



CQR Quality Highlights Report
St. Cloud Technical and Community College
1540 Northway Drive
St. Cloud, MN 56303

February 2016

Acting College President:
Margaret (Peg) Shroyer
pshroyer@sctcc.edu
320-308-5030

Accreditation Liaison Officer:
Norma Konschak
nkonschak@sctcc.edu
320-308-5382

Institutional Update

Background. St. Cloud Technical College has been accredited by the Higher Learning Commission since 1985 with our most recent reaffirmation of accreditation as an AQIP institution in December of 2008. St. Cloud Technical College became St. Cloud Technical and Community College in 2010. Submission of our most recent systems portfolio was June 2014.

Updates & New Information

Visioning. St. Cloud Technical and Community College faces many challenges in our future as does all of higher education. As part of our planning processes, each year the college comes together with faculty and staff and with representative students present to reexamine our purpose and focus on a specific goal. Our past themes are as follows:

2009 “Managing Change with Appreciative Inquiry”

2010 “Many Voices, One College”

Oct. 2011 “We Know the Destination...We Need to Chart the Course”

Feb. 2013 “Assessment—It’s Not Just for Academics”

Feb. 2014 “Strengthen the Granite City”

Feb. 2015 “FOCUS—Who We Are and Who We Serve”

SCTCC will gather, once again, on our All College Day to celebrate and to plan. The theme for our 2016 All College Day is **Imagine Our Future**. Our All College Day brings together all faculty and staff to encourage involvement and strengthen individual and group ownership in planning for our future. As we come together in late February, we will connect MnSCU’s Charting the Future work plan with SCTCC’s Imagine our Future theme. During the day, we will examine student scenarios to determine what our future students will need, hear from forward-thinking business leaders to better understand what the needs of industry will be in the future, and discuss our current challenges serving as roadblocks to keep us from reaching the stretch goals set by the system. This day will allow us to focus on our students’ and stakeholders’ needs and to integrate this shared focus into the college goals and decision-making.

Strategy Forum–April 2015

In April 2015, a team of faculty and administrators attended an AQIP Strategy Forum to generate strategies for moving forward with action projects and continuous quality improvement at St. Cloud Technical and Community College.

As the team completed the pre-work for the Strategy Forum, it was determined that AQIP Category 7, Measuring Effectiveness was in most need of attention by the college. To address the noted need for improvement for Managing Information Planning (7P2) and Aligning Information Analysis with Organizational Goals (7P6), our team determined a focused approach to develop a transparent system of data collection and dissemination for academic programs was a prime candidate to address these items. From the pre-work and the teamwork at the Strategy Forum, we developed an Action Project Charter, which is now an active action project titled “Academic Program Profiles.”

The action project was designed to utilize a uniform set of measures to enhance the distribution of critical information for academic program decision-making by integrating information from several sources into a single document and to establish a data tool that provides clear, replicable data related to factors that can be influenced by faculty.

The action project planning team, which included faculty members from across disciplines, administrators and data staff, was engaged to review the project concept, template and data elements. The group met throughout the summer (2015) to refine the measurements, draft data definitions and develop a messaging strategy for the roll-out of the Program Profile template to the institution during the faculty in-service (August 2015).

The project team intentionally selected the format of a prior profile document utilized at SCTCC (2010) as the foundation for the Program Profile reports designed for this project. Drawing on the prior experience of the college with the former template, it allowed us to move quickly to a review of the instrument with some refinement and additional data points.

Although this is a focused project on the use of data for academic programs, its scope is quite significant due to the number of resources that provide the source data, the human and technology resources needed to compile and summarize the data, and the process to review the data for accuracy and applicability. As the college moves forward with this action project, there has been a broad-based effort to evaluate the tool and gather feedback to improve the data integrity as well as the format of the information to best serve the needs of the faculty and administration.

The development of the Program Profiles has the potential to serve SCTCC as a best practice for use of data. This transparent data tool will provide faculty, staff, and administration with the

data to analyze program effectiveness and student success, to track performance results to improve program sustainability, and to improve the learning process.

Role of Action Projects

SCTCC has used Action Projects to engage the college staff and faculty in quality improvement projects across numerous areas of the college: employee communication, student advising and registration, assessment of student learning, data-based reporting for academic programs, safety and parking, strategic planning and institutional effectiveness.

