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**St. Cloud Technical and Community College
System Portfolio
– June 2010 –**

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Use of this Document

This document is a printable supplement to the official *St. Cloud Technical and Community College Systems Portfolio*. The charts, tables, and graphics in this printable version have been resized to accommodate this layout and presentation.

The full-sized versions of these materials are presented in the official Systems Portfolio which is located at the URL:

<http://sctccportfolio2.project.mnscu.edu> .

Additional hyperlinks in this document are styled as above, and the hyperlinks may be clicked to view the supporting sites and documents.

Introduction

St. Cloud Technical and Community College was founded in 1948 as a vocational-technical institute as part of the local school district and was named *The Area Vocational School*. In 1973, it became known as *St. Cloud Area Vocational Technical Institute*. The North Central Association of Colleges and Universities accredited the college in 1985, and in 1988 the name was changed to *St. Cloud Technical Institute*. In 1990, the college again had a name change to *St. Cloud Technical College*. Now after 62 years since it was founded, *St. Cloud Technical and Community College* (SCTCC) is positioning itself as the “college of choice for the community.”

In 1995, SCTCC became part of a newly formed state system, the Minnesota State Colleges and Universities (MnSCU). SCTCC is one of the 32 publicly supported colleges and universities in the system. Located in an urban area with a population of approximately 68,000, SCTCC is just one hour north of the Minneapolis/St. Paul metro area. SCTCC is one of the fastest growing colleges within the system serving over 14,000 students per year drawn from the central Minnesota area.

In 2001, SCTCC chose a new option for accreditation with the Higher Learning Commission and joined AQIP (Academic Quality Improvement Program). AQIP focused the attention of the SCTCC community squarely on continuous quality improvement. In recognition of the growing demand for general education courses, SCTCC began discussions to determine a viable approach to offer its students an AA degree.

In recognition of a growing demand for academic transfer and general education courses by students in the service area and in existing technical programs, SCTCC began discussions with other system institutions to determine a viable approach to offer its students an AA degree. After considerable research, SCTCC formed a partnership with Anoka Ramsey Community College (ARCC). For the past six years, SCTCC

has offered an AA degree with ARCC as the granting institution. Over 95% of courses are taught on the SCTCC campus by SCTCC faculty. Currently, SCTCC’s MnTransfer Curriculum includes multiple sections of over 80 courses in all 10 goal areas. These courses make up a vigorous AA degree, in addition to supporting increasing general education requirements in the technical program areas of the college. Together with the AAS and AS degree students, general education courses generated 1241 FYEs for FY2009.

SCTCC’s planned commitment to liberal arts & sciences education has proven to be positive for the campus at large. During the six years SCTCC partnered with ARCC, SCTCC upgraded facilities, increased full time General Education faculty, developed student support systems, and established a strong MnTransfer curriculum. The course offerings and ownership of the AA program largely evolved to become a program of SCTCC alongside the technical programs of its history and have become part of the fabric of the college, increasing the numbers of students seeking degree and transfer options. Because of this planned and incremental preparation, minimal additional costs are anticipated as SCTCC transitions to its own AA degree when the contract with ARCC expires in June 2010.

In December 2008, SCTCC and SCSU established an AA Degree Gateway Initiative to ensure ease of transfer from SCTCC to SCSU and to provide services to increase student goal setting. An emphasis will be placed on transfer to SCSU and on increasing the potential for academic success for students pursuing a four-year degree. Beginning August 2010, SCTCC will operate a Connections Program with SCSU. This program will deliver college readiness courses on the SCSU campus for a special program established by SCSU to help at-risk students transition more successfully into university life. There will continue to be sufficient student enrollment in our service area to sustain the proposed AA program at SCTCC.

By enhancing the SCTCC mission to include transferable education and to emphasize life-long learning opportunities, SCTCC will continue to

increase the availability of the MnTransfer Curriculum and liberal arts/sciences to a greater number of students in central Minnesota and provide an affordable alternative for higher education. Inclusion of the SCTCC liberal arts/sciences curriculum will provide students the opportunity to graduate with perspectives and skills unique to the curriculum. Such perspective and skill will support Central Minnesota's regional vitality by contributing to the civic and cultural assets that attract employee and employers to the area. A strong focus on life-long learning and the "lighted" path promotes the education options available to these employees and employers and the community at large, enabling the responsiveness, innovation, and economic competitiveness desired by area citizens through their established local college of choice.

St. Cloud Technical and Community College requested and received approval from the Minnesota State Colleges and Universities Board of Trustees on November 18, 2009, to enhance the college's current technical college mission to one of a comprehensive college mission. Additional approval was received from the Higher Learning Commission on February 28, 2010. St. Cloud Technical and Community College faces a new era "as the college of choice for the community" with a new enhanced mission and vision for the future.

Overview

1. What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

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

SCTCC's Mission Statement: *St. Cloud Technical and Community College prepares*

students for life-long learning by providing career, technical and transferable education.

St Cloud Technical and Community College's (SCTCC) mission is one of a strong, comprehensive college that offers high quality educational choices for students with a broad spectrum of educational opportunities. Our goal is to provide every student with a successful beginning and the ability to develop the skills and abilities necessary to achieve their long term goals.

SCTCC provides an intellectual, academic climate that values scholarship and learning. To support this goal resources are provided through adequate lab space and equipment for such programs as Sonography and Cardiovascular Technician, and General Biology and Anatomy and Physiology courses. Laptop computers are provided for faculty professional use, as well as adequate computer labs for teaching and learning. Career satisfaction is fostered through opportunities for faculty collaboration, opportunities to advise and mentor students, and opportunities for creative pursuits through an Awards of Excellence program. Some examples of Excellence Awards are the creation of an Accounting practice set to reduce the costs for students, and the development of materials for online Anatomy and Physiology courses.

Classroom lab and learning spaces are carefully designed to present an environment that encourages varied approaches to learning. SCTCC has made a commitment to the purchase and remodel of space for growth in the health care fields, which are in high demand in the community. In addition to space for health programs, large classrooms are being added to support the growth in student headcount for our new Associate of Arts degree. SCTCC has expanded into off-site facilities to support our truck driving programs and provide facilities which better meet the needs of those students (many of whom are unemployed workers who are being retrained through SCTCC's partnerships with the regional Workforce Centers).

The college provides varied professional development for faculty through our Center for

Teaching Learning throughout the academic year. CTL is faculty driven, and planning includes the use of frequent surveys to determine the needs of faculty. The college president invites a number of faculty and staff to attend events sponsored by the Continuous Quality Improvement Network (CQIN) each year, which encourages an ongoing focus on quality improvement for our college. The Minnesota State Colleges and Universities System also provides sponsored events and trainings throughout the year. This high quality training is offered through MnSCU at a greatly reduced cost to the state institutions. Our college also provides sabbatical opportunities for faculty to renew their teaching through continued education and/or other projects. Division Chair/Department Chair positions are open for faculty to further develop their leadership skills.

Student success is a commitment at SCTCC, and the definition of success extends beyond the traditional classroom. The college encourages student and faculty involvement in service learning projects in order to provide practical experience in service to our local communities. One example is our dental program's participation in "Give a Kid a Smile" which provides dental care for children in our surrounding area who otherwise cannot afford to visit a dentist.

Service to the college is a strong commitment of faculty at SCTCC, and they serve in many capacities, such as involvement on AQIP action projects, developing sharable assessment resources, curriculum and program review, in-service planning, and service on a variety of college committees.

Our enhanced vision now includes transfer education providing more opportunities and pathways for our students and the communities we serve. We listen to our community stakeholders and transfer universities, identify trends and gaps in education and business, and link those trends and gaps to SCTCC's core strengths. In doing so, SCTCC applies the right business and educational model to offer programs that respond to our market-driven economy and the transfer needs of our students.

SCTCC offers certificates, diplomas and degrees in 58 program areas and over 90 award options. Committed to *placing you first*, the college's primary goal is to prepare students for a rewarding career. Placement data from fiscal year 2003 forward documents that between 91.1% and 96.8% of SCTCC graduates have found employment in their area of study.

SCTCC's academic programs include: Business and Information Technology, Transportation, Construction, Health & Human Services, Manufacturing Technology, and General Education/Liberal Science. Specific programs can be found at: <http://www.SCTCC.edu/prospective-students/programs-majors/academic-programs> Non credit instructional programs include continuing education, customized training, workshops, and specialized training that meet the needs of our public and private sector employers.

2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

Based upon the mission of St. Cloud Technical and Community College, the focused efforts of the college are on providing quality academic programs for the region. In addition to instructional programs and related academic services, SCTCC provides a number of support services, including admissions, registration and financial aid services, advising, accessibility accommodations, and specific-audience student support opportunities. The division of Student Affairs is led by a vice president and department directors. The major departments include Admissions/Enrollment Management, Registration, Student Support (including TRiO), and Student Life.

Other student services such as disability services, counseling, career services, diversity programming, assessment, student organizations, athletics, housing, health services, veterans' services, orientation, advising, and ELL support are delivered through this division.

As part of the mission of the college, additional public services are made to the local community, including a low cost dental clinic, automotive repairs, an auto body repair shop, and space and facilities for volunteer organizations to provide public services, such as the voluntary tax preparation services offered to low-income individuals.

St. Cloud Technical and Community College has forged a strong partnership with the regional workforce center in order to provide training and development for displaced workers in the region. The regional workforce development agency is housed at the St. Cloud Technical and Community College campus; the agencies include the Stearns/Benton Workforce Center, Department of Employment and Economic Development (DEED), state services for the blind, Minnesota job skills partnership program, Minnesota Workforce One (MNWF1), and the dislocated worker program. This partnership directly benefits returning-to-work for displaced workers throughout the region, and the co-location eases the transition into academic programs for those workers who seek additional education.

3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

SCTCC's students fall into six general categories by student goals and division:

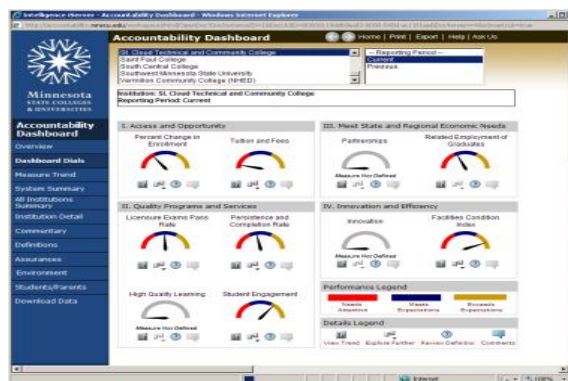
- degree-seeking students who have the goal of graduation from a specific, for-credit program,
- transfer students,
- personal enrichments students who are not seeking a degree but who want to simply take a course or courses in preparation for seeking a degree elsewhere,
- high school students who have enrolled through an articulation program such as Tech Prep or Discovery Academy and who seek to build college credit while still in high school,
- students who are enrolled at SCTCC through Customized Training, and

- students enrolled through the Workforce Center.

SCTCC's primary external stakeholder groups include the St. Cloud community, alumni, area businesses, employers, high schools, the Minnesota State Colleges and Universities Board of Trustees, and legislators. SCTCC provides services to each of these groups to meet changing needs, requirements, and expectations of students and the community. SCTCC assesses the short and long term requirements and expectations of each of these stakeholder groups through surveys, dialog with advisory committees, forums, and evaluation of courses and programs. Enrollment and transfer rates are monitored by the Minnesota State Colleges and Universities system and Board of Trustees. The Board of Trustees Accountability Dashboard illustrates expectations within the System.

(<http://www.mnscu.edu/board/accountability/index.html>)

Raising the educational attainment level of Minnesota's population is increasingly important to the state's ability to compete in the global economy.



The MnSCU Accountability Dashboard shows snapshots of performance toward goals established by the MnSCU Board of Trustees.

Service Region

SCTCC has identified its service area as the six-county region of Benton, Mille Lacs, Morrison, Sherburne, Stearns, and Wright, from which SCTCC draws 65-69 percent of its student population. This region is known as the *Great*

River Consortium. This six-county service area includes SCSU, which is located three miles from SCTCC. Two private liberal arts institutions, The College of St. Benedict and St. Johns' University, and a branch operation of another—St. Scholastica in Duluth—are located less than ten miles away. There are also three private, for-profit college campuses in St. Cloud—Minnesota School of Business/Globe College, Rasmussen College, and Regency College of Hair Design.

4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

Employees of St. Cloud Technical and Community College are part of the Minnesota State Colleges and Universities (MnSCU) system. Institutions in the MnSCU system are part of the executive branch of Minnesota state government. Employment of SCTCC is governed by state statutes, MnSCU Board of Trustees policies, collective bargaining agreements, and SCTCC policies. These statutes and policies can be accessed through a number of sources, including the Human Resource Office, the St. Cloud Technical and Community College intranet, and the Minnesota Statutes website.

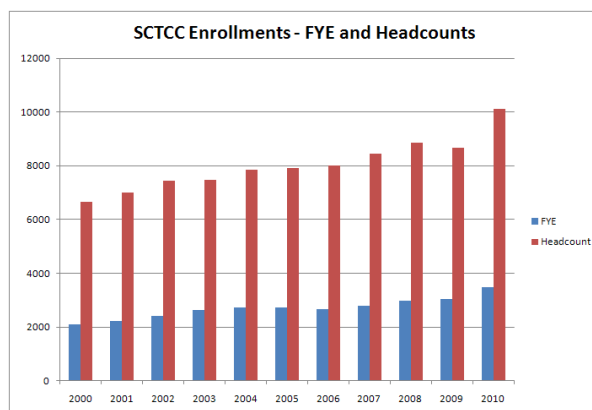
- <https://intranet.SCTCC.edu>
- <http://www.hr.mnscu.edu>
- <http://www.mmb.state.mn.us>
- <http://www.leg.state.mn.us/leg/statutes.htm>

The workforce of the college is comprised of administrators, managers, faculty, non-teaching professionals, clerical, maintenance, and technical employees. The college complies with four collective bargaining agreements, which cover ninety five percent of the employees. The remaining five percent of the employees are administrators and confidential staff.

St. Cloud Technical and Community College also supports an “open-door” approach to being available to meet and discuss issues with all college personnel and students. SCTCC 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.

Key factors in determining staffing needs are determined through weekly meetings of the administrative Leadership Council, which is comprised of the college president, vice presidents, human resources director and institutional sustainability director. The members of the leadership team are responsible for all areas of the college and meet regularly with their department and division deans and supervisors to determine staffing and other college needs. The information is then brought to the leadership team for recommendations.



The above chart shows the enrollment headcount and FYE increases sustained over a 10-year period of 2000 through 2010.

5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

Leading and Communicating begins with the Minnesota State Colleges and Universities Board of Trustees and System-Wide initiatives. The Minnesota State Colleges and Universities is governed by a 15-member Board of Trustees appointed by the governor. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Minnesota State

Colleges and Universities system consist of 32 distinct and collaborative institutions which offer higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans, and sustains vibrant economies throughout the state.

The law creating the system was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. The law 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. The president of St. Cloud Technical and Community College serves at the pleasure of the Board of Trustees and the Chancellor.

The Executive Leadership Council and Executive Leadership Meetings (including directors and supervisors) are the primary administrative decision making bodies within the college for budgeting and policy matters. The purpose of these two groups is to provide a forum for information sharing among senior leadership on policy matters affecting the institution and to serve as the venue to faction recommendations flowing from various committees and task forces of the College, including student senate and the faculty senate which serves as shared governance councils.

The President's Executive Leadership serves as the primary administrative decision-making body for budgeting and policy matters related to the college. This group is comprised of vice presidents and directors whose responsibilities span policy-making and budget decisions across the College. Their purpose is to provide a forum for information sharing among senior leadership on policy matters and to review a wide variety of recommendations flowing from various committees and task forces within the college, including student senate and the faculty senate which serve as shared governance councils. In addition, the College's Executive Leadership Council aligns the College's policies and plans

with the Minnesota State College and University system's Leadership Council.

The college uses an Appreciative Inquiry (AI) process to hear the college community's voice relating to planning needs over a two year period and to provide action projects for their accreditation work in the Academic Quality Improvement Project (AQIP). During this all college day, the college develops major initiatives to take them far and fast toward being an outstanding institution concerned with continuous improvement and high standards.

Regular weekly communication from the President, Executive Leadership Council, Academic & Student Affairs, Vice President of Finance, and Foundation is distributed via the intranet through *TechTalk*, an electronic newsletter that includes articles on college-wide issues. The President also holds a regular communications/coffee time for all to join.

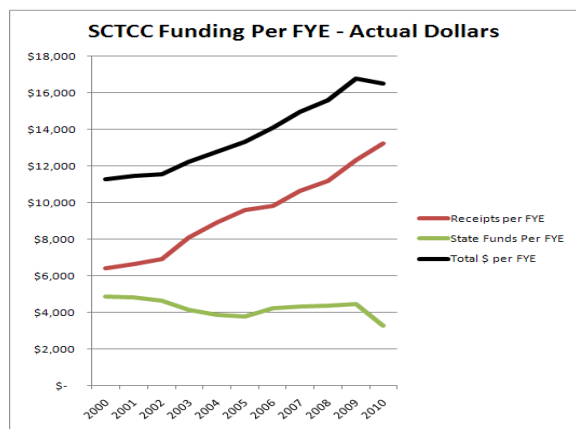
6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

St. Cloud Technical and Community College has begun the transitional process of moving from a technical college to a comprehensive college. While much of the infrastructure is already in place to serve students seeking a transfer degree, the college recognizes that there are many areas that need to be updated or aligned to fully transition to a comprehensive college. These components have been identified and built into the strategic plan with financial resources designated in reserves for implementation. The majority of immediate transitional costs have been identified as signage, branding, marketing, and IT conversion.

The existing infrastructure for student support services also has been examined and continues to be analyzed to ensure that student advising, transfer evaluation, developmental needs, and other support networks are in place for student success as the college continues to grow

enrollment in the transfer program. Some realignment in these areas has already taken place during fiscal years 2008 and 2009, and funds were reallocated to support additional advising and developmental positions.

On the academic side, the college is evaluating the impact of the reduction in credit loads for those faculty assigned to general education courses, credential requirements as a result of the mission change, and the related fiscal impact due to the reduction of credits assigned to faculty under the comprehensive program. The college anticipates that tuition revenues and instructional expenses will both increase as a result of the mission change. The college will realize an estimated \$200,000 in additional tuition revenue that is currently being paid to Anoka Ramsey Community College for their share of the tuition they offer on St. Cloud Technical and Community College's campus under the existing collaborative agreement. SCTCC also is evaluating and engaging the campus community in discussions regarding the need for standard class sizes, block scheduling, and comparable instructional costs in relation to sister institutions to ensure that the college is providing students with the classes they need in a cost effective manner. It is the College's intent to ensure that tuition revenues generated from the offering of this program exceed the direct costs incurred for this program.



The above chart shows the funding per FYE in actual dollars over the ten-year period of 2000 to 2010. The chart shows that state contributions per FYE have continued to drop while tuition receipts have risen steadily.

One of the challenges that St. Cloud Technical and Community College continues to address is the balance between financial resources, enrollment growth, and physical space. On July 1, 2010, the College will take complete occupancy of the Allied Health building. While the college currently resides and holds classes and labs in the lower level of this building, the remainder of the 53,000 square foot facility is leased by Health Partners. The College relationship with Health Partners has been outstanding and the college has enjoyed the ability to co-locate with the clinic providing students with an opportunity to attend classes in a functional health facility. Health Partners also has paid all operational costs of the facility. Upon expiration of the lease, the college will no longer receive the lease revenue from this relationship and operational costs for the facility will become the college's responsibility. While the college has planned for the transition of remodeling and moving into this facility, there is a period of time where operational costs will be incurred from the facility while the facility is not available to be used for classes. The college has designated reserve funding to cover these operational costs.

While planning fiscally to address the many competing space needs, the college does not have available resources to address all immediate space expansion and enhancement needs brought about by increased enrollment and program growth. As operating and maintenance expenditures continue to increase due to added physical space, the college must balance these additional fixed costs within the budget. Balancing enrollment growth, physical space needs, and financial resources while meeting the college's mission and strategic plan will continue to be an integral part of the budget planning process.

Special emphasis has been placed on Technology at SCTCC in the recent three years. In 2008, 250 SCTCC faculty, staff, and administration participated in a one day gathering and produced a document entitled *Many Voices, One College Report: A Passion to Empower Learners at St. Cloud Technical College Expanding Capacity for Student Success*. This group spent the day exploring the college's current values, vision,

mission and success in achieving them. The day produced four proposals intended as Action Projects for SCTCC during 2008-2009. One of the four proposals focused specifically on improving student access to technology at the college. SCTCC has been working to make this proposal a reality by allocating the resources to make it happen.

7. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

Specific MnSCU and local policies regarding program creation and program review dictate additional data collection and reporting. Specific programs with regional and national accreditation have specific data reporting which is required (nursing, health, auto-body, etc.).

Other data is collected to support the institutional accreditation processes, and decisions made about programs result from analyzing the data that is collected. Financial information about the operations of each program is used in the instructional cost studies to determine the viability and success of programs.

All major reporting databases are developed, housed, and maintained through the Minnesota State Colleges and Universities system. The System uses the Integrated Statewide Records System (ISRS) to collect and store academic information. This is our primary student information system within the state. Integrated Statewide Records System (ISRS) is the main warehouse of data and it is a “live” database. It is copied into a secondary database called the Replicated Database which is housed on a CAPP server. Additionally, the data is stored in the Hyperion system. The use of Access and Hyperion allow designated college personnel to develop reports utilizing these data.

All MnSCU institutions use ISRS for data entry, management, and preservation of institutional 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 a subsystem of ISRS and provides students with current and accurate transfer and course information. Faculty has access to student records required to handle academic advising, scheduling, grading, etc. Administrative offices and college personnel are able to access data needed to view reports, analyze data, and access student records. 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 SCTCC Intranet gives College personnel the access to policies, procedures, and other pertinent information such as the College Affirmative Action Plan.

The College also uses the State of Minnesota’s Statewide Employment Management System (SEMA4) and State Colleges and Universities Personnel and Payroll System (SCUPPS). The Minnesota Accounting and Procurement System (MAPS) integrate the state’s accounting and procurement functions into a single graphic user interface.

Additionally, the college uses data from Minnesota Department of Employment and Economic Development (DEED), Bureau of Workforce Information, U.S. Bureau of Labor Statistics, Department of Labor, Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), U.S. Census Bureau, the MN Department of Education, EMSI, and others.

With the utilization of one data system, the Board of Trustees and System institutions use data and information to improve services to students and to the citizens of Minnesota. An accountability dashboard has been designed to monitor the performance of the Minnesota State Colleges and Universities system on selected key measures. It is designed as a tool for the Board of Trustees, institutions, policymakers and other visitors. Results are shown for the system as whole, separately for four-year universities and two-year colleges, and for each institution. Students and parents may check the information in Web sites and publications created to help make decisions about attending higher education institutions within Minnesota State Colleges and Universities.

St. Cloud Technical and Community College's approach to collecting and managing the data is to gather and enter the data as accurately as possible to assure quality through three primary operational areas:

- academic and student data are gathered through the college divisions and office of the registrar;
- business, financial, and facilities data are gathered from the administrative division and
- human resources data are gathered from the human resource division.

Each of these data points integrate into one system for tracking effectiveness in several key areas such as; Instructional Cost Center Analysis, Student Persistence and Completion Rates, Retention, Graduation, Transfer and Success Rates, Placement, Licensure Examination Results, and Facilities Condition Index.

8. What are the key commitments, constraints, challenges, and opportunities with which you must align your organization's short- and long-term plans and strategies?

In January 2006 the Minnesota State Colleges and Universities Board of Trustees approved its strategic plan for 2006 through 2010, *Designing The Future*. In March of 2008, the Board of Trustees adopted revisions to the strategic plan

through 2012. The action plan takes the strategic directions and the related goals delineated in the strategic plan to a more specific level of action and accountability, incorporating actions and measures in each of the 13 goal areas. It also reflects the board's focus on, and concern for, results addressing six key concepts that are high on the public policy agenda in Minnesota and the nation. Since long term strategies are tied to the Minnesota State Colleges and Universities, *Designing the Future: Minnesota State Colleges & Universities Strategic Plan 2008 -2012*, the strategic directions are provided below:

Strategic Direction 1: Increase access and opportunity

Strategic Direction 2: Promote and measure high-quality learning programs and services

Strategic Direction 3: Provide programs and services that enhance the economic competitiveness of the state and its regions

Strategic Direction 4: Innovate to meet current and future educational needs.

Minnesota State Colleges and Universities system planning and priorities provide the St. Cloud Technical and Community College with the long-term strategies for implementing its short term plans. In 2001, the Minnesota legislature identified several accountability measures for which it required periodic reporting by Minnesota State Colleges and Universities. In 2003, the Minnesota State Colleges and Universities board adopted a system-level "accountability framework" to develop common expectations about system outcomes and guide the chancellor's management of performance. Minnesota State Colleges and Universities officials then began developing a "scorecard" (called the "Accountability Dashboard") for reporting on system-wide performance. The system office first posted its Accountability Dashboard online in mid 2008. Minnesota is one of only three states to receive a "best practice" label for presenting its information in a user-friendly environment to its constituents.

Minnesota State Colleges and Universities Board of Trustees and Chancellor have used system-wide goals and the dashboard measures to help direct the activities of individual institutions. Each year, the Chancellor approves a work plan for each president, including measurable performance objectives. SCTCC's College's work plan is designed around the strategic directions and associated goals provided for institutions to demonstrate alignment with system priorities. All institutions must have targets for ***Underrepresented Students*** and at least one of the ***STEM targets*** as ongoing areas from FY 2009. New for FY 2010 are the system focus areas of ***Online Education, Dislocated Workers, Resource Management, Continuous Improvement, and Energy Conservation***.

9. What key partnerships and collaborations, external and internal, contribute to your organization's effectiveness?

St. Cloud Technical and Community College has key collaborative relationships with the Minnesota State Colleges and Universities system, with four-year colleges and universities, with consortia of business, industry, and community partners committed to workforce and economic development for central Minnesota, and with K-12 education partners.

Minnesota State Colleges and Universities system sets the stage for many partnership and collaborative opportunities.

Centers of Excellence - In 2005, Minnesota State Colleges and Universities established centers of excellence in health care, manufacturing and engineering, and information security at four state universities and 18 community and technical colleges. These centers offer state-of-the-art programs, practical research and connections with K-12 schools and business and industry to help local economies thrive and position Minnesota for a strong future. St Cloud Technical and Community College is a partner in the ***360° Manufacturing and Applied Engineering Center of Excellence***. This center serves manufacturing and engineering industry needs by cultivating a

talented workforce through flexible education and career opportunities. The programs primarily deal with applied engineering, engineering technology and precision manufacturing, including automation and robotics, machining and welding. Institutional partners include Bemidji State University (lead institution), Central Lakes College, Minneapolis Community and Technical College, Northland Community and Technical College, Northwest Technical College, Lake Superior College, Pine Technical College, Riverland Community College, St. Cloud Technical and Community College and Saint Paul College.

