Memletics Learning Style Inventory is administered to students enrolled in developmental courses during one of their first advising sessions to get a better understanding of learning styles, best method of studying, and other important findings that could improve the learning process and result in student retention and satisfaction.
- 1P9b O Non-developmental and transfer students do not take the Memletics Learning Style Inventory nor is there any indication that learning styles are identified for them. All students would benefit from learning about their own learning styles.
- 1P10a S SCTCC addresses the needs of students with disabilities through reasonable accommodations and in alignment with MnScu policy 1B-4. In addition there is disability counseling and tutorials utilized for faculty to aid them in their support of these accommodations.
- 1P10b O The college relies on informal processes to ensure teaching effectiveness for special needs. Requiring that faculty have training in course construction, teaching and instructional methods, student outcomes assessment and evaluation, and philosophy of community and technical college education does not mean that faculty are effective in this work. SCTCC should consider a process to validate that teaching is effective and to support faculty in identifying their own opportunities for growth in this regard.
- 1P11 O Although SCTCC describes how defines its expectations for effective teaching and learning, it is not evident how the institution documents and communicates these expectation across the institution. It is also not clear if these expectations and support are the same for both full-time and part-time faculty. Failure to document and communicate expectations for effectiveness teaching and learning, can affect the institution's

sustainability and efforts to implement continuous quality improvement actions.

- 1P12 O The MnSCU administrative e-services system carries out a number of essential class related functions (adding and dropping courses, grades, etc.). However, it is unclear how this addresses the issue of an efficient course delivery system. Non-online course delivery is not addressed. It is also unclear how scheduling and classroom facilities are used as part of classroom delivery.
- 1P13a S Program advisory committees provide oversight to each credit based program and review courses on a 3-5 year cycle to ensure programs and courses are up to date and relevant. In addition, the Academic Affairs and Standards Committee maintains a complete inventory of all course outlines and also systematically reviews curriculum.
- 1P13b O Missing in the description of the assessments that occur during program review is any assessment of student learning. It is not enough to have up-to-date and relevant information in courses. There also needs to be evidence that students are learning it as well. It is not clear that leadership has put a process in place that coordinates program reviews and learning assessment activities institutionally. Failure to initiate such leadership could threaten academic quality.
- 1P14 S SCTCC internal program reviews are the mechanism to discover the need for and impel changes in, redesign of, or discontinuation of programs. Program change recommendations are reviewed by the SCTCC Affairs and Standards Council and the MnSCU Office of Academic Affairs.
- 1P15 S SCTCC uses a variety of data sources in determining the support needs of students including surveys, usage, and facility utilization.
- 1P16 OO Although SCTCC describes activities that its Student Life Office has initiated to encourage personal enrichment by providing a variety of leisure, recreational, and civic engagement opportunities; it does not show how these activities align with the institution's common learning

- objectives and outcomes. Failure to establish this alignment may impede the institution's effort of common learning objectives and outcomes.
- 1P17 O Student transcripts are audited to ensure that they have met the requirements. However, it is not clear how this answers the question about meeting learning and development expectations.
- 1P18a S The assessment process at SCTCC was designed following the Deming Cycle of "Plan, Do, Check and Act" model. The process is outlined in their Assessment handbook and was highlighted in an Action Project in 2009.
- 1P18b O "Achievement of course learning objectives is determined by a passing grade in a course." Unless the grading in all courses is such that one cannot pass without passing all course learning objectives passing a course does not prove that a student met all course learning objectives. Therefore, course level assessment does not appear to be practiced – or if it is it seems to be only by instructors in a single class. There is no evidence that assessment of student learning outcomes by course are measured or evaluated at SCTCC.
- 1R1 OO SCTCC states that the types of data reported to measure student learning and development include pass rates, meeting program requirements, student surveys, and surveys of employers. There is no mention of how this data is analyzed and used to improve student learning. No results were presented or communicated in this section.
- 1R2 OO The SCTCC assessment process only requires programs to review two program outcomes. Given that the minimum number of programs is 105 and the maximum number is 273, this means programs are only reviewing and reporting on 1-2% of outcomes a year. It is also unclear that the programs are required to review different outcomes the following year. Thus, it would take a program 50-100 years minimum to report on all program outcomes. What's more, only 67% of programs responded to the request for data. These findings suggest that a culture of assessment has not emerged at SCTCC.

- 1R3a S Ninety-two percent of SCTCC graduates are placed in program related employment. Eighty percent of students taking licensure exams pass (generally healthcare). Also surveys of health care employers are satisfied with the knowledge and skills of SCTCC graduates.
- 1R3 O There are no specific program learning objectives cited in this area. Licensure pass rates, employment placement, and employer/graduate surveys are proxies for program learning but they do not provide evidence of learning for specified objectives. In addition, there appears to be no measures for the programs not specifically cited in this section, e.g., health care and construction trade. Student program learning objectives do not appear to be assessed so performance results are missing.
- 1R4a S Licensure exams and employment statistics are used as evidence that students have the knowledge and skills required by stakeholders.
- 1R4b O Details on learning objectives' outcomes, skills and knowledge level required by stakeholders, and assessment thereof, are not provided and do not appear to be collected.
- 1R5 O The CCSSE survey was used to determine satisfaction with computer labs. An Academic Library Survey (ALS) is used to compare SCTCC's library to peer libraries. What information is gleaned from the surveys that was useful, that confirmed services were effective, or suggested changes is unclear.
- 1R6a OO SCTCC utilizes the MnSCU accountability dashboard to monitor performance. However, only LPN licensure pass rates were cited in the portfolio. While this is important, results of other performance indicators should be utilized and a connection between results and actions should be apparent for LPN licensure. However, all is missing for all other programs at SCTCC. Student learning across all programs needs to be tracked, assessed, and compared with other institutions of higher learning.
- 1R6b OO SCTCC's licensure exam pass rates for LPNs on the MnSCU dashboard shows that SCTCC students have mixed comparisons over the past 10

years with SCTCC being below the national and Minnesota average in four years. SCTCC does not indicate what action it has taken to improve the pass rate scores.

- 111a S An Assessment Handbook Action Project was initiated in the 2009-10 academic year with the primary goal of centralizing and standardizing assessment processes and data collection best practices. This is a significant step toward the establishment of an assessment culture. Although this new process was not described in the portfolio, it is assumed that following these new guidelines will help program areas measure learning consistently, align outcomes, stay current with college outcomes and ensure that programs are meeting the expectations of the students. An emphasis on use of the data to facilitate improvement should also be embedded in the processes.
- 111b O SCTCC has demonstrated a beginning commitment to assessment. However, greater participation is needed in this process as only 67% of programs have fully completed the assessment cycle – and it appears this means reviewing assessment data on two learning outcomes only.
- 112 S With a new mission and an increased emphasis on student success, there has also been 1) a focused approach to professional development opportunities available to faculty, staff, and administration and 2) significant additions to SCTCC leadership team (VPAA, Dean LA&S, and Director Institutional Sustainability) and 3) in the Summer of 2010 there will be an Assessment Retreat to provide brainstorming and professional development for faculty champions for the next steps in assessment of student learning stressing rubric development and determining and creating evidence of student learning. In the fall faculty and staff in-service, will rewrite the college learning outcomes considering how these outcomes can be measured to improve student success.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- OV2b SCTCC has forged several strategic partnerships to aid in accomplishment of its academic and vocational mission such as the Sterns/Benton Workforce Center, Department of Employment and Economic Development, state services for the blind, Minnesota job skills partnership program, dislocated workers program, and Minnesota Workforce One.
- OV3a Primary external stakeholders are the St. Cloud community, alumni, area businesses, employers, high schools, the MnSCU Board of Trustees, and legislators.
- OV3c SCTCC has identified its service area as the six-county region of Benton, Mille Lacs, Morrison, Sherburne, Stearns, and Wright, from which SCTCC draws 65-69 percent of its student population.
- OV9a SCTCC has key collaborative relationships with the MnSCU System, four-year colleges and universities, consortia of business, industry, and community partners committed to workforce and economic development, and K-12 education partners. SCTCC has partnerships with over 40 community organizations. SCTCC has K-12 Partnerships that include Minnesota's Post Secondary Enrollment Options (PEO) act, Articulated college credit (formerly Tech Prep), PreTRiO Program, Students Technology and Robots S.T.A.R. camp, and Discovery Academy (DA).

