

## **COMPREHENSIVE QUALITY REVIEW REPORT**

TO

St. Cloud Technical & Community College  
St. Cloud, MN

April 11 to 13, 2016

FOR

**The Higher Learning Commission**  
A commission of the North Central Association

### **EVALUATION TEAM**

Karen Stewart, Team Chair, Consultant/Retired Vice President of Quality and Strategic Development, Waubensee Community College, Maple Park, IL 60151

Eric Jones, Retired Associate Vice President Virtual Campus, Central Community College, Grand Island, NE 68801

Jennifer McClure, Managing Director Enrollment Services, Elgin Community College, Elgin, IL 60123

Dwight Smith, Vice President of Academic Affairs, County College of Morris, Randolph, NJ 07869

Vaidehi Rajagopalan, Professor of Psychology, Saint Charles Community College, Saint Peters, MO 63303

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## **I. BACKGROUND AND PURPOSE OF VISIT**

### **A. Overview of CQR**

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission's Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

### **B. Purpose of Visit and Institutional Context**

#### *Purpose of Visit*

The Evaluation Team (Team) conducted a CQR Visit at St. Cloud Technical & Community College (SCTCC) on April 11 and 12, 2016. The visit included a Federal Compliance Review in collaboration with the desk audit of the Federal Compliance Review Panel.

#### *Institutional Context*

SCTCC is an open access, public technical and community college. The institution's main campus is located in St. Cloud, Minnesota with one additional location, a Waste Water Treatment Facility, located in Eden Prairie, Minnesota. The institution offers 41 Associate Degrees and 48 Certificate Programs. Top programs by enrollment include

Liberal Arts and Science; Health Sciences; Business Management; and Child, Adult Care & Education. SCTCC reported student enrollment of 3,486 FTEs for fiscal year 2014. Ethnicity during fall 2014 was 84% White, 9% Black, 2% Asian, 2% Hispanic and 1% Indian/Alaskan.

The institution was founded in 1948 as a vocational-technical institute as part of the local school district. It evolved to become St. Cloud Technical College and has been accredited by the Higher Learning Commission (HLC) since 1985. As a result of a statute passed in 1995, SCTCC became a member of the Minnesota State Colleges and Universities (MnSCU). The MnSCU Board of Trustees provides governance for SCTCC, as well as 30 other Minnesota higher education institutions.

SCTCC was accepted into the HLC's AQIP Pathway in 2001. Since that time, the institution has participated in required AQIP activities. Its last Reaffirmation for Accreditation was 2008. The most recent Systems Portfolio was submitted in 2014. A team from SCTCC represented the institution at the April 2015 Strategy Forum.

In 2010, the institution broadened its mission to become a comprehensive college. Its mission is "SCTCC prepares students for life-long learning by providing career, technical and transferable education." SCTCC's Pillars of Success provides a framework for the institution's strategic plan. This plan embraces five priorities: Student Success, Community Building, Skilled Workforce, Sustainability and Employee Engagement.

In January of 2016, the MnSCU Board of Trustees requested that Ms. Joyce Helens, SCTCC president, assist Rochester Community and Technical College (RCTC) in their transition to a new president. Ms. Helens is serving as the interim president for RCTC and leading the search for that institution's new president. Dr. Margaret Shroyer, Vice President of Academic Affairs, was appointed as SCTCC's Acting President. This transition is projected to be completed within a six month timeframe. At that time, Ms. Helens will return to SCTCC as the institution's President. Dr. Shroyer will return to the role of Vice President of Academic Affairs and plans to retire shortly thereafter. Ms. Helens and Dr. Shroyer were both actively engaged in the CQR Visit. As Appendix A demonstrates, SCTCC students, faculty, staff, administrators and community stakeholders were also engaged in the visit. Collectively they demonstrated a strong connection to the institution and its quality culture.

### **C. Unique Aspects or Additions to the Visit**

There are no unique or additional aspects of the SCTCC visit.

### **D. Additional Locations or Branch Campuses Visited (if applicable)**

Not applicable.

### **E. Distance Delivery Reviewed**

As part of the comprehensive evaluation, a review of distance delivery was completed pursuant to the HLC's Protocol for Reviewing Distance Education and Correspondence Education.

SCTCC was authorized by the HLC in 2012 to offer fully online programs. The initial approval included three degree programs, Associate in Arts (A.A.), Business Management (A.S.) and Energy Technical Specialist (A.A.S.). The Finance and Credit A.A.S. degree was added to the institution's online portfolio in fall 2015.

Since the initial authorization, the institution has experienced an increase in online FYE from 12% of total enrollment in FY2012 to 19% of total enrollment in FY2016. Additionally, the institution has strategically aligned its online course offerings. In FY2012, 239 sections were offered with 4,277 seats sold. Seats sold increased to 6,255 in FY2016 while the number of sections remained relatively stable at 246. Maximum online class size remained at 32 or less. Online support services in academic advising, learning support services and placement/career services have been expanded.

The team's distance delivery review findings are included in the evidence statements provided for Core Components 3A, 3D, 4B, 5A and 5C.

#### **F. Notification Related to Third Party Comments**

Notification for third party comments was widely announced. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution's compliance with Commission's notification and third-party comment requirements.

Seven comments were received from community stakeholders. Four comments were positive, highlighting the contribution of SCTCC training and programs to the community. Of these four comments, one comment specifically addressed the Auto Body Program, and another the Electrical Construction Program. The fifth and sixth comments provided positive feedback regarding the Auto Body Program and Welding Program, respectively, and also offered suggestions for improvement for that program. The seventh comment expressed some positive comments related to the Auto Body Program, however was negative about SCTCC's inability to recruit students for the program and the quality of students in the program. With respect to the quality of this program, it should be noted that SCTCC's Auto Body Program recently received an Ultimate Collision Education Makeover Grant. The goal of this grant is "to honor schools that have been doing an outstanding job in educating students in collision but need some financial assistance to improve the program's teaching materials and equipment."

## **II. COMPLIANCE WITH FEDERAL REQUIREMENTS**

The Team reviewed the Federal Compliance Report created by the Federal Compliance Panel (Panel). The Team verified the report information during the campus visit and confirmed the Panel report to conclude that there are no compliance issues. See Appendix B for the Federal Compliance Worksheet.

### III. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

**CRITERION ONE: MISSION.** The institution's mission is clear and articulated publicly; it guides the institution's operations.

**Core Component 1A:** The institution's mission is broadly understood within the institution and guides its operations.

**Subcomponent 1.** The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

**Subcomponent 2.** The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

**Subcomponent 3.** The institution's planning and budgeting priorities align with and support the mission.

**Team Determination:**     X Core Component is met  
                                  \_ Core Component is met with concerns  
                                  \_ Core Component is not met

#### **Evidence:**

SCTCC implemented a process by which all campus governance groups, external stakeholders and the MnSCU Board of Trustees review and approve the institution's mission, vision, values and purposes. Following MNSCU System Policy 3.24, the institution conducted a multiyear effort that incorporated in-service sessions and all-college work days to revise the mission to include transfer education. The new mission was approved by the MnSCU Board of Trustees in 2009 and the Higher Learning Commission in 2010.

After the revised mission was adopted, SCTCC underwent a five-year effort to develop common learning outcomes and align course, program and departmental outcomes to the new common learning outcomes. The institution continues its improvement efforts to fully integrate general learning outcomes into general education. The institution has integrated technical and general education faculty into academic areas to facilitate active engagement in the institution's mission.

SCTCC offers the following transfer and career technical degrees as stated in its mission: Certificate, Diploma, Associate in Applied Science, Associate in Science and Associate of Arts. The institution facilitates student success by offering a variety of student support services (such as advising, financial aid, and co-curricular activities) consistent with a comprehensive community college.

Average class size is twenty students. Average full-time credit load is 14 credits. Average part-time credit load is 7 credits.

SCTCC serves approximately 6,000 credit students each year. Over 300 high school students are enrolled annually through the institution's post-secondary option. The majority of SCTCC's students come from the five counties surrounding St. Cloud, Minnesota. Student demographics by age are as follows: 17 & under, 6%; 18 to 20, 40%; 21 to 24, 21%; 25 to 29, 12%; 30 to 39, 11%; 40 & over, 8% and unknown, 1%.

FY2015 base tuition and fees is \$176.95 per credit. The number of students who received a SCTCC Foundation scholarship was 350.

Responses for Criterion 5C1 also address Criterion 1A3.

**Core Component 1B:** The mission is articulated publicly.

**Subcomponent 1.** The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

**Subcomponent 2.** The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

**Subcomponent 3.** The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

**Team Determination:**     Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

SCTCC's vision, mission, core values statements and institution's priorities (five Pillars of Success) are communicated to internal and external stakeholders through a variety of mediums including print-based documents, staff and governance meetings, a website presence and electronic communications.