Since 2010, St. Cloud Technical and Community College has completed four action projects:

- Advising Audit
- SCTCC Institutional Effectiveness
- Parking Infrastructure
- Creation of a Health Service Clinic on SCTCC Campus

Current (active/in review) Action Projects:

- Academic Program Profiles—April 2015
- Hobson’s Implementation—June 2015
- Communication Evaluation to Improve Employee Engagement—November 2014
- Cyclones Care Team Behavioral Interventions—October 2014
- Interventions for Students on Academic Warning—July 2014
- Improving Student Learning Through Continued Enhancement of Academic Assessment Processes—January 2013

Action Projects have allowed SCTCC to dig deeper into opportunities to determine if extensive changes are needed or if processes need minor re-engineering. Some action projects have led to decisions not to pursue an initiative as in the case of the Health Service Clinic.

In response to reviewer comments associated with the Institutional Effectiveness action project, “It would probably serve the institution better to more narrowly scope the project objectives. . . In the future, it might serve the institution better to implement projects that are more clearly defined, with a firm deadline, so the projects can proceed in a manner that can be clearly documented and outcomes can be clearly demonstrated.” SCTCC continues to adapt to the scope of projects that are selected for Action Projects, a strategy that is currently being employed is to take a very large scope of work and break it down into smaller projects to create a chain of improvements. For the current action project for Academic Program Profiles, we narrowly focused the scope on the content and format of the profile reports; as an institution,

we are fully aware that this is one of many components associated with program assessment and review. SCTCC will continue with related AQIP projects with firm deadlines, which are narrower in scope.

To ensure a continuous supply of quality improvement projects, ideas must continuously be generated, collected, and reviewed. To accommodate this process, SCTCC plans to create a team that will develop an internal process to generate, evaluate, prioritize and select action strategies that will be recognized as AQIP Action Projects. The team will provide a formal structure around the creation of Action Projects; which in turn, will infuse the ongoing commitment to improvement throughout the organization.

While the foregoing information specifically summarizes the college's work with Action Projects, it is important to emphasize that the college engages in continuous quality improvement in many areas that may not be included in action projects. The SCTCC community uses All College Day, the annual all-staff event, to celebrate our dedication to continuous improvement.

Online Learning Update

In 2012, St. Cloud Technical and Community College was authorized by the HLC to offer online programs. The initial approval included three programs – Associate in Arts (A.A.), Business Management (A.S.), and Energy Technical Specialist (A.A.S.). Beginning Fall 2015, the Finance and Credit A.A.S. degree was added to the online program inventory of the college.

The Distance Education Committee is made up of employees from all areas of the college (faculty, administration, student affairs, IT, Admin Services) and comprehensively plans to meet the needs of students, faculty and other stakeholders the college serves online.

Using an annual work plan model, the committee sets outcomes and targets with operational actions to accomplish outcomes. Outcomes have timelines, budgets, and assessments and findings and ongoing results for improvements are communicated at steering committee meetings that occur 3 times per semester. All outcomes link to the overall strategic priorities of the college and the MnSCU system. These outcomes and their corresponding actions focus on decision-making analytics and clear data points for communication, expanding course and program offerings while improving quality and service to students, and aligning distance education with the system and college plans, processes, policies, and procedures.

SCTCC takes great care to provide support for both faculty teaching online courses and students taking online courses, since the online learning environment can prove challenging to

people unfamiliar with the format. For student self-assessment, SCTCC provides a sample online course which simulates the online learning environment.

To support student technology associated with online education, the college offers an online student help desk staffed by IT support personnel. The student online learning lab assistant is the designated person responsible for providing free training sessions for students, in the use of the online learning management system (LMS) used by SCTCC. LMS training is provided as one-on-one and in classroom setting. The student online learning lab assistant is specially trained in the use of D2L Brightspace in order to support students in need of assistance. This support is available in person, over the phone, and via email.

Students receive academic support for online courses, which includes tutoring and library services. SCTCC provides tutoring through the Smarthinking Online Tutoring (<http://smarthinking.com/>) service available to all students. Students can get library assistance and access library materials electronically. SCTCC strives to ensure that online students do not have to travel to campus to get needed assistance and that resources can be accessed electronically.

Faculty members at SCTCC receive training in teaching online. SCTCC takes a two-pronged approach to training for faculty teaching online: technology and pedagogy. Courses offered by the online learning lab assistant are largely of a technical nature such as “Creating Videos with MediaSpace”, “Making D2L Brightspace Work for You”, and “Getting Started with D2L Brightspace”. Other courses, taught by a veteran faculty member, are more pedagogical in nature and are focused on increasing quality in online courses. Some examples of these courses are “Charting the Course, Part 1: Ensuring Alignment Among Objectives” and “Part 2: Connecting Course Activities to Objectives”.