OV9b For the past six years, SCTCC has offered an AA degree with Anoka Ramsey Community College as the granting institution. Over 95% of courses are taught on the SCTCC campus by SCTCC faculty.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|---|
| 2P1a | SS | SCTCC's infrastructure is in place to support current programming options for a growing student population and serves to provide a circle of success for learning both in and out of the classroom. Since SCTCC does not have facilities to house several of its programming and student life options, it establishes partnerships through contracting with service providers and programming agencies throughout St. Cloud's metro area. These partnerships address the College's barriers of budget and facility. This includes: Intramural Sports (partnership with St. Cloud State University's Department of Campus Recreation); Women's and Men's Athletics (Basketball participates in Northern Intercollegiate Athletic Conference; all other sports are NJCAA affiliated and members of the Minnesota College Athletic Conference); Fitness/Recreation (Fitness and Recreation Services are provided by the St. Cloud Area YMCA); Transportation ("Free Ride" on the St. Cloud Metro Bus system and health services. |
| 2P1b | OO | Measurable evidence of processes to show that SCTCC provides community enrichment, contributes to economic development, etc. beyond the production of graduates to serve external stakeholders is absent. |
| 2P2a | S | SCTCC non-instructional objectives are determined by executive leadership through feedback and input by internal and external stakeholders. To compliment this process the college also utilizes a |

process called Appreciative Inquiry to help identify the key strategic issues and priorities for the institution.

- 2P2b O SCTCC's executive leadership team is primarily responsible for determining non-instructional objectives and gaining input from external stakeholders, however this section does not address how Appreciative Inquiry is used to ensure that input from external stakeholders is captured and how it fits into the regular assessment cycle.
- 2P3 S SCTCC includes a series of regularly scheduled discussions from various levels within the institutions to assist in communicating the college's expectations regarding the distinctive objectives. These include leadership committee, Shared Governance Council, faculty, campus newsletter, local newspapers, campus websites, community memberships, advisor boards and legislative meetings. Action items to implement recommendations are delegated to appropriate personnel comprised of teams, which report outcomes back to the leadership in the institution.
- 2P4a S SCTCC uses a series of surveys, including ACT, CCSSE, Noel-Levitz PSOL, IPEDS, exit surveys, workshop satisfaction surveys, to determine if faculty, students, and the community are satisfied with the College's progress on the other distinctive objectives. The Executive Leadership Committee reviews the results to determine if adjustments are needed to the College's objectives and goals and the Annual Work Plan.
- 2P4b O It is unclear how the various surveys are used for continuous improvement or how the College would use the information to determine the value and appropriateness of objectives.
- 2P5 S Mechanisms for determining factor in staff needs are both formal and informal and are driven by the motto of "placing you first." Formal mechanisms include all-staff participation in college-wide quality-day programming. Informal mechanisms are campus-wide e-mail soliciting feedback, program and unit meetings with Executive Leadership, Faculty Senate, and department meetings.

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| 2P6a | S | Information is gathered from surveys, meetings, and evaluations to make modifications to priorities and processes for continual quality improvement. |
| 2P6b | OO | Although SCTCC described different ways data was used to improve its operations, it is not clear that the institution has a comprehensive process for planning and budgeting to incorporate information on faculty and staff needs in re-adjusting these objectives or the processes that support them. Without a comprehensive process, the institution may find it difficult to achieve maintain and sustain its operation. |
| 2R1a | S | SCTCC uses measures required by the MnSCU Board of Trustees, which provide comparable data to other institutions within the system. MnSCU System implements a dashboard, which provides instant tracking of key performance indicators for each institution according to the goal areas set by the Board of Trustees and Chancellor's office. These approaches include survey data obtained from administration of CCSSE, IPEDS and Noel-Levitz. |
| 2R1b | OO | Although SCTCC cites several measurements it uses regularly to determine how effectively it is achieving its major non-instructional objectives and activities, it does not indicate that it has a process in place that oversees these measurement methods, how it is deployed, integrated, and used to learn how to improve the institution's operation. Additionally, specific measures or the objectives related to these areas are not identified. Without such a process, an institution may find it difficult to determine and implement appropriate action plans to improve its operation. |
| 2R2a | S | Additions to support staff for the IT help desk have been added to better serve faculty and student IT needs, and two web development positions have been added. These positions were added as a result of reviewing professional development plans and job reviews conducted annually. Additionally, based on CCSSE survey results, students ranked availability of a computer lab as their highest priority, and the college opened a |

second computer lab to address these needs. The college also uses the IMS platform to improve communication on student clubs and organizations as well as training requirements, practice schedules, and game schedules relative to Athletics.

- 2R2b O SCTCC acknowledged that it had an opportunity to improve its diversity initiatives and address student need for additional computers. The responsiveness to these issues demonstrates a commitment to improvement of performance results.
- 2R3a S Results from the CCSSE and Noel-Levitz surveys provide comparative data as well as using the MnSCU dashboard for comparisons of institutions within the Minnesota system.
- 2R3b OO Although SCTCC indicates that it has comparative data results available from the MnSCU dashboard and CCSSEE and Noel-Levitz PSOL, which identified key opportunities for improvement - funding levels in staffing levels for specific areas including library services, IT services, and student services, it does not indicate that it has a process in place that is deployed and integrated throughout the institution to analyze the results and recommend improvement. Without this type of process, an institution may find it difficult to implement continuous quality improvement practices.
- 2R4a S SCTCC has increased its public profile by routinely appearing in regional news stories in paper, press and radio as well as through their key relationship with the Stearns Benton Workforce Center as a community support to the region. The K-12 environment also provides an audience to understand careers, improve their technology skills through special camps, etc.
- 2R4b OO SCTCC indicates that it has not identified indicators to determine if the success of its objectives actually enhance (or affect) its relationships with the communities and regions it serves. The College did not indicate whether it is considering or planning a process to address this issue.