Consistent with the community college mission, SCTCC gathers feedback on workforce development, community relations, safety and wellness, college readiness, and economic development through both direct formal and informal events. These events include, but are not limited to the following: 1) semi-annual advisory committee meetings; 2) monthly SCTCC Foundation Board of Directors meetings; 3) monthly meetings with neighbors who live adjacent to the campus; 3) monthly meetings with St. Cloud University; 4) regular meetings with principals, superintendents and program directors from the surrounding K-12 districts; 5) monthly meetings with the Stearns-Benton Employment and Training Council Center that is co-located on the institution's campus; 6) annual legislature visits and town-hall style meetings with local, state and federal elected officials; and 7) participation in the Greater St. Cloud Economic Development Corporation, Area Chamber of Commerce, Rotary International, Downtown Council and Community Crime Impact Team.

SCTCC's priorities (Pillars of Success) and the performance measures by which the institution assesses their ability to meet these priorities are as follows:

1. Student success: Completion rates, placement rates, persistence/retention, college transitions/transfer, readiness for college, and student learning.
2. Community building: Funding/investments, partners/collaborations, reputation/image
3. Developing a skilled workforce: Satisfaction of graduates, advisory board membership, advisory board engagement, identify & meet market demands for program alignment, and gainful employment.
4. Sustainability: CFI measures, efficiency & effectiveness, and enrollment.

5. Internal workforce engagement: Employee engagement, retention/transfer, diversity, professional development, reward and recognition.

A shared focus on mission is integrated into the process of developing the institution's Annual Work Plan. This plan outlines SCTCC's annual strategies and measures. Plan development includes representatives from all of the institution's divisions. The plan is required to align with the operational and tactical plans of the institution's divisions, departments and programs. Accountability for the successful implementation of the plan is shared across the college.

**Core Component 1C:** The institution understands the relationship between its mission and the diversity of society.

**Subcomponent 1.** The institution addresses its role in a multicultural society.

**Subcomponent 2.** The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

SCTCC's Equal Education and Employment Opportunity statement prohibits discrimination and ensures equal opportunities in its educational programs, activities, and all aspects of employment.

The Institution's Diversity Committee is responsible for supporting the Plan for Inclusion, Diversity, and Equal Opportunity that focuses on recruitment and retention of a diverse study body; integration of diversity into the academic curriculum and co-curricular programming; and increasing the diversity of its faculty and staff through an Affirmative Action Plan.

The institution hosts multiple events that reflect attention to human diversity as appropriate to its mission. These events include an annual Diversity Celebration, co-sponsorship of the Global Social Responsibility and Power of Diversity conferences with St. Cloud State University, and monthly Cultural Days to showcase the diversity already on campus.

The Institution measures the global perspective and social responsibility outcome through a number of direct measures. For example, the Water Treatment program requires students to conduct a research project on a third world country and to discuss their findings. An Introduction to Anthropology course collaborates with ESL specific courses to allow students to interview one another about their culture. An Anthropology course then has students create a research paper based on the student interview. In addition, the Associate in Arts degree has a global perspective requirement that can be fulfilled by any of sixteen courses offered.

The Institutional Outcomes and Competencies include students demonstrating a global perspective and identifying key components of social responsibility in their profession, their community and in the rapidly changing world. The competencies described include civic involvement; developing awareness of the impact of political change and economic conditions; appreciation and valuing diversity; and developing and understanding social processes and culture.

The institution is actively responding to a substantial growth in immigrant populations in its student population and St. Cloud community. For example, multilingual staff has been identified to help students navigate institutional processes. New student clubs have been created that provide community for new immigrant populations. Existing public partnerships have been leveraged to assist area employers with finding value in employing ELL learners.

**Core Component 1D:** The institution's mission demonstrates commitment to the public good.

**Subcomponent 1.** Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

**Subcomponent 2.** The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Subcomponent 3.** The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Team Determination:**     X Core Component is met  
                                  \_ Core Component is met with concerns  
                                  \_ Core Component is not met

**Evidence:**

The institution's vision statement, "St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities, " and core values focus on two key stakeholders: the student and the community. Stakeholder needs are assessed through multiple methods, including but not limited to the following: 1) student success through collaboration and cooperation with key stakeholder groups; 2) a friendly, respectful, enthusiastic, safe and diverse learning environment monitored through climate surveys; 3) student-centered from prospect status through alumni status; 4) staff development and success; 5) a team-oriented environment; 6) relationships with industry and community; 7) continuous quality improvement; 8) innovation, creativity and flexibility; and 9) contextual and technologically-driven learning experience.

SCTCC is engaged in a project to create the Homefront Resource Center to support the needs of military service members and veterans, and their families. The institution has designated a 12,000 square foot space for this center. The SCTCC Foundation is conducting a \$2.5 million capital campaign to operationalize the center. Community partners for this project include Goodwill Easter Seals, Minnesota National Guard, Central MN Community Foundation, St. Cloud VA Health Care System, St. Cloud Area United Way, St. Cloud Mayor's Office, St. Cloud State University, Initiative Foundation, Beyond the Yellow

Ribbon, Warrior to Citizen Members, Easter Seals Dixon Center, SCTCC Student Veterans Organization, SCTCC Veterans Advisory Board, and the more than 120 individuals and 73 other organizations that provided feedback in the development of the Center.

The institution offers non-credit community education and workforce development training in addition to credit courses. Community service is incorporated into several of the institution's programs that demonstrates engagement with external constituencies and responding to community needs. In addition, advisory groups provide valuable input for the career technical programs to ensure workforce needs are met in the service area. The St. Cloud community has embraced a philosophy of shared partnerships where the local higher education institutions work collaboratively with business and non-profits to solve community issues.

The institution is engaged in the innovative Orion Project. This STEM-focused project is reaching out to local high school students in grades 10 and 11 who are struggling with STEM courses. These students are engaged in learning activities and support services that are designed to lead to academic success.

**Team Determination on Criterion One:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

The institution's vision, "St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities," demonstrates a commitment to the public good. The vision, mission, core values statements and institution's priorities (five Pillars of Success) are communicated to internal and external stakeholders through a variety of mediums. A review process is engaged in that facilitates a clear understanding of mission. Multiple initiatives and programs are offered that reflect attention to human diversity as appropriate to its mission. Accordingly, the institution's mission is clear and publicly articulated; it guides the institution's operations. Criterion One is met and no HLC follow-up is required

**CRITERION TWO: Integrity: Ethical and Responsible Conduct.** The institution acts with integrity; its conduct is ethical and responsible.

**Core Component 2A:** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

- Team Determination:**
- Core Component is met
  - Core Component is met with concerns
  - Core Component is not met

**Evidence:**

The framework for ethical behavior and organizational integrity includes MnSCU policies and procedures, state and federal regulations, and collective bargaining agreements. Institution policies and procedures, located on the SCTCC website, frame work processes and activities that shape communication, cooperation and performance.

Mandatory training on data security (FERPA and MN Data Practices Act), an employee code of ethics and sexual harassment awareness is completed by all employees. Compliance is monitored through HR and the safety office. Instances of non-compliance are addressed through employer-employee supervisory relationship. Delegation of authority forms for financial transactions are current and on file.

Ethical practices are communicated through orientation, in-services and a new employee information booklet. The institution communicates human rights through its Expect Respect campaign, including compliance posters, a public web presence on the SCTCC external website, and internally through employee and student website portals. SCTCC has designed a systematic faculty evaluation process that facilitates continuous improvement and addresses professional ethics and integrity.

The SCTCC Foundation's policies and procedures address ethical and responsible conduct in a manner that safeguards the integrity of stakeholder investment, honors intent of donation and facilitates positive impact for students. Internal controls that safeguard assets include separation of duties.

**Core Component 2B:** The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

**Team Determination:**     X Core Component is met  
                                  \_\_ Core Component is met with concerns  
                                  \_\_ Core Component is not met

**Evidence:**

Multiple mediums are employed by the institution to effectively communicate its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. These mediums include print-based, such as the college catalog and the Program Cost Sheet, and a college website. SCTCC conducts orientations, recruiting visits and one-on-one advising with admission staff for prospective students.

The institution's website is current and shares a wealth of information related to institution resources, class offerings, expectations, and procedures. The website includes information related to SCTCC's accreditation through the Higher Learning Commission's AQIP Pathway and information on program accreditation.

SCTCC responded to data that identifies areas of improvement in the process of communicating preparation requirements by forming the AQIP Action Project, Advising Audit, and forming a Team for Academic and Student Success (TASS). The institution has changed its student information sessions into an educational system that help students

succeed. An onboarding system entitled Cyclone Experience helps students stay on track utilizing several check points.

