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St. Cloud Technical College
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The Higher Learning Commission NCA
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St. Cloud, Minnesota

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Systems Portfolio

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INSTITUTIONAL OVERVIEW

01 Distinctive Features
Located on the Mississippi River in central Minnesota, St. Cloud is part of a larger metropolitan corridor that begins with St. Cloud at the northwest end, runs through Minneapolis and St. Paul, and terminates in Rochester, Minnesota, on the southeast corner. St. Cloud, with a population of 62,850 is the county seat. The metropolitan statistical area consists of Stearns and Benton Counties.

These two counties have experienced rapid growth in the past two decades. The growth rate exceeds that of Minnesota and the United States during this same time. The area's population of 160,000 has steadily grown since 1970, and currently holds almost five percent of the state's population. This growth is expected to continue. Stearns and Benton Counties also have a higher-than-average percentage of the under twenty-five population as compared to the state and the nation. However, the fastest growing population in the region, like the nation as a whole, is the over forty-five age group.

St. Cloud Technical College (SCTC) was initially founded in 1948 as a vocational-technical institute and was part of the local school district. The North Central Association of Colleges and Universities accredited the college in 1985. In 1995, the college became part of a newly formed state system, the Minnesota State Colleges and Universities. The new system (MnSCU) merged the state's community colleges, technical colleges and state universities into one system. Instead of three separate governing boards and three chancellors, there is now one board and one chancellor for the entire system.

St. Cloud is home to both small and large businesses with three industries having a long history in the area: granite, printing, and lens manufacturing. The growth of the St. Cloud area as a hub for business and industry with a traditionally strong and diverse economic base has helped to keep SCTC graduates in central Minnesota. College statistics consistently show an annual placement rate exceeding ninety-five percent with over sixty-five percent employed in the area.

As a highly recognized institution of technology and applied science, St. Cloud Technical College (SCTC) is one of the fastest growing two-year colleges within the Minnesota State Colleges and Universities system. The system consists of 25 two-year colleges and seven universities. Since 1990, the college has grown 100 percent in full year equivalent student enrollment (FYES).

Pyramid Model – Supporting Career and Technical Education
The model of college structure and program support shown on the following page personifies SCTC’s commitment to career and technical education. Strategic planning, development of new programs and courses, mission and vision statements, etc., are filtered through this model providing a consistent sense of direction and commitment.

The pyramid illustrates the functional and ideological structure of the college. The mission of the college is to provide an education for students intending to pursue a course of study resulting in a high degree of technical expertise. To fulfill this mission, the various functional areas support the career education and technical programs and help them produce well-trained technical specialists who function as leaders in their area of expertise.

02 Scope of Educational Offerings
St. Cloud Technical College instructional and student support programming is derived from the college’s vision, mission, and values. These statements distinguish the college as an organization of higher learning that helps students develop as informed, socially responsible, life-long learners.

Vision
St. Cloud Technical College is the college of choice for quality education focused on highly skilled employment and life-long learning.

Mission
St. Cloud Technical College prepares students for life-long learning by providing relevant technical education and training for developing necessary knowledge, skills, and attitudes to obtain, maintain, or advance in a career.
Core Values

- Student success through collaboration and cooperation
- A friendly, respectful, enthusiastic, safe, and diverse atmosphere
- Student-centered from prospect through alumni
- Staff development and success
- A team-oriented environment
- Relationships with industry and the community
- Quality and continuous improvement
- Innovation, creativity, and flexibility
- Contextual and technologically driven learning experiences

The college has an extensive selection of program offerings with approximately 52 diploma, 15 certificate and 52 degree programs and career majors.

The largest programs include:
- Practical Nursing
- Sales and Management
- Architectural Construction Technology
- Electrical Construction Technology
- Carpentry

St. Cloud Technical College offers unique programs in the following areas:
- Echocardiography
- Sonography
- Cardiovascular Technology
- Water Environment Technology
- Land Surveying and Civil Engineering

A complete list of program disciplines includes the following:
- Accounting
- Administrative Support
- Advertising
- Advertising Web Page Designer
- American Sign Language
- Architectural Construction Technology
- Automobile Body Collision Technology
Automotive Service Technology
Business Management
Cardiovascular Technology
Carpentry
Child & Adult Care and Education
Computer Careers
Culinary Arts
Dental Assistant
Dental Hygiene
Echocardiography
Electrical Construction Technology
Electronics
Emergency Medical Services (EMS)
Farm Business Management
Finance and Credit
Graphic Communications
Heating, Air Conditioning, and Refrigeration
Land Surveying/Civil Engineering Technology
Machine Tool Technology
Mechanical Design Technology
Medium/Heavy Truck Technology
Nursing Assistant/Home Health Aide
Paramedicine
Paraprofessional Educator
Plumbing
Practical Nursing
Printing & Imaging Technology
Public Welfare Financial Worker
Sales and Management Careers
Sonography
Supervisory Management
Surgical Technology
Water Environment Technologies
Welding/Fabrication

03 Student Base, Needs, and Requirements

Over eighty-five percent of the SCTC student population originates from central Minnesota, a five-county area that includes Benton, Morrison, Sherburne, Stearns, and Wright counties. SCTC growth has been driven by:
1. Full-time, first-time students
3. Full-time students with previous college experience

Returning students have been a secondary growth driver over the past five years. An examination of unduplicated headcount and FYE for the college shows that the college has grown in both headcount and FYE. FYE is projected to grow over the next three years to 2,970 in fiscal year 2007 (Source: MnSCU Finance Division 5/4/04).

Historically, the St. Cloud area has been relatively homogeneous in regard to the characteristics of the population. This has begun to change over the past decade. Availability of jobs in the St. Cloud to Rochester corridor over the past decade has attracted many immigrants. The St. Cloud population has begun to diversify as a result of this in-migration, and the community has a growing number of Hmong, Latino, Somali, and Vietnamese residents.

As in the rest of Minnesota, much of the in-migration to central Minnesota is a result of previous immigration by family members. In particular,
Hmong and Somali immigrants have had high influxes in the last several years. Central Minnesota also has a sizeable population of Hispanic immigrants and Southeast Asian immigrants. Employers such as Gold ’N Plump Poultry and Electrolux Home Products employ large numbers of immigrants at their plants.

The St. Cloud School system has seen a dramatic increase in the diversity and needs of its student population. The total number of students of color in Kindergarten through Twelfth Grade for St. Cloud School District was 401 for 1989-99. In 2003, the number increased to 955, a 238 percent rise in students of color. Sartell School District showed an increase of 242 percent and Sauk Rapids showed a 222 percent increase during that same time period.

Of the 640 English-as-a-Learned-Language (ELL) students in the St. Cloud area school district, forty-one percent are African-American, thirty-seven percent are Asian and eighteen percent are Hispanic. The Somali-speaking population in the school district has increased seven-fold over the last five years. The Spanish-speaking population has increased by 150 percent, while the Vietnamese, Laotian and Cambodian-speaking populations have remained constant. The Somali population in the St. Cloud area is predicted to increase to 10,000 by 2010. The Latino population has been steadily increasing.

The college is committed to increasing the number of under-served student populations. The minority student population for the college in 2003 was approximately two percent. This is currently a small percentage of our students, but the college is committed to increase these numbers as the number of immigrants increase and their children graduate from local schools. During the summer of 2004, the college began providing Language for English Learners (LEL), to assist new immigrants in reaching their academic goals.

The graduation, transfer and continuing student population outcomes for first-time, full-time degree seeking students indicates the following:

- 50.1 percent graduated,
- 14.6 percent transferred, and
- 3.5 percent were remained enrolled.

Even with this success, the actual numbers of students of color entering SCTC is relatively small and remains a concern.

Persons with disabilities routinely access college programs and services, often by means of agency or high school referrals. The college offers a menu of support services. The counselor for students with disabilities reviews and makes recommendations on the basis of an Assessment Summary Report that is completed by the student. The counselor completes a preliminary service plan. The plan is then forwarded to the Academic Achievement Center. A private file is created to protect the student’s right to privacy and his/her right to reveal or withhold knowledge of the disability.

St. Cloud Technical College is committed to promoting gender equity, especially for women who encounter multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, or age. The college strives to meet all requirements of Title IX of the Educational Amendments of 1972.

**04 Collaboration with Other Organizations**

Over the past ten years, SCTC has dramatically increased collaboration with other educational institutions to meet student demands for broader educational opportunities.

Historically, the college primarily served only those applicants that were prepared to enroll in a technical program. A student entering a technical college is required to be enrolled in a specific program in order to qualify for federal financial aid. An increasing number of prospective students are undecided about their career path. These students, until recently, were not well served.
The Minnesota Transfer Curriculum, a statewide initiative, has served as both a prompt and the means for collaboration between SCTC and other institutions of higher learning. K-12 collaboration has also grown through a variety of statewide and SCTC initiatives. The SCTC Service Learning Program contextualizes the learning objectives of SCTC General Education while providing a means for students to assist the community through application of their technical skills and knowledge.

In fall 2003, the college formed an alliance with Anoka-Ramsey Community College to offer an associate of arts degree on campus. This collaborative effort provided students with a two-year, open enrollment option that transfers to the state universities. This innovative approach has helped to meet the needs of higher education in central Minnesota. Statistical analysis over a three year period indicates a significant increase in the number of students planning to complete an associate degree. Through faculty advising, the student understands that the associate degree is an option that will better prepare them for transfer to other colleges.

While this alliance has worked well, the plan is to expand the college mission to become a comprehensive college pending the approval of the Minnesota State Colleges and Universities governing board. Guided by the Minnesota Transfer Curriculum, SCTC currently both develops and assesses seventy percent of all general education courses that are offered for credit through the Anoka-Ramsey Community College collaboration. Given the SCTC Mission focus on applied science and technology, the transition to a comprehensive two-year college, while an important step in the growth and development of the college, will bring new challenges for both internal and external collaborative relationships even with the strong program of General Education currently in place.

Some students wish to transfer immediately upon graduation to a four-year university. The college has formed numerous articulation agreements with Minnesota State Universities and other higher education institutions. For example, graduates in the applied business programs may access a transfer program to Southwest Minnesota State University and graduate with a Bachelor of Applied Science degree in Business while never leaving the SCTC campus.

**05 Faculty and Staff Base**

SCTC professional staff and faculty distribution corresponds closely with other Minnesota two-year colleges in its comparison group.

![Percent of FTE professional staff assigned position: Fall 2004](chart.png)

06 Facilities, Technologies, and Regulatory Environment

The college campus is located one mile north of downtown St. Cloud. The 332,000 square feet of facilities sits on 32 acres. The original structure was built in the 1960’s and expansion and remodeling have occurred frequently since then. Phase I of the most recent project is in progress and will add 43,000 square feet of instructional and administrative space. Phase II will begin in August of 2006 and will remodel 35,000 square feet providing space for the Stearns-Benton County Workforce Center. A previous project was completed in 2002. This $7.9 million dollar renovation project, funded by capital bonds, involved two wings of the college. The remodeling included:

- Replacement of substandard heating, cooling, and ventilation equipment.
- Construction of new classrooms incorporating current technologies providing more flexibility and wired for future electronic needs with better lighting, finishes, and acoustics.
- Office space was taken out of classroom areas and consolidated into central areas to improve student accessibility to staff and to promote greater staff interaction.

- Approximately $3 million of the project was dedicated to building maintenance and repair as identified in the 1999 Facilities Condition Assessment report commissioned by the Office of the Chancellor.

The college has one of the lowest ratios of square feet per student of any technical college or consolidated community and technical college in the Minnesota State Colleges and Universities system. The average ratio is 150 square feet per Full Year Equivalency (FYE) and the college is over 20 percent lower at 119 square feet per FYE.

The college has limited capacity for future facility expansion since it is land-locked on three sides. The college will use up much of that capacity with the completion of an addition of 45,000 square feet to the college. The new addition will house student services, technology, and science laboratories. The plan also includes the renovation of 25,000 square feet of existing space to accommodate the workforce center and government agency partners.
Even with the new addition to the building, current facilities will not continue to accommodate the growth. The college is prepared to purchase adjacent properties as opportunities arise. The challenge is to secure adequate funding for future expansion of a limited campus property that is locked in on three sides and surrounded by existing buildings. One strategy is to build reserves at the campus level that could be matched by the system to provide funds for timely down payments as opportunities arise. Without additional space the only remaining classroom space available is in the late afternoon and evening hours. The college continues to expand its academic offerings during those times.

In addition to facilities improvement, SCTC has developed new initiatives in on-line learning as an electronic means to broaden educational opportunities. Based on extensive planning (See further SCTC Academic Master Plan), SCTC has set some directions for 2004 to 2010 in regard to on-line learning.

First, SCTC has established the e.Learning Academy that is used to train and assist faculty in developing web-enhanced courses using Desire2Learn, a web development course tool provided through the chancellor’s office. We will eventually expand the focus of the e.Learning Academy to include training in all areas of web-based course development.

Second, the college will set annual growth goals of approximately three percent. This simply means that, each year SCTC will increase various on-line offerings by three percent. SCTC will also attempt to increase the number of faculty offering on-line courses by three percent annually. Third, we will target general education courses as the ideal area for growth in on-line offerings. Fourth, we will attempt to hire faculty who have previous experience in offering courses on-line.

07 Competing Institutions and Organizations
The St. Cloud Area has a variety of colleges and universities. St. Cloud State University, a public four-year and graduate institution, is located 3 miles away from St. Cloud Technical College. Two private liberal arts institutions, the College of St. Benedict and St. John’s University, and a branch operation of - St. Scholastica in Duluth, Minnesota - are located less than ten miles away. There are also four private, for-profit college campuses in St. Cloud offering two-year degrees – Minnesota School of Business/Globe College, Rasmussen College, Regency College of Hair Design and Model College of Hair Design. Finally, there are four other public, two-year colleges within 75 miles of SCTC: Anoka Technical College, Anoka-Ramsey Community College-Cambridge Campus, Alexandria Technical College, and Ridgewater College-Hutchinson Campus.

The components of enrollment growth at SCTC over the past four years provide a guide to potential competition between St. Cloud Technical College and other postsecondary institutions. SCTC growth has been driven by (1) full-time, first-time students, (2) full-time students with previous college experience, and (3) students aged 18-21 years old. The number of part-time students over the past four years has fluctuated but remains at a constant level overall. These part-time students are primarily aged 18 to 29 years with the largest concentration found in the 20 to 21 year old category.

Tuition rates at private and proprietary institutions suggest that these colleges attract a different type of student than the current SCTC profile. Although they target traditional college-age students, the College of St. Benedict and St. John’s University charge $21,758 and $22,148 respectively and offer liberal arts education. The St. Cloud Campus of St. Scholastica targets working adults interested in completing a baccalaureate degree. Tuition costs are significantly higher than SCTC. Thus, these three private institutions are not in direct competition with SCTC.

The following chart compares sources of SCTC growth to other public and private two year and four year institutions within a fifty-mile radius. The table uses whole college data for Anoka-Ramsey Community College and Ridgewater College since separate data for the branch Cambridge and Hutchinson campuses is not available. Likewise, data
for Minnesota School of Business/Globe College and Model College of Hair Design is unavailable.

Data from the 2005 ACT Student Opinion Survey administered to currently enrolled SCTC students indicates that seventy-five percent of SCTC students stated that SCTC was their first choice. The principal reason they choose SCTC was the educational programming it offered, followed by convenient location, a good chance for personal success, and the possibility of working while attending.

St. Cloud Technical College does appear to be in limited competition with other public and private two-year colleges at this time. With its combination of rural and town setting, and in student profile, Ridgewater College appears to resemble St. Cloud Technical College most closely. This also holds true for Anoka Technical College, Alexandria Technical College and Anoka-Ramsey Community College.

The current tuition rates, student profiles, and the limited program offerings of Rasmussen and Regency Colleges suggest that these colleges represent only limited competition for SCTC at the present time. However, Rasmussen may be a stronger competitor if SCTC begins to draw larger numbers of older, working students. Since SCTC also seeks to be a provider of life-long learning in the area, competition from private education and public education targeting older adults should be tracked and analyzed for its potential impact on SCTC programming.

Demographic data indicate that the 18-21 year old population should continue to grow in central Minnesota. This bodes well for the continued growth of SCTC given the current “yield” of young adults who choose the college to set a direction in a technical career. As this suggests, relationships with K-12 education in central Minnesota, and outreach efforts to the school districts that “feed” St. Cloud Technical College, are particularly important. These efforts will be highlighted under category nine.

**08 Key Vulnerabilities and Opportunities**

SCTC faces a number of future challenges. The college faces many crucial decisions regarding how to best allocate scarce resources to most efficiently leverage goals. Such decisions focus on equipment, technology, and new learning delivery modalities, such as distance learning and use of the internet.

**Equipment** - Industry specific equipment is found in each of the divisions with the most significant needs in the trade and industry and health occupation clusters. Program equipment budgets are often supplemented with donations from business and industry.
Technology - The primary challenge in the business and computer science areas is to keep up with the rapid pace of changing technologies being used by employers. Some programs have adopted a laptop computer requirement for their respective students. This has helped the college by reducing the need for desktop computer labs and has enhanced student learning by assuring student use of current computer technology and increased access to that technology.

Distance Education and the Internet – The college community supports Minnesota On-line and plans to develop complete programs that meet the criteria for the statewide approach to accrediting distance delivered programs. The college currently offers numerous on-line courses and certifications for credit and non-credit. A faculty survey on professional development indicates that thirty-three percent of the faculty responding would like training in the use of Desire2Learn, the MnSCU on-line development software. Plans are underway to seek funding to support faculty development of on-line course delivery through Desire2Learn delivery systems.

Cost of Education - The college has raised tuition over the past several years in order to balance the budget due to decreasing state funding. State funding per full-time student has recently dropped from $4,261 to $3,277. The cost of one college credit in 1996 was just over $40. In Fiscal Year 2004 the cost was over $100. Tuition has risen almost 250 percent in the past seven years with another increase in Fiscal Year 2005.

The college administration uses a consultative process with student leadership to determine the tuition and fee increases each year. Although higher tuition is becoming an increasing burden, students have been supportive of the tuition increases. However, as the following graph illustrates, St. Cloud students are shouldering a somewhat larger share of tuition than their counterparts at other Minnesota two-year colleges.

Financial Assistance - In 1994, the SCTC Foundation was established. The Foundation has played an important role in providing financial assistance to the college for equipment and technology, with a special emphasis on financial awards (scholarships) for students. Support for the college initiatives is evidenced by the Foundation surpassing its goal to raise $5 million ($6.2 million to-date).
The Foundation projects that it will surpass its new goal to raise $10 million by 2010. In spite of the progress, the Foundation does not have sufficient resources to meet the demand for financial assistance as tuition increases and state support diminishes. The college also offers Computer Science, Engineering, Mathematics and Science (CSEMS) scholarships. These scholarships are provided through a National Science Foundation grant and are directed toward under-represented students in non-traditional fields.

Summary Statement
As the college developed this 2006 systems portfolio we found many strong programs in direct instruction, academic support, and career development. The SCTC action project in strategic planning has encouraged new systems of master and academic planning. College initiatives in educational partnerships, articulation, and service learning are opening opportunities for students to contextualize learning.

General education and instructional support at SCTC are working to develop new relationships and resources. Academic support services, advising, and counseling “bridge” all technical programs. However, as the college has made efforts to increase its student focus and align decision-making with strategic objectives, it has become apparent that the

College needs to “connect the dots,” that is, reduce or eliminate the isolation of groups and individuals due to their position within the vertical, functional organization of the college. This problem, also known as the “silo” effect in the quality literature, has many sources.

The college will also continue progressing in the area of assessment. The assessment of learning in the classroom will be at the core of assessment. Revolving around that core will be the program, division, systems, and organizational assessment. Assessment will continue as an AQIP action project. To date, the Assessment initiative has led to new processes for academic standards, learning assessment, curriculum approval, and program review. Work remains to be done toward building an institution-wide assessment process.

In addition to the action projects, several other new processes will help SCTC faculty and staff to look to the AQIP process as a vehicle for navigating the college into the future, while retaining the best features of the past. These features include shared governance, a strong sense of community, and informal decision-making. The college is now wrestling with the question of how to develop a more formal structure to continuously improve communication and interaction among the various parts of the college, while maintaining the feeling that informal communication at the college is easy and enjoyable.

To address this question, the 2005 SCTC AQIP forum engaged all faculty and staff in reviewing and responding to the AQIP categories. The responses from the 2005 forum indicated strengths within each question area. The responses also indicated challenges that the college must address. As the result of this new institution-wide assessment vehicle, the AQIP forum strengths and challenges will be presented under the “Results” sections in categories one through nine.
Category 1 – Helping Students Learn

1C1. What are the common student learning objectives you hold for all of your students (regardless of their status or particular program of study) and the pattern of knowledge and skills you expect your students to possess upon completion of their general and specialized studies?

St. Cloud Technical College adopted a common set of learning outcomes for all students in November 1997. These outcomes are held to be fundamental values and skills critical to success for technical college graduates. SCTC purposefully identifies necessary competencies and integrates curricula that support these outcomes. These desired outcomes become a part of student development in and out of the classroom and a focus for student-centered decision-making throughout the college.

SCTC outcomes address the following areas:

SCTC recognizes FOUNDATION SKILLS as essential for mastery of SCTC courses and for life-long learning. These foundation skills are:
- Listening
- Reading
- Writing
- Math
- Computer
- Learning How to Learn
- Resource or Research Literacy

SCTC graduates may demonstrate THINKING SKILLS by showing competency through the following:
- Creative Thinking
- Critical Thinking
- Decision Making
- Reasoning
- Problem Solving
- Visualization
- Scientific Method

SCTC graduates may demonstrate EFFECTIVE COMMUNICATION SKILLS by showing competency through the following:
- Modeling/Teaching Others
- Group Interaction
- Conflict Resolution
- Active Listening
- Decision Making
- Proactive Problem Solving
- Observation
- Public Presentation
- Negotiation/Consensus
- Serving Clients and Customers

SCTC graduates may demonstrate PERSONAL QUALITIES by showing competency through the following:
- Attitudes
- Responsibility (self)
- Self Esteem and Awareness
- Personal Organization
- Sociability
- Self-management
- Honesty-Integrity
- Leadership
- Wellness and Health Promotion
- Goal Setting

SCTC graduates may demonstrate COMMUNITY COMMITMENT by participating in events pertaining to:
- Civic and Social Responsibility
- Team Building
- Diversity
- Social Tolerance
- Environmental Stewardship

SCTC graduates may demonstrate AWARENESS OF GLOBAL ISSUES through an understanding of the following:
- Social Diversity
- Economic Conditions
- World Resources
- Political Change
- Cultural Differences
SCTC graduates may demonstrate WORKPLACE COMPETENCIES by meeting requirements in their particular program area relating to:

- Understanding Systems (workplace organization or processes)
- Monitoring and Correcting Performance
- Time Management
- Improving or Designing Systems
- Understanding Technology
- Selecting Technology
- Applying Technology
- Managing Information
- Acquire and evaluate
- Organize and maintain
- Interpret and communicate
- Managing Resources
- Time
- Materials
- Facilities
- People
- Money
- Occupational Specific Technical Skills
- Team Building
- Knowledge of Industry Skill Standards and Safety Regulations

Since 1997, this extensive set of outcomes have been principally put into operation through general education, service learning, student development efforts, and various outreach initiatives in partnership with K-12 education and other postsecondary institutions. Consequently, overall assessment of the common set of learning outcomes is complex and requires development of integrated institutional data collection and analysis. Although SCTC has limited resources to focus on assessment of general student outcomes, there has been progress in this direction.

In 1999, Minnesota technical colleges were authorized to offer general education courses for associate degrees. The current set of SCTC common learning objectives is developed and maintained by the general education faculties of the college.

General education courses are not required in certificate programs.

Diploma programs should also contain at least ten percent of the program’s total credits as general studies credits. The number of actual general studies credits contained in SCTC’s diploma programs varies depending upon the total number of credits in the program and specific program requirements.

Certificate programs are not required to include general education and general studies credits in their program.

1C2. **By what means do you ensure that your student’s learning expectations, practices, and development objectives align with your mission, vision, and philosophy?**

The wide variety of technical program options, academic awards and delivery modes available at SCTC reflects the college mission providing for quality technical and general education for employment, workforce development and lifelong learning. The technical programs offered at SCTC are developed in collaboration with business and industry to serve existing and anticipated community needs. SCTC graduates help to create and maintain a highly trained work force in Central Minnesota.
This helps to attract and sustain businesses that contribute to the region’s economic well-being and quality of life. The college is quick to respond to the immediate and emerging employment needs of the community by developing new programs or adapting existing ones to address those needs.

Technical program options at St. Cloud Technical College are organized administratively into associate degree, diploma and certificate programs. The college complies with the MnSCU policy for awards and degrees.

SCTC offers 52 Associate in Applied Science Degree programs, 52 diploma programs and 15 certificate programs as shown in the table below:

<table>
<thead>
<tr>
<th>SCTC Program and Major</th>
<th>SCTC Award</th>
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</thead>
<tbody>
<tr>
<td><strong>Accounting Careers</strong></td>
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</tr>
<tr>
<td>Accountant</td>
<td>AAS</td>
</tr>
<tr>
<td>Accountant/Business Management Accounting Emphasis</td>
<td>Certificate</td>
</tr>
<tr>
<td>Accountant</td>
<td>Diploma</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>Diploma</td>
</tr>
<tr>
<td>Accounting Microcomputer Specialist</td>
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<tr>
<td><strong>Administrative Support Careers</strong></td>
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<tr>
<td>Administrative Legal Secretary</td>
<td>AAS</td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>AAS</td>
</tr>
<tr>
<td>Administrative Secretary/Office Assistant</td>
<td>Certificate</td>
</tr>
<tr>
<td>Administrative Secretary/Receptionist</td>
<td>Certificate</td>
</tr>
<tr>
<td>Administrative Secretary/Office Technology Assist./Legal</td>
<td>Diploma</td>
</tr>
<tr>
<td>Administrative Secretary/Office Technology Assist./Medical</td>
<td>Diploma</td>
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<tr>
<td>Administrative Secretary/Office Technology Assistant</td>
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<tr>
<td><strong>Advertising</strong></td>
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<tr>
<td>Advertising</td>
<td>AAS</td>
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<tr>
<td>Advertising Web Page Designer</td>
<td>AAS</td>
</tr>
<tr>
<td>Advertising</td>
<td>Diploma</td>
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<tr>
<td>Advertising Web Page Designer</td>
<td>Diploma</td>
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<tr>
<td><strong>American Sign Language</strong></td>
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<td>American Sign Language</td>
<td>Certificate</td>
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<tr>
<td><strong>Architectural Construction Technology</strong></td>
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<td>Architectural Construction Tech</td>
<td>AAS</td>
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<tr>
<td>Architectural Construction Tech</td>
<td>Diploma</td>
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<tr>
<td><strong>Transfer Degrees/Programs</strong></td>
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<td>Associate of Arts - Anoka Ramsey CC</td>
<td>AA</td>
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<tr>
<td><strong>Transportation Technology</strong></td>
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<tr>
<td>Automotive/Auto Body Collision Technician</td>
<td>AAS</td>
</tr>
<tr>
<td>Automotive/Auto Body Collision Technician</td>
<td>Diploma</td>
</tr>
<tr>
<td>Automotive/Medium/Heavy Truck Technician</td>
<td>AAS</td>
</tr>
<tr>
<td>Automotive/Medium/Heavy Truck Technician</td>
<td>Diploma</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>AAS</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>Diploma</td>
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<td>SCTC Program and Major</td>
<td>SCTC Award</td>
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<tr>
<td>Automotive/Auto Body Collision Technician</td>
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<tr>
<td>Automotive/Medium/Heavy Truck Technician</td>
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<td>Automotive/Medium/Heavy Truck Technician</td>
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<td>Automotive Service Technician</td>
<td>Diploma</td>
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<td><strong>Cardiovascular Technology</strong></td>
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<tr>
<td>Cardiovascular Tech Emphasis/HCT/Invasive</td>
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<tr>
<td>Cardiovascular Technology</td>
<td>AAS</td>
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<td><strong>Carpentry</strong></td>
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<td>Carpentry</td>
<td>Diploma</td>
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<td>Carpentry Assistant</td>
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<tr>
<td>Carpentry/Cabinet Maker's Apprentice Certificate</td>
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<td><strong>Child and Adult Care &amp; Education</strong></td>
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<tr>
<td>Child &amp; Adult Care &amp; Education</td>
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<td>Child Care &amp; Education</td>
<td>Certificate</td>
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<tr>
<td>Child &amp; Adult Care &amp; Ed./Paraprofessional Educator</td>
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<td>Child &amp; Adult Care &amp; Education</td>
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<td>Child &amp; Adult Care &amp; Ed./Public Welfare Financial Worker</td>
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<td>Computer Careers/Computer Programmer</td>
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<td>Computer Careers/Database Administrator/Developer</td>
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<td>SCTC Award</td>
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<td>Graphic Communications</td>
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<td>Health Aide/Health Care Technician</td>
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<td>Health Aide/Health Care Technician</td>
<td>Certificate</td>
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<td>HVAC &amp; Refrigeration/Comm. Heating, Air Cond.&amp; Refrig.</td>
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<td>HVAC &amp; Refrigeration/Residential Heating &amp; Air Conditioning</td>
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<td>Instrumentation and Process Control</td>
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<td>Instrument. &amp; Process Control/ Indust. Electronics Technician</td>
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<td>Instrument. &amp; Process Control/Electronics Technician I</td>
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<tr>
<td>Instrument. &amp; Process Control/I &amp; P Control Technician</td>
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<tr>
<td>Instrument. &amp; Process Control/Indust. Electronics Technician</td>
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<td>Instrument. &amp; Process Control/I &amp; P Control Technician</td>
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<td>AAS</td>
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<td>Paramedicine Emphasis/HCT</td>
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<td>Diploma</td>
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<tr>
<td>Plumbing, Shop Management</td>
<td>AAS</td>
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</table>
### SCTC Program and Major

<table>
<thead>
<tr>
<th>Program and Major</th>
<th>SCTC Award</th>
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<tbody>
<tr>
<td><strong>Practical Nursing</strong></td>
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<tr>
<td>Practical Nursing Emphasis/HCT</td>
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<tr>
<td>Practical Nursing Emphasis/HCT</td>
<td>Diploma</td>
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<tr>
<td>Practical Nursing Long Term Care Connection</td>
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<tr>
<td>Practical Nursing Long Term Care Connection/HCT</td>
<td>Diploma</td>
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<tr>
<td>Practical Nursing-Pine City Satellite</td>
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<td><strong>Sales and Management</strong></td>
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<td>Sales and Management</td>
<td>Diploma</td>
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<td>Sales and Management</td>
<td>AAS</td>
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<td>Sales and Management Associate</td>
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<td>Sales and Management/Business Manage. Sales Emphasis</td>
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<td>Supervisory Management</td>
<td>AAS</td>
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<td>Supervisory Management/Leadership</td>
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<tr>
<td>Supervisory Management/Quality and Productivity</td>
<td>Certificate</td>
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<tr>
<td>Supervisory Management/Organizational Development</td>
<td>Certificate</td>
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<td><strong>Surgical Technology</strong></td>
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<td>Surgical Technology</td>
<td>Diploma</td>
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<tr>
<td>Surgical Technology</td>
<td>AAS</td>
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<tr>
<td>Surgical Technology/HCT/Surgical Technical Emphasis</td>
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<td>Surgical Technology/HCT/Surgical Technical Emphasis</td>
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<td><strong>Water Environment Technologies</strong></td>
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<td>AAS</td>
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<td>Water Environment Technologies</td>
<td>Diploma</td>
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<tr>
<td>Water Environment Technologies AAS-Metro</td>
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<td>Water Environment Technologies DIP Metro</td>
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<tr>
<td>Water Environment Technologies Small Plant</td>
<td>Certificate</td>
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<tr>
<td><strong>Welding</strong></td>
<td></td>
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<tr>
<td>Welding/Fabrication</td>
<td>Diploma</td>
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</tbody>
</table>

1C3. **What are your key instructional programs? What delivery methods are used within these key programs? To what degree is technology used within the formal instructional context?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

1C4. **What practices do you use to ensure that the design and delivery of student learning options prepare students to live in a diverse world and accommodate a variety of student learning styles?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.
1C5. By what means do you create and maintain a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

It should be noted that past reviews of cost effectiveness have led to the suspension of six SCTC programs over a period of ten years. These include the following:

1. Health Care Technician – (AAS and Diploma) (later reinstated)
2. Optometric Technology – (Diploma and AAS for Office Management)
3. Meat Cutting/Meat Cutter – (Diploma)
4. Mason/Masonry – (Certificate)
5. Carpentry Framer – (Certificate)
6. Automotive Drivability Technician – (Certificate)

Process (P)

1P1. How do you determine your common student learning objectives as well as specific program learning objectives? Who is involved in setting these objectives?

Following is an abbreviated list of common student learning objectives. SCTC’s goal is to help students develop competency in these areas.

1. Foundation Skills: Listening, Reading, Writing, Mathematics, Computer skills, Learning How to Learn, and Resource or Research Literacy;

2. Thinking Skills: Creative Thinking, Critical Thinking, Decision Making, Reasoning, Problem Solving, Visualization, use of the Scientific Method;

3. Effective Communication Skills: Modeling/Teaching Others, Group Interaction, Conflict Resolution, Active Listening, Decision Making, Proactive Problem Solving, Observation, Public Presentation, Negotiation/building Consensus, Serving Clients and Customers;

4. Personal Qualities: Attitudes, Responsibility (self), Self Esteem and awareness, Personal Organization, Sociability, Self-management, Honesty-Integrity, Leadership, Wellness and Health Promotion, Goal Setting;

5. Community Commitment: Civic and Social Responsibility, Team Building, Diversity, Social Tolerance, Environmental Stewardship;


7. Workplace Competencies: Understanding Systems (workplace organization or processes), Monitoring and Correcting

Performance, Time Management, Improving or Designing Systems, Understanding Technology, Selecting Technology, Applying Technology,

- Managing Information
  - Acquire and evaluate
  - Organize and maintain
  - Interpret and communicate
- Managing Resources
  - Time
  - Materials
  - Facilities
  - People
  - Money
- Occupational Specific Technical Skills
- Team Building
- Knowledge of Industry Skill Standards and Safety Regulations

Several years ago, college faculties worked together to develop a visual model of how various college areas could work together to maintain SCTC’s focus on career and technical education and the above listed common student learning objectives.