Beyond the local training provided to online instructors, SCTCC has been active in the Quality Matters training program to help ensure quality in online courses. SCTCC has produced master reviewers and has had faculty members whose courses have been reviewed nationally. The Minnesota State College and University System regularly makes QM courses available to all MnSCU campuses. SCTCC also conducts online faculty training sessions on campus that are available to all faculty members.

The online learning lab assistant also provides technical assistance to individual faculty, which includes: D2L Brightspace use, course setup, D2L course issue troubleshooting, and media production for online delivery. D2L Brightspace After-Hours Help is also available to all faculty and students through the MnSCU service desk. The MnSCU Service Desk provides live support via phone 7 days a week most days until 11:30 PM. Online answers are available 24/7 by using a searchable knowledge base or by clicking on “Ask a Question” if needed.

Distance learning courses are evaluated by students as a part of the institution's regular process for course evaluation so the faculty can close the feedback loop on courses they are teaching online. Although students are participating in the course evaluation process, SCTCC desires to increase the response rate for the Student Course Surveys associated with online classes.

Since the 2012 authorization, SCTCC has experienced the following enrollment, academic, and student service highlights associated with distance education:

- Growth in online FYE from 12% of total enrollment in FY12 to 19% of total enrollment in FY16.
- A steady offering between 9% and 11% of total FYE enrollment in blended/hybrid courses.
- Conscious management of section offerings that align with online program needs, student demand, and fiscal responsibility. In FY12, 239 sections were offered with 4,277 seats sold. In FY16, 246 sections were offered with 6,225 seats sold. This has all been accomplished with maximum online class sizes of 32 or less.
- Racial diversity represented in online courses has increased from 9.6% of total online enrollment in FY12 to 15.1% in FY16.
- Expanded online support services in academic advising, learning support services, and placement/career services.
- Comprehensive training program for faculty with technology and pedagogical tracks to maximize the learning experience.
- SCTCC joined the National Council for State Authorization Reciprocity Agreements (NC-SARA) in 2015, meeting national standards for interstate offerings of postsecondary distance education courses and programs.
- SCTCC faculty continues to participate in regional and national conferences on distance education, including the Minnesota IGNITE conference and D2L/Brightspace FUSION conference.

Going forward the college plans to sustain and grow support for quality online learning. The distance learning committee is currently at work on a distance learning plan that will chart the course for online learning at SCTCC for the next few years. The committee foresees increased growth in demand for online courses based on current trends in enrollment data and as a result the need for increased services to support that growth.

People & Investing in Them

SCTCC embraces five "Pillars of Success." The Pillar of Success are defined as: SCTCC's priorities to achieve performance excellence, focusing on accountability, data driven decision making, and assessment." One of the Pillars, "Internal Workforce Engagement" focuses on the

following items: employee engagement, employee retention and transfer, employee diversity, professional development, and reward and recognition.

SCTCC has implemented the Leaders Edge program this year to develop leaders from within our college. The first 12 participants have been selected from faculty and staff within our organization who have demonstrated through involvement and professional activities their potential as leaders. Development as a leader has direct impact on college operations; employee satisfaction, productivity, and engagement; and provides Leader's Edge participants with knowledge and experiences that will help them advance on their career path.

Training, presentations, and activities in which the first cohort has been involved are: Effective Performance Management, Self-Defeating Habits of Otherwise Brilliant People, Employee Resistance: Leverage Organizational Tensions, and Multigenerational Work Environments. Several of the individuals involved have already changed positions within the college to those of greater responsibility.

Capitalizing on Systems Appraisal Feedback

To address the Systems Appraisal Feedback, a Quality Checkup Steering Committee was formed during the fall of 2014, which continued their work through the entire academic year. Information on the Quality Checkup Visit, Feedback Report, and Action Projects was shared. There were discussions regarding the findings and teams formed based on the following categories:

- *Category 1 Helping Students Learn.* These teams were focused on:
 - **The Assessment Action Project.** During the year, this team presented on the progress of program assessment at Academic division meetings.
 - **Program Assessments.** During the current academic year, a faculty member has been on release credit and worked with faculty in all academic programs to complete a current assessment report, which includes a listing of all program outcomes, student evidence of learning (sample), the measurement used (such as a rubric), and how faculty communicate and inform change through the assessment process. A very similar process is being established for general education assessment and the plan will be completed by the end of spring semester 2016.
 - **General Education Assessment.** This team developed a set of questions to be used in the student surveys about communications, diversity, and critical thinking. This data will be used as a benchmark and students will be surveyed again in the spring of 2016.