- Without a process, an institution may find it difficult to determine how effectively it is achieving its mission and vision.
- 211a S SCTCC utilizes information to examine and improve efficiencies that might assist with their current processes. Examples of such include: creating a position for director of institutional sustainability, realizing cost savings in the IT department by converting infrastructure to virtualized servers, supporting positions for an online learning assistant, and a new director of the academic achievement center. In addition, an extensive redesign of the college website as well as implementation of a content management system using Drupal to provide shared authorship of web page content and re-design the web to make content easier to find and access has resulted in increased use of the College's web site by internal and external stakeholder groups.
- 211b O Although there are excellent processes and systems put into place to enhance the institutions internal stakeholder focus and foster fiscally accountability and efficient such as lean management, institutional sustainability, information technology, online learning, updated content management website and new student club circles, it is unclear how these are being used to meet the needs of external stakeholders.
- 212a S In order to improve their systems, SCTCC employs a number of processes including setting targets for improvement with regard to the results of initiatives. In its use of the various AQIP processes, lean management innovations, strategic planning, and assessment, SCTCC has used the results of its measurement systems to make improvements that enable it to accomplish its other distinct objectives. The College also sponsors a "Quality Day" once a year in which all members of the campus community participate in various conversations that flow through the leadership's structure to determine the most critical issues that the College can focus on during the academic year.
- 212b O Identification of issues through the adaptation of the Appreciative Inquiry is start, but the college should also establish measures to enable

assessment of whether specific performance improvements have been effective relative to which portion is used to examine the needs of external stakeholders.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

OV1b SCTCC has 2756 full time students and 1653 part-time students and 321 dual enrollments (High School), as of April 2010. The full time population has increased approximately 20% from 2008 and declined for part-time by 3%. The dual enrollment number also declined from the previous 343 reported in 2008.

OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new vision is "St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities." The new mission is "St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education."

OV2a As part of the mission of the college, additional public services are made to the local community, including a low cost dental clinic, automotive repairs, an auto body repair

- shop, and space and facilities for volunteer organizations to provide public services, such as the voluntary tax preparation services offered to low-income individuals.
- OV2b SCTCC has forged several strategic partnerships to aid in accomplishment of its academic and vocational mission such as the Sterns/Benton Workforce Center, Department of Employment and Economic Development, state services for the blind, Minnesota job skills partnership program, dislocated workers program, and Minnesota Workforce One.
- OV3a Primary external stakeholders are the St. Cloud community, alumni, area businesses, employers, high schools, the Minnesota State Colleges and Universities Board of Trustees, and legislators.
- OV5c The Executive Leadership Council and Executive Leadership Meetings (including directors and supervisors) are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the College, including student senate and the faculty senate, which serve as shared governance councils.
- OV6c The existing infrastructure for student support services has been examined and analyzed to ensure that student advising, transfer evaluation, developmental needs, and other support networks are in place for student success as the college continues to increase its enrollment in the transfer program.
- OV7a Specific MnSCU and local policies regarding program creation and program review dictate data collection and reporting. Specific programs with regional and national accreditation such as allied health programs have specific data reporting requirement.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
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|-------------|------------|----------------|

- 3P1a S Internally, SCTCC identifies student groups' changing needs by using ACT, Noel-Levitz, and CCSSE Student Satisfaction surveys. Externally, SCTCC identifies student groups' changing needs by using the following sources: conducting surveys at local, state, and regional college fairs; participating in MnSCU System's meetings and conferences; communicating with area high schools counselors via e-mail and annual on-campus events; and participating in the Great River Perkins Consortium.
- 3P1b O Although SCTCC highlights anecdotal improvements that it has implemented as a result of collecting data and information on students' changing needs from its external and internal sources, it is not clear that it has put a comprehensive continuous quality improvement strategic planning and assessment process in place to analyze students' changing needs. Without a process, an institution may find it difficult to sustain its effectiveness or practice continuous quality improvement.
- 3P2 SS The Student Affairs Division has put into place a process to establish and maintain its relationships with individual students during their tenure at the College. The various aspects that make up this process include: assistance with applications for admission; Accuplacer placement assessment; a required initial, one-on-one meeting with an adviser to develop an academic plan; Early Warning System for students at risk of not being successful; a once each semester Advising Day for students, faculty, and advisors to meet and discuss academic issues and concerns; surveys student health concerns; and enhanced communication strategies and channels such as the SCTCC website.
- 3P3a S SCTCC analyzes the changing needs of its key internal and external stakeholders through initiatives such as a CEO event and participation on the Workforce Development Council, Chambers of Commerce, and Program Advisory Committees. Collectively these activities provide data and information that the institution uses to update identified program needs and course content.

- 3P3b OO Although SCTCC uses different methods to analyze data and information regarding the changing needs of its key internal and external stakeholders, it is not clear how the institution analyzes this data and information or how it selects courses of action to address identified needs. Further, it is not clear how the institution gives particular consideration to the different needs of students and stakeholders, the competitive situation, the type of educational and service process, the technology, and its own abilities to serve students and stakeholders. Without an organized and systematic focus on stakeholder segmentation, the institution may not fully understand how comprehensive, reliable, and effective the relationships with its stakeholder groups really are.
- 3P4 S SCTCC builds and maintains relationships with its internal and external stakeholders by conducting regularly scheduled meetings and forums. Internally, the College meets with bargaining units, student government, and student groups. Externally, it meets with industry leadership groups, such as Program Advisory Committees. The College met with various stakeholders to comment and make recommendations when it expanded its Mission to become a comprehensive community college by offering an Associate of Arts Degree Program.
- 3P5a S SCTCC uses several internal and external resources, on an ongoing basis, to determine new student and stakeholder needs and then designs its educational offerings to match local, regional, state, and national demand. Examples include: EMSI reports; MnSCU labor analysts; program review; program advisory committees; and Minnesota Future Work weekly.
- 3P5b O SCTCC is in the process of adopting a policy and procedure to manage and operate Advisory Committees as required by an updated MnSCU Board Policy.
- 3P6a S Student compliance policies and procedures are outlined in the Student Handbook, in accordance with the MnSCU System's Policy I B.II. The vice president for academic affairs handles student complaints. Faculty

and staff complaints and grievances are handled according to the terms of the MSCF faculty agreement. The director of human resources handles employee complaints. The Office of the President handles other stakeholder grievance and complaints. SCTCC's policy and procedure for a student making a discrimination complaint is found in the Student Handbook.

- 3P6b OO Although SCTCC indicates how it handles a student or a stakeholder complaint, it did not mentioned how it collects information from a student or other stakeholder. Further, it is not clear how a complaint is analyzed; and a course of action is selected. Finally, it does not indicate how it communicates a course of action to resolve a complaint to a student or stakeholder. Failure to indicate how an institution addresses complaints in a fair and equitable manner may indicate that an institution is not meeting its compliance obligations as an accredited institution.
- 3R1 OO Although SCTCC provides in-depth and anecdotal detail on how it initiated its Mosaic Project, how it determined the satisfaction of this under-represented group of students and how it measures their satisfaction, it does not outline a comprehensive program or system for regularly planning, measuring, and implementing action plans to address needs based on satisfaction survey results of its students and other stakeholder groups.
- 3R2 O Although SCTCC provides evidence of its performance results for student satisfaction in 2005 (serving as a benchmark) and 2007 ACT Student Opinion Survey, no recent or trend results evidence is provided. Without recent measurement and trend results, an institution may not have the most current and accurate information about student satisfaction, in order to make planning decisions about its future direction and financial support.
- 3R3 OO Although SCTCC describes actions it has been taking to address this question; no results for building relationships with students are reported.