Perkins Funding is used to improve Career and Technical Education within the Minnesota State Colleges and Universities system and build, with its partners, opportunities to enter high skill, high wage, and high demand employment in Minnesota. The goals (set by the federal and state government) of the Perkins legislation are 1) Design and Implement Programs of Study 2) Effectively utilize employer, community and education partnerships 3) Improve service to special populations 4) Provide a continuum of service for enabling student transitions 5) Sustain the consortia secondary and postsecondary institutions. Minnesota has 26 Perkins consortia each mandated to have at least one 2 year college and 1 high school. SCTCC is a member of Great River Perkins Consortium which consists of SCTCC and 27 high schools in the regional area. Our combined funding supports the development of Programs of Study (269 in FY10), articulation processes that award between 2000-3000 certificates annually, MCIS or alternative career information software for all member districts, professional development secondary/postsecondary, improvements in AACE center at SCTCC, Discovery Academy (150-200 students per semester), emphasis on technical skill assessment (secondary/postsecondary), collaboration with multiple advisory boards and business/industry committees (secondary/postsecondary), growth of civic engagement at SCTCC, equipment as appropriate (secondary/postsecondary), attention to student transition secondary to postsecondary, and multiple

meetings processes and procedures to help the consortia operate efficiently.

MnTransfer promotes standards and support for the system institutions and students. The MnTC is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota. The purpose is to provide learners easy access to information regarding transfer options two year to four year. 2-year and 4-year institutions within the MnSCU system work collaboratively in order to develop these articulation agreements; institutions outside of the MnSCU system also participate in articulation agreements and in the identification of transferable courses. These agreements offer a “roadmap” for students to identify which courses are equivalent and accepted in order to create a more streamlined educational transition. SCTCC has approximately 50 agreements in place and continues to update, modify, and secure new agreements that will be of most benefit to our students.

Articulation Agreements are a critical component to encouraging and promoting the transition of high school to college and college to university. SCTCC is committed to this type of partnership. We host annual articulation review meetings with area high school teachers – working with 150-200 CTE teachers. We have 57 courses available for articulation spanning most of our technical offerings. We incorporate industry tours/ conversations into all of these meetings to support the career exploration and real world aspect of this process. As program applications are developed for associate degrees, Minnesota State Colleges and Universities encourage the strength of partnering with our “sister” institutions to set articulation agreements. SCTCC currently offers more than 50 agreements offering students options for continuing their education in nearly all program areas.

Regional Collaborations

The Minnesota WorkForce Center, St. Cloud leases space and is co-located at the St. Cloud Technical and Community College. The Stearns-Benton Workforce Council; Stearns-Benton Employment & Training (SBETC) financially

sponsors students and provides assessment, career counseling, job search information, and referral services as well. SBETC and SCTCC have been named an “incubator” site for one of Minnesota’s FastTRAC programs. This initiative came from a state-wide awareness of a need to reform the workforce development and adult education systems to meet changes in the economy and the aging of the workforce. In analyzing the community college and workforce development systems, Minnesota planners determined it was necessary to create pathways from adult basic education, or ABE, and short-term occupational training to more advanced post-secondary, degree and certificate programs. Current projects include: Accuplacer testing preparation; remediation; development of English-language practice sessions; data entry support for Discovery Academy; and Workforce “U” articulation agreements to name a sampling.

SCSU Collaborative Arrangements & Agreements

There are several private and public 4-year institutions and business colleges within SCTCC’s six-county service region, however we have had extensive discussions with the provost and president of SCSU over the past several years, culminating in a letter of support regarding our new AA degree from the University’s President, and we continue to partner with SCSU in areas of academic and student life. In December 2008, SCTCC and SCSU established an AA Degree Gateway Initiative to ensure ease of transfer from SCTCC to SCSU and to provide services to increase student goal setting. An emphasis will be placed on transfer to SCSU and on increasing the potential for academic success for students pursuing a four-year degree. Beginning August 2010, SCTCC will operate a Connections Program with SCSU. This program will deliver college readiness courses on the SCSU campus for a special program established by SCSU to help at-risk students transition more successfully into university life. There will continue to be sufficient student enrollment in our service area to sustain the AA program at SCTCC.

Business & Industry Collaborations

SCTCC's Foundation - The SCTCC Foundation was established in 1994 as a registered 501(c) (3) to partner with donors to invest in St. Cloud Technical and Community College students, programs, and faculty and staff to support students in achieving success and to build the economy of Central Minnesota and beyond. With an eye to the future, the Foundation's vision is to "ensure that all students attending St. Cloud Technical and Community College have access to "The American Dream" – an education.

In its short history, SCTCC Foundation has provided \$1.3 million in scholarships. In addition the Foundation has funded a variety of capital campaigns, technology and equipment needs, and staff development opportunities. Clearly the Foundation is a valued resource for the College.

The Foundation is staffed by an executive director and a scholarship/database coordinator. They report to a Board of Directors that is responsible for the vision, mission and goals of the SCTCC Foundation.

SCTCC's Customized Training and Education Center (CTEC) provides flexible educational options needed for workplace training and professional development. CTEC offers flexible day, evening, and weekend programs to fit busy schedules and provides consultations and customized training programs to suit the needs of our local business partners. The purpose of CTEC is to generate passion for education and lifelong learning, with a mission to be the "First Choice Provider" for flexible education and lifelong learning. Advisory Committees

Advisory Committees - Advisory committees of various types are used to develop academic and innovative partnerships. The membership and number of meetings per year varies based on the objective to be met. All SCTCC's advisory groups assist in efforts of continuous improvement for the college and programs. Discovery Academy (concurrent enrollment) enjoys a strong voice from local industry through individual and combined advisory committees in all disciplines offered including auto, PLTW

(engineering/manufacturing), carpentry, Health (emergency medical services and nursing assistant), and welding. These advisory groups provide encouragement, direction, and financial support (when appropriate).

Community Relationships

Involvement and civic engagement forge strong partnerships and cooperatives between the college and the community. A strong sense of community and respect are the base for student and staff growth both personally and professionally. Community service is embedded in SCTCC's culture.

SCTCC has over 40 community organizations with whom our students are involved via service-learning/ civic engagement. Among the core partnerships/ collaborations that support our college's work on service-learning/civic engagement are:

- The City of St Cloud and the Housing and Redevelopment Authority (HRA) have made SCTCC's house-construction projects in the Cantius neighborhood and along Cooper Ave possible;
- St Cloud Area Homeless Concerns Group enables a number of our programs to partner with organizations in the HC Group;
- St Cloud Area Volunteer Coordinators provide opportunities for our students to be involved with service learning;
- AccountAbility MN is an organization with whom SCTCC partners for the Voluntary Income Tax Assistance program; and
- Minnesota Campus Compact, a state-level organization, has provided a number of grants and consultation for our service-learning/civic engagement programming.

K-12 Partnerships

Minnesota's Post Secondary Enrollment Options (PSEO) Act permits high school juniors and seniors to enroll in college-level courses at SCTCC and receive both college and high school graduation credit.

Articulated college credit (formerly called Tech Prep) is earned by high school students who complete the requirements agreed upon through an articulation process. Teachers from area high schools are invited to attend annual review and development meetings for articulation agreements. Only teachers who are formally part of an articulation agreement can offer college credit in this way. In order for students to earn the credit they must complete the assessment as stated by the agreement and achieve the necessary grade (usually a B or better). SCTCC has articulation agreements with approx 30 high schools in the regional area offering them approx 57 courses. SCTCC awards between 2000-3000 certificates of credit annually. FY10 approx 10% of available seniors used articulated credit saving tuition on 186 credits.

PreTRiO Program has created relationships with a number of school districts, cultural organizations and educational organizations since 1999. We prioritize by working with organizations that, in turn, focus on first generation students and work with students with low income or disabilities. We have established a non-profit organization, (The Readiness Pipeline) to help facilitate some of the functions of this group. The organizations we work with are local school districts, but especially the St. Cloud Public School District 742, St. Johns, St. Bens, St. Cloud State University, Upward Bound, Fast Forward, the Somali Elders, Casa Guadalupe and other such cultural groups.

Students Technology and Robots S.T.A.R. camp is an initiative stemming from SCTCC's partnership with 360° Center of Excellence for Manufacturing and Applied Engineering. The Governors Workforce Development Council assisted in securing legislated dollars to develop and implement four centers of excellence in Minnesota. One of the initiatives of 360 center of excellence is to promote engineering/manufacturing to a younger audience of students in an attempt to trigger interest and appreciation for the career field. St. Cloud Technical and Community College hosts an annual summer event called S.T.A.R. (Students Technology and Robots) Camp for middle school age students.

Each year the week long day camp hosts 32 enthusiastic 12-14 year old boys and girls. They work in teams of two to build, re-engineer, and manipulate a robot from a GEARS starter kit. Throughout the week they are introduced to SCTCC's four manufacturing programs learning the role of each program area in the development of building the robot. The programs involved are Mechanical Design Technology, Machine Tool Technology, Welding/ Fabrication, and Industrial Electronics. Middle school teams are assigned a college student mentor who supports and assists them throughout the week. The camp includes a tour of industry and culminates in a competition, where the teams drive their robots through an obstacle course designed by the SCTCC instructors.

Discovery Academy (DA) is the concurrent enrollment initiative of SCTCC. DA's emphasis is to provide high school students with advanced course(s) in a variety of technical areas including auto, carpentry, welding, manufacturing, health, and technology. Interested high schools must meet college criteria for classroom/ lab resources and instructor qualifications in order to be offer the courses. The high school and the college sign a contract that clarifies expectations for both parties. Students apply to DA meeting specified criteria for acceptance. They participate in a mandatory orientation and follow all of the expectations for the college course. DA engages industry advisory boards to assist, promote, and direct the course offerings. These self determine the number of meetings per year. Many DA course have embedded hands-on industry exploration experiences. Discovery Academy has between 150-200 students enrolled per semester. Approx 22% of available seniors who were enrolled in Discovery Academy then enroll at SCTCC, and approximately 57% of those enrollments continue in the program of study that the students started through Discovery Academy.

AQIP Category One

AQIP Category One, HELPING STUDENTS LEARN, focuses on the design, deployment, and effectiveness of teaching-learning processes that

underlie your organization's credit and non-credit programs and courses, and on the processes required to support them.

Processes (P)

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

SCTCC has a history of college-wide collaboration between administration, faculty, staff, and students; this collaboration is how college-wide outcomes were initially developed in 1997. Faculty, staff, students, and administrators worked at round tables during an in-service researching, discussing, and determining common learning objectives for what became these seven SCTCC outcomes:

- Foundation skills
- Thinking skills
- Effective communications
- Personal qualities
- Community commitment
- Global awareness
- Workplace competencies

These learning objectives/outcomes are scheduled for review and possible revision on August 19, 2010, at SCTCC's college-wide in-service day. At this time, all college staff, faculty, and administrators, along with student representatives, will work in groups to revisit these seven SCTCC outcomes. St. Cloud Technical College became St. Cloud Technical and Community College during the spring of 2009. With our new comprehensive mission, vision, and philosophy, this close reexamination of common learning objectives is compulsory. The revised objectives/outcomes will follow the assessment process as outlined in SCTCC's Assessment Handbook. After engagement from all constituent groups, we'll publish the college-wide learning objectives in TechTalk (SCTCC's official means for

disseminating information). Faculty Senate, our shared governance council, will review the outcomes before advancing for approval through Executive Leadership.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Advisory committees work with the college to help determine specific program learning objectives. The Academic Affairs and Standards Council (AASC) reviews and recommends approval for all course outlines and academic standards for SCTCC. Course outlines must include specific learning outcomes. These course level learning outcomes are tied to the program level learning outcomes, which are tied to the SCTCC outcomes. This process keeps the focus at all outcome level on the college's mission and vision.

New common learning outcomes are proposed by faculty, staff, or administration. These proposed new learning outcomes must be reviewed and approved by the Shared Governance Council, Executive Leadership, and AASC within the college.

Program accreditation and transfer curriculum standards also guide the development of program outcomes. Many of the SCTCC programs have attained national accreditation including; Automotive, Surgical Technology, Licensed Practical Nursing, Sonography, Dental programs, and others.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

When designing a new program, institutions within the Minnesota State Colleges and Universities System follow requirements and processes designed to ensure a program need. These requirements include a feasibility study, which provides an initial overview of the primary issues related to expanding or starting a new program. These studies typically look at three major areas: market issues, organizational/

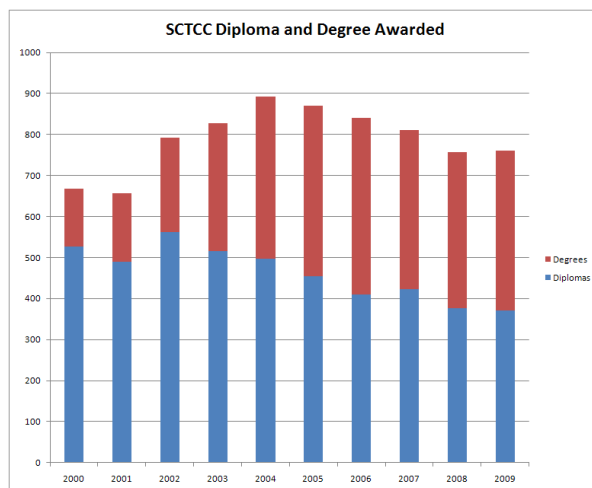
technical issues, and financial issues. SCTCC uses web based tools from Economic Modeling Specialists, Inc as a resource for analyzing regional labor markets and as a starting point for economic analysis. If this study concludes that the local market is not yet viable, then program development would be abandoned or tabled until these issues could be resolved.

The Minnesota State Colleges and Universities System has set program approval procedures and processes. These are designed to respect all MnSCU institutions and their rights to serve their constituencies, the needs for programs to reflect the system and institutional missions and visions, and a shared responsibility for program management. The shared responsibility outlines the role for the institution, the Minnesota State Colleges and Universities System Office, and the Minnesota State Colleges and Universities System Board of Trustees.

SCTCC 1) demonstrates the proposed program will not unnecessarily duplicate existing programs, 2) documents that student interests in the program is at or exceeds the projected number of enrollment openings at other institutions, 3) shows that current and projected job openings exceed the number of proposed graduates, 4) demonstrates that the proposed program is within the college's statutory mission, and 5) ensures that the proposed program length falls within the credit length requirement of both policy and law.

Proposed courses are reviewed by advisory committees, college committees, including AASC, and are reviewed and approved by administration.

SCTCC continues to review this process and in response to needs has implemented a new planning template for new courses as a first step to strengthen infrastructure. Assessment is highlighted in college documents regarding planning.



The above chart shows the transition from 2000 to 2009 of offering a much higher percentage of diplomas in 2000 to present day when there is a balance between diplomas and associate degrees being awarded to students.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

Technical program areas are required to have advisory committees made up of professionals in the field of study who provide a perspective on the local economic considerations and the need and employment trends within the local market. The faculty and the advisory committees review the program goals to ensure that students learn the skills and knowledge necessary to be successful in the industry. One web-based tool created by Economic Modeling Specialists Inc is used by SCTCC to analyze the labor market and to identify trends.

A new program review process has been designed with faculty input to provide for greater data-driven decision making and to ensure program improvement. During the spring 2010 semester, the revised program review process has been piloted by the CACE program. The results of this pilot will be shared with faculty and administration to allow for improvements before it is fully implemented in the fall semester 2010.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

All Minnesota State Colleges and Universities System institutions require levels of student preparedness determined by Accuplacer scores, ACT scores, and/or previous college experience. MnSCU's research division set standards regarding placement in courses and programs using the Accuplacer test. These standards were determined based on committee work involving faculty and administrators across system campuses. SCTCC follows these [MnSCU-driven Accuplacer standards](#) in all general education and general studies classes. [Reading Comprehension](#) and [Math](#) scores on the Accuplacer test determines placement into specific developmental courses, and SCTCC continues to measure success using these scores to ensure placement accuracy.

Teams of faculty and administrators have developed entry level requirements/preparation requirements for every program offered at SCTCC. These standards of preparation are found in [SCTCC's Directory of Academic Programs](#). Rubrics for admission examine an applicant's preparation; these rubrics combine elements of preparedness vital to student success. SCTCC's [Dental Assistant](#) program, [Practical Nursing](#) program, and [Surgical Technology](#) program rubrics give examples of preparation standards; committees of faculty, staff, and administration look at GPA, experience, previous degrees, volunteerism, and other vital components within these rubrics to determine success by student preparation. Programs such as [Sonography](#) follow a comprehensive set of prerequisites, co-requisites, grade point averages, health care experience, and so on as prescribed by national accrediting program boards. SCTCC seeks additional input to preparation standards for students from additional program advisory boards, which include local working professionals from the program discipline.

Sequencing of classes continues to be assessed and evaluated by teams of faculty, staff, and administration. General Biology (BLGY 1351) was added as a prerequisite to Human Anatomy

and Physiology (BLGY 2310) to increase the student success rate, for example. Analytical research and assessment continues at many course levels within the College to modify placement criteria as needed.

Students accepted to SCTCC meet individually with admissions advisors to help them determine the learning/program they will pursue. Accuplacer scores are assessed, and then meetings to help students understand the sequencing of classes and program options based on scores and other data are conducted. [SCTCC's course placement policy](#) considers Accuplacer scores, ACT scores, and previous college coursework in determining course placement.

The Minnesota State Colleges and University System has set standards in an attempt to determine if students are prepared for college level coursework. Generally, students must achieve the following minimum scores on the Accuplacer test sections to take general education or general studies classes.

Accuplacer Test Section

	General Education	General Studies
Reading Comprehension	78	62
Arithmetic	Scores set by Major	Scores Set by Major
Elementary Algebra	Varies by Course	College Level Math

These test scores were determined by the Minnesota State Colleges and University System research division in consultation with the institutional research personnel on each campus. The levels were set to ensure that each college or university uses the same standard. Students applying for programs with selective admissions criteria may be required to take additional tests. College readiness courses and program prerequisites must be completed before acceptance into programs with selective criteria.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Program planners have been developed for all programs on campus. These program planners include a brief description of the outcomes of the program. Also on the program planner is a list of the courses required to complete the program. Each program has its set of pages on the SCTCC website. These pages contain the program planner, lists of the course names as hyperlinks, and they provide course descriptions including the course outcomes.

Prospective students have the opportunity to meet with Admissions Office staff to discuss program options. Program faculty members meet with prospective students to go over the program, including the program outcomes.

Current students meet each semester with an academic advisor. This academic advisor is a faculty member from the program the student is studying. Course outlines and syllabi are given to students which list the course prerequisites, course objectives, and assessments at the class level.

Each staff person in Admissions is continuously trained on program features, benefits and requirements throughout the year. Meetings are scheduled with different programs each month where staff have an opportunity to discuss any changes that might have taken place in program curriculum, entrance (test) requirements, equipment, internships, club activity, articulation agreement, etc. This training includes admissions representatives, front line customer service staff, test administrators, counselors, and any other individuals who feel they benefit from the information. The trained staff then shares that information with both current and prospective students.

The Registration Office also participates, on a limited basis, in the educational process. This office is trained in interpreting the Accuplacer

cuts scores to ensure that students are not able to register for classes for which they are not prepared.

Additionally, every student that applies to the college is sent a student checklist with their acceptance letter. That checklist identifies unique program requirements, alerts the student if testing is required prior to acceptance, leads the student through their next steps in the Admissions process, and provides a contact name for their program of choice.

Students who are required to complete the Accuplacer Test (as mandated by MnSCU) will also have the opportunity to talk one-on-one with an individual from the Admissions Office at the time of testing. Staff will interpret the test results and indicate if students have met the minimum standards set forth for admission into a specific major. At this meeting, the following items are discussed: credits completed in high school, transfer of college credit, involvement in sports, involvement in campus activities, how to tour the college, specific program requirements, financial aid, college orientation and registration.

All new students are required to meet with an academic advisor prior to enrollment at the college. Admissions staff manage a scheduling system that directs each student to a one-on-one or small group appointment with faculty from the program area. At this appointment, students have the opportunity to learn if they have made the correct program decision. Topics covered in the new student academic advising session include: program requirements, curriculum, course planner (when each class is taken), internships, tool and equipment requirements, transfer of credit, difference between education awards (diploma, AA, AAS and AS). Because the college has many programs that go to a wait list status, the step was needed to make sure each student is properly placed prior to the start of each semester.

Programs that enroll large numbers of students and have additional admissions criteria use mandatory information sessions for prospective and admitted students. Health majors in particular (Sonography, Cardiovascular Technology, Paramedicine, Practical Nursing, Surgical

Technician, Dental Hygiene, Dental Assisting and the Proposed Associate Degree in Nursing students) utilize attendance at the meetings to ensure that all students are given consistent information about the competitive application process. These meetings are scheduled to accommodate 40 people at each session and are full each month. Occasionally, additional sessions are added to accommodate demand.

This system has been in place since approximately the year 2000. Improvements have been made periodically with input from offices from across campus. Faculty fully support the model and have indicated that it has made improvements in the recruitment, enrollment and retention of students.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Prospects who are high-school students often have completed local interest-inventory instruments at the high-school level. Students then meet with advisors and admissions staff to explain the program offerings to students while students are taken on a guided tour of the facilities. Students who have specific program questions are referred to faculty teaching in the program to determine if their interests and level of preparation are a good match for the program of study.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

Students are placed in developmental courses based on the Accuplacer scores mentioned in section 1P5. If students' scores below the required level, they are then required to complete developmental courses before moving into their program specific courses or their General Education courses.

SCTCC offers a variety of courses for students based on their Accuplacer scores. There are two different English courses (Foundations for College Writing I and II), two different Reading courses (Reading and Vocabulary and Reading Strategies), and four different Math courses (Basic Math Skills, Elementary Algebra, Intermediate

Algebra, and College Algebra Prep). These courses will give a foundation for students who are underprepared for college success.

SCTCC is starting a pilot project to offer additional support for those students enrolled in developmental courses called Academic Foundations. This program provides increased developmental advising, required tutoring hours, and attendance at academic seminars. By being more intentional with the services for this sub-set of students, SCTCC hopes to increase their academic performance as well as retain these students at the college.

SCTCC also offers courses for non-native English speakers to help prepare them for success in college. Students test into these courses based on their Accuplacer-ESL scores. The courses for these students are called English for Academic Purposes (EAP). There are two levels of EAP courses with three courses in each level. Level one courses include College Writing I, Listening I, and College Reading I. Second level courses include College Writing II, Listening II, and College Reading II.

Once students are enrolled in the variety of courses SCTCC offers, students have access to the Academic Achievement Center (AACE). The AACE offers tutoring on a drop-in, schedule, and on-line basis. These tutoring sessions can be run individually or in small groups. SCTCC will also be piloting a program in the Fall of 2010 called the Academic Foundations program. This program will work with students that test into developmental courses by offering them increased advising, additional tutoring support, and academic seminars to help them with their personal and career preparedness.

As the economy has weakened and more displaced workers are returning to school, the College finds itself serving larger numbers of students underprepared for college level work. A diverse set of course offerings for remedial studies is available, and students are concurrently enrolled in remedial courses and program courses in order to build a schedule which permits them to qualify for Federal financial aid.

The College has opportunities to improve offerings and advising for underprepared students, and the College is at the planning stage in this area.

1P9. How do you detect and address differences in students' learning styles?

Student learning styles can be complicated as students may have more than one learning style based on the course content. For the Academic Foundations program, students are assessed during one of their first advising sessions on their individual learning style using Memletics Learning Styles Inventory.

This inventory allows the individual to get a better understanding of their preferred style as well as understanding what social setting they learn best (individual or in a group). The Academic Foundations advisors will then be able to work up information for the students on best ways to study for classes based on their learning styles. The data gathered from these students will be kept and used to get a better snapshot of the learning styles of students that test into developmental education courses.

Additionally, beginning fall of 2009, all new students enrolled in our student success course (INTS 1160: Academic Foundations) took a self-assessment learning styles inventory to detect different learning approaches. Through this inventory, students not only understand their own approaches to learning but also recognize what they might do when an instructor might not teach to their preferred learning style. SCTCC's implementation of GPS LifePlan (an online tool for success) during fall of 2010 ensures all students explore their learning styles in an online learning style assessment.

Instructors across campus recognize the importance of teaching to a variety of learning styles and incorporate visual aids, instructor-modeled problem solving, group work, role playing, independent projects, hands-on work in guided labs and practice applications, and so on to standard textbook reading. SCTCC's Center for Teaching and Learning offers ongoing sessions for faculty on active learning, including various

classroom and assignment approaches to meet various learning styles.

The technical programs are especially rich in combining various learning-style approaches to contextual learning in the classroom. Culinary Arts faculty combine workbook activities, tests on actual kitchen equipment, menu creation group work, cutting and cooking labs, and etiquette presentations to appeal to a variety of learning styles. General education faculty, too, address various learning styles. SCTCC's Lifespan and Abnormal psychology class students, for example, explore learning styles through work with metacognition. As students learn how they learn, faculty employ activities that fully engage all learners; one Lifespan psychology instructor keeps Playdough™, candy, and crayons in her room to ensure that students' minds stay fully engaged as they learn new concepts. Online faculty designs classes to appeal to a variety of learning styles as well. One online Analytical Writing class, for example, features audio-enhanced Power Point presentations, hands-on work with peer editing of essays, group work through discussions, and prewriting assignments that include options that fit with any learning style (clustering/mapping for visual learners, discussion of ideas for social learners, outlining for logical learners, and so on).

1P10. How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?

Student Disability Counseling and Services support student learning through collaboration with the college community to provide equal educational access and opportunity for all qualified students with disabilities to participate in St. Cloud Technical and Community College programs, services and activities. Access means that a qualified individual with a disability will not be excluded from participation, in or be denied the benefits of the services, programs, or activities, nor will the individual be subjected to discrimination. SCTCC will provide reasonable and appropriate accommodations to qualified students with disabilities, assist students with disabilities in self-advocacy, educate the college community about disabilities and ensure legal

compliance with state and federal disability law as well as MnSCU policy 1B.4.

Disability Counseling Services strive to provide a safe, confidential counseling and informational support service to students with disabilities, determine the implications of a student's disability, recommend appropriate accommodations which address the student's needs, and encourage self-determination, independence and personal responsibility for students with disabilities.

Online training modules are available to faculty who are preparing original content in order to comply with Section 508 requirements for website and electronic document accessibility. These tutorials are part of the training materials and resources used by faculty teaching hybrid and online courses. Video-based tutorials in this series show faculty step-by-step processes for making Microsoft Word and PowerPoint documents into accessible PDF files.

1P11. How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

The Minnesota State Colleges and Universities System, as well as the negotiated labor contracts with the MSCF faculty union outlines the core responsibilities and duties of faculty teaching at St. Cloud Technical and Community College. Untenured faculty are required to go through a professional development process which includes teaching effectiveness and participation in institutional standards.

Resources are provided for professional development through the MnSCU Center for Teaching and Learning, through professional development funds for conferences, classes, and tools, and through local training and tools provided on the campus.

Since course curriculum development is often co-developed by instructors teaching in the discipline, expectations for delivery, assessment, and grading are shared informally.

As part of the credentialing process within MnSCU, faculty are required to have coursework in course construction, teaching and instructional methods, student outcomes assessment and evaluation, and philosophy of community and technical college education.

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?