The Survey questions that were asked of all students in all majors:

How much has YOUR EXPERIENCE IN THIS COURSE contributed to your knowledge, skills, and personal development in the following areas?

- Your ability to apply communication skills in reading, writing, speaking, and listening related to the materials and/or skills of this course?
- Your ability to analyze and apply information and concepts related to the materials and/or skills of this course?
- Your ability to appreciate diverse ideas and people of diverse backgrounds (for example; racial, ethnic, gender, generational, socio-economic, students needing accommodations)?

Fall 2015 Results from Student Feedback Survey

	n	Very Little	Some	Quite a Bit	Very Much
Communication	4565	114	728	1744	1979
		2.5%	15.9%	38.2%	43.4%
Critical Thinking	4559	61	484	1814	2200
		1.3%	10.6%	39.8%	48.3%
Diversity	4545	2021	1534	671	319
		44.5%	33.8%	14.8%	7.0%

- **Data Organization & Analysis.** This team through assistance from IT, informed the establishment of network directories and folder organization for historical assessment work making it easily available and accessible to all faculty and staff.
- **Strengths & Opportunities** as outlined in the Feedback Report. This team surveyed and discussed efforts at SCTCC about inclusion for our diverse students and continue to discuss other opportunities as outlined in the Feedback Report.
- **Categories 2 & 6 -- Admin/Support Services.** This team reviewed noted opportunities associated with processes to serve external stakeholders and to provide institutional support services.
 - To illustrate to the HLC the process for resources allocation at SCTCC, a brief description of the “space network” process is provided. The college uses an annual space network meeting to allocate resources for equipment among the college departments. During the meeting representatives from multiple areas of the college present prioritized requests for consideration by the space network work group. The work group considers each request and its priority to the overall

college goals and initiatives; funding is designated for the projects that are most highly prioritized.

- *Categories 3 & 9 -- Relationships.* This team explored and discussed consistent practices across the college on the use of Advisory Boards, which includes a yearly survey.
- *Categories 4 & 5 -- Communications.* To address the opportunities in these categories, the “Communication Evaluation to Improve Employee Engagement” Action Project has been created.
- *Categories 7 & 8 – Institutional Effectiveness.* The team evaluated the items identified as opportunities in the 2014 Systems Portfolio related to Measuring Effectiveness and Planning Continuous Improvement.
 - Recommendation: Better distribution of information will allow for more effective planning and decision-making at all levels in the organization. The use of systematic reporting cycles and standardized data will move SCTCC to a proactive rather than reactive model. Information on the process/allocation model for financial resources will allow for better planning in all departments. The college needs to define reporting criteria for institutional and programmatic use.
 - Clarification of information in the portfolio should include: A communication of the alignment of the work/ideas generated during All College Day to Action Projects and other planning mechanisms, such as Work plan. Documentation of the assessment and communication of results.

Strategic Challenges and Actions Taken

The Systems Appraisal Feedback Report identified the following challenges, that SCTCC:

- Establish its own unique identity tied to its expanded mission as a comprehensive community college focusing on its stakeholders.
- Needs to identify the role and expectations of its general education program.
- Will benefit from working to develop an integrated process for calculating results from data and systematically using these results to drive its planning and decision-making procedures.
- Could present a clearer picture of processes that lead to measurable outcomes that are then reviewed against performance targets that are utilized to identify improvements to the processes.

Establish its own unique identity. Although, SCTCC is a member of the MnSCU (Minnesota State Colleges and Universities System), each college is allowed and encouraged to maintain its own identity to serve their unique service area, community, businesses, and students.

Through State Statute 136F.02, the Board of Trustees for the MnSCU (Minnesota State College and University) System was established. The Minnesota State Colleges and Universities is governed by a 15-member Board of Trustees appointed by the governor. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.

The present chancellor of the MnSCU system is Steven J. Rosenstone, who began his term with Minnesota State Colleges and Universities on Aug. 1, 2011. Chancellor Rosenstone is the chief executive officer of the Minnesota State Colleges and Universities. He is responsible for providing academic leadership to the system's 31 colleges and universities, ensuring effective and efficient management and operation of the system, carrying out board policies, recommending operating and capital budgets to the board, and planning for the current and long-term educational needs of Minnesota.