Over sixty-five cross-functional teams/committees actively engage employees within the institution's quality infrastructure. These committees facilitate decision-making and communication and advance quality improvement.

**Core Component 2C:** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**Subcomponent 1.** The governing board's deliberations reflect priorities to preserve and enhance the institution.

**Subcomponent 2.** The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

**Subcomponent 3.** The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

**Subcomponent 4.** The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

**Team Determination:**      Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

SCTCC is a member of MnSCU, which is governed by a 15-member Board of Trustees (Board) 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 board appoints a chancellor to serve as the chief executive officer of the system and has full executive responsibility for higher education leadership and effective management and operation of the system according to board policies and state and federal laws. The chancellor's duties and responsibilities include implementing board policy; providing for educational leadership; recommending operating and capital budgets; recommending allocation of resources; planning; oversight of collective bargaining; providing information systems; management of personnel resources; annual evaluation of the presidents; and establishment of committees, including a presidents' advisory council.

Presidents of MnSCU institutions are appointed by the Board upon the recommendation of the Chancellor. Other college and university administrators are appointed by the president.

MnSCU's Board is active and meets monthly. Board membership, calendar, meetings with materials and minutes, committees, and policies and procedures are located on the MnSCU website.

SCTCC balances state coordination with institutional autonomy. Executive leadership sets direction for the institution based upon MnSCU's strategic framework and the SCTCC's mission, values and priorities. The institution's strategic plan, its Pillars of Success and its annual Work Plan all align with MnSCU systems priorities.

**Core Component 2D:** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

**Team Determination:**     Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

Article 23, Section 3, Academic Freedom, of the Master Agreement between the MnSCU Board of Trustees and the Minnesota State College Faculty states that "The Employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching."

A SCTCC has a policy and corresponding procedure that mandates all faculty members to create a professional development plan. The purpose of this plan is to ensure faculty are engaging in strategies to improve teaching and learning. The plan is part of a faculty evaluation process that is designed to support faculty in remaining current in their field and effective teaching. As part of this process, the institution assists faculty in pursuing learning opportunities for students.

Article 17, Professional Development, Section 1, College Level Funds, of the Master Agreement between the MnSCU Board of Trustees and the Minnesota State College Faculty designates funding for faculty development at the college level. The Minnesota State College Faculty Chapter determines an equitable procedure for the distribution of this funding. Section 2, System Level Faculty Development Funds, of the Master Agreement designates additional funding for faculty development at the system level.

**Core Component 2E:** The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

**Subcomponent 1.** The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

**Subcomponent 2.** Students are offered guidance in the ethical use of information resources.

**Subcomponent 3.** The institution has and enforces policies on academic honesty and integrity.

**Team Determination:**     Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

The Code of Student Conduct states that SCTCC “is committed to the creation and maintenance of an academic community which fosters the intellectual, personal, social, and ethical development of its students.” The Code of Conduct operates in tandem with the College’s Expect Respect behaviors facilitating respect of rights, opportunities and welfare of students, faculty, staff, and guests.

Academic integrity is addressed and academic dishonest is clearly defined in SCTCC’s Code of Student Conduct. The institution’s Student Handbook, available print-based and on the SCTCC’s website, communicates this information.

Employee computer access is verified to ensure employees have access appropriate for their work. Information Technology requires signed acceptance of ethical use of technology terms and conditions. The Online Privacy Statement and copyright infringement information is accessible from the SCTCC home page and is published in the Faculty/Staff IT services handbook.

**Team Determination on Criterion Two:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

The institution’s framework for ethical behavior and organizational integrity includes MnSCU policies and procedures, state and federal regulations, and collective bargaining agreements. Policies and procedures define standards of behavior for ethical practices for faculty, staff and students. The institution promotes awareness of the ethical and responsible conduct established by these policies and procedures through multiple communication mediums. Accordingly, the institution acts with integrity and its conduct is ethical and responsible. Criterion Two is met and no HLC follow-up is required.

**CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.**

The institution provides high quality education, wherever and however its offerings are delivered.

**Core Component 3A:** The institution’s degree programs are appropriate to higher education.

**Subcomponent 1.** Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

**Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

**Subcomponent 3.** The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance

delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**Team Determination:**    X Core Component is met  
                                  \_ Core Component is met with concerns  
                                  \_ Core Component is not met

**Evidence:**

A recent Minnesota legislative mandate required all Associate in Applied Science (AAS) degree programs to be limited to a length of 60 credits unless an exemption is granted. The institution conducted a review of its 35 AAS degree programs that engaged faculty. This review utilized criteria that considered 1) national/international certification, 2) national/international skill standards, 3) standards recommended by primary/multi employers, 4) national specialized program accreditation, 5) state licensure, and 6) national practices or standards. As a result of this process, fourteen AAS degree programs were modified to reduce program length to 60 credits and waivers providing rationale for program lengths exceeding 60 credits were submitted for twenty-one AAS degree programs.

SCTCC Policy 3.23 Advisory Committee states that “all credit based academic programs determined by SCTCC to be preparation for initial or continued employment shall have an advisory committee. Advisory committees are essential to the success of technical and occupational programs and play an important role in guiding, strengthening and improving programs.” These committees include student representatives. Goals for coursework are developed in conjunction with advisory committees and accepted discipline practice.

SCTCC’s Academic Affairs and Standards Council (AASC) developed a process for continuous improvement and appreciative inquiry that incorporates input from faculty, staff, administration, students, program advisory committees and external stakeholders. Individual courses are reviewed on a three year cycle by the AASC for currency. Courses that are not offered over a consecutive three-year period are also reviewed and may be terminated if recommended.

SCTCC designs its course schedule and selects the method of delivery for those courses based upon students’ needs. These needs are assessed utilizing end-of-the-course surveys, CCSSE responses and enrollment data. Multiple scheduling options are used to deliver courses including day, evening, Saturdays, full-term, half-term, and four-week intensive. The scheduling process also considers unique program requirements, classroom and equipment constraints, and faculty-to-student ratios.

The institution joined the National Council for State Authorization Reciprocity Agreements (NC-SARA) in 2015, meeting national standards for interstate offerings of post-secondary distance education courses and programs.

**Core Component 3B:** The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

**Subcomponent 1.** The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

**Subcomponent 2.** The institution articulates the purposes, content, and intended learning

outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

**Subcomponent 3.** Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

**Subcomponent 4.** The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

**Subcomponent 5.** The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

**Team Determination:**     X Core Component is met  
                                  \_ Core Component is met with concerns  
                                  \_ Core Component is not met

### **Evidence:**

As a result of the institution's change in mission to a comprehensive community college, SCTCC adopted and implemented College Outcomes (common learning outcomes) and associated competencies in January of 2012. The approval process included input and review by the Student Senate, Faculty Shared Governance Council, the AASC and executive leadership. These outcomes are aligned with the MnSCU Transfer Curriculum.

SCTCC's College Outcomes represent shared objectives for learning and development. The competencies associated with these outcomes demonstrate that the exercise of intellectual inquiry, and the application of a broad learning and skills are integral to SCTCC's program offerings. These outcomes have been fully integrated into the institution's assessment process.

Pursuant to the guidelines and goals of the Minnesota Transfer Curriculum, SCTCC offers four courses in Critical Thinking and eight courses in the area of Human Diversity.

The institution's Diversity Team is a cross-functional committee with a membership composed of staff, faculty, administration and students. The goals of this team is to collaborate with partners to 1) reduce and eliminate the student success gap; 2) increase the diversity of students, faculty and staff; 3) develop strategies for retention; 4) build effective partnerships with communities of color; 5) and ensure a supportive and welcoming environment. The team meets monthly and shares its agenda and meeting minutes on the institution's website.

**Core Component 3C:** The institution has the faculty and staff needed for effective, high-quality programs and student services.

**Subcomponent 1.** The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

**Subcomponent 2.** All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

**Subcomponent 3.** Instructors are evaluated regularly in accordance with established institutional policies and procedures.

**Subcomponent 4.** The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

**Subcomponent 5.** Instructors are accessible for student inquiry.

**Subcomponent 6.** Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

**Team Determination:**     X Core Component is met  
                                  \_ Core Component is met with concerns  
                                  \_ Core Component is not met

**Evidence:**

The institution's recruitment and selection of classified personnel complies with Minnesota State Statutes 43A.07 and 179A, Personnel Rules, the institution's Affirmative Action Plan and applicable collective bargaining agreements. Affirmative action procedures and goals are established at the state level and are overseen through established processes that include the Affirmation Action Committee (AAC) and a subcommittee of the institution's Diversity Team. The AAC has responsibility for a biannual update of college affirmative procedures and guidelines.