MnSCU hosts a student/faculty/staff e-services that allows students and faculty/staff to do the following functions online:

With this system, students can:

- Change PIN
- Check Current Account
- Register for classes and manage schedule
- Check Grades
- Update SCTCC contact information (Address and Demographic Information)
- Review DARS (degree audit report system) report
- Check Student Holds
- Drop or Add Classes
- View Academic Record (Transcript)
- View Current Schedule
- View/Pay Tuition
- View/Track Financial Aid Awards

With this system, faculty/staff can:

- Check Advisee Academic Record
- Check Advisee Contact Info
- Check Advisee List
- Download Class Lists
- Enter Grades
- Registration Overrides
- Last Date of Attendance

The e-services system has proven to be very efficient, reliable and secure. Qualities of the LMS used at SCTCC (D2L) include:

- A design which supports teaching and learning processes with the goal of enhancing and facilitating student learning.

- Regular updates of software and patches are installed to ensure continued functionality and security.
- Good customer and technical support are provided by SCTCC, the MnSCU system office, and the LMS vendor.
- Reliability and stability, providing uninterrupted access to online material. Students expect good uptime and access to be available 24/7. If class materials such as the syllabus are posted online the LMS reduces delays in accessing information
- An easy to use interface for students, faculty and IT tech support; consistency in interface helps support use of tools.
- System reliability: management must certify that the results of the initial assessment are right the first time and all the time. They can do this by checking the system for accuracy.
- Effective cost/benefit. The LMS is centrally hosted to produce substantial savings to the system over the costs of individual installations. The cost of the system licensing, hardware, personnel, and other financial implications of system maintenance and upgrades are costs that are examined at both an institutional and a system level. Direct support costs at the College are examined and appropriate decisions regarding staffing, training resources, and utilization of tools is made on an ongoing basis – to coincide with major upgrades of the IMS software.
- Automated assignment submission and grading to increase immediacy of feedback to students and to improve efficiencies for instructors.
- Restricted access, so that only authorized and enrolled students have access to the course materials inside of the online course shell.

Our system has a focus on security and keeping users data safe. The D2L server is housed in two datacenters in Minneapolis/St. Paul. If one server should fail, the second redundant server could be brought online very quickly.

The system has extreme scalability, since student numbers will continue to grow for some time and the number of online classes has continued to grow.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

Several methods have been established at SCTCC to ensure programs and courses are up to date and effective including:

- Program advisory committees provide oversight to each credit based program at the college. Each committee actively reviews all courses on a 3-5 year cycle to ensure program and courses are up-to-date and relevant.
- Program review processes examine how each program is relevant to the field and how it aligns to institutional goals. This includes review of curriculum relevancy, comparisons made at the state and national level, adherence to a course review cycle, and an examination of resource needs and availability. Courses are individually evaluated on clarity and applicability of outcomes, curriculum relevance, content delivery and student success outcomes. In addition, program accreditation bodies often require additional research and course feedback/evaluation.
- SCTCC continually researches and determines need and demand to align educational offerings and services with strategic direction. Using a variety of tools and methods (EMSI reports, MnSCU labor analysts, program review processes, program advisory committees, modified reporting structures, and a weekly Minnesota Future Work environmental work scan program) assists program faculty and administration with identifying new and emerging occupational needs and skills.
- SCTCC complies with MnSCU Board Policy 3.37 on all Minnesota Transfer Curriculum (MnTC) general education courses. This standard reflects the competencies adopted by the public higher education institutions in Minnesota. All courses must meet the established guidelines for review and design to ensure consistent implementation of the MnTC. In addition, a checklist of criteria for evaluation of courses to be included in the MnTC is utilized by reviewers to determine if

a course can be included in the MnTC.

www.transfer.project.mnscu.edu

- SCTCC's Academic Affairs and Standards Committee compiled and updates a complete inventory of all course outlines. Each year the courses are reviewed to ensure that they have been examined by faculty and advisory committees in a 3-5 year cycle (depending on accreditation needs). All course changes (credit, prerequisites, name, outcomes, etc.) are submitted to AASC for review and approved by the committee and VPAA.
- As part of the Staff Performance Review and Development process (SPRAD) at SCTCC, courses are also evaluated during formal and informal classroom observations.

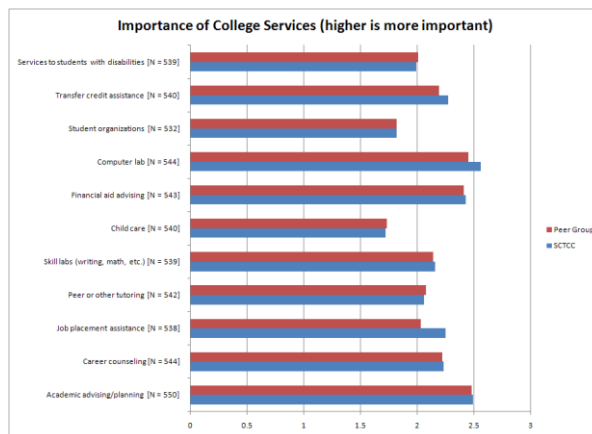
1P14. How do you change or discontinue programs and courses?

Using program review data (enrollment, graduate, retention, placement rates, and demographics), management reports, instructional cost comparisons, industry projections, and advisory committee input, SCTCC reviews programs regularly. Program redesigns must go through both the SCTCC Academic Affairs and Standards Council and the MnSCU's Office of Academic Affairs. Any program change (credit length, redesign, name) must be submitted and reviewed. Each change requires an application form which varies in length and material based on the change. The same is true for program suspension or closures. Each program suspension or closure requires a detailed teach out plan for currently enrolled students along with graduate and enrollment data for the past five years. Minutes documenting consultations with college and advisory committees and any affected institutions must be included. A program reinstatement plan is also required for all program suspensions.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

St. Cloud Technical College utilizes surveys of students and observations of faculty and staff to

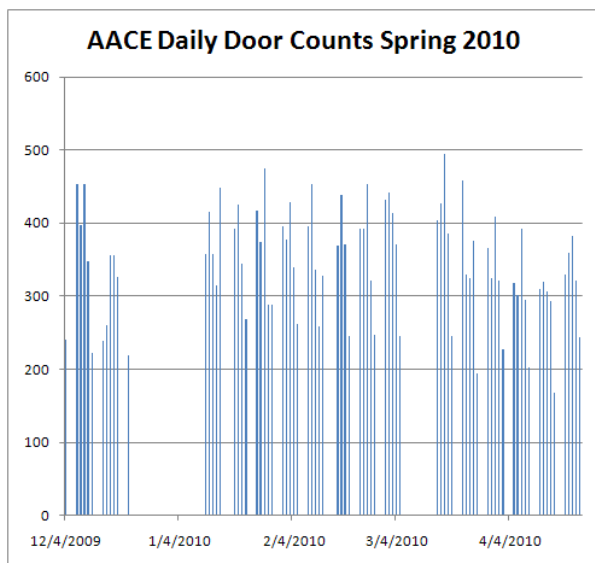
determine support needs of students. In 2009 SCTCC utilized the CCSSE survey and found that student expectations and rankings of importance of services at the college were aligned with those reported in the peer group of medium –sized, public rural colleges.



The above chart shows results from the CCSSE survey on student perceptions of how important different campus services were. Students at SCTCC ranked these services in close alignment with those reported by students in the college's peer group.

The Academic Achievement Center (AACE) provides tutoring and support services for all students who attend SCTCC. Tutoring is done through drop-in, scheduled, or on-line sessions. Tutoring is either done individually or in small groups.

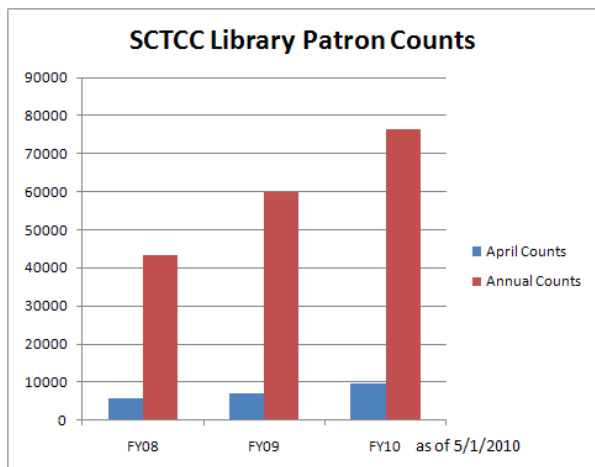
The AACE staffs tutors in the core math and English subjects. Students that need assistance in these areas can come in and receive assistance. If a student has a need outside of the tutors we staff, they can complete paperwork that will begin the process of finding a tutor in a particular subject.



The chart above shows utilization of the AACE center during Spring 2010.

As the AACE further studies utilization, we will begin to staff for various subjects outside of the core classes currently offered. This will allow the AACE to offer tutoring services to students in a timelier manner.

A redesign of the Library has led to marked increases in utilization. The library redesign incorporates a study space with desks and study carrels, and the study space bridges the library and the student activities offices.



The above chart shows increases in library patron gate counts. Data for FY10 was only available through 5/1/2010. The gate count serves the library only, not the attached study space.

The college has made significant changes in the use of its student campus card program, which formally served only as a library card in student identification card. In the last year or this card has also provided students with a way to charge computer lab printing, meals in the cafeteria, and purchases in the bookstore. It also is being used to track utilization of certain facilities on campus including the Academic Achievement Center (AACE). In the Academic Achievement Center, students will swipe their campus card to track times that they have utilized the tutoring services provided by the campus, and this data can then be shared with programs to provide better advising to the students and to evaluate programming course curriculum. By using the campus card as a debit card for the print management in the computer labs the college anticipates a savings of over \$25,000 in paper and toner expense. This is just one example of how the college is setting up data collection systems, analyzing the results, and incorporating those results in future planning as part of our continual improvement process.

The campus also is in the process of evaluating facility utilization as a means of determining and anticipating the amount of staffing which will be needed to serve our academic audiences and our communities of users. The facility utilization includes such services as parking, healthcare, information technologies, and food service.

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

The Student Life Office encourages personal enrichment by providing a variety of leisure, recreational and civic engagement opportunities for the SCTCC campus. Programs and services are designed to advance the lives and enhance the positive leisure habits of participants, primarily students. 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 SCTCC by providing opportunities that foster intercultural appreciation, leadership, creativity, confidence, self-esteem, integrity, and personal and civic responsibility. Our central belief is that students

who are actively engaged in the campus environment will find their experience at SCTCC to be more satisfying and successful.

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

The Academic Divisions are defined by reporting structure and include Trade and Industry, Health and Services, Business and Computer Careers, and the General Education division. Also, to be included this year are the Student Services division, including Registration, Admissions and Enrollment Management, Student Life, Financial Aid, Business Services, and other auxiliary services.

Instructors are responsible for ensuring that the learning objectives within the approved Course Outline are met by students in order to receiving a passing grade for the course. Student transcripts are audited to ensure that they have met the requirements for the diploma, degree, or certificate before they receive the award.

1P18. How do you design your processes for assessing student learning?

The assessment process at SCTCC has been designed following the Deming cycle: “Plan, Do, Check, Act” model. This model was chosen as it is an application for continuous quality improvement. In the SCTCC assessment process, programs are planned to support the SCTCC outcomes. During the planning process, program outcomes and course outcomes are designed to support the SCTCC outcomes. The “do” of the process is the teaching that occurs in the classroom. The “check” is the actual assessments of learning, and the “act” is the actions taken to improve the learning outcomes. This process is outlined in the Assessment Handbook.

Each assessment used to document student learning is specific to the content being delivered, whether at the course level or the program level. Examples of specific assessments have been collected by the Assessment Team. This project was highlighted as an Action Project in 2009.

Results (R)

1R1. What measures of your students’ learning and development do you collect and analyze regularly?

SCTCC has developed a phased approach to gathering data supporting student learning. This phased approach aligns course outcomes with program outcomes and program outcomes with college outcomes. This allows the college to collect data from faculty to document student learning. The final phase is a report from the Assessment Team to the college community outlining student attainment of each of the college outcomes. Faculty members respond to the Assessment Team each year to indicate if program outcomes are being met. These data are compiled into a report designed to provide a foundation showing the college outcomes are being met. Faculties report data based on baselines for meeting outcomes. Types of data reported include pass rates, meeting external requirements such as meeting building codes in construction trades programs, student survey results, surveys of employers at internship sites, etc. The data in the Assessment Report provides evidence that guide updating outcomes at all levels.

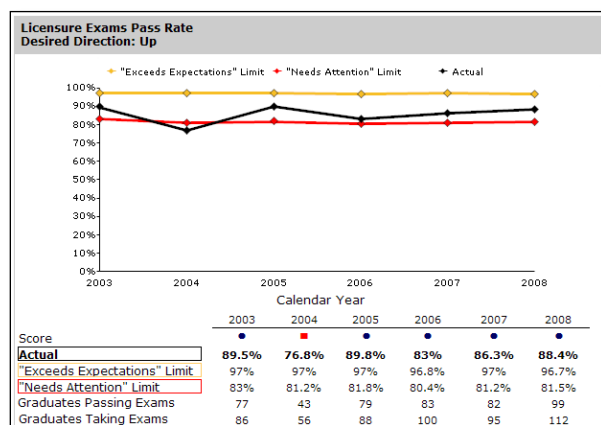
1R2. What are your performance results for your common student learning and development objectives?

The SCTCC outcomes are each supported by program outcomes. The number of program outcomes supporting the SCTCC outcomes range from 105 program outcomes to 273 program outcomes. Each year the faculty members are asked to review a minimum of two program outcomes to ensure that these outcomes are being met and therefore the SCTCC outcomes supported by these outcomes are being met. During the 2008-09 year, responses were gathered to document meeting the SCTCC outcomes for the 2007-08 year. During this first round of data gathering, 67% of all programs responded to the data request. These responses used subjective analysis and objective analysis to show whether or not outcomes were met. The general finding was

that SCTCC outcomes are being met. Where the outcomes were not being met, actions were outlined in order to ensure that the outcome would be met in the future.

1R3. What are your performance results for specific program learning objectives?

Documentation of meeting program learning objectives varies from program to program. Pass rates on licensure exams document that students graduating from programs that offer a licensure exam. SCTCC graduates have a pass rate over 80%. Licensure exams are required for most of the health care graduates. Students in the construction trades build two houses each year. These houses meet all building codes. Another performance indicator showing that program learning objectives have met is the placement rate for SCTCC graduates. Over the last decade, placement in program related employment has consistently been over 92%.



The above chart show the MnSCU Accountability Dashboard with the target zone established for Licensure Exam Pass Rates and the performance of SCTCC within that zone.

Employers in the health areas are surveyed annually to ensure that SCTCC graduates are meeting knowledge and skill expectations. These surveys show that SCTCC graduates have the knowledge and skills to be successful in their field of employment.

1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

External documentation that SCTCC students have acquired the knowledge and skills required by our stakeholders can be seen in licensure exam pass rates. The college graduates sitting for licensure exams have pass rates exceeding 86%.

Also, over 93% of graduating students find employment in the field they studied. Employer survey results also indicate satisfaction with the skills and knowledge of SCTCC graduates. Graduates in many programs are surveyed to determine if the college has met program outcomes. The data gathered in these surveys strongly support that graduating students believe they have learned the skills and knowledge required for employment.

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

In the CCSSE survey conducted in 2009, students indicated that the most important service provided by SCTCC was open computer labs (with 67.1% of respondents indicating the service was very important to them), and 51.8% of respondents indicated that they were very satisfied with the Computer Lab services. We can track the amount of printing done in the computer labs using the P-counter software recently installed and used in the open labs, library, AACE center and student center. The software enables us to control printing costs in open computer labs and also is an indicator of how busy a particular lab is.

Indicate how satisfied you are with the services at this college.	Frequency			
	N/A	Not at all	Somewhat	Very
Academic advising/planning [N = 559]	14.7%	9.0%	46.6%	29.7%
Career Counseling [N = 555]	42.9%	10.9%	30.9%	15.2%
Job placement assistance [N = 548]	53.0%	13.0%	22.2%	11.7%
Peer or other tutoring [N = 548]	53.1%	8.2%	22.0%	16.7%
Skill labs (writing, math, etc.) [N = 555]	45.0%	7.4%	23.8%	23.8%
Child care [N = 553]	80.4%	8.7%	7.4%	3.4%
Financial aid advising [N = 550]	29.9%	12.6%	32.6%	24.9%
Computer lab [N = 552]	10.5%	4.4%	33.3%	51.8%
Student organizations [N = 545]	60.4%	10.6%	20.0%	9.0%
Transfer credit assistance [N = 551]	43.7%	12.3%	24.7%	19.2%
Services to students with disabilities [N = 553]	75.9%	6.4%	10.6%	7.2%

Indicate how important the services are to you.	Frequency		
	Not at all	Somewhat	Very
Academic advising/planning [N = 555]	9.4%	32.4%	58.3%
Career counseling [N = 548]	22.6%	31.7%	45.7%
Job placement assistance [N = 533]	25.0%	24.8%	50.2%
Peer or other tutoring [N = 545]	31.4%	31.7%	37.0%
Skill labs (writing, math, etc.) [N = 545]	26.5%	31.2%	42.3%
Child care [N = 543]	54.5%	19.4%	26.2%
Financial aid advising [N = 550]	18.2%	20.7%	61.0%
Computer lab [N = 544]	11.1%	21.7%	67.1%
Student organizations [N = 531]	39.5%	39.1%	21.3%
Transfer credit assistance [N = 543]	23.9%	25.0%	51.1%
Services to students with disabilities [N = 540]	41.8%	17.9%	40.3%

The above chart from CCSSE 2009 survey results for SCTCC shows that computer labs were most important campus service provided, and students indicated the highest level of satisfaction with computer lab services from among the list of campus services available.

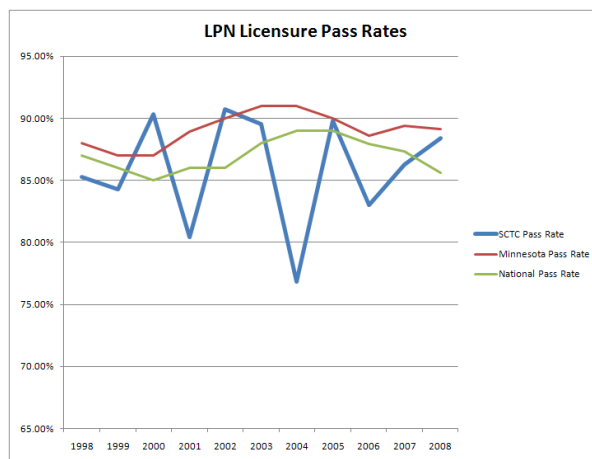
The National Center for Education Statistics (NCES) collects data biennially from about 3,700 degree-granting postsecondary institutions in order to provide an overview of academic libraries nationwide and by state. The survey is called the Academic Library Survey (ALS). The SCTCC library participates in this survey each time it is administered (bi-annually). Library staff uses results from this survey to compare ourselves to our peer libraries in the state and around the nation.

Other statistics used for decision making include a count of library users (daily), number of reference questions, bibliographic instruction sessions held primarily in classrooms, number of library materials owned by the college, circulation of materials, and online database use. The library staff has many statistics available in order to make data driven decisions regarding the library.

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

The Minnesota State Colleges and Universities accountability dashboard monitors the

performance of the Minnesota State Colleges and Universities system on selected key measures. It is designed as a tool for the Board of Trustees, institutions, policymakers and other visitors. The Board and system institutions use this information to improve our services to students and to the citizens of Minnesota. The Licensure Exam Analytic Tool provides drill-down data on the pass rates for Nursing (LPN, RN-Associates, RN-Bachelors), teaching, peace officer, and radiography. Licensure exam rates are provided below.



The above chart shows LPN Licensure Pass Rates for students at SCTCC as they compare to Minnesota Pass Rates and National Pass Rates.

Improvement (I)

1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

A significant success of the Assessment Team has been the number of programs who have completed the phases included in the Assessment project at this college. During our initial year (2007-2008), 79% of the academic programs completed the first three phases of the process that has been outlined in the handbook. During 2008-2009, this number increased to 83%. Another outstanding success of the project has been the

collaboration between the faculty and staff from the various divisions of the college. This project has enjoyed acceptance from each division. The General Education division has become one of the strongest proponents of the assessment project. All academic areas of the college not only support the project but also contribute to the project.

During 2009 – 2010, the College chose an Action Project centered around an Assessment Handbook. The primary goal of the handbook is to centralize and standardize assessment processes and data collection best practices. The handbook and periodic related data will be made available to help program areas measure learning consistently, align outcomes, stay current with college outcomes, and ensure that programs are meeting the expectations of our students. Service areas will be able to use the data collected to better align service with student (customer) expectations and needs. The primary goal of the handbook is to centralize and standardize assessment processes and data collection best practices. The handbook and periodic related data will be made available to help program areas measure learning consistently, align outcomes, stay current with college outcomes, and ensure that programs are meeting the expectations of our students. Service areas will be able to use the data collected to better align service with student (customer) expectations and needs.

An improvement that SCTCC has made in this category is to finalize a process for collecting outcome assessment. This is documented in the Assessment Handbook. Prior attempts to set up an assessment process (such as the 12 step program) have not been able to gain support among program faculties. Only two programs had started to use the 12 step program for assessment. The 12 step program has been replaced with a four phase model based on Deming. At the end of the 2008-09 year, 92% of all programs had completed phase I of the current assessment process, 89% had completed phase II, 78% had completed phase III, and 67% had responded to in phase IV during this year.

112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

During the current academic year 09-10, there have been significant changes to SCTCC's infrastructure and culture, which have caused the college to examine processes with a heightened commitment to improvement of student success. There have been several changes in the college's personnel including the hire of a new Vice President of Academic Affairs and Dean of Liberal Arts & Sciences, which have been a result of the increased mission as SCTCC becomes a comprehensive college. During this time, the college has also made a commitment to a new Director of Institutional Sustainability position, which will include accreditation, online development, institutional research, and assessment.

With our increased emphasis on student success, there has also been a focused approach to professional development for faculty, staff, and administration. During the spring faculty and staff in-service, one of the training tracks was Quality Matters with a presentation on the Quality Matter rubrics and Online Learning. An additional track, Helping Students Learn, contained a strong emphasis on Assessment of Student Learning and development of Student Learning Rubrics to move faculty forward in measurement of student learning. Other professional development events focusing on student success during this past year were the CCSSE Institute, attendance by faculty, staff, and administrators at the HLC Conference and attendance at the Chief Academic Affairs Officer training where the spotlight was on measurement of student learning.

An Assessment retreat will be held during the 2010 summer as the college provides brainstorming and professional development for faculty champions for the next steps in assessment of student learning stressing rubric development and determining and creating evidence of student learning. Then during the Fall 2010 faculty and staff in-service, an inclusive process will be used

to rewrite the college learning outcomes carefully considering how these outcomes can be measured to improve student success.

The college's vision for increased student success over the next year will incorporate an advising audit as one of our action projects and as part of that the college will conduct a program review of developmental education. During this program review, a First Year Experience Class will be further developed using GPS Lifeplan (Goals + Plans = Success). Incorporated into this class will be everything from budget planning to creating a personal mission to writing a resume. As part of the goals for assessment of student learning, as students traverse through our system, students will create an electronic portfolio identifying and reflecting on their learning. Student portfolios, capstone courses, and other evidence will be used to review student learning providing accountability and improvement of the learning process.

The college will continue reviewing procedures, such as a review of the Academic Affairs and Standard Council documentation to provide clear plans and evidence of the manner in which college outcomes will be assessed.

Self Evaluation

Strengths

- Academic Foundations Program
- Restructuring of CTEC & non credit
- Advising Audit Action Plan
- Associate in Arts Degree, Mn Transfer
- New programs/ redesigns: Paralegal, Energy Technology Specialist, proposed A.D.N. Mobility
- GPS Life Plan

Challenges

- Advising Audit Action Plan
- 60/120 Legislation
- Increase in student developmental needs
- Changes in student demographics
- Funding for technology needs

- Artifacts of student learning- evaluation of teaching effectiveness (portfolio)

AQIP Category Two

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational organizations.

Processes (P)

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Student clubs and organizations, peer groups, student mentors, staff, faculty and administrators, all view their work as a circle of success for learners and insist on the highest quality results. This spotlight on quality stimulates innovation and program and college growth; it results in identifying, creating and building successful programs through leveraging college and other community resources. These high standards are sustained by college-wide efforts in personal and professional development programs. The College community utilizes collaboration to build important connections, empower risk-taking and the freedom to create, and encourage critical thinking and creative solutions. The collaborations help the college overcome barriers of budget and facility in order to produce high levels of satisfaction in our different communities of stakeholders. The College effectively utilizes contracted services with community partners in building a full range of non-academic offerings and services to our students.

While SCTCC does not currently have facilities to house several of its programming and student life options, the existing need has been met through the creation of partnerships with several service providers and programming agencies throughout the St. Cloud metro area. The infrastructure is in place at SCTCC to support current programming options for a growing student population.

Intramural Sports

Intramural Sports are offered to students at St. Cloud Technical and Community College through a partnership with St. Cloud State University's Department of Campus Rec. SCTCC students, using their student ID can purchase a level two pass for recreation and athletic facility access at St. Cloud State University. This pass allows students to enter secured facility areas where intramural sport activities take place. SCTCC students' individual and team entry fees are paid for with funds from the SCTCC Activity Fee.

Athletics

St. Cloud Technical and Community College offers varsity sports in women's and men's basketball, volleyball, softball and baseball. Basketball teams participate in Northern Intercollegiate Athletic Conference. All other sports are NJCAA affiliated and are members of the Minnesota College Athletic Conference. Students involved in athletics are required to maintain satisfactory academic progress.

Fitness/Recreation

Fitness and Recreation Services are provided by the St. Cloud Area YMCA. Through a contractual relationship with the YMCA, St. Cloud Technical and Community College students receive a free annual membership to the YMCA. The contract is paid for with funds from the SCTCC Student Activity Fee. To gain access to the membership, students must pay a one-time joiner fee and must maintain enrollment of six or more credits.

Transportation

SCTCC students are eligible for a "Free Ride" on the St. Cloud Metro Bus system. Passes are

available through a contractual relationship with St. Cloud Metro Bus and St. Cloud Technical and Community College. The contract is paid for using funds from the Student Activity Fee.

Student Organizations

Currently, there are twenty-seven active student organizations on the St. Cloud Technical and Community College campus. Most clubs on campus are directly tied to academic programs. However, as the campus culture has changed over the past few years, our club roster has changed to reflect it. Currently, there are five student organizations related to religion, culture or student interest on campus. Every student organization has a faculty member who serves as an advisor to the membership.

The following is the list of active student organizations at SCTCC.

- ADDA - American Design and Drafting Association
- ADFED - American Advertising Federation
- Advertising/ DEX
- Autobody/Automotives
- BPA - Business Professionals of America
- CACE - Child and Adult Care Education
- CMBA - Central Minnesota Builders' Association
- CMPP
- CRU - Campus Crusade for Christ
- Culinary
- Drama Club
- Gamers
- HIMC - Health Information Management Club
- HVAC - Heating Ventilation Air Conditioning
- Latino Club
- MESA - Minnesota Electrical Student Association
- MHTT - Medium Heavy Truck Technology
- Nursing
- Plumbing
- PTK - Phi Theta Kappa
- SADAA - American Dental Assisting Association

- SADHA - American Dental Hygiene Association
- Samoli
- Sonography
- Water Environment Federation

Health Services

Through a joint programming effort with the SCTCC Office of Student Life and SCSU Health Services, SCTCC students have access to health, wellness, and pharmaceutical services at the SCSU Clinic. SCTCC students are also offered flu shots and immunizations for free or reduced cost through this arrangement. The contract is supported with funds from the SCTCC Health and Activity Fees

Student Life and Athletics

SCTCC has a comprehensive Department of Student Life and Athletics, currently funded by student activity fees. The department's mission is to facilitate and support the creation of co-curricular programs and environments that enhance student learning and personal development. Student Life and Athletics supports the educational mission at SCTCC by providing opportunities that foster intercultural appreciation, leadership, creativity, confidence, self-esteem, integrity, and personal and civic responsibility.