Looking for a way to support shared values and influence academic decision making within that technical focus, the faculties developed a pyramid model to visualize this set of shared values. Faculty groups and administration now use this model to examine all aspects of curriculum development and as a filter with which to analyze changes in mission and vision.
Because of its “grass-roots” development, this pyramid is an important part of the college-wide approach to curricular and cross-curricular congruence. Also, this pyramid is an exemplar for colleges attempting to better integrate technical programs and general education.

**Academic Affairs and Standards Council**
The Academic Affairs and Standards Council reviews and approves all course outlines and syllabi and initiates academic standards for the college. Course outlines must include specific learning outcomes and must be consistent with the common student learning objectives of the college. Through this process, common and specific program learning objectives are initiated, maintained and coordinated. New common student learning objectives may be identified and initiated by an individual faculty member, or a group of faculty members. A third process involved in the determination of common and program specific learning objectives is the program review process. The established goal is to review each program with a self study and advisory committee review every five years.

A fourth program specific learning objective is program accreditation. Many of SCTC’s programs have attained national accreditation. Some of these include automotive programs, Surgical Technology, Sonography, dental programs and others.

**IP2. How do you design new programs and courses to facilitate student learning? How do you balance educational market issues with student needs in designing responsive academic programming?**

**Feasibility Study**
The first step in proposing a new program for the college is to do a feasibility study. A feasibility study is designed to provide an overview of the primary issues related to expanding or starting a new program or course. The purpose is to identify any “make or break” issues that would prevent the college from being successful in the marketplace. The feasibility study determines whether the idea makes sense. A thorough feasibility analysis provides essential information necessary for the Program or Course Implementation Plan. For example, a good market analysis is necessary in order to determine the program’s feasibility. This information provides the
basis for the market section of the Program Implementation Plan.

Putting together a Program Implementation Plan is a significant investment of time and money. Consequently, the college must ensure that there are no major roadblocks facing the new program idea before making that investment. Identifying such roadblocks is the purpose of a feasibility study.

Feasibility studies typically look at three major areas:
1. Market issues
2. Organizational/technical issues
3. Financial issues

The critical issues that a feasibility study analyzes includes the number and interest level of potential students; market issues (can the college provide greater efficiencies than other institutions, better quality or better services than potential students currently get through other means?); operating costs; start-up costs; and availability of funding.

If insurmountable obstacles are discovered through the feasibility study, the development of the program would be abandoned or shelved before too much time and money has been expended.

Program Approval Process - Assumptions
In the process of developing the program approval policies, the MnSCU Academic Affairs unit identified several important assumptions that needed to be recognized as instrumental to understanding and organizing MnSCU’s inventory of academic programs.

• Respect for the commitment of all institutions to serving their constituencies;

• Program decisions that reflect system and institution mission and vision;

• Shared responsibility for program management: Institution responsibility for program development, delivery, and improvement that is responsive to the needs of its students and community; catalog and informational materials which describe approved programs; and other program-related functions designated by the Board of Trustees or the System office;

System Office responsibility for processing program documents in accordance with current policy and procedures; maintenance of the system program inventory; distribution of the program inventory for use in state systems; leadership with respect to development and maintenance of an array of program offerings that serve the interests of the State; and other program-related functions designated by the Board of Trustees;

Board of Trustees responsibility for promulgating policy that will assure accountability, access, efficiency, and quality; actions to approve, fund or close programs; and other program-related functions required by the Legislature;

• Program approval processes and application review criteria which are equitable toward all institutions, dynamic and reflective of Minnesota society and its economic base, current with respect to the use of technology, streamlined for efficiency, and which promote and protect the interests of the State and the communities served;

• Encouragement of collaborative, cooperative, and complementary approaches which build on the strengths and common interests of the system and its institutions.

Program Review and Approval – Role of the Institutions
The process of making changes to existing programs, initiating new programs or suspending or closing existing programs begins with the faculty at each institution. The process of approving changes to the curriculum can vary widely from one institution to another depending on the size of the institution, tradition, or the formality and complexity of decision-making structures unique to each site. In
some cases external review boards or advisory boards also contribute to curriculum development and change. Generally, a formal institution-wide committee of the faculty then reviews and makes recommendations concerning the proposals. The faculty’s recommendation is then forwarded to the institution’s administration where it receives its final review and, if approved, is submitted to the Board office for review.

Factors influencing the development of program recommendations include careful consideration of a variety of environmental factors: projected student interest and occupational demand, trends in emerging fields of knowledge, the strengths and mission of the college or university, and ways to enhance cooperation and collaboration with other colleges and universities and industry partners.

**Program Review and Approval – Role of the Board of Trustees/Board staff**

Where governed by policy, proposed changes to an institution’s program inventory are submitted on the necessary application forms. The Board of Trustees reviews and either approves or rejects new program proposals and all requests to close existing programs. When programs are suspended or reinstated by the institution, the Board of Trustees is formally informed. Board staff is authorized to consider and approve a variety of program modifications.
New Programs
Academic Program Review staff review every proposal for compliance with existing academic program policy, and prepare a summary of the proposal for the Board’s consideration. The following policies guide the review and approval process:

* Program Suspension and Reinstatement Policy 3.12
* Academic Program Closure Policy 3.13
* Program Approval Policy 3.14
* Degrees, Diplomas and Certificates Policy 3.17
* Academic Program Redesign Policy 3.19
* Academic Program Replication or Relocation Policy 3.20

Program applications must (1) demonstrate that the proposed program does not unnecessarily duplicate existing programs, (2) indicate that student interest in the program significantly exceeds the projected number of enrollment openings, (3) show that current and projected job openings significantly exceed the expected number of graduates, (4) reflect the statutory mission of the institution, and (5) fall within credit length requirements as set by policy. Programs that meet these criteria are further reviewed for student interest and occupational demand (three items), resources (four items), external relations, and collaboration. Proposals must score moderately well on these latter nine criteria. In addition, graduate program applications must undergo two external reviews: a peer review by a colleague in the same discipline, and an internal review by a member of the MnSCU Graduate Council (see the New Program Rating Criteria in Section IV).

Usually, the progress of a proposal toward final approval is not linear, but involves numerous questions, discussions, and negotiations. Proposals are subject to critical editing, and suggestions may be provided before it is submitted to the Board of Trustees. In some cases, proposals may be modified significantly, they may be delayed, contingencies may be assigned such as sunsetting the program after a span of time, or the staff and the institution may not reach consensus that the proposal should go forward. In the course of their review, staff looks for "convincing documented evidence using multiple measures" that support the proposal.

Academic Program Review staff members attend the Educational Policy Committee meeting and the Board of Trustees meeting to be available to answer any questions about new program proposals. Representatives from the campuses are also invited to attend and be available for questions.

Changes to Existing Programs
Approval of changes to existing programs is generally handled by Academic Program Review staff members, and can often be done the same day the application is received. Changes that can be handled administratively include:

* changing the name, CIP number, or award;
* adding or deleting emphases or options to existing programs, or approving sub credentials of existing programs;
* redesigning portions of existing programs to create new awards;
* approval of replication, relocation or a new site for a program.

Proposed course changes and new award/program proposals are discussed with and approved by advisory committees, then reviewed by administration before being brought to the academic affairs and standards council (AASC). Approved changes and new program proposals and courses are then included in the next published college program inventory.

The (AASC) was established in 2004 to strengthen the faculties’ primary role in the curriculum development process. The AASC reviews and approves new programs of study and all aspects of curricular development. The AASC is evolving to become the educational backbone of the college.

If proposed programming involves one or more core courses, agreement of SCTC departments involved
will be required. New course and program proposals must be matched with the requirements of the Minnesota transfer curriculum. The relevant SCTC departments will assess and sign-off. The outline and syllabus is then sent to the SCTC academic affairs and standards council for approval or rejection based on the content and expected results of the course.

New program and course proposals and programmatic and course changes are always made carefully and thoughtfully with attention paid to the needs of the particular industry served by the program, to the college mission and to the inclusion of general education outcomes and concepts into program curricula.

**1P3. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?**

Assessment of student readiness for specific curricula, programs, courses, and learning has been a requirement for several years. All students entering SCTC and all students that declare a major must take the Accuplacer inventory to assist in assessing their readiness for college. Accuplacer allows SCTC to assess student skills in reading comprehension, writing, English as a learned language (ELL), mathematics, and other areas. The primary, functional purpose of this assessment tool is to provide advising information to faculty advisors, students, and student services staff. Students can be guided more accurately, to the appropriate courses.

Assessment of general education across the curriculum has not progressed as rapidly as desired due to high rates of academic administrative turn over and the lack of consistent assessment within program areas. The college views general education as a shared responsibility across the curriculum. The critical function of general education within technical programming is borne out through feedback from advisory committees and the community.

SCTC uses two approaches to ensure that students come away from the college with the breadth and depth of experience and thoughtfulness imparted through general education.

First, the Minnesota general education transfer curriculum courses provide goals and competencies required for all students. The MnSCU System tracks all SCTC courses approved for transfer.

The second approach involves contextual learning of general education student outcomes within technical courses, guided by common student outcomes. Technical program instructors work with General education instructors to embedded common learning objectives within technical courses and use contextual learning for various technical areas into the general education courses. Faculties also work to determine appropriate Accuplacer levels that work best to assure success within different technical programs.

General education at the college is firmly established and widely respected across the programs/disciplines. The faculties of the general education department are currently initiating a concerted effort in the assessment of learning in general education courses across the campus.

**1P4. How do you communicate expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students? How do admissions, student support, and registration services aid in this process?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**1P5. How do you help students select programs of study that match their needs, interests, and abilities? In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.
IP6. How do you determine and document effective teaching and learning? How are these expectations communicated across the institution?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

IP7. How do you build an effective and efficient course delivery system? How do delivery decisions balance student and institutional needs?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

IP8. How do you monitor the currency and effectiveness of your curriculum? What progress is in place for changing or discontinuing programs and courses?

The currency and effectiveness of curriculum is currently monitored at the program level. Faculty and Advisory Committees review curriculum based on several criteria:

a. Graduate performance in the workplace
b. Placement data
c. Industry standards and expectations
d. SCTC college standards
e. Articulation agreements with individual four-year college programs
f. MnSCU requirements
g. Licensure and program certification requirements

Because of the college’s belief that all technical programs must be an integral part of the community, all programs have advisory committees whose membership has representation from employers, employees, current students, alumni, faculty, administrators and members of the community. The advisory committees meet at least semi-annually to review, analyze and improve their specific programs. The advisory committees serve to keep faculty informed of industry trends and influence the direction of each program in order to meet current industry standards.

Advisory committees are essential to initiate new technical programs as well as to guide, strengthen and improve existing programs. Program advisory committee members may also donate equipment and expertise to make sure those programs are kept up-to-date, thus ensuring the best trained new-hires for their companies. This is particularly important because over 80 percent of SCTC graduates remain in the area and are employed by local companies. Correspondingly, most of the companies must look locally to find employees and SCTC is an important and convenient source for well-trained employees.

The program advisory committees must continually review the technical program’s course outlines and program plan to ensure that curricula is kept current with changing demands for new skills and knowledge. They also help programs determine general education competencies and how they can be developed and assessed in the various programs.

IP9. How do you determine student and faculty needs relative to learning support? How are learning support areas involved in the student learning and development process?

SCTC learning support centers determine learning support needs through external stakeholders represented on program advisory committees, President’s Circle, and door15/customized training. The college also determines student support learning needs internally through monitoring student progress, mid-semester reports and other student achievement data on a student-by-student basis. With student development as a core process that cuts across all divisions of the college, student needs are informally communicated. Student and faculty needs relative to learning support are also the target of formal survey data collection efforts.

Faculty identified academic support services and library services as critical needs at a .001 level of statistical significance on the 1998 Institutional Priorities Survey administered by Noel-Levitz. Faculty observation of the need for greater SCTC student engagement through learning support services was supported by information from the 1998 Noel Levitz student satisfaction survey.
Students exhibited very low usage rates of library and other learning support resources. Satisfaction with both the library resources was significantly lower than national group means; this level of satisfaction with the library was echoed in the 2005 ACT student opinion survey. Only 37.4 percent of SCTC students reported using the library as opposed to 65.9 percent of those at equivalent public colleges. Those using the library ranked it at significantly lower levels than other public college counterparts (significant at the .001 level). As a result, obtaining or expanding the following resources has been a major initiative (see the case study of SCTC library and media center discussed under III below).

**Student Success Center (TRIO)**

The success center is a student support services program that offers a variety of free academic services. The center, funded by the U.S. Department of Education’s TRIO grant program, can help students graduate successfully from St. Cloud Technical College by:

- Developing academic and career plans,
- Providing academic advising and counseling,
- Preparing new students for a successful college experience through the Summer Institute, and arranging peer and group tutoring/mentoring for students’ academic success.

The center serves St. Cloud Technical College students who have a serious commitment to academic excellence and completing their college curriculum. The center specifically serves:

- Low income students
- Students with disabilities
- First generation college students whose parents do not have a bachelor’s degree

To develop the student success center, SCTC worked with a number of education partners to coordinate and develop the system to prepare under-served student populations for college. This readiness pipeline group is expanding and now includes: school district family advocate services, Head Start (Ages 3-5), Get Ready (Grades 4-6), College Bound (Grades 7-9), and Upward Bound (Grades 9-12).

Student support services have been greatly enhanced since 1998. Pre-collegiate courses are offered during the summer for students needing additional help.

### TRIO Program: Student Population and Outcomes 2003-2004

<table>
<thead>
<tr>
<th>Students Enrolled</th>
<th>160</th>
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<tbody>
<tr>
<td>Percent persisted in their Program</td>
<td>84%</td>
</tr>
<tr>
<td>Percent in good standing (Average GPA 2.99)</td>
<td>90%</td>
</tr>
<tr>
<td>Percent satisfied with advising and counseling</td>
<td>94%</td>
</tr>
</tbody>
</table>

The success center also offers supplemental grant aid and assistance obtaining services through other sources of financial aid. The Center also arranges for students will work with peer mentors who introduce them to a wide variety of resources, faculty and staff at the college. Students will be provided necessary contacts and information if they are planning to transfer to any four-year college or university after completing their academic program at SCTC.

Center counselors also work with students in developing their career plans. Students will work with professional mentors who will guide them in developing their professional skills.

The Success Center also offers a number of workshops throughout the year on career planning, financial aid, study skills, communications and transfer to four-year colleges.

### Academic Achievement Center

The Academic Achievement Center’s goal is to help students succeed in college by providing academic support. They offer students assistance with their understanding of course material and with other accommodations based on their needs. The Academic Achievement Center includes the Math Center. Services are available on an individual or small group setting. Students may request tutoring for any course...
in which they are enrolled. From August 24, 2005 to December 2, 2005, the Center serves approximately 1,460 students. The Center also provided accommodations for 99 tests.

Academic Accommodations for Qualified Students
Students who may need accommodations related to academic, environment or testing might qualify for services such as:
- Note takers
- Peer tutoring
- Testing arrangement
- Textbooks on tape

Tutors
Peer tutoring may be arranged for many technical and general courses. Peer tutors are students who have been recommended by the college faculty. Services are provided by the AACE are free for St. Cloud Technical College students.
- Accounting
- Algebra
- Basic computer skills
- Basic math skills
- Business math
- Communication skills
- Computer software
- Course related math
- Electrical
- Electronics
- General education courses
- Medical administration
- Physics
- Study skills
- Surveying
- Test anxiety
- Test taking tips
- Textbook reading techniques
- Trigonometry
- Writing skills

Interactive Television Center
Central Minnesota Distance Learning Network provides additional course opportunities to students through two-way interactive television classrooms. This network expands opportunities for students in the areas of accounting, public welfare financial worker, legal secretary, and courses from St. Cloud State University and Southwest State University. The network makes daytime and evening classes available five days a week. The network is also available to students for organizational events with other network colleges.

Student Technology Center
The Student Technology Center provides library services, Internet access, Internet databases, and expanded reference services through its membership in Central Minnesota Libraries Exchange and MINITEX. Emphasis is placed on materials that support the variety of curricular offerings at the college.

A student ID is required to check out library materials. Also available for student use are computers, copiers, and periodicals.

Library and Media Center
The St. Cloud Technical College library and provides students, faculty and staff the resources to promote and support learning activities in the college. These resources include the following:
- A collection of information resources to support the college’s educational curricula;
- Information services that will develop retrieval skills for lifelong learning;
- Instructional technology equipment and services.

The collection in the library includes learning materials that support the curriculum, i.e. books, electronic books, print periodicals and newspapers, online periodical and newspaper databases, internet access, print and digital encyclopedias and reference books, videotapes, DVDs, audio cassettes and medical models. The library has career and job seeking resources, including access to the Minnesota Job Services database.

The library is part of Minitex, an information network that provides interlibrary loan service among regional libraries. The library is a member of MnSCU PALS, and shares an automation system with other Minnesota State Colleges and Universities libraries that affords users a common web-based catalog. Web
PALS, as well as remote access to campus library databases. In addition, the library provides information services and information technology that supports learning activities as well as the development of information literacy skills for students and faculty.

ACT Student Opinion Survey
The ACT Student Opinion Survey, done last year, (See chart below.) indicated that students rated the shop facilities at SCTC significantly higher (at the .001 level) than students in the national sample of equivalent colleges. Laboratory facilities were rated at approximately the same level as the national sample. However, this was a drop from the 1998 Noel-Levitz survey in which students rated the buildings and grounds significantly higher than the national group. This year, the college began a major renovation that will improve labs, provide new classrooms, house the Workforce Center and provide a more welcoming main entrance.

1P10. How are co-curricular development goals aligned with curricular learning objectives?

The service learning program at SCTC develops and links co-curricular development goals with curricular learning objectives. The program organizes events and works with individual technical programs.

• On Sept 15, 2005, the program conducted a service-learning fair with 23 community-based
organizations in attendance, the most ever.
• Between mid-September and mid-October 2005, the program director delivered presentations about service-learning in several different courses; altogether, there were over 600 students in these presentations.
• In early November 2005, staff participated in a meeting of the developing service-learning coalition (a network of service-learning practitioners in area schools, faith communities, and community based organizations), an effort to collaborate in the standardization and promotion of quality service-learning practices throughout the St. Cloud area.
• In mid-November 2005, staff submitted a grant proposal to Minnesota campus compact for the quality improvement of our service-learning program. The proposal provides for the support of community partnerships that SCTC has developed related to issues of homelessness.

### Service Learning Activities by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Activity</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Collision Technology</td>
<td>Students refurbished a dilapidated 4 x 8 parade vehicle. A fixture at local parades and festivals, the train like vehicle driven by veterans was in disrepair.</td>
<td>40</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>Students did two activities to become more aware of the presence and dignity of marginalized groups in our area – a two hour tour of the Stearns County Jail and work in a Sherburne County park near Becker to plant and mulch 300 trees.</td>
<td>14</td>
</tr>
<tr>
<td>Child and Adult Care and Education</td>
<td>Students are required to do service-learning activities that utilize the knowledge and skills being developed in the classroom.</td>
<td>60</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Students in the Framing I class built pheasant feeders for the Pheasants Forever organization. Students in the Framing II class built a handicap-accessible ramp (in conjunction with a building contractor).</td>
<td>50</td>
</tr>
<tr>
<td>Computer Careers</td>
<td>Students were asked to do a service-learning activity that involves 2 hours per week for a twelve-week period in the course. The purpose of the service learning is to work in a technical environment with non-technical people.</td>
<td>36</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Students cooked and catered for the Whitney Senior Center, slapshots floor hockey, student senate, and the Andy Marso benefit.</td>
<td>20</td>
</tr>
<tr>
<td>Program</td>
<td>Activity</td>
<td># of Students</td>
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<tr>
<td>Dental Hygiene</td>
<td>All second-year students in the program are asked to do three educational presentations about dental care -- one in a pre-school setting; another with senior citizens; and the third with virtually any relevant group. In addition, they do three rotations each through the dental clinic at the St Cloud Reformatory, and also do work with persons served by Place of Hope and Anna Marie's.</td>
<td>12</td>
</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>Students in the professional development course were asked to do some service-activities</td>
<td>25</td>
</tr>
<tr>
<td>General Education</td>
<td>Analytical Writing - This course requires a research paper on a community issue. Mary encouraged students to become involved in a service-activity that related to a potential research topic, and use their experiences as part of the content of their research.</td>
<td>16</td>
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<td></td>
<td>Diversity and social justice - The course focuses on four areas -- class, race, gender, and sexual orientation. Students have the option of doing a service-learning activity in one of those four areas, or a more traditional research project.</td>
<td>3</td>
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<td></td>
<td>Human Relations - The desired focus for service-learning activities is on developing people-skills. Students are strongly encouraged to find/develop an activity that allows them to apply their knowledge/skills from their program area.</td>
<td>380</td>
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<tr>
<td></td>
<td>Introduction to Women’s Studies - Students have the option of doing a service-learning activity in an area related to gender issues or a more traditional research project or book review.</td>
<td>6</td>
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<tr>
<td>Practical Nursing</td>
<td>Clinical Lab II - A volunteer activity that can be related in some way to previous nursing coursework. Basic Nursing I - Students do clinical experiences in two area nursing homes (St Benedict’s Senior Community, or Good Shepherd Senior Community).</td>
<td>38</td>
</tr>
</tbody>
</table>
The Students First study program for student athletes was introduced at SCTC in the fall of 2004. Students First is an academic enrichment program for SCTC athletes. While athletics are an integral part of any student athlete’s life, SCTC emphasizes that academics come first. Students First is located in the study lab which is a monitored quiet study area and computer lab. Individuals can get release forms to study in program area labs or peer study groups under faculty supervision outside the lab. Student athletes sign contracts that outline their academic responsibilities and release faculty supplied progress reports to the Students First program coordinator. When necessary, student athletes can arrange for tutors through the lab. First semester student athletes are required to put in three hours per week. After the first semester, hours are adjusted based on class and study lab attendance and overall grade point average.

1P11. How do you determine the processes for student assessment?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

1P12. How do you discover how well prepared the students who are completing programs, degrees, and certificates are for further education or employment?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

1P13. What measures of student performance do you collect and analyze regularly?

Instructional programs at SCTC regularly collect four types of data to assess student performance.

1. Basic skills preparation (Accuplacer scores)
2. Retention and graduation rates
3. Placement data
4. Licensure test results (where applicable)

These measures are discussed under question 1R1 and in category seven.

<table>
<thead>
<tr>
<th>Program</th>
<th>Activity</th>
<th># of Students</th>
</tr>
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<tbody>
<tr>
<td>Practical Nursing</td>
<td>Basic Nursing I - Students do clinical experiences in two area nursing homes (St Benedict’s Senior Community, or Good Shepherd Senior Community).</td>
<td>286</td>
</tr>
<tr>
<td>Sales and Management</td>
<td>Service is an essential component of their professional development course. Historically, students have done a number of one-time projects (blood drive; food drive; Halloween party); this year, instructors are encouraging them to seek out other opportunities - and not only one-time projects -- as well.</td>
<td>160</td>
</tr>
<tr>
<td>Water Environment Technologies (WET)</td>
<td>Students did water fairs in Sauk Centre schools. Several students taught about water issues in a couple of District 742 schools, and in Holdingford and Richmond.</td>
<td></td>
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</table>
Results(R)

1R1. What are your results for common student learning objectives as well as specific program learning objectives?

As a result of steady development of the general education program at SCTC, coupled with increased participation in the Minnesota transfer curriculum, AAS degree awards are increasing while diplomas, which use less rigorous, non-transferable general studies programming are declining.

The college developed and adopted a 12-step assessment process designed to provide academic programs, and other areas of the college, with timely and relevant feedback relative to the desired outcomes of the academic program or area.

This process involves the 12 steps shown on the next page.
In this guide, an area is defined as a means or system of support for the educational program on the campus, such as registration, student services, etc. An outcome is a desired goal for student success on the campus. A program is defined as an educational area of the college, such as general education, finance and credit, electronics, etc. A program outcome is a goal students are expected to have achieved upon completion of their educational plan.

During fiscal year 2003, the college piloted the assessment process in three academic programs and one student services area. The 12-step process begins with phase I by asking the participants to determine what are the desired outcomes of their academic program or area, how the outcomes are addressed, the methods used to assess outcome attainment, the level of expected performance, and who will be assessed. The pilot groups have completed phase I.

Phase II includes steps designed to collect baseline data, determine when to assess, who will assess, and who will gather and interpret the results. Phase III addresses the steps needed to determine how the results will lead to improvements, who the results will be shared with, and how the program or area will follow-up on implemented changes.

During fiscal year 2004, an effort began to implement Phases II and III with particular attention applied to the computer aided drafting and design program. However, with several staff changes in significant positions, the process was significantly slowed. During the past year, FY 2005, SCTC has not taken the 12 Step assessment process beyond its experimental phase due to a concentration on program review which is mandated by the Minnesota State Colleges and Universities Chancellor’s office.

However, several faculty members are using the 12-step assessment process and compiling data on its effectiveness and accuracy. For example, the following represent the results that were obtained by the finance and credit program. Through the assessment process, the finance and credit program has developed an employer skill identification...
questionnaire that is administered pre-internship, an employer performance assessment, and a student performance assessment that are used upon completion of the internship. In addition, a student success manual was developed which lays out the mission, objectives, program outcomes, and committee expectations for students in the finance and credit program.

**Skill needed on internship?**

**Program Outcome**

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<tr>
<td>2.6</td>
<td>3.0</td>
<td>2.6</td>
<td>2.5</td>
<td>3.0</td>
<td>1.9</td>
<td>3.0</td>
<td>2.6</td>
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<td>3.0</td>
<td>2.6</td>
<td>3.0</td>
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<td>2.8</td>
<td>1.9</td>
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</table>

2.5 - 3.0 = yes, skill needed for internship.
1.5 - 2.4 = no, not needed now, but a good skill to have for future needs.
1.0 - 1.4 = no, not needed now, and probably never will need the skill.

**Student Performance:**

Employer assessment of student mastery:

**Program Outcome**

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<tr>
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<td>2.5</td>
<td>2.6</td>
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</tr>
</tbody>
</table>

2.5 - 3.0 = student performance exceeds employer expectations.
1.5 - 2.4 = student performance meets employer expectations.
1.0 - 1.4 = student performance does not meet employer expectations.

Student assessment of mastery:

**Program Outcome**

<table>
<thead>
<tr>
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<th>1</th>
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<th>4</th>
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<td>2.5</td>
<td>2.6</td>
<td>2.5</td>
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</tr>
</tbody>
</table>

2.5 - 3.0 = yes, skill needed for internship.
1.5 - 2.4 = no, not needed now, but a good skill to have for future needs.
1.0 - 1.4 = no, not needed now, and probably never will need the skill.

Pet Selecting:

<table>
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<th>3's</th>
<th>2's</th>
<th>1's</th>
<th>TOTAL</th>
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</tr>
<tr>
<td>23%</td>
<td>47%</td>
<td>31%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. apply accounting concepts, principles, and practices
2. make good decisions/solve problems.
3. determine priorities and set goals, then budget the required time, energy and money to reach those goals.
4. demonstrate good financial management.
5. understand and follow rules and policies.
6. make consumer credit decisions by evaluating the applicants credit bureau report and applying the C’s of credit.
7. demonstrate ethical character traits (honest, fair, dependable).
8. understand how laws affect general business transactions including transactions involving creditors, debtors, and depositors.
9. demonstrate professional appearance (dress and grooming).
10. make commercial credit decisions by conducting a financial statement ratio analysis to determine the applicant’s current financial condition and trend.
11. demonstrate professional behavior (good attitude, friendly and courteous to others).
12. use a computer for basic word-processing and spreadsheet applications.
13. demonstrate good communication skills.
14. understand how a market economy lets supply and demand automatically redirect societies scarce resources for optimum satisfaction within society.
15. demonstrate selling skills.
16. understand the role of money, the banking system, and the federal reserve relative to the level of economic activity (inflation/recession).
17. work in teams
18. plan marketing strategies
19. understand the objectives of depositors, borrowers, and lenders and how their needs are met through the lending process.
20. understand the importance of professional development.
21. negotiate the collection of past due debts.
SCTC is somewhat behind in assessment processes as of this date. However, progress is being made with plans for an assessment council that will follow-through with the coordination of the assessment plan. This plan is multi-layered to include various levels of assessment from learning assessment in the classroom to assessment of instructional practices and assessment of various college processes.

The foundation for assessment at SCTC is in place through the pilot project. We will build on this foundation and incorporate the other learning assessment efforts already in place at SCTC. These assessment efforts include the program review process and several learning measures currently in use at the program level. These are basic skills assessment through Accuplacer, prerequisite requirements for programs, self-study for program accreditation, and program graduate performance on certification and licensure examinations.

<table>
<thead>
<tr>
<th>STC Majors</th>
<th>Accuplacer Score Prerequisites</th>
<th>Credit Course Prerequisites</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Collision Technician, Automotive Service Technician, and Medium/Heavy Truck Technician</td>
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<td></td>
<td>National Automotive Technician Education Foundation (NATEF) Excellence Exams</td>
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<tr>
<td>Cardiovascular Technician</td>
<td>Human Anatomy &amp; Physiology I College Algebra II General Physics</td>
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<td>Carpentry</td>
<td></td>
<td></td>
<td>Homes constructed by students pass inspection with city inspectors</td>
</tr>
<tr>
<td>Child and Adult Care and Education</td>
<td>Yes</td>
<td>Must take and pass course indicated by ACCUPLACER scores</td>
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<tr>
<td>Dental Assistant</td>
<td></td>
<td></td>
<td>Minnesota Board of Dentistry Registration Exam/Dental Assistant National Board Exams</td>
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<tr>
<td>Dental Hygienist</td>
<td>Human Anatomy &amp; Physiology I &amp; II Intro to Micro Biology Intro to Organic Chemistry Essentials of Nutrition</td>
<td></td>
<td>National Dental Hygiene Board and Central Regional Board Exams</td>
</tr>
<tr>
<td>Echocardiography</td>
<td>Human Anatomy &amp; Physiology I &amp; II College Algebra General Physics</td>
<td></td>
<td>Applied Clinical Internship</td>
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<tr>
<td>Electrical Construction Technology</td>
<td>Math-44 Reading-71</td>
<td>High School Algebra or Trig</td>
<td>State Electrical License-Journeyman’s Exam</td>
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<tr>
<td>Finance and Credit</td>
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<td>(See info from Student Success Manual)</td>
</tr>
<tr>
<td>Land Survey &amp; Civil Engineering</td>
<td></td>
<td></td>
<td>C or better in all program courses and GPA of 2.0</td>
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<tr>
<td>Nursing Assistant</td>
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<td>State Registry Test</td>
</tr>
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<td>SCTC Majors</td>
<td>Accuplacer Score Prerequisites</td>
<td>Credit Course Prerequisites</td>
<td>Accreditng Agency</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
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<tr>
<td>Paramedicine</td>
<td></td>
<td>EMT Basic and Cardiac Care</td>
<td>Minnesota Emergency Medical Services Regulatory Board (EMSRB)</td>
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<tr>
<td>Plumbing</td>
<td></td>
<td></td>
<td>Homes constructed by students pass inspections with city inspectors</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Human Anatomy &amp; Physiology I</td>
<td></td>
<td>NCLEX-PN</td>
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<tr>
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<td>Basic Nursing I</td>
<td></td>
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<tr>
<td></td>
<td>Medical Terminology</td>
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<td>Health Care Provider Certification</td>
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<td>Sonography</td>
<td>Human Anatomy &amp; Physiology I&amp;II</td>
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<td>Registry Exams</td>
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<td>College Algebra</td>
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<td>Quality and Productivity Certification</td>
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<td>CPR Health Care Providers</td>
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<td>American Medical Association, Allied Health Program National Certification Exam</td>
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<td>Minnesota Water and Wastewater Certification</td>
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<td>Technologies</td>
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<tr>
<td>Welding Fabrication</td>
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<td>AWS D1.1 Structural Code and ASME Section IX Welding Standards</td>
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Student satisfaction with course content in their major field was significantly higher (at .001 level) than other public colleges in the national sample. Satisfaction was also higher with class size as related to the type of course and preparation received for the chosen occupation. Student satisfaction with their advising was also significantly higher than the national comparison. Students, however, were not as satisfied with the degree of flexibility availability to design their own course of study.
Library Services
The low levels of satisfaction with the library indicated that attention needed to be given to the library and to library usage. This came to a head when Minitex, the information network that provides interlibrary loan service among regional libraries, indicated that because SCTC no longer met the criteria for participation in Minitex, SCTC would no longer be eligible to receive requested materials from libraries other than those at the University of Minnesota. Because materials from the University of Minnesota comprise only about 15 percent of the items received by SCTC, this directive signaled a significant reduction in the resources available to support learning activities.

The Minitex criteria for participation require that library services be administered by at least one full-time professional librarian. Furthermore, there is the expectation that an institution supplies 95 percent of the materials and resources needed by students and faculty and correspondingly borrows no more than 5 percent of what it needs from other institutions.

The college hired a consulting firm to evaluate their current library resources and services and to recommend steps that would address SCTC’s shortcomings and ensure that SCTC students and faculty would continue to have access to the broad range of materials and resources necessary to support their educational programs. The consultants found that the library and information resources at SCTC were poor when measured by most typically applied objectives standards, including size of the collection, budget allocations, and number of full-time staff.

At the same time, the needs of SCTC students and faculty are growing. The library facilities were also seen as extremely poor with little or no security. Recommendations included:

- Place the library under the direction of a full-time librarian holding a master’s degree in library science. Discussion centered around staffing of 2 FTE to include the director, who could have broad responsibilities for technology; an assistant with significant library background including some post-baccalaureate training in library science; and a half-time clerical library assistant.
- SCTC should provide a source of funding for online resources and acquisition of new print resources.
- The library should be in a secure, centralized location at the college.
- SCTC should work with Minitex to develop policies and procedures that do not foster abuses of interlibrary loan privileges.

The college has since implemented all of these recommendations. A director has been hired who handles both library and information technology services and supervises a library technician and a faculty librarian. The library location has been moved and the college continues to provide additional resources toward library purchases. New policies and procedures have been developed. Remodeling of the library space is scheduled for sometime during the 2006-2007 academic year.

Licensure Results
Results from program licensure data show that SCTC program graduates consistently perform at or above comparison groups. The chart on the following page indicates results.
1R2. What is your evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders (that is, other educational institutions and employers) for the awarding of specific degrees or credentials?

Assessment of learning is an integral part of the classroom instructor’s responsibility. All students are assessed as part of the function of the teaching/learning process within the classroom setting. The validity of this assessment process is evident by the high job placement rate SCTC student’s experience. As noted elsewhere in this document, the annual job placement rate for St. Cloud Technical College is always in the high ninety percent range.