While not mandatory, search committees are encouraged and widely-used for employment openings. These committees include members from underrepresented groups and usually include at least one member from each bargaining unit. The hiring supervisors or search committee provide rationales for their decisions on selected candidates to Human Resources and the AAC.

All newly hired faculty members must meet the minimum credentialing qualifications for their subject and program area as established by MnSCU. This information is published on the MnSCU website.

The demographics for the highest academic degree achieved by SCTCC's faculty (unlimited, temporary, part-time and adjunct) is as follows. General Education Faculty: Doctorate, 11 (13%); Master's, 73 (85%); and Bachelor's, 2 (2%). Career and Technical Faculty: Doctorate, 1 (1%); Master's, 37 (33%); Bachelor's, 42 (38%); Associate, 9 (8%); Diploma, 18 (16%); and Certificate, 4 (4%).

SCTCC's employee performance review processes align with the five Pillars of Success.

SCTCC's staff evaluation process complies with Chapter 43.20 of Minnesota State statute and MnSCU Policy 4.9 Employee Evaluations. Supervisors and staff meet annually to discuss key priorities and metrics of the college. Individual professional development and work performance goals are designed to align with college and departmental priorities and

metrics. The evaluation process includes an evaluation form, job description review and professional development plan.

SCTCC Policy S4.2 and Procedure S4.2.1 provide the framework for the institution's faculty evaluation process. This process is designed to support faculty in their professional development and in-field currency and to facilitate an environment of effective teaching and student learning. The faculty evaluation process involves self-assessment, formal and informal classroom observations by academic deans, student feedback surveys, and professional development plans. The feedback provided by deans is intended for self-reflection, professional development activities and pedagogical enhancements.

**Core Component 3D:** The institution provides support for student learning and effective teaching.

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.

**Subcomponent 2.** The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

**Subcomponent 3.** The institution provides academic advising suited to its programs and the needs of its students.

**Subcomponent 4.** The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

**Subcomponent 5.** The institution provides to students guidance in the effective use of research and information resources.

**Team Determination:**     X Core Component is met  
                                  \_\_ Core Component is met with concerns  
                                  \_\_ Core Component is not met

**Evidence:**

Student success is fostered by assisting students with the selection of programs of study that match their abilities. All students are required to complete an online orientation session. The institution also utilizes GPS LifePlan (Goals + Plans = Success), a self-evaluation tool that helps students set goals and design a course of study based on their needs and interests. This tool works in conjunction with the Accuplacer test and interest inventory, which is administered at the high school level. A specialized, targeted orientation has been made available to displaced workers and veterans. SCTCC also offers tutoring services and accommodations for students with disability.

The institution's new state-of-the art library building serves an average of 5,000 library patrons each month. Features of the library include 1) access to over 160,000 electronic books, 2) a large collection of current leisure reading books, 3) a diverse professional development collection and an extensive reference collection, 4) interlibrary loan options for students and faculty, 5) individual and group study, meeting and conference rooms, 6)

common gathering space for group collaboration/discussions, 7) computers, and 8) a new Holocaust private collection.

SCTCC centralized advising and created the Academic Advising Center in May 2013. Advising staff support all students and are assigned to pre-health and pre-nursing students. Faculty continue advising in the occupational area. Advisors monitor academic success and work in conjunction with admissions, financial aid and faculty to help retention. The center offers flipped advisory sessions for current students. Students complete the first part of the session online and part II during one-on-one sessions between student and advisor. Thirty other workshops on various student topics are offered throughout the semester.

During the mid-semester Student Success Day, students meet with their advisors to evaluate their progress and register for the next term. Special information sessions are offered and advisors from the four-year institutions are available to talk with students considering transfer.

Starfish is an early alert system that was adopted in the summer 2013. As a result, instructors and advisors are able to identify and reach out to students struggling early in the semester. Starfish is also used to schedule appointments with counseling, advising, TRIO and faculty. Advisors also use the system make notes on their conversations with students. For example, recording the process that students on academic warning are making on their Success Plan.

The institution offers an online help desk for students engaged in online learning. The help desk is staffed by Information Technology support personnel. Training sessions in the course management system is also provided to students at no cost. Online support services include academic advising, learning support services, and placement/career services.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

**Subcomponent 1.** Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

**Subcomponent 2.** The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

**Team Determination:**      Core Component is met  
                                       Core Component is met with concerns  
                                       Core Component is not met

**Evidence:**

The mission of SCTCC's 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 of the institution by providing opportunities that foster intercultural appreciation, leadership, creativity, confidence, self-esteem, integrity, and personal and civic responsibility. The office encompasses Student Senate, student clubs, Athletics and programming opportunities on campus. It also coordinates a number of events, services, and programs designed to help students get the most out of their campus

experience. The work of the Student Life is grounded in the belief that students who are actively engaged in the campus environment will find their experience at SCTCC to be more satisfying and successful.

Student clubs are required to participate in at least one service learning activity, a philanthropic project, with the college community or greater St. Cloud area. Students are engaged in volunteer work through this process to experience and understand social responsibility, and addresses the outcomes of global perspectives. Representatives from each club report back to the student senate, explaining the project, the outcomes, and the rationale for choosing the project. While one service learning activity is required, clubs are encouraged to engage in multiple projects that align with the club's charter. Each student club has a faculty champion that advises and supports the club.

Several courses have service learning components. For example, students enrolled in accounting courses prepare tax returns through the Volunteer Income Tax Assistance (VITA) program. Students in the nursing program raise money and collect gifts for homeless shelters and organize bone marrow drives. Service learning projects are supported by an appropriate student service area.

The institution's College Outcomes and competencies for students include the demonstrating personal and social responsibility.

#### **Team Determination on Criterion Three:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

#### **Summary Statement on Criterion:**

The institution has systems in place to hire high quality faculty and staff. Its course schedule and methods of delivery are based upon students' needs. Common learning outcomes represent shared objectives for learning and development. These outcomes have been fully integrated into the institution's assessment process. Student success is fostered by assisting students with the selection of programs of study that match their abilities. The educational mission of the institution is supported by providing students with co-curricular opportunities that foster intercultural appreciation, leadership, creativity, confidence, self-esteem, integrity, and personal and civic responsibility. Accordingly, the institution provides high quality education and appropriate resources, whenever and however its offerings are delivered. Criterion Three is met and no HLC follow-up is required.

**CRITERION FOUR: Teaching and Learning: Evaluation and Improvement.** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

**Core Component 4A:** The institution demonstrates responsibility for the quality of its educational programs.

**Subcomponent 1.** The institution maintains a practice of regular program reviews.

**Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

**Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.

**Subcomponent 4.** The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

**Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

**Subcomponent 6.** The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

**Team Determination:**     X Core Component is met  
                                  \_\_ Core Component is met with concerns  
                                  \_\_ Core Component is not met

**Evidence:**

Program and courses are, at a minimum, reviewed on a 3 to 5 five year cycle. The institution has a multi-layered system for ensuring all programs and courses are up-to-date and effective. Program and course changes are determined through feedback from students, professional licensure boards, advisory committees, faculty initiatives, transfer institutions and the assessment cycle. The program changes are reviewed by the MNSCU application process for approval before implementation.

All curriculum changes, including new courses, are presented to the Academic Affairs and Standards Council (AASC) for review and administrative approval. This process includes departmental and interested parties in the presentation and approval process. The Office of Academic Affairs is the repository for curricular information.

Program-level reviews of student placement, transfer success and employer survey results are conducted. The institution provides a Graduate Employment Datasheet for each program that shares graduate's salary rates for national, state and regional locations. The institution is in compliance with the U.S. Department of Education Gainful Employment Disclosures requirement for all certificates and diplomas. This information is communicated on the institution's website.

Career programs are mapped to Technical Skills Assessments. Eighteen of these programs are accredited, licensed or approved by national, state or program specific agencies. This information is communicated on the institution's website.

SCTCC Policy 3.8 Transfer of Credit provides guidelines for the Office of the Registrar's evaluation of and the institution's awarding of transfer credits from other higher education institutions. SCTCC Policy and Procedure Credit for Prior Learning provides the framework for awarding prior learning credits. Prior learning options include Advance Placement (AP), International Baccalaureate (IB), Defenses Activity for Non-Traditional Education Support (DANTES/DSST), Military Training and Articulated College Credit. The Council for Adult and Experiential Learning's standards for assessing learning are applied when evaluating prior learning acquired outside the traditional academic experience.

The institution works closely with the MnSCU Veterans Education Transfer System program to identify and approve American Council on Education college credit recommendations for related military occupations. This program allows military veterans to shorten the pathway to degree completion as well as receive applicable college credit for knowledge acquired during their military service.