Library

The key role of libraries is to support the academic mission of the College and to provide for the academic needs of faculty and students. This is directly reflected in the collections provided to its patrons. Survey information collected through IPEDS allows the college to compare itself to peer institutions throughout the nation in key areas as collection development, budget, staffing, facilities, and technologies. Minitex is a consortium of all libraries within the state of Minnesota, and membership requires that each institution meet specific requirements for staffing, collections, and other key indicators. Membership in the consortium provides key services such as access to databases, interlibrary loan services, and delivery services for materials. MnPALS membership is a consortium for

providing server and software for the library to do cataloging of all books, media, and serials subscriptions. Through standardization and membership in these consortiums, the library at the college provides high levels of access to library services and library resources including books online, research databases, and media.

2P2. How do you determine your organization's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

The executive leadership team of the college is primarily responsible for determining the non instructional objectives and gaining input from external stakeholders as well as in its internal stakeholders for these processes. The goal areas receive commentary and input from departments as shared through executive leadership, and individual units have the task of implementing the objectives.

In addition, St. Cloud Technical and Community College utilizes the planning process of Appreciative Inquiry to identify key issues which are both strategic and supporting non instructional priorities and processes on campus. The college is also guided by the instructional processes which are key to the institution.

2P3. How do you communicate your expectations regarding these objectives?

Communicating expectations regarding outcomes and results on a college-wide basis is done through regularly scheduled activities and communication. These arenas include:

- Presidents Executive Leadership Committee (s)
- Shared Governance Council
- Student Senate
- Faculty In-Services
- Campus Newsletter - Tech Talk
- Local newspapers, including the St. Cloud Times
- Campus website, through resource pages, news and event listings, and departmental pages.

- Membership and representation in local community organizations, including Rotary, and Chamber of Commerce.
- Foundation Board and Program Advisory Boards (which provide guidance on setting both academic and non-academic goals)
- Legislative group meetings– which provide frequent discussions of regional and statewide issues, both academic and economic.

As objectives are established, key college personnel are identified to handle the required work needed to realize the goals. Through discussions in leadership groups at various levels (deans, administrators, departments, etc.), teams are formed to accomplish each phase of development, and results are communicated back to the leadership groups and then back out to the broader college community.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

St. Cloud Technical and Community College utilizes a series of surveys (including ACT, CCSSE, Noel Levitz PSOL, IPEDS, exit surveys, workshop satisfaction surveys, etc.) to determine if faculty, students, and members of the general community are satisfied with the progress on goal areas, as well as the importance of specific objectives the college is working upon. These surveys are brought back to the Executive Leadership Committee in order to adjust objectives and goals. The CCSSE data is used in the Student Affairs annual planning cycle, and these data are used when the College's Annual Work Plan is revised.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

St. Cloud Technical and Community College has the motto of *placing you first*; this motto drives much of the planning process for the college including the allocations of budget and staff. Mechanisms for determining factor in staff needs are both formal and informal. Formal mechanisms include all-staff participation in

college wide quality-day programming. Informal mechanisms are campus wide e-mail soliciting feedback, program and unit meetings with executive leadership, faculty Senate, and department meetings.

Faculty and staff are specifically asked for ways that their supervisor can help them complete their job tasks. This is part of the formal professional development plans employees complete annually.

Members of the faculty have the opportunity to participate in professional development and training hosted through the local *Center for Teaching and Learning*, as well as opportunities which are offered through the MnSCU statewide center for teaching and learning. These centers provide surveys to determine what types of needs exist for future training, as well as the effectiveness and appropriateness of training experiences we have completed.

Faculty and staff have the opportunity to utilize professional development and training dollars to enhance workplace skills, to attend conferences, and to take classes. Faculty and staff are responsible for submitting an annual professional development plan which list they are goals for the upcoming year. This plan provides opportunities for campus service and community service, as well as training to meet expanding or changing job duties.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Information gathered from surveys, one-on-one meetings, departmental meetings, and participant evaluations, provides data about the effectiveness and utility of the processes in the goals for these areas. This information is used to make modifications to the priorities and processes in the spirit of continual quality improvement. Where appropriate, this information is also considered by the academic advisory boards which govern programs at the college.

More importantly, feedback provided allows the college to plan future professional development

opportunities, to update job descriptions in support of the appropriate needs of the college, and to expand services and other areas to meet non instructional needs of the campus.

Results from surveys and other feedback mechanisms provide the basis for developing training sessions and offerings during in-services at the college.

The college's use of Appreciative Inquiry has led to the selection of its AQIP Action Projects, including an Audit of Advising, Parking Facilities Study, and Health Center. Faculty and staff utilized the AI process to identify categories of need which have been refined within the AI process to develop provocative proposals to address these needs.

Results (R)

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

St. Cloud Technical and Community College uses the measures required by the Minnesota State Colleges and Universities Board of Trustees, which provide comparable data to other institutions within the system. Minnesota State Colleges and Universities system has implemented a dashboard which provides instant tracking of key performance indicators for each institution according to the goal areas set by the Board of Trustees and the Chancellor's office. The college also utilizes optional instruments which are provided through Minnesota Online, the Center for Teaching and Learning, and the ITS division of the Central Office of the Minnesota State Colleges and Universities.

The college also relies upon well vetted national surveys including the following:

- CCSSE
- IPEDS
- Noel-Levitz

Based on priorities set forth by the executive leadership and departments within the college, additional instruments which are campus specific are currently under development.

2R2. What are your performance results in accomplishing your other distinctive objectives?

The college has made significant changes in staffing based upon the results of professional development plans and job reviews. Specifically, additions to support staff for the IT helpdesk have been added to better serve faculty and student needs of IT and online resources, and two web development positions have been added to increase the efficiency of campus communication within the college.

Another opportunity which was identified within surveys was the need for better diversity training. A diversity work plan was established, diversity coordinator was hired, and diversity training was implemented at the college.

Based upon needs identified in the Athletics area, the athletics programs at the college are now utilizing the college's IMS platform to communicate to students about training requirements, practice schedules, and game schedules. Other clubs and organizations are also utilizing the IMS system and other IT services to better communicate and facilitate their activities.

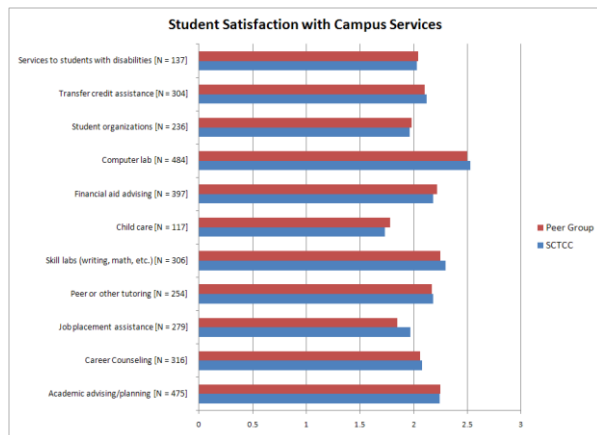
Based on results in the CCSSE survey and other surveys of students by the College, the college opened a second open computer lab to serve the needs of students. This is an area identified by students as the highest priority and it ranked number one in satisfaction on the most recent CCSSE survey.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The Minnesota State Colleges and Universities dashboard provides comparative data with other

institutions within system, and this is the basis for St. Cloud Technical and Community College to evaluate its success in meeting system goals and expectations.

Results from the CCSSE and Noel-Levitz PSOL surveys provide additional comparative data for the College.



The chart above compares student satisfaction with SCTCC college services with results from SCTCC's peer group of medium-sized, rural public colleges in NCA.

Key factors in which St. Cloud Technical and Community College have opportunities for improvement are funding levels in staffing levels for specific areas including library services, IT services, and student services.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with the communities and regions you serve?

The key relationship at St. Cloud Technical and Community College with the Stearns Benton Workforce Center has provided great opportunities for the college to demonstrate leadership and community support to the region. St. Cloud Technical and Community College has increased its public profile, and it is routinely featured in regional news stories both in paper press and radio.

Given the current economic state of the state, St. Cloud Technical and Community College has

developed a reputation for serving the needs of workforce training and providing educational opportunities for displaced workers.

The college also provides many excellent educational opportunities for the K-12 audiences to understand careers and improve their technology skills through special camps, including Diva Tech, Students, Technology, and Robots camp, Discovery Academy (Manufacturing Tour Day, Project Lead The Way (PLTW) Education Day).

St. Cloud Technical and Community College has not identified indicators to determine if the success of our objectives actually enhance (or affect) our relationships with the communities and regions we serve.

Discovery Academy Student Educational Opportunities Summary

Manufacturing Tour Day	
Year – Location	Students Participating
FY07 – Park Industries	62
FY08 – Park Industries	114
FY09 – DCI, Inc.	124
FY10 – DeZurik	91
Education Day – PLTW Students	
Year	Students Participating
FY06	8
FY07	19
FY08	39
FY09	46
FY10	54

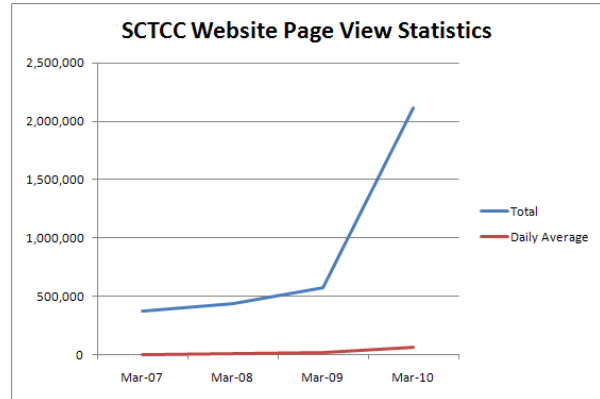
Improvement (I)

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

STCC has invested in a number of improvements in this category including: (1) Providing staff and funding for training in lean management systems

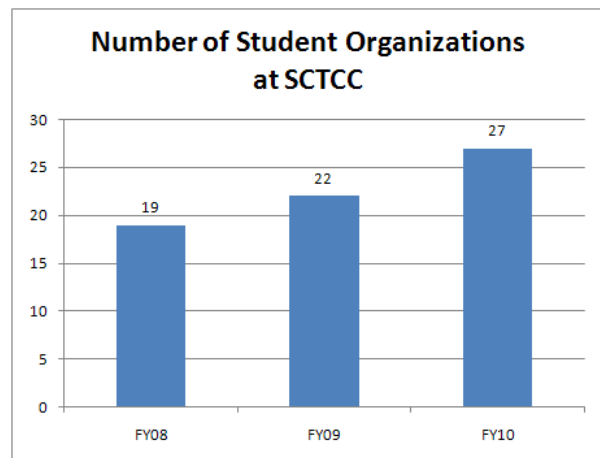
applied to academic institutions. SCTCC is utilizing this information to examine efficiencies which might be realized within our current processes. (2) Creating a position for director of institutional sustainability, in order to provide greater response to the changing academic needs at the college especially in light of recent economic downturns. (3) Realizing cost savings in its information technology department by converting much of its infrastructure to virtualized servers, which reduced hardware costs, electrical and cooling costs, as well saving staff time when operating system and software updates must be propagated through the network. (4) Supporting positions for an online learning assistant (to support the needs of faculty teaching online courses), and an E-Learning Student Support Assistant (to support the needs of students taking online courses), as well as a new director of the academic achievement Center (which offers tutoring, study skills, and assistance with students accessibility needs). These positions spun out of feedback received from the student government on campus, and the E-learning positions are funded out of a tuition differential for online courses.

The information technologies department of the college has implemented a content management system using Drupal to provide shared authorship of webpage content. This led to an extensive redesign of the college website providing greater functionality to a number of audiences including prospective students, current students, faculty and staff, alumni, and customized training clients. The use of the content management system has allowed the website to grow dynamically and to provide greater numbers of pages and resources for users and the ability to easily and quickly search for any content which is available online. The website now features a calendar and set of upcoming events so that campus news can be more efficiently delivered to the greater college community.



The above chart shows the dramatic increase in website page-views for SCTCC after the website redesign which made content easier to find and access.

The Student Government at SCTCC has implemented changes in rules for clubs and organizations wishing to receive funding through student activities fees. Clubs and organizations must now demonstrate progress toward specific club jobs, each organization must conduct its own fundraising activity, and a representative from each organization is required to participate at all student government meetings. These are to ensure better communication and participation with funded activities.



The above chart shows increases in opportunities for students to participate in student organizations. Changes in policies now require that all students wishing to participate in a student organization must pay a nominal membership fee in order to help track participation.

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

St. Cloud Technical and Community College has adopted the Appreciative Inquiry process as a means of including all employees, whether they are faculty, staff, or administration in helping to identify strategic processes and services which the campus should provide in the upcoming two to five years. As part of this process, the campus sponsors a Quality Day once a year in which all members of the campus community participate in various conversations. These conversations flow up through the leadership structure to determine the most critical issues which will have the greatest impact on the institution.

Self Evaluation

Strengths

- Library expansion
- D2L/ Technology
- Health and Wellness Action Project
- Bookstore expansion
- E-printing service
- Blackboard cards/ Student ID cards (US Bank)
- Alumni relations/scholarships
- Accountability- tax services
- Auto Body- auctions, Lights on for Safety, auto repairs
- Sonography- ultrasounds for community
- Dental Clinic offerings for community

Challenges

- Health and Wellness Action Project
- Facility limitations- theatre, labs, athletic facilities

AQIP Category Three

AQIP Category Three, UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS, examines how your organization works

actively to understand student and other stakeholder needs.

Processes (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?

SCTCC identifies the changing needs of students through a variety of internal and external means. Externally, it can be as simple as collecting and evaluating student questions at the various local, state and regional college fairs we attend. This helps us evaluate our recruiting plan, collateral and other recruiting tools, so we can maximize our staff and financial resources. As part of the MnSCU system, we participate in statewide admissions, student services and marketing meetings and conferences where we collect secondary data on student topics that may range from changing student tastes, communication methods, to best practices and changing demographics. We have ongoing communications with area high schools counselors, both via mail and at least one on-campus event each year. As the post-secondary leader of the Great River Perkins Consortium, we have a formal relationship with 28 area school districts, resulting in several academic, services, and articulation meetings and planning sessions each year with staff, faculty and administration. This ensures our services and curriculum are well aligned with incoming student needs and competencies.

We've conducted our own, primary research on student trends, satisfaction and needs using tools such as media preference surveys, ACT satisfaction, Noel-Levitz, and currently CCSSE. We gather additional data through classroom evaluations. The demographic information, as well as the survey results demonstrated by various student groups helps us identify changing needs. We also survey to identify health issues and other personal situations that impact student success.

Internally, we believe we have a very strong communication network with our students. Students are engaged with faculty – especially

with our technical program instructors. Our most recent CCSSE data shows our student-faculty interaction well above the mean of the national rate, as well as the Minnesota Consortium. Strong student clubs, an open consultation process with our Student Senate, and continuing formal and informal dialogue result in an ongoing assessment of student needs and issues. This information impacts our decision-making in many ways. For instance, in response to recent ACT survey results, much of our summer orientation/registration processes and information has been moved to the Web, and students are engaged to complete many processes themselves, without staff assistance. This has resulted in shorter, more focused registration sessions, maximizing use of staff time and facility space to provide a higher quality experience for incoming students. An additional campus open computer lab was opened based on direct request by students via their Student Senate. Our recent media preference survey is helping to identify methods, tools and media that will improve our communications both with current students, future students and alumni. Among other uses, this data is helping improve our Web site and providing data for assessment of our on-line learning.

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

SCTCC's Student Affairs division establishes a relationship with a student and begins retention efforts at times even before the student has been accepted to the college. Student Affairs staff will often begin by assisting potential students in completing their application, choosing their programs, obtaining copies of their transcripts, and advising on financial aid.

After a student has been accepted to the college, staff will assist students in preparing for the Accuplacer placement assessment. Upon completion of the assessment, each student meets with a student services advisor to explain the test results, provide information on the remaining admissions process, talk about student support services, student clubs and organizations, any specific program requirements and advise on potential courses. This provides that initial, personal, one-on-one connection for all incoming

students. Student Affairs staff will also assist in completing their Financial Aid applications and also provide assistance in exploring any scholarship options that may exist and assisting students in completing the scholarship applications. Immediately upon acceptance, students are assigned an academic advisor.

Academic services begin with students and their instructors/advisors developing an academic plan, helping students register for their classes, helping students with the various processes and procedures related to the Student Services offices, and orienting students to academic support services, and familiarizing them with D2L, student e-mail and other technology services.

Once classes are underway, an early warning process between faculty, advisors and student support staff is employed for students who are at risk of not being successful. Once each semester, a full-day "Advising Day" allows students and faculty advisors the opportunity to connect, discuss course options, address any academic issues, and give access to students to register on-line. Students on probation and/or facing suspension are required to develop a success plan and meet with a counselor prior to registering.

As an additional process in understanding and providing support to our students, SCTCC has been collecting data on our students' health and lifestyle. Starting in 2005 as a partnership with the University of Minnesota's Boyton Health Services, the college initiated its first CORE survey on alcohol, tobacco and drug use. This study initiated a series of additional surveys and focus groups conducted over the past five years covering a wider array of health issues. Though we're a commuter college, an understanding of students' off-campus issues and behaviors has become important in developing appropriate support services and to also educate students on the correlation between a healthy lifestyle and academic success. In 2008, the partnership with Boyton Health Services expanded from our CORE survey to a much broader College Student Health Survey. We just completed a second implementation in April, 2010.

What we found from these surveys was that our students were both smoking and consuming alcohol at rates that were some of the highest of our peer institutions. In direct response, the College initiated a smoking reduction campaign entitled “Kickin’ Butts” and will move to a smoke-free campus fall of 2010. This program has been developed in consultation with students and student leadership over the past three years. To address underage alcohol use and binge drinking, the student life department has forged a partnership with St. Cloud State University on a program entitled “Uchoose”. It is a community wide, research-based approach, using education and social norming. Initial data shows a reduction in negative alcohol behaviors for SCTCC students, but our smoking rate stays steady, attributed to older students who come to our campus with already established smoking habits and addiction.

To better assess and target our communications with both future and current students, in Fall 2008 student affairs contracted with Interact Communications, a nationally recognized, two-year college marketing research firm. The purpose of the survey/study was to identify which communications tools and resources our students currently use, and/or would most likely respond to. We looked at media resources such as television/radio, newspaper and direct mail print media. We measured use and preferences of social networking sites, Web resources, and in what formats do students prefer their communications. Students provided quantitative and very specific qualitative data about the SCTCC Web site. Results of all study areas were broken down by demographics with an emphasis on age categories, especially between groups such as Gen Y, Gen X and Boomers. As SCTCC’s student body is comprised of all three of these major demographics, a multi-pronged approach, employing a variety of approaches to reaching our students is necessary.

Basically, we found that our students seek out their information from various sources. Though they prefer Web-based communications, they aren’t ready to give up some of the more traditional print and mail formats. Reliance on

newspaper and some radio media for recruiting can be reduced and more attention paid to our Web site.

Ongoing student communications range from formal, college-wide announcements via all student e-mail, to a monthly newsletter produced by student life. Signage, electronic kiosks, postcards, Web announcements, and student senate communications all help in connecting students to campus information. We found that our students seek out their information from various sources. Though they prefer Web-based communications, they aren’t ready to give up some of the more traditional print and mail formats, especially regarding communications around serious matters such as financial aid, catalog information, and course schedules. They want to be texted only in emergency situations, and Facebook is by far the most referenced and used social networking site. It was clear students preferred texting and social networking for purely social purposes; they were not interested in receiving college information via these media. Again, they would rather receive information via e-mail (and expect a response within the same day). They prefer face-to-face meetings when they wish to communicate with college faculty, but they would rather have the faculty e-mail them when a faculty member wishes to communicate with them. However, when dealing with their advisor, they want face-to-face meetings.

By far, the most referenced communication resource is the SCTCC Web site, both for current students and those considering SCTCC. The only recognized media used in recruiting were billboards and newspaper. They suggested high school visits by recruiters (for younger students) and work place visits (for older students) as the most effective recruiting methods. Ongoing student communications range from formal, college-wide announcements via all student e-mail, to a monthly newsletter produced by student life. Signage, electronic kiosks, postcards, Web announcements, and student senate communications all help in connecting students to campus information.

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses 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.

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. 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 SCTCC.

3P4. How do you build and maintain relationships with your key stakeholders?

SCTCC builds and maintains relationships with key stakeholders internally and externally. Internally, SCTCC 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 executive team, program advisory committees,

SCTCC Foundation, Workforce Center, outreach opportunities and collaborative efforts.

For the past several years, SCTCC has engaged many groups for comments and recommendations in pursuit of the AA degree. The response from these groups has been overwhelmingly positive. The consensus is that SCTCC’s expansion to a comprehensive college is appropriate and necessary to provide for the increasing demand for general education from area employers and to reflect a growing need for an economical transferable degree from students.

Groups engaged in these discussions include program advisory committees. Advisory committees meet twice annually. They are made up of faculty, staff, students, administrators, and industry representatives. As an example, SCTCC developed the proposed name, vision and mission through a series of committee and task force meetings. Primary leadership of this process has been provided through the college Quality Crew, the lead committee of the AQIP process. The actions of this group led to a college wide survey seeking votes on the proposed college name and comment on the proposed vision and mission. From that input, the current proposals have evolved.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

SCTCC uses many resources on an ongoing basis to determine new student and stakeholder needs and to design our educational offerings to match local, regional, state, and national demand. Using established policy, process, and tools available through the Minnesota State College and University system, the college continually researches and determines need and demand to align educational offerings and services with strategic direction.

Examples of utilized tools and methods include EMSI reports, use of MnSCU labor analysts, program review processes, program advisory committees, modified reporting structures, and a weekly Minnesota Future Work environmental

work scan program. Each effort assists the college with identifying new and emerging occupations, changes in skills for occupations, and the education and training needs that develop skills to match business and industry needs.

Program advisory committees provide oversight to each credit based program at the college. Each committee actively assists the college in identifying needs and opportunities, guides and advises on program development and redesign, and helps create crucial connections/partnerships for programs. The college is in the process of adopting a policy and procedure to manage and operate advisory committees as required by an updated MnSCU Board Policy.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your 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.

Complaints of discrimination/harassment are handled in accordance with the Minnesota State Colleges and Universities system policy 1B.11. Student complaints are investigated by the vice president for academic affairs. The policy and procedure for students reporting discrimination complaints is also found in the student handbook.

Faculty and staff complaints and grievances are handled according to the terms of the MSCF faculty agreement. Employee complaints are investigated directly by the director of human resources. Other stakeholder grievance and complaints are handled through the office of the president.

Results (R)

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

St. Cloud Technical College and Community College is moving into its third year of underrepresented student programming in implementation of MnSCU System Goal 1.1: Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals. The College is also one of three local partners in implementing one of three statewide pilot projects under the Access and Opportunity Center Initiative started in 2007. Underrepresented students are defined as possessing one or more of the following attributes: student of color, Pell eligible, or first generation. To better communicate the direction of the program and to help students identify themselves as a cohort, we refer to the array of underrepresented services as “Mosaic”.

The College has added staff, developed partnerships throughout the community, recruited heavily and increased our underrepresented population by 34 % from FY09 to FY2010, the largest increase in the MnSCU system. We also have created an array of support services for this targeted audience. From developing student organizations to hosting diversity events, developing targeted developmental courses to ELL tutoring, the College is fast becoming a resource for persons usually not participating in higher education in central Minnesota – particularly African refugees.

As we move into the next biennium, we intend to build on our momentum by continuing to welcome underrepresented students, but focusing more on retaining the students we’ve enrolled under the Mosaic umbrella of services. We wish to focus more on retention and success.

Tracking Mosaic students receiving support services is a coordinated effort between the College’s Diversity Director, Mosaic staff,

representatives from the campus division of TRiO, and the college Registrar and Institutional Researcher. Once students are identified as eligible for Mosaic services, they are entered into ISRS as a cohort identified as “AOS”.

Since receipt of an initial underrepresented student allocation in early winter 2007, Mosaic recruiters have been involved in a variety of recruitment and outreach activities targeted at underrepresented student populations, including visits to area high schools, community centers, churches, the area Workforce Center, and various ethnic-targeted college fairs. We intend to continue these activities; however we are currently focused on three recruitment objectives:

- **Targeted Recruitment Activities:** Additional recruiting activities will be focused on Stearns/Benton Workforce Center, Dist. 742 Adult Basic Education, area high school ESL courses, and community churches.
- **Regional Higher Education Partnerships:** Continue partnerships with St. Cloud State University, College of St. Benedict/St. John’s University and regional two-year colleges to recruit central MN Latino/Latina students.
- **Transition AO Project Graduates:** Convert spring graduates of the Dist. 742/SCTCC/SCSU Access and Opportunity Project to 2010 summer and/or fall enrollment at SCTCC.

The College uses a variety of measures in assessing the outcomes of our Mosaic recruiting efforts. We measure annual enrollment increases in underrepresented and students of color, broken down by first generation, Pell eligibility and gender. We also track the entrance and success of students transitioning from the District 742’s Access and Opportunity Project. We project both numeric and percentage targets - eg: SCTCC will enroll 20 graduates of the District 742 AO Program spring or fall term 2010 with 90% being students of color. We’ve made gains in enrolling students of color; currently our percentage of students of color is 8%. Our ultimate objective is to eventually mirror the ethnic diversity percentages of District 742, the St. Cloud community and our three-county area of Stearns,

Benton and Sherburne, as well as MnSCU college percentages (approximately 14%).

A number of retention activities have been developed over the past few years. A text book loan program, Accuplacer test preparation, ELL study groups, and an ELL track of developmental courses have helped retain Mosaic students. Two student organizations have been developed, the Somali Student Organization and the Latino Student Club. Both organizations provide the identity, social support and connection needed to make the College a more welcoming environment for learning. We currently are focusing on three retention objectives:

Expand summer bridge program - “Mosaic Fast-Track” course into two sections.

Hire three Bilingual student tutors to act as “cultural navigators” and assist Mosaic students in both administrative and academic areas.

Continue intrusive advising, personal support services, and supplemental instruction for EAP and other developmental courses.

We use a variety of measures in assessing the retention of Mosaic students. We quantify and track students who have been served via Mosaic academic support services. We also measure retention rate, credit load, and GPA. We annual set targets in these areas, and we benchmark these measures against similar numbers for SCTCC students at large.

3R2. What are your performance results for student satisfaction?