1R3. What are your results for processes associated with helping students learn?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

1R4. Regarding 1R1 through 1R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

### Licensure Results for Selected SCTC Programs

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<tr>
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<td>National Pass Rate</td>
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<td>86%</td>
<td>88%</td>
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<td>100%</td>
<td>91%</td>
<td>96%</td>
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Improvement (I)

III. How do you improve your current processes and systems for helping students learn and develop?

The 2005 AQIP Forum indicates the following strengths and challenges for improving current SCTC processes and systems for helping students learn and develop.

Strengths

1. SCTC faculty and staff have a strong, collective sense of the need for students to acquire knowledge and skill in such areas as:
   a. Oral and written communication
   b. Research skills
   c. Problem-solving
   d. Decision-making skills
   e. Listening and following directions
   f. Meeting deadlines/time management
   g. Teamwork skills

2. Programs develop shared sets of learning objectives based upon several different sets of standards and expectations.
   a. Industry standards and expectations
   b. SCTC college standards
   c. Articulation agreements with individual four-year college programs
   d. MnSCU requirements, such as the Transfer Curriculum
   e. Licensure and program certification requirements

3. The new SCTC initiatives in program review and assessment will help monitor curriculum for currency and effectiveness.

4. There are numerous learning support centers at SCTC including:
   a. Success center
   b. Math center
   c. Counseling center
   d. TRIO
   e. Library
   f. Advisory committee

5. Learning support centers determine support needs on an informal basis through monitoring student progress, mid-semester reports and other student achievement data on a student-by-student basis.

6. Currently, SCTC advising is the primary place where learning expectations align with mission, vision, and philosophy. Advisers regularly review information about “at-risk students” and take action to get these students the help they need.

7. The new SCTC initiatives in program review and assessment will help align learning expectations with mission, vision, and philosophy on a continuous basis.

8. Level of student preparation for specific programs is based upon several different sets of standards and expectations.
   a. Industry standards and expectations
   b. SCTC college standards for general education
   c. Articulation agreements with individual four-year college programs
   d. MnSCU requirements, such as the transfer curriculum
   e. Licensure and program certification requirements

9. There are numerous co-curricular activities at SCTC that provide a strong base for co-curricular goals across the institution. These include:
   a. Service learning
   b. Athletics
   c. Student organizations
   d. VICA/Skills USA
10. Program assessment provides a strong basis for developing an institution-wide process of assessment. Program assessment of student learning is based on several criteria:
   a. Industry standards and expectations
   b. SCTC college standards
   c. Articulation agreements with individual four-year college programs
   d. MnSCU requirements, such as the transfer curriculum
   e. Licensure and program certification requirements

Challenges
1. Common student learning objectives are not seen as widely established and connected with the planning and budgeting process. Consequently, there is currently little or no institutional measurement of how well faculty, students, and staff understand what the common learning objectives are or how well students meet shared learning objectives.

2. Program review and student assessment data need to be woven into on-going, college-wide planning and budgeting processes.

3. Criteria for new course development need to be integrated with planning and budgeting priorities for the college as a whole. Currently, there is little or no formal measurement of how new course development is linked to stakeholder needs.

4. Student support services needs data to become a part of the regular planning and budgeting cycle.

5. The library needs more resources to help develop multimedia content and to help students. Students also need other types of technology access, such as improved email access.

6. The assessment of alignment between student learning and mission, vision, and common values has been informal in the past and has not had enough time to become a formal part of new master and academic planning efforts.

7. There is currently little or no measurement of how well student learning expectations, practices, and development align with mission, vision, and philosophy on a continuous basis.

8. There is little or no measurement of congruity across basic skills, general education, and program levels of student preparation requirements.

9. Students need to become more aware of industry expectations and the learning structure of the industry they plan to enter.

10. Faculty and staff as a whole are not sure what SCTC holds as overall curricular and co-curricular goals. Common student learning outcomes need to be publicized on an institution-wide basis and brought into academic planning and assessment as key tools for improvement of student learning.

II2. With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.
Category 2 – Accomplishing Other Distinctive Objectives

2C1. What are your explicit institutional objectives in addition to Helping Students Learn (Criterion 1)?

St. Cloud Technical College has identified eight distinct objectives that fulfill the mission of the college and complement student learning. These eight objectives, listed by focus area, are:

Focus Area 1: To Partner with Business and Industry
1. To encourage economic development through partnerships with business and industry.
2. To identify new program opportunities in response to the needs of business and industry.
3. To be responsive to the changing conditions in which business and industry operate and critical workforce needs.

Focus Area 2: To Partner with Schools and Other Colleges
4. To collaborate with other institutions of higher education in order to improve the coordination, responsiveness and quality of academic programs and services.
5. To collaborate with other secondary and post-secondary institutions to increase transfer opportunities resulting in greater educational advancement for students.
6. To collaborate with area school districts to enhance high school student awareness of technical program majors.

Focus Area 3: To Partner with Other Government Agencies
7. To combine resources and matching needs with local government and other area agencies.

Focus Area 4: To Partner with Each Other to Produce a Learning Organization
8. To develop as a learning organization whose administrative actions and employee behaviors demonstrate our value of “placing you first.”

2C2. By what means do you ensure your other distinctive objectives align with your mission, vision, and philosophy?

St. Cloud Technical College’s mission and vision are focused on preparing students to meet employment needs of businesses in our region. As new programs are developed and existing programs are upgraded and changed, SCTC will align resources to meet future needs of the region. Staying in touch with research projections for future growth as well as industry leader’s plans is essential to the development of new and existing programs.

Industry Connections
SCTC recognizes that long term stability requires agility in meeting the needs of the industries that will employ our graduates. While the pace of change can run rampant, the challenge is to balance the need for change with the necessary delivery of career and technical education. As opportunities for new programs, changes, etc. are recognized, extensive research is required to determine their fit to college goals and available resources. Validation of projected need, analysis of resource requirements, and cultivation of internal and external community support is required.

The objectives described above are part of the college fabric through which students focus on the learning skills needed for success in their chosen vocation. Students are also encouraged to develop a spirit of giving back to their respective communities. Through
the service learning program, SCTC seeks to encourage students to use their talents to better the communities in which they live.

Planning and Development
All areas of the college are engaged at varied points in planning and development. Ideas are generated through discussions with internal and external constituents of the college. These could include community groups, government agencies, President’s council, SCTC foundation, program advisory committees, industry councils, business owners and principals.

2C3. How do your other distinctive objectives support or complement your processes and systems for helping students learn?

A primary objective of SCTC administration and faculty is to keep college programs current with industry expectations. To accomplish this, administrators, work with faculty and staff, research industry trends, study instructional methods, and search for resources to enable the college to reach goals. The college also seeks to foster an environment that supports faculty as they transition to new technologies and instructional delivery systems. SCTC administration has a key role in creating an effective learning environment in which the organization’s learning resources support student learning and effective teaching while, at the same time, align with other distinctive objectives. Over the past five to ten years, this role has become increasingly a challenge to balancing needs with resources.

Another objective at SCTC has been outreach. SCTC academic programs have embraced three primary methods to reach out to our surrounding community. The first is the service learning program. In just three years we have grown that program from under 50 participants to several hundred students engaged in projects around the community. The program began in Human Relations classes but has since extended into most technical programs.

Second, SCTC established Discovery Academy as a method to engage high school students in college level programming while still in high school. In three years the program has gone from about 15 students to over 140, from one site to four. Of the students enrolled in the program last year while in high school, over 25 percent have continued their education at SCTC. A third example is the construction program outreach to the community in the St. John Cantius neighborhood project. This project will result in five homes built over five years to revitalize a neighborhood of the city.

As a college, SCTC continuously strives to look forward to determine what we should be doing to meet future needs. Most often these are accomplished by adjusting delivery of existing programs. To support student learning with our other distinctive objectives, SCTC looks at new program possibilities and then seeks the resources necessary to establish these.
As a member of MnSCU, the college sets its own mission and vision and distinctive objectives. However, these objectives are shaped by the broad MnSCU strategic directions and goals. These in turn are based on Designing the Future, the MnSCU long-range strategic plan. Each college has responsibility to develop work plans that address their distinctive objectives within this broader context. The graph below shows the four strategic directions and corresponding goals under each of these directions: In addition to regular planning processes, SCTC determines distinct objectives through its door15 operation. Continuing education through customized training and professional development is referred to as door15. (door15 refers to number on the door to which clients and trainees access customized and continuing educational services at the college.) The college offers a variety of programs and services to meet the needs identified. door15 services are divided into three main areas: (1) Customized training: designed for employers and their employees to enhance their skill sets, with courses offered on-site during either the day or the evening; (2) Continuing education: designed for individuals and businesses seeking additional skills, personal enhancement or certification, offered days or evenings; (3) Emergency or safety education: designed for individuals and

<table>
<thead>
<tr>
<th>Strategic Direction: Increase Access and Opportunity</th>
<th>The Minnesota State Colleges and Universities will provide more people from different backgrounds with the opportunity to experience the benefits of higher education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Expand post-secondary participation</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Increase the participation of under-served students</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Make learning environments inviting and safe</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Increase support for higher education</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Maintain affordability</td>
</tr>
<tr>
<td>Goal 6</td>
<td>Establish partnerships with elementary and secondary educators to prepare students and teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Direction: Expand High-Quality Learning Programs and Services</th>
<th>The Minnesota State Colleges and Universities will provide students with a full range of high-quality learning programs and services that respond to student needs and document student achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 7</td>
<td>Develop lifelong learners and engaged citizens</td>
</tr>
<tr>
<td>Goal 8</td>
<td>Provide up-to-date education and training for work and careers</td>
</tr>
<tr>
<td>Goal 9</td>
<td>Expand graduate education</td>
</tr>
<tr>
<td>Goal 10</td>
<td>Offer electronic learning options</td>
</tr>
<tr>
<td>Goal 11</td>
<td>Meet the full range of student learning needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Direction: Strengthen Community Development and Economic Vitality</th>
<th>The Minnesota State Colleges and Universities will work in new and collaborative ways to maintain and build vital communities and economies at the local, regional and state levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 12</td>
<td>Contribute to vital communities</td>
</tr>
<tr>
<td>Goal 13</td>
<td>Support state and local economic development initiatives</td>
</tr>
<tr>
<td>Goal 14</td>
<td>Establish state and regional collaborations</td>
</tr>
<tr>
<td>Goal 15</td>
<td>Work collaboratively with other higher education providers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Direction: Fully Integrate the System</th>
<th>The Minnesota State Colleges and Universities will become a more fully coordinated and integrated system of distinct higher education institutions that provide high-quality education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 16</td>
<td>Recruit and invest in excellent faculty, staff and administrators</td>
</tr>
<tr>
<td>Goal 17</td>
<td>Develop integrated plans</td>
</tr>
<tr>
<td>Goal 18</td>
<td>Serve as good stewards of capital assets</td>
</tr>
<tr>
<td>Goal 19</td>
<td>Improve transfer processes</td>
</tr>
<tr>
<td>Goal 20</td>
<td>Align the system’s technology infrastructure</td>
</tr>
<tr>
<td>Goal 21</td>
<td>Strengthen financial systems and processes</td>
</tr>
</tbody>
</table>
employers who are interested in Safety or Emergency Medical Services including First Aid, CPR, EMT, Fire Fighting, and Motorcycle training.

The customized training department of door15 relates directly to the St. Cloud and central Minnesota business community providing a wide array of training based upon current and future needs. Customized training/door15 served over 200 business and government employers last year.

An internal partnership with door15 and senior management and is involved in the strategic planning process for all of the college. Through this collaboration, door15 personnel are aware of the changing requirements for SCTC graduates. In its liaison capacity, door15 staff communicates the skill sets required from SCTC graduates to the vice president for academic and student affairs and the appropriate dean. Often, door15 works with faculty and administration to develop an hour based pilot curriculum catering to the business-defined requirements. This pilot program acts as an incubator for developing a credit-based curriculum that highlights the key skill areas. Supervisory Management is one such program. This program was first developed by door15 and then later became a for-credit program.

2P2. How do you communicate your expectations regarding these objectives?

Communicating expectations regarding objectives on a college-wide basis is done through regularly scheduled activities. These include the following:
- President’s Cabinet
- President’s Leadership Council
- President’s Circle of CEOs from business and industry
- Student Senate
- Faculty Senate
- Bargaining unit meetings
- Faculty and staff in-services
- Program Advisory Committees
- Campus newsletter, intranet, and email
- Participation in community service organizations and economic development

As objectives are established, college personnel are identified to handle various aspects of required work to realize the goals. Through discussions in leadership groups, deans, administrators, departments, etc., teams are formed to accomplish the various phases of development required to reach implementation.

2P3. How do you determine faculty and staff needs relative to these objectives?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

2P4. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

College administrators assess and review these other distinct objectives to keep programs current with industry and community expectations. SCTC faculty and staff conduct research on industry trends, study instructional methods, and search for resources to enable the college to reach goals. Administration supports faculty as they transition to new technologies and instructional delivery systems and adjust to changing internal and external influences. Administration, faculties, and staffs are regularly challenged with the demands of balancing needs with resources.

Feedback loops at the present time are contained within customized training/door15, from program managers to the vice president, and from the vice president to the rest of the senior administrators. When a program manager observes a new programming need, it is first taken to the vice president, and then taken, if needed, to the senior administrators for informal discussion. Finally, the need is then either developed as (1) a program offering on a formal non-credit or credit basis, with specific delivery parameters, or (2) as a larger objective to be further refined in President’s Circle for possible inclusion in the college strategic plan.
Credit classes offered through customized training, door15 are subject to the same approval and review processes as are the credit based academic areas. The vice president works directly with deans and the vice president for academic and student affairs to ensure congruence and consistency.

2P5. *What measures of accomplishing your other distinctive objectives do you collect and analyze regularly?*

SCTC regularly reports to the chancellor’s office regarding the initiatives of the college work plan. Figure 2.2 shows the measures that will be used for each focus area and their associated objectives.
## Measures for Focus Areas and Distinctive Objectives

<table>
<thead>
<tr>
<th>Focus Area 1: Partner with Business and Industry</th>
<th>Determine employer satisfaction with SCTC graduates.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Determine the effectiveness of <em>door15</em> by measuring the number of contracts, the total amount of revenue provided by the contracts, and the total cost recovery of the program.</td>
</tr>
<tr>
<td></td>
<td>Number of new partnerships formed between the college and business and industry.</td>
</tr>
<tr>
<td></td>
<td>Revision of curricula based on input from business partners.</td>
</tr>
<tr>
<td></td>
<td>Number and nature of new programs based on documented need in business and industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area 2: To Partner with Schools and Other Colleges</th>
<th>Number of new and enhanced transfer agreements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Tech Prep agreements resulting in the recruitment of students to the college.</td>
</tr>
<tr>
<td></td>
<td>Number of students enrolled in the Discover Academy.</td>
</tr>
<tr>
<td></td>
<td>Revision of curricula based on input from school and college partners.</td>
</tr>
<tr>
<td></td>
<td>Number and nature of new programs based on documented need in local school districts.</td>
</tr>
<tr>
<td></td>
<td>Courses developed and delivered through <em>Project Lead the Way</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area 3: To Partner with Other Government Agencies</th>
<th>Number of programs developed with the Work Force Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of government grants awarded to the college.</td>
</tr>
<tr>
<td></td>
<td>Number and nature of partnership developed with government agencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area 4: To Partner with Each Other to Produce a Learning Organization</th>
<th>Number of internal processes developed that emphasize SCTC as a learning organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfaction of employees with employment at SCTC.</td>
</tr>
</tbody>
</table>
A targeted set of measurements from door15 has incorporated feedback in order to readjust objectives or processes.

**Increase in customers**
Goal development is on hold – needs further information and discussion. Information to be gathered:

1. Top 10 clients for
   - Customized Training
   - EMS/Fire
   - Health Education and Health Open Enrollment
   - Open Enrollment (all other)

2. 3rd party billing customers
   - Year ended June 30, 2005
   - Year to date for year ending June 30, 2006.

3. List of all open enrollment courses currently being offered.

**Customer retention rate**
Goal development is on hold – needs further information and discussion.

**Addition of new products**
- door15 will research the number of on-line courses to include on-line certificate courses by January 31, 2006.
- door15 will increase the number of on-line courses to include on-line certificates offered through the door15.com website by 5 percent by June 30, 2006.
- door15 will provide fire fighter certification training by January 2006.
- door15 will partner with a MnSCU college that currently has an accredited 2-year RN program to start a satellite site at the Good Shepherd facility using the current Long Term Care Connection model by June 30, 2006.

**Targeting new markets**
- door15 will explore opportunities of providing home and community-based services and mental health education services for outreach providers of central Minnesota. A needs assessments will occur beginning October, 2005 with completion by January 31, 2006.

**Employee development goals**
- door15 employees will enroll in one on-line and one open enrollment or customized training class by June 30, 2006. Documentation will be reviewed during annual performance review.
- door15 program managers and supervisors will attend one or more professional development training program or workshop by June 30, 2007. (Program of workshop will be approved by door15 vice president.) Documentation will be reviewed during annual performance review.

**Results (R)**

2R1. What are your results in accomplishing your other distinctive objectives?

In response to a local crisis in manufacturing and the rapid evolution that is taking place in the industry, the college launched a massive effort to meet the changing needs. These efforts included focus group meetings with industry partners and visits to two campuses with national recognition for innovative approaches to curriculum development. The faculties extrapolated information and established networks for the future. Using a team approach, the faculties will continue working to find better ways to deliver programs to ensure that students are prepared to meet the demand for higher level technical and human relations skills.

The college participated as a member of the Alliance and Partnership team for the 2002 Community Assessment. This was a comprehensive audit of the community using an inclusive process to engage information and resources. The study included business and industry, government, civil service, nonprofit, and faith sectors. The outcomes provided direction for workforce and economic development and were used as a resource by the college in formulating the Master Academic Plan.

SCTC plans to align more closely with the Workforce Center with the co-location of the Workforce Center to the SCTC campus. This is scheduled to take place in 2005-2006. The co-location will be a new model that includes sharing space and personnel for joint programs, such as testing and career exploration. Individuals that have been laid-off need immediate response to education and retraining for
reemployment. The college, in collaboration with the Stearns-Benton Workforce Center, has already developed a ready-response through door15, the customized training and development arm of the college.

2R2. How do the results in 2R1 compare with the results of peer institutions? How do they compare, if appropriate, with the results of other higher education institutions and of organizations outside the education community?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

2R3. How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the community and region you serve?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

Improvement (I)

2I1. How do you improve your systems and processes for accomplishing your other distinctive objectives?

To serve the community and college better, door15 is in the middle of a planning process. Some identified objectives include:

- door15 will review the Customer Relation Management database needs by June 30, 2006.
- door15 will review and develop a process to provide exceptional customer service to all students including the students that attend evening and weekend classes by June 30, 2006.
12 Step Marketing Plan Process

Step 12 Develop Plan Measurement / Success Factors
Step 11 List Business Risks / Mitigation
Step 10 Document Pricing Strategy
Step 9 Document Promotion Strategy
Step 8 List Sales Channels
Step 7 Determine Your Unique Selling Proposition
Step 6 SWOT Analysis for Competitors and Your Company
Step 5 Document Key Buying Criteria
Step 4 Develop Product Grid
Step 3 List Markets Served
Step 2 Document Current Situations
Step 1 Determine Plan Objectives

Implement Success

Step 3 Compare Results to Plan Measurement / Success Factor
Step 2 Inspect / Manage Tactical Plans
Step 1 Develop Tactical Plans
The 2005 AQIP forums also yielded the following strengths and challenges for SCTC in regard to improving the college’s processes and systems for accomplishing its other distinctive objectives.

**Strengths**

1. The current planning process helps to identify market needs, encourage community outreach, and to develop collaborative relationships, such as that with the Stearns-Benton Workforce Center. This increases the opportunity for student career advancement.

2. The college objectives support the development of appropriate responses to changing demographics and diversity needs in the community. Examples of these include:
   a. English as a Learned Language course to assist students in developing skills to learn a trade.
   b. Door 15 is working with TRIO program and Somali community to provide training in over-the-road truck driving.

3. Alignment of distinctive objectives with mission, vision, and philosophy takes place through a variety of means. The focus of all these is the development of a team that continuously adjusts to serve both internal and external customer needs and include the following:
   a. Annual strategic plan review
   b. Bimonthly program manager meetings
   c. Clerical staff meetings
   d. Monthly state of the union meetings (door 15 staff planning meetings)
   e. Individual discipline meetings
   f. MnCCECT annual conference
   g. Individual meetings with supervisor

**Challenges**

1. As the college grows, the planning process and the college objectives must continuously emphasize an inclusive college community where all students feel welcome, included and open to learning, a place where students feel comfortable. Ideas on how this could be accomplished include the following.
   a. Encourage a sense of community among students by having students go through program in a cohort
   b. Encourage student interaction through small class size and student organizations

   c. Maintain an information center where someone is always available
   d. Develop a women’s center on campus

2. As the college grows, it will also need to use a variety of methods to teach and reach students, including providing hands-on learning, life-long learning, distance and on-line learning, and other modalities.

3. SCTC needs to continuously work at communicating horizontally across division lines as well as through vertical reporting relationships. The performance of all staff will benefit with better knowledge of the systems they work with and within through training and communication. This includes objectives for the SCTC as a whole. These can benefit from improved communication from “the bottom up,” as well as “top down,” to review and adjust current objectives, identify what new objectives should be, and improve customer service.

212. With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.
**Category 3 – Understanding Students’ and Other Stakeholders’ Needs**

3C1. *Into what key groups do you subcategorize your students and other stakeholders? How do you define and differentiate these student and other stakeholder groups?*

There are four key student groups that are of significance for enrollment management planning at SCTC: (1) students who enroll at SCTC with a specific trade or career in mind, (2) students who enroll at SCTC with a specific trade or career in mind, but, for various reasons, are unable to enter the desired program immediately, (3) students who are undecided about what career path or direction to choose, and (4) those who intend to transfer to a four year college or university.

Many of these students are interested in the possibility of transfer to a four-year institution just as students with a definite career plan are interested in transfer possibilities. However, for those with specific career goals, transfer is a secondary issue taking a back seat to the immediate issue of employment. SCTC has traditionally not been configured to meet the needs of these students. However, with the recent agreement with Anoka-Ramsey Community College which provides for the offering of an Associate in Arts degree on the SCTC campus, there has been a significant increase in the number of transfer students being served.

Students fall into six general categories by student goal and division: (1) degree-seeking students who have the goal of graduation from a specific, for-credit program, (2) transfer students, (3) personal enrichment students who are not seeking a degree but who want to simply take a course or courses in preparation for seeking a degree elsewhere, (4) high school students who have enrolled through an articulation program such as Tech Prep or Discovery Academy and who seek to build college credit while still in high school, (5) students who are enrolled at SCTC through door15/Customized Training, and (6) students enrolled through the Workforce Center.

The following table shows the increasing student demand for transfer opportunities for students. High school articulation programs are also consistently important.

<table>
<thead>
<tr>
<th>SCTC Enrollment by Award Sought</th>
<th>Fall 2001 Headcount</th>
<th>%</th>
<th>Fall 2002 Headcount</th>
<th>%</th>
<th>Fall 2003 Headcount</th>
<th>%</th>
<th>Fall 2004 Headcount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>185</td>
<td>5.6%</td>
<td>619</td>
<td>18.2%</td>
</tr>
<tr>
<td>AAS</td>
<td>1237</td>
<td>38.9%</td>
<td>1448</td>
<td>44.7%</td>
<td>1479</td>
<td>44.9%</td>
<td>1362</td>
<td>40.0%</td>
</tr>
<tr>
<td>Diploma</td>
<td>1334</td>
<td>42.0%</td>
<td>1309</td>
<td>40.4%</td>
<td>1189</td>
<td>36.1%</td>
<td>1088</td>
<td>32.0%</td>
</tr>
<tr>
<td>Certificate</td>
<td>8</td>
<td>0.3%</td>
<td>4</td>
<td>0.1%</td>
<td>9</td>
<td>0.3%</td>
<td>20</td>
<td>0.6%</td>
</tr>
<tr>
<td>High School Options /Partnership Programs</td>
<td>435</td>
<td>13.7%</td>
<td>344</td>
<td>10.6%</td>
<td>275</td>
<td>8.3%</td>
<td>300</td>
<td>8.8%</td>
</tr>
<tr>
<td>Undeclared Majors</td>
<td>162</td>
<td>5.1%</td>
<td>132</td>
<td>4.1%</td>
<td>160</td>
<td>4.9%</td>
<td>12</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>3176</td>
<td>100%</td>
<td>3237</td>
<td>100%</td>
<td>3297</td>
<td>100%</td>
<td>3401</td>
<td>100%</td>
</tr>
</tbody>
</table>
The demand for development education is an area of growing concern. Students may fall into one or more special populations. They may be non-traditional students in terms of their age, if they are a single parent, or their choice of occupational field. They may be academically disadvantaged and require developmental education before attempting college level work. They may also have a disability that requires accommodation.

Non-traditional students returning to SCTC to begin a new career or to retrain after a layoff, have been in attendance throughout the history of the college. However, the numbers of such students have increased significantly over the last three to five years. Native-born and immigrant students of color have been a major area of growth. Likewise, women and men entering programs where one or the other gender has been more common, have also been a major source of growth for SCTC.

3C2. What are the short-term and long-term requirements and expectations of your student and other stakeholder groups?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

Process (P)

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

SCTC identifies the changing needs of students through a variety of internal and external means. Academic advisors and counselors identify student needs at entry and make appropriate referrals and placements. Accuplacer assessment helps to isolate learning and learning support needs. The Student Success Center (TRIO) and Academic Achievement Center (AACE) also help to identify and meet student needs. Advisory committees make suggestions concerning the needs of special populations, enrolled students, and the preparation of graduates. The staff members of door15 review and analyze evaluation data from students and requests from companies. The SCTC program review process first implemented in 2003 is an additional way to identify changes in needs and to develop appropriate courses of action regarding those needs.

The college begins to identify student needs when they are still exploring enrollment as prospective students. SCTC outreach programs begin building relationships with students before graduation from high school. For students in the eighth and ninth grades of area schools, counselors coordinate presentations during college and career exploration tours. SCTC also hosts activities for both junior high and senior high school students. These include informational meetings for students and parents but not limited to seniors or those who have applied to the college. These efforts also serve to identify needs of a group as well as on an individual basis.

For enrolled students, the college provides e-mail addresses for all staff so that, at their convenience, students can make contact with college personnel. This electronic contact expands faculty availability increasing accessibility. Coordination with the Stearns-Benton Workforce Development Center enables students to join in support groups, such as those for single parents and for NAFTA/displaced workers. Student organizations also build and maintain relationships. In fact, all levels of personnel give life to the philosophy of students first which is expressed in the mission and vision statements, the strategic plan and the byline, “placing you first.”

Responding to Student’s Needs

SCTC also uses a variety of student learning resources to identify, analyze, and select a course of action in response to student needs.

Academic Achievement Center

The Academic Achievement Center’s goal is to help students succeed in college by providing academic support. The college offers students assistance with their understanding of course material and with other accommodations based on their needs. Services are available on an individual or small group setting. Students may request tutoring for any course in which they are enrolled.
**Tutors**

Peer tutoring may be arranged for many technical and general courses. Peer tutors are students who have been recommended by the college faculty. Services are provided by the AACE and are free for St. Cloud Technical College students. Tutoring is offered in the following subject areas:

- Accounting
- Algebra
- Basic computer skills
- Basic math skills
- Business math
- Communication skills
- Computer software
- Course related math
- Electrical
- Electronics
- General education courses
- Medical administration
- Physics
- Study skills
- Surveying
- Test anxiety
- Test taking tips
- Textbook reading techniques
- Trigonometry
- Writing skills

**Academic Accommodations for Qualified Students**

Students who may need accommodations related to academic, environment or testing might qualify for services such as:

- Note takers
- Peer tutoring
- Testing arrangement
- Textbooks on tape

To receive services, students must go through the following process:

1. The students must disclose and provide recent (within three years) documentation of the disability.
2. The student must indicate what type of accommodation they need.
3. An SCTC counselor evaluates the information and creates a plan that goes into the SCTC database that can be accessed throughout the college. Only the plan is entered and not the diagnostics and the disability.
4. The counselor reviews with each student how to access the services needed for accommodation. Most resources are currently housed in the AACE.
5. Once the disability status and plan have been established, the student takes the plan to each instructor. The instructor then makes an appropriate accommodation for the class if needed. In many cases, the AACE provides the services that the student requires.

**Interactive Television Center**

The central Minnesota distance learning network provides additional course opportunities to students through two-way interactive television classrooms. This network expands opportunities for students in the areas of accounting, public welfare financial worker, legal secretary, and courses from St. Cloud State University and Southwest Minnesota State University. The network makes daytime and evening classes available five days a week. The network is also available to students for organizational events with other network colleges.

**Student Technology Center**

The student technology center provides library services, internet access, internet databases, and expanded reference services through its membership in Central Minnesota Libraries Exchange and MINITEX. Emphasis is placed on materials that support the variety of curricular offerings at the college. A student ID is required to check out library materials. Also available for student use:

- Computers
- Copier
- Periodicals

**Student Success Center (TRIO)**

The Success Center is a Student Support Services program that offers a variety of free academic services. The center, funded by the U.S. Department of Education’s TRIO grant program, can help students graduate successfully from St. Cloud Technical College by:

- Developing academic and career plans,
- Providing academic advising and counseling,
• Preparing new students for a successful college experience through the Summer Institute, and arranging peer and group tutoring/mentoring for students’ academic success.

The Center serves St. Cloud Technical College students who have a serious commitment to academic excellence and completing their college curriculum. The Center specifically serves:
• Low income students
• Students with disabilities
• First generation college students whose parents do not have a bachelor’s degree

A dedicated team of professionals works with students in identifying student needs, planning their academic program, and monitoring their academic progress. Selected new students attend a Summer Institute to improve skills in reading, writing, math and study skills before they take classes. These courses are tuition-free for qualified students. A number of workshops, visits, and team building activities are also offered as part of the Institute.

For students enrolled in the Success Center, academic advisors will be assigned to work with them and develop their education plan designed to enhance educational success. An advisor will closely monitor academic progress in each course. Tutors can be arranged for students who need assistance with their courses. This service is provided at no cost. Group study opportunities are also available to students enrolled in the center.

The Success Center offers supplemental grant aid and assistance obtaining services through other sources of financial aid. The center also arranges for students to work with peer mentors who introduce them to a wide variety of resources, faculty and staff at the college. Students who are planning to transfer to a four-year college or university upon graduating from SCTC, will be provided necessary contacts and information.

Success Center academic advisors also work with students in developing their career plans. Students will work with professional mentors who will guide them in developing their professional skills. The Success Center also offers a number of workshops throughout the year on career planning, financial aid, study skills, communications and transfer to four-year colleges. Cultural events are also organized.

3P2. How do you build and maintain a relationship with your students?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

3P3. How do you identify the changing needs of your key stakeholder groups? How do you analyze and select a course of action regarding these needs?

Communications are the key to establishing and addressing the needs of community stakeholders. The college hosts chief executive officers from various business, industry, and non-profit agencies several times each year. College leadership is actively involved with other community leaders in assessing social and economic needs. The college was a partner in developing the 2002 community assessment, a foundation for building workforce and industry in Stearns and Benton Counties.

College leadership serves on the Workforce Council, Partnership for Economic Development, Chamber of Commerce, and other service organizations and non-profit agencies. The college president serves on the Workforce Development Commission of the American Association of Community Colleges. The vice president for academic and student affairs serves on the bioscience initiative for central Minnesota steering group. Representation on these and other boards and committees provides a venue for analyzing and selecting a course of action regarding community needs.

Program advisory committees identify changing needs of employers. Such committees are particularly effective as they discover needs that will lead to new course content or new programs. door15 inquires about training needs through staff visits and mailings to local companies. Articulation agreements with other higher education institutions reveal changing needs of those institutions. Also, the Perkins review and program review processes can identify changing needs of key stakeholder groups. Furthermore, college personnel participate directly in
K-12 meetings where they can learn about the needs of students “in the pipeline” to SCTC.

Customized training/door15 works with business and government to determine student and other stakeholder needs. These needs are communicated informally through senior administrative staff and through the President’s Cabinet.

The vice president for customized training/door15 is a member of key community and business organizations. Through participation, the vice president identifies objectives for SCTC that meet the needs of business and government and communicates expectations regarding these objectives to internal and external constituents. Some of these memberships include:

- St. Cloud Area Rotary (currently club service director, FY2007 will be vice president, FY2008 will be president-elect, FY2009 will be president)
- St. Cloud Area Economic Development Partnership (executive committee member starting in January 2006 – 3 year term)
- St. Cloud Area Chamber of Commerce (member of Chamber as a whole, active member of Government Affairs and Business Development Councils)
- Wright County Economic Development Partnership (member)

### 3P4. How do you build and maintain a relationship with your key stakeholders?

SCTC builds and maintains relationships with key stakeholders internally and externally. Internally, SCTC conducts focus groups and meetings with bargaining units, such as the MSCF, MAPE, MMA and AFSCME representatives. Also, regularly scheduled meetings occur with student government, student clubs and industry leadership groups. Externally, relationships are built and maintained through the President’s Circle, program advisory committees, SCTC Foundation, Workforce Center project groups, engagement in community organizations, outreach to regional school districts, collaborations with other institutions of higher education, and partnership with key community and business organizations. These areas will be discussed in greater depth under categories six and nine of this systems portfolio.

### 3P5. How do you determine whether new student and stakeholder groups should be addressed within your educational offerings and services?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

### 3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?

Students have the right to seek resolution or remedy for a concern, complaint or dispute. The policies and procedures are outlined for students in the student handbook which is revised and reprinted annually.

#### Informal Student Complaints

Students are encouraged to resolve concerns as informally as possible. Since the majority of concerns surround activities and/or relationships within the classroom setting, emphasis is placed on beginning resolution with the student’s instructor. If that approach is not successful, the student may approach the dean of the division to which the instructor is assigned. This step is still part of the informal process but is documented as a complaint by the dean using forms developed for that purpose. The type of complaint and the circumstances are recorded. The identity of the instructor, since this step is considered informal, is not recorded.

Another “entry point” for complaints or concerns offered to students is through a college counselor who also documents the circumstances but not the identity of the instructor. The counselor then works with the student and the dean of the division to which the instructor is assigned to facilitate resolution. The dean would also document the complaint.
Student Complaints against another Student
Any student who has an issue, complaint or concern regarding another student should bring this to the attention of an academic or student services dean. If, in the judgment of the dean, the situation warrants a formal investigation, the dean may request a student conduct investigation. In this case, the student conduct investigator initiates an investigation and submits his report to the dean of student affairs who serves as the decision maker in the case. Careful documentation is maintained by the dean, the investigator and the decision maker.