**Core Component 4B:** The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

**Subcomponent 1.** The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

**Subcomponent 2.** The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

**Subcomponent 3.** The institution uses the information gained from assessment to improve student learning.

**Subcomponent 4.** The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

**Team Determination:**      Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

SCTCC launched an Action Project in 2012 with a goal to improve student learning through continued enhancement of the academic assessment process. As a result, Assessment Day, an all-day event for faculty and staff, was held in the spring of 2013. The purpose of this event was to facilitate a systematic assessment process throughout the institution. Since that event, all of SCTCC's programs have incorporated the institution's systematic Plan, Do, Check, ACT Assessment Cycle.

SCTCC's assessment process consists of a systematic collection, examination and interpretation of qualitative and quantitative data in order to align student performance with course, program and institutional expectations. The assessment cycle is used to improve curriculum. The college assessment structure includes appropriate instructional and student support personnel.

Program outcomes are determined by faculty and administration in consultation with advisory committees, program accreditation standards, industry standards and other

external stakeholders. Technical programs match specific learning outcomes to industry-specific skills and competencies as determined through industry standards, and requirements of licensure and certification. Program outcomes are reviewed by the AASC when program updates are presented to the committee. Programs and courses offered online have the same outcomes as their site-based counterparts.

Program outcomes are aligned with institution's common learning outcomes (College Outcomes). They are assessed through completion rates, job placement rates, independent accreditation reports, state and national licensure exams, standardized discipline testing, capstone courses and transfer rates. The data is analyzed to determine changes to the curriculum that enhance student success. Additionally, program profiles assess enrollment and efficiency, student success, awards and retention.

Course learning outcomes align with program outcomes and are analyzed through discipline appropriate measures such as testing, papers, presentations, learning journals, rubrics and hands-on training. In the majority of programs, artifacts linking student learning to outcomes are collected and analyzed.

**Core Component 4C:** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

**Subcomponent 1.** The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

**Subcomponent 2.** The institution collects and analyzes information on student retention, persistence, and completion of its programs.

**Subcomponent 3.** The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

**Subcomponent 4.** The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

**Team Determination:**      Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

The institution captures student retention, persistence and completions data as part of the MnSCU Strategic Framework Performance Measures.

The institution's Enrollment Management Plan focuses on student success within the context of the institution's mission. The plan shares a systematic approach to enrollment management that engages a wide variety of internal stakeholders. The plan is published on the institution's website.

Since 2007 SCTCC has had the 4<sup>th</sup> highest enrollment increase (20%) of the 31 Minnesota State Colleges and Universities. In FY2016 enrollment reflected a slight dip from the prior academic year (2.6%) due to a low unemployment rate and declining high school class sizes. The institution's enrollment target for 2017 is an increase of 1% over FY2016 enrollment based upon full year equivalent.

Hobsons Connect (CRM) increases communication to prospective students, and provides for messages on different topics such as financial aid and low cost, Process reengineering has led to several simplifications, including automating immunization Communication via the CRM. A Call Center supports recruitment and retention through calling and updating the CRM and helps students in completing the enrollment process.

Postcards are sent to current students who do not register for the following term within 15 days of registration start. The Stick Around campaign is a campus wide effort to encourage students to register for the following term. Undecided student initiative includes Information Sessions, Career Exploration, and programming at advising/registration as part of the Student Success Team plan. Veterans receive improved service through a special orientation, and an application fee waiver.

In order to identify the changing needs of students, SCTCC reviews national trends, IPEDS data, environmental scans of the community, systematically sampling students, MnSCU student persistence metrics, the Stearn-Benton Employment and Training Council data and personal contact with individual students.

**Team Determination on Criterion Four:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

The institution's programs and courses are reviewed on a 3 to 5 five year cycle. Program outcomes are aligned with institution's common learning outcomes. Program-level reviews of student placement, transfer success and employer survey results are conducted. The assessment process consists of a systematic collection, examination and interpretation of qualitative and quantitative data in order to align student performance with course, program and institutional expectations. The institution's Enrollment Management Plan focuses on student success within the context of the institution's mission. The institution captures student retention, persistence and completions data as part of the MnSCU Strategic Framework Performance Measures. Accordingly, the institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. Criterion Four is met and no HLC follow-up is required.

**CRITERION FIVE: Resources, Planning, and Institutional Effectiveness.** The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

**Core Component 5A:** The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**Subcomponent 1.** The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

**Subcomponent 2.** The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

**Subcomponent 3.** The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

**Subcomponent 4.** The institution's staff in all areas are appropriately qualified and trained.

**Subcomponent 5.** The institution has a well-developed process in place for budgeting and for monitoring expense.

**Team Determination:**      Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

MNSCU Policy 5.9, Biennial and Annual Operating Budget and Annual Operating Budget Planning and Approval provides the framework for SCTCC's fiscal planning processes and procedures. The Board approves a system-wide biennial operating budget that is developed by the Office of the Chancellor after consultation with constituency groups. The chancellor is responsible for monitoring the system, system office, and college and university budgets.

MnSCU Policy 5.9 also requires SCTCC and the other 30 MNSCU institutions to prepare balanced budgets. The Office of the Chancellor provides a financial outlook and issues guidelines for preparation of the operating budget. SCTCC's president is responsible for monitoring the institution's budget to ensure accuracy and a balanced budget. The budget development process utilizes student consultation as defined in Board Policy 2.3 Student Involvement in Decision Making.

Each year SCTCC prepares the Trends and Highlights Report for the MnSCU Board of Trustees. This process links strategy selection and action plans. Current fiscal, human and capital resources and future needs are assessed. The institution's deployed strategies are reported. The report also identifies current and future opportunities and challenges.

SCTCC maintains a current Master Facilities Plan that is submitted to the Office of the Chancellor. The plan aligns with the institution's strategic vision, the Pillars of Success. The plan provides the framework for systematic practices that evaluate and act on opportunities as they arise related to aged facilities and optimize energy efficiencies and sustainability. SCTCC provides a physical spaces that encourage learning and discovery, and a sense of belonging. The institution has leveraged and enhanced community partnerships through the collaborative sharing of facility space to serve SCTCC and community needs. SCTCC physical and technology resources reflect the institution's ability to respond to the growth of

the institution.

SCTCC Policy S4.4 provides guidelines for the institution's commitment to the principles of affirmative action and equal opportunity in recruiting and hiring qualified individuals, and in promoting qualified existing employees. Hiring and appointment practices are consistent with MnSCU policies. As a best practice, college employees are involved in the screening process. Candidates must meet established job qualifications. Where appropriate, these qualifications are aligned with certification and accreditation requirements. The SCTCC president or designee makes the final decision regarding hiring and hiring procedures.

The institution uses Quality Matters quality measures for courses offered online. While structures are in place, instructors are able to adapt within the course to meet their individual needs and teaching structure. Training is provided by the MnSCU System Office, as well as by the institution. SCTCC supports a Technology Service Center for students and staff. Phone support is available into late evening during the course sessions.

The institution's online learning infrastructure (hardware and technical services) is supported by the MnSCU System Office. The institution is able to localize the course management system, Desire 2 Learn Brightspace site.

**Core Component 5B:** The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

**Subcomponent 1.** The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

**Subcomponent 2.** The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

**Subcomponent 3.** The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Team Determination:**      Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

As a member of MnSCU, SCTCC is governed by a 15-member Board of Trustees (Board) appointed by the governor. System policies, procedures and practices have been implemented that provide a communication framework which keeps the Board knowledgeable about the institution. This framework is supported and informed by the MnSCU Systems Office and SCTCC President. At least one Board member visits the campus annually. Their impressions related to the status of the campus are reported at the monthly Board meeting following the visit.

The institution's shared governance model facilitates collaborative input on decision-making.

This model offers faculty a forum to address issues related to planning and deployment of fiscal, human and physical resources. Faculty are also provided with opportunities to make recommendations that impact educational programming. The PACE Survey provides the Institution data about internal constituent views on involvement and shared governance.

Monthly meetings engaging internal leaders from faculty, staff, administrators, and students, facilitate information-sharing among senior leadership on policy matters. Recommendations evolving from this practice are often delegated to one of the institution's over sixty-five cross-functional committees/teams.

Employee Engagement is one of SCTCC's five Pillars of Success. A Key Performance Indicator for this Pillar is professional development. Accordingly, employees are encouraged to participate in leadership and professional development. Sufficient funds for faculty, staff and administrator development are budgeted annually. The institution also sponsors regular training programs and opportunities for updating skills.

**Core Component 5C:** The institution engages in systematic and integrated planning.

**Subcomponent 1.** The institution allocates its resources in alignment with its mission and priorities.

**Subcomponent 2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**Subcomponent 3.** The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

**Subcomponent 4.** The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

**Subcomponent 5.** Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

**Team Determination:**     X Core Component is met  
                                  \_ Core Component is met with concerns  
                                  \_ Core Component is not met

**Evidence:**

SCTCC appropriately balances coordination between the autonomy of the institution's president and the guidance and structure provided by MnSCU. The institution's planning efforts effectively align MnSCU system goals with its institutional goals and distinct mission.