- Actions are important evidence of processes, but results require evidence of the outcomes of processes.
- 3R4 OO Although SCTCC describes remedial actions that it has taken to address student success issues based on some CCSSE results, it does not report actual data performance results (expected benchmark, trend, or segmentation results) of stakeholder satisfaction.
- 3R5a S SCTCC's 2009 CCSSE survey results indicated that 92.7% of students would recommend this college to a friend or family member. Other CCSSE results showed that SCTCC closely aligns with its peer group on CCSSE questions related to building relationships with key stakeholder groups.
- 3R5b O Although data was provided on students recommending SCTCC to others, no mention is cited on the performance results for building relationships with other key stakeholders, such as the community, employers, or graduates.
- 3R6a S SCTCC compares its performance with its MnSCU System peers and national data for higher education institutions. Results from the 2009 CCSSE survey showed that SCTCC performed at or above the national mean in 4 of 5 major indicators except for the category "Support For Learners."
- 3R6b O Although SCTCC mentions comparison with other schools within the MnSCU System and national data, it does not provide the actual data on these results.
- 3I1a S SCTCC has made the following technology improvements: electronic application and wait list system; online orientation; improvements to the registration and financial modules of the Web based ISRS student services; and the use of student e-mail.
- 3I1b S The AACE Center has re-organization and improved its services for tutoring and support of student.

- 3I1c O The Director of Academic Foundation and Achievement is establishing an assessment plan for these services.
- 3I2a S SCTCC is incorporating survey instruments including CCSSE to identify opportunities for improving performance and understand its results in comparison with its peers. SCTCC's future focus will be on student engagement, student success, and identifying best practices for improving student engagement and success.
- 3I2b O SCTCC acknowledges that it has an opportunity to develop a systematic process for evaluating stakeholder needs and using the collected data and information more effectively to improve student engagement and success.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new vision is "St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities." The new mission is "St. Cloud

Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.”

OV4 Employees of St. Cloud Technical and Community College are part of the MnSCU system. Institutions in the MnSCU system are part of the executive branch of Minnesota state government. Employment at SCTCC is governed by state statutes, MnSCU Board of Trustees policies, collective bargaining agreements, and SCTCC policies. 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.

OV5a The MnSCU Board of Trustees sets system-wide initiatives and policy for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.

OV5b Personnel at SCTCC number 251. 46% of SCTCC employees have worked for the institution for 10 years or more and the college has a 5.8% turnover rate for all staff. Staffing credential requirements are set by MnSCU guidelines.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|---|
| 4P1 | S | Employment is governed by state statutes, MnSCU Board of Trustees policies, and SCTCC policies. Specific credentials, skills, and values are identified via minimum credentialing and preferred qualifications. |
| 4P2a | S | SCTCC has a structured hiring process that complies with affirmative action and federal and state laws and statutes. The process includes a search committee that reviews an applicant’s credentials and qualifications to determine that qualifications are met. |
| 4P2b | O | Although SCTCC indicates that it has a practice where the search committee reviews an applicant’s credentials and qualifications to determine that qualifications are met, it does not mention that the College has an administrative authority overseeing and monitoring this process. |

- 4P3a S Strategies for future recruitment include online advertising, direct recruiting efforts, internships, and recruitment of persons with disabilities. The Human Resource Office collects and analyzes information on employee turnover to ascertain if there is evidence of higher rates of turnover for specific types of work or specific work areas.
- 4P3b O SCTCC has identified an opportunity to recruit more diverse individuals with a special emphasis on those with disabilities.
- 4P4 S All new employees receive an orientation with Human Resources and their supervisor as well as receiving an Employee Information booklet that addresses history, mission, and values. Also, all employees participate in an all staff planning day devoted to strategic planning, and reassessing the mission, vision and values.
- 4P5 O Utilizing the HR department to analyze employee demographic data to anticipate retirement and other factors associated with staffing needs is limited in scope when determining how the institution should plan for changes in personnel. Student enrollment, satisfaction results and many other areas of influence may present a need to adjust personnel.
- 4P6 O Although it is stated that faculty and staff understand that everything at SCTCC is focused on creating a good environment for students to learn and grow, it is unclear as to how work processes and activities are designed to contribute to organizational productivity and employee satisfaction.
- 4P7 S Ethics related speakers and presentations at college in-service days, participation in online ethics training, and data practice training provide exposure to standards for ethical behavior. Delegation of authority forms are kept current and on file.
- 4P8 S MnSCU policies and procedures provide the basis through which SCTCC upholds and protects its integrity and ensures ethical behavior.
- 4P9 S There are twice yearly in service days, faculty and staff development funds for training/conferences, tuition waivers for any MnSCU, and

- professional development opportunities through the MnSCU Center for Teaching and Learning.
- 4P10a S Staff evaluations include an evaluation form, job description and professional development plan that list college goals and individual professional development needed by each employee to meet the goals.
- 4P10b O SCTCC states that they are currently working on updating the current faculty evaluation and professional development system that will more closely resemble the staff system. This improvement will align the objectives for both instructional and non-instructional programs and services.
- 4P11 S SCTCC benefits, recognition, reward and compensation are governed by collective bargaining agreements and MnSCU guidelines.
- 4P12 S SCTCC determines key issues related to the motivation of faculty, staff and administrators through the employee development survey used system wide through the MnSCU system. In addition, service feedback surveys provide ideas for future training and development and executive leaderships meeting and discussions are other ways key issues are determined.
- 4P13 O It appears SCTCC has a process in place to identify the safety and health and well-being needs of the staff but no specific methods and outcomes were delineated in the portfolio. An Action Project was mentioned in the portfolio but the results were not shared.
- 4R1 S The college has a very low employee turn-over rate (5.8%) and a significant number of employees with over a decade of service to the institution.
- 4R2 S Performance results in valuing people include positive retention of employees, few grievances, appropriate employee absences, and a decrease in workers compensation incidents.
- 4R3 S SCTCC offers safety, ethics and retention training online within MNSCU guidelines and through the Center for Teaching and Learning.

- 4R4 OO A goal for next year is to locate comparison data within the MnSCU system to compare recruitment, retention and safety rates. Additional valuing People data indicators will be included in the next SCTCC systems Portfolio.
- 4I1 O Recent improvements include a satisfaction survey, meeting with managers for performance evaluation and development plans. It is unclear how systematic and comprehensive the processes are.
- 4I2 O There were 4 key areas in its Master Academic Plan to focus on as well as an opportunity to improve its diversity and online access for its students as a way to improve their performance in valuing people. Three key challenges are: maintenance of adequate staffing needs for both student and customers; better management of tasks assigned to staff to ensure peak performance; allowing staff time to pursue continuing education goals and improving the effectiveness of and reducing the frequency of meetings.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new vision is “St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities.” The new mission is “St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.”
- OV5a The MnSCU Board of Trustees sets system-wide initiatives and policy for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.
- OV5c The Executive Leadership Council and Executive Leadership Meetings, including directors and supervisors, are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the College, including student senate and the faculty senate, which serves as shared governance councils.
- OV6a SCTCC has a challenge of balancing growth, physical space and financial resources as a result of moving from a technical college to a comprehensive college. SCTCC has committed to purchase additional space to accommodate the needs for students in the health care field as well as adding large classrooms to accommodate growth in the Associate of Arts degree program. It has also expanded into off-site facilities to meet the retraining needs of unemployed workers.
- OV6b MnSCU establishes guidelines and regulations for SCTCC’s strategic plan. This is in alignment with six key concepts and thirteen goal area measurements linked to the balanced scorecard. AQIP under HLC and a broad range of program-specific agencies accredit the College.
- OV7b MnSCU has developed an accountability dashboard designed to monitor the performance of the MnSCU System on selected key measures. It is designed as a tool for the Board of Trustees, institutions, policymakers, and other visitors. Results are shown for the system as whole, separately for each four-year university and two-year college. Students and parents may check the information in Web sites and publications

created to help make decisions about attending higher education institutions within Minnesota State Colleges and Universities.