Discrimination/Harassment Complaints
Complaints of discrimination/harassment are handled in accordance with the Minnesota State Colleges and Universities System Policy 1B.1.1. Employee complaints are investigated directly by the director of human resources. Student complaints are investigated by the vice president for academic and student affairs who is the designated human rights officer. The policy and procedure for students reporting discrimination complaints is also found in the student handbook.

Formal Student Complaints
  • A student may file a formal written complaint against a faculty member. The formal complaint should be filed within thirty (30) working days of the suggested resolution to the informal complaint.
    The formal written complaint must contain the following information:
    1) Name of the faculty member.
    2) Statement of facts and nature of the formal complaint.
    3) Date(s) of the incident(s).
    4) Resolution being sought by the student(s).
    5) Name of the student(s) filing the formal written complaint.
    6) Signature of the student(s) and the date submitted.
  • The student must submit the formal written complaint to the vice president of academic and student affairs who will provide copies of the complaint to the faculty member’s immediate supervisor for action and monitor the process.
  • The faculty member’s supervisor will have five (5) working days from the receipt of the formal written complaint to work with all parties to achieve a solution.
  • If the resolution presented is not agreed to, the appropriate vice president shall, within fifteen (15) working days after first receipt of the complaint, cause an investigation to be made of the unresolved complaint. During the vice president’s investigation, he/she shall meet separately with the different parties who may, if they desire, have a representative with them. The formal investigation shall include the vice president, the faculty member, the student and/or any other person who has first-hand knowledge of the subject matter of the complaint, and/or each party’s representative.
  • The appropriate vice president shall, within twenty (20) working days after receipt of the formal written complaint, inform the student and all other parties of his/her decision. The vice president may recommend one or more of the following actions:
    1) Offer a solution to the complaint.
    2) Dismiss the complaint.
    3) Take appropriate action.
    4) Refer the complaint to the Academic Policy Appeals Committee.

Academic Policy Appeals
Students may file an academic policy appeal if they feel they have extenuating circumstances that have affected their ability to follow college procedure in any of the several areas as listed in the student handbook. Students consult, initially, with the academic dean for the division to which their program is assigned. The dean will guide the student through the process and help he or she determine the correct course of action. The student may need to complete an appeal form and submit their request to the Academic Policy Appeals Committee for consideration. The Academic Policy Appeals Committee meets regularly to consider these requests. All such requests are documented in the office of Finance and Facilities.
Grievance Procedure for Americans with Disabilities Act (ADA)

1. Students with complaints should discuss them with the involved parties if possible.
2. If the complaint remains unresolved, students should discuss the complaint with a special needs counselor in the Counseling Office.
3. If a student’s rights have not been met based on ADA guidelines, the student can file a grievance directly with the ADA coordinator, director of human resources.

Faculty and Staff Complaints and Grievances

Faculty and staff complaints and grievances are handled according to the terms of the MSCF faculty agreement. Other stakeholder grievances and complaints are handled through the office of the president.

3P7. How do you determine student and other stakeholder satisfaction? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Students are included on program advisory committees to allow them a forum to share with college faculty, administrators, and industry representatives. Students also are afforded opportunities to communicate issues through club organizations and through the student senate organization. There is also student representation on the President’s Cabinet.

The academic advising program at SCTC affords students several opportunities to interact on an individual basis with faculty from their program area.

The program expects students to meet with faculty from the time they apply to the college in the pre-enrollment process through the time they are enrolled, with one day set aside every semester for advising meetings.

In spring of 2005, SCTC conducted the ACT Student Opinion Survey. Results of this survey are being analyzed throughout the current academic year and goals are being established to improve areas where SCTC has fallen below the national averages.

Results (R)

3R1. What are your results for student satisfaction with your performance?

In order to determine student and other stakeholder satisfaction, SCTC asks students and stakeholders if they are satisfied with the college and its services. The college formally and informally surveys our students and stakeholders.

The college collected student satisfaction data in 1998 using the Noel Levitz Student Satisfaction Inventory and the Institutional Priorities Survey. These two instruments target the same general areas of inquiry.

The first asks students to evaluate college instructional programs, services, and environment. The second asks faculty to rate the importance of these same college instructional programs, services, and environment, and then evaluate how well the college is delivering them. There was good congruence between faculty and student delineation of problem areas in 1998: both groups targeted library resources and academic support services. Both areas have since been addressed and this will be addressed below.

The college administered the ACT Student Opinion Survey in 2005 to provide a second benchmark measurement of student satisfaction. The instrument is comparable to the Noel Levitz Student Satisfaction Inventory in regard to questions and areas of inquiry.

There are several items on the chart below, detailing student satisfaction levels from the ACT Student Opinion Survey, that indicate a significant difference between the average student satisfaction at SCTC and that of students at other public colleges of less than 5000. The following are significantly lower (at .001 level) in comparison:

- Library and learning resources center
- Financial aid services
- College orientation program
- Computer services

First, the Library has undergone considerable change as discussed in Category 1.1.1. In the Noel-Levitz Student Satisfaction Inventory in 1998, student
satisfaction with financial aid services was approximately the same as that of the national comparison group. College orientation program and computer services, on the other hand, were rated significantly higher, on the Noel Levitz Inventory, than their counterparts in the national sample. This indicates that something may need to be examined regarding these two areas.
Part of this difference, also, may be a result of using two different surveys. Many of the areas in the chart above, which may not be significantly different from the sample in the current survey, were significantly higher than the national sample in the 1998 Inventory. These areas include:

- Academic advising
- Personal counseling services
- Vocational and career planning
- Veteran services
- Day care services

One of the student support services (TRIO) programs ties student learning goals to overall institutional and system goals, establishing project performance outcome goals. Annual reporting throughout the funding period is required. The program plays a key role in delineating student learning and learning support needs, and in developing a coordinated approach to addressing those needs.

The student support services program (TRIO) offers a lengthy and connected set of academic support services. The following list includes most of those services: (1) Summer Institute with developmental classes in reading, writing and math for new students, (2) study skills development to achieve academic success, (3) peer tutoring to master course content, (4) academic counseling and advising to build confidence and enhance academic success, (5) peer mentoring, (6) career mentoring, (7) textbook loan program, (8) grant aid, (9) workshops, (10) laptop loan program, (11) transfer assistance, and (12) cultural activities to build a culture of success.

TRIO at SCTC directly served approximately 160 students in 2004-2005. Sixty-four participants were low-income and first-generation students, 26 were students with disabilities, 22 were low-income students with disabilities, 7 were low-income only and 47 were first generation only. The program links SCTC to other postsecondary institutions, to K-12 programs, to workforce development initiatives, and to various community activities promoting diversity. A selection of last year’s measures and results is given in the table on the next page.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PROPOSED PERCENT</th>
<th>PROPOSED NUMBER</th>
<th>ACTUAL PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>70%</td>
<td>112</td>
<td>86.1%</td>
</tr>
<tr>
<td>Good Academic Standing</td>
<td>80%</td>
<td>128</td>
<td>91.5%</td>
</tr>
<tr>
<td>Transfer</td>
<td>2%</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>Retention of students</td>
<td>70%</td>
<td>112</td>
<td>85.9%</td>
</tr>
<tr>
<td>Satisfied with TRIO services</td>
<td>71%</td>
<td>-----</td>
<td>100%</td>
</tr>
</tbody>
</table>
The SCTC Carl Perkins plan measures results with the core indicators of: (1) placement and retention and (2) nontraditional student recruitment. In 2004-2005 outcomes for student cohorts using services through the Academic Achievement Center (AACE) were tracked. Retention to graduation figures show that these learning support services are enabling students to complete courses and graduate from programs. Though leveling off in FY05, college graduation rates have improved from 670 in FY01 to 892 in FY05. Disabled student cohorts were also tracked. The number of students with disabilities served grew from 130 to 159 over the past two years. Counseling services continue to connect with TRIO staff to identify students with disabilities and to establish baseline completion data for students with disabilities receiving services.

Plans for developing instruction in English as a learned language and for a college for working adults were developed last year. A part-time ELL coach was hired midway through FY05 with private grant funding. Some activities have included:

- Tutoring in AACE center
- Working with faculty on specialized vocabulary specific to programs
- One-to-one advising
- Organizing an International student club

With regard to K-12 articulation, SCTC Perkins supported expansion of the Discovery Academy to a second high school site. The results were additional programming in the Cisco Academy and for Project Lead the Way. Two additional high schools were recruited to begin FY06 offerings.

Perkins funding also made several student development and career events possible.

- Hot career nights: 360 students and parents over three nights.
- Going places I: 35 teachers/counselors attended.
- Going places II: 72 students and 15 teachers
- Flip over Fridays Approximately 350 students

3R2. **What are your results for the building of relationships with your students?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

3R3. **What are your results for stakeholder satisfaction with your performance?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

3R4. **What are your results for the building of relationships with your key stakeholders?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

3R5. **Regarding 3R1 through 3R4, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**Improvement (I)**

3I1. **How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?**

SCTC mission, vision, and values generally define students and other stakeholders as individuals who have an interest in technical education for employment, active participation as a member of the community, and life-long learning for individual growth and development. Understanding and support for the SCTC vision, mission and core values pervade the college and this provides the foundation for improving the ways SCTC understands the needs of students and other stakeholders. Improvement of understanding students and stakeholder needs is directly linked to systemic review of SCTC strategic and operational planning.

The 2005 AQIP forum indicates the following strengths and challenges for improvement of current processes and systems for understanding the needs of key student and other stakeholder groups.
Strengths
1. There is a well-defined set of stakeholders at SCTC and they give information to the college about its programming.

2. Stakeholders are defined and differentiated on the basis of the college mission, master and academic plans, programming, and student needs.

3. Advising and student development cut across the institution on a team basis that allows shared identification of student needs, rapid response, dissemination of information and referral from first student contact to graduation.

4. SCTC serves industries and community needs through an active system of advisory committees for programs.

5. SCTC has a variety of academic and student support programs that both identify and address student needs.

Challenges
1. As St. Cloud and Central Minnesota become more diverse, SCTC needs to improve focused support services for minorities, nontraditional students, and students with disabilities.

2. SCTC should develop more specific ways to translate stakeholder needs into academic programming. Assessment of basic skills and prerequisite courses for specific programs would be a good place to begin.

3. SCTC should better use on-line resources to identify stakeholder needs.

4. Student and employer interests and needs in regard to technology should receive more attention as part of an ongoing stakeholder needs assessment.

5. SCTC should comprehensively track and measure how well it identifies and meets stakeholder needs. Specifically, more attention should be given to the ways in which these needs are prioritized and that resource allocation is consistent with the rhetoric of the Strategic and Academic Master Plans.

3I2. With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.
Category 4 - Valuing People

4C1. In what distinctive ways do you organize your work environment, work activities, and job classifications to strengthen your focus on student learning and development?

The SCTC byline “placing you first,” is a cornerstone that the college uses to guide decision-making. As a consequence, student development, along with teaching and learning, is a core process of the college. Both processes cut across lines of formal organization. One outcome has been the development of such events as “Feed the Brain” and “Hot Careers” career information nights. Another has been the development of the SCTC service learning program to enhance development of students within the college and in the community.

Division Deans and Department Chairs
The organizational structure of the college is designed to strengthen the college focus on student learning and development. In the academic/student services areas, one vice president is responsible for both functions. This serves to tie the service function more closely to the academic function, stimulating more boundary spanning activities. In addition, academic divisions are structured with administrative academic deans and faculty department chairs working together to guide and monitor a careful focus on learning and development.

St. Cloud Technical College also supports an “open-door” approach to being available to meet and discuss issues with all college personnel and students. SCTC encourages the sharing of ideas and group resolution of issues. Monthly meetings are held in divisions to share information, discuss issues and plan implementation strategies for the fulfillment of significant work needs.

Office of the Chancellor
The MnSCU Office of the Chancellor provides job classifications for four bargaining units that include: faculty, support staff, middle management, and supervisory positions. The administrative job descriptions are generic and may be adapted minimally to fit the needs of each college. At the institutional level, the distinction between classified and unclassified staff is important. The classified staffs consist primarily of maintenance, clerical, technical and professional employees. The unclassified staff consists of primarily faculty and administrators.

Faculty and Other Bargaining Units
The Minnesota State College Faculty organization (MSCF) represents all two-year college faculties in the Minnesota State Colleges and Universities (MnSCU) system through the negotiation of collective bargaining agreements. Other representative functions include processing faculty grievances, lobbying the Minnesota legislature through its Legislative operation, handling communication between the members on the individual campuses and with the general public, and providing committees and a governance structure essential to the involvement of college faculty in the operation of the MnSCU system.

The MSCF serves as a liaison between educators in the colleges and all other groups concerned with education. The MSCF strives to maintain accessibility to high quality technical education and liberal arts education throughout the state of Minnesota.

Student workers are used throughout SCTC. Lead workers and supervisors provide on-the-job training for student workers.

4C2. What key institutional and geographic factors determine how you address your work environment and job classification? In what ways do you use part-time employees?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

4C3. What demographic trends do you analyze as you look at your workforce needs over the next decade?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may
be duplicative, or (3) we may have limited information.

**4C4. What key faculty, staff, and administrative training initiatives are you currently undertaking or planning to implement in the near future?**

The manufacturing programs of SCTC have been engaged in a long-term effort to revitalize their programs. The focus has been on exploration of some “best practices” institutions in other states. Manufacturing programs have also sent several faculty and administrators on specific conferences to gain a stronger industry perspective. A third focus has looked at further exploration of advanced technology center structures and on specialization within those structures.

Another area of focus for staff development has been exploration of new certification programs to be considered for adoption as well as on-going efforts to continue certification efforts in accredited programs. The Center for Teaching and Learning is a MnSCU system-wide resource for faculty development in the Minnesota State Colleges and Universities. It provides system-wide initiatives for faculty. A key initiative is the I Teach Professional Development Center for on-line instruction. The Center provides on-line instruction that contains resources and tools, educational opportunities, and an interactive community.

In addition, many faculty and staff are pursuing degrees, certificates, and advanced degrees in areas relevant to their position at SCTC. The college is also in the process of launching an initiative required by the Office of the Chancellor which will require all faculties to have professional development plans in place within the next year.

**Process (P)**

**4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators? How do your hiring processes make certain people you employ possess these requisite characteristics?**

The application process for classified vacancies is administered jointly through the State Department of Employee Relations and St. Cloud Technical College. To apply for a classified employment opportunity with St. Cloud Technical College or the State of Minnesota, a candidate applies through http://www.doer.state.mn.us to create and/or submit a resume. There is also the option of calling the job information line.

The terms and conditions of employment for SCTC personnel are governed by collective bargaining agreements, MnSCU policy and the Department of Employee Relations. Collective bargaining agreements are negotiated at a statewide level by the Minnesota Department of Employee Relations and the Office of the Chancellor for Minnesota State Colleges and Universities. The contracts are as follows:

- **Faculty**—Minnesota State College Faculty (MSCF)—this agreement governs faculty at all two-year colleges within the MnSCU system, both technical and community colleges.
- **Supervisors/Directors**—Middle Management Association (MMA)
- **Professional/Technical Staff**—Minnesota Association of Professional Employees (MAPE)
- **Support Staff**—American Federation of State, County & Municipal Employees (AFSCME)

Technical college instructors hold licenses specific to their occupational area. Licensing authority is set forth in Minnesota Statute 136F.49 and MnSCU Board Policy 3.9. The licensing process utilizes a combination of academic preparation and currency of occupational experience in order to qualify candidates to become instructors in the technical colleges. SCTC general education faculty members all hold master’s degrees and meet MnSCU licensure requirements established for general education instructors in two-year colleges.

Vacant faculty positions are posted pursuant to the statewide collective bargaining agreement with the Minnesota State College Faculty (MSCF). This may result in a claiming of a vacancy by a bargaining unit member who is on layoff status.
St. Cloud Technical College recruits and employs quality faculty for positions within the college. The college consistently seeks to employ faculty with credentials at least one level above the award issued by a program of study. Currently, eighty percent of the full-time faculty hold a baccalaureate degree or higher.

4P2. How do you recruit, hire, and retain employees? How do you orient all employees to your organization? How do you plan for changes in personnel?

Recruitment and hiring is discussed under 4P1 and 4P3. Employees receive an orientation session. Retention and planning for changes in personnel are addressed within each division and unit of the college.

4P3. How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees?

Faculty and staff understand that everything at SCTC is focused on creating a good environment for students to learn and grow. The college makes every effort to hire the most qualified employees for teaching positions, which helps strengthen the student-learning environment. Job classifications are regularly reviewed to ensure that they accurately describe the primary functions of a position.

MnSCU policies and procedures provide the primary basis through which the organization upholds and protects its integrity and ensures ethical behavior. These policies and procedures frame the work processes and activities that, in turn, shape communication, cooperation, and performance.

The college is in full compliance with the Minnesota State College Faculty hiring practices provision as stated in Article 20, Section 7, of the Minnesota State College Faculty agreement: “Employer ensures that the system employs no less than seventy percent of total FYE as unlimited full-time faculty and each college employs no less than sixty percent of the total FYE as unlimited full-time faculty.” The college currently employs seventy percent of total FYE as unlimited full-time faculty.

Technical college instructors hold licenses specific to their occupational area. Licensing authority is set forth in Minnesota Statute 136F.49 and MnSCU Board Policy 3.9.

SCTC maintains a standing licensure committee to direct and evaluate ongoing faculty coursework and training. The committee is comprised of faculty, administration and community representation.

4P4. How do you train and develop all faculty, staff, and administration to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

Faculty and staff development takes place at both an institutional and systems level for faculty and staff. New initiatives and program improvement are both linked to training to the extent that financial resources allow. Recently, such resources have been very small but some efforts may be cited as evidence that SCTC promotes faculty and staff development.

The twice-yearly SCTC faculty in-service is focused on how faculty can strengthen student learning and development. Topics include service learning, E-learning for online delivery of classes, staying safe during an emergency situation, teaching and learning methods, and distance education. Recent efforts to make the new SCTC library and media center a place to support life long learning also consider faculty and staff needs.

The manufacturing programs of SCTC have been engaged in a long-term effort to revitalize their programs. The focus has been on exploration of some “best practices” institutions in other states. Faculty from the manufacturing program visited successful programs in other states to gain ideas. Similarly, other faculty and administrators are sent to specific conferences to gain a stronger industry perspective.

The college has recently been awarded status as a Center of Excellence in cooperation with Bemidji State University. The unique contribution SCTC makes to the center derives from two areas. First, Discovery Academy provides a venue for high school
students to begin early work on a college level career or technical education. Second, the manufacturing and machine tool disciplines provide a cutting edge opportunity for students with a cross-disciplinary approach and a new segment of technical education in micro-machining. The award for this effort is in excess of three hundred thousand dollars. In addition, a proposal to the National Science Foundation for supplemental support of this project has recently been submitted.

Faculty can also request funding for professional development from professional development funds which are available from a general campus pool. These pooled funds are available for all faculty members to request for professional development for conferences, classes and training and is based on Article 17, Section 1 of the MSCF contract. The local FPD committee may approve amounts up to fifteen hundred dollars from the pool, as endorsed by the SC-MSCF Executive Board.

Faculty may also attend a state university for advanced degrees on a tuition-free basis. The university bills back the cost of tuition to SCTC.

Support staff may elect to use a tuition waiver for attending courses at any MnSCU two-year college. An annual maximum load of 16 credits applies. Additional staff development funds are available for advancing education or attending continuing education classes or seminars.

At the system level, faculty development occurs through the MnSCU Center for Teaching and Learning (CTL). More than five thousand faculty teach full-time and thirty five hundred part-time in the Minnesota State Colleges and Universities. CTL serves these faculties with a variety of programs, including:

- Campus faculty development leadership (a network of 70 CTL Campus Leaders)
- Instructional development grants (more than $100,000 per year)
- Sharing of best practices across disciplinary, institutional, and geographic boundaries (conferences, workshops, and seminars)
- CTL also leverages the support of external sponsors like the Bush Foundation to share resources across the system.

The CTL team is made up of faculty on one-year to three-year appointments working with a staff of faculty development professionals. A CTL steering committee with membership composed of faculty and administrators from around the system provides governance for CTL.

In the interest of maintaining some standard points of reference, and to provide all Campus Leaders with thoughtful direction, annual reports are evaluated using a rubric that is made available to leaders at the beginning of each academic year. Once reports have been evaluated, CTL staff offer feedback to leaders so that they can effectively plan faculty development goals and initiatives for the succeeding year.

**Accomplishments for 2004-2005 include the following.**

- CTL has collaborated with the D2L coordinator to provide support and to purchase thirty books for faculty in learning D2L.
- Looking to upgrade the CTL computers to assist faculty in putting video clippings and sound on their D2L courses.
- CTL leaders and the faculty development committee have explored ways CTL can facilitate faculty sharing of the training sessions they attend. One suggestion is to share through brown-bag lunch discussions.

**4P5. How do you determine training needs? How is your training aligned with your plans addressed in Criterion 8, Planning Continuous Improvement, and how does it augment your focus on helping students learn and accomplishing other distinctive objectives?**

As part of MnSCU efforts to align campus and system faculty development with educational programs and plans to strengthen program quality, CTL conducted a survey of all faculties from August 15 through September 22, 2005 about their needs, interests, and experience with faculty development. Results for each campus have been delivered to CTL campus leaders. Data from the survey pertaining to St. Cloud Technical College is presented below under question 4R2.
To address the training needs expressed in the CTL survey, CTL provides each faculty member with $250 for professional development. CTL also gives grants for different teaching and learning projects. In addition, the local SCTC faculty development committee, which is not connected with CTL, plans and provides programming for annual faculty development days that all faculties attend as a group.

The Staff Performance Review and Development (SPRAD) process at SCTC is the primary process that links faculty development needs with institutional goals. Probationary faculty must have a minimum of one formal evaluation and one informal evaluation for the first three years they are employed at SCTC. Tenured faculties have a minimum of one formal evaluation every three years. Program review goals are linked to the SPRAD process.

SPRAD sets evaluation goals and observations specific to classroom instruction and professional development in the assigned field. All non-instructional staff are evaluated using a performance document that evaluates success in meeting assigned job duties, involves goal setting for the following year and assesses key competency areas needed for success in any position. Those competencies include:

- Customer service
- Continuous quality improvement
- Integrity and ethics
- Technical job knowledge
- Effective work habits
- Motivation and initiative
- Ability to create and manage change
- Mutual respect and diversity
- Teamwork

Staff receive progression increases based on continuous satisfactory service as documented through this evaluation tool.

4P6. How do you design and use your personnel evaluation system? How does this system align with your objectives in One, Helping Students Learn, and in Category Two, Accomplishing Other Distinctive Objectives?

The personnel evaluation system is largely determined through MnSCU system policies and procedures. There are connections between faculty evaluation and teaching and learning improvement through the SPRAD system described under question 4P5. There are also connections between staff evaluation and student service improvement described under category six. The door 15/Cutomized Training division links personnel evaluation to SCTC distinctive objectives in regard to meeting business and community needs.

4P7. How do you design your recognition, reward, and compensation systems to align with your objectives in One, Helping Students Learn, and in Category Two, Accomplishing Other Distinctive Objectives? How do you support employees through benefits and services?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

4P8. How do you determine key issues related to the motivation of faculty, staff, and administrators? How are these issues analyzed, and how is a course of action selected?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

4P9. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

This area is addressed through MnSCU system policies and procedures concerning state and federal guidelines.

4P10. What measures of valuing people do you collect and analyze regularly?

The college has begun to collect and measure student satisfaction on a regular basis. Staff and faculty satisfaction are not measured regularly. Staff and faculty profile information were collected via the Noel Levitz Institutional Profile in 1998. The Academic and Student Affairs division plans to develop or acquire instrumentation for measurement of faculty and staff satisfaction and general climate as a learning organization.
SCTC is making every effort to recruit under-represented numbers of faculty and staff to create an inclusive campus atmosphere. The college is actively involved in the system-wide committee to improve diversity throughout the system. These efforts are supported by regular data collection for the college to develop its Affirmative Action Plan. Labor market information and measures of availability and utilization are regularly collected and tracked. The plan also analyzes college staff and faculty retention and separation patterns.

**Results (R)**

**4R1. What are your results in valuing people?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**4R2. What are your results in processes associated with valuing people?**

The Faculty Professional Needs Assessment survey was distributed by the CTL Campus Leaders. Fifty-two of 118 faculties returned the survey. The results of the survey follow:

The results of this survey show that conferences in one’s own field are the predominant type of faculty development event. There is a high level of faculty interest in technology, particularly in Desire2Learn, the current MnSCU web-based delivery software. Sharing teaching methods, student learning styles, and assessment were also mentioned as training needs. There is clearly opportunity for alignment of technology resources with student and program needs, with possible results of continued enrollment growth in key areas and expansion of student access.

**4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**4R4. Regarding 4R1 and 4R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**Improvement (I)**

**4I1. How do you improve your current processes and systems for valuing people?**

Currently, improvement comes through informal suggestion and initiative. Such informal developments are frequently a “payoff” of formal faculty and staff development activities. One such example is the “Clarence Caughtcha” awards.

After attending a League for Innovation conference devoted to culture change in the two-year college, a group of SCTC faculty and staff decided to informally develop a way to recognize positive day-to-day contributions to college climate and culture that might otherwise go unnoticed. They began to take nominations for people who had done something notable but unnoticed, or who just simply contributed to the college consistently and positively.

On a day after a selection of a recipient is made, a very talented and funny faculty member dresses as a stereotypical Minnesota “north woods” character, including flannels and earflap hat, and, with a lilting Minnesota accent, delivers a “Clarence Award” to the person. These certificates, declaring that “Clarence caughtcha” doing something meritorious, are displayed proudly in various work areas throughout the college. Staff and faculty eagerly anticipate the time when word goes out that nominations for the Clarence Award will be accepted so that they can recognize the efforts of their fellow employees.
### Question 1 – What has been your most beneficial professional development experience?

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and State Conferences in my field (particularly, those with faculty in my field)</td>
<td>46%</td>
</tr>
<tr>
<td>CTL and weekend workshops</td>
<td>15%</td>
</tr>
<tr>
<td>Work experience and Internships</td>
<td>10%</td>
</tr>
<tr>
<td>In-service training</td>
<td>6%</td>
</tr>
<tr>
<td>College course work</td>
<td>4%</td>
</tr>
<tr>
<td>Summer programs</td>
<td>4%</td>
</tr>
<tr>
<td>Instructional technology training</td>
<td>4%</td>
</tr>
<tr>
<td>Web CT training</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Question 2 – What do you need for your professional development?

<table>
<thead>
<tr>
<th>Type of Need</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training in technology</td>
<td>32%</td>
</tr>
<tr>
<td>On-Line learning conference</td>
<td>10%</td>
</tr>
<tr>
<td>Desire2Learn training</td>
<td>8%</td>
</tr>
<tr>
<td>Money and time</td>
<td>7%</td>
</tr>
<tr>
<td>Licensure training</td>
<td>5%</td>
</tr>
<tr>
<td>Networking with other faculty</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Question 3 – What topics would you like presented?

<table>
<thead>
<tr>
<th>Topic</th>
<th>% of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire2Learn</td>
<td>33%</td>
</tr>
<tr>
<td>Sharing teaching methods</td>
<td>10%</td>
</tr>
<tr>
<td>Student learning styles and learning approaches</td>
<td>9%</td>
</tr>
<tr>
<td>Assessment</td>
<td>6%</td>
</tr>
<tr>
<td>Educational technology</td>
<td>6%</td>
</tr>
<tr>
<td>Writing grant proposals</td>
<td>5%</td>
</tr>
<tr>
<td>Diversity</td>
<td>4%</td>
</tr>
<tr>
<td>On-line classes</td>
<td>4%</td>
</tr>
<tr>
<td>Technology tips</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
The college could still benefit from a more formalized evaluation of how well it values people and is successful in making SCTC a good place to work. Plans are being developed to conduct baseline assessment of SCTC as a learning organization. This effort compliments the results of the 2005 AQIP Forum concerning strengths and challenges for improving current SCTC processes and systems for valuing people.

**Strengths**

1. There is frequent cross training of clerical staff.

2. Everyone tries to help students to succeed.

3. A team atmosphere is fostered and supported through such activities as the “Clarence Caughtcha” Awards.

4. Employees are empowered, responsible, and informed, and this motivates employees to do their job well.

5. Staff development is encouraged, including classes and memberships.

6. Issues are dealt with appropriately and according to MnSCU policy.

7. Good work is recognized and appreciated.

**Challenges**

1. It is difficult to give every customer and student full attention in a timely manner because there is not enough time or staff to do the job thoroughly.

2. There are numerous daily activities and because of the demands these place upon staff it is difficult to operate at peak performance, be innovative, or to share skills with others.

3. Staff members feel that administration values their efforts, but does not recognize the need for more help.

4. Too much work and no time, along with paperwork and procedures required in some instances, make it difficult to take classes or to participate in other staff development activities.

5. Lots of meetings e.g. (division, program, monthly, weekly) are characteristic of the SCTC work environment. Not everyone feels comfortable to speak in such meetings and this lowers effectiveness.

6. Meetings are sometimes rendered ineffective because of missing team members. Such missing individuals usually miss meetings due to inadequate staffing and pressures on time.

**412. With regard to your current results for valuing people, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?**

The college Affirmative Action Plan sets targets for hiring diverse faculty and staff. Diversity is a major improvement priority for SCTC. Also a high priority is the establishment of a Diversity Taskforce that will serve to educate, train, and sponsor events to encourage a greater understanding of the value of diversity and what diversity really means. Increased access for students via the internet is another high priority for St. Cloud Technical College. On-line application is now a reality as is an on-line orientation. New virtual learning environments are being created each semester with the general education faculty ready to launch a complete Associate in Arts degree as soon as the infrastructure is established to support the offering of that degree.

The current Master Academic Plan lists four major areas of emphasis. Each of these has strong elements of valuing people within them. The four major areas are: (1) strengthen community development and economic vitality, (2) increase access and opportunity, (3) expand high-quality learning programs and services, and (4) fully integrate the system. The final category, fully integrate the system, has subcategories that provide clarification. These subcategories are: (1) establish additional collaborations and partnerships, and (2) provide greater opportunities for transfer and articulation.
The most significant goal indicating that SCTC values people is the current initiative to become a comprehensive college. Though we will maintain a strong focus on science and technology, becoming a comprehensive college will allow for the serving of an additional eleven hundred students per year in newly developed discipline areas.
Category 5 – Leading and Communicating

5C1. Describe your leadership and communication systems.

Leadership and communication at SCTC begins with system governance at the Minnesota State College and University Board of Trustees and Chancellor’s Office.

A 15-member Board of Trustees appointed by the governor is responsible for governance of the Minnesota State Colleges and Universities system. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Board appoints the system’s chancellor and presidents of the state colleges and universities.

The Office of the Chancellor serves all the colleges and universities in the system. The chancellor and the system office represent the 32 colleges and universities at the Legislature, review and coordinate educational programs, oversee the credit transfer process, negotiate labor contracts, coordinate presidential searches and carry out the policies of the Board of Trustees. The present chancellor is Dr. James McCormick, who began his term with the Minnesota State Colleges and Universities on July 1, 2001.

The president of St. Cloud Technical College serves at the pleasure of the MnSCU Board of Trustees and Chancellor’s Office. The president, working with the current vice president of academic affairs at SCTR, has made significant inroads in the development of strategic planning and communication at the college. This has helped to create a more student-focused climate for the college as a whole. The new system of master and academic planning, currently in its first annual cycle, increases the role of all stakeholders as active partners in the college’s future.

These efforts have been successful despite a high administrative turnover in critical leadership positions. The administrative staff of the academic affairs and student services division of the college has had an almost one hundred percent turnover in the last two years. With the exception of the dean of trades and industry, all academic administrators are new. There have been four vice-presidents for academic and student affairs since 2001 and this has worked against the leadership continuity required for new initiatives such as assessment. The president and senior administrators serve to carry out MnSCU system policy and procedures and, within that context, act as the primary decision makers for the campus.

The Leadership Council and President’s Cabinet are the primary administrative decision-making body within the college for budgeting and policy matters for the college as a whole. 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 for action on a wide variety of recommendations flowing from the various committees and task forces of the college, including the student senate and the faculty senate which serves as the shared governance council.

The goal of the president and cabinet members is to obtain prior consensus on policy changes, solutions to systemic problems, and other managerial actions having an impact on the institution. Typical topics of discussion include institutional goals and priorities, planning imperatives and timeframes, institutional financial condition and management, relationships with the various constituent groups impacting decision making both on- and off-campus and coordination of SCTR activities within MnSCU.

Since the merger in 1995, many changes have occurred in the labor agreements and information systems allowing the colleges to function more closely as one large system. We are able to access data across the systems to coordinate employment and payroll records of individuals working at multiple institutions. More information is also available on-line through the websites of the Office of the Chancellor, the Human Resources Division, Finance Division and IT Division, which allows campuses to
exchange information in a timely manner and enhances system-wide communications on issues of importance to all campuses.

5C2. In what ways do you ensure that the practices of your leadership system—at all institutional levels—align with the practices and views of your board, senior leaders, and (if applicable) oversight entities?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

5C3. What are your institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

Process (P)

5P1. How do your leaders set directions in alignment with your mission, vision, and values that are conductive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?

St. Cloud Technical College leadership sets direction by balancing system-wide priorities with local stakeholder needs. Balancing system-wide parameters with local stakeholder needs begins with the college Mission itself. According to MnSCU Board Policy 3.24, Part 2, “The Board of Trustees shall approve each institution’s mission, vision and purposes. An institution’s mission, vision and purposes shall support achievement of the MnSCU system and its vision and mission and shall provide a foundation for evaluation, accountability and regional accreditation.”

Both MnSCU governance leadership and SCTC leadership continuously strive to set direction for the college that is based upon system and college vision, mission, and core values. These directions are developed into an annual plan for each college that is used as the basis for performance evaluation of the college president.

The Annual Work Plan for the college is based upon work plans for each division of the college as well as the priorities set in the MnSCU strategic plan. Through this coordinated effort, SCTC recognizes the local diversity of learners and constituencies as well as the wider needs of the local communities and the state served by the college.

There are two ways in which SCTC’s governance and administrative structures promote effective leadership and support collaborative processes that enable the college to fulfill its mission through alignment with stakeholder needs and expectations. Coordination between the college president and the MnSCU Chancellor’s Office is the first. The second is shared governance stipulated through statewide contractual agreements and involving both administration and faculty at the institutional level (see 4C1).