The institution aligns its College Operational Plans with its five strategic priorities (Pillars of Success) and MnSCU's Strategic Goals. College Operational Plans include the Master Facilities Plan, Master Academic Plan, Enrollment Plan, Diversity Plan, Technology Plan, Distance Education Plan, Affirmative Action Plan and the Foundation Plan. These plans are developed through a collaborative process that includes faculty, staff, administrators and students. The plans are reviewed in a 4 to 5 year cycle. The institution's strategic priorities are reviewed every two years at a campus-wide professional development event.

The Annual Work Plan provides the blueprint for action to advance the institution's individual College Operational Plans with strategies that support mission and institutional priorities. The Annual Work Plan advances departmental goals and specifies human, physical and financial resources need to support the Annual Work Plan.

SCTCC has developed needed Key Performance Indicators that align with institutional efforts and the institution's strategic priorities. The MnSCU Accountability Dashboard benchmarks the institution performance in these areas with other institutions in the state.

MnSCU Board of Trustees maintains a Board Financial Risk Management Strategy and monitors the financial health of each MnSCU institution through a Composite Financial Index that is reported to the Higher Learning Commission.

The Distance Education Committee develops an Operational Plan (Distance Education Plan). The Distance Education Plan establishes outcomes and targets with operational actions to achieve the outcomes. Outcomes are linked to the institution's and MnSCU's strategic priorities.

**Core Component 5D:** The institution works systematically to improve its performance.

**Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

**Subcomponent 2.** The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Team Determination:**     X Core Component is met  
                                   \_\_ Core Component is met with concerns  
                                   \_\_ Core Component is not met

**Evidence:**

The MnSCU Accountability Dashboard, which is available to the public, shares results for aggregated statewide performance measures and corresponding results for individual MnSCU institutions. The institution provides opportunities for constituents to analyze data and information regarding overall performance by sharing these results annually with internal stakeholders. The institution's performance results are also a part of the president's annual performance review, as required by MnSCU.

SCTCC selects, manages and distributes performance information by aligning SCTCC strategic priorities with MnSCU performance measures. Analysis of internal data sources, employer surveys and comparative measures by MnSCU, CSSSE and PACE support the institution's effort to become more data informed. SCTCC incorporates its own performance results to determine trends and inform decision-making. Data is collected and analyzed for key institutional functions such as enrollment management, facilities and finance, human resource management and student success.

Appreciative Inquiry is used by faculty, staff, and administrators to learn about institutional effectiveness, capabilities and sustainability.

College performance reports related to enrollment, fiscal conditions and academic progress are part of the institution's regular reporting cycle for Executive Leadership and Faculty Shared Governance. Overall college performance, trends, progress for current periods and plans for improvement are assessed as part of this process.

**Team Determination on Criterion Five:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

SCTCC is governed by the 15-member MnSCU Board of Trustees appointed by the governor. System policies, procedures and practices have been implemented that provide a communication framework which keeps the Board knowledgeable about the institution. MNSCU Policy 5.9, Biennial and Annual Operating Budget and Annual Operating Budget Planning and Approval provides the framework for SCTCC's fiscal planning processes and procedures and requires the institution to prepare a balanced budget. The institution appropriately balances its autonomy as an institution and the guidance and its role as a member of MnSCU. The institution's planning efforts effectively align MnSCU system goals with its institutional goals and distinct mission. The institution aligns its College Operational Plans with its five strategic priorities (Pillars of Success) and MnSCU's Strategic Goals. These plans include the Master Facilities Plan, Master Academic Plan, Enrollment Plan, Diversity Plan, Technology Plan, Distance Education Plan, Affirmative Action Plan and the Foundation Plan. Accordingly, the institution's resources, structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future. Criterion Five is met and no HLC follow-up is required.

**IV. COMMITMENT TO CONTINUOUS QUALITY IMPROVEMENT (CQI)**

**A. Levels of Organizational Maturity in Relation to AQIP Categories.**

Overall SCTCC processes are at the Systematic Stage of Systems Maturity with some processes entering the Aligned Stage. For AQIP Category 1, Helping Students Learn. Processes are explicit, repeatable and periodically evaluated for the assessment of learning in career and technical programs. These processes appear aligned. However, processes for the assessment of general education are becoming generally understood and repeatable, and appear to be at the early stages of becoming systematic. There are clear examples of data being used to inform decision-making and a demonstrated commitment to student success on the part of faculty, staff and administrators.

With respect to AQIP Category 2, Accomplishing Other Distinctive Objectives, and AQIP Category 3, Understanding Students' and Other Stakeholder Needs, institutional silos are eroding and institutional goals are generally understood. Both categories appear systematic with coordination and implementation of effective practices is uneven across units. In some cases, such as co-curricular, student services and service learning, there are opportunities to establish metrics to begin gathering meaningful data.

In order for stakeholders to relate what they do to institutional goals and strategies, coordination and communication among units are often emphasized for processes related to AQIP Category 4, Valuing People; AQIP Category 5, Leading and Communicating; AQIP Category 6, Supporting Institutional Operations; AQIP Category 7, Measuring Effectiveness; and AQIP Category 8, Planning Continuous Improvement. Accordingly, the institution appears to be at the early stage of the processes being aligned in these five categories.

SCTCC is beginning to operate via generally understood, repeatable and often documented processes in AQIP Category 9, Building Collaborative Relationships. The institution's processes in this area appear to be systematic. However, there is variation among departments in their ability to fully integrate advisory boards into the continuous improvement process. SCTCC has established processes to engage in conversations with community organizations and is able to address specific community issues in a collaborative manner.

Overall SCTCC's use of results is at the Systematic Stage of Systems Maturity. Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The MnSCU Accountability Dashboard provides SCTCC with comparative measures and is beginning to yield trend data for the institution. Comparative data from national surveys is also used by the institution.

## **B. Evidence of Principles of High Performance Organizations**

Research and experience indicates that the ten Principles of High Performance Organizations permeate higher education institutions that have achieved a systematic approach to continuous improvement. The following addresses how SCTCC demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

**Focus:** SCTCC's mission states, "SCTCC prepares students for life-long learning by providing career, technical and transferable education." This mission focuses on students' and other stakeholders' needs and provides the foundation to shape the institution's communication systems, organizational systems, organizational and decision making structures, and planning and improvement processes.

**Involvement:** The institutions promotes broad-based faculty, staff and administrative involvement that strengthens individual and group ownership of systems, activities and initiatives.

**Leadership:** Leaders support a quality culture. Leadership development is provided for all employees by the institution and the MnSCU system. Succession plans are

established for leadership positions throughout the Institution and potential leaders are identified for professional development by senior administrators and staff.

**Learning:** SCTCC fosters a learning-centered environment that strives to develop talents by focusing on learning for students, faculty, staff and the institution. Appreciative Inquiry is used by faculty, staff and administrators to advance organizational learning to improve student learning and processes.

**People:** SCTCC demonstrates respect for people and the willingness to invest in them. Employee Engagement is one of the institutions five strategic priorities. The AQIP Action Plan Project, Communication Evaluation to Improve Employee Engagement, was initiated in November 2014.

**Collaboration:** The institution encourages active collaboration among and within different internal department and operational areas and externally, between the institution and other institutions. Over sixty-five cross-functional teams engage faculty, staff, students and administrations, promote collaborative decision-making and advance quality improvement.

**Agility:** The institution demonstrates responsiveness to changing needs and conditions. SCTCC has actively responded to its 2010 mission change from a technical college to a comprehensive community college in the past six years, including the expansion of general education.

**Foresight:** SCTCC's strategic planning process and quality infrastructure fosters planning for innovation and improvement. The strategic vision, the five Pillars of Success, plan embraces five priorities: Student Success, Community Building, Skilled Workforce, Sustainability and Employee Engagement

**Information:** SCTCC engages in fact-based information to assess current capabilities and measure performance realistically. Feedback is solicited from students, faculty, staff, administration and the community. External instruments are regularly administered to provide information about trends. The MnSCU dashboard provides additional comparative data and information.

**Integrity:** Faculty, staff, administrators and students adhere to ethical practices that reflect integrity in their work and in the treatment of others. Administrators and staff acknowledge the MnSCU Ethics Policies annually and students are informed by faculty of academic integrity in each syllabus. Institution employees also complete an online ethics training program.