In 2005 SCTCC began surveying for student satisfaction using the ACT Student Opinion Survey. The responses were collected and reported based on demographics and majors. This was SCTCC’s first time assessing satisfaction levels of its students regarding their experience at SCTCC. In 2007 students were re-surveyed using the same tool and using the 2005 survey results as a baseline.

The 2007 survey documented increased satisfaction levels among students in

- the academic areas of testing and grading
- faculty attitude
- course variety; class size
- advisor availability
- the academic challenge of the program.

This audience showed a similar increase in satisfaction with SCTCC's support systems, including:

- financial aid
- academic support
- library services
- technical/computer support.

Of special note, the 2005 survey asked students their general opinion regarding transfer, as well as inquired about their interest in articulated 2+2 programs leading to a bachelor's degree at SCSU. When asked generally about their interest in 2+2 or 3+1 programs involving SCTCC and SCSU, over 71.8% of AA students indicated they were either interested or very interested. Over 50% (55.2%) of the entire student body showed a similar response to this question.

When asked specifically about 2+2 programs aligning technical programs with similar baccalaureate programs at SCSU, 55.6 % of students enrolled in technical programs were interested or very interested in this transfer opportunity.

3R3. What are your performance results for building relationships with your students?

Measuring student satisfaction was accomplished using the ACT Survey of Student Satisfaction. Implemented in both 2005 and 2007, this tool provided a baseline and also follow-up data to help identify successes and challenges in a wide array of services across the institution – from academics to facilities, from admissions processes to policy development, and from student support to technology. From a number of visits to the HLC Annual Meeting, academic and research staff began requesting that we implement CCSSE. Also at this time, the Office of the Chancellor was encouraging all MnSCU colleges to use CCSSE and offered a financial incentive to assist in implementation. The decision to switch from ACT

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to CCSSE as the biennial student satisfaction and engagement tool was made in 2008. The first CCSSE survey was completed Spring Semester 2009.

In early March, 2010, SCTCC participated in the Minnesota Student Engagement Institute. This event brought together the leadership (presidents, vice-presidents, institutional researchers, key faculty) from all 2-year MnSCU campuses and staff from the Center for Community College Student Engagement for a two-day, intensive retreat. The purpose of the retreat was to have each institution review and evaluate their most recent CCSSE data, benchmark it against the Minnesota Consortium as well as national data, and to leave the retreat with a short-term action plan focused on student success and retention.

3R4. What are your performance results for stakeholder satisfaction?

When comparing our CCSSE data to other institutions, we find that we are higher than both comparison groups in three areas: 1) Active and Collaborative Learning, 2) Academic Challenge, and 3) Student-faculty Interaction. We are equal or slightly less than our peers in Student Effort. We are significantly lower than our comparison groups in Support for Learners. The three higher scores generally reflect the college's efforts regarding contextual and team learning, academic rigor, and student-centered faculty.

The low composite score regarding Support for Learners is not surprising. When the survey was administered, we were transitioning several student support services, most notably our academic support, tutoring and services to students with disabilities. This occurred simultaneously with large enrollment increases – especially underrepresented students and others ill-prepared for college. Our student support services were (and still are) stretched extremely thin. In response to this challenge, within the past few months we have added 1.5 FTE staff to our academic support area and are reengineering our whole approach to this topic, looking at combinations of increased technology, improved advising, mentoring, and other retention strategies.

In one of our lower benchmarks, Student Effort, it appears that the items related to required readings, research and writing is our weaker area. Academic challenge and rigor reflect a strength, similar to the benchmarks. Also, the use of our computer labs is above the mean. In response to this expressed need, we added an additional, staffed, open computer lab last year. It appears this improvement may have contributed to the higher result.

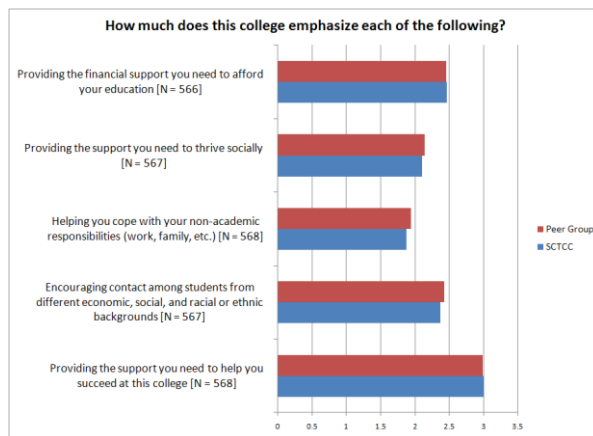
The items contributing to our lower Learner Support scores center around social interaction and – particularly - contact with students of different ethnic/social backgrounds. This can be true of our commuter campus where social opportunities are lacking compared to a residential setting. Also, low-scoring items such as assistance with non-academic problems, less use of advisors and lack of career counseling reflect our currently strained resources in those areas. Identification of these items is not new or surprising. Social integration has been key to our ongoing expansion of student life, as well as underrepresented programming.

We would expect improvements will result in higher scores next time we implement CCSSE. Student support has been and will remain a priority in our current strategic planning.

3R5. What are your performance results for building relationships with your key stakeholders?

St. Cloud Technical and Community College collects feedback from key stakeholders through course surveys, surveys of satisfaction, advisory boards, as well as informal processes which provide valuable input.

In the 2009 CCSSE survey, 92.7% of students responding indicated they would recommend this college to a friend or family member, and only 1% of students responding indicated that they had a poor educational experience at the college.

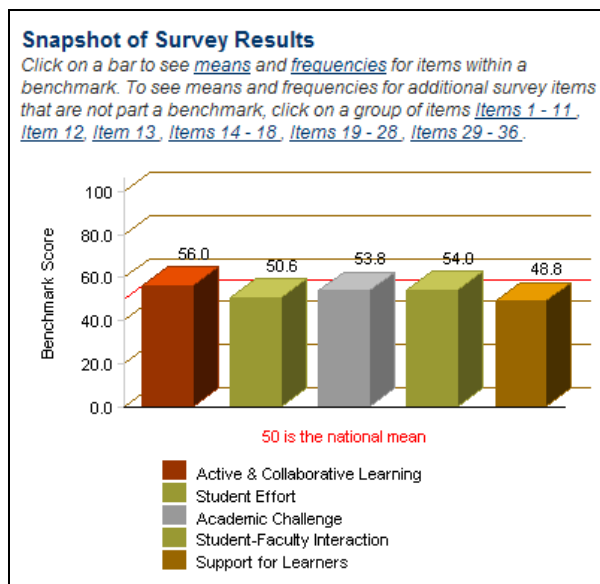


The above chart shows that results for SCTCC closely aligns with its peer group on CCSSE questions relating to what the college emphasizes as reported by students.

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

St. Cloud Technical and Community College compares its performance with peers within the MnSCU system and also with national data for higher education institutions.

In 2009 the college utilized the Community College Survey of Student Engagement as an instrument to compare performance. In 4 of 5 major indicators, SCTCC performed at or above the national mean.



The above chart shows CCSSE results for SCTCC on the major indicators of Active & Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. SCTCC is above the national mean for all indicators except Support For Learners.

Improvement (I)

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?

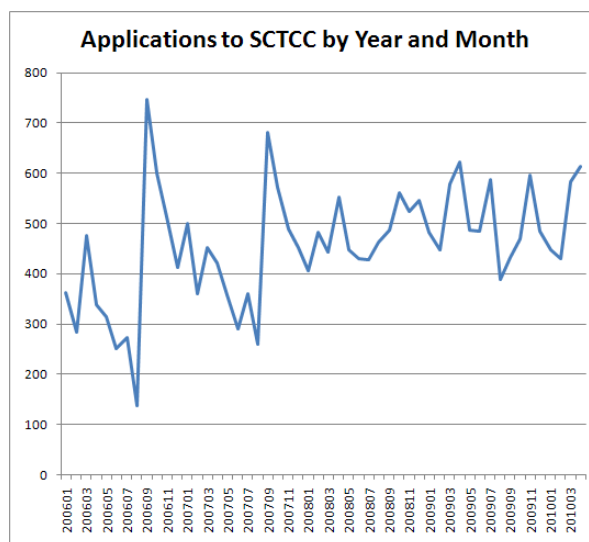
Assessment of all student services and retention begins with the division's annual planning cycle. During Spring In-service in March of each year, Student Affairs staff met to review the past year's work plan and establish, as needed, new objectives for the following year. This is done in concert with the College's existing Annual Work Plan and in conjunction with other College initiatives – eg: underrepresented student programming, the Academic Foundations Program; Diversity initiatives, etc. To ensure consistency and accountability in accomplishing the College's and Division's work plan, specific division objectives are written in each division employees annual evaluation. These become components of the annual staff evaluation process.

In Spring of 2009 the Division led the implementation of the Community College
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Survey of Student Engagement (CCSSE). Its purpose was two-fold. First, was to become a member of the Minnesota Consortium so we could benchmark both with our sister institutions as well as nationally. Also, this provided us some additional baseline measures regarding engagement and retention.

In addition to the recently published CCSSE date, the Division uses the following measures to gauge the success of the outcomes of its annual work plan.

The college uses many indicators available through the MnSCU management reports and ISRS systems to track changes in demographics, program demands and enrollments, applications, award rates, and locations from which students are applying (including tracking applicants tied to area highschools).

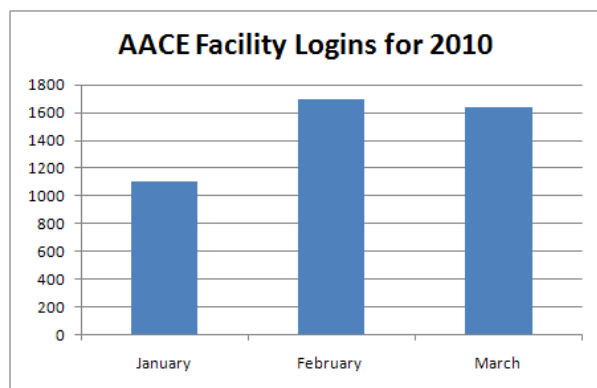


The above chart indicates that SCTCC has made changes to its application process to encourage applications throughout the academic year – allowing more timely processing of those applications.

Based on a review of this data, several new and/or improved levels of service have been achieved. Technology initiatives include an electronic application and wait list system, on-line orientation, numerous improvements to the registration and financial modules of the Web based ISRS student services, and the use of

student e-mail as the College's primary means of communication.

A reorganization and improvement to the AACE center, tutoring services and support for student with disabilities has also been in response to student need. The Director of Academic Foundation and Achievement is establishing an assessment plan for these services.



The chart above shows student facility logins to the AACE. The entrance has a computer terminal which allows students to log-in to a tracking system which helps document student utilization of the facility which can be analyzed by specific cohort. This login process is currently voluntary, but is planned to be expanded to a mandatory process.

Study groups are formed in the AACE center each term based upon instructor and student requests. For Spring of 2010, the list of study groups included:

- EAP Writing
- EAP Listening
- Spanish I
- Spanish II
- Intro to Logic
- Chemistry
- Meteorology
- Anatomy & Physiology
- Computer
- Biology
- Psychology.

Tutor Schedule Staffing (student tutors plus professional staff)

	M	Tu	W	Th	F
8AM	4	3	4	4	3
9AM	4	4	4	5	4
10AM	6	6	7	8	5
11AM	7	7	7	7	5
12PM	5	6	5	6	4
1PM	5	5	7	5	4
2PM	5	5	7	5	*****
3PM	3	3	3	4	*****

312. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

St. Cloud Technical and Community College is incorporating survey instruments including CCSSE to identify opportunities for improving performance and also understand SCTCC's results as compared to peers. SCTCC will focus on student engagement and student success, and identifying best practices for improving student engagement and success which can be incorporated into the college's services and programs.

Self Evaluation

Strengths

- Underrepresented student recruiting
- Diversity Plan- EAP/ ELL expansion
- CCSSE & Noel Levitz
- Media Survey
- Consultation process with Student Senate
- Follow up with graduates (Placement statistics)

Challenges

- Maintaining and improving services with student growth and declining budgets
- Demands for AA Degree and developmental courses
- Internal communications with students
-

AQIP Category Four

AQIP Category Four, VALUING PEOPLE, explores your organization's commitment to the development of your faculty, staff, and administrators.

Processes (P)

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Employees of St. Cloud Technical and Community College are part of the Minnesota State Colleges and Universities (MnSCU) system. Institutions in the MnSCU system are part of the executive branch of Minnesota state government. Employment at SCTCC is governed by state statutes, MnSCU Board of Trustees policies, and SCTCC policies. These statutes and policies can be accessed through a number of sources, including the Human Resource Office, the St. Cloud Technical and Community College intranet, and the Minnesota Statutes website.

- <https://intranet.SCTCC.edu/cgi-bin/login.pl>
- <http://www.hr.mnscu.edu>
- <http://www.mmb.state.mn.us>
- <http://www.leg.state.mn.us/leg/statutes.htm> .

The workforce of the college is comprised of administrators, managers, faculty, non-teaching professionals, clerical, maintenance, and technical employees. The college complies with four collective bargaining agreements, which cover ninety five percent of the employees. The remaining five percent of the employees are administrators and confidential staff.

St. Cloud Technical and Community College also supports an “open-door” approach to being available to meet and discuss issues with all college personnel and students. SCTCC 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.

Key factors in determining staffing needs are determined through weekly meetings of the administrative leadership team, which is comprised of the college president, vice presidents, human resources director and institutional research director. The members of the leadership team are responsible for all areas of the college and meet regularly with their department and division deans and supervisors to determine staffing and other college needs. The information is then brought to the leadership team for recommendations.

The credentials, skills, and values required for faculty, staff, and administrators are identified in a variety of ways; (1) Faculty must meet minimum requirements for their specific teaching credential in compliance with the MnSCU Credentialing Guidelines. Individual colleges may, in addition to the minimum requirements, add preferred qualifications for specific vacancies. SCTCC regularly uses preferred qualifications in an effort to define more fully the qualifications of an outstanding candidate. (2) Staff positions follow minimum qualifications and skills set forth in collective bargaining agreements and state statute. SCTCC also includes preferred qualifications to better inform applicants of the specific needs of each position. (3) Credentials, skills and values of SCTCC's administrator positions are compared regionally and nationally to stay competitive and relevant.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

SCTCC has a structured hiring process that complies with affirmative action and federal and state laws and statutes. The hiring process includes a search committee that reviews the credentials and qualifications of all applicants to determine that qualifications are met.

4P3. How do you recruit, hire, and retain employees?

St. Cloud Technical and Community 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.

A. Recruitment - SCTCC is committed to increasing recruitment efforts aimed at protected group members and has developed pre-hire procedures and forms to assist search committees in this effort.

- **Expenses and Results** - From July 1, 2006 to June 30, 2008, the college spent \$55,119.12 in recruiting costs and conducted 66 searches. From 7/1/08 – 4/30/10, the college spent \$54,454.09 and conducted 57 searches.
- **Future Recruiting Efforts** - The SCTCC Affirmative Action Committee members have had discussions regarding expanding the diversity efforts of the college. The recommendation from the committee is to put in place a broader diversity committee, which would oversee the work of sub-committees. The sub-committees could work on specific initiatives such as the monitoring and updating the affirmative action plan, developing and implementing a community and college involvement initiative, developing a college-wide marketing plan focusing on diversity.
- **Strategies for Future Recruitment** - Online advertising, direct recruiting efforts, internships & recruitment efforts for persons with disabilities were identified.

1. Online Advertising

- Chronicle of Higher Education Online
- Minneapolis Star Tribune and St. Cloud Times
- Higher Ed Job.Com
- MnSCU Career Bulletin
- St. Cloud Technical and Community College website

- MN Diveristy.com
- Higher Education Recruitment Consortium website

2. Direct recruiting to targeted businesses, industry associations, local minority support groups and individuals.

3. Internships

At SCTCC, an internship is a supervised work experience for up to 12 college credits. The general objective of this program is to allow students, including protected group members, to gain applied experience that would not otherwise be possible in the classroom and to reinforce the choice of one's field of study. A variety of internships are available in agencies, trades, nonprofit organizations and businesses. Interested students should address inquiries to the program coordinator in the specific academic department that offers internships. The college will not discriminate against any individual based on protected group status in the selection for internship opportunities. All internships are governed by an internship agreement between the college and the internship site in which the site specifically agrees to comply with all college policies, including non-discrimination.

4. Improve recruitment efforts for persons with disabilities

SCTCC participates in the supported work program administered by SBETC and the Experience Works programs.

B. Retention Efforts - The Human Resources Office collects and analyzes information on employee turnover to ascertain if there is evidence of higher rates of turnover for specific types of work, specific work areas, or other factors.

Supervisors and human resources staff provide ongoing training and development for all new employees to ensure success and promotional opportunities. The college also provides ongoing training for existing employees. The human resources office collects and analyzes exit interview survey information with employees who

have resigned to gain information to assist with retention efforts.

4P4. How do you orient all employees to your organization's history, mission, and values?

New employees receive an orientation with human resources staff and their supervisor. Each new employee is given a hard copy of the Employee Information booklet. The electronic version of the booklet can be found at <http://www.SCTCC.edu/human-resources>. SCTCC's history, mission and values are included in the information booklet.

Each year, all employees of the college participate in an all staff planning day. This day is devoted to strategic planning and reassessing the college's mission, vision and values. It is also a source to generate the college's AQIP college action projects.

4P5. How do you plan for changes in personnel?

The college uses a series of meetings throughout each year, which include VPs, deans, supervisors and human resources director to determine staffing and budget needs. The human resources director analyzes employee demographic data to anticipate retirements and other factors associated with staffing needs.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

The work processes of the college human resources office is governed, in part, by State and federal regulations and timelines. Internally, the HR staff meet regularly and discuss how processes may be changed to increase efficiency. A goal for the human resources office is to develop and implement an annual satisfaction survey to collect data from employees. The survey would be sent to all employees to measure their satisfaction with the services offered by the HR office.

Faculty and staff understand that everything at SCTCC 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.

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

4P7. How do you ensure the ethical practices of all of your employees?

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.

- SCTCC provides ethics related speakers and presentations at college in-service days.
- All employees participate in on-line ethics training and data practices training.
- Delegation of authority forms are kept current and on file.
- Employee system computer access is checked to ensure employees have access appropriate for their work.

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Determination of employee training needs are determined by deans, supervisors and employees through the performance evaluation process, staff meetings, and system wide professional development surveys.

Recent employee training topics:

- 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

In- service planning committees representing all divisions and departments are established to identify specific training and professional development needs of faculty and staff.

A portion of the employee performance review process is devoted to the college strategic plan and goals. Employee training needed to align with the goals is assessed at that time.

The faculty evaluation process and annual professional development plan are used by deans and human resources to determine faculty and staff training needs. SCTCC is a higher education institution devoted to lifelong learning. Faculty and staff must stay current in their areas of

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expertise to give students a quality education experience. SCTCC is a well respected higher education institution in central Minnesota. This reputation is due to well trained quality faculty and staff.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Faculty and staff development takes place at both an institutional and systems level. New initiatives and program development are both linked to needs & wants of training and training resources.

In Service Days: The twice-yearly SCTCC faculty and staff in-service(s) are 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 SCTCC library and media center a place to support lifelong learning also consider faculty and staff needs.

Faculty and Staff Development Funds: Faculty and staff may request funding for professional development from funds which are available from a general campus pool.

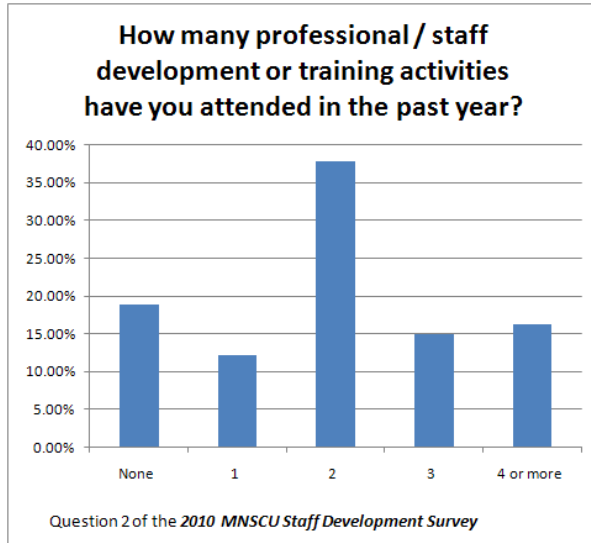
Tuition Waiver: Employees have tuition waiver benefits through their collective bargaining agreements. The tuition waiver may be used at college and universities within the MnSCU system.

MnSCU Center for Teaching and Learning (CTL): Services available through CTL include:

- 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 presented 17 professional development sessions, serving more than 230 faculty in FY2010

CTL also leverages the support of external sponsors like the Bush Foundation to share resources across the system.



The above chart shows the number of development or training activities staff reported attending in the past year; results from the **2010 MnSCU Staff Development Survey**.

2010 MnSCU Staff Development Survey- Question 9

If you were to register for a training program tomorrow to fill your professional/career development needs, which of the following would you choose? (check all that apply)

Response Total

Job-specific knowledge or skill training	50.70%
Computer skills	31.00%
Leadership development	31.00%
Communication/interpersonal skills	26.80%
Managing conflict	23.90%
Technical training (ISRS, SCUPPS, BRIO, etc.)	18.30%
Budgeting/Financial systems	12.70%
Building effective workteams	12.70%
Decision making	12.70%
Supervisory training	12.70%
Strategic planning	9.90%

Coaching performance	8.50%
Diversity training	7.00%
Labor contracts	7.00%
Data Privacy	4.20%
Hiring and orientation	4.20%
Other (Please describe)	4.20%
Code of Conduct	2.80%
HR systems training	2.80%
Safety training	2.80%

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Staff evaluation system – The system includes an evaluation form, job description, and professional development plan. The supervisor and employee list college goals and individual professional development needed to meet the goals.

Faculty evaluation system – SCTCC is currently working on updating the current faculty evaluation and professional development system. The process will mirror the staff system with respect to college goals and individual development needed to meet goals.

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Employee recognition, reward, compensation, and benefit systems are governed by specific collective bargaining agreements. Minnesota State Colleges and Universities annually awards Teacher of the Year recognition.

Various departments of the college have received service excellence awards. This year, the Safety Coordinator, Business Office, and Facilities received excellence in service awards. One of our Biology faculty received one of twelve Excellence in Teaching awards given by the MnSCU system.

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

The MnSCU system wide employee development survey provides feedback on the entire system's needs as well as training needs specific to SCTCC.

In service feedback surveys provide ideas for future training and development.

Executive Leadership meetings, discussions with deans and supervisors, and conversations with employees are other ways key issues are determined.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Labor management meetings on monthly basis with faculty and bimonthly basis with other bargaining units. Regular information shared at these meetings include staffing, budget, facilities, and safety topics. Employee concerns, suggestions and new ideas are discussed at these meetings. In some instances, follow up by various groups is needed to follow up.

One of the college's first action projects was to look at the communications processes to increase more productive and timely communication to employees. The results of the project

Each year, the college hold a college wide Quality Day. This day is set aside for all employees to meet in one large group and discuss strategic planning for the college. The discussion includes opportunity for employees to express their ideas. At the most recent Quality Day, many employees expressed an interest in pursuing a health and wellness center for employees and students. This has become one of the college's action projects for the next year.

Results (R)

4R1. What measures of valuing people do you collect and analyze regularly?

Retention

In fiscal year 2009 46% of SCTCC employees have worked at the college 10 years or more. In fiscal year 2009, nineteen employees left employment from the college. The reasons for leaving employment at SCTCC were: retirement, 7; resignation, 6; termination, 4; one death and one transfer to another MnSCU institution. This is a 5.8% turnover rate for the college.

Recruitment

SCTCC Affirmative Action Plan found at <http://www.sctc.edu/human-resources> is the primary recruitment plan for the college staffing.

As part of its recruitment efforts, SCTC will take steps to market, identify, and obtain qualified applicants in meeting affirmative action goals. Though it varies from year to year, the college does expect to have hiring opportunities in many of the job groups. Special efforts will be made to recruit minorities and persons with disabilities in job groups where underutilization has been identified. Positions are publicized in a manner which brings them to the attention of potential applicants, including women, minorities, and persons with disabilities. Recruiting sources include:

- Minnesota Jobs Website
- Minnesota State Colleges and Universities On-line Job Bank
- America's Job Bank
- Chronicle of Higher Education website
- Minneapolis Star Tribune and website including diversity section
- St. Cloud Times and website including diversity section
- MnDiversity website

The following tables outline the Affirmative Action Plan for the period 2008 to 2010.

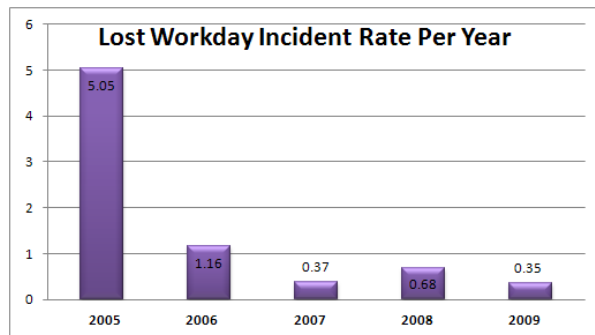
Job Group	Current Work Force as of 2008			
	Total	Female	Minority	Disabled
Administrator	12	6	0	0
Supervisory	7	4	0	0
Professional	28	16	2	2
Faculty	130	56	2	1
Clerical	42	42	0	1
Technical	11	8	1	0
Service/Maint.	21	7	0	0

Job Group	Hiring Goals 2008-2010		
	Female	Minority	Disabled
Administrator		1	1
Supervisory			1
Professional		1	1
Faculty	4	3	2
Clerical		1	2
Technical			2
Service/Maint.	2	1	1

In fiscal year 2009, the college completed searches to fill 26 positions. Of the 26 positions filled, 17 were filled by women, nine by men and one hire claimed minority status.

Employee Safety

SCTCC was able to add a Safety Coordinator position in September 2004. This position focused and continues to focus on the safety of all employees. As indicated in the graph below, during fiscal year 2005 the percent of lost days due to a work related injury when compared to the total number of time worked by all employees was 5.05%. As a result of efforts by the safety coordinator, managers, and employees, the percent of lost days has shown marked improvement.



3. What type(s) of training or professional/staff development activities have you attended in the past year through your institution, the Minnesota State Colleges and Universities System, or the state? (Check all that apply.)

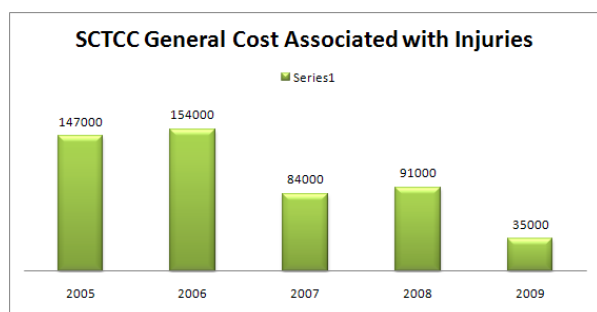
	Response Total
Campus Professional Development Day/Staff Development Day	62.90%
Safety Training, Employee Right-to-Know, etc.	41.40%
Data Privacy/Security Awareness	32.90%
Code of Conduct Training	28.60%
AQIP, quality improvement training	22.90%
Computer Skills Training	22.90%
Job-specific Training	20%
None	14.30%
Technical Training (ISRS, SCUPPS, BRIO, etc.)	12.90%
AFSCME "Frontline" Conference	11.40%
Diversity Training	11.40%
Discipline-specific conference/meeting	10%
Pursuing a MnSCU degree through tuition waiver	7.10%
Sexual Harassment Prevention Training	7.10%
MnSCU course using tuition waiver	4.30%
New Administrator Orientation	4.30%
New Employee Orientation	4.30%
Supervisory Training (Artand Science of Supervision)	4.30%
Customer Service Training	2.90%
Financial Contracts	2.90%
Campus-based leadership development programs	1.40%
Educational Leadership Degree (through MnSCU)	1.40%
State of Minnesota Conferences (DEED, State Managers Conference)	1.40%
Other (Please describe)	1.40%
Labor Relations Symposium	0%
Luoma Leadership Academy	0%
Managerial Core Training(MMB)	0%

4R2. What are your performance results in valuing people?