Institutional innovation and change are directly linked to available revenue for hiring new personnel and acquiring new equipment. Revenue for St. Cloud Technical College is obtained from federal and state aid, student tuition and fees, grants and the SCTC Foundation. The accounting procedures used in measuring and in recording these revenue items are set by Minnesota State Colleges and Universities and the Minnesota Department of Finance. The codes used are standards that are developed and revised by the Minnesota State Colleges and Universities Finance Department with input from the college chief financial officers.

Changes from year to year are caused by differences in each category of funding. The amount of state revenue the college receives each year is dependent upon the state’s financial resources and enrollment. Federal revenue varies by the volume of employment and training activities being funded. The largest and predominant sources of revenue are from state
appropriations, tuition, and fees. The largest expenditures are for salaries and general operating expenses paid out of the general operating fund.

MnSCU allocations for SCTC over the past seven years have been virtually flat with the possibility of cutbacks in the years ahead. As a result, tuition rates have increased annually since FY1991. Tuition increases are discussed with students and linked to specific initiatives.

In recent years, tuition increases and fees have been earmarked to increase access to technology, especially web-based resources for teaching and learning. For instructional programs, all new positions are discussed with the president and senior administrators. If given a favorable response, Academic Affairs and Standards Council, The deans and directors group, Faculty Senate, union representatives, and the President’s Cabinet are informed of the proposed new position. The president has ultimate decision-making responsibility for hiring and all other cost related decisions. Equipment expenditures are handled as a separate budgeting process and are annually reviewed by the President’s Cabinet.

5P2. How do your leaders guide your institution in seeking future opportunities and building and sustaining a learning environment?

Senior leaders guide the college in seeking future opportunities by focusing on one of our values—partnerships. The president plays an integral role in seeking out and in creating new partnerships that will contribute to the growth and development of the college as well as the community and surrounding region. Foundation Board members and Advisory Groups play a major role in connecting SCTC with potential opportunities.

The president and senior administrators are continuously seeking counsel and support from new community leaders representing emerging constituencies served by the college. This effort focuses on strengthening the diversity and perspective of the President’s Circle, transforming it from a relatively limited (geographically and culturally) group of advisors to one more broadly representative of the college’s student population and communities served. Recognizing the new patterns of economic growth and population change in the increasingly diverse and complex Central Minnesota region, representatives from the economic development, housing, and medical sectors have recently been added to the group.

Within the college, emphasis has also been placed on creating a climate that is more conducive to a diverse set of perspectives emerging from institutional governance processes. Committees now have established statements of purpose, routine meeting times, and increased participation by faculty and staff. Securing this sense of predictability and routine operation makes it easier for faculty and staff to find the time to participate, though workload-related challenges remain. A regular schedule of labor-management meetings with staff, and shared governance meetings involving faculty, has been developed and implemented through joint administrative-staff efforts.

Sensitivity to the unique needs of an increasingly diverse, commuter-based student population and student leadership is also important at SCTC. As with all two-year colleges, by the time student leaders emerge and gain confidence to lead, their time at the institution is frequently nearing its end. The college administration and faculty are aware of these facts, and are working to increase the level and quality of student involvement in the Student Senate and in program-based organizations and competitions.

The level of student participation has appreciably increased, with the Student Senate taking a more activist stance on such issues as tuition and equipment acquisition. This activism has translated into new uses for student fee revenues (development of Web-based programming and purchase of instructional equipment) and expanded local and state-level advocacy for more student-responsive tuition and fee strategies. The Student Senate has also appointed student representatives to college committees and task forces. Though overall participation on these groups remains inconsistent, the quality of student participation (when they are able to be present) has improved significantly.
Significant improvements have also taken place in terms of SCTC’s relationship to other MnSCU institutions. It will remain important for the college to nurture and expand inter-institutional relationships that improve learning opportunities for students and leverage financial, facility, and human resources in creative ways.

This work is time-consuming and complicated, presenting a significant challenge to SCTC and its sister institutions in MnSCU.

Future opportunities with door15 serving business and industry through customized training. Senior leaders help to build and sustain a learning environment by targeting resources to encourage faculty and staff to continuously learn and grow.

**5P3. How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions and to carry them out?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**5P4. How do your leaders use information and results in their decision-making process?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**5P5. How does communication occur between and among institutional levels?**

The president, senior management staff, Faculty Senate, and in some cases President’s Cabinet serve as the primary decision-makers within the college. These groups also serve as a forum for information sharing among senior leadership on policy matters affecting the institution. In addition, a wide variety of recommendations flow from the various committees and task forces of the college to these groups.

St. Cloud Technical College and its faculties join in a shared governance model that provides faculty multiple opportunities to provide a significant impact on the development and evaluation of educational programming. Faculty Senate is established pursuant to the MSCF collective bargaining agreement. It provides faculty the forum to address issues related to planning, deployment of financial resources, acquisition and use of physical and human resources, and other college matters. Through this venue the faculties make recommendations impacting educational programming.

<table>
<thead>
<tr>
<th>Work Team</th>
<th>Function</th>
<th>Work Team</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Cabinet</td>
<td>Advisory</td>
<td>Leadership Team</td>
<td>Decision Recommendations</td>
</tr>
<tr>
<td>Deans and Directors</td>
<td>Management</td>
<td>Faculty Senate</td>
<td>Share Governance</td>
</tr>
<tr>
<td>College AQIP and Communication Committee</td>
<td>Continuous Improvement</td>
<td>Academic Affairs and Standards Committee</td>
<td>Establish Academic Standards Approve Curriculum</td>
</tr>
<tr>
<td>Communication Team</td>
<td>Communication</td>
<td>Department Chairs</td>
<td>Leadership</td>
</tr>
</tbody>
</table>
Communication between institutional levels also occurs face-to-face through a variety of structures. First, as each semester begins, the faculty has an in-service day. Part of that day’s agenda includes communication with the adjunct and full-time faculty from the president, the vice president of academic and student affairs, deans of the college, and other non-faculty personnel with timely information to share.

SCTC also implements cross-functional training and operations between various operational units. Savings and productivity result from increased attention to cross-functional staffing solutions within the college. The high level of cooperation from the various union groups on campus enables the college to creatively address staffing challenges while maintaining a high level of service and innovation.

5P6. How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?

College leadership communicates the mission, vision, and values as the foundation for the SCTC strategic plan, and the basis for the annual goals of the president and the college. College leadership communicates performance expectations regarding learning and continuous improvement through their support of the college’s participation in AQIP and, specifically, through the college’s three action projects. College leadership also communicates expectations regarding ethics and equity, social responsibilities, and community service and involvement largely through contractual language and MnSCU policies and procedures.

The mission, vision and values can be found in the SCTC catalog, website, on employee applications, on employee orientation training materials, on posters, and in all SCTC printed publications. College direction and priorities are articulated and shared via in-service events. Priorities are shared at college-wide, division and other meetings as well as work team assignments.

The three AQIP action projects assist in setting directions for high performance, individual development and initiative, organizational learning, and innovation. Furthermore, much of the direction setting requires the exploration and application of new concepts that is conducive to organizational learning. The three institutional AQIP action projects planning, communication, and assessment - create a strong focus on students and learning.

5P7. How are leadership abilities encouraged, developed, and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution?

St. Cloud Technical College and its faculty join in a shared governance model that provides faculty multiple opportunities to significantly impact the development and evaluation of educational programming. While faculty have always played an integral role in program development at the college, the higher education model of shared governance adopted post-merger has met with broad acceptance. Examples of areas where faculty direction is critical are offered here as proof of their role in educational programming at the institution.

The Academic Affairs and Standards Council (AASC) was established in 2004 to strengthen the faculty's primary role in the curriculum development process. The AASC reviews and approves new programs of study and all aspects of curricular development. This faculty-chaired group is developing as the educational backbone of the college.

Faculties, working with program advisory committees, review existing courses, recommend curricular changes, and secure the industry-program partnership critical to the success of technical programming. Agendas and minutes from all advisory committees are kept and used as a major source of information concerning stakeholder needs. Advisory Committees that struggle to achieve desired outcomes are evaluated by academic affairs administrators and may be reconstituted to provide the necessary industry representation and participation.
The Faculty Shared Governance Council (Faculty Senate) is established pursuant to the MSCF collective bargaining agreement. It provides faculty the forum for addressing issues related to planning, deployment of financial resources, acquisition and use of physical and human resources, and other college matters. Through this venue the faculties make recommendations impacting educational programming.

Student evaluations and performance reviews are also opportunities for leadership development. Not only do these processes set targets for improvement, they also can be aligned with student learning and institutional goals creating a synergy that develops individual abilities and helps to meet college goals. Before this can be accomplished, the current SPRAD system of faculty development needs more coordination with other system and college faculty development initiatives, such as the MnSCU Center for Teaching and Learning.

**5P8. How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?**

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

**5P9. What measures of leading and communicating do you collect and analyze regularly?**

The primary, informal measure of leading and communicating is the amount of consensus building in the decision-making process. Decision-making processes are documented with minutes from the various bargaining unit meetings, which are held on a regular basis. No formal data is currently collected in this area.

**5R1. What are your results for leading and communicating processes and systems?**

The AQIP strategic planning and communications action projects have proven to be an effective tool for continuous improvement of leadership and communication. SCTC has fully accomplished the following goals for the AQIP strategic planning processes action plan:
1. Adopt a process with a focus on innovation and integration of technology in all areas of the college.
2. Address the following Communications concerns in regard to the development and implementation of the strategic plan.
   a. Identify and communicate time lines associated with developing the strategic plan.
   b. Provide time for grassroots planning
   c. Provide training on the strategic planning process.
   d. Improve market research, analysis, and environmental scanning.
   e. Increase communication about, and distribution of, SCTC’s strategic plan.

The AQIP Communication team developed the following recommendations to the college:
1. Document and improve existing communication processes
   a. Committees
      Each committee shall have:
      1. A designated chair.
      3. A member list documenting stakeholder affiliation.
      4. A member responsibilities document regarding the sharing and gathering of information from their respective stakeholder group.
      5. A process to annually review and update the above items.
   b. TechTalk (weekly staff newsletter)
      Regular weekly articles from:
      1. President – to include changes in organizational structure and processes
      2. HR Director – to include job openings (to be filled internally or externally), personnel, and policy changes
      3. Vice president of academic and student affairs – to include articulation agreements, changes in academic course offerings, changes in student services
4. Vice president of finance – to include financial/budgetary issues and facilities issues
5. Deans and other supervisors get on scheduled rotation to write informative articles about their respective divisions
c. Post-It (student newsletter)
d. E-mail - research other institutions/businesses e-mail policies regarding use limitations

2. Identify new processes, to improve communication, based on stakeholder input.
   a. College intranet
   b. Use suggestion box to get input from faculty and staff.
   c. Survey stakeholder groups to determine communication needs and best communication tool(s).

3. Have a standing Communication committee charged with oversight of SCTC’s continuous improvement efforts relative to its communication process. This committee will be responsible to determine the process measures, performance measures, and performance targets.

5R2. Regarding 5R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

Improvement

5I1. How do you improve your current processes and systems for leading and communicating?

The AQIP reviewers of the SCTC strategic planning action project state that this area is successfully completed and the project may be retired. The project has established a process for each of the four institutional plans, as well as a systemic review. The AQIP principle of planning continuous improvement has been demonstrated in the work of this project. Additionally, the project has addressed two AQIP values in particular; foresight in planning for innovations and improvements and information to assess current capacities and measure performance.

As of September 2004, the following recommendations from the AQIP Communications Committee have been implemented and are functioning positively:
1. Committees
2. Tech Talk Newsletter
3. College Intranet
4. Suggestion Box
5. Regular surveys
6. Communication Committee established and functioning

The AQIP communications committee also identified a list of some 30 stakeholder units, both internal and external that should be kept in a communication loop. To complement this list, the Committee has also identified specific communication tools that can effectively be applied to the communication process.

The AQIP reviewers of the SCTC communication action project state that the involvement of people has proven the real strength of this project. By soliciting and responding to feedback from various stakeholder groups, SCTC has identified the best ways to meet stakeholder communication needs. It will be critical to furthering and strengthening the culture of goodwill and trust that SCTC has established through this action project that SCTC persist in providing all the established means of communication.

After further evaluation of their effectiveness, it may be appropriate to phase out certain communication methods in favor of new, more efficacious means. But to do so too early may unravel the fabric of trust that SCTC has worked hard to create. Retiring the project itself should not be problematic provided its influences continue to be felt throughout the community.
The college sets targets for leadership and communication improvement through performance reviews and action projects. Supervisors conduct the reviews of employees, and goals are plotted for the coming year. Improvement is the intended result. The more recent addition of the AQIP communications action project has been essential to developments in this area at SCTC.

In addition, to promote more thorough communication on a regular basis, the college president has implemented a schedule of meetings with representatives of each of the bargaining units represented in the college community. These meetings have been well received and appear to be effective in communicating critical issues. The 2005 AQIP forum indicates the following strengths and challenges to improvement of leadership and communication at St. Cloud Technical College.

**Strengths**

1. There are several established communication vehicles at SCTC such as the newsletter Tech Talk and the widespread use of e-mail.

2. Presidential leadership at SCTC has made SCTC visible to the community and fostered new connections and relationships with stakeholders.

3. There is a tradition of collaborative management through college-wide discussion that allows faculty and staff to give feedback on administrative decisions.

4. Faculty and staff have ownership in the planning process and the policies and procedures that guide administrative decision-making.

5. The current administration encourages innovation and high performance through individual faculty and staff development and upgrading tools and technology as far as possible within budgetary constraints.

**Challenges**

1. SCTC should develop a more effective set of two-way communication networks that cut across division lines. This will assure that everyone receives information at the same time rather than through sporadic, informal “cross-filtering.”

2. Internal administrative leadership in academic affairs has suffered from a lack of continuity due to high turnover rates.

3. Academic affairs committees, and the improvement processes linked to these committees, are new and will need guidance to develop as an effective means to improve student learning and other objectives.

4. To maintain shared governance in the future, faculty and staff will need stable academic leadership that encourages them to take a more proactive role in the new committee structure for academic affairs.

5. To maintain shared governance in the future, faculty and staff also need to share a “big picture” of how planning, budgeting, decision-making, and assessment work together to determine needs, set priorities, and evaluate results.

5I2. With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.
6C1. What are your key student and administrative support service processes? What are the support service process needs of students and other stakeholder groups?

St. Cloud Technical College has the following key service processes.

Student Support:
- Admissions
- Financial Aid
- Institutional Research
- Library Services
- Registration
- Counseling and Advising
- Bookstore
- Cafeteria
- Inter- and Intramural Sports
- Student Activities

Administrative Support:
- Human Resources
- Business Office
- Custodial Services
- Maintenance

The college has identified the following as the support service process needs of students and other stakeholders:
- Access to registration information
- Enrollment into appropriate classes
- Access to accurate and timely academic and career counseling and job placement
- Orientation of new students
- Access to information on various topics discussed in the classroom (library/media)
- Maintenance of program and institutional accreditation
- Access to and distribution of college information
- Securing a source of funding for education
- Access to a bookstore that has the supplies needed and is open during convenient hours

Maintenance of grounds and buildings
Access to a reliable and accurate data network
Maintenance of institutional fiscal solvency
Development and implementation of sound fiscal procedures
Coordination of grants
Administrative support for maintenance of partnerships
Orientation of new employees

Student development is a major focus at SCTC, one that crosses divisional boundaries. Student activities are one such effort that bring faculty and staff together. SCTC offers a variety of student activities including the following.

- Student Senate
- American Advertising Federation
- SkillsUSA-Vocational Industrial Clubs of America
- Central Minnesota Printing Professionals
- Central Minnesota Builders Association
- Minnesota Electrical Students Association
- American Drafting and Design Association
- American Society of Certified Engineering Technicians
- Business Professionals of America
- Delta Epsilon Chi
- American Dental Assistants Association

The college also offers intercollegiate sports in men’s basketball, men’s baseball, women’s basketball, women’s softball, and women’s volleyball.

6C2. How do your key student and administrative support services reinforce processes and systems described in Category One, Helping Students Learn, and Category Two, Accomplishing Other Distinctive Objectives?

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.
6P1. How do you identify the support needs of your students?

The college identifies student support needs through entrance testing, through referrals from faculties, counselors, and medical professionals, and through self-identification. Counseling and advising at SCTC has been divided into several areas of responsibility:

**Advising:** Assigned program faculty advisors handle all academic advising including appropriate course selection, referrals to tutoring and plans of assistance.

**Career Counseling:** (How many staff counselors at SCTC?) While the primary responsibility of obtaining employment rests with the graduate, the Career Center provides active support in helping graduates find employment.

- Placement services include:
  - Advertising part-time jobs for current students
  - Advertising full-time jobs for graduates
  - Arranging on campus interviews with employers
  - Annual Job Fair
  - All job leads are posted on the St. Cloud Technical College Website.
  - Placement services are available lifelong to students and graduates free of charge.

Career exploration services include:

- **Career interests:** An interest assessment compares a student’s interests to those of persons employed in over one hundred occupations. This inventory is a starting point for exploring careers that match your individual interests.

- **Occupational research:** The Minnesota Career Information System (MCIS) is a computer-based method of exploring career preferences and learning about the details of specific occupations and educational programs. Other exploration resources include a variety of books and catalogues available in the Career Center.

- **Career exploration:** Internet career exploration programs such as ISEEK. It includes self-assessments of interests and values at no cost to you.

- **Elective Credit Class:** The preceding career exploration steps are covered in a one-credit class called Career Exploration (CSSC1300).

Personal Counseling: In addition to helping students make career decisions, the staff counselors offer students short-term counseling for issues surrounding interpersonal difficulty, depression, anxiety and stress management. Staff counselors have referral sources for longer-term mental health needs, chemical health needs and therapists in the community. The counselors also provide limited crisis counseling on campus when the need is critical. In addition, counselors offer support groups for single parents. Referrals and problem solving sessions are also offered to faculty. The counselors also facilitate the academic due process policy within the college.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups (e.g., oversight board, alumni)?

Each academic and student service dean, the area directors and managers are in constant contact with the personnel assigned to their division or area of responsibility. Periodic discussions concerning the administrative support needs of that area are conducted through regular division meetings. Given the relatively small size of each division, no formal measurement of administrative support service needs is required.

6P3. How are your key student and administrative support service processes managed on a day-to-day basis to ensure that they are meeting the needs of students and key stakeholder groups? How do you document your processes and encourage knowledge sharing, innovation, and empowerment?
Access to coordinated college learning resources and support services is achieved through a variety of strategies. Students may be referred on the front end of the admissions process through an admissions representative or counselor. As they matriculate at the college, student issues may be addressed through a program advisor or counselor recommendation into additional services. Students also access resources through referrals from the faculty-advising model utilized by the college. All students are assigned a faculty advisor when they enroll in a program.

SCTC provides access to student support services through a variety of resource centers located strategically throughout the college. The Student Support Services Division provides disability determination and accommodations, testing, tutoring, ESL/ELL support service courses, career counseling and planning, reading specialist, new student success seminars, instructional support, basic skills improvement and various mini sessions to support students in a learning environment.

SCTC relies on policies and procedures manuals to document the processes that ensure the needs of students and other stakeholders are met. Frequent feedback loops reveal whether on a day-to-day basis student and administrative support service personnel respond to indicators of unmet support needs (such as poor academic performance or grievances). Personnel address the concerns by referencing the policies and procedures manuals and adjusting the processes when necessary. The college catalog and Student Handbook is frequently referenced when dealing with questions or concerns.

**Student Support Services**

The Student Services division is a major component of the system of services provided to students. These services are often targeted toward those students with special needs. Special needs are defined as academically disadvantaged, economically disadvantaged or disabled.

Services offered to students include: transition assistance, assessment, case management, technical tutoring, alternative learning adaptations, curriculum modifications, environmental modifications, interpreter services, note taking, bilingual support services, taped books and referrals to onsite and community-based ESL programs. Support Services staff provide direct service to students as well as training and assistance to faculty in order to better accommodate individual student needs.

St. Cloud Technical College complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and Minnesota Human Rights Legislation which cumulatively assure that “no otherwise qualified individual with a disability shall by reason of that disability, be excluded from participating in, or be denied the benefits of the services, programs or activities provided by the college, nor will the individual be subjected to discrimination. SCTC shall make reasonable accommodations to ensure access to programs, services and activities as required by law.

To support these assurances, the college will provide, upon student request and appropriate documentation of disability, reasonable accommodations, academic assistance, and advocacy services. Sufficient advance notice is required by qualified students when requesting accommodations and/or modifications. The process of requesting accommodations begins with completion of a SCTC Verification of Eligibility for Accommodations form. Forms and requests are directed to the Counselor for Students with Disabilities.

The college has expanded access to student support services and learning resources to address an increasingly diverse and under-prepared student population. Students are dependent upon additional supplemental services to overcome language and educational barriers that make academic progress difficult. Significant college and community resources are expended to mitigate these issues.

The Academic Achievement and Skills Center is centrally located near the Student Center to promote access. The Center’s focus is to provide students with access to a supported environment with a variety of supported activities to enhance their learning.
The Math and English Learning Labs were established to meet the varying needs of today’s students who are not always able to fit their schedule into the demands of the courses scheduled at SCTC. They are designed to provide:

- An opportunity for updating skills
- An opportunity to enroll in courses on a part-time basis any week of the semester
- A friendly, non-threatening learning environment
- Access to computer equipment for completing assignments given throughout various programs on campus.

The labs are open 60 hours per week and are staffed by general education faculty and a lab assistant.

6P4. How are your key student and administrative support areas use information and results to improve their services?

In general, key student and administrative support areas use ACT Student Opinion Survey analysis, informal feedback, self-evaluation, and committee processes to improve their services.

Admissions

The admissions staff fields all inquiries concerning admission requirements. Sources for inquiries include telephone, e-mail, conventional mail and walk-ins. The staff is also responsible for the production of all paperwork required of a prospective student from the recruitment stage through inquiry, application, testing, and final acceptance into a designated college program. Admissions representatives (recruiters) share off-campus responsibilities for high school recruiting and diversity recruiting.

Records and Registration Services

The college’s Records and Registration Division maintains a complete and accurate academic record of all past and present students while adhering to appropriate data integrity and privacy standards. This begins with the student registration process, continues with the student grading and graduation processes, and concludes with the permanent maintenance of student records.

In addition to students, internal customers of student data include the college administration and faculty. External customers include the MnSCU system office, funding agencies, other post-secondary institutions and prospective employers. Students sign an authorization for release of any information defined as private by the Minnesota Government Data Privacy Act. The college is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Financial Aid and Institutional Research

The financial aid office is staffed by a financial aid director, assistant director, and support staff who provide access to financial assistance to all students who apply and qualify. They also provide assistance and guidance in applying for and obtaining many types of available funding. This funding may include grants, scholarships, and student loans. The staffs of the financial aid office also serve as a resource to parents, college faculty, staff members, and high school counselors. SCTC staff also inform students of their rights, responsibilities and repayment obligations.

The financial aid office provides financial aid advice, assistance with completing financial forms and resource exploration. Types of aid available include Federal Pell and Federal Supplemental Educational Opportunity Grants (SEOG), Federal Stafford Loans for Students, Federal Parent Loans for Undergraduate Students (PLUS), Minnesota State Grants, Minnesota Child Care Grants, State of Minnesota and Federal College Work Study Programs and St. Cloud Technical College Foundation scholarships, grants and loans. The financial aid staff provides students with information on eligibility requirements, pertinent deadline dates and satisfactory progress requirements.

The Minnesota Higher Education Services Office and the Federal Department of Education regularly audit the college’s Financial Aid program. These audits have confirmed the division's operating practices and document a low student default rate for an institution of this type.
Financial Aid also conducts institutional research services for the College. These include assistance with program review process, assistance with data that can be used for assessment of programs and courses and other information needed to make academic and student services decisions at the college.

**Assessment of Basic Skills and Ability to Benefit**

St. Cloud Technical College requires most applicants to complete a MnSCU approved assessment of basic academic skills before registering for classes. This assessment of reading, writing and math skills must be completed within 30 days of acceptance. Failure to take the assessment test within this timeframe may result in cancellation from the student’s program of choice.

Students wishing to be exempted from testing must meet the following conditions:

- Completed 12 or more college level quarter credits, or eight or more semester credits, with grades of “C” or above from an accredited college or university. Courses completed with grades of “C” or above must include English composition and mathematics. An official college or university transcript is required for students who meet these exemption conditions. If a student earned these credits more than five years ago they are encouraged to take the test.
- ACT scores of 24 or above in English, reading, or math will exempt students from one or all of the tests.

Students who do not hold a high school diploma or GED certificate will not be eligible to receive financial aid unless they receive a passing score on a test that measures their ability to benefit from the instruction. The test is a standardized, federally approved test. Persons who do not have a high school diploma or GED may take the Accuplacer test at St. Cloud Technical College to determine their ability to benefit.

The most formal and comprehensive way that Student Services uses information and results to improve their services is the Student Services Strategic (Assessment) Planning process. This is a process designed specifically to use AQIP and MnSCU and SCTC strategic planning processes to build a team around a common vision and determine projects for annual work plans that improve services to students.

The Student Services Teams include:

- The Dean’s Office
- Enrollment Management
- Financial Aid
- Registration and Records
- Counseling, Placement and Disability Services
- TRIO and English as a Learned Language
- Student Life

These teams have adopted an AQIP focus: Everything supports student learning. Based on this focus each team developed a mission/purpose statement. For instance, Student Life Team’s Mission States: The mission of Student Life is to facilitate and support the creation of co-curricular programs and environments that enhance student learning and personal development. Student Life supports the educational mission at SCTC by providing opportunities that foster intercultural appreciation, leadership, creativity, confidence, self-esteem, integrity, and personal and civic responsibility.

Based on each team’s mission and purpose, the team determines what actions or projects could be undertaken in the next year that move both the team and student services ahead. These actions or projects must be aligned with both college-wide goals and the actions of other teams within Student Services. These annual action plans must have one to three objectives with accompanying strategies, resources needed, personnel involved and timeframe for completion. All action plans must be measurable and continually reviewed.

To start this process each year, individuals in Student Services are asked to fill out Idea Worksheets. The worksheets ask the individual to indicate the one action or project that that individual could undertake during the next year to move the individual and Student Services ahead. This action should be based on personal vision, organizational vision, and other discussions. Each worksheet should have a title, description and action steps for the project. The
action steps should contain not only the steps necessary to accomplish the idea or project, but also the names of individuals needed and their roles and the anticipated time lines for completion.

Because this processes results in more projects than can possibly be completed within a give year, the whole Student Services staff meets to develop a ranking for each project. This ranking helps determine those projects that will get the most resources and may put some projects on the back burner. However, those projects that are officially adopted and given resources are incorporated in to the Performance and Improvement Goals for each individual. These are the components of the Performance Evaluation done each year by supervisors of each team or the Dean of Student Services. Each individual is expected to show progress toward Action Plans adopted by their team.

This process, while new, has been embraced by the Student Services Team and is a process that will serve to integrate AQIP, MnSCU and SCTC goals with Student Services goals designed to improve services to students.

6P5. What measures of student and administrative support service processes do you collect and analyze regularly?

For qualitative measurement, students are included on program advisory committees to allow them a forum to share with college faculty, administrators, and industry representatives. Students also are afforded opportunities to communicate issues through club organizations and through the student senate organization.

Academic advising at SCTC also affords students several opportunities to interact on an individual basis with faculty from their program area. The program expects students to meet with faculty from the time they apply to the college in the pre-enrollment process through the time they are enrolled, with one day each semester set aside for advising meetings.

In spring of 2005, SCTC conducted the ACT Student Satisfaction Survey. Results of this survey are being analyzed throughout the current academic year and goals are being established to improve areas where SCTC has fallen below the national averages. Results from this survey, and the preceding Noel-Levitz survey from 1998, are discussed below in 6R1 and in other relevant sections of this Systems Portfolio.

Results (R)

6R1. What are your results for student support service processes?

Student Support Services regularly collects and analyses student satisfaction data. Formerly, the Noel-Levitz Student Satisfaction Survey was used. Currently, the ACT Student Opinion Survey is used. Due to costs, these surveys are used biannually.

The Noel-Levitz survey was last given in 1998 and the ACT survey in 2005. While it is recognized that the two surveys do not phrase questions in the same way or use the same national sample, there is some overlap in areas covered by each survey. In instances where there is enough similarity, results are compared between the two instruments to determine areas that may need work or monitoring on future surveys.
All five areas in this chart are significantly lower (at the .001 level) than student satisfaction among students at national public colleges with less than 5000 students. Student satisfaction with availability of financial aid information prior to enrolling was also significantly lower than the national group on the Noel-Levitz Student Satisfaction Inventory conducted in 1998 at SCTC. Student satisfaction with the accuracy of college information received prior to enrolling, in contrast, was significantly higher than the national sample on the 1998 Inventory.
The only area of student satisfaction on the ACT survey that was significantly different (at the .001 level) from the national group was the satisfaction level with the purposes for which student activity fees are used. Students were less satisfied with how their activity fees were spent. Satisfaction with personal security and safety at this campus, while similar to the national sample on the more recent ACT survey, was significantly higher on the Noel-Levitz Student Satisfaction Inventory given in 1998.
Two of the four areas in this chart are significantly lower (at the .001 level) than student satisfaction among students at national public colleges with less than 5000 students. These two include satisfaction with the general registration procedures and satisfaction with billing and fee payment procedures. The latter of these was also rated significantly lower on the Noel-Levitz Student Satisfaction Inventory given in 1998.

6R2. **What are your results for administrative support service processes?**

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

6R3. **Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?**

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

### Improvement (I)

6I1. **How do you improve your current processes and systems for supporting institutional operation?**

Analysis of student needs has resulted in agreements with various community and educational partners to provide benefits and services to SCTC students. Agreements with the YMCA, Whitney Center, and St. Cloud State University for Student Activities and Housing are examples of such partnerships.

Students may receive a membership for the Whitney Recreation Center and YMCA. A $25.00 enrollment
fee will be assessed to activate the YMCA membership. The college offers varsity athletic competition for men and women in co-recreational volleyball, basketball, softball and golf. Students compete against teams from other colleges in the Midwest region. Students who compete on these teams must carry six credits and maintain satisfactory academic progress. The Office of Student Activities offers intramural sports each term through a cooperative agreement with St. Cloud State University. Activities are offered on both the technical college campus and state university campus. Event schedules and rosters are available in the Student Center.

St. Cloud Technical College and St. Cloud State University have a cooperative agreement to provide housing for technical college students. St. Cloud Technical College students pay the same rate as university students pay and receive the many benefits and services provided in the residence halls. Space is limited and available on a first-come-first-served basis. The Admissions Office also provides a housing list to help students locate living quarters such as apartments, dorm rooms and single-family dwellings.

The 2005 AIQP Forum indicates the following strengths and challenges to improve current SCTC processes and systems for supporting institutional operation.

**Strengths**

1. Instructors routinely pay attention to student support needs, ask students to tell them about accommodation needs in syllabi and class conversations, and know where to refer students who seem to be struggling with class work.

2. Student support services are routinely published in the catalog and the student handbook, and communicated to students through faculty advisors and counselors.

3. Faculty and staff collaborate to develop student career interests through programming and events that involve instructors, students, graduates, and professionals from the community.

4. Support service process needs of stakeholder groups are regularly solicited through the master and academic planning processes, through program advisory committees, through articulation and community outreach programs, and through student surveys.

**Challenges**

1. The College needs a way to routinely capture the full, aggregate scope of student and stakeholder support needs as they appear through internal operations and external outreach.

2. Support services need to fully understand the educational requirements and teaching-learning processes that occur within programs so that they can help students do more than simply meet minimum requirements for a specific class.

3. Assessment of student learning must be coordinated between programs and support services if the data collected is to be meaningful for improvement in both areas.

4. Retention data should be explored as a shared tool for faculty, academic support staff, and counselors to determine programs and courses that may require support services or attention to prerequisite skills and knowledge.

6I2. With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.
**Category 7 – Measuring Effectiveness**

7C1. In what ways do you collect and store information and data, both in centralized and decentralized circumstances? In what ways is this information made accessible to those who need it?

All major reporting databases are developed, housed, and maintained through the auspices of the Minnesota System of Colleges and Universities (MnSCU). The College uses the Integrated Statewide Records System (ISRS) to collect and store academic information. The college also uses the State of Minnesota’s Statewide Employment Management System (SEMA4) and State Colleges and Universities Personnel and Payroll System (SCUPPS).

All MnSCU institutions use the ISRS for data entry, management, and preservation of institution records. ISRS includes student records, employee records, institutional finance, facilities management, and links to other state government systems. The Degree Audit Reporting System (DARS) is also a subsystem of ISRS and provides students with current and accurate transfer and course information.

SCTC also uses several other statewide data collection, storage, and reporting systems. These include the following.

- The Minnesota Accounting and Procurement System (MAPS) integrates the state’s accounting and procurement functions into a single graphical user interface.
- The Statewide Employment Management System’s (SEMA4) provides human resources processing, payroll processing, reporting, and interfacing with other systems.
- The State Colleges and Universities Personnel and Payroll System (SCUPPS) is an information system used to record specific personnel and payroll information. SCUPPS is a MnSCU sub system that interfaces with the statewide SEMA4 system.

ISRS is the electronic system on which most data is stored. Access rights to areas of ISRS are assigned to appropriate college personnel. All faculties have access to student records required to handle academic advising, scheduling, grading, etc. Administrative offices are able to access data needed to view reports, analyze data, access student records, schedules, etc.

Student records are available to students on-line through the College web site with a Personal Identification Number (PIN) assigned for privacy and security purposes. College personnel may also access personnel information and records online through the MnSCU web site and the State of Minnesota web site using an assigned PIN. The SCTC Intranet gives access to College personnel to policies, procedures, and other pertinent information such as the College Affirmative Action Plan.

7C2. What are your key institutional measures for tracking effectiveness?

St. Cloud Technical College has several key institutional measures for tracking effectiveness.

1. Instructional Cost
2. Student Satisfaction
3. Enrollment and Graduation Rates
4. Placement
5. Licensure Examination Results
6. Program Review
7. Program Accreditation

Governance structure has been a major determinant of institutional measurement for tracking effectiveness over the entire history of the college. Key indicators and comparative measures for college effectiveness have originated from outside the college and focused at the program rather than institutional level. Accordingly, institutional effectiveness measures at SCTC have historically been built upon program outcome measures aimed at maintaining and strengthening program quality in the future.