OV8 In January 2006, the MnSCU Board of Trustees approved its strategic plan for 2006 through 2010 with a revision adopted in 2008 called, "Designing the Future". This strategic plan consists of 13 goal areas addressing six key concept areas. SCTCC must focus on system-wide targets for Underrepresented Students, STEM targets, Online Education, Dislocated Workers, Resource Management, Continuous Improvement, and Energy Conservation.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|--|
| 5P1a | S | SCTCC faces a new era "as the college of choice for the community" with a new enhanced mission and vision for the future. The mission revision process involved all campus governance groups, external stakeholders, and the MnSCU Board of Trustees. SCTCC followed the systems policy regarding the Board of Trustees approval for each institution's mission, vision, and purposes. The institution also utilizes an Appreciative Inquiry process which engages all campus governance groups, external stakeholders and MnSCU trustees. All initiatives such as Provocative Proposals and Action Projects are aligned with the institutions mission and vision. |
| 5P1b | O | The expansion of the college mission would be an opportunity to describe how the college reviews and changes its mission. It is also unclear how this change in mission has impacted the values of the college. |
| 5P2 | S | The Appreciative Inquiry process and annual conversation days provide a mechanism set direction in alignment with mission, vision, values, and commitment to high performance. The MnSCU Board of Trustees and Leadership Council and SCTCC leadership collaborate to set direction for the College based on the System's and College's vision, mission, and values that set future directions and evaluation of college performance. |

- 5P3a S SCTCC has in place an active Student Senate, CCSSE process and MnSCU strategic plan to provide data to drive the activities to address the needs of the changing needs of the students and other stakeholders. The college's most recent initiative centered around the needs of the commuter-based student population and involved a student task force implementation and committees to address the needs of this unique stakeholder group.
- 5P3b O Beyond students, it is unclear how employers and other community stakeholders are engaged in setting directions for the future.
- 5P4 S SCTCC leadership supports external and internal opportunities to enhance its focus on students, teaching, and learning. Externally, stakeholder groups that participate in this effort include the Foundation board members and Advisory Committees. Internally, SCTCC supports the following processes: annual funding for faculty excellence awards; funding for faculty to attend conferences and training; and funding to ensure that Advisory Committees meet to develop and revise curriculum and to build community partnerships.
- 5P5 S Monthly meetings involving leaders from administration, academic divisions, student services, faculty governance, staff governance, student senate, and the Foundation serve as a forum for information sharing on policy matters affecting the institution. In addition, a wide variety of recommendations flow from these groups to various committees and task groups.
- 5P6 SS SCTCC's processes to ensure productivity and satisfaction among employees is governed by MnSCU policies and procedures. This decision making model used by the college incorporates income and expense data, student data, information about the college's infrastructure and other data relevant to a given innovation. Using this inclusive model builds trust, encourages teamwork, fosters collaboration, empowers individuals, creates a sense of community and ensures quality in developing priorities for the college's future. To further support these

policies the college's licensure committee facilitates ongoing coursework and training initiatives.

- 5P7 S Communication at SCTCC is facilitated through a formal process and informally through public forums, department level input, "Tech Talk", meetings and college wide gatherings, which promote two-way communication throughout the college. On a weekly basis, employees are also able to provide input through coffee time hosted by the President of the college.
- 5P8a S SCTCC's mission, vision and values are communicated to new employees at Board of Trustee meetings, legislative forums, faculty, staff and governance meetings and open forums. Other methods used in this process include the website, print and electronic communication materials.
- 5P8b O The broadening of the mission represents an opportunity for leaders to communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations. However, simply expanding the mission does not achieve this objective. To develop SCTCC as a high performance organization, the implementation of the mission should be linked with the AQIP qualities of high performance organizations.
- 5P9a S SCTCC has invested in various opportunities to develop leadership capacities among all levels through the Minnesota Council for Quality, Minnesota State Colleges and Universities Quality Improvement Project (MnQuip), the Luoma Leadership Academy, and CQIN (Continuous Quality Improvement Network). Of significance is the opportunity that exists in collaboration with the Academy of Leadership in Mesa, AZ that provides skill based cost-effective leadership training.
- 5P9b O SCTCC uses a variety of partnerships to provide leadership training. However, data on participation in such training from Category 4 suggests that few individuals are taking advantage of these opportunities, which limits the impact of the programs.

- 5P10a S MnSCU' Chancellor along with the Board of Trustees holds a key role in the selection of the executive leadership at the college. The job description used as a part of the recruitment and selection process is aligned to the mission, vision and values of the college. Succession planning is governed by State and Federal guidelines but is influenced by feedback from the college community.
- 5P10b O Although there is a process of participation for succession planning in place for candidates at the presidential level through administration of MnSCU it is unclear how or if there is a process used in the recruitment of others in key leadership roles in the institution.
- 5R1 OO Although SCTCC provides some anecdotal evidence that it is collecting and analyzing performance measures of Leading and Communication, it does not provide clear and comprehensive evidence for this organizational process. Without a clear and comprehensive approach, it might be difficult for an institution to determine how effectively and efficiently it is carrying out its responsibility of Leading and Communication.
- 5R2 O In 2008 SCTCC produced a document entitled Many Voices, One College Report: A Passion to Empower Learners at St. Cloud Technical College Expanding Capacity for Student Success. The document was developed during a one-day gathering which also produced four action projects for 2008-2009. Again in 2009, SCTCC met in a one-day event and reviewed accomplishments and established additional action projects. This is a commendable process however, there were no results reported as those items presented in 5R2 are activities which were not accompanied by measurable results.
- 5R3a S SCTCC maintains a highly visible presence in the community leading the way for the deployment of an "enhanced mission" as compared to other technical colleges in the MnSCU system. The college identified 4 crucial leadership accomplishments in the portfolio.