## **V. COMMITMENT TO AQIP PATHWAY**

### **A. Actions That Capitalize on Systems Appraisal Feedback**

The AQIP Pathway Systems Appraisal is designed to provide an institution with professional feedback representing the consensus view of a team of educators and others experienced in continuous quality improvement and systems thinking. SCTCC's most recent Systems Appraisal was in October 2014. To address the feedback in the

Systems Appraisal, SCTCC formed a cross-functional steering committee. After discussion of the feedback, teams were formed to address improvement strategies in the following areas: 1) The Assessment Action Project, 2) program assessment, 3) general education assessment, 4) data organization and analysis, 5) strengths and opportunities identified in the Systems Appraisal, 6) processes to serve external stakeholders, 7) institutional support services, 8) use of advisory boards, 9) Communication Evaluation to Improve Employee Engagement Action Project, and 10) institutional effectiveness. These teams have been actively engaged in assessing needs and developing improvement strategies. These strategies are supported by the institution and are in various stages of implementation.

## **B. Actions That Capitalize on Strategy Forum Participation**

The Strategy Forum is integral to the AQIP Pathway because it brings together teams from other AQIP Pathway institutions in a supportive workshop environment to generate new strategies and tactics for institutional improvement. The institution's most recent participation in a Strategy Forum occurred in April 2015. The Strategy Forum Team consisted on a representative group of faculty and administrators. The Strategy Forum Team focused on AQIP Category 7, Measuring Effectiveness, specifically 7P2 Managing Information Planning and 7P6 Aligning Information Analysis with Organizational Goals.

One of the outcomes of the Strategy Forum was the declaration of the Action Project, Academic Program Profiles. This project was designed to utilize a uniform set of measures to enhance the distribution of critical information for academic program decision-making by integrating information from several sources into a single document and to establish a data tool that provides clear, replicable data related to factors that can be influenced by faculty. Since its declaration, key stakeholders has been actively engaged in this Action Project and significant progress has been made on project goals.

## **C. Actions That Capitalize on Action Projects**

The Action Project requirement is critical to an institution's success in the AQIP Pathway. This process requires broad engagement of faculty and staff in the selection of projects and also through participation on project teams. Initiatives that an institution declares as Action Projects provide salient examples of that institution's approach to continuous quality improvement. According to the HLC's Action Project Directory, the SCTCC has declared 17 Action Projects since its admission into the AQIP Pathway in 2001. Eleven of these Action Projects are completed.

The following five Action Projects are current. 1) Hobson's Implementation, initiated June 2015; 2) Academic Program Profiles, initiated April 2015; 3) Communication Evaluation to Improve Employee Engagement, initiated November 2014; 4) Cyclones Care Team Behavior Interventions, October 2014; and 5) Interventions for Student on Academic Warning, July 2014. These projects have advanced quality improvement and demonstrated the institution's commitment to its quality journey and to AQIP.

As noted by the institution's most recent Systems Appraisal, many of SCTCC's Action Projects have been long-term in nature, lasting more than a year. The institution has indicated that as a result of this feedback that it will change the scope of Action Projects

to a shorter length with results that build upon one another. The team encourages this strategy as shorter length Action Projects with reduced scopes may help institution stakeholders to see results, internalize positive improvements more frequently and generate buy-in for the quality improvement process.

#### **D. Commitment to Active Engagement in AQIP**

SCTCC was among the first institutions to choose AQIP as its accreditation pathway. The institution has demonstrated a long-term commitment to the AQIP philosophy and has worked to foster an inclusive culture of continuous improvement and improve its quality infrastructure. A pattern of responsiveness to the feedback and counsel received through its annual Action Project Reviews, its Systems Appraisal and Quality Checkup Visit has been demonstrated. As SCTCC begins its third AQIP reaffirmation cycle, the team encourages the institution to leverage its past experience in the AQIP Pathway, actively renew its commitment to AQIP and its quality program, and to celebrate its successes both big and small.

## **VI. TEAM RECOMMENDATION**

### **A. Affiliation Status**

#### **1. Recommendation for Reaffirmation of Accreditation**

The institution provided evidence that it complies with each of the five Criteria for Accreditation and their Core Components, and has developed a quality culture and quality infrastructure dedicated to continuous quality improvement. The team recommends that SCTCC receives Reaffirmation of Accreditation.

#### **2. Recommendation for Eligibility to Select Next Pathway**

SCTCC has demonstrated that it meets federal compliance requirements, meets quality assurance standards through the Criteria for Accreditation, and demonstrates a commitment to continuous quality improvement, and the AQIP Pathway. The team recommends that the institution should be able to choose between the AQIP, Open and Standard Pathways.

#### **3. Criterion-related Monitoring Required (report, focused visit):**

Monitoring: None

Rationale:

#### **4. Federal Compliance Monitoring Required (report, focused visit):**

Monitoring: None

Rationale:

## **B. Commission Sanction or Adverse Action**

None

## **VII. EMBEDDED CHANGES IN AFFILIATION STATUS**

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- Yes    No   Legal Status
- Yes    No   Degree Level
- Yes    No   Program Change
- Yes    No   Distance or Correspondence Education
- Yes    No   Contractual or Consortial Arrangements
- Yes    No   Mission or Student Body
- Yes    No   Clock or Credit Hour
- Yes    No   Additional Locations or Campuses
- Yes    No   Access to Notification
- Yes    No   Access to Expedited Desk Review
- Yes    No   Teach-out Arrangement
- Yes    No   Other Change

**Appendix A**  
**Interactions with Constituencies**  
**St. Cloud Technical & Community College CQR Visit Meetings/Teams**  
**April 11-12, 2016**

**Executive Leadership & Academic Deans**  
**Monday, April 11, 2016, 8:30am-9:30 am**

Joyce Helens, Interim President Rochester Community & Technical College	Norma Konschak, Director of Academic Accountability
Peg Shroyer, Acting President St. Cloud Technical and Community College	Deb Holstad, Human Resources Director
Lori Kloos, Vice President for Administration	Vi Bergquist, Chief Information Officer
Kristina Keller, Acting Vice President of Academic Affairs	Lori Gress, Director of SCTCC Foundation
Jon Eichten, Vice President of Student Affairs	Carolyn Olson, Dean of Nursing & Health
	Tarryl Clark, Interim Dean of Sciences, Technology & Math
	Darrin Strosahl, Dean of Trade and Industry

**SCTCC Quality Checkup Steering Workgroups**  
**Monday, April 11, 2016, 9:45 am-10:45 am**

Peg Shroyer, Acting President St. Cloud Technical and Community College	Darrin Strosahl, Dean of Trade & Industry
Maggie Glazer, Faculty	Norma Konschak, Director of Academic Accountability
Lori Kloos, Vice President for Administration	Anita Baugh, Director of Financial Aid
Jon Eichten, Vice President of Student Affairs	Kristina Keller, Acting Vice President of Academic Affairs
Carolyn Olson, Dean of Nursing & Health	Vi Bergquist, Chief Information Officer
Deb Holstad, Human Resources Director	Becky Shand, Faculty
Tarryl Clark, Interim Dean of Sciences, Technology & Math	

**Federal Compliance Review**  
**Monday, April 11, 2016, 11:00 am-12:00 pm**

Peg Shroyer, Acting President St. Cloud Technical and Community College	Vi Bergquist, Chief Information Officer
Lana Feddema, Registrar	Christine Blommer, Assistant to VP for Administration
Lori Kloos, Vice President for Administration	Norma Konschak, Director of Academic Accountability
Anita Baugh, Director of Financial Aid	
Dan Hornseth, Director of Marketing	

**Distance Education Review**  
**Monday, April 11, 2016, 11:00 am-12:00 pm**

Kristina Keller, Acting Vice President of Academic Affairs	Mary Dombrovski, Faculty
Pia Lopez, Adjunct Faculty	Tracy Dilly, Faculty
Soheyl Missaghi, Faculty	Jodi Elness, Director of Enrollment Management
Chris Sorenson, Faculty	Joe Silman, Faculty
Jillian Mergen, Center for Academic Success Staff	Alex Roske, IT-D2L Brightspace Administrator
Harry Weseloh, Faculty	Ryan Salner, Faculty
Lois Carkhuff, Records & Registration Staff	

**Lunch with MnSCU Board of Trustees and MnSCU System Office Representatives  
Monday, April 11, 2016, 12:30 pm-1:30 pm**

Alex Cirillo, Trustee  
Ron Anderson, Vice Chancellor  
Lynda Milne, Assoc. Vice Chancellor  
Joyce Helens, Interim President Rochester  
Community & Technical College  
Lori Kloos, Vice President for Administration

Peg Shroyer, Acting President St. Cloud  
Technical and Community College  
Kristina Keller, Acting Vice President of  
Academic Affairs  
Norma Konschak, Director of Academic  
Accountability