This situation continues under the new MnSCU governance structure. Budget allocation to MnSCU institutions is linked to an annual cost study that compares institutions on a program-by-program basis in terms of cost per FYE. Cost per FYE is targeted in a range of 90 to 110 percent of averages in programs determined to be within the same Classification of
Instructional Programs (CIP) code. Direct instructional expenditures include salary, benefits, non-salary costs, equipment, and severance pay. Also MnSCU determines an indirect expenditure cost that is a constant for all programs within an institution, but different for each institution.

The total direct and indirect expenditures are calculated for every technical program. If the cost per FYE is more than 110 percent of the average for the CIP codes across the system, the College will not receive allocation above the base rate. If the cost per FYE is under 90 percent of the average for the CIP code across the system, the allocation is raised to the base.

It is difficult to compare institutions and programs over time, however, since CIP codes have not remained the same for each program over time. Likewise, general education has been factored into technical education program costs in the past rather than treated as a separate program with a unique CIP code identifier.

Examples of current and past Institutional Cost Studies can be found at the MnSCU Budget Unit’s Web Site at: http://www.budget.mnscu.edu/Institution/index.html.

Student placement data, along with program costs, has become an additional focus of institutional effectiveness for all two-year colleges in Minnesota. To promote continuous program improvement, the most recent Perkins Act legislation stipulates that each state receiving funds should establish a state performance accountability system. The Secretary and individual States reach agreement on annual levels of performance for a number of "core indicators" specified in the law.

A central core indicator for post-secondary institutions is “Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.” Incentive grants will be awarded to states that exceed agreed-upon performance levels for Perkin’s funding. Grants may be reduced to states that do not meet agreed-upon performance levels. Each college within a state writes a plan that specifies how the college will meet target levels on core indicators. For more information, see http://www.grantsplus.mnscu.edu/Perkins/PerkinsIII.html.

Today, in addition to the effectiveness measures of program cost per FYE and program placement rate, SCTC program review and assessment initiatives are developing internal “process” measures that align with outcome measures required by external governance. The college is also beginning to align effectiveness measures with new planning processes to stabilize the college resource base through retention, as well as graduation and placement. These can be summarized in the graph on the next page.
Process (P)

7P1. How do you select, manage, and use information and data (including current performance information) to support student learning (Category One), overall institutional objectives (Category Two), strategies (Category Eight), and improvement efforts (all Categories)?

We have chosen not to respond to the question because: (1) it may be answered elsewhere, (2) it may be duplicative, or (3) we may have limited information.

7P2. How do you determine the needs of your departments and units related to information and data collection, storage, and accessibility? How are these needs met?

Most often, state, federal and special project reporting, such as IPEDS or MnSCU-required reporting, determines the information and data needed. The priority of the report or project is usually often based on MnSCU, presidential, or strategic planning goals, and budget effectiveness determines the collection and accessibility. Furthermore, a large amount of institutional reporting is administered through MnSCU rather than developed and sent directly from SCTC. Because of frequently does not have a feedback loop in which data is validated or put into use as a management tool. Likewise, a systemic disconnect occasionally occurs between local institutional need, information collected, and the use of this information.

SCTC reports to federal and state agencies and governance through various MnSCU offices. Sometimes, as in the case of Perkins Reporting, the College completes and sends management reporting data directly to the chancellor’s office whose staff is responsible for compiling and reporting to the federal oversight authority. In other cases such as student unit record, finance and program cost, data is extracted directly from the various systems at the chancellor’s office (MnSCU). While this helps to control administrative cost at the local institutional level, it also inhibits the use of the data as an effective management tool for the college. Likewise, since there are no validation procedures at the local level, there can also be problems with data integrity.

SCTC provides access to needed information directly at the user level. In areas where security may be an issue, efforts are made to bring access as close as possible to the user. An example of this may be the division dean’s office as a contact point for faculty who have a need to know specific data or information.

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<th>Effectiveness Measure</th>
<th>MnSCU System</th>
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<td>Perkins Indicators</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Satisfaction (ACT)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AQIP Forum</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cost Effectiveness</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Program Review</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Licensure Examination Results</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>External Accreditation</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
that may be queried from a larger restricted data base. Regularly the division dean’s office staff will provide reports of data to faculty and staff. These would include such things as monthly budget reports, detailed spending summaries, faculty loads and schedules, and related types of data.

SCTC currently has no clear, systematic approach to measuring processes associated with information and data collection, analysis, and use. The congruence between information needs at the institutional level, information actually collected, and accessibility would benefit from continuous review and improvement.

**7P3. How do you determine the needs and priorities for comparative information and data? What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?**

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

**7P4. How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization?**

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

**7P5. How do you ensure department and unit analysis of information and data aligns with your institutional goals regarding student learning (Category 1) and overall institutional objectives? How is this analysis shared?**

Historically SCTC has not made the whole institution a focus for effectiveness analysis. However, several areas of the college currently assess effectiveness to ensure alignment of department and institutional goals regarding student learning. These areas provide the corner stones for building a more coherent system of overall institutional effectiveness. They also provide patterns of evidence showing that the college is meeting its institutional objectives effectively.

The SCTC Academic Master Plan links system and college objectives with program plans. The next step is to develop learning objectives at the program level through the 12-step assessment process for those programs that have not implemented the 12-step program.

Externally Accredited Programs at SCTC (listed on the following page) also provide data linking overall institutional objectives with student learning goals.
<table>
<thead>
<tr>
<th>SPTC Majors</th>
<th>Accreditation</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Collision Technician, Automotive Service Technician, and Medium/Heavy Truck Technician</td>
<td>Automotives, Auto Body Repair and Medium/Heavy Truck</td>
<td>National Automotive Technician Education Foundation (NATEF)</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Dental Assisting</td>
<td>Minnesota Board of Dentistry/Commission on Dental Accreditation of the American Dental Association</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>Dental Hygiene</td>
<td>Commission on Dental Accreditation of the American Dental Association</td>
</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>Electrical Construction Technology</td>
<td>Minnesota Board of Electricity</td>
</tr>
<tr>
<td>Paramedicine</td>
<td>Emergency and Safety Education</td>
<td>Minnesota Emergency Medical Services Regulatory Board (EMSRB)</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>Nursing Assistant</td>
<td>Minnesota Department of Health</td>
</tr>
<tr>
<td>Paramedicine</td>
<td>Paramedicine</td>
<td>Minnesota Emergency Medical Services Regulatory Board (EMSRB)</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Practical Nursing</td>
<td>Minnesota State Board of Nursing</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Surgical Technology</td>
<td>American Medical Association, Allied Health Program</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Diagnostic Medical Sonography</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Water Environmental Technologies</td>
<td>Water Environmental Technology</td>
<td>Minnesota Department of Health and the Minnesota Pollution Control Agency</td>
</tr>
</tbody>
</table>
The Perkins program also links system and college objectives through selection of core indicators and strategy development based upon the SCTC Academic Master Plan. The Annual Performance Report (APR) requires that each college, district, and/or consortia receiving funds report measurable achievements that have occurred throughout each fiscal year. More specifically, all goals, strategies, FY 2004 outcomes, and budget expenditures (projected and final) must be reported for each required activity as written in the local application for each fiscal year. Overall, the APR is to be used as an evaluative/continuous improvement tool to assist colleges, districts, and/or consortia in designing effective strategies to meet projected outcomes in the four core indicator areas.

The SCTC Annual Work Plan is an operational plan that provides system, college, and Academic Master Plans a vehicle to accomplish goals through measurable, annual objectives. It also serves as the primary means to evaluate college presidential performance on an annual basis. SCTC Annual Work Plans and Annual Plan Reports are compiled at the system level as the Chancellor’s Annual Work Plan and the Chancellor’s Annual Work Plan Report.

Program review is the main activity found under the rubric of institutional effectiveness at SCTC today. The purpose behind this assessment of program effectiveness is to establish and maintain a systematic process for evaluating instructional programs, to ensure that high quality programs are available to all students and that the programs are meeting the needs of business and industry.

The program review process assesses programs based on the following key measures.

1. The program is in demand
2. The program offers a wide range of learning and degree options
3. The program has active partnerships
4. The program has a strong revenue-to-cost ratio

In addition, quantitative data is examined in three areas:

- Graduation rate,
- Accuplacer (Foundation Skills) scores at entry to program and at graduation,
- Grade Point Average (GPA) at entry to program and at graduation.

Five programs were reviewed over the course of the 2004-2005 academic year. During the 2005-2006 academic year, faculties will conduct an additional five self- studies of programs. After 2005-2006, twenty percent of the college programs will be reviewed each year.

The process of program review begins with faculties answering a variety of questions in different categories. These include such things as program mission, curriculum, facilities/equipment/technology, and stakeholder satisfaction. A Program Review team reviews the Self-Study prior to a subsequent on-site review. The team’s review may include a review of documents and interviews with faculty, staff and students. The Program Review team then provides written feedback with recommendations based on the Program Self-Study and On-Site Review. This process is currently under review. The on-site review process has been difficult to execute due to the availability of industry and college experts.

**7P6. How do you ensure the effectiveness of your information system(s) and related processes?**

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

**7P7. What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?**

SCTC regularly collects and analyzes student satisfaction data, cost effectiveness measures, program effectiveness measures, certification licensure examination results, program accreditation results, and enrollment, graduation and placement rates. These measures are discussed below in 7R1 and also under Category One.
Results (R)

7R1 What is the evidence that your system for measuring effectiveness meets your institution’s needs in accomplishing its mission and goals?

SCTC measures institution-wide effectiveness through periodic student and employee satisfaction surveys. During fall semester, 1998, the college collected data by administering the Noel-Levitz Student Satisfaction Inventory (SSI) to a sample of students and the Noel-Levitz Institutional Priorities Survey (IPS) to 49 of faculty and staff. Responses to both surveys indicated a concern for academic support services and library services for both students and faculty.

During fall semester of 2005, the College collected comparable data by administering the ACT Student Opinion Survey. Although not strictly comparable with the previous Noel-Levitz survey, the ACT does suggest that students are satisfied with the increased level of academic support services and library services. However, they make less use of all services than the national average except for job placement services. This is particularly the case for young men. Interestingly, faculty and staff also expressed an overall concern for the level of student engagement on the 1998 IPS.

The fall 2005 ACT Student Opinion Survey found several other areas that were significantly different from the comparison group of national public colleges of less than 5,000 students. One was the student satisfaction question that asked if the college was concerned about them as an individual. SCTC student satisfaction levels were significantly lower than the comparison group. This is particularly troubling, because the equivalent items on the Noel-Levitz survey done in 1998, had students ranking their satisfaction in this area significantly higher than the comparison group.

Satisfaction with the attitude of college non-teaching staff toward students was not significantly different than the national comparison group. But, again, this was a downswing from the results of the 1998 survey by Noel-Levitz, which found that student satisfaction with this area was significantly higher than the comparison group.

Lastly, satisfaction with information shared through college media, such as the school newspaper was significantly lower than the national group. Yet, the 1998 survey had the satisfaction levels at the same as the comparison group. While the overall satisfaction with the college remains high, these are some items that need to be tracked through the next survey to make sure that these are not trends.
Overall enrollment trends, institutional retention, and placement rates for programs suggest that St. Cloud Technical College is an effective institution.

Fall headcount enrollment by program shows the importance of partnership programs to St. Cloud Technical College, particularly K-12 partnerships.

Likewise, the concerted effort to assign students to a program advisor has reduced the number of students who are categorized as “undecided”. The following table also illustrates the growing SCTC student demand for transfer education.
<table>
<thead>
<tr>
<th>SCTC Programs</th>
<th>Fall 2001 Headcount</th>
<th>Fall 2002 Headcount</th>
<th>Fall 2003 Headcount</th>
<th>Fall 2004 Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Careers</td>
<td>150</td>
<td>157</td>
<td>146</td>
<td>145</td>
</tr>
<tr>
<td>Administrative Support Careers</td>
<td>134</td>
<td>150</td>
<td>148</td>
<td>132</td>
</tr>
<tr>
<td>Advertising</td>
<td>122</td>
<td>147</td>
<td>150</td>
<td>163</td>
</tr>
<tr>
<td>Architectural Construction Technology</td>
<td>115</td>
<td>117</td>
<td>128</td>
<td>117</td>
</tr>
<tr>
<td>Associate of Arts - Anoka Ramsey CC</td>
<td>0</td>
<td>0</td>
<td>185</td>
<td>619</td>
</tr>
<tr>
<td>Cardiovascular Technology</td>
<td>0</td>
<td>16</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Carpentry</td>
<td>83</td>
<td>86</td>
<td>91</td>
<td>82</td>
</tr>
<tr>
<td>Child and Adult Care &amp; Education</td>
<td>136</td>
<td>112</td>
<td>106</td>
<td>94</td>
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<tr>
<td>Computer Careers</td>
<td>378</td>
<td>340</td>
<td>263</td>
<td>184</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>65</td>
<td>74</td>
<td>92</td>
<td>87</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>12</td>
<td>52</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>Echocardiography</td>
<td>26</td>
<td>35</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>92</td>
<td>116</td>
<td>138</td>
<td>141</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>45</td>
<td>50</td>
<td>64</td>
<td>71</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>89</td>
<td>81</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>Graphic Communications</td>
<td>40</td>
<td>36</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>Health Care Technician</td>
<td>73</td>
<td>43</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Heating, Refrigeration and Air Conditioning Technology</td>
<td>46</td>
<td>44</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>High School Options/Partnerships Programs</td>
<td>435</td>
<td>344</td>
<td>275</td>
<td>300</td>
</tr>
<tr>
<td>Instrumentation and Process Control</td>
<td>56</td>
<td>49</td>
<td>37</td>
<td>31</td>
</tr>
<tr>
<td>Land Surveying/Civil Engineering Technology</td>
<td>52</td>
<td>45</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>Machine Tool Technology and CAD</td>
<td>90</td>
<td>69</td>
<td>58</td>
<td>57</td>
</tr>
<tr>
<td>Optometric Technology</td>
<td>22</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paramedicine</td>
<td>27</td>
<td>33</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Plumbing</td>
<td>27</td>
<td>26</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>
Tracking full-time yearly equivalent (FYE) enrollment is done separately from headcount enrollment a part of the MnSCU budget allocation system. Therefore, the program units are defined differently (Classification of Instructional Program [CIP] code vs. SCTC approved program and major name). Consequently FYE cannot be precisely tracked by the exact configuration of SCTC programming at the institutional level, especially since the CIP designation of a program may vary from year to year, as well as how General Education credits are handled. As this suggests, to develop a comprehensive institutional effectiveness system, SCTC must begin by devoting some time to defining a common set of terms, such as “persistence” and “enrollment.”

Although the program definitions vary, a rough, approximated crosswalk of FYE enrollment by approved SCTC programs is possible and follows below. This table shows that there is not always a direct correspondence between headcount and FYE enrollment. The FYE generated by some programs, such as K-12 Partnership Programs programs, has been absorbed and cannot be distinguished. Also, the General Education category is misleading since this represents many different types of courses that fall under various CIP codes. Nevertheless, the chart is informative as to FYE trends since 2001.

<table>
<thead>
<tr>
<th>SCTC Programs</th>
<th>Fall 2001 Headcount</th>
<th>Fall 2002 Headcount</th>
<th>Fall 2003 Headcount</th>
<th>Fall 2004 Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing</td>
<td>128</td>
<td>259</td>
<td>247</td>
<td>249</td>
</tr>
<tr>
<td>Sales and Management</td>
<td>257</td>
<td>271</td>
<td>272</td>
<td>271</td>
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<tr>
<td>Supervisory Management</td>
<td>33</td>
<td>43</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>32</td>
<td>45</td>
<td>37</td>
<td>39</td>
</tr>
<tr>
<td>Transportation Technology</td>
<td>160</td>
<td>149</td>
<td>160</td>
<td>174</td>
</tr>
<tr>
<td>Undeclared Majors</td>
<td>167</td>
<td>154</td>
<td>187</td>
<td>24</td>
</tr>
<tr>
<td>Water Environment</td>
<td>37</td>
<td>41</td>
<td>48</td>
<td>34</td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3176</td>
<td>3237</td>
<td>3297</td>
<td>3401</td>
</tr>
<tr>
<td>SCTC Programs</td>
<td>2001 FYE</td>
<td>2002 FYE</td>
<td>2004 FYE</td>
<td></td>
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<tr>
<td>---------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Accounting Careers</td>
<td>129.37</td>
<td>129.45</td>
<td>138.26</td>
<td>138.72</td>
</tr>
<tr>
<td>Administrative Support Careers</td>
<td>89.83</td>
<td>89.51</td>
<td>106.47</td>
<td>109.32</td>
</tr>
<tr>
<td>Advertising</td>
<td>90.64</td>
<td>87.07</td>
<td>90.74</td>
<td>100.81</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>11.40</td>
<td>11.33</td>
<td>11.60</td>
<td>12.10</td>
</tr>
<tr>
<td>Architectural Construction Technology and Computer Aided Drafting and Design</td>
<td>115.63</td>
<td>134.25</td>
<td>128.73</td>
<td>136.97</td>
</tr>
<tr>
<td>AutoBody Collision Technician, Automotive Service Technician, and Medium/Heavy Truck Technician</td>
<td>138.29</td>
<td>139.06</td>
<td>137.84</td>
<td>151.80</td>
</tr>
<tr>
<td>Cardiovascular Technology and Echocardiography</td>
<td>38.48</td>
<td>33.87</td>
<td>45.51</td>
<td>46.27</td>
</tr>
<tr>
<td>Carpentry</td>
<td>58.33</td>
<td>65.60</td>
<td>70.63</td>
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</tr>
<tr>
<td>Child and Adult Care &amp; Education</td>
<td>66.97</td>
<td>61.21</td>
<td>56.00</td>
<td>60.79</td>
</tr>
<tr>
<td>Computer Careers</td>
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<td>258.55</td>
<td>250.18</td>
<td>197.21</td>
</tr>
<tr>
<td>Culinary Arts</td>
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<td>23.81</td>
<td>24.97</td>
<td>24.11</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>31.22</td>
<td>32.69</td>
<td>32.10</td>
<td>38.32</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>37.86</td>
<td>33.81</td>
<td>33.83</td>
<td>25.50</td>
</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>82.46</td>
<td>85.03</td>
<td>117.20</td>
<td>136.70</td>
</tr>
<tr>
<td>Electronics</td>
<td>39.07</td>
<td>30.48</td>
<td>26.53</td>
<td>22.80</td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>29.27</td>
<td>30.61</td>
<td>27.97</td>
<td>27.85</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>42.50</td>
<td>32.45</td>
<td>37.18</td>
<td>41.43</td>
</tr>
<tr>
<td>General Education</td>
<td>325.11</td>
<td>415.83</td>
<td>497.30</td>
<td>586.01</td>
</tr>
<tr>
<td>Graphic Communications</td>
<td>29.60</td>
<td>36.20</td>
<td>35.80</td>
<td>33.56</td>
</tr>
<tr>
<td>Heating, Refrigeration and Air Conditioning Technology</td>
<td>39.10</td>
<td>42.12</td>
<td>38.47</td>
<td>37.17</td>
</tr>
<tr>
<td>Land Surveying/Civil Engineering</td>
<td>36.97</td>
<td>42.59</td>
<td>40.17</td>
<td>41.15</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>44.23</td>
<td>32.53</td>
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</tr>
<tr>
<td>Paramedicine</td>
<td>79.97</td>
<td>75.57</td>
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<td>86.52</td>
</tr>
<tr>
<td>Plumbing</td>
<td>23.30</td>
<td>27.00</td>
<td>25.37</td>
<td>28.78</td>
</tr>
<tr>
<td>Practical Nursing</td>
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<td>97.60</td>
<td>140.96</td>
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<td>11.26</td>
</tr>
<tr>
<td>Sales and Management</td>
<td>180.07</td>
<td>200.08</td>
<td>214.76</td>
<td>200.72</td>
</tr>
<tr>
<td>Sonography</td>
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<td>3.01</td>
<td>18.33</td>
<td>19.08</td>
</tr>
<tr>
<td>Supervisory Management</td>
<td>21.16</td>
<td>30.44</td>
<td>30.67</td>
<td>25.19</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>39.84</td>
<td>36.18</td>
<td>51.79</td>
<td>45.85</td>
</tr>
<tr>
<td>Water Environment Technologies</td>
<td>31.13</td>
<td>36.74</td>
<td>48.13</td>
<td>51.27</td>
</tr>
<tr>
<td>Welding</td>
<td>18.30</td>
<td>25.24</td>
<td>21.33</td>
<td>19.88</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2232</td>
<td>2396</td>
<td>2631</td>
<td>2733</td>
</tr>
</tbody>
</table>
It should be noted that past reviews of cost effectiveness have led to the suspension of six SCTC programs over a period of ten years. These include the following.

1. Health Care Technician – (AAS and Diploma) (later reinstated)
2. Optometric Technology – (Diploma and AAS for Office Management)
3. Meat Cutting/Meat Cutter – (Diploma)
4. Mason/Masonry – (Certificate)
5. Carpentry Framer – (Certificate)
6. Automotive Drivability Technician – (Certificate)

Although transfer has not been part of the SCTC mission, SCTC cohort graduation and transfers rates compare favorably with other two-year colleges in Minnesota.

### Graduation Rates

**Fall 1996 - Fall 2001 First-time, Full-time, Degree Seeking Students**

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Completers</th>
<th>Graduation Rate</th>
<th>Transfers Out</th>
<th>Transfer Rate</th>
<th>Combined Grad/Trans Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 96</td>
<td>601</td>
<td>277</td>
<td>46.1%</td>
<td>89</td>
<td>14.8%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Fall 97</td>
<td>585</td>
<td>247</td>
<td>42.2%</td>
<td>89</td>
<td>15.2%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Fall 98</td>
<td>581</td>
<td>291</td>
<td>50.1%</td>
<td>66</td>
<td>11.4%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Fall 99</td>
<td>631</td>
<td>288</td>
<td>45.6%</td>
<td>92</td>
<td>14.6%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Fall 00</td>
<td>644</td>
<td>308</td>
<td>47.8%</td>
<td>105</td>
<td>16.3%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Fall 01</td>
<td>724</td>
<td>378</td>
<td>52.2%</td>
<td>82</td>
<td>11.4%</td>
<td>63.5%</td>
</tr>
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</table>

### Fall 2001 Comparison with College Groupings

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Completers</th>
<th>Graduation Rate</th>
<th>Transfers Out</th>
<th>Transfer Rate</th>
<th>Combined Grad/Trans Rate</th>
</tr>
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<tr>
<td>Metro CC's</td>
<td>3496</td>
<td>436</td>
<td>12.5%</td>
<td>1328</td>
<td>38.0%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Metro CTC's</td>
<td>2251</td>
<td>374</td>
<td>16.6%</td>
<td>589</td>
<td>26.2%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Metro TC's</td>
<td>2132</td>
<td>876</td>
<td>41.1%</td>
<td>269</td>
<td>12.6%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Greater MN CC's</td>
<td>854</td>
<td>264</td>
<td>30.9%</td>
<td>239</td>
<td>28.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Greater MN CTC's</td>
<td>6832</td>
<td>2709</td>
<td>39.7%</td>
<td>1266</td>
<td>18.5%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Greater MN TC's</td>
<td>2693</td>
<td>1321</td>
<td>49.1%</td>
<td>328</td>
<td>12.2%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Total Colleges</td>
<td>18258</td>
<td>5980</td>
<td>32.8%</td>
<td>4019</td>
<td>22.0%</td>
<td>54.8%</td>
</tr>
</tbody>
</table>
However, graduation and transfer rates for the entire institution as a whole may mask difficulties that students experience in specific program areas. This is suggested by cohort transfer data from the programs that undertook the first round of program review in academic year 2004-2005. Likewise, as illustrated below, placement data may also vary within program areas.

<table>
<thead>
<tr>
<th>SCTC Program and Award</th>
<th>Fall 2001 Entry Cohort</th>
<th>Fall 2002 Entry Cohort</th>
<th>Fall 2003 Entry Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting - AAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
<td>38</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>19</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Cohort graduation rate (Within two years)</td>
<td>50%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Accounting - Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
<td>37</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>16</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Cohort graduation rate (Within one year)</td>
<td>43%</td>
<td>52%</td>
<td>74%</td>
</tr>
<tr>
<td>Child &amp; Adult Care &amp; Education - AAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
<td>40</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>13</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Cohort graduation rate (Within two years)</td>
<td>33%</td>
<td>41%</td>
<td>53%</td>
</tr>
<tr>
<td>Child &amp; Adult Care &amp; Education - Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
<td>33</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>14</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Cohort graduation rate (Within one year)</td>
<td>42%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Computer Programmer - AAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
<td>58</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Cohort graduation rate (Within two years)</td>
<td>12%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Computer Programmer - Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
<td>35</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Number of graduates</td>
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<td>0</td>
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<tr>
<td>Cohort graduation rate (Within one year)</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>SCTC Program and Award</td>
<td>Fall 2001 Entry Cohort</td>
<td>Fall 2002 Entry Cohort</td>
<td>Fall 2003 Entry Cohort</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Graphic Communications - Diploma</strong></td>
<td>32</td>
<td>38</td>
<td>28</td>
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<tr>
<td>Number of students in entering cohort</td>
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<td>14</td>
<td>7</td>
</tr>
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<td>Cohort graduation rate (Within one year)</td>
<td>56%</td>
<td>37%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Microcomputer Programmer - Diploma</strong></td>
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<td>4</td>
<td>2</td>
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<tr>
<td>Number of students in entering cohort</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort graduation rate (Within one year)</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Microcomputer Support and Network Administration - AAS</strong></td>
<td>85</td>
<td>83</td>
<td>66</td>
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<tr>
<td>Number of students in entering cohort</td>
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<td>27</td>
<td>8</td>
</tr>
<tr>
<td>Cohort graduation rate (Within two years)</td>
<td>27%</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Microcomputer Support and Network Administration - Diploma</strong></td>
<td>21</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Number of students in entering cohort</td>
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<td>10</td>
<td>4</td>
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<td>Cohort graduation rate (Within one year)</td>
<td>38%</td>
<td>36%</td>
<td>22%</td>
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<tr>
<td><strong>Surgical Technology - AAS</strong></td>
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<td>12</td>
<td>13</td>
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<tr>
<td>Number of students in entering cohort</td>
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<td>6</td>
<td>8</td>
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<td>Cohort graduation rate (Within two years)</td>
<td>50%</td>
<td>50%</td>
<td>62%</td>
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<tr>
<td><strong>Surgical Technology - Diploma</strong></td>
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<tr>
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<td>Cohort graduation rate (Within one year)</td>
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<td>100%</td>
<td>83%</td>
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<td><strong>Web Page Programmer - AAS</strong></td>
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<td>13</td>
<td>6</td>
</tr>
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<td>Number of students in entering cohort</td>
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<td>Cohort graduation rate (Within one year)</td>
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<td>Fall 2002 Headcount</td>
<td>2003 Graduates</td>
</tr>
<tr>
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<td>Accounting Careers</td>
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<td>AAS</td>
<td>21</td>
<td>7</td>
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<tr>
<td>Administrative Secretary/Office Assistant</td>
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<td>3</td>
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<tr>
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<tr>
<td>Administrative Secretary/Office Technology Assist./Legal</td>
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<td>7</td>
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<tr>
<td>Administrative Secretary/Office Technology Assist./Medical</td>
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<td>13</td>
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<td>Program Total</td>
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<td>Advertising Web Page Designer</td>
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</tr>
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</tr>
<tr>
<td>Transportation Technology</td>
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<td>Automotive/Auto Body Collision Technician</td>
<td>Diploma</td>
<td>38</td>
<td>11</td>
</tr>
<tr>
<td>Automotive/Medium/Heavy Truck Technician</td>
<td>AAS</td>
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<td>Automotive/Medium/Heavy Truck Technician</td>
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<td>Automotive Service Technician</td>
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<td>51</td>
<td>14</td>
</tr>
<tr>
<td>Automotive/Toyota Technical Education Network</td>
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<td>Automotive/T-Ten Service &amp; Parts Professional</td>
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<tr>
<td>Automotive/T-Ten Service &amp; Parts Professional</td>
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<td>Cardiovascular Tech Emphasis/HCT/Invasive</td>
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<td>Cardiovascular Technology</td>
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</tr>
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<td>Carpentry</td>
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<td>Carpentry</td>
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</tr>
<tr>
<td>Carpentry Assistant</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Carpentry/Cabinet Maker's Apprentice Certificate</td>
<td>Certificate</td>
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<td>0</td>
</tr>
<tr>
<td>Carpentry/Residential Finish Assistant Certificate</td>
<td>Certificate</td>
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<td>0</td>
</tr>
<tr>
<td>Carpentry/Residential Framer Assistant</td>
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<tr>
<td><strong>Program Total</strong></td>
<td></td>
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<td>22</td>
</tr>
<tr>
<td>Child and Adult Care &amp; Education</td>
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<tr>
<td>Child &amp; Adult Care &amp; Education</td>
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<td>Child &amp; Adult Care &amp; Education</td>
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<td>Child &amp; Adult Care &amp; Ed./Paraprofessional Educator</td>
<td>AAS</td>
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</tr>
<tr>
<td>Child &amp; Adult Care &amp; Ed./Comm. Supp.for People w/Disab.</td>
<td>Certificate</td>
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<td>0</td>
</tr>
<tr>
<td>SCTC Program and Award</td>
<td>SCTC Award</td>
<td>Fall 2002 Headcount</td>
<td>Fall 2003 Graduates</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Child &amp; Adult Care &amp; Ed./Direct Service</td>
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<tr>
<td>Professional</td>
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<td>0</td>
</tr>
<tr>
<td>Child &amp; Adult Care &amp; Ed./Human Service Specialist</td>
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</tr>
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<td>Program Total</td>
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<td>36</td>
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<td>Computer Careers</td>
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<td>17</td>
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</tr>
<tr>
<td>Computer Careers/Computer Programmer</td>
<td>AAS</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>Computer Careers/Database Administrator/Developer</td>
<td>AAS</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Computer Careers/Database Administrator/Developer</td>
<td>Diploma</td>
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<td>0</td>
</tr>
<tr>
<td>Computer Careers/Micro. Support &amp; Network Admin.</td>
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<td>14</td>
</tr>
<tr>
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<tr>
<td>Computer Careers/Microcomputer Programmer</td>
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<tr>
<td>Computer Careers/Microcomputer Programmer</td>
<td>AAS</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Computer Careers/Web Page Programmer</td>
<td>Diploma</td>
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<td>1</td>
</tr>
<tr>
<td>Computer Careers/Web Page Programmer</td>
<td>AAS</td>
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<tr>
<td>Program Total</td>
<td>Diploma</td>
<td>263</td>
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</tr>
<tr>
<td>Culinary Arts</td>
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<tr>
<td>Program Total</td>
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</tr>
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<td>Echocardiography</td>
<td>AAS</td>
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<tr>
<td>Echocardiography Emphasis/HCT</td>
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<tr>
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<td>HVAC &amp; Refrigeration/Comm. Heating, Air Cond.&amp; Refrig.</td>
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<tr>
<td>Instrumentation and Process Control</td>
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<tr>
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<td>AAS</td>
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<tr>
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<td>Diploma</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Instrument. &amp; Process Control/I &amp; P Control Technician</td>
<td>AAS</td>
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<td>7</td>
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<tr>
<td>Instrument. &amp; Process Control/Indust. Electronics Technician</td>
<td>Diploma</td>
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<tr>
<td>Instrument.&amp; Process Control/I &amp; P Control Technician</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Program Total</td>
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<td>Machine Tool Technology and CAD</td>
<td></td>
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<tr>
<td>Machine Tool Technology</td>
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<td>19</td>
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<td>Diploma</td>
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<tr>
<td>Machine Tool Technology/Mech. Design Technology</td>
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<td>22</td>
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<td>SCTC Award</td>
<td>Fall 2002 Headcount</td>
<td>2003 Graduates</td>
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<tr>
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<tr>
<td>Plumbing</td>
<td>Diploma</td>
<td>22</td>
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<tr>
<td>Plumbing, Shop Management</td>
<td>AAS</td>
<td>6</td>
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<tr>
<td>Program Total</td>
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<td>28</td>
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<tr>
<td>Practical Nursing</td>
<td>Diploma</td>
<td>67</td>
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<td>31</td>
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<td>AAS</td>
<td>76</td>
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<td>Practical Nursing Emphasis/HCT</td>
<td>Diploma</td>
<td>49</td>
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<td>Diploma</td>
<td>24</td>
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<tr>
<td>Practical Nursing Long Term Care Connection/HCT</td>
<td>Diploma</td>
<td>0</td>
<td>N/A</td>
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<tr>
<td>Practical Nursing-Pine City Satellite</td>
<td>Diploma</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Program Total</td>
<td></td>
<td>247</td>
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<tr>
<td>Sales and Management</td>
<td>Diploma</td>
<td>85</td>
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<td>Sales and Management/Business Manage. Sales Emphasis</td>
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<td>0</td>
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<td>Program Total</td>
<td></td>
<td>272</td>
<td>71</td>
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<tr>
<td>Supervisory Management</td>
<td>AAS</td>
<td>36</td>
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<tr>
<td>Supervisory Management/Leadership</td>
<td>Certificate</td>
<td>0</td>
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<tr>
<td>Supervisory Management/Quality and Productivity</td>
<td>Certificate</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Program Total</td>
<td></td>
<td>36</td>
<td>26</td>
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<tr>
<td>Surgical Technology</td>
<td>Diploma</td>
<td>17</td>
<td>15</td>
</tr>
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<td>Surgical Technology</td>
<td>AAS</td>
<td>19</td>
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<td>Surgical Technology/HCT/Surgical Technical Emphasis</td>
<td>AAS</td>
<td>0</td>
<td>N/A</td>
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</tbody>
</table>
**SCTC Program and Award** | **SCTC Award** | **Fall 2002 Headcount** | **2003 Graduates** | % of Available Graduates Reporting Placement in in Related Employment 2003
---|---|---|---|---
Surgical Technology/HCT/Surgical Technical Emphasis | Diploma | 1 | N/A | -----
Program Total | 37 | 20 | ----- |
Water Environment Technologies | | | | |
Water Environment Technologies | AAS | 14 | 3 | 100%
Water Environment Technologies | Diploma | 14 | 12 | 91%
Water Environment Technologies AAS-Metro | AAS | 13 | 0 | ----- |
Water Environment Technologies DIP Metro | Diploma | 7 | 0 | ----- |
Program Total | 48 | 15 | ----- |
Welding | | | | |
Welding/Fabrication | Diploma | 23 | 13 | 100%
Welding/Gas Tungsten Arc/Gas Metal Arc | Certificate | 0 | 0 | ----- |
Welding/Gas Tungsten Arc/Shielded Metal Arc | Certificate | 0 | 0 | ----- |
Welding/Shielded Metal Arc/Gas Metal Arc | Certificate | 0 | 0 | ----- |
Program Total | 23 | 13 | ----- |

NOTE: Farm Management graduation and placement rates are not tracked.