- 5R3b O It is not clear how the results of SCTCC compare with the performance results of other higher education organizations. The institution states that they are leading the way for communicating and deploying an enhanced mission in technical colleges within the MnSCU system, but no results or evidence are provided to support this claim.
- 5I1 S Over the past 4 years, SCTCC incorporated the Appreciative Inquiry process that is reported to have improved the communications and leadership processes by providing more opportunities to have open discussions and a focus on positively building on what the College is already doing. It has led to participation in shared governance and college level strategic planning sessions.
- 5I1-5I2 O SCTCC acknowledges it does not have a systematic process for setting any targets that would help it identify, move toward and measure success for improving communications and leading. Developing measures for the effectiveness of the organizational structure and communication of the senior leadership team with employees and setting targets will provide the institution with more understanding of these areas than a project driven approach alone can provide.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- OV1c SCTCC offers certificates, diplomas and degrees in 58 program areas and over 90 award options. SCTCC's academic programs include: Business and Information Technology, Transportation, Construction, Health & Human Services, and Manufacturing.
- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new vision is "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." The new mission is "St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education."
- OV3b SCTCC has identified six general categories for student goals—specific program degree-seeking students; transfer students; personal enrichment; high school students building college credit; customized training; and Workforce Center students.
- OV5c The Executive Leadership Council and Executive Leadership meetings (including directors and supervisors) are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the college, including student senate and the faculty senate which serves as shared governance councils.
- OV6a SCTCC has a challenge of balancing growth, physical space and financial resources as a result of moving from a technical college to a comprehensive college. SCTCC has committed to purchase additional space to accommodate the needs for students in the health care field as well as adding large classrooms to accommodate growth in the Associate of Arts degree program. It has also expanded into off-site facilities to meet the retraining needs of unemployed workers.
- OV6c The existing infrastructure for student support services has been examined and analyzed to ensure that student advising, transfer evaluation, developmental needs, and other support networks are in place for student success as the college continues to increase its enrollment in the transfer program.

OV8 In January 2008 the Minnesota State Colleges and Universities Board of Trustees approved its strategic plan for 2006 through 2010 with a revision adopted in 2008 called, "Designing the Future". This strategic plan consists of 13 goal areas addressing six key concept areas. SCTCC must focus on system-wide targets for Underrepresented Students, STEM targets, Online Education, Dislocated Workers, Resource Management, Continuous Improvements, and Energy Conservation.

OV9b For the past six years, SCTCC has offered an AA degree with Anoka Ramsey Community College as the granting institution. Over 95% of courses are taught on the SCTCC campus by SCTCC faculty.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|---|
| 6P1a | S | The Student Affairs Division, established in 2005, has a defining vision, mission and values statement to guide their work. Without much existing data on student satisfaction to set a baseline, the division implemented the use of a college-wide student satisfaction survey. |
| 6P1b | O | SCTCC has established and identified a process to support service needs of students but does not appear to have an established process to identify the needs of other stakeholders. |
| 6P2a | S | The Finance and Facilities Division in the MnSCU System sets expectations and performance levels. The Board of Trustees Accountability Framework and Composite Financial Index drive the performance indicators and financial trends. |
| 6P2b | O | A description of finances, realignment of student support services, and need for reduced instructional costs are described but the process used to identify needs and make decisions regarding support services is not evident. |
| 6P3 | O | Although SCTCC has been recognized for superior performance in workplace safety and health by the Minnesota Safety Council, it is unclear |

- whether the portfolio has properly addressed how the college designs, maintains and communicates the key support processes that actually contribute to employee and student physical safety and security.
- 6P4a S SCTCC has a variety of committees and planning groups in place and utilize constant contact between managers/administrators and personnel in their area to ensure that needs are being addressed.
- 6P4b O It is unclear as to how SCTCC's administrators manage key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs the organization intended them to meet.
- 6P5 O Evidence indicating how SCTCC documents its support processes to encourage knowledge sharing, innovation and empowerment is not provided.
- 6R1 OO Processes for safety training and sharing positive experiences are important activities, however, they do not constitute a response to this question.
- 6R2 OO Although SCTCC provides information on the institution's student satisfaction survey, it does not provide information regarding the intent of this question of what are the college's performance results for student support services processes.
- 6R3 O SCTCC cites their budget as a performance result for administrative support services. While financial performance is certainly an important part of an organization's planning and continuous improvement, it is not the only type of measure available to key student, administrative and organizational support areas to improve their services.
- 6R4 O Although SCTCC provides evidence of how it is addressing its budgetary constraints; it does not provide evidence to this question regarding how its key student administrative and organizational support areas use information and results to improve their services.
- 6R5 OO This question is not answered based on its intended focus.

- 6I1 OO It is unclear what recent improvements have been made in this category and the question is not answered based on its intended focus.
- 6I2a S SCTCC recognizes that upcoming fiscal years will be extremely challenging with long-term fiscal implications. Throughout its processes to reduce costs, the college continues to monitor instructional, administrative, and operational costs to ensure alignment with fiscal resources.
- 6I2b OO It is not clear how the culture and infrastructure help the college to select specific processes to improve and set targets for improved performance.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new *vision* is “St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities.” The new *mission* is “St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.”

- OV5a The MnSCU Board of Trustees sets system-wide initiatives and policy for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.
- OV5c The Executive Leadership Council and Executive Leadership Meetings (including directors and supervisors) are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the College, including student senate and the faculty senate which serves as shared governance councils.
- OV7a Specific MnSCU and local policies regarding program creation and program review dictate data collection and reporting. Specific programs with regional and national accreditation such as allied health programs have specific data reporting requirement.
- OV7b MnSCU has developed an accountability dashboard designed to monitor the performance of the Minnesota State Colleges and Universities system on selected key measures. It is designed as a tool for the Board of Trustees, institutions, policymakers and other visitors. Results are shown for the system as whole, separately for four-year universities and two-year colleges, and for each institution. Students and parents may check the information in Web sites and publications created to help make decisions about attending higher education institutions within Minnesota State Colleges and Universities.
- OV8 In January 2006 the Minnesota State Colleges and Universities Board of Trustees approved its strategic plan for 2006 through 2010 with a revision adopted in 2008 called, "Designing the Future". This strategic plan consists of 13 goal areas addressing six key concept areas. SCTCC must focus on system-wide targets for Underrepresented Students, STEM targets, Online Education, Dislocated Workers, Resource Management, Continuous Improvement, and Energy Conservation.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|----------------|
|-------------|------------|----------------|

- 7P1 S SCTCC has charged a data task force to explore how data is used within the work environment, what data is being collected and how the data integrates into the organization to help drive decision-making. SCTCC uses reports from in-house and the MnSCU accountability dashboard. Summary data is presented yearly in a fact book posted on the college eSystems Portfolio site as well as communicates results via Vice President and Academic Affairs at regular monthly division meetings. In addition, SCTCC uses management reports to compare budget allocations to each MNSCU institution on a program-by-program basis in terms of cost per FYE.
- 7P2 S SCTCC uses data at the institutional level in the college’s work plan, which is aligned to MnSCU’s strategic plan. The college work plan performance indicators are reported to the Board of Trustees and posted on the accountability dashboard.
- 7P3a S SCTCC uses its program review process for data gathering on several key measures. The college also utilizes federal and special project reporting such as IPEDS and MnSCU.
- 7P3b O While SCTCC has processes for using data for external reporting and internal program review, it is unclear how the college determines the needs of departments and units related to the collection, storage, and accessibility of data and performance information, in other words, the information infrastructure requirements.
- 7P4a S Data and information is shared with the MnSCU Board of Trustees, governor, legislative and key state agencies. Sharing progress of goals, data collection, etc. is communicated at the All College Conversation Days, in service workshops and other forums as a means of communicating the importance of assessment. Data from CCSEE is reported on the accountability dashboard and has been recorded in the “gold range” which indicates that SCTCC exceeds the established targets in these areas.