SCTCC's president is the primary spokesperson for college interests and consults with students, faculty, staff and members of the community. The president advises the chancellor, the staff of the system office, and the Board of Trustees on matters of system policy as appropriate. The college president leads in generating and sustaining the college vision as an integral part of the Minnesota State Colleges and Universities system. The duties and responsibilities of the president include but are not limited to, adhering to Board policies and system procedures, employing personnel, providing innovative educational leadership, allocating campus resources, and implementing the Board's strategic plan.

Role and expectations of its general education program. St. Cloud Technical & Community College has a 67-year history as a technical college, but only a six-year history as a community college. SCTCC is a young community college and as such, we are still developing processes and strengths related to our community college mission. Over the last six years, our AA program numbers and graduates have grown from 17 to 307.

	2010	2011	2012	2013	2014	2015
AA Degree Count	17	106	154	210	298	307

In 2011, SCTCC implemented an Action Project, “SCTCC Institutional Effectiveness Action Project” to address the challenges associated with our expanded mission. SCTCC embarked on this journey, which embraced several high performance practices, such as Foundations of Excellence, both the 1st year experience and the transfer experience and the use of the Community College Survey of Student Engagement (CCSSE) to set benchmarks for SCTCC as a new community college. The data obtained from these 2 college-wide efforts have served to guide SCTCC’s efforts toward enhancing and strengthening general education.

During our 2013 All College Day, the focus was on student success through assessment. A significant outcome from that event has been the faculty-led effort to define AA Degree outcomes. These general education outcomes are now being used in our current efforts to define college-wide processes for general education assessment of student learning.

Integrated process for calculating results from data and systematically using these results to drive its planning and decision-making procedures. One example of the process where SCTCC uses the results of data to drive planning and decision-making is the continuous improvement cycle used for our Academic Advising Center.

Establishment of a strong academic advising center to improve the retention and success of our students within our expanded mission has been a continual improvement process using data, planning, and decision-making.

Significant improvement in satisfaction of students with academic advising and planning services is revealed by the comparative results over four CCSSE survey periods; this improvement is attributed to the institutional effort to improve the admissions and advising experience of students through the Advising Audit AQIP Action Project and the implementation of other strategic initiatives related to student achievement, such as our Starfish Early Alert System, which was implemented during the Summer 2013, and an additional AQIP Action Project entitled “Interventions for Students on Academic Warning” that is currently focused on academic advising interventions for academically at risk students.

CCSSE Survey Questions related to Academic Advising-4 survey cycles

(% of responses)	Frequency of Use (Sometimes & Often)				Satisfaction (Somewhat & Very)				Importance (Somewhat & Very)			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
Academic advising/planning	60.7	57.0	64.5	70.0	76.3	75.9	82.8	83.6	90.7	92.6	91.9	93.9

Processes that lead to measurable outcomes, reviewed against performance targets, and used to identify improvements. SCTCC has used a unique approach to our planning processes over the last 2 years. We have initiated grassroots planning, which has started with academic affairs.

The purposes of the grassroots planning is to:

- Align unit level outcomes, which are measurable, with program outcomes and strategic priorities
- Develop actions with performance targets related to financial, human resources, IT, and/or space needs.
- Inform department/division level and college level plans, such as the Master Academic Plan, which is currently in draft status and has incorporated the program and division plans.
- Meet accreditation standards; serve as a source for action project planning, and to improve student learning, retention, and success.

Faculty in each academic program have created goals, which are used to develop the department plan, which was used to inform the Master Academic Plan. The individual program plans are reviewed by faculty and administration on an ongoing basis during the academic year. Several examples of the goals identified are increased program enrollment, student retention, and pass rates for programs, such as dental hygiene. These plans are also used in the faculty evaluation and planning processes as improvements are identified.

Improvement to Graduation Rates. A tangible result of SCTCC's college-wide focus on student retention and completion has been the improvement to graduation rates. Efforts which have led to the results are the establishment of our centralized advising center, implementation of an electronic early alert program and a commitment of faculty and staff to work with students to keep them enrolled and support them through graduation as identified in their program grassroots plan. The evidence of the effectiveness of these initiatives is demonstrated by an increase in the IPEDS graduation rate from 27.2% in 2014 to 37.2% for 2015.

Charting the Future Work Plan

Charting the Future is a strategic effort to help change how we work and encourage collaboration among MnSCU institutions to better prepare our students for success and achieving a more prosperous Minnesota. We are imagining a better world for our students, our colleges and universities, and our communities across the state.

These efforts have involved thousands of students, faculty, and staff from across Minnesota who have helped lead this work from initial recommendations to specific initiative ideas that are being implemented at colleges and universities.

All 31 MnSCU colleges have been involved in the Charting the Future plan, which began in 2012. The implementation of Charting the Future has begun in full force this academic year. The first five initiatives that every MnSCU college and university is working on this year are:

- Convene a campus-based advising work group that researches advising best practices and develops specific recommendations for strengthening advising.
- Develop a campus diversity plan, integrated into the college/university overall Student Success Plan.
- Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising.
- Ensure all students have access to technology.
- Ensure affordability for all students (financial literacy only).

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

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

SCTCC Pillar	MnSCU Strategic Performance Measure(s)	Current Year	Prior Year	2 nd Prior Year
1-Student Success —SCTCC’s commitment to student success is central in all aspects of the college from inquiry to alumni engagement.	Student Persistence and Completion	68.8%	71.5%	65.5%
	Completion Rate	51.0%	51.1%	53.5%
	Success rate—Students of Color	0.88	0.85	0.82
	Completion Rate—Students of Color	0.61	0.67	0.77
	Related Employment of Graduates	96.7%	96.5%	94.7%
	Campus Diversity Climate	Not Available	13.4	13.1
	Licensure Exam Pass Rate	87.7%	94.1%	89.4%
2-Community Building —SCTCC is proud of its long standing history with the region and is committed to strengthening our community beyond providing a skilled workforce by enhancing its presence and engaging with the community it serves.	Private Giving	\$1.41	\$0.71	\$0.99
	Grants (\$mill)	\$0.800	\$0.717	\$0.709
	CTCE Revenues (\$mill)	\$1.148	\$1.353	\$1.463
3-Developing a Skilled Workforce —SCTCC strives to thoughtfully and effectively respond to the ever-changing needs of our region by ensuring students are workforce and transfer ready.	Customized Training/Continuing Education Enrollment	4,979	4,823	5,465
	Certificates and Degrees Awarded	1,262	1,066	936
4-Sustainability —SCTCC strives to create a culture of continuous improvement through increased transparency and consistency of SCTCC’s key performance indicators.	Composite Financial Index (CFI)	4.49	3.91	4.30
	Financial Conditions Index (FCI)	0.02	0.02	0.04
	Trajectory of Tuition and Fees (tuition freeze in place for past 2 years, increase in fees only)	\$7	\$8	\$144
	Institutional Support Expenses	8.2%	8.7%	9.4%
	Space Utilization	53.8%	NA	NA
	Instructional Cost per FYE	0.91	1.01	0.95
5-Employee Engagement —SCTCC values an engaged, effective team that is committed to delivering “Education that Works” in an environment built on collegiality, collaboration, celebration, and continuous improvement.	Diversity-Employees of Color	4.4%	3.4%	4.1%

The MnSCU Strategic Framework includes 22 measures to assess the College’s performance related to Quality of Graduates, Student Success, Affordability, Diversity, Workforce, Efficient Use of Resources, Stewardship of Financial and Physical Resources, Development of New Resources, and Transfer. SCTCC reviews its performance and projected goals for each of the measures annually. The projected goals for each measure are established to improve

performance. Goals are set to promote growth and efficiency, yet caution has been used to avoid setting unrealistic or punitive goals.

For example, the MnSCU Board has set a goal to halve the completion gap between students of color and white students by 2018. The baseline for SCTCC was established based on a 6-year (2005-2011) average of the ratio (0.78) or a gap of .22 the target ratio for SCTCC in 2018 is 0.89, a gap of 0.11. Ultimately the Board anticipates parity (1.0) between students of color and white student completion rates.

Commitment to AQIP

St. Cloud Technical & Community College has made important strides toward building a culture of student learning and success. As we continue to mature in the expanded mission as a comprehensive community and technical college; our planning processes will focus efforts to assure a quality educational opportunity for all students. Within our community we are prepared to be the post-secondary institution of choice for students from all backgrounds. The college's strategic priorities for student success and completion will be achieved through on ongoing process of innovation, data analysis, and continuous improvement and through vital partnerships with K-12, employers and other colleges and universities.

Requests URLs

Faculty/Staff Handbook:

<https://webapps.sctcc.edu/intranet/academics/Faculty%20Guide%20Book.pdf>

Student Handbook:

<http://www.sctcc.edu/student-handbook>

College Catalog:

<http://www.sctcc.edu/catalog>