**7R2. Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?**

SCTC results for graduation and placement are as good or better than other Minnesota two-year colleges. Comparison of SCTC with peer groups on other key indicators of effectiveness has not been developed to date.

**Improvement (I)**

**7I1. How do you improve your current processes and systems for measuring effectiveness?**

As SCTC expands and elaborates existing program review and assessment processes, it is anticipated that a logical development will be to utilize the Perkins performance review to assist in analysis of institutional effectiveness. Similarly, it appears that state nursing board and other licensure exam data will serve more as a means of improving curriculum, instruction, and learning.

The 2005-2006 AQIP Forum indicates the following strengths and challenges for improving current SCTC processes and systems that measure effectiveness.
Strengths
1. SCTC programs currently share effectiveness indicators that focus on student employability (e.g. licensure tests, placement data, external accreditation, and employer satisfaction with graduate performance)

2. Annual cost analysis of each program considers retention, graduation rates, and industry and community needs in determining program effectiveness.

3. The MnSCU reporting system provides a wide range of accessible data for SCTC faculty and staff and includes comparative data with other MnSCU colleges.

Challenges
1. A comprehensive approach to SCTC institutional effectiveness should be developed based on the foundation of program effectiveness and the new Strategic and Academic Master Plans.

2. SCTC should develop the means to continuously improve alignment among institutional, department, and program objectives for student learning and other institutional goals.

3. The new program review process promises to be a useful approach to measuring institutional effectiveness but must be coordinated with the assessment of student learning and academic planning.

712. With regard to your current results for measuring effectiveness, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.
8C1. What is your institution’s vision of what your institution will be like in the next five to ten years?

The SCTC vision of what the institution will become in the next five to ten years is based upon its vision, mission, and core values.

Vision
St. Cloud Technical College is the college of choice for quality education focused on highly skilled employment and life-long learning.

Mission
St. Cloud Technical College prepares students for life-long learning by providing relevant technical education and training for developing necessary knowledge, skills, and attitudes to obtain, maintain, or advance in a career.

Core Values
• Student success through collaboration and cooperation
  • A friendly, respectful, enthusiastic, safe, and diverse atmosphere
  • Student-centered from prospect through alumni
  • Staff development and success
  • A team-oriented environment
  • Relationships with industry and the community
  • Quality and continuous improvement
  • Innovation, creativity, and flexibility
  • Contextual and technologically driven learning experiences

These vision, mission, and values statements are grounded in the status of the Minnesota economy as one of the strongest high-technology economies in the nation. Central Minnesota has a particularly bright future in the areas of agricultural and biomedical sciences.

The following listed critical elements of the Master Academic Plan will position the college as a strong contributor to state and regional economic growth over the next five to ten years.

1. A primary focus on providing a broad-based technical education with an emphasis on contextual and life-long learning;

2. A secondary focus on providing a diverse, knowledge-based education that prepares and equips students for the demanding requirements of the applied science and technology fields;

3. A curricular focus that provides for immediate employment for students and/or the ability to transfer to a four-year college or university;

4. A student development focus that provides high level customer service placing students first;

5. A student leadership focus that supports and influences students on the benefits of civic involvement through Service Learning.

8C2. What are your institution’s short- and long-term strategies? How are these strategies aligned with your mission and vision?

MnSCU Planning and Priorities provide SCTC with the long-term strategies for implementing its Vision and Mission. The broader, system-wide goals found in the MnSCU plan are translated into college Strategic and Master Academic Plans that ground the strategies in student and other stakeholder needs.

Recently, budgetary constraints have severely constrained the accomplishment of long-term planning goals. The combination of steady enrollment growth; the effects of the state funding formula’s two-year lag; recent deteriorating conditions in the state financial picture; and increased cost of instructional delivery and college operations due to inflation and compensation adjustments all present major challenges to institutional budget development and management.

Furthermore, SCTC's staffing costs, a key consideration for any approach to long-term strategy accomplishment, are dictated by collective bargaining agreements negotiated at the state level. Any negotiated increases are passed on to the College. This often occurs in an unpredictable fashion, with the
timing and impact of cost increases (in both base level compensation and employee benefits, particularly health insurance) frequently crossing fiscal years and complicating an already unsettled budget situation. The timing and implementation schedule of the negotiated increases has had a major impact on budgeting for the last three fiscal years. Coupled with mid-year budget rescissions, the College's budget was dramatically and negatively impacted.

Equipment planning, budgeting, and facilities planning are short-term planning efforts that are derived from System and college Strategic Plans, and the college Master Academic Plan. All of these planning levels align with system and college vision and mission and enhance the capacity to fulfill that mission through refinement and focus on students, business and industry and the communities that St. Cloud Technical College serves.

Short-term strategies are also found in the Annual College Work Plan and Carl Perkins Plan for technical programming.

State appropriation funding formulas set funding ranges based on statewide averages for programs (identified by CIP codes). This has the effect of setting baseline levels of expenditures for all programs throughout the state. However, since programs exceeding the ceiling set for the funding range do not receive state appropriation, extra funds for improving program quality must come from one of three sources: increased tuition, Perkins funding, or SCTC foundation funding.

Recent tuition increases have limited the possibility of tuition and fee increases as a source for improvement and innovation. That leaves the Perkins and Foundation requests, which are usually based on Perkins planning priorities, as the principal source of funding for innovation and improvement. Accordingly, the Perkins Plan for SCTC is a pivotal source for ongoing evaluation and assessment processes that provide reliable evidence of institutional effectiveness to inform long term and short term strategies for continuous improvement.

**8P1. What is your planning process?**

The planning process at St. Cloud Technical College has the basic purpose of delineating the strategic choices that the college needs to make to help develop and sustain a competitive strategic advantage. Based on this question, the college begins the planning process by planning, evaluating, and identifying forces for change both externally and internally. Based on these forces for change, and with participation from all stakeholders, the college analyzes itself, its market status, competition and the environment. This planning process generates strategic approaches to improve efficiency and effectiveness in serving a diverse population of learners.

**Planning Processes at St. Cloud Technical College**

**System**
- MnSCU Strategic Plan
- MnSCU Annual Plan
- MnSCU Carl Perkins Plan
- MnSCU Capital Bonding and Facilities Utilization Plan

**Institution**
- SCTC Strategic Plan
- SCTC Annual Work Plan
- SCTC Master Academic Plan
- SCTC Facilities Master Plan

**Division**
- SCTC Door 15/ Customized Training Plan
- SCTC General Education Plan
- SCTC Carl Perkins Plan
- SCTC Student Support Services Plan
As discussed under Category Seven, college budget planning is conducted at the institutional and system levels, giving careful consideration to program cost effectiveness. The college is required to submit a budget electronically to the Minnesota State Colleges and Universities budget office prior to July 1 of each year. The college estimates in advance approximately how much money it will receive from the state and plans preliminary budgets accordingly. Ideally, alignment of planning priorities with the budget process will take place at this stage of the budgeting process.

The budget process begins when a template for developing the Board of Trustees’ report for the fiscal year’s operating budget, including tuition and fees, is sent from the Minnesota State Colleges and Universities budget office for completion by SCTC. Senior administrative leadership then consults with students, staff, and faculty to draft a budget. After the legislative session ends, the next fiscal year’s budget materials, including a completed template, student consultation letter, tuition and fee recommendations, are sent to the Office of the Chancellor. The information is discussed with the Leadership Council and reviewed at the chief financial officer’s meeting. The first reading will be at a Board of Trustees meeting with final approval at the following meeting.

The planning process begins with the MnSCU Strategic Plan. On June 19, 2002, The Minnesota State Colleges and Universities Board of Trustees adopted a three-year strategic plan aimed at increasing access, expanding learning options, strengthening
community development and economic vitality, and fully coordinating the system of 32 institutions.

SCTC then developed its own institutional Strategic Plan in alignment with the MnSCU Strategic Plan.

In 2002-2003, the college community revised its vision and mission statements and identified nine core values as a first step in the AQIP process. The college vision, mission, and core values were the key guidelines for development of a Master Academic Plan. The Plan lays the foundation and sets the direction for planning in the following key areas of the organization: academic affairs, student support services, human resources, funding, facilities, and technology. The plan aligns with the strategic directions put forth by the Board of Trustees of the Minnesota State Colleges and Universities (2002):

- **Strategic Direction:** Increase access and opportunity
- **Strategic Direction:** Expand high-quality learning programs and services
- **Strategic Direction:** Strengthen community development and economic vitality
- **Strategic Direction:** Fully integrate the system

The plan parallels with the continuous quality improvement process sanctioned by the college community and approved by the Higher Learning Commission of the North Central Association in 2002 (HLC-NCA). As participants in the Academic Quality Improvement Project (AQIP), a newly developed continuous accreditation process, the college holds itself accountable for re-engineering its processes and operations to continually review and improve results. The Master Academic Plan fully supports all aspects of continuous improvement.

The Master Academic Plan began with a series of meetings at various levels. SWOT analyses (strengths, weaknesses, opportunities and threats) were conducted in each academic area of the college. In addition, the initial meetings were designed to focus on a set of tasks and bring a portion of the Master Academic Plan to completion. Consequently, these meetings had an ending point but involved a broad cross-section of the college community.

Division meetings, department meetings, deans meetings, administrators meetings produced deliverables that focused on strategies for the future that members of the college community believe would serve to enhance and grow specific areas and programs over the next two to six years.

As a next step, compilation of the goal documents, background information, charts, graphs, matrixes and other information was accomplished by the academic deans, dean of student development, vice president of academic and student affairs, and the college president. The Faculty Senate, President, and the College Leadership Council all share responsibility for the final review of the Master Academic Plan.

Elements of the Master Academic Plan were developed from the Strategic Plan, which in turn is aligned with the Minnesota State Colleges and Universities Strategic Plan. The Strategic Plan was developed at the administrative level and circulated to various stakeholder groups inside and outside of the college community for feedback. Copies of the Strategic Plan have been distributed throughout the college and local community.

The Master Facilities Plan has been under revision for several months and is in the final stages of completion with an architectural firm hired for the purpose of coordinating and completing this plan. Representatives of the architectural firm met with all college departments to determine their needs and made special effort to understand the conditions and limitations of the facility and the aspirations of the college faculty and staff. The architects also met with the college administration to coordinate faculty, staff and administrator input. Significant attention was given to the Master Academic Plan, coordinating it with the facilities plan.

**8P2. How do you select short- and long-term strategies?**

Short term strategies address the question of how, with limited resources, St. Cloud Technical College will continue to provide a quality education and remain true to our branding statement that tells students we are “placing you first.”
St. Cloud Technical College strives to remain less structured and to keep bureaucracy to a minimum so that we can better serve each and every student. The following description may best describe the community at St. Cloud Technical College, as it exists today:

*Everyone tends to know everyone else, and this allows much more open decision making. A sense of community and family is a hallmark of a small campus, and engaging the student in the academic process is seen as a crucially important goal.* (Strategy to Change, Rowley and Sherman, 2001)

Long term strategy development addresses the question of how, as we continue to grow and expand, does St. Cloud Technical College develop a governance atmosphere that empowers students, the faculty and staff to be active participants in the decision-making process?

The college community (2002-2003) determined three vital areas for improvement as a second step in the Academic Quality Improvement Process (AQIP): (1) Reviewing and revising the strategic planning process, which resulted in the Master Academic Plan as a foundation, (2) Developing a systematic approach to gathering data to measure institutional and educational effectiveness, fiscal responsibility, and stakeholder satisfaction, and (3) Developing a communication plan designed to promote, inform, and involve the campus community in the decision-making process.

The Master Academic Plan was designed to be flexible and allow the college community to react to changing conditions and unexpected opportunities. The college focus continues to place students first with a commitment to provide a menu of quality educational opportunities in a learner-centered environment.

The future of SCTC will be distinguished by increased reliance on the academic design methodology as the framework for aligning resources with academic program priorities. This approach should assist the college as it strives to reconcile growth with expenditure obligations. It offers an understandable framework and is an appropriate context for shaping the pace and direction of programmatic growth.

The community will also play a significant role in assuring SCTC’s capacity to engage in market-driven programming. A prime example is the creative expansion of the SCTC facility to include the Stearns-Benton Workforce Center. This multi-functional approach to coordinated career advising and job placement enhances the College’s capacity to address the broad needs of the student population, from initial enrollment through graduation and employment. Such cooperative ventures serve as a framework for improved service to students and employers through a more coordinated array of services.

**8P3. How do you develop key action plans to support your institutional strategies?**

As part of keeping SCTC plans alive and working, the President’s Cabinet serves as the Strategic Planning Council, reviewing the documents on a quarterly and semi-annual basis depending on the need for review and the rapidity of change required.

Periodic review of the planning documents is conducted at various intervals. The deans and directors group reviews the Master Academic Plan on a quarterly basis. Any adjustments, additions, or deletions in division planning are reported to the Deans and Directors Group for discussion. Determination of how and to what degree the proposed changes fit the vision and mission of the college will be discussed. Once this discussion is complete and other college approval processes are accomplished, the changes will be reviewed by the President’s Cabinet and with Cabinet approval, incorporated into the Master Academic Plan. Process issues/problems will be identified and addressed or corrected as identified.

The MnSCU System provides a general set of parameters through strategic and annual work plans. These parameters are aligned with student and stakeholder needs and formalized as the SCTC Strategic and Master Academic Plans.
Division planning within the college is also aligned with MnSCU priorities. The College annual work plan sets targets for yearly activity. The annual work plan combines college mission, system planning priorities, and college planning priorities into operational objectives for performance evaluation of college leadership.

Action plans are constrained by budgetary considerations. State appropriations to MnSCU are based on full-year equivalent (FYE) student enrollment; in turn, distribution of these appropriations to the campuses via the MnSCU allocation model follows a program-based cost mechanism that is also enrollment-sensitive. Thus, increased enrollments, which frequently derive from competition for students, are rewarded; while collaborative delivery approaches (which apportion FYE’s among participating institutions) lack incentives. Program allocations are also held within a range of 90 to 110% of average statewide cost for other programs falling into the same Classification of Instructional Programs (CIP) code for that program. While this maintains programs at a standard allocation level, it also inhibits program growth.

The essence of career and technical education is built upon the availability and access to appropriate technology/equipment, providing graduates with relevant training experiences. Base-level state funding for instructional equipment is no longer a line item within institutional allocations from MnSCU. The absence of targeted state funding forces the College to accelerate its efforts to secure equipment donations or identify purchasing opportunities that allow for leveraging of resources. The close relationship between the College and the SCTC Foundation helps to develop and advance both long-term and short-term strategies aimed at equipment acquisition through either in-kind donations as well as cash support.

Since many of the SCTC Foundation and business partners work in equipment-intensive industries, it is often easier for them to support the institution with in-kind donations of surplus equipment or supplies. The College also works directly with industry partners to use state-of-the-art equipment on the company site as a part of occupational program delivery. Identifying more of these mutually beneficial donation and equipment utilization arrangements will be needed in the future.

8P4. How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?

Once key specific applications are identified by area in the Action Plan, strategies are developed to research necessary information, gather data elements, and organize staff to accomplish tasks identified. All levels of college staff and faculty are engaged in the planning process so they are engaged in developing the solutions. Progress towards goals is periodically reviewed depending on the projected outcome. Reports are generated on a monthly basis, or more often if needed. Example, the focused efforts on rebuilding enrollments in SCTC manufacturing programs and the Water Environment program were reported bi-weekly over the past year and will continue to be monitored in the coming year. Further, the admissions staff has conducted some analysis of which recruitment efforts produced the best results.

The college leadership also strives to maintain a pipeline of new ideas about and changes to existing practices. This pipeline moves from one stakeholder group to the other in the communication and decision-making process. Changes are made as the various stakeholders review and present ways to improve the concept of solution to an issue being presented as it moves through the pipeline. Once the pipeline consultations are completed, the college president makes a final decision and relates the decision and reasons for it to the various stakeholders.

8P5. How do you select measures and set performance projections for your institutional strategies and action plans?

The SCTC Strategic Plan measures goal accomplishment through narrative progress reports for each Strategic Direction called “Specific Applications.” The Annual College Work Plan measures progress through quarterly activity on ongoing initiatives. The SCTC Master Academic Plan
provides measurable “Action Steps” and “Measures of Achievement” for each instructional and student support program. The SCTC Carl Perkins Plan measures progress based on specific indicators that align with similar statewide Carl Perkins Plan indicators.

The Annual College Work Plan, used for evaluation of presidential performance, is based upon college division plans. The SCTC Annual Work Plan is developed as part of a system wide annual work plan aimed at increasing access and opportunity, building support, expanding high quality learning programs and services, strengthening community development and economic vitality, fully integrating the system and building consistent measures of performance. The SCTC president provides progress reports on the SCTC Work Plan to the MnSCU Chancellor who, in turn, provides quarterly reports to the board.

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. Perkins III promotes reform, innovation, and continuous improvement in vocational and technical education to ensure that students acquire the skills and knowledge they need to meet challenging State academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers.

The five-year Carl Perkins plan for St. Cloud Technical College sets a number of core indicators to measure college performance on a yearly basis. The System and College Perkins Plans realistically assist the college to prepare for a future shaped by multiple societal and economic trends. It also provides a resource base that supports educational programs and its plans for maintaining and strengthening the quality of these programs in the future.

8P6. How do you account for appropriate resource needs within your strategy selection and action plan implementation processes?

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

8P7. How do you ensure faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?

The most effective and productive technical college faculties hold recent and relevant occupational experience and educational background in their field or discipline. SCTC strives to define these qualities of relevance and recent industry experience in all postings for vacant faculty positions. However, the contractual claiming right of faculty typically preempts hiring of faculty directly from industry, particularly in areas with declining student enrollments in other MnSCU institutions that may result in faculty layoffs and the accompanying exercise of claiming rights. Thus, the College’s stated preference for recent industry experience and relevance must be balanced by practical considerations based upon the operation of the MSCF contract.

Each faculty member is required to initiate and maintain a professional development plan. This is a relatively new requirement mandated by the chancellor’s office. Consequently, not all plans have been initiated. Historically, SCTC has addressed professional development by actively encouraging faculty to participate in both college-based and system-wide faculty development programs and internships, although funds for both are limited. SCTC also participates actively in state-level discussions shaping future credentialing requirements for faculty. MnSCU and MSCF are currently exploring a comprehensive alternative to the existing assigned field–licensure system. Better definition of initial qualifications for hire, coupled with clearer guidelines for salary placement and credential-based progression, brings greater uniformity and clarity, particularly to the discrepancies that exist between technical program and general education faculty. This predictability will be useful at the campus level. SCTC’s involvement also helps preserve important attention to the unique, industry-based credentialing
critical to the success and credibility of occupational programs.

It is increasingly apparent that appropriate industry relevance for faculty and students includes the ability to work within an increasingly diverse environment. Achieving a faculty that is much more reflective of the diversity in our student body and community at large thus presents a crucial—and complex—challenge. While the college is absolutely committed to affirmative action/equal employment opportunity (AA/EEO) throughout the faculty hiring process, it is frequently difficult—even impossible—to achieve a diverse applicant pool. This is in part due to the contractual claiming provisions described above. It is also a result of the absence of a diverse professional workforce in many of the industries and trades represented at the College.

Given the limited diversity of faculty applicant pools, it is crucial that the college work closely with its program advisory committees to identify and foster the development of candidates of diverse backgrounds. It is entirely possible that future college faculty may be students of color enrolled in our programs today. In addition, work with the program advisory committees must also acknowledge the mutual obligation of education and industry to create a climate for students and employees that acknowledges increased workplace diversity and builds mutual respect and understanding.

8P8. What measures of the effectiveness of your system for planning continuous improvement do you collect and analyze regularly?

Each department or division of the college develops an annual work plan for the unit. The work plan is reviewed and progress reports are made twice annually. The college work plans are in alignment with the Chancellor’s work plan and these reports are submitted to the Office of the Chancellor. These reports are used as a basis for the annual evaluation of the college president by the MnSCU Chancellor.

Each Department and Division within Academic and Student Affairs develops and annually evaluates performance goals. These plans seek to address student needs through the following strategies.

- Developing alternative delivery methods including methods enhanced by incorporating current technologies.
- Improving student access to current technologies including expansion of the student laptop program and efforts to convert classrooms to “technology classrooms.”
- Identifying new program opportunities in response to the needs of business and industry.
- Collaborating with other secondary and post-secondary institutions to increase transfer opportunities resulting in greater educational advancement.
- Developing advanced certificates and other training efforts in response to the life-long learning needs of the area labor force.
- Increasing contextual learning experiences, including expansion of internship opportunities.
- Collaborating with area school districts to enhance student awareness of technical program majors.
- Working to continuously improve program effectiveness.
- Expanding the mission of SCTC by becoming a comprehensive college focusing on applied science and technology.
- Collaborate with business and industry to:
  - Be responsive to the changing conditions in which they operate, through timely curriculum revisions and development.
  - Determine equipment and facilities needs for the college’s technical programs.
  - Provide contextual learning experiences for students. Collaborate with other internal and external stakeholders to benefit students by:
    - Working within academic divisions to avoid curriculum duplication and provide students with a broad range of skills.
• Working with the student services division to identify student needs.

• Partnering with other institutions of higher education.

• Combining resources and matching needs with local government and other area agencies.

• Encourage professional development by: Providing resources to help faculty and staff maintain and update current skills as well as acquire new skills.

In addition to the program review process developed last year, SCTC plans to develop a complimentary new program feasibility process. The new program feasibility process will be administered by the academic deans and occur prior to making a new program application to the Minnesota State Colleges and Universities System. The new program feasibility study shall include the following steps:

• Identify the source(s) of financial resources for new program development.
• Determine approximate startup and ongoing costs for the program.
• Estimate annual revenue generated.
• Secure financial commitment.

This ambitious agenda needs to be developed into a set of operational effectiveness measures that gauge effectiveness on an institutional as well as program level. The work will need to be a joint effort of AQIP Teams and various shared governance and planning committees.

**Results (R)**

**8R1 What are your results for accomplishing institutional strategies and action plans?**

One effective practice that has yielded reasonably good results is the practice of setting up forums assembling various college community groups together for the purpose of gleaning information. These forums are set up at convenient times in an attractive environment. The room is set up to accommodate teams of four. Specific questions are provided in a packet that lists the questions, gives specific discussion instructions and allows space for written comments. These packets are collected at the end of the sessions and are reviewed for critical information regarding what we are actually doing in classroom situations and what “best practices” are being carried out.

SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats), though not new, provided a good foundation for developing the college planning documents. Each division conducted a SWOT analysis of their areas and developed plans based on those findings.

Most of the planning processes discussed under Category 8 are newly developed during the last one to two years. However, the Annual Plan and Perkins Plan are well established and have had a great deal of success. Full reports on both planning initiatives can be found at http://www.mnscu.edu/about/workplan.html for the SCTC Annual Report and at http://www.grantsplus.mnscu.edu/Perkins/PerkinsIII.html for the SCTC Perkins Plan. The following are a sample of results from these planning processes.

**Annual Report Sample Results**

1. Initiative on Access and Opportunity – St. Cloud Technical College was awarded a grant from the Bremer Foundation to support a new English Language Learning (ELL) program. The first program started on June 7, 2004. The goal is to prepare students for the successful completion of technical college programs.

2. Initiative on Access and Opportunity – The college was awarded a grant from the Minnesota Department of Health for $1.69 million to be allocated over a six year period. The purpose of this grant is to deliver training for water plant operators employed in smaller communities of 3,300 or less across Minnesota.

3. Initiative on Quality Learning Programs – St. Cloud Technical College was approved as a Lead Education Agency for Project Lead the Way to deliver pre-engineering curriculum in area high schools.
4. Initiative on Community Development and Economic Vitality – Working closely with industry partners, St. Cloud Technical College faculty revised the curricula for manufacturing related programs to include a broader cross-training element and purchase new equipment.

5. Initiative on Community Development and Economic Vitality – Students from the Architectural Construction Technology Program began building one low-income house for resale by the City of St. Cloud each year for the next five years.

6. Initiative to Fully Integrate the MnSCU System – SCTC signed a new articulation agreement with Minnesota State University Moorhead for graduates from Architectural Construction Technology and Land Surveying/Civil Engineering to transfer into the Construction Management Program at MSUM.

SCTC Carl Perkins Plan Sample Results
1. Indicators on Academic and Skill Attainment, and Completion – Service Learning activities will be expanded to 27 faculty and 573 students from multiple disciplines.

2. Indicators on Academic and Skill Attainment, and Completion – Purchase new or upgrade aging technologies in at least 5% (two) SCTC programs.

3. Indicators on Academic and Skill Attainment, and Completion – Sponsor three or more faculty to participate in industry internships.

4. Indicators on Placement and Retention, and Nontraditional Students – Develop assessment plans for at least four college technical programs.

5. Indicators on Placement and Retention, and Nontraditional Students – Provide funding to support five faculty, staff and administrators to participate in the Higher Learning Commission/AQIP Conference.

6. Indicators on Placement and Retention, and Nontraditional Students – Increase non-traditional enrollment and persistence rates by .5% annually.

8R2. Regarding 8R1, what are your projections of performance for your strategies and action plans over the next one to three years?
SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

8R3. Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside the education community?
SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

8R4. What is the evidence that your system for planning continuous improvement is effective?
SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.

Improvement (I)

8I1. How do you improve your current processes and systems for planning continuous improvement?
St. Cloud Technical College’s primary objectives in developing budget priorities and parameters, and in linking these to planning priorities, are to insure assure continued quality of facilities, especially quality and flexibility of classroom and lab instruction. The college continues its efforts to accommodate enrollment growth through fiscal discipline. The preeminent budget goal is to maintain programmatic access and quality while responding to reductions in available revenues.

As St. Cloud Technical College increases services to underrepresented populations, expands partnerships with business and industry and other Minnesota State Colleges and Universities institutions, and improves management systems and practices, it is acutely aware that all of this will be done with a significantly
constrained or reduced state appropriation. As this suggests, we will seek to improve our current processes and systems by inviting more representatives from the community and from business and industry to become part of what we hope will be mutually supportive planning for partnerships and resource sharing. We anticipate that the fiscal situation alone in years ahead will increasingly “blur the line” between internal planning and building external partnerships.

The 2005 AQIP Forum indicates the following strengths and challenges for improving current SCTC processes and systems for planning continuous improvement.

**Strengths**

1. The college recently completed Master Academic, Facilities, and Strategic Plans that provide direction and set general targets for improvement.

2. Each SCTC department or division writes an annual Work Plan that is developed into a collegework plan in alignment with the MnSCU Chancellor’s work plan.

3. A recent restructuring of responsibilities for academic deans should allow them to focus on specific programming challenges and to become more connected with internal and external stakeholders within their responsibility areas.

**Challenges**

1. Acquiring new technology and equipment to meet program and institutional needs is a major challenge for continuous improvement at SCTC and innovative methods for either acquiring or gaining access need to be explored.

2. The newly reorganized Academic Affairs and Standards Council will need support as it develops in its role as the shared governance body for implementing continuous improvement of teaching and learning.

3. A need exists for systemic professional development to meet student learning needs, changing curriculum, and new course delivery modes, and this system should be aligned with assessment, planning, and budgeting.

812. With regard to your current results for planning continuous improvement, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?

SCTC has chosen not to respond to this question because it (1) may be answered elsewhere, (2) may not be applicable, or (3) adequate information may not be available.
Category 9 – Building Collaborative Relationships

9C1. What are your institution’s key collaborative relationships?

As a “mission-driven institution,” key collaborative relationships for St. Cloud Technical College grow from the mission, and core value statements. Just as key stakeholders are defined and differentiated on the basis of mission, SCTC key collaborative partners and relationships focus upon the preparation of students for life-long learning by providing relevant technical education and training to obtain, maintain, or advance in a career.

St. Cloud Technical College has key collaborative relationships with K-12 education, with four-year colleges and universities, and with consortia of business, industry, and community partners committed to workforce and economic development for central Minnesota.

Minnesota’s Post-Secondary Enrollment Options (PSEO) Act permits high school juniors and seniors to enroll in college-level courses at SCTC and receive both college and high school graduation credit.

Tech Prep articulation agreements with area high schools give students college credit for content mastered in high school. Faculty from the college and the participating high schools determine the expectations of academic achievement on a course-by-course basis. SCTC belongs to two Tech Prep groups: Oakland Tech Consortium and Central Minnesota Tech Prep Consortium. These consortia involve four colleges and 25 high schools.

The consortia participants sign an articulation agreement that serves as the foundation for college Tech prep agreements that allow juniors and seniors to earn college credit at their high school in career and technical education courses. This provides a path for smooth transition from high school to college.

High school instructors deliver the college curriculum for selected college courses; however, students must demonstrate work at the college level in order to receive Tech Prep credit. The Tech Prep agreements within the consortia clearly state the criteria and determine the rubrics for judging work done for college credit. College and high school faculty review each agreement annually.

Discovery Academy is a program offered by the college to provide high school students with college-level choices in technical career pathways. SCTC instructors teach Discovery Academy courses in high school settings. The program offers students the opportunity to earn industry-standard certificates through a combination of college coursework and workplace experience and students earn both high school and college credit.

Discovery Academy was launched in September of 2003 in collaboration with three area high schools, Sartell, St. Cloud Tech, and St. Cloud Apollo. The 16 students who started the program were eligible to complete 16 credits of the SCTC Automotive Technician program. Since then the Academy has expanded to include Little Falls High School, four programs, and 133 students.

Automotive Technology, First Responder, EMT, Project Lead the Way, and Cisco are now included as part of Discovery Academy. Interest in Discovery Academy from central Minnesota high schools is increasing as technical courses and program offerings are reduced at the high school level.

The Going Places program offers 9th & 10th grade students an opportunity to tour specific areas of St. Cloud Technical College and ask questions regarding classes/programs. One teacher or guidance counselor is to accompany teams of 3-5 students. The program specifically targets students with special needs and diverse backgrounds.

Business, industry, and community partnerships have already been introduced under Category Two of this Systems Portfolio. The door 15/Customized Training Division works with business and government to determine needs and develop partnerships. These
needs are communicated informally through senior administrative staff and through the President’s Cabinet and Leadership Council.

9C2. In what ways do these collaborative relationships reinforce your institutional mission? If applicable, how do the relationships support changes in your institutional directions as addressed in Category Eight, Planning Continuous Improvement?

Generally stated the SCTC mission and vision are focused on preparing students to meet employment needs of businesses in our region. As new programs are developed and existing programs are upgraded and changed, an eye is always kept on how SCTC will align our resources to meet future needs of the regions developing needs. Staying in touch with research projections for future growth as well as industry leaders’ plans are key to development of programs, to reinforcing the mission, and to changes in institutional direction.

SCTC collaborative relationships focus on student acquisition of learning skills needed for success in their chosen vocation as well as encouraging a spirit of giving back to their respective communities. SCTC seeks to encourage students to use their talents to better the communities in which they live, especially through the service learning program.

SCTC articulation programs reach into the high schools to encourage an earlier engagement with SCTC. By giving high school and middle school students an opportunity to explore their interests, SCTC encourages them to consider future opportunities for future employment in regional industries. By encouraging transfer and life-long learning we support both personal and career development.

SCTC creates relationships with high schools through several initiatives. The college hosts a number of annual events inviting high school administration, counselors, faculty and students in grades 9-12 to share registration, support options, and programs of study.

SCTC staffs serve on many community wide committees, have high school personnel on advisory committees and host meetings that discuss and align curriculum. They also work with high school teachers to offer Tech Prep college credit and concurrent enrollment courses through Discovery Academy. Tech Prep courses align high school curriculum to meet college expectations, while Discovery Academy is designed to complement existing course offerings and assist in helping students explore technical career pathways.

SCTC also partners with industry through advisory committees where staff can gather opinions, suggestions, and assistance to keep technical education and workforce development a strong focus in the community. The college also partners with the local Workforce Center making connections, understanding needs, and developing cooperative solutions that have a positive impact on the entire community.