- 7P4b O SCTCC did not describe how data is analyzed at the institution level – only that it is shared both with MnSCU and within the organization at forums where institution members gather. This addresses communicating the results but does not address how this information is used for engaging the entire institution in making sense of results to drive conversations and affect continuous improvement.
- 7P5 S MnSCU accountability dashboards, IPEDS data, and the program review process determine the need and priority for comparative and benchmarking data. The college participates in national surveys such as ACT, CCSSE, and Noel Levitz PSOL for comparative findings within the system and at the national level.
- 7P6a S Divisions, units, and educational programs are aligned with organizational goals through the College Work Plan, the Appreciative Inquiry Process, Many Voices Document, the Academic Master Plan, and Program Review. The Academic Master Plan has undergone a 12-step assessment process to develop learning objectives at the program level and link them to college-wide outcomes. Externally, 13 SCTCC majors undergo agency accreditation, which links student learning outcomes to college-wide outcomes.
- 7P6b O While the college has plans and outcomes for academic programs, it is not clear what measures have been identified for any of these. Furthermore, SCTCC does not provide evidence of how its analysis of data and information align with its organizational and non-instructional programs and services.
- 7P7 S MnSCU establishes, hosts, and secures the system wide database into which SCTCC enters its data. SCTCC ensures data entry to accurate and timely by ensuring all employees entering the data are fully trained.
- 7R1 S The MnSCU ISRS system provides management reports and queries that are used by executive leadership, academic program managers, dean and directors. Examples of this information includes in-house databases to manage support requests for IT and maintenance; faculty and staff use

an online help request forms which route to the appropriate departments, and these databases help establish work queues and allows reporting of work requests.

- 7R2a S Reporting tools in the MnSCU accountability dashboard allow tracking of progress on system goals as well as comparisons to peers within the system. For example, a chart on persistence and completion rates is available on the dashboard that shows comparisons of SCTCC with other institutions.
- 7R2b O The Minnesota State Department of Management and Budget released a recent audit of the MnSCU System identifying several opportunities for future improvement, which the college is currently in the process of evaluating.
- 7R2c O Although SCTCC indicates that the MnSCU System's Management Reports and Dashboards allow it to measure progress toward goals established by the Board of Trustee and System Chancellor, it does not report on specific results to show how its system for Measuring Effectiveness meets its needs in accomplishing its mission and goals.
- 7R3 S SCTCC uses the MnSCU Database System, CCSSE and Noel-Levitz survey results to compare itself with the other peer institutions. For example, the *2010 PSOL Major Indicators Chart* shows that SCTCC's student results closely aligned to MnSCU-wide and National averages in both importance and satisfaction indicators.
- 7I1a S Through involvement in the appreciative inquiry process, AQIP and CQIN, the process for improvement in the systematic and comprehensive processes of SCTCC are validated and reinforced.
- 7I1b S The College reallocated funding resources to fill a Director of Sustainability position at the college.
- 7I2 OO Although, this section provides a definition of the expectations of the Accountability Dashboard and ten measures identified by the Board of Trustees, it does not address the question of culture and infrastructure

within the processes of improving and measuring institutional effectiveness.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- OV1d SCTCC has enhanced their vision and mission statements to include transfer education. The new *vision* is "St. Cloud Technical and Community College is the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities." The new *mission* is "St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education."
- OV3a Primary external stakeholders are the St. Cloud community, alumni, area businesses, employers, high schools, the MnSCU Board of Trustees, and legislators.
- OV3b SCTCC has identified six general categories for student goals - specific program degree-seeking students; transfer students; personal enrichment; high school students building college credit; customized training; and Workforce Center students.
- OV5a The MnSCU Board of Trustees sets system-wide initiatives and policy for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.

- OV5c The Executive Leadership Council and Executive Leadership Meetings (including directors and supervisors) are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the College, including student senate and the faculty senate, which serves as, shared governance councils.
- OV6a SCTCC has a challenge of balancing growth, physical space and financial resources as a result of moving from a technical college to a comprehensive college. SCTCC has committed to purchase additional space to accommodate the needs for students in the health care field as well as adding large classrooms to accommodate growth in the Associate of Arts degree program. It has also expanded into off-site facilities to meet the retraining needs of unemployed workers.
- OV6b MnSCU establishes guidelines and regulations, for SCTCC's strategic plan. This is in alignment with six key concepts and thirteen goal area measurements linked to the balanced scorecard. AQIP (under HLC) and a Program specific cadre of accrediting bodies accredit SCTCC and certain specific programs offered by the College.
- OV8 In January 2006, the MnSCU Board of Trustees approved its strategic plan for 2006 through 2010 with a revision adopted in 2008 called, "Designing the Future". This strategic plan consists of 13 goal areas addressing six key concept areas. SCTCC must focus on system-wide targets for Underrepresented Students, STEM targets, Online Education, Dislocated Workers, Resource Management, Continuous Improvement, and Energy Conservation.

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|---|
| 8P1 | S | The planning process of the college builds upon the structure set by MnSCU, legislature, economic climate, and the college community. An Appreciative Inquiry process helps guide the organization in setting |

- directions, making decisions, seeking future opportunities, and communicating decisions to internal and external stakeholders.
- 8P2a S In 2007, SCTCC initiated an Appreciative Inquiry Process for creating the future by engaging the entire college community in an inclusive and participative manner to build on its successes.
- 8P2b O It is unclear how the Appreciative Inquiry Process is used for short and long-term strategies. The institution could demonstrate this by incorporating the Appreciative Inquiry Process into their strategic plan or other models for continuous improvement.
- 8P3 S A facilitators group meets to experience the planning process using the appreciative inquiry process and determines ways to modify it for the college and larger community. This group is comprised of leaders from faculty, support staff, foundation board members, key community members, and students. They also meet as a community in the “All Conversations Day” to identify common success themes or measures from previous action projects that may craft future projects. In addition, quality tools are used to process stakeholder work sessions and to identify short-term initiatives/AQIP projects, usually 1-3 years in length. An AQIP committee communicates the strategic and tactical details of these projects.
- 8P4a S SCTCC aligns its planning processes (College-Wide Plan, Facilities Plan, Master Academic Plan, Technology Plan, Diversity Plan, Action Projects) with strategies focused on improvement. Aligning the planning process with the various institution-wide plans is critical to prioritizing and coordination. Furthermore, planning activities are driven by senior leadership levels within the Office of the Chancellor (MnSCU Strategic Plan, College Work Plan, Facility Plans, Diversity Plan, and grants) and from perspective of the needs of the College (Program Review, Action Projects, and All Conversation Day).

- 8P4b O Although planning activities are driven by senior leadership, it is unclear how this shows alignment with planning processes, organizational strategies and action plans across various levels.
- 8P5 S The college measures goal accomplishment through narrative progress reports in the College Work Plan on an annual basis. The work plan is used for presidential performance and provides a progress report to the MnSCU system. Other plans, such as the Carl Perkins Grant set a number of core indicators to measure college performance on a yearly basis. Targets are compared with other higher education organizations and results are shared college-wide.
- 8P6a S Involvement in processes such as the Appreciative Inquiry Process, AQIP, and CQIN has provided the means to validate and reinforce the college's mission and to work toward alignment of strategic goals with resources needed to achieve the goals.
- 8P6b O Current resources are constrained while the needs for increasing expenditures based on new mission and direction is resulting in a focus in planning on ways to reduce costs to meet basic needs.
- 8P7 S SCTCC conducts a Continuity of Operations Planning Process as identified by the Board of Trustees and Office of the Chancellor. The Process includes disaster planning for programs and processes in case catastrophic losses occurred to the facility as well as individual building damage to sections of the facility.
- 8P8 S Faculty and staff are encouraged to attend a number of conferences and activities made available to them. In addition faculty development funds allocated consist of \$250.00 per FTE faculty position used to support professional development of the faculty.
- 8R1 OO Although SCTCC provides some information on some processes it uses to collect and analyze measures of effectiveness, it does not respond to the question. There is an opportunity to enhance the planning process through an intentional evaluation of results that are collected.