- Positive retention of college employees.
- Less than ten grievances per year (number includes all four collective bargaining agreements).
- Employee absences appropriate and within average limits.
- Decrease in workers compensation incidents.

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

The campus Safety and Health Officer has designed a series of online safety trainings which all employees are responsible to complete. Through training efforts, the general costs to the college associated with injuries has declined substantially. Based upon feedback, the Safety and Health Officer is now designing additional materials on accident prevention and a program of pre-task evaluations of hazards.

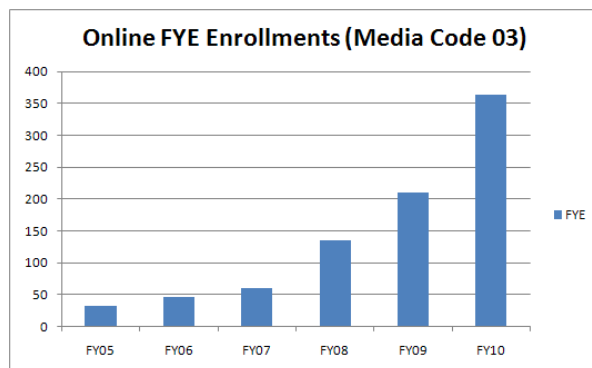


The above chart shows the significant decline in costs associated with injuries associated with better employee training efforts.

Mandatory training for all employees is designed and delivered by MnSCU on such topics as state ethics rules, computer and password security, data privacy practices, and workplace safety “right to know” topics. These training materials, combined with in-service training sessions, local training materials and resources, help to substantially reduce the potential losses the college could face through accidents or violations of state policies and regulations.

Training for faculty is provided through the Center for Teaching and Learning and also through Online Learning services; this training helps instructors make progress toward the institutional goal of raising enrollments in online courses and broadening the portfolio of online classes. The training for faculty has been supplemented by training and support services for students in online and hybrid courses. Additional staffing to support these goals included a Director of Online Learning (2007), an Online Learning

Assistant (2009), and an eLearning Student Services Assistant (2010).



The above chart shows the increase in FYE enrollments for fully online courses (Media Code 03). In FY05 there were 32 FYE enrollments, and in FY10 that number had increased by more than ten-fold to a total of 363.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

A goal for the next year is to locate comparison data within the MnSCU system of 32 higher education institutions to compare recruitment, retention and safety rates. Additional Valuing People data indicators will be included in the next systems portfolio.

Improvement (I)

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Currently, a MnSCU system wide employee satisfaction survey provides SCTCC with data to guide the college in improving current processes to value employee.

SCTCC deans, supervisors, and managers meet with their employees to complete annual performance evaluations and professional development plans. During fiscal year 2010, the completion rate of staff performance evaluations was 35%. The completion rate for

faculty evaluations and professional development plans was 70%. A goal for the next year will be to increase the completion rate for staff performance evaluations. The first step will be to survey the supervisors to determine what steps can be taken to improve the process.

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The college Affirmative Action Plan sets targets for hiring diverse faculty and staff. Diversity is a major improvement priority for SCTCC. 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.

Self Evaluation

Strengths

- Faculty/Staff development is encouraged, including funding for classes and memberships, tuition waivers.
- There are systems in place for recognition of excellence.
- Professional Development Plans for staff and faculty

Challenges

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

AQIP Category Five

AQIP Category Five, LEADING AND COMMUNICATING, addresses how your leadership and communication processes, structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

Processes (P)

5P1. How are your organization's mission and values defined and reviewed? When and by whom?

St. Cloud Technical and Community College requested and received approval from the Minnesota State Colleges and Universities Board of Trustees on November 18, 2009 to enhance the college's technical college mission to one of a comprehensive college mission. Additional approval was received from the Higher Learning Commission on February 28, 2010. St. Cloud Technical and Community College faces a new era "as the college of choice for the community" with a new enhanced mission and vision for the

future. The mission revision process involves all campus governance groups, external stakeholders and Minnesota State Colleges and Universities Board of Trustees. SCTCC follows the systems policy regarding the Board of Trustees approval for each institution's mission, vision, and purposes. Policy 3.24 reads, "college or university mission, vision, and purposes require Board of Trustees approval. A college or university mission, vision, and purposes shall support achievement of the system mission and vision and shall provide a foundation for evaluation, accountability, and regional accreditation."

Both Minnesota State Colleges and Universities governance leadership and SCTCC leadership continuously strive to set direction for the college that is based upon system and college vision, mission, and core values. SCTCC uses an Appreciative Inquiry Process to set direction in alignment with the college's mission, vision, and values. In 2007, President Helens identified an all college conversation day, to be held each year and to be recognized by all administration, faculty and staff. Primary leadership of this process has been provided from the college's Quality Crew, the committee that works with continuous improvement, accreditation, and assessment.

Provocative Proposals and Action projects are aligned against the mission. Provocative Proposals help provide an affirmative future vision for the college set within a framework of the college's core values. Action projects and future initiatives which stem from the All Conversation Day are brought forward for input and for various readings. At the 2009-2010 All College Day, results from previous action plans and projects were reviewed. A celebration of the results is part of the process.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

SCTCC practices a balanced coordination between the college president and the Minnesota State Colleges and Universities Board of Trustees and Leadership Council. Both Minnesota State Colleges and Universities and SCTCC 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.

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

The College Annual Work Plan is based upon plans for each division of the college, action projects, and special initiatives, as well as the priorities set in the Minnesota State Colleges and Universities Strategic Plan. Through this coordinated effort, SCTCC recognizes the wider needs of the college community it serves.

Sensitivity to the unique needs of an increasingly diverse, commuter-based student population and student leadership is also important at SCTCC. The level of student participation has appreciably increased, with Student Senate taking an active role on such issues as increases in tuition and equipment acquisition. Students are appointed to college committees and taskforces and are participating in activities that demonstrate strong leadership characteristics and student advocacy.

SCTCC utilizes CCSSE data as well as information provided by partners and counselors of area high schools to identify expectation and needs of current and future students.

5P4. How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?

SCTCC's leadership support several opportunities to enrich student learning that will contribute to the growth and development of the college as well as the community and surrounding region. Foundation board members and advisory committees play a major role in connecting SCTCC with potential opportunities to enhance its focus on students, teaching, and learning.

SCTCC supports a number of internal mechanisms to enhance student learning

including; annual funding for faculty excellence awards, funding for faculty to attend conferences and training, and funding set aside to ensure that active advisory committees meet to develop and revise curriculum and to build community partnerships.

The SCTCC Foundation is one of many critical stakeholders within the organization. The Foundation's Board of Directors supports the College's mission, vision, and values through its fundraising efforts and ambassador roles and is also mindful of the role they play in the larger MnSCU system.

This larger role is important for the Foundation Board to see the system as a whole and the College as a component of a larger system. Because the Board is populated with community leaders in trade and industry and meets as a full board three times annually, Board members have a greater understanding of the system as a whole and the role SCTCC plays within the system. They are dedicated to the College and to the system. Yet the direction of Board members may not always closely align to the College Work Plan or to MnSCU priorities. The Foundation Board as well as advisory boards are free to express their opinions, and they serve as community barometers; they have their fingers on the pulse of the community and because of the close relationship they have with the College. This provides a healthy exchange of information and ideas that serve both the College and the Board.

5P5. How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

The president and executive leadership staff serve as the primary decision-makers within the college. Monthly meetings involving leaders from administration, academic divisions, student services, faculty governance, staff governance, student senate and the foundation supply a forum for information sharing among senior leadership on policy matters affecting the institution. In addition, a wide variety of recommendations flow

from these groups to various committees and task groups.

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

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

5P6. How do you use data, information, and your own performance results in your decision-making processes?

Shared governance at SCTCC is enhanced by the use of a comprehensive decision-making model which was proposed during the Appreciative Inquiry process in 2008 and became an action project. This model is used for all college innovation from small, individual project to comprehensive, college-wide initiatives. The model incorporates income and expense data, student data, information about the college's infrastructure and other data relevant to a given innovation. Using this inclusive model builds trust, encourages teamwork, fosters collaboration, empowers individuals, creates a sense of community and ensures quality in developing priorities for the college's future.

Decision-making is enhanced through the processes of program review, data collection for the SCTCC Factbook, and the alignment needs of the SCTCC College Work Plan.

Results are reported to shared governance and labor management meetings, and reported to the President's Executive Leadership team.

5P7. How does communication occur between and among the levels and units of your organization?

The college continues to promote communication to the campus community and stakeholders through a variety of systems and tools. The mission, vision, and values can be found in the SCTCC catalog, website, employee applications, employee orientation training materials, posters, and in all SCTCC printed publications. College direction and priorities are articulated and shared via in-service events. Priorities are communicated at college-wide gatherings, division and department meetings.

To promote more thorough communication on a regular basis, the College President implemented a schedule of meetings with representatives of each of the bargaining units represented in the college community. These meetings are well received and appear to be effective in communicating critical issues during times of economic challenges and budget constraints.

One of the first AQIP action projects encompassed communication. From that action project “TechTalk”, a weekly newsletter to all faculty and staff which provides electronic communications of minutes, documents, and happenings within the college was named the official means of communicating within the organization.

Early on the leadership recognized the importance of communication and was determined to create a strong organizational framework through developing concepts that would encourage openness and a healthy environment of respect. On a weekly basis, President Helens hosts a coffee time, in the Commons, to visit with all employees who wish to communicate various needs and expectations.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

The enhanced mission and vision demonstrate SCTCC’s commitment to increase access and

opportunity, to promote high quality learning programs, and to provide programs and services that enhance economic competitiveness and facilitate transfer to universities. The college leadership believes in expanding its mission to include transferable education and emphasize life-long learning opportunities.

Inclusion of the liberal arts curriculum provides students with new opportunities to explore careers which support Central Minnesota’s regional vitality and cultural diversity. A strong focus on life-long learning promotes the education options available to regional employees and employers, and the community at large. Providing for the life-long learning needs of the local community enables the workforce to be responsive, innovative, and economically competitive.

SCTCC’s leaders communicate the mission and vision to be the “college for the community”. College direction and priorities are articulated and shared at Board of Trustee meetings, legislative forums, faculty and staff addresses, governance group meetings, open forums, and print and electronic communication materials and the website.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

St. Cloud Technical and Community College takes a strong stand on encouraging, developing, and strengthening its leadership skills and abilities among faculty and staff. Administration encourages innovation and high performance through individual faculty and staff development and upgrading tools and technology as far as possible within budgetary constraints.

Leadership knowledge, skills and best practices are shared through various leadership opportunities nationally, state-wide and within the system. Over the last eight years SCTCC has been a partner with CQIN. CQIN has offered an opportunity for over 28 administrators, faculty,

and staff to enrich their leadership skills in continuous improvement initiatives.

Minnesota Council for Quality and the Minnesota State Colleges and Universities Quality Improvement Project (MnQIP) provides an avenue for SCTCC leadership to support sharing ideas and collaboration among Minnesota State Colleges and Universities interested in the principles and practices which foster Continuous Quality Improvement.

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

5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

The Minnesota State Colleges and Universities Board of Trustees ensure that St. Cloud Technical and Community College maintains its mission, vision, values and commitment to high performance, student success, and continuous improvement. The Chancellor plays a vital role in annual performance reviews of the President.

The Chancellor of the MnSCU System plays a major role in the selection of SCTCC's President, as well as one or more of the Board of Trustees serves on the search committee, and also assists in creating the position description. The position description ensure that there is a commitment of candidates to the mission, vision, and values of SCTCC.

While SCTCC cannot deliberately choose successors because of Federal and State guidelines, that feedback from the College community on candidates qualifications and demeanor play significant role in the selection process for positions at the college.

Results (R)

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

Every year the President is evaluated on the targets set within the Accountability Framework. Measuring the effectiveness of SCTCC's leaders is demonstrated through the number of campus-wide initiatives completed within the annual College Work Plan.

SCTCC has been working to make the new mission and vision a reality by allocating the resources to make it happen.

Effectiveness of communication is measured through the number of "hits" on the TechTalk site and tracking survey comments during in services, workshops, and other venues generating feedback.

5R2. What are your results for leading and communicating processes and systems?

In 2008, 250 SCTCC faculty, staff, and administration participated in a one day gathering and produced a document entitled Many Voices, One College Report: A Passion to Empower Learners at St. Cloud Technical College Expanding Capacity for Student Success. This group spent the day exploring the college's current values, vision, mission and success in achieving them. The day produced four proposals

intended as Action Projects for SCTCC during 2008-2009 which include:

- SCTCC Embraces Its Core Value – Student Success
- SCTCC Utilizes a Comprehensive Decision-Making Process
- SCTCC Owns its Own Associate in Arts Degree
- SCTCC Has State of the Art Technology in its Career Programs and Support Services

Again in 2009, over 200 SCTCC faculty, staff, and administration participated in an all college conversation day set aside to review the college's accomplishments and to determine Action Projects for the next few years. The suggested Action Projects include:

- An Audit of Advising
- Parking Facility
- Wellness
- Assessment Planning Revisited

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

SCTCC has been leading the way for communicating and deploying an enhanced mission in technical colleges within the Minnesota State Colleges and Universities system. SCTCC has been encouraged by the many outreach opportunities that college representatives have been given to make SCTCC visible to the community at large. These are valuable opportunities to share best practices and to gain insights into peer (sister) college's approaches to becoming high performance institutions. SCTCC's leadership accomplishments include:

- Board of Trustees, Leadership Council, and Legislative forums and presentations regarding a change in mission
- Documentation and published materials

- Encouraged peer institutions through Higher Learning Commission conference presentations, national board representation, and system wide initiatives
- Experienced examiners, trainers, and AQIP reviewers

Improvement (I)

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

Since the 2006 Systems Portfolio, SCTCC has gone through an extensive process to enhance its mission to become a comprehensive college.

Most of the employees at SCTCC are represented by labor unions who have representatives in shared governance committees. Shared governance extends to students at SCTCC, with student representatives appointed to many of the standing governance committees.

Over the past four years, the incorporation of the Appreciate Inquiry process has improved the communications and leadership processes by providing more opportunities to have open discussions and a focus on positively building on what the College is already doing well, and building from there, as part of continuous improvement.

A prior Action Project helped drive the adoption of the Appreciative Inquiry process, and a follow-up Action Project to Develop and Implement a Communication Process has led to greater participation in shared governance and College-level strategic planning and the adoption of a formal idea-generation flow-chart to help vet new ideas through to the proper committees for consideration.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

St. Cloud Technical and Community College does not have a systematic way of setting targets for improvements in leading and communicating. STCC has not utilized a climate survey to establish a baseline.

Self Evaluation

Strengths

- Annual Quality Day
- Updating policies and procedures
- CTL Open Houses- Advisory Committee run by faculty and one administrator
- New Faculty Orientations
- Faculty Handbook

Challenges

- External communications
- Branding of the new mission

AQIP Category Six

AQIP Category Six, SUPPORTING ORGANIZATIONAL OPERATIONS, addresses the organizational support processes that help to provide an environment in which learning can thrive.

Processes (P)

6P1. How do you identify the support service needs of your students and other key stakeholder groups?

The Student Affairs Division has established a mission and vision statement and a values statement that drives student affairs outcome measures.

Student Affairs Vision Statement:

To foster an environment of accessibility, helpfulness and support which helps learners make the best possible choices in pursuing their educational, career and personal goals.

Student Affairs Mission Statement:

The Division of Student Affairs exists to support both the mission of the college and its community of learners by integrating an array of quality services, programs and opportunities which attract, retain and support learners - leading to academic achievement, personal growth and career success.

Student Affairs Values Statement:

In our work with learners, faculty, staff and other external and internal customers, we value:

- a supportive environment and experience for all learners, including those underrepresented in higher education
- active listening, informed questioning, and timely responses
- flexibility and respect
- communication and teamwork – among all our colleagues
- creativity
- recognizing and celebrating success
- continuous improvement in processes and services
- highly trained, knowledgeable and customer-focused staff
- access to information, education and customer service via technology

As the College moves forward in redefining its outcomes, the student affairs division will address the college-wide outcomes as well. Student Affairs uses an array of measures for assessment, measurement and benchmarking. In 2005, the Student Affairs Division was established as separate division with its own Dean, no longer a department within Academic Affairs under the Vice President of Academic Affairs. Without much existing data on student satisfaction, to set a baseline, the division initiated the first, comprehensive, college-wide student satisfaction

survey spring 2005 using the Evaluation/Survey Services of ACT. That initial survey was replicated again two years later to measure improvement in several service areas. Using national data for two-year, public college < 5,000 in enrollment, benchmarks were noted and targets established for support areas which scored lower than national norms. Also, during this period, staff identified data sets being gathered and used for annual reporting on the College's TRiO Program and for Carl Perkins Grant funding. Another set of dashboards and measures has been developed by the Office of the Chancellor as more access programs were developed for underrepresented students.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

Expectations and performance levels are set by the Finance and Facilities division within Minnesota State Colleges and Universities system. The Board of Trustees Accountability Framework and Composite Financial Index drive the performance indicators and financial trends. St. Cloud Technical and Community College experienced an increase in overall fiscal stability as measured by the Composite Financial Index measures from fiscal year 2008 to 2009. A comparison of the data and individual measurements as compared to the recommended ratios by *Strategic Financial Analysis for Higher Education* indicates that St. Cloud Technical and Community College continued to demonstrate a financially sound position allowing for some protection against uncertain economic times and providing for some opportunities to invest towards future growth. The Primary Reserve, Return on Net Assets, and Viability indicators showed increases in performance resulting in an overall increase in the Composite Financial Index. The contributing factor to those increases is an increase in net assets from fiscal year 2008 to 2009. A significant amount of the increase in net assets was due to capital appropriations. These measurements would not have been as strong without the increase in net assets due to capital appropriations.

St. Cloud Technical and Community College has begun the transitional process of moving from a technical college to a comprehensive college. While much of the infrastructure is already in place to serve students seeking a transfer degree, the college recognizes that there are many areas that need to be updated or aligned to fully transition to a comprehensive college. These components have been identified and built into the strategic plan with financial resources designated in reserves for implementation. The majority of immediate transitional costs have been identified as signage, branding, marketing, and IT conversion.

The existing infrastructure for student support services has also been examined and continues to be analyzed to ensure that student advising, transfer evaluation, developmental needs, and other support networks are in place for student success as the college continues to grow enrollment in the transfer program. Some realignment in these areas has already taken place during fiscal years 2008 and 2009 and funds were reallocated to support additional advising and developmental positions.

On the academic side, the college is evaluating the impact of the reduction in credit loads for those faculty assigned to general education courses, credential requirements as a result of the mission change, and the related fiscal impact due to the reduction of credits assigned to faculty under the comprehensive program. The college anticipates that tuition revenues and instructional expenses will both increase as a result of the mission change. The college will realize an estimated \$200,000 in additional tuition revenue that is currently being paid to Anoka Ramsey Community College for their share of the tuition they offer on St. Cloud Technical and Community College's campus under the existing collaborative agreement. SCTCC is also evaluating and engaging the campus community in discussions regarding the need for standard class sizes, block scheduling, and instructional costs in relation to sister institutions to ensure that the college is providing students with the classes they need in a cost effective manner. It is the college's intent to ensure that tuition revenues generated from the

offering of this program exceed the direct costs incurred for this program.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

Since 1934, the annual Governor's Safety Awards program has honored Minnesota employers with exceptional safety performance. Applicants are judged on several years of injury data as it compares with state and national statistics, and on their progress in implementing a comprehensive safety program. The 2010 winners were recognized at three levels:

- Meritorious Achievement (148 winners): Above average performance in incident rates and implementation of at least half of specified safety program benchmarks.
- Outstanding Achievement (61 winners): Continuing improvement and/or a continuing outstanding record and implementation of 75 percent of safety program benchmarks.
- Award of Honor (47 winners): Exceptional accomplishment in reduction of injuries and illnesses in the workplace and implementation of more than 90 percent of specified benchmarks.

The Governor's Safety Awards luncheon was part of the 76th Minnesota Safety & Health Conference, coordinated by the Minnesota Safety Council. The conference is the oldest and largest gathering of workplace safety and health professionals in the region. The Minnesota Safety Council, founded in 1928, is a non-governmental, not-for-profit organization dedicated to improving the quality of life in Minnesota by preventing unintentional injuries.

The Minnesota Safety Council awarded a Governor's Safety Award to St. Cloud Technical and Community College for superior performance in workplace safety and health. St. Cloud Technical and Community College was one of 256 employers recognized at the Governor's Safety Awards luncheon at the Minneapolis Convention Center in 2010. "An effective safety program is an indicator of a successful

organization," said Carol Buffton, president of the Minnesota Safety Council. "Employers like St. Cloud Technical and Community College understand that protecting employees is not only the right thing to do - it's also good business."

6P4. How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

The college identifies the needs of faculty, staff, administrators, and other key stakeholder groups through identified planning structures:

- Space Network Committee. SCTCC's committee designed to address equipment needs.
- Executive planning and identification of needs from the College's Annual Work Plan, Facilities Planning, and Action Projects, and
- Each academic and student services Vice Presidents, deans, directors and managers are in constant contact with the personnel assigned to their division or area of responsibility.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

St. Cloud Technical and Community College's budget strategy will continue to include the development of efficient budgets that align with strategic goals. While budget strategies discussed above will continue to be in effect, additional steps are being taken to reduce the overall budget for reductions in state support. These steps include regular comprehensive meetings between each division Dean, the Vice President of Academic Affairs, the Vice President of Administration, and the Director of Human Resources. Every program is reviewed and overload, release time, instructional costs, and program sustainability are analyzed. The college community is also involved in discussions regarding the need for a reduction in overload and increasing class sizes to ensure program and institutional sustainability. Program and course offerings that are not central to the strategic goals

of the college are being evaluated to determine if they can be sustained. Reductions in program and course offerings are anticipated. The overall budget strategy no longer includes setting aside resources for future needs, but rather evaluating how the college can reallocate existing resources to leverage state funding reductions. The college's intent is to implement these strategies in a manner that best serves students and the community workforce development needs.

Results (R)

6R1. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

On a monthly basis, safety related training is posted to SCTCC's D2L website. This training is mandatory for all faculty and staff to complete in order to be in compliance with OSHA standards. There are a series of informational slides along with a review at the end of the slides. Follow up may be needed if the campus doesn't receive a certain pass rate.

The beginning of each meeting agenda has a "safety moment" and a "wow statement." This concept encourages knowledge sharing and empowers every employee to have a part in describing an exciting opportunity that they have been involved in.

6R2. What are your performance results for student support service processes?

Using the Evaluation/Survey Services of ACT students surveyed in 2007 documented increased satisfaction levels among AA students in the academic areas of testing and grading, faculty attitude, course variety, class size, advisor availability and the academic challenge of the program.

The survey results also showed a similar increase in satisfaction with SCTCC's support systems, including: financial aid, academic support, library services and technical/computer support. The survey asked students their general opinion

regarding transfer and their interest in articulated 2+2 programs leading to a bachelor's degree at SCSU. When asked generally about their interest in 2+2 or 3+1 programs involving SCTCC and SCSU, over 71.8% of AA students indicated they were either interested or very interested and 55.2% of the entire student body showed a similar response to this question. When asked specifically about 2+2 programs aligning technical programs with similar baccalaureate programs at SCSU, 55.6 % of students enrolled in technical programs were interested or very interested in this transfer opportunity.

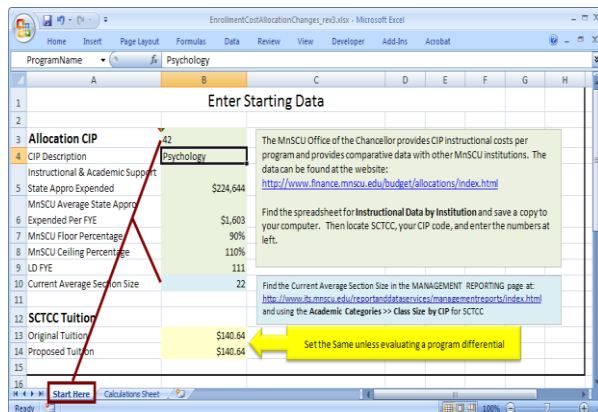
6R3. What are your performance results for administrative support service processes?

St. Cloud Technical and Community College's budget strategy has been to develop efficient and cost effective budgets that align with and support strategic goals as established by the Board of Trustees, Office of the Chancellor, and the college. The initial development of the budget has included reallocations from prior years to ensure that resources are aligned with strategic goals and outcomes. The budget has been monitored throughout the fiscal year and adjusted for actual enrollment to projections, actual revenues and expenditures as compared to budget, instructional costs as compared to peer institutions, trends in the Composite Financial Index, spending on instructional versus operational costs, variations in receivables and other accruals, and other factors that having a budgetary impact.

6R4. How do your key student, administrative, and organizational support areas use information and results to improve their services?

SCTCC has taken innovative steps to deal with student, administrative, and organizational support processes. St. Cloud Technical and Community College continues to evaluate several measures to deal with budget constraints. During fiscal year 2009, the college began regular comprehensive budget meetings between the Dean of each division, the Vice President of Academic Affairs, the Vice President of Administration, and the Director of Human Resources. Each cost center is

reviewed, overload and release time analyzed, instructional costs evaluated, and program sustainability assessed. Budgets are reallocated as determined necessary and opportunities for potential improvements are identified.



The above image shows a budgeting spreadsheet designed by SCTCC to aid in the program instructional cost analysis.

Topics for discussion this year include continued reduction of overload, more efficient class scheduling, and a standard regulation for class size to be comparable with other MnSCU institutions.

6R5. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Collaborative Conversations

The college community is also involved in discussions regarding the need for a reduction in overload and increasing class sizes to ensure program and institutional sustainability. Program and course offerings that are not central to the strategic goals of the college are being evaluated to determine if they can be sustained. Reductions in program and course offerings are anticipated. The overall budget strategy no longer includes setting aside resources for future needs, but rather evaluating how the college can reallocate existing resources to leverage state funding reductions. The college's intent is to implement these

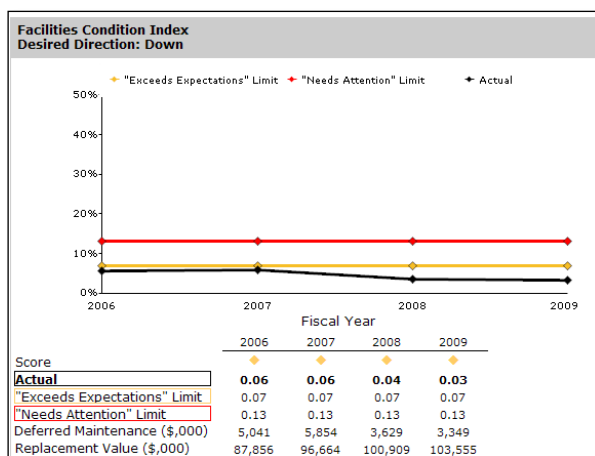
strategies in a manner that best serves students and the community workforce development needs.