**Open Forum Discussion: Criterion 1 (Mission) & Criterion 2 (Integrity)  
April 11, 2016, 2:00 pm-3:00 pm**

Joyce Helens, Interim President Rochester  
Community & Technical College  
Dwayne Hickman, Faculty  
Lana Feddema, Registrar  
Lori Kloos, Vice President for Administration  
Deb Holstad, Human Resources Director  
Jackie Bauer, Director of Career Services  
Jon Eichten, Vice President of Student  
Affairs  
Tarryl Clark, Interim Dean of Sciences,  
Technology & Math  
Sangeeta Jha, Faculty  
Jillian Mergen, Center for Academic  
Success Staff  
Norma Konschak, Director of Academic  
Accountability  
Lois Carkhuff, Records & Registration Staff

Missy Majerus, Director of Campus Life  
Teri Johnson, CAS Staff  
Tomy Cassalom, Records & Registration  
Staff  
Melissa Lindsey, Director of Academic  
Pathways  
Sarah Possail, IT staff  
Dan Hornseth, Marketing  
Nate Hiestand, Asst. Director of Student  
Life/Athletics  
Duane Dahlstrom, Business Manager  
Jodi Elness, Director of Enrollment  
Management  
Vi Bergquist, CIO  
Alfredo Olivera, Admission Staff, former  
MnSCU Student Trustee, SCTCC Alumni

**Open Forum Discussion: Criterion 4 (Teaching and Learning: Evaluation & Improvement)  
Monday, April 11, 2016, 2:00 pm-3:00 pm**

Peg Shroyer, Acting President St. Cloud  
Technical and Community College  
Chris Sorenson, Faculty (AASC)  
Stacy Griffey, Dir of Academic Advising  
Center  
Soheyl Missaghi, Faculty  
Kerby Plante, Dir of Center for Academic  
Success  
Carolyn Olson, Dean of Nursing & Health  
Darrin Strosahl, Dean of Trade & Industry  
Shaun Keeley, CAS Staff  
Heidi Smith, Faculty  
Chuck Haus, Faculty  
Tracy Dilly, Faculty  
Connie Logeman, Faculty  
Maggie Glazer, Faculty  
Joe Silman, Faculty  
Vicky Kapitzke, Faculty  
Ryan Salner, Faculty

Tai Jen Liu, Faculty  
Greg Thorstad, Faculty  
Mark Gucinski, Faculty  
Jay Govani, Faculty  
Kelly Crue, Faculty  
Jim Anderson, Faculty  
David Laliberte, Faculty  
Jeremy Reisinger, Faculty  
Keith Redmond, Faculty  
Kateri Mayer, Faculty  
Rita Peterson, Faculty  
Jay Thomas, Faculty  
Bob Kapitzke, Faculty  
Alex Roske, IT Staff, D2L Administrator  
Bob Pfeffer, IT Staff  
Hillary Vermillion  
Becky Shand, Faculty  
Faith Ericson, Faculty  
Kevin Blanchette

**Capitalizing on AQIP Pathway Feedback, Systems Appraisals,  
Strategy Forums and Action Projects  
Monday, April 11, 3:30 pm-4:30 pm**

Melissa Lindsey, Director of Academic Pathways (SF)  
Missy Majerus, Director of Campus Life (AP)  
Peg Shroyer, Acting President St. Cloud Technical and Community College (AP)(SF)  
Carolyn Neubauer, Faculty (SF)  
Stacey Griffey, Director of Academic Advising Center (AP)  
Lori Kloos, Vice President for Administration  
John Hart, Director Business & Industry Training Solutions

Jon Eichten, Vice President of Student Affairs (AP) (SF)  
Becky Shand, Faculty  
Kristina Keller, Acting Vice President of Academic Affairs (AP) (SF)  
Maggie Glazer, Faculty  
Anita Baugh, Director of Financial Aid  
Vi Bergquist, Chief Information Officer (SF)  
Deb Holstad, Human Resources Director  
Norma Korschak, Director of Academic Accountability (AP) (SF)  
Luke Green, Faculty

**Drop-in Session  
Monday, April 11, 2016, 3:30-4:30 pm**

Jillian Mergen, CAS Staff  
Danielle Naumann, CAS Staff  
Jan Stanley, Faculty  
Cindy Kantor, BCH Division OASI  
Sangeeta Jha, Faculty  
Brian Volkmuth, Faculty

**Meeting with Adjunct and Part-time Faculty  
Monday, April 11, 2016, 5:00 pm-6:00 pm**

Hillary Vermilion, Faculty  
Heidi Smith, Faculty & Coach  
Maggie Glazer, Faculty  
Pam McBroom, Faculty  
Tracy Dilly, Faculty  
Sangeeta Jha, Faculty

Joe Silman, Faculty  
Faith Ericson, Faculty  
Greg Thorstad, Faculty & Coach  
Jessica Wade-Ferrell, Faculty  
Steven Schoonover, Faculty

**Meeting with Outside Stakeholders  
Monday, April 11, 2016, 5:00 pm-6:00 pm**

Dr. Earl Potter, SCSU President  
Adam Bourassa, WETT Program Advisory Committee Member  
Adam Klepetar—SCSU Connections  
Lori Gress, Director of SCTCC Foundation  
Larry Logeman, Busn. Mgmt. Advisory Committee Chair  
Adam Holm (Apollo HS-742)  
Dennis Host, Foundation Board Member/Alumni  
Maureen Gaedy, Goodwill/Easter Seals  
John Schroeder, Foundation Board Member  
Les Engel, Engel Metallurgical Ltd.  
Joan Schatz, Foundation Board Member  
Jayne Greeney-Schill (CTE-742)

Joan Berning, Workforce Center-DEED  
Karen Hoffman, HITM Advisory Committee Member  
Georgia McCann, ATS  
Barry Kirchoff, Dir. Central Region SBDC  
Aimee Minnerath, Advertising & Web Design Advisor Committee Member  
Joyce Helens, Interim President Rochester Community & Technical College  
Becky Shand, Faculty  
Jonathan Eichten, VP Student Affairs  
Rosalie Jaenisch, Faculty  
Kristina Keller, Acting VP Academic Affairs  
Carolyn Olson, Dean of Nursing & Health

**Open Forum Discussion:**  
**Criterion 3 (Teaching and Learning: Quality, Resources & Support)**  
**Tuesday, April 12, 2015, 8:30 am-9:30 am**

Peg Shroyer, Acting President St. Cloud Technical and Community College	Jan Richardson, Faculty
Sean Clark, Faculty	Sarah Possail, IT Staff
Jodi Elness, Director of Enrollment Management	Andy Cone, PFS Project Coordinator
Deb Holstad, Human Resources Director	Stacy Griffey, Director Academic Advising Center
Kerby Plante, Director of Center for Academic Success	Keith Redmond, Faculty
Carolyn Olson, Dean of Nursing & Health	Jillian Mergen, Center for Academic Success Staff
Sangeeta Jha, Faculty	Simone Aeshliman, Faculty
Bretta Edwards, Academic Advisor	Maggie Glazer, Faculty
Tiffany Korver, Faculty	Alex Roske, IT-D2L Brightspace Administrator
Darrin Strosahl, Dean of Trade & Industry	Hien Studinski, TRIO Tutoring Coordinator
Eric McAlister, Faculty	LeAnn Pueringer, TRIO SSS
Nhia Yang, TrIO Director	Robert Brooks, IT Staff
Melissa Lindsey, Director of Academic Pathways	Tai Jen Liu, Faculty
John Bjork, Accommodations Specialist	Bill Spain, Faculty
Pat Akerman, Librarian	Nate Hienstand, Asst. Director Student Life/Athletics
Gajen Ramanathan, Faculty	Becky Shand, Faculty
Jackie Bauer, Director of Career Services	

**Open Forum Discussion:**  
**Criterion 5 (Resources, Planning & Institutional Effectiveness)**  
**Tuesday, April 12, 2016, 8:30 am-9:30 am**

Joyce Helens, Interim President Rochester Community & Technical College	Kristina Keller, Acting Vice President of Academic Affairs
Matt Hoepner, Faculty	Norma Kenschak, Director of Academic Accountability (ALO)
Nathan Olson, MHTT Student	Lori Gress, Director of SCTCC Foundation
Matthew Sowada, MHTT Student	Tarryl Clark, Interim Dean of Sciences, Technology & Math
Tyler Browing, MHTT Student	Jen Evans, Faculty
Anita Baugh, Director of Financial Aid	Steve Gilmore, Faculty
Lori Kloos, Vice President for Administration	Maggie Glazer, Faculty
Dwayne Hickman, Faculty or FSG designee	Lois Carkhuff, Record & Registration Staff
Lana Feddema, Registrar	