- 8R2 OO A chart indicating action projects that are active and completed was included, however, performance results were not provided for the accomplishment of those goals and action plans.
- 8R3 S SCTCC uses Action Projects, which are part of its work plan, and have measurable targets, which include increasing access and opportunity to underrepresented populations by 5%, promote and measure learning with a STEM enrollment increase of 4%, and to provide programs and services to state and regional economic needs by increasing unduplicated headcount for displaced workers by 5%.
- 8R4 O Although SCTCC indicates that its performance results are shown on the MnSCU Dashboard, which allows direct comparison on aggregate measures of MnSCU institutions, the institution does not show any comparison of its results for the performance of its process for planning continuous improvement with the results of other higher education organizations. There exists an opportunity to review the data of similar institutions to see where SCTCC stands to learn about additional areas of improvement.
- 8R5 O Although SCTCC indicates that the MnSCU Board of Trustees and the Chancellor's Office evaluate its work plan to ensure alignment with the MNSCU system priorities, SCTCC does not provide evidence showing that its system for planning continuous improvement is effective. Without this evidence, it could be difficult for an institution to know how effectively it is achieving its mission and vision.
- 8I1a S Recent improvements have included creating a Director of Institutional Sustainability position, changing job descriptions of key employees to support data collection and analysis, implementing a Quality Day, and developing tools and templates to aid in the academic program evaluation process.
- 8Ib O SCTCC has cited several recent improvements but failed to link these improvements to processes and performance results for planning.

- 812 S The Appreciative Inquiry process is key to hear the college's voice relating to planning needs. Four administrators have been trained in the Academic Lean Process, which is also utilized to identify and improve processes.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of St. Cloud Technical and Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- OV2a As part of the mission of the college, additional public services are made to the local community, including a low cost dental clinic, automotive repairs, an auto body repair shop, and space and facilities for volunteer organizations to provide public services, such as the voluntary tax preparation services offered to low-income individuals.
- OV2b SCTCC has forged several strategic partnerships to aid in accomplishment of its academic and vocational mission such as the Sterns/Benton Workforce Center, Department of Employment and Economic Development, state services for the blind, Minnesota job skills partnership program, dislocated workers program, and Minnesota Workforce One.
- OV3c SCTCC has identified its service area as the six-county region of Benton, Mille Lacs, Morrison, Sherburne, Stearns, and Wright, from which SCTCC draws 65-69 percent of its student population.

- OV3d SCTCC's service area has the following colleges and universities; SCSU; two private liberal arts institutions; College of St. Benedict and St. Johns' University; and a branch operation of St. Scholastica. There are also three private, for-profit college campuses in St. Cloud-Minnesota School of Business/Globe College, Rasmussen College, and Regency College of Hair Design.
- OV7b MnSCU has developed an accountability dashboard designed to monitor the performance of the Minnesota State Colleges and Universities system on selected key measures. It is designed as a tool for the Board of Trustees, institutions, policymakers and other visitors. Results are shown for the system as whole, separately for four-year universities and two-year colleges, and for each institution. Students and parents may check the information in Web sites and publications created to help make decisions about attending higher education institutions within Minnesota State Colleges and Universities.
- OV9a SCTCC has key collaborative relationships with the Minnesota State Colleges and Universities system, four-year colleges and universities, consortia of business, industry, and community partners committed to workforce and economic development, and K-12 education partners. SCTCC has partnerships with over 40 community organizations. SCTCC has K-12 Partnerships that include Minnesota's Post Secondary Enrollment Options (PEO) act, Articulated college credit (formerly Tech Prep), PreTRiO Program, Students Technology and Robots S.T.A.R. camp, and Discovery Academy (DA).

Here are what the Systems Appraisal Team identified as St. Cloud Technical and Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

| <i>Item</i> | <i>S/O</i> | <i>Comment</i> |
|-------------|------------|---|
| 9P1 | S | SCTCC has created relationships with neighboring school districts, cultural organizations and educational organizations to provide quality career, technical and transferable education. Two examples of such relationships include the Great River Perkins Consortium, which consists of 27 high schools in the area, and the Readiness Pipeline that assists first generation students with low income or disability needs. |

- 9P2 S SCTCC understands their stakeholder needs through program advisory committees, connecting with faculty from other colleges for transferability, serving on national, state and regional boards and by increasing awareness of community needs.
- 9P3 S Organizational relationships that provide services to students are of a variety and include a childcare center, a program that reaches out to individuals working with special populations in secondary schools, the Science Initiative of Central Minnesota, and the Stearns/Benton Employment & Training Center.
- 9P4 S SCTCC's Foundation assists in bridging relationships within the college in order to integrate, communicate, and meet needs that cannot be met through state appropriations or Perkins funding. It provides supplemental support through financial assistance for student scholarships, technology and equipment, and faculty/staff development.
- 9P5 S SCTCC develops relationships beginning with trust, extraordinary customer service and by remaining flexible in order to meet the current needs of the customer. The Minnesota Workforce Center and Stearns Benton employment and Training Council are partners with the college that promote and ensure efficient and effective coordination of workforce and human capital investments and services across a wide range of programs. In addition, college leadership work with peers from other MnSCU schools to identify and explore opportunities for consortia programs and shared course development.
- 9P6 S SCTCC is reaching into high schools with programs that meet their needs as identified by a strong advisory board membership. Articulation agreements with four year institutions, collaborative partnerships within MnSCU and a consortium for manufacturing and applied engineering help SCTCC meet the needs of its students and those involved in the partnerships.
- 9P7 S SCTCC faculty and staff have numerous opportunities to attend committee meetings to provide input into the decision making process.

- Examples include the Academic Affairs and Standards Committee, monthly labor management meetings, and in-service days. Membership in the Shared Governance Council, the campus newsletter, and published meeting minutes also provide an avenue to share information.
- 9R1 O Although SCTCC provides an example of the applications and scholarship awards given by its Foundation as a measure for building relationships, it does not provide a complete and comprehensive outlay of the measures it employs to collect and analyze measures regarding internal and external collaborative relationships.
- 9R2 O The enrollment data provided in the SCTCC Student FY09 and FY10 chart is difficult to read and discern, and the institution provides no explanation of the chart's results.
- 9R3 O SCTCC indicates that it examines its performance on collaborative relationships by comparing its results with those of peer institutions within the MnSCU system. It also indicates that its results compare favorably within its peer group. However, data from the chart is difficult to read and the institution provided no explanation of the chart's results.
- 9I1a S SCTCC has instituted improvements to help foster collaborative relationships with its community and MnSCU partners. The college has identified three crucial areas in which they have taken action to continue to build on these improvements.
- 9I1b O How systematic and comprehensive processes and performance results are for building collaborative relationships is unclear and not addressed.
- 9I2 O How the college culture and infrastructure select and set targets for improving performance results in Building Collaborative Relationships is unclear and not addressed.