St. Cloud Technical and Community College's future vision assuming less state support includes:

- Increased tuition costs
- Larger class sizes
- Less direct one-on-one student support
- Reductions in program and course offerings
- Reductions in equipment and technology investments

Balancing significant declining resources at a time when operational costs are increasing and experiencing continued enrollment increases including a record 14% increase this current year presents a difficult budget challenge. However, with St. Cloud Technical and Community College's previous infrastructure investments, planning for the future, and on-going work and discussions taking place to address budget challenges, we believe the college is positioned to be a viable, sustainable campus offering quality educational programs that meet the needs of students and the community.

St. Cloud Technical and Community College has very well managed buildings and facilities. Preventative maintenance schedules and quick resolution to maintenance issues has helped SCTCC maintain facilities with costs less than those allowed in the MnSCU established ranges.



The above chart shows that SCTCC operates facilities repair and maintenance with actual costs less than those allowed under MnSCU targets.

Improvement (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

The Vice President of Administration and the Vice President of Academic Affairs are also presenting at each division meeting. The presentation has included the Financial Trends and Highlights, a comparison of expenses versus revenues per FYE between fiscal years, base appropriations received for the past three fiscal years and the planning estimate for fiscal year 2011. Discussions include the fiscal situation with the state and the impact on the college, the allocation framework, and the instructional cost study and how instructional costs are measured and fit into the framework. These presentations will continue with updated information and the Dean of each division will be bringing forward the instructional cost study for their programs.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

St. Cloud Technical and Community College recognizes that fiscal years 2012 and 2013 will be extremely challenging with long-term fiscal implications. It is difficult to manage significant reductions in appropriations while working within labor contract provisions that don't allow much flexibility, increasing insurance and worker's compensation costs, increasing facility operational costs, and other fixed costs that cannot be eliminated from the budget. The goal of the college is to ensure that we work within the provisions of the labor contracts while efficiently maximizing resources to ensure sustainability.

Other factors that will impact the college include the number of faculty and staff employed at the college that are near retirement and the related retirement benefits and costs associated with hiring new faculty and staff to replace those through attrition. St. Cloud Technical and Community College has recognized these factors and has designated reserves to cover some severance costs. In addition, each vacant position is evaluated to determine if the position should be filled, left vacant with credit loads or work reassigned, or filled with a temporary or adjunct employee rather than a permanent, full-time employee. Throughout these discussions, the college continues to monitor instructional, administrative, and operational costs to ensure alignment with fiscal resources.

Self Evaluation

Strengths

- HealthPartners Building
- Commitment to obtaining the best technology we can for our students (Space Network Committee)
- Systematic upkeep of the building, on-going facility plan
- 30 new cameras for security
- Facility utilization (R25, MnSCU space utilization)
- "Greening" our environment

Challenges

- Staffing for master course scheduling (S25)
- Facility needs due to growth
- Parking Action Project

AQIP Category Seven

AQIP Category Seven, MEASURING EFFECTIVENESS, examines how your organization collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Processes (P)

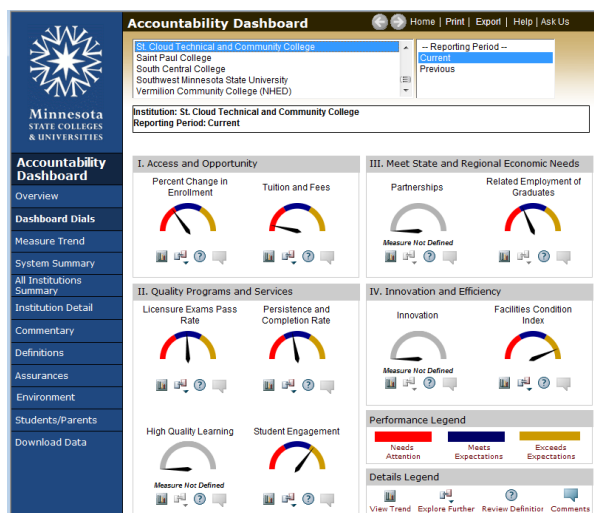
7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

In 2009 and 2010 St. Cloud Technical and Community College has taken an active approach to reexamine how data is selected, managed and distributed within the college. An institutional data task team has been charged to explore the many facets of how data is used within their work environment, what data is currently being collected, and how the data integrates with the other parts of the organization to help drive decision making.

SCTCC uses a number of approaches to gather and distribute data to support decisions for program and non-instructional services. Data is collected to document college processes for the following projects such as: college accreditation, program accreditation, program review and design, assessment of college outcomes, grant writing and reporting, etc.

Key indicator reports have been identified in a variety of subject areas to facilitate the creation of policies and guide decision making within the Minnesota State Colleges and Universities system. Creation of selected management reports encourage campuses to begin to track effectiveness and to compare measures focused with the program area. Of particular interest to users are reports in finance and facilities, academic, admissions, custom training, distance learning, enrollment, HR payroll, and students.

SCTCC uses management reports such as the Instruction Cost Analysis report which compare budget allocations to each Minnesota State Colleges and Universities institution on a program by program basis in terms of cost per FYE. Direct instructional expenditures include salary, benefits, non-salary costs, equipment, and severance pay.



The above screenshot shows the MnSCU Accountability Dashboard. It provide information on key measures identified by the Board of Trustees and allows comparison with other institutions within MnSCU.

Presentations have been made by the Vice President of Administration and the Vice President of Academic Affairs at each division meeting. The presentation has included the Financial Trends and Highlights, a comparison of expenses versus revenues per FYE between fiscal years, base appropriations received for the past three fiscal years and the planning estimate for fiscal year 2011. Discussions include the fiscal situation with the state and the impact on the college, the allocation framework, and the instructional cost study and how instructional costs are measured and fit into the framework. These presentations will continue with updated information and the Dean of each division will be bringing forward the instructional cost study for their programs.

Summary data is presented each year in the form of a Fact Book and posted on the college's eSystems Portfolio site.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

At the institutional level, St. Cloud Technical and Community College uses data to support its planning efforts in the college's work plan which

is aligned to Minnesota State Colleges and Universities Strategic Plan. The College uses the system strategic plan as a basis for establishing institutional plans and strategic priorities. The chancellor and each president negotiate the activities and results that the institution pursues during the coming year, and presidents are evaluated on the progress they make. The Minnesota State Colleges and Universities system measures performance in meeting selected outcomes that are linked to the strategic plan.

The college work plan includes indicators and accountability measures that are tracked over time. The performance on the indicators and measures are reported to the Board of Trustees and others on the accountability dashboard, which may be viewed at

<http://www.mnscu.edu/board/accountability/>.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Most often, state, federal and special project reporting, such as IPEDS or required reporting for Minnesota State Colleges and Universities determines the information and data needed. The priority of the report or project is often based on legislative, system – wide, institutional strategic planning goals, and program review needs.

Program review is one of the main activities for data gathering at SCTCC 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.

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

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 new program review template is being instituted with specifics relating to data and information that may be queried from the data management reports, BRIO, and replicated data sources.

7P4. How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

Data and information is analyzed and shared at the “big picture” level with the Minnesota State Colleges and Universities Board of Trustees, governor, legislative and key state agencies. Incentives and mandates are provided for institutions to increase awareness of performance and effectiveness. College administration, staff and faculty attend workshops, forums, and conferences designed to train monitor the health of the organization.

For example, key leadership within the Minnesota State Colleges and Universities institutions spent three days at a Student Engagement and Satisfaction Conference held in Chaska, Minnesota. Each college and university within the system has administered one of the two national surveys of student engagement this biennium and will continue to administer it once each biennium. Twenty-five colleges participated in the Community College Survey of Student Engagement (CCSSE) and seven universities have participated in the National Survey of Student Engagement (NSSE). Senior leaders, leadership councils, and staff have developed the measure and performance around the classification process. Data on the student engagement measure is reported on the accountability dashboard.

This commitment to use data at the System level is also reflected at the institution level. Each campus is responsible for monitoring process and measures. A team, consisting of the President, Vice President for Academic Affairs, Vice

President for Student Services, Director of Institutional Sustainability and a faculty member were identified to attend the conference and to realize the dynamics of the CCSSE data for the system as a cohort benchmarking entity and for the institution. A plan was put together to bring the data back to encompass all areas of the institution.

St. Cloud Technical and Community College's dashboard indicator for the Student Success dashboard is in the gold range, meaning that it is exceeding established targets. Sharing college progress toward goals at All College Conversation Days, in-service workshops, and forums help communicate the importance of data collection and assessment in measuring the college's performance.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Minnesota State Colleges and Universities accountability dashboards are influencing the need for comparative and benchmarking data. The college currently participates in national surveys such as ACT, CCSSE, and Noel Levitz PSOL. Both the CCSSE and Noel Levitz PSOL surveys provide cohort findings within the system and at the national level.

SCTCC employs national standards and reports such as the IPEDS data and information developed by the Department of Economic Development (DEED). Positively Minnesota (<http://www.positivelyminnesota.com>) provides labor market data for workforce development and economic development professionals.

Criteria and methods for selecting sources of comparative data and information are often directed by specifics used within applications for new programs. Program review processes identify peer programs and comparisons at competitive institutions giving the program and institution a look at gaps and trends for planning.

7P6. How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

SCTCC ensures that divisions, units, and educational programs are aligned with organizational goals through

- the College Work Plan;
- the Appreciative Inquiry Process, Many Voices Document;
- SCTCC Academic Master Plan; and
- Program Review.

The SCTCC College Work Plan is an operational plan that provides system, college, and strategic plans a vehicle to accomplish goals through measurable, annual objectives.

The SCTCC Academic Master Plan links system and college outcomes with program plans. SCTCC has undergone a 12-step assessment process to develop learning objectives at the program level and link them to the college-wide outcomes.

Externally, thirteen SCTCC majors undergo agency accreditation, which links student learning outcomes to college-wide outcomes. Program review provides an avenue for assessing program effectiveness and 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.

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The Minnesota State Colleges and Universities Central System Office establishes and hosts the databases which will be utilized for collecting student records, financial data, reporting data, and security information. They also host other information systems including the instructional

management system utilized for teaching online, hybrid, and web-supplemented courses.

The Central System Office in coordination with the CIOs at the member institutions, develop and implement security policies and protocols which must be followed by all institutions within the system. Additional precautions are taken, including the provisions for mandatory password changes at least every 180 days, failover systems to provide functionality when main systems are offline for maintenance or upgrades, network diagnostics and audits to identify possible vulnerabilities to systems, and mandatory security protocols and software which must be utilized by all employees when connecting to institutional networks.

In addition to MnSCU stated policies and procedures, SCTCC implements security policies and manages roles and permissions for network access.

Significant training of new employees helps to ensure that information is entered into the databases in an accurate and timely manner, and audits of information and records take place in all systems to ensure that records taken at random fully comply to the established protocols.

Results I

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The MnSCU ISRS system provides management reports and queries which are used by executive leadership, academic program managers, deans, and directors. This is the primary toolset used for the evaluation of academic programs and financial performance.

The information collected within the ISRS system is comprehensive, and queries can be written to drill-into specific programs, student cohort groups, departments, course offerings, and costs

centers to provide data for analysis and decision-making.

When additional MnSCU system initiatives are launched, or when institutional partners identify the needs for additional data fields and reporting features, the core software is enhanced for use by all institutional partners.

When additional analysis is required for data which is not in the field-sets of the ISRS system, then in-house data collection and analysis is performed to aid the decision-making processes within specific programs or departments. Examples of these include in-house databases to manage support requests for IT and maintenance; faculty and staff use an online help-request forms which route to the appropriate departments, and these databases help establish work queues and allows reporting of work requests.

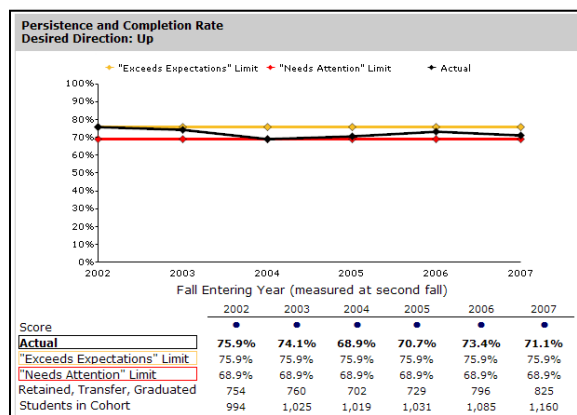
7R2. What is the evidence that your system for Measuring Effectiveness meets your organization's needs in accomplishing its mission and goals?

The MnSCU Management Reports and Dashboards allow St. Cloud Technical and Community College to measure progress toward goals established by the Board of Trustee and System Chancellor. These reports also allow SCTCC to compare its effectiveness using the metrics in the reports against peers within the MnSCU system.

St. Cloud Technical and Community College continues to modify processes and procedures in order to meet the expectations of the MnSCU Office of the Chancellor and the outcomes identified by the Board of Trustees. Working as part of a system, data collection, human resource, information technology, library services, bookstore operations, admissions and registrations, and other key service areas are continually evaluated to find best practices and the opportunities to share resources. Recently the Minnesota State Department of Management and Budget released an audit of the MnSCU System identifying several opportunities for future improvement. SCTCC is in the process of

evaluating how these findings may affect and provide future opportunities for the College.

Reporting tools in the MnSCU Accountability Dashboard allow tracking of progress on System goals as well as comparisons to peers within MnSCU.

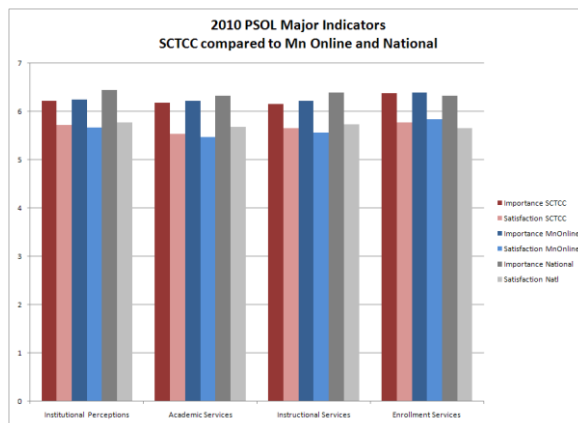


The chart above shows Persistence and Completion Rate information for SCTCC available through the MnSCU Accountability Dashboard. This is one of the tools SCTCC uses in order to allow comparisons with other institutions.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

St. Cloud Technical and Community College utilizes reporting databases as specified by the MnSCU system. The utilization of a common database allows comparisons of management reports generated by other institutions within the MnSCU system and the reports also provide information on averages across the MnSCU system.

SCTCC also uses standardized survey instruments such as CCSSE and Noel-Levitz to provide results which can be evaluated against national averages.



The chart above shows in the categories of Institutional Perceptions, Academic Services, Instructional Services, and Enrollment Services, that SCTCC's student results closely aligned to MnSCU-wide and National averages in both importance and satisfaction indicators. The pairs of red bars indicate SCTCC values, the pairs of blue bars indicate MnOnline averages, and the pairs of gray bars indicate National averages.

In Spring 2010 SCTCC utilized the Noel-Levitz Priorities Survey of Online Learners to create a benchmark for future comparisons. In the initial use of this instrument, SCTCC's performance in meeting the priorities and needs of online learners conformed with performance of other MnSCU institutions (Minnesota Online) and national standards.

Improvement (I)

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

St. Cloud Technical and Community College has been involved in the Appreciative Inquiry process in addition to AQIP (Academic Quality Improvement Program) and CQIN (Continuous Quality Improvement Network). SCTCC belongs to CQIN (Continuous Quality Improvement Network). CQIN is a relatively small national organization of two year colleges engaged in continuous improvement. CQIN selects one or two major industry partners for this working team event each year. Involvement in these processes has provided the means to validate and reinforce the college's mission and to work towards the

alignment of strategic goals with the resources needed to achieve those goals. To help lead these initiatives and to capture and measure data needed to make solid management decisions, St. Cloud Technical and Community College reallocated funding resources during fiscal year 2009 to fill a Director of Institutional Sustainability position at the college during fiscal year 2010.

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The Systems Accountability Dashboard reports ten measures identified by the Board of Trustees as best representing the most important outcomes that indicate whether the state system is achieving the four strategic directions identified in its Strategic Plan. Each institution, all colleges as a group, all universities as a group and the state system as a whole are assigned to one of three performance categories on each measure. The performance categories and the associated colors are: Exceeds expectations are Gold, Meets expectations are Blue, Needs attention are Red.



The image above shows MnSCU Accountability Dashboard. This tool provides a quick overview of institutional performance on key measures identified by the Board of Trustees.

Self Evaluation

Strengths

- Strong system developed database- ISRS
- System support through Office of the Chancellor – web based data, mgmt reports
- Institutional Fact Book (Profile)

Challenges

- Lack of any college-based organized publication of data
- Institution wide indicators

AQIP Category Eight

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT, examines your organization's planning processes and how your strategies and action plans help you achieve your mission and vision.

Processes (P)

8P1. What are your key planning processes?

The planning process at St. Cloud Technical and Community College builds upon the structure set by Minnesota State Colleges and Universities, legislature, economic climate, and the college community. The planning process at SCTCC includes the current mission, vision, and values of the institution. SCTCC has incorporated an Appreciative Inquiry process to help guide the organization in setting directions, making decisions, seeking future opportunities, and communicating decisions to our internal and external stakeholders. The model used by SCTCC incorporates an analysis of stakeholder visioning by:

- reviewing the core of success that assisted them in achieving their results;
- celebrating the success and the positive core that supported that success; and
- identifying major core areas and initiatives that can be developed in stages, and/or

integrated with other plans and action projects within the institution.

SCTCC's vision is for a strong, comprehensive college that offers high quality educational choices for students with a broad spectrum of educational goals. Every student needs to find an educational institution that will help them have a successful beginning and develop the resources necessary to achieve long term goals.

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

We work toward this vision by listening to our community stakeholders, identifying trends and gaps in services, and then linking these trends and gaps to SCTCC's core strengths. In doing so, SCTCC applies the right business model to offer programs that respond to our market-driven economy.

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

In 2003, when SCTCC joined AQIP and attended their 1st Strategy Forum, SCTCC identified the need to adopt a process for strategic planning. With a new President in the lead, in 2007 the College initiated an Appreciative Inquiry process for creating the future at SCTCC. Appreciative Inquiry focuses on appreciating the accomplishments and the positive processes already at play within and without the college. It engages the entire college community in an inclusive and participative manner to build on its successes. Since organizations move in the direction of what they most persistently, systematically, and collectively ask questions about, SCTCC asks questions about each success. College and community members identify the times when people felt most alive and successful, engaged and creative. Participants in the process learn from moments of highest enthusiasm and repeat success because college constituents generate positive statements grounded in real experiences and history of the college. Individual

stories form the core of SCTCC's success and form the basis on which to create a positive future.

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

The process to fully develop a plan and action projects to sustain the plan can take up to six months for the complete cycle. A facilitators groups meets to experience the planning process using Appreciative Inquiry and determines ways to modify it for the college and larger community. The facilitators groups can be comprised of the leadership team, faculty leaders, support staff leaders, foundation board members, key community members, student leaders and others.

The college faculty, staff, community leaders, and students meet in an "all conversations day" to identify common success themes or measures from previous action projects and craft many potential values and planning statements. The College identifies three to four major core areas for enhancing their service to their internal and external communities during the planning cycle. Using clicker technology, the college community selects major initiatives for their next planning cycle. These efforts may be lofty initiatives and can be developed in stages, and/or integrated with other plans and action projects.

The facilitators group uses the many college and community originated themes from the "all conversation day" to draft values statements and three to four initiatives to implement the mission and values of the college. The initiatives and plan is sent to all participants for review and feedback. The college community has various opportunities to respond through TechTalk, governance meetings, and local forums.

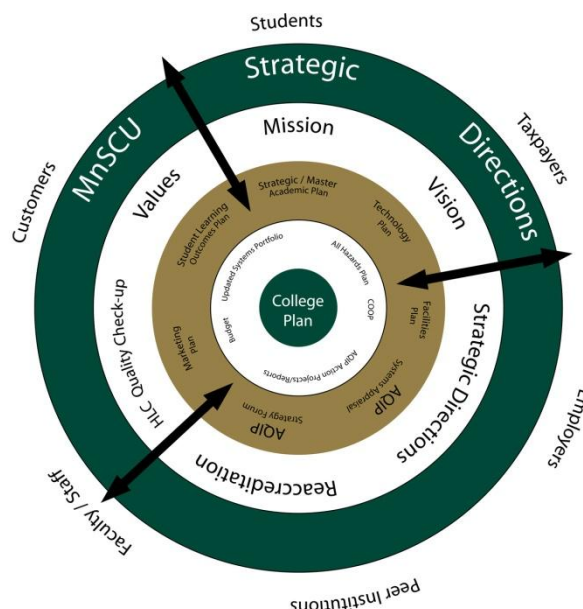
Quality tools are used to process stakeholder work sessions and to identify short-term initiatives/AQIP projects, usually 1 – 3 years in length. Over the years within AQIP, the college has identified 10 priorities and reallocated funds to support these areas. An AQIP committee, named "Quality Crew" was established to communicate the strategic and tactical details of moving forward with designated action projects.

The plan and action projects are implemented within all aspects of the college and each department commits to implement some aspect of the plan by developing a collective commitment to appropriate aspects of the plan through leadership direction, budget allocation, serving on workgroups, and joining action project groups.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization's various levels?

By aligning SCTCC's planning processes (college-wide plan, facilities plan, master academic plan, technology plan, diversity plan, action projects, etc) with focused strategies, SCTCC ensures that it addresses improved performance. Aligning the planning process with the various institution-wide plans is critical to prioritizing and coordination. Planning activities are driven by senior leadership levels within the Office of the Chancellor (Minnesota State Colleges & Universities Strategic Plan, College Work Plan, Facility Plans, Diversity Plan, grants, etc.) and from perspective of the needs of the campus (Program Review, Action Projects, All Conversation Day, etc.)

SCTCC has implemented the following chart to reflect the various components of the planning process to help the college community understand the many elements that interact with the planning process.



The above chart shows the interrelationships of parts in the SCTCC planning process.

8P5. How you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

SCTCC measures goal accomplishment through narrative progress reports. The College's Work Plan measures progress through annual activity on ongoing initiatives. The work plan, used for evaluation of presidential performance, is based upon college division plans and action projects. SCTCC's president provides progress reports on the work plan to the Minnesota State Colleges and Universities Chancellor who, in turn, provides quarterly reports to the board. Targets for performance are compared with the performance results of other higher education organizations within Minnesota State Colleges and Universities and outside the system. Results are shared to build a culture of organizational learning and improvement.

Other plans, such as Carl Perkins set a number of core indicators to measure college performance on a yearly basis. The System and College Perkins Plans realistically assists 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 link strategy selection and action plans, taking into account levels of current resources and future needs?

St. Cloud Technical and Community College has been involved in the Appreciative Inquiry process in addition to AQIP (Academic Quality Improvement Program) and CQIN (Continuous Quality Improvement Network). Involvement in these processes has provided the means to validate and reinforce the college's mission and to work towards the alignment of strategic goals with the resources needed to achieve those goals. To help lead these initiatives and to capture and measure data needed to make solid management decisions, St. Cloud Technical and Community College reallocated funding resources during fiscal year 2009 to fill a Director of Institutional Sustainability position at the college during fiscal year 2010.

A complete cycle linking strategic planning decisions and determining action projects can take up to 6 months. Senior and executive leadership account for resources needed within its implementation process.

St. Cloud Technical and Community College's future vision assuming less state support includes increased tuition costs, larger class sizes, less direct one-on-one student support, reductions in program and course offerings, and reductions in equipment and technology investments. Balancing significant declining resources at a time when operational costs are increasing and experiencing continued enrollment increases including a record 14% increase this current year presents a difficult budget challenge. However, with St. Cloud Technical and Community College's previous infrastructure investments, planning for the future, and on-going work and discussions taking place to address budget challenges, we believe the college is positioned to be a viable, sustainable campus offering quality educational programs that meet the needs of students and the community.

8P7. How do you assess and address risk in your planning processes?

St. Cloud Technical and Community College goes through a Continuity of Operations planning process as identified by the Board of Trustees and the Office of the Chancellor. The process includes disaster planning for programs and processes in case catastrophic losses occurred to the facility, as well as individual building damage to sections of the facility. Key components are record retention and backup, documentation of processes and key players, and lists of required plant and equipment to maintain program and/or department operations.

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Ensuring faculty, staff, and administrator capabilities are developed and nurtured to address changing requirements is accomplished as part of staff development. Faculty and staff are encouraged to attend a number of conferences and activities; such as: CQIN, AQIP/Higher Learning Commission, Minnesota Council for Quality, MnQIP, Luoma Academy, state committees and workshops, etc.

Minnesota State Colleges and Universities master agreement with the faculty acknowledge that each college will allocate faculty development funds at the rate of \$250 per each full-time equivalent faculty position at the college during the academic year. These funds are to be used to support the professional development of the faculty, the development needs of the academic departments or areas, and the planned instructional priorities of the college.

Regular bi-monthly one-on-one communications between faculty leadership and college President and Vice President of Academic Affairs provide opportunities to share information on organizational changes. Updates on organizational strategies and action plans are provided by administration through the college

Shared Governance Council and meetings with the faculty leadership board.

Staff are regularly included in organizational meetings to provide input and share information related to student success and college initiatives.

Academic Deans hold monthly meetings to discuss college policies and procedures, but to also seek input from faculty concerning student learning initiatives, academic coursework and programs.

Bi-annual retreats for the academic deans and academic vice president are held to develop and discuss academic plans, organizational initiatives and changes, but to celebrate successes.

Results (R)

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

St. Cloud Technical and Community College utilizes an Appreciate Inquiry process, and faculty and staff participate in and provide feedback on the process.

Results of the most recent Quality Day show high participation in the process. Use of student-response “clickers” allowed the successful collection of feedback to determine which Provocative Proposals should be identified as candidates for SCTCC’s Action Projects.

The President of the College has weekly coffees in which planning processes and resource usages, as well as future opportunities are discussed, and many of these are then brought forward to the Dean or Director responsible for inclusion in future planning efforts.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

In January 2007, the college gathered to develop a plan that would meet their planning needs for two years and provide action projects for their

accreditation work in the Academic Quality Improvement Project (AQIP). During this planning process the following action projects were developed:

AQIP Action Projects	
Active	Advising Audit
Active	Creation of a Health Service Clinic on SCTCC campus
Active	Parking Infrastructure
Completed	Assessment Handbook
Completed	College Wayfinding/Signage Initiative
Completed	Decision-Making Model
Completed	Star Alert Emergency Notification System
Completed	Develop and Implement Assessment Process
Completed	Develop and Implement Communication Process
Completed	Review and Revise the Strategic Planning Process

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

St. Cloud Technical and Community College utilizes Action Projects which have been moved into the St. Cloud Technical and Community College Workplan and measurable targets have been set, and several of these are also part of the MnSCU Accountability Dashboard for the institution. Included in these targets were:

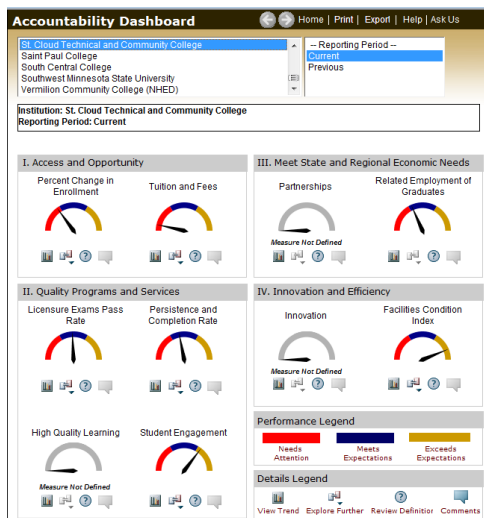
- **Increase Access and Opportunity:** Increase total underrepresented student enrollments by 5% over FY09 base rate.
- **Promote and Measure High Quality Learning:** STEM credit enrollment in college level courses is increased by 4% over FY09 values.
- **Provide Programs and Services to State/Regional Economic Needs:** Increases unduplicated head credit headcounts for dislocated workers (ages 25 to 44) by 2%.
- **Innovate to Meet Current and Future Needs:** Continue to ensure that the college is aspiring to meet its vision “to be the comprehensive college for the community.” This process includes careful examination of

resource allocation and program review to ensure the new mission is supported.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

For the SCTCC's College Workplan, the initiatives and targets are identified, and the institution has done an effective job of aligning activities with the outcomes.

Demonstration of the progress toward these System-wide targets is shown on the MnSCU Accountability Dashboard.



The MnSCU Accountability Dashboard allows direct comparison on aggregate measures defined by the Board of Trustees. All MnSCU institutions can be viewed and compared through this tool.

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

St. Cloud Technical and Community College measures its effectiveness of its planning and continuous improvement processes through the alignment of these activities within the SCTCC College Workplan. The Workplan is evaluated by Page 79 of 92

MnSCU Board of Trustees and the Chancellor's Office to ensure alignment with System priorities, and institutions address goal areas most central to our mission and priorities. The College continues to meet the Board of Trustees and Chancellor's expectations.

Improvement (I)

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

Each year improvements to the college's planning processes are improved based upon feedback.

Examples of recent improvements include:

- Creating and filling an administrative position for "Director of Institutional Sustainability."
- Changing job descriptions of key employees to support additional data collection and analysis.
- Implementing a Quality Day into the academic calendar to provide a focus on quality initiatives in which all faculty and staff can actively participate (with participation of over 200 faculty at the last event).
- Developing tools and templates to aid in the academic program evaluation process.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

The college uses an Appreciative Inquiry process to hear the college community's voice relating to the planning needs. This process is key in determining Action Projects for the college.

SCTCC has trained four administrators in the Academic Lean Process, which is a tool to improve processes. These administrators are tasked with identifying processes which could benefit from the principles of lean.

Self Evaluation

Strengths

- Revising policies and procedures
- Continuous improvement - AI process

Opportunities

- Lack of succession planning
- Internal documentation for procedures and processes

AQIP Category Nine

AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS, examines your organization's relationships – current and potential – to analyze how they contribute to the organization's accomplishing its mission.

Processes (P)

9P1. How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

SCTCC's vision is to be the "college of choice". SCTCC has created relationships with neighboring school districts, cultural organizations and educational organizations to provide quality career, technical and transferable education. SCTCC prioritizes partnerships and collaborations by determining student needs and finding solutions for those students. Examples include:

- Great River Perkins Consortium consists of SCTCC and 27 high schools in the regional area. Great River has a leadership structure of 7 steering committee members (2 postsecondary and 5 secondary) to provide leadership, direction, process, writing and reporting for the Perkins grant. Great River also has a Governing Board in place. This board consists of Superintendents and Principals from all member school districts.

This board meets annually fall and spring and provides reaction, leadership, and direction for the work of the Perkins grant.

- The Readiness Pipeline meets the first generation student and students with low income or disabilities needs. The organizations SCTCC works with are local school districts, but especially the St. Cloud Public School District 742, St. Johns, St. Bens, St. Cloud State University, Upward Bound, Fast Forward, the Somali Elders, Casa Guadalupe and other such cultural groups.

9P2. How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

SCTCC's mission statement guides its purposes, "to prepare students" this is accomplished by understanding stakeholders needs through program advisory committees, connecting with faculty with other colleges and universities for transferability, serving on national, state, and regional boards, and by increasing awareness of community needs.

Point of Entry Tours dispels misconception of the "old vo-tech". Shows the depth of the programs that are being offered. Shows the currency and relevancy of the programs. Why support SCTCC – institutional advancement

Program advisory groups and the customized training representatives work closely with local employers to determine training needs and provide short-term, long-term, credit and non-credit solutions to their training needs.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

In keeping with the college's slogan of "putting you first" focus, special efforts have been made to provide services for SCTCC's students. The campus child-care center, operated under contract, offers on-site care for infants, toddlers, and pre-school age children. The college has expanded

“Going Places”, a program that reaches out to individuals working with special populations in secondary schools. In a continuing liaison effort with community and business leaders, SCTCC has become a member of the Science Initiative of Central Minnesota. We are working with businesses to define and provide the curriculum and programs needed for the future workforces that will staff these companies.

Stearns/Benton Employment & Training Center (SBETC) is also a service provider and financially sponsors students and provides assessment, career counseling, job search, information, and referral services as well. SBETC helps to staff the Resource Room which is available to all students at SCTCC. Current projects include: Basic skill preparation in context of strategic industries and occupations; work experience and supported work placements; Workforce "U" articulation agreements to help to build stackable credentials; dedication of SBETC incentive funds to the SCTCC scholarships; Minnesota Legislative Collaboration Site project to make available ACT's Career Readiness Certificate as a transferrable credential; working with state level leadership in “alignment” efforts to improve accessibility and opportunity to job seekers/learners; development and provision of curriculum in Healthcare Academies as a capacity building strategy in a strategic regional industry.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

SCTCC's Foundation helps bridge relationships within the college and helps to integrate, communicate and meet needs that cannot be met through state appropriations or Perkins funding. The Foundation also proves community and business partners with a role through which they can help students, programs, faculty and staff meet objectives. The SCTCC Foundation is a non-profit organization that supports the college. Established in 1994, it seeks to help students gain an education by providing financial assistance for student scholarships, technology and equipment, and faculty/staff development.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

SCTCC prioritizes work with external agencies based on past and continuing relationships which have are established. All relationships are started by developing a level of trust, providing extraordinary customer service, and remaining flexible in order to meet the current needs of the customer. Educational institutions, agencies, consortia partners, and business/industry are all interested in collaboration yet all are also looking for the win/win in the relationship. Respect for the time and resources of all entities is the best way to build trust and long term relationships.

The Minnesota Workforce Center which is contiguous to the St. Cloud Technical and Community College. Stearns-Benton Employment & Training Council (SBETC) is a partner in the Minnesota Workforce Center – St. Cloud and staffs the Stearns-Benton Workforce Council. The Stearns-Benton Workforce Council seeks to promote and ensure efficient and effective coordination of workforce and human capital investments and services across a wide range of programs, providers and systems to build inclusive, sustainable prosperity. The Council also strives to build coordination with a range of programs that promote business competitiveness and vitality for job seekers and employers. SCTCC's President is a member of the Workforce Council. The SBETC executive director participates in CQIN and Appreciative Inquiry and is a member of the Discovery Academy Advisory Committee and the SCTCC Executive Leadership Team.

SCTCC's leadership works with peers within other Minnesota State Colleges and Universities institutions to identify and explore opportunities for consortia programs and shared course development. Such examples are; Centers of Excellence, Energy Program, Luoma Leadership Academy, EMS & Fire fighting training, etc.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The efforts of SCTCC programs, such as Discovery Academy and Tech Prep, are reaching into the high schools to encourage an earlier engagement with SCTCC. By exposing area 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. Discovery Academy has a strong advisory membership. The involvement is built on trust and respect. In addition we ask questions, listen to the ideas offered, and take timely action on suggestion. Discovery Academy has a 20 member Advisory Board – for various facets of the initiative, including business/industry, chamber of commerce, workforce center, university and SCTCC faculty members and school district personnel. The members determine meeting dates, times, location, and content. We deliver what they suggest which increases their level of trust and commitment.

Articulation agreements with four-year colleges and schools are critical to meet student needs for career advancement and life-long learning. SCTCC also establishes collaborative partnerships through the MnSCU system. In 2005, SCTCC became a member of the consortium for manufacturing and applied engineers 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.

9P7. How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

Faculty and staff have opportunities to attend committee meetings to provide input into the decision making processes. Decisions made within those committees are distributed within the

campus newsletter, TechTalk. Significant policy decisions are brought to division and department meetings.

By contract language, SCTCC recognize that the faculty has a direct interest in college issues including, but not limited to, long and short range planning, priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, marketing, public relations and other activities. Membership on the Shared Governance Council provides an avenue to share information.

The Academic Affairs and Standards Committee is another opportunity to provide direction in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings.

Monthly Labor Management meetings afford members of the various unions an opportunity to provide input to executive leadership. This forum also provides executive leadership a way to address and respond to concerns from employees.

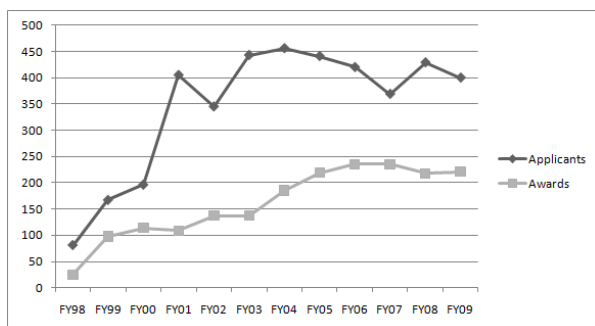
In service days, Tech Talk – publishing all meeting minutes, and informal pot lucks provide opportunities for building relationships between departments and units within SCTCC.

Results (R)

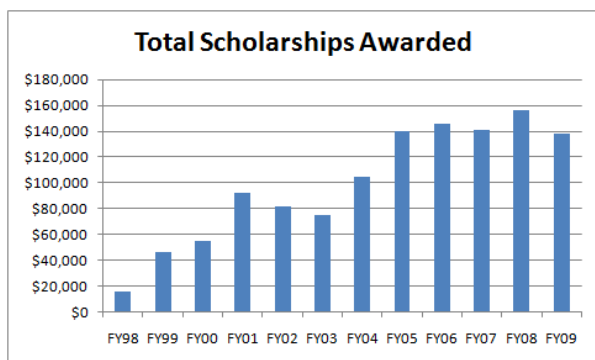
9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

These are examples of several key measures which SCTCC uses to evaluate and measure the success of our collaborative relationships.

The SCTC Foundation tracks the number of applicants and scholarship awards.



The above chart indicates the SCTC Foundation's scholarships awarded in comparison to the number of applications for scholarships.



The chart above shows the total dollars awarded to students through scholarship provided by the SCTC Foundation from FY98 through FY09.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

SCTCC continues to nurture collaborative relationships with local highschools, regional business, and the Stearns-Benton Workforce Center to ensure steady enrollments in the SCTCC programs.

Home	Enrollment- Spring Term	Enrollment- LVL	Enrollment- LVL2	Enrollment- CIP	Enrollment- CIP 2	Enrollment- Media03	Enrollment- Hourly	Enroll Adm
Admission Status								
Yr	20095				20105			
Adm Short Desc	Headcount	Reg Cntr Ug_Yr	Gr_Yr		Headcount	Reg Cntr Ug_Yr	Gr_Yr	
11 UNDO Regular	3,804	57.0	1.9	0.0	3,171	82.0	2.7	0.0
12 UNDO Transfr	1,984	23,809.0	781.0	0.0	2,155	25,043.0	824.3	0.0
14 UNDO Prev De	1,502	17,117.0	560.3	0.0	1,913	21,836.0	718.8	0.0
21 PSEO Regular	49	407.0	13.5	0.0	58	573.0	19.1	0.0
22 High School	215	1,807.0	53.5	0.0	186	1,345.0	44.8	0.0
31 UNDO Uncl	9	123.0	4.1	0.0	3	41.0	1.4	0.0
Total	292	796.0	26.1	0.0	330	886.0	29.3	0.0
Total	7,854	43,916.0	1,440.5	0.0	7,816	49,806.0	1,640.3	0.0

The table above shows admission status for SCTCC students FY09 and FY10.

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

St. Cloud Technical and Community College examines its performance on collaborative relationships by comparing its results with those of peer institutions within the MnSCU System.

St. Cloud Technical and Community College compares favorably within its peer group.

				Accl Yr		20101		20103		20105		Total			
App Stat	App Stat Desc	App Type	App Type Desc	App Rslt	App Rslt Desc	Applied Tech_Id Count	Admitted Tech_Id Count	Applied Tech_Id Count	Admitted Tech_Id Count	Applied Tech_Id Count	Admitted Tech_Id Count	Applied Tech_Id Count	Admitted Tech_Id Count		
0002	Complete	0001	Undergrad	0001	Accepted	315	320	1,782	1,812	644	687	2,741	2,819		
				0005	Pending	2	0	4	0			6			
		0005	PSEO	0001	Accepted			234	234	64	66	298	300		
		Total				317	320	2,020	2,046	708	753	3,045	3,119		
0001	Incomplete	0001	Undergrad	0005	Pending	6	0	35	1	16	0	57	1		
				0005	PSEO			5	0	10	0	15	0		
		Total				6	0	40	1	26	0	72	1		
0003	Cancelled	0001	Undergrad	0001	Accepted	108	109	809	815	243	255	1,160	1,179		
				0005	Pending	120	0	541	0	139	0	800	0		
				0005	PSEO	0001	Accepted			17	17	7	7	24	24
		Total				1	0	42	0	26	0	69	0		
		Total				229	109	1,409	832	415	262	2,053	1,203		
		Total				552	429	3,469	2,879	1,149	1,015	5,170	4,323		

The above table shows applications to SCTCC in FY10.

Improvement (I)

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

St. Cloud Technical and Community College has instituted the following improvements to help foster collaborative relationship with community and MnSCU partners.

- Utilized service learning and a calendar of cultural events to invite community groups and organizations to view and learn more about the college.
- Partnering with the Stearns-Benton Workforce Center to provide basic academic skills.
- Partnering with Health Partners Central Minnesota Clinics to utilize classroom and lab-space within the building, and working in

partnership to develop a transition plan in which SCTCC assumes full occupancy and operations of the facility. Bonding has been approved for the renovation of the building to meet the needs of SCTCC.

Colleges and Universities accountability measurement. Indicators for this measurement are being developed at the System level. We will adopt those indicators as we roll out future measurement indicators.

St. Cloud Technical and Community College served as an incubator site for Pre-Apprenticeship in Manufacturing which is linked to certified apprenticeship programs. Also SCTCC and the Stearns-Benton Workforce Center co-developed specific training to prepare displaced workers for high-demand employment sectors including healthcare, manufacturing, engineering and management services, and wholesale and business services.

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

Deans and faculty work closely with program advisory boards as well as community employers to identify program needs as well as opportunities for St. Cloud Technical and Community College to work collaboratively with local partners.

Deans and senior leaders meet with their peers on a regular basis to discuss expansion of existing programs, identify opportunities for new collaborations, and co-author grants.

Self Evaluation

Strengths

- Partnership with the Stearns/Benton Work Force Center
- Advisory Committees
- SCSU partnerships
- Articulation agreements
- Internships and Clinical Sites
- Partnership with ARCC

Opportunities

- SCTCC lacks measures of effectiveness that apply to partnerships and collaborations, however, this is going to be a Minnesota State

Acronyms and Glossary

360° - 360° Manufacturing and Applied
Engineering Center of Excellence

AA – Associate of Arts

AACE – Academic Achievement Center

AASC – Academic Affairs and Standards Council

ABE – Adult Basic Education

AI – Appreciative Inquiry planning process

ARCC – Anoka-Ramsey Community College

CTEC – Customized Training and Education
Center

CTL – Center for Teaching and Learning

D2L – Desire2Learn Instructional Management
System

DA – Discovery Academy

DARS – Degree Audit Reporting System

DEED – Minnesota Department of Employment
and Economic Development

ELL – English Language Learners

GPS Lifeplan – Goals + Plans = Success –
student success planning tools.

HRA – St. Cloud Housing & Redevelopment
Authority

IMS – Instructional Management System

ISRS – Integrated Statewide Records System

LMS – Learning Management System

MAPS – Minnesota Accounting and Procurement
System

MnSCU – Minnesota State Colleges and
Universities System

MnTC – Minnesota Transfer Curriculum

MNWF1 – Minnesota Workforce One

MSCF – Minnesota State College Faculty

PIN – Personal Identification Number

PLTW – (engine / mfg)

PSEO – Minnesota's Post Secondary Enrollment
Options

SBETC – Stearns-Benton Employment and
Training Council

SCSU – St. Cloud State University

SCTCC – St. Cloud Technical and Community
College

SCUPPS – State Colleges and Universities
Personnel and Payroll System

SEMA4 – Statewide Employment Management
System

SPRAD – Staff Performance Review and
Development

STAR Camp – Student Technology and Robots

TechTalk – electronic newsletter for SCTCC

VPAA – Vice President of Academic Affairs

Systems Portfolio Cross-Reference Index

An Index to Evidence for the Criteria for Accreditation

St. Cloud Technical and Community College

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 and Community College's vision, mission, and values statements are published annually in all major institutional publications and presented on the college's web site. (Institutional Introduction & Overview)
- The College's commitments and alignment with the mission are described in (Institutional Overview).
- SCTCC's mission, vision and values are shaped by the broad MnSCU Strategic Directions and Goals. SCTCC develops work plans that address decisions and actions within this broader context. (5P1)
- The College regularly reports on the on-going initiatives for the College Work Plan to MnSCU. (5P1, 8P1)

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 SCTCC 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. (Institutional Overview)

- SCTCC's planning process generates strategic approaches to improve efficiency and effectiveness in serving a diverse population of learners and offers high quality educational choices for students in a broad spectrum. [8P1]
- Every institutional program addresses critical skills across the curriculum, one of which includes valuing diversity. (1P7, 8P1)

Core Component 1c Understanding of and support for the mission pervades the organization.

- SCTCC vision, mission, and values are communicated through all publications, including MnSCU and SCTCC's websites. (<http://www.mnscu.edu/>, <http://www.sctc.edu/>)
- SCTCC's Strategic Planning processes are mission-driven; planning processes supports and reinforces the college mission through an Appreciative Inquiry process. (8P1, 8P2, 8P4)
- SCTCC 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. (3P1)

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.

- The Minnesota State Colleges and Universities Board of Trustees understands and supports the college's mission. (Institutional Overview)
- SCTCC practices a balanced coordination between the college president and the

Minnesota State Colleges and Universities Board of Trustees. (5P2)

- Internal collaborations and external partnerships add to and communicate the development of a shared Vision, Mission, and Values with the community. (Overview, 9P1, 9P2)
- St. Cloud Technical and Community 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. (5P4)

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 and follow the MnSCU Policy 1B.11. Records are preserved in administrative offices. (3P6)
- Employers of SCTCC understand that protecting employees is not only the right thing to do – it is also good business practices. (6P3)
- 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)
- As new programs are developed and existing programs are upgraded and changed, an eye is always kept on how SCTCC will align 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. (1P4, 1P7)
- SCTCC Vision, Mission, and Values statements are grounded in its history that it wishes to preserve; yet as mentioned, the college is embracing change and innovation. (Overview)

Core Component 2b The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The college's resources are adequate and are aligned with the strategic planning process to achieve the college's goals and annual work plan. (6R3)
- The college uses its human resource area effectively and provides training and development opportunities to employees. (Category 4)
- The SCTCC Foundation helps bridge relationships within SCTCC and helps to integrate, communicate, and meet resource needs that cannot be met through state appropriation or Carl Perkins funding. (9P4)

Core Component 2c The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- SCTCC programs currently share effectiveness indicators that focus on student employability (e.g. licensure tests, placement

data, external accreditation, and employer satisfaction with graduate performance) (7P3, 7P5, 7R2)

- Annual cost analysis of each program considers retention, graduation rates, and industry and community needs in determining program effectiveness. (7R2)
- The MnSCU reporting system provides a wide range of accessible data for SCTCC faculty and staff and includes comparative data with other MnSCU colleges. (7R3)
- SCTCC 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. (4R3)

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 SCTCC with long-term strategies for implementing its Vision and Mission. (Institutional Overview, 8P1)
- By aligning SCTCC's planning processes (college-wide annual plan, facilities plan, master academic plan, technology plan, diversity plan, action project with focused strategies, SCTCC ensures that it addresses improved performance. (8P4)
- Each SCTCC department or division writes to the annual work plan that is developed into a College-wide work plan in alignment with College mission and the MnSCU Strategic 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 and Community College adopted a common set of learning outcomes for all students in November 1997. SCTCC 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. The outcomes will be reviewed in the Fall 2010. (1P1)
- Programs develop shared sets of learning objectives based upon SCTCC 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)
- SCTCC initiatives in program review and assessment help assess student learning at multiple levels and to monitor curriculum for currency and effectiveness. (1P13)
- Instructional programs at SCTCC 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). (1P5, 1P14, 1R3)

Core component 3b The organization values and supports effective teaching.

- SCTCC's enhanced vision now includes transfer education providing more opportunities and pathways for our students and the communities we serve. We listen to our community stakeholders and transfer universities, identify trends and gaps in education and business, and link those trends and gaps to SCTCC's core strengths. (Institutional Overview)
- 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. [4P6]

- Faculty development takes place at both an institutional and systems level. (4P9)

Core component 3c The organization creates effective learning environments.

- Instructors across campus recognize the importance of teaching to a variety of learning styles and incorporate a number of practice applications. SCTCC's Center for Teaching and Learning offer ongoing sessions for faculty on active learning and approaches to meet various learning styles. (1P9)
- In order to determine student and other stakeholder satisfaction, SCTCC asks students and stakeholders if they are satisfied with the college learning environment and acts upon the results. (3R3)
- SCTCC provides an intellectual, academic climate that values scholarship and learning. To support this goal resources are provided through adequate lab space and equipment for programs and courses. (Overview)

Core component 3d The organization's learning resources support student learning and effective teaching.

- The college ensures access to resources necessary to support teaching and learning. Structures are supported such as tutoring, advising, placement, library, labs, etc. (1P15)
- 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. (4P9)
- 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. (4P9)

- SCTCC evaluation is tied to improvement of effective teaching and learning. (4P10)
- Student support areas use ACT Student Opinion Survey, CCSSE, and Noel Levitz PSOL analysis, informal feedback, self-evaluation, and committee processes to improve their services. (3R4)

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.

- By enhancing the SCTCC mission to include transferable education and to emphasize life-long learning opportunities, SCTCC will continue to increase the availability of the MnTransfer Curriculum and liberal arts/sciences to a greater number of students in central Minnesota and provide an affordable alternative for higher education. (Overview)
- Articulation agreements are a critical component to encouraging and promoting the transition of high school to college and college to university. SCTCC is committed to this type of partnership. (Overview, 9P6)
- The efforts of SCTCC programs, such as Discovery Academy and Tech Prep, are reaching into the high schools to encourage an earlier engagement with SCTCC. (9P6)

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.

- SCTCC has defined seven learning outcomes for all SCTC graduates. These seven areas include the following foundation skills for mastery of SCTCC courses and for lifelong

learning: Thinking Skills, Communication Skills, Personal Qualities, Community Commitment, Awareness of Global Issues, Workplace Competencies (1P1)

- External documentation that SCTCC students have acquired the knowledge and skills required by our stakeholders can be seen in licensure exam pass rates. The college graduates sitting for licensure exams have pass rates exceeding 86%. (1R4)
- Sensitivity to the unique needs of an increasingly diverse, commuter-based student population and student leadership is important at SCTCC. The level of student participation in student government, competitions, and in other venues has appreciably increased. (5P3)]
- SCTCC 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. SCTCC seeks to encourage students to use their talents to better the communities in which they live, especially through the service learning program. (9I1)]

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.

- SCTCC'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, practicum's, internships, and clinical courses. (College Catalog, Student Handbook, College Website)
- SCTCC's 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. (Category 8)
- SCTCC has created relationships with neighboring school districts, cultural

organizations and educational organization to provide quality career, technical and transferable education to apply learning skills needed for success in their chosen vocation in combination with interpersonal and life-long learning competencies. (9P1)

- The SCTCC's Academic Affairs and Standards Committee regularly assesses curriculum. The AASC reviews and recommends approval for all course outlines and academic standards for SCTCC. Course outlines must include specific learning outcomes. (1P2)
- SCTCC assesses the usefulness of its curricula through evaluation of partnerships with external constituencies and collaborative partners. (9P2)

Core Component 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Student expectations related to ethics, responsibility, academic integrity, and rights and freedoms are clearly outlines and publicly available in the SCTC Student Handbook and through MnSCU policies and procedures.[<http://www.mnscu.edu/>, <http://www.sctc.edu/>]
- Faculty and staff expectations related to ethics, responsibility, academic integrity, and rights and freedoms are clearly outlined and publicly available in employee contractual arrangements and through MnSCU policies and procedures. (Category 4)
- Faculty and staff understand that everything at SCTCC is focused on creating a good environment for students to learning and grow. (4P6)

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.

- The planning process at SCTCC builds upon the structure set by Minnesota State Colleges and Universities, legislature, economic climate, and the college community. (8P1)
- The college uses both internal and external input from its constituency groups as part of its strategic planning process. (8P1, 8P2)
- The college uses an Appreciative Inquiry process for creating the future at SCTCC. (8P2)
- SCTCC has taken innovative steps to deal with student, administrative, and organizational support processes. (6R4)

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. (Overview, 3P1, 3I1, 6P2)
- 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. (Category 5)

Core Component 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- SCTCC has key collaborative relationships with the Minnesota State Colleges and Universities system, with four-year colleges and universities, with consortia of business, industry, and community partners committed to workforce and economic development for central Minnesota, and with K-12 education partners. (Overview, 9P6)
- Minnesota State Colleges and Universities system sets the stage for many partnership and collaborative opportunities. (Overview)

Core Component 5d Internal and external constituencies value the services the organization provides.

- External stakeholders, including community members, participate in college activities. Involvement and civic engagement forge strong partnerships and cooperatives between the college and the community. (Overview, Category 9)
- The SCTCC Foundation has provided \$1.3 million in scholarships. The Foundation is a valued resource for the College. (Overview, 9P4)
- SCTCC's Customized Training and Education Center provides flexible educational options needed for the workplace training and professional development. (Overview, 9P2)
- SCTCC continues to nurture collaborative relationships with local high schools, regional businesses, and the Stearns-Benton Workforce Center to ensure steady enrollments in the SCTCC programs. (9R2, 9R3)