SCTC creates articulation agreements with public, private, and on-line universities to offer students options for continuing their education. There are currently 80 such agreements offering at least one option for students in nearly all program areas. We look for one to two new opportunities for articulation each year. (See chart next page)

The college also partners with community-based organizations and K-12 education through a formal Service Learning effort. We had over 1,300 students participate in curriculum-based service learning activities in FY05, and 250 students who participated in service-learning activities through their student organizations. Student involvement provided over 35,000 hours of labor supporting the work of 50 community-based organizations in the St. Cloud area during the 2004-2005 academic year.
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<th>4-Year University Degree</th>
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<td>BS - check for degree choices</td>
</tr>
<tr>
<td>SCTC Associate in Applied Science Degree</td>
<td>4-Year University</td>
<td>4-Year University Degree</td>
</tr>
<tr>
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</tr>
<tr>
<td>Electrical Construction Technology</td>
<td>Bemidji State University Metropolitan State University MSU Moorhead St. Cloud State University UW Stout SMUMN</td>
<td>BAS Technology Management BAS Industrial Management BS Industrial Technology BS Technology Assessment &amp; Management BS Industrial Management BS - check for degree choices</td>
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<tr>
<td>Electronics</td>
<td>Metropolitan State University MSU Moorhead St. Cloud State University UW Stout SMUMN</td>
<td>BAS Industrial Management BS Industrial Technology BS Technology Assessment &amp; Management BS Industrial Management BS - check for degree choices</td>
</tr>
<tr>
<td>Electronics - Instrumentation and Process Control</td>
<td>Bemidji State University Metropolitan State University MSU Moorhead St. Cloud State University UW Stout SMUMN</td>
<td>BAS Technology Management BAS Industrial Management BS Industrial Technology BS Technology Assessment &amp; Management BS Industrial Management BS - check for degree choices</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>Southwest State University Metropolitan State University SMUMN</td>
<td>BAS Management BAS Organizational Administration BS - check for degree choices</td>
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<tr>
<td>Graphic Communication (Diploma)</td>
<td>Bemidji State University Metropolitan State University Bemidji State University SMUMN</td>
<td>BAS Technology Management BAS Graphic Communication/Advertising BS Design Technology BS - check for degree choices</td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Technology</td>
<td>Bemidji State University Metropolitan State University MSU Moorhead St. Cloud State University UW Stout SMUMN</td>
<td>BAS Technology Management BAS Industrial Management BS Industrial Technology BS Technology Assessment &amp; Management BS Industrial Management BS - check for degree choices</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>Metropolitan State University SMUMN</td>
<td>BAS Organizational Administration BS - check for degree choices</td>
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<tr>
<td>Industrial Welding (Diploma)</td>
<td>Bemidji State University St. Cloud State University SMUMN</td>
<td>BAS Technology Management BS Technology Assessment &amp; Management BS - check for degree choices</td>
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<tr>
<td>SCTC Associate in Applied Science Degree</td>
<td>4-Year University</td>
<td>4-Year University Degree</td>
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<tr>
<td>Invasive Cardiovascular Technology</td>
<td>SMUMN</td>
<td>BS - check for degree choices</td>
</tr>
<tr>
<td>Land Surveying/Civil Engineering Technology</td>
<td>St Cloud State University, St. Cloud State University, Metropolitan State University, MSU Moorhead, MSU Bemidji, UW Stout, SMUMN</td>
<td>Land Surveying/Mapping Science, BS Technology Assessment &amp; Management, BAS Industrial Management, BS Industrial Technology, BAS Technology Management, BS Industrial Management, BS - check for degree choices</td>
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<td>Legal Administrative Secretary</td>
<td>Metropolitan State University, SMUMN</td>
<td>BAS Organizational Administration, BS - check for degree choices</td>
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<td>Machine Tool Technology</td>
<td>Bemidji State University, Metropolitan State University, MSU Moorhead, St. Cloud State University, UW Stout, SMUMN</td>
<td>BAS Technology Management, BAS Industrial Management, BS Industrial Technology, BS Technology Assessment &amp; Management, BS Industrial Management, BS - check for degree choices</td>
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<td>Medium/Heavy Truck Technician</td>
<td>Bemidji State University, Metropolitan State University, MSU Moorhead, UW Stout, SMUMN</td>
<td>BAS Technology Management, BAS Industrial Management, BS Industrial Technology, BS Industrial Management, BS - check for degree choices</td>
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<td>Mechanical Design Technology</td>
<td>Metropolitan State University, MSU Moorhead, MSU Bemidji, St. Cloud State University, UW Stout, SMUMN</td>
<td>BAS Industrial Management, BS Industrial Technology, BAS Technology Management, BS Technology Assessment &amp; Management, BS Industrial Management, BS - check for degree choices</td>
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<td>Microcomputer Programmer</td>
<td>College of St Scholastica, Metropolitan State University, MSU Moorhead, St. Cloud State University, SMUMN</td>
<td>Computer Science Info System, BAS Organizational Administration, BS Industrial Technology, BS Technology Assessment &amp; Management, BS - check for degree choices</td>
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<tr>
<td>SCTC Associate in Applied Science Degree</td>
<td>4-Year University</td>
<td>4-Year University Degree</td>
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<tr>
<td>Microcomputer Support and Network Administration</td>
<td>College of St Scholastica Metropolitan State University St. Cloud State University SMUMN</td>
<td>Computer Science Info Systems BAS Organizational Administration BS Technology Assessment &amp; Management BS - check for degree choices</td>
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<td>Paramedicine</td>
<td>Arizona State University University of Phoenix (online) SMUMN</td>
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<td>Plumbing</td>
<td>Bemidji State University Metropolitan State University MSU Moorhead St. Cloud State University UW Stout SMUMN</td>
<td>BAS Technology Management BAS Industrial Management BS Industrial Technology BS Technology Assessment &amp; Management BS Industrial Management BS - check for degree choices</td>
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<tr>
<td>Practical Nursing</td>
<td>North Hennepin Community College SMUMN</td>
<td>Registered Nursing BS - check for degree choices</td>
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<td>Sales and Management Careers</td>
<td>Metropolitan State University College of St. Scholastica Southwest State University SMUMN</td>
<td>BAS Sales Management BA Management BAS Management BS - check for degree choices</td>
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<tr>
<td>Sonography</td>
<td>SMUMN</td>
<td>BS - check for degree choices</td>
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<tr>
<td>Supervisory Management</td>
<td>Metropolitan State University Southwest State University College of St. Scholastica UW Stout SMUMN</td>
<td>BAS Organizational Administration Interdisciplinary or Management BA Management BS Industrial Management BS - check for degree choices</td>
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<tr>
<td>Surgical Technology</td>
<td>SMUMN</td>
<td>BS - check for degree choices</td>
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<tr>
<td>Water Environmental Technologies</td>
<td>Metropolitan State University MSU Moorhead St Cloud State University St. Cloud State University UW Stout SMUMN</td>
<td>BAS Industrial Management BS Industrial Technology BS Environmental Studies BS Technology Assessment &amp; Management BS Industrial Management BS - check for degree choices</td>
</tr>
<tr>
<td>Web Page Programmer</td>
<td>College of St Scholastica Metropolitan State University St. Cloud State University SMUMN</td>
<td>Computer Science Info Systems BAS Organizational Administration BS Technology Assessment &amp; Management BS - check for degree choices</td>
</tr>
</tbody>
</table>
**Process (P)**

9P1. How do you create, prioritize, and build relationships with the:

1. Educational institutions and other organizations from which you receive your students?

2. Educational associations, external agencies, consortia partners, and the general community with whom you interact?

3. Educational institutions and employers that depend on the supply of your students and graduates that meet these organization’s requirements?

4. Organizations that provide services to your students?

door15/Customized Training creates, prioritizes, and builds relationships with clients based on past partnerships, and on potential relationships targeted through planning. Revenue and profit goals are principal, but not exclusive, drivers for these decisions. Potential increase in customers and students is another key consideration, as well as customer retention rate. The Door 15/Customized Training Division has set the following goals for 2005–2006.

**Targeting new markets**

1. door15 will explore opportunities of providing home and community-based services and mental health education services for outreach providers of Central Minnesota. A needs assessments will be initiated between October 2005, and January 31, 2006.

**Employee development goals**

1. door15 employees will enroll in one on-line and one open enrollment or customized training class by June 30, 2006. Documentation will be reviewed during annual performance review.

2. door15 program managers and supervisors will attend one or more professional development training programs or workshops by June 30, 2007. (Program of workshop will be approved by door15 Vice President.) Documentation will be reviewed during annual performance review.

**Operational goals**

1. door15 will perform a “lean office” review of the office by January 31, 2007.

2. door15 will review the Customer Relation Management database needs by June 30, 2006.

3. door15 will review and develop a process to provide exceptional customer service to all students including the students that attend evening and weekend classes by June 30, 2006.

SCTC also creates, builds, and prioritizes relationships with other educational institutions. The college has expanded Going Places, a program that reaches out to individuals working with special populations in secondary schools. Going Places also conducted a number of activities for primary, middle, and high school students, informing them about opportunities in various careers. Tech Prep articulation agreements continued to increase with almost all area high schools involved. The college invited the community to participate in career exploration by attending a series of evening sessions referred to as Industry Nights.

In keeping with the “placing you first” focus, special efforts have been made to improve retention by offering on-campus daycare. With the average age of the student population at 28 years, many have families to support. The campus child-care center, operated under contract, offers on-site care for infants, toddlers, and pre-school age children. Many students could not have attended college without the availability of on-site child-care.

In a continuing liaison effort with community and business leaders, SCTC has become a member of the Science Initiative of Central Minnesota. The mission of this initiative is to establish Central Minnesota as a viable alternative location for science-based manufacturing thereby extending the “medical alley” from Rochester to St. Cloud. An educated workforce
is a primary component in the site selection decision-making process of science-based companies. SCTC is a critical part of this initiative. We are working with businesses to define and provide the curriculum and programs needed for the future workforce that will staff these companies. This effort also includes membership in Medical Alley, a networking group that includes numerous science related manufacturers.

SCTC also establishes collaborative partnerships through the MnSCU system. In 2005, SCTC became a member of The Consortium for Manufacturing and Applied Engineering at Bemidji State University along with six other two year colleges in the MnSCU System: Central Lakes College, Northwest Technical College, Northland Community and Technical College, St. Paul College, Minneapolis Community and Technical College and Pine Technical College.

Program advisory groups and door15, the customized training unit, work closely with local employers to determine training needs and provide short-term, long-term, credit and non-credit solutions to their training needs. The focus of door15 is more on training needs of current employees while the program advisory committees focus on developing qualified, well-trained new employees for area businesses. These groups were discussed in more detail in previous criteria.

9P2. How do you ensure the varying needs of those involved in these relationships are being met?

Technical skill areas are requiring higher levels of science and mathematic capabilities in order for the student to succeed in the workplace. Recruiting students for manufacturing careers continues to be a major challenge. In order to address these barriers, the faculties in manufacturing have a major project underway with several area high schools. The project engages students at an early age in pre-engineering requirements in science and mathematics through Project Lead the Way (2003). The project is being led by a former faculty member on assignment with the Office of the Chancellor to work with high schools statewide. Project Lead the Way has been adopted by 40 states and is being used as a model curriculum that creates a partnership between students, school districts, industry, and colleges and universities.

The college hosted a symposium on June 17, 2004 to introduce Project Lead the Way, Nanotechnology, and Bioscience Technologies to the faculties, staffs and community leaders. The college plans to continue to pursue collaborative efforts with Dakota County Technical College in Nanotechnology and Anoka-Ramsey Community College in Bioscience Technologies to offer these programs at SCTC. The college will seek partnerships with St. Cloud State University to offer transfer options and to develop a clean room as a laboratory for research activities. The University of Minnesota has expressed interest in working with the college in these high tech areas as well.

In fall 2004, SCTC faculty began to teach a high school pre-engineering program at the Sauk Rapids High School. In fall 2005, the Sartell High School was added. The program meets national standards for mathematics, science, and technology education and links demanding mathematics and science courses with quality academic/technical courses. The curriculum is a national curriculum and two members of the St. Cloud Technical College faculty and two members of the Sauk Rapids High School faculty attended the Summer Training Institute in 2004. The plan is to increase the program by attracting the area high schools in District 742, one of the larger districts in the state and located in St. Cloud.

The efforts of SCTC programs, such as Discovery Academy and Tech Prep, are reaching into the high schools to encourage an earlier engagement with SCTC. By exposing high school students to opportunities to explore their interests, we are encouraging them to consider future opportunities for education and future employment in regional industries. Such outreach is a distinct objective in itself that serves to leverage the alignment of other distinctive objectives with SCTC mission, vision, and philosophy.

Articulation agreements with four-year colleges and schools are also critical to meet student needs for career advancement and life-long learning.
9P3. How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?

The SCTC Foundation helps bridge relationships within SCTC and helps to integrate, communicate, and meet needs that cannot be met through state appropriation or Carl Perkins funding. The Foundation also provides community and business partners with a role through which they can help students, programs, faculty, and staff meet objectives and grow. Building internal relationships with reference to the larger community is vital because St. Cloud Technical College is tax-assisted, not tax-supported. The college needs additional resources to pay for program, equipment, and training not provided for by current tax dollars. It also enables mission accomplishment and accountability.

The SCTC Foundation is a non-profit organization that supports the St. Cloud Technical College. Established in 1994, the SCTC Foundation seeks to help students gain an education by providing financial assistance for student scholarships, technology and equipment, and faculty/staff development. Through the efforts of the foundation’s fundraising efforts, over one-half million dollars in scholarships has been given to over 800 students since 1998 and almost one million dollars has been given to the college for technology/equipment and faculty/staff development.

Vision
The SCTC Foundation ensures that all students attending St. Cloud Technical College have access to "The American Dream" — an education.

Mission
The SCTC Foundation partners with donors to invest in St. Cloud Technical College students, programs, and faculty and staff to support students in achieving success and to build the economy of Central Minnesota and beyond.

The Foundation Director is both a SCTC Administrator, sitting on President’s Cabinet and the Leadership Team, and the executive director of the Foundation. This allows the Director of the Foundation to be a part of all planning and budgeting processes described under Category Five and Category Eight, especially the Equipment Budgeting process during which key, unfunded equipment needs are identified. Similarly, Foundation Board Members are also Advisory Committee members for many SCTC programs. Board members are recruited with an eye to representation from all SCTC programs. Several senior administrators are ex-officio members of the Board.

Scholarship selection is a blind process based upon applications from new or returning students throughout the college. Applications are rated on student interest or commitment to the proposed field of study, evidence of leadership in high school and beyond, life experience, and the effort that went into making the application. Each scholarship is reviewed by three different volunteers drawn from inside the college, such as faculty and staff, and by community or business members who would like to help.

The Foundation Board conducts a planning session each year. Each of the seven committees, which deal with specific areas such as alumni, finance, executive, and fundraising, set goals. These goals are reviewed quarterly at meetings of the Board as a whole. Each year the SCTC Foundation conducts an external audit. Copies of these audits are open and available for review by contributors.

9P4. What measures of building collaborative relationships do you collect and analyze regularly?

Tech Prep advisory committees and faculty interaction provide informal measurement of how well the college is building collaborative relationships and accomplishing goals. Discovery Academy advisory committee meetings, and periodic meetings with high school administration and counseling staff, provide input and opinion on course offerings, marketing, and implementation strategies. In addition, both door15 and K-12 outreach, staffs conduct written evaluations of all outreach events and programs to gather feedback for continuous improvement and expanding collaboration.
However, SCTC does not have a formal, comprehensive set of institutional measures, collected and analyzed regularly, to assess collaborative relationships. Such measures could help sort out best practices, assess the alignment of outcomes with goals, and set directions for instructional program development. Most importantly, measurement at the institutional level could provide information to prioritize efforts and allocate resources if appropriately placed in a feedback loop to college planning and budgeting processes.

**Results (R)**

**9R1. What are your results in building your key collaborative relationships?**

Most of the transfer articulation agreements are between one and three years old. Measurement of how many SCTC students and how they perform at the four-year institution needs to be initiated. Which division of the college has responsibility for collecting and analyzing such data has yet to be determined.

Some information on transfer students has been collected as a by-product of placement data collection. This data is interesting because it pertains to graduates who received an AAS degree from SCTC and then transferred to a four-year college or university. The data is from 52 graduates from the 2002-2003 academic year. This is about six percent of the total AAS graduates. The Architectural Construction Technology Program at SCTC had the largest number of transfers (4) followed by Land Surveying/Civil Engineering Technology (3), and Sales and Management Careers (3).

Of the 52 students, 14 transferred to other two-year colleges and 38 transferred to four-year colleges or universities.

K-12 articulation is thriving at SCTC and is established as an important area. In FY03 the Tech Prep program awarded 1,160 certificates and after three years the data showed 22 percent of the students who concentrated on technical courses in high school enrolled at SCTC and 61 percent remained in the pathway of concentration. Other Tech Prep initiatives include cooperative events that bring high school faculty, administration, and special population students on campus annually. Mini-grants are made available to high schools interested in participating, and special educational events enhance teaching methods at the high school level.

At the same time, Project Lead The Way enrollment has grown from 15 students to 42 students over the past two years.

Building a key collaborative relationship with the Stearns-Benton Workforce Development Center has resulted in a 15 million dollar expansion approved by the Minnesota Legislature and currently under development. The project covers 46,763 new square feet and 39,725 remodeled square feet. It will accommodate the college’s need for additional classrooms and lab space. The new space will allow the area's job finding and career-training center to be in a college environment and take advantage of college instructional and support services. At the same time, the efficient use of space will ease SCTC anticipated enrollment growth to 4,500 students over the five years.

Partnering for additional space has also resulted in a proposal from St. Cloud Technical College to buy the Health Partners Central Minnesota Clinics building on 15th Street North for $2.7 million. This expansion will also add classroom and lab space and ease overcrowding. The proposal was developed with the support and involvement of a local consortium of health care industry partners with the college.

**9R2. Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?**

SCTC has chosen not to respond to this question because (1) it may be answered elsewhere, (2) it may not be applicable, or (3) adequate information may not be available.
Improvement (I)

9III. How do you improve your current processes and systems for building collaborative relationships?

St. Cloud Technical College has initiated and expanded a variety of key collaborative relationships. These include K-12, transfer articulation, and community partnerships for workforce and economic development. The next step for improvement is to determine what needs to be improved and how to improve it. Assessment of collaborative relationships should include how existing and potential partnerships reinforce the college mission. This assessment will become especially important as a wider range of college staffs, such as deans, widen their role in creating and building relationships with partners. Finding ways to assess and manage the widening sphere of partners is a priority for improvement. Likewise, communication about and coordination of partnerships, including feedback loops to the relevant planning and budgeting process, are of equal importance.

The 2005 AQIP Forum indicates the following strengths and challenges to improvement of SCTC processes and systems for building collaborative relationships.

Strengths
1. The SCTC Foundation and the door15 Customized Training Program actively strengthen and initiate new key collaborative relationships through its activities.
2. Agreements with four-year colleges, such as the Engineering Technology articulation with Bemidji State, and SCTC student use of dormitory facilities at St. Cloud State University, increase options for students.
3. In addition to relationships to business and industry through program advisory committees and the co-curricular activities of service learning, SCTC has a variety of community outreach initiatives.
   a. Discovery Academy (K-12)
   b. Tech Prep (K-12)
   c. Project Lead the Way (K-12)
   d. The Construction Program is building five homes in the St. John Cantius neighborhood of St. Cloud to help revitalize the area.
4. SCTC is actively involved in workforce development in Central Minnesota through many different initiatives.
   a. Location of the Stearns-Benton County Workforce Center on the SCTC campus.
   b. Proposed acquisition of the Health Partners Building for use as a Health Education Facility for SCTC programs.
   c. SCTC is actively involved in developing a new initiative in Biotechnology through collaboratively working with community and business organizations in Central Minnesota.

Challenges
1. Working relationships between SCTC and other post-secondary institutions require attention in areas ranging from technical procedures, such as registration, to broad-brush policy issues, such as institutional role in the transfer function.
2. The training and development services offered by the college to business and industry in the area need to be more closely aligned with company goals through interactive partnerships between senior management and college staff.
3. SCTC needs improved ways of tracking collaborative relationships and evaluating these relationships in terms of meeting stakeholder needs, including how these initiatives align with assessment and instructional program development.
4. The recommendations and results of collaborative relationships and initiatives, including program advisory committees, should be more formally woven into on-going, college-wide planning and budgeting processes.
912. With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to relationship partners, faculty, staff, administrators, and appropriate students and stakeholders?

SCTC has chosen not to respond to this question because (1) it may be answered elsewhere, (2) it may not be applicable, or (3) adequate information may not be available.
Criterion One – Mission and Integrity -
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a -
The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- St. Cloud Technical College’s programming and services are derived from its Vision, Mission, and Values, and all are published annually in all major institutional publications and presented on the college’s web site. [Institutional Overview, 5P6, 5R1]

- College commitments and alignment with the Mission are described in 2C2.

- SCTC distinctive objectives are shaped by the broad MnSCU Strategic Directions and Goals. SCTC develops work plans that address distinctive objectives within this broader context. [2C1, 2C2]

- The College regularly reports on the on-going initiatives for the College Work Plan to MnSCU. [2P5]

Core Component 1b -
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The wide variety of technical program options, academic awards and delivery modes available at SCTC reflects the College mission to provide quality technical and general education for employment, workforce development and lifelong learning through partnerships with business, industry and the community. [1C2]

- The SCTC planning process generates strategic approaches to improve efficiency and effectiveness in serving a diverse population of learners. [8P1]

- Every institutional program addresses critical skills across the curriculum, one of which includes valuing diversity, as described under 1C1.

Core Component 1c -
Understanding of and support for the mission pervades the organization.

- SCTC Vision, Mission, and Values are communicated through all publications, including MnSCU and SCTC websites. [http://www.mnscu.edu/, http://www.sctc.edu/]

- SCTC’s Strategic planning process supports and reinforces the College Mission [8P1, 8P2]

- SCTC demonstrates understanding and support of its mission through its organizational structure and the process by which its governance system and administration of planning and decision making all interact with one another. [5P1, 5P6, 5I1]

- Student support services are routinely published in the catalog and the student handbook, and communicated to students through faculty advisors and counselors. [6I1]

Core component 1d -
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Communicating expectations regarding objectives on a College-wide basis is done through regularly scheduled activities. [2P2]

- Internal collaborations and external partnerships add to and communicate the development of a shared Vision, Mission, and Values with the community. [9C1, 9C2]

- St. Cloud Technical College utilizes a shared governance model that provides multiple opportunities to significantly impact the development and evaluation of educational programming. [5P7]
• Decisions are made across a variety of administrative levels and key leaders and leadership groups communicate with one another through membership on college committees and leadership meetings. [5P5, 5C1, 5I1]

Core component 1e -
The organization upholds and protects its integrity.

• All complaints and grievances, especially those of students, are documented, reviewed and resolved, as appropriate. The process for appeals is delineated in the College catalog. Records are preserved in administrative offices. [3P6]

• SCTC relies on policies and procedures manuals to document the processes that ensure the needs of students and other stakeholders are met. [6P3]

• Students express a high level of satisfaction with personal security and safety at SCTC [6R1]

• MnSCU policies and procedures provide the primary basis through which the organization upholds and protects its integrity and insures ethical behavior. These policies and procedures frame the work processes and activities that, in turn, shape communication, cooperation, and performance. Ethical employee practices are outlined in MnSCU policy and in all employee handbooks. [4P3, 4P6, 8P7]

Criterion Two – Preparing for the future –
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a -
The organization realistically prepares for a future shaped by multiple societal and economic trends.

• Minnesota fiscal resources, legislative mandates, and MnSCU governance provide for the shaping of future directions within financial constraints. [Overview Sections 06 and 08]

• As new programs are developed and existing programs are upgraded and changed, an eye is always kept on how SCTC will align our resources to meet future needs of the regions developing needs. Staying in touch with research projections for future growth as well as industry leaders’ plans is key to development of programs. [2C2]

• SCTC Vision, Mission, and Values statements are grounded in the status of the Minnesota economy as one of the strongest high-technology economies in the nation. The SCTC Master Academic Plan that will put position the College as a strong component in state and regional economic growth over the next five to ten years. [8C1]

Core Component 2b –
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

• St. Cloud Technical College’s primary objectives in developing budget priorities and parameters, and in linking these to planning priorities, are to insure assure continued quality of facilities, especially quality and flexibility of classroom and lab instruction. [8I1, 8C2, 8P1]

• Institutional innovation and change are directly linked to available revenue for hiring new personnel and acquiring new equipment. [5P1]

• Recent tuition increases have strained the possibility of tuition and fee increases as sources for improvement and innovation. Perkins and Foundation requests, which are usually based on Perkins planning priorities, are the principal source of funding for innovation and improvement. [8C2]

• The SCTC Foundation helps bridge relationships within SCTC and helps to integrate, communicate, and meet resource needs that cannot be met through state appropriation or Carl Perkins funding. [9P3]

Core Component 2c –
The organization’s ongoing evaluation and
assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

• SCTC programs currently share effectiveness indicators that focus on student employability (e.g., licensure tests, placement data, external accreditation, and employer satisfaction with graduate performance) [7C2, 7P5, 7R2]

• Annual cost analysis of each program considers retention, graduation rates, and industry and community needs in determining program effectiveness. [7R1]

• The MnSCU reporting system provides a wide range of accessible data for SCTC faculty and staff and includes comparative data with other MnSCU colleges. [7C1, 7P2]

• SCTC assesses and addresses faculty development needs, and related teaching and learning improvement, through the MnSCU Center for Teaching and Learning, and through the faculty evaluation process. [4R2]

Core Component 2d –
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

• MnSCU Planning and Priorities provide SCTC with long-term strategies for implementing its Vision and Mission. The broader, system-wide goals found in the MnSCU plan are translated into College Strategic and Academic Master Plans that ground the strategies in student and other stakeholder needs. [8C2]

• SCTC planning processes are aligned with Vision, Mission, and Values to generate department or division approaches to improve efficiency and effectiveness in serving a diverse population of learners. [8P1]

• Each SCTC department or division writes an annual Work Plan that is developed into a College work plan in alignment with College Mission and the MnSCU Chancellor’s work plan. [8P3, 8P4]

Criterion Three – Student Learning and Effective Teaching -
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a -
The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

• St. Cloud Technical College adopted a common set of learning outcomes for all students in November 1997. SCTC purposefully identifies necessary competencies and integrates curricula that support these outcomes. These outcomes are a part of student development in and out of the classroom and a focus for student-centered decision-making throughout the college. [1C1, 1P1]

• Programs develop shared sets of learning objectives based upon SCTC common learning outcomes, industry standards and expectations, articulation agreements with individual four-year college programs, MnSCU requirements, such as the Transfer Curriculum, and licensure and program certification requirements [1P2, 1P3, 1P8]

• SCTC initiatives in program review and assessment help assess student learning at multiple levels and to monitor curriculum for currency and effectiveness. [1R1]

• Instructional programs at SCTC regularly collect four types of data to assess student performance: Basic skills preparation (ACCUPLACER Scores), Retention and Graduation rates, Placement data, and Licensure test results (where applicable). [1P13]

Core component 3b -
The organization values and supports effective teaching.

• The course syllabus, and the process of syllabus development, is the locus for setting common student learning objectives as well as specific program objectives for the teaching-learning process. [1P1]
• Technical college instructors hold licenses specific to their occupational area. Licensing authority is set forth in Minnesota Statute 136F.49 and MnSCU Board Policy 3.9. The licensing process utilizes a combination of academic preparation and currency of occupational experience in order to qualify candidates to become instructors in the technical colleges. [4P1]

• SCTC general education faculty members all hold master’s degrees and meet MnSCU licensure requirements established for general education instructors in two-year colleges. [4P1]

• Faculty development occurs through the MnSCU Center for Teaching and Learning (CTL). Faculty development needs assessment is conducted regularly and resources provided to increase effective teaching. [4P4, 4P5]

Core component 3c –
The organization creates effective learning environments.

• SCTC learning support centers determine learning support needs through external stakeholders represented on program advisory committees, President’s Circle, and Door15 Customized Training. The College also determines student support learning needs internally through monitoring student progress, mid-semester reports and other student achievement data on a student-by-student basis. Student development is a core process that cuts across all divisions of the College. [1P9]

• The Service Learning Program at SCTC develops and links co-curricular development goals with curricular learning objectives. The Program organizes events and works with individual technical programs. [1P10]

• In order to determine student and other stakeholder satisfaction, SCTC asks students and stakeholders if they are satisfied with the College learning environment and acts upon the results. [3R1]

• The SCTC slogan, “Placing You First,” is a cornerstone that the College uses to guide decision-making. As a consequence, student development, along with teaching and learning, is a core process of the College. Both processes cut across lines of formal organization. [4C1]

• Continuous improvement of the SCTC learning environment also occurs through informal suggestion and initiative. Such informal developments are frequently a “payoff” of formal faculty and staff development activities. [4I1]

Core component 3d –
The organization’s learning resources support student learning and effective teaching.

• SCTC participates in The Center for Teaching and Learning – a system-wide resource for faculty development in the Minnesota State Colleges and Universities. A key initiative is the ITeach Professional Development Center for on-line instruction. The Center provides on-line instruction that contains resources and tools, educational opportunities, and an interactive community. [4C4]

• As part of a MnSCU collective bargaining agreement, SCTC provides each faculty member with 24 credits of tuition waiver each year at MnSCU institutions. This allows faculty members to pursue degree options through the community colleges and state universities at minimal cost to the employee. [4P1]

• Faculty can also request funding for professional development from Faculty Professional Development Funds available in a General Campus Pool. These pooled funds are available for all faculty members to request for professional development for conferences, classes and training. The local FPD committee may approve amounts up to $1500 from the pool. [4P4]

• SCTC evaluation is tied to improvement of effective teaching and learning. [4P5, 4P6]

• Access to coordinated College learning resources and support services is achieved through a variety of strategies. [1P9, 6P3]

• Student support areas use ACT Student Opinion Survey analysis, informal feedback, self-evaluation,
and committee processes to improve their services. [1R1, 6P4, 7R1]

**Criterion Four – Acquisition, Discovery, and Application of Knowledge –**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**Core Component 4a -**

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Life-long learning is a focus that cuts across both programs and support at SCTC and emphasizes giving our students learning skills needed for success in their chosen vocation, general education knowledge and abilities, and the development of a spirit of giving back to their respective communities. Especially through the service learning program, SCTC seeks to encourage students to use their talents to better the communities in which they live. [1P10, 2C2, 2C3]

- SCTC continues to increase the number of articulation agreements with four-year colleges and universities. [9P2]

- SCTC planning addresses both key economic, social, and life-long learning needs of the communities that the College serves. [8P1, 8R1, Academic Master Plan]

**Core Component 4b -**

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- SCTC has defined seven learning outcomes for all SCTC graduates. These seven areas include the following (see 1C1 and 1P3):
  - Foundation skills for mastery of SCTC courses and for lifelong learning
  - Thinking skills
  - Communication Skills
  - Personal Qualities
  - Community Commitment
  - Awareness of Global Issues
  - Workplace Competencies

- As a result of steady development of the General Education program at SCTC, coupled with increased participation in the Minnesota Transfer Curriculum, AAS Degree awards are increasing while Diplomas, which use less rigorous, non-transferable General Studies programming, are declining. [1R1]

- Results from program licensure data show that SCTC program graduates consistently perform at or above comparison groups. [1R1]

- Sensitivity to the unique needs of an increasingly diverse, commuter-based student population and student leadership is important at SCTC. The level of student participation in student government, competitions, and in other venues has appreciably increased. [5P2]

- SCTC collaborative relationships focus on student acquisition of learning skills needed for success in their chosen vocation as well as encouraging a spirit of giving back to their respective communities. SCTC seeks to encourage students to use their talents to better the communities in which they live, especially through the service learning program. [9C2]

**Core Component 4c -**

The organization assesses the usefulness of its criteria to students who will live and work in a global, diverse, and technological society.

- SCTC’s common student learning outcomes are intended to prepare students for diversity and a rapidly changing world through their emphasis on students gaining social and emotional competency, global awareness, and ethical and moral reasoning. Students gain real world experience in their chosen fields through service learning, practicums, internships, and clinic courses. [1C1, 1C2, 1P1, 1P2, 1P10, College Catalog, Student Handbook]
• The SCTC Vision for the College’s future and operational planning processes addresses the need to develop students who will thrive and contribute to an increasingly global, diverse, and technologically complex society. [8C1, 8P3, 8P4, 8P5]

• SCTC collaborative relationships provide opportunities for students to apply learning skills needed for success in their chosen vocation in combination with interpersonal and life-long learning competencies. [9C1, 9C2]

• The SCTC Academic Affairs and Standards Committee regularly assesses curriculum. Through this process common and specific program learning objectives are taken under consideration. Based on these reviews, new common student learning objectives may be identified or the applicability of current common objectives may be assessed. A third process involved in the determination of common and program specific learning objectives is the program review process. A fourth process that examines common and program specific learning objectives is program accreditation. [1P1, 1P2, 1R1, 7P5, 7P7, 7R1]

• SCTC assesses the usefulness of its curricula through evaluation of partnerships with external constituencies and collaborative partners. [1R1, 7R1, 9P4, 9R1]

• The Service Learning Program at SCTC develops and links co-curricular development goals with curricular learning objectives. The Program organizes events and works with individual technical programs. [1P10]

• The SCTC Academic Affairs and Standards Committee ensures consistency of curriculum throughout all disciplines [1P1, 1P2]

• SCTC assesses stakeholder satisfaction through faculty evaluation, satisfaction surveys, and employer follow-up surveys [4P6, 4P9, 4P10, 7R1]

**Criterion Five – Engagement and Service –**

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**Core Component 5a –**

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

• SCTC programs and learning support centers determine learning support needs through external stakeholders represented on program advisory committees, President’s Circle, and Door15 Customized Training. [1P8, 1P9, 2P1]

• Outside stakeholders (constituencies) needs are identified and addressed. [3P1, 3P3, 3P4]

• The college uses both internal and external input from its constituency groups as part of its strategic planning process. [8P1, 8P2]

• The College identifies student support needs through entrance testing, through referrals from faculty, counselors, and medical professionals, and through self-identification. [6P1, 6P2]

• Ensuring that the varying needs of those involved in these relationships are being met is accomplished through sharing vital information and feedback. [9P2, 9P4]
• The college is committed to advancing Mission initiatives in service to the external community. [1P10, 9I1]

Core Component 5b –
The organization has the capacity and the commitment to engage with its identified constituencies and communities.

• The institution demonstrates its capacity for engaging with its identified constituencies and communities through a variety of programs and key service processes. [1C2, 2C1, 6C1, 3P1, 3I1, 6P2, 7C1, 7C2]

• Access to coordinated College learning resources and support services is achieved through a variety of strategies. [6P3]

• SCTC has several forums in place that provide communication between the campus and its internal constituency groups in order to identify and meet or address the needs and concerns of these groups. [5R1, 5I1, 8R1]

• Key student and administrative support areas use ACT Student Opinion Survey analysis, informal feedback, self-evaluation, and committee processes to improve their services. [6P4, 6P5]

Core Component 5c –
The organization demonstrates its responsiveness to those constituencies that depend on it for service.

• There are three ways students are categorized at SCTC. The first pertains to enrollment management. The second derives from student goal and college division. The third is a categorization based on student development needs. All three overlap to form a matrix within which a student may be placed in terms of learning and development needs. [3C1]

• SCTC identifies the changing needs of students through a variety of internal and external means. [3P1]

• College leadership serves on the Workforce Council, Partnership for Economic Development, Chamber of Commerce, and other service organizations and non-profit agencies. The College President serves on the Workforce Development Commission of the American Association of Community Colleges. The Vice President for Academic and Student Affairs serves on the Bioscience Initiative for Central Minnesota Steering Group. Representation on these and other boards and committees provides a venue for analyzing and selecting a course of action regarding community needs. Program advisory committees identify changing needs of employers. [3P3]

• SCTC creates, prioritizes, and builds relationships with clients based on past partnerships, and on potential relationships targeted through planning. [9P1, 9P2]

Core Component 5d –
Internal and external constituencies value the services the organization provides.

• SCTC regularly collects and acts upon satisfaction data through which internal and external constituencies express valuation of SCTC services. [3R1, 6P4, 6R1, 7R1, 8P8, 8R1, 9P4, 9R1]

• SCTC administrators and faculty assess and review other College distinct objectives to keep programs current with industry and community expectations. [2P4]

• The College regularly reports on on-going initiatives for the College Work Plan to MnSCU. [2P5]

• Students have multiple venues and opportunities to express satisfaction with SCTC programs and services. [3P7]

• Expanding partnerships and collaborations document internal and external constituency satisfaction with SCTC programs and services. [1R1, 2R1, 6P4, 6R1, 9P4, 9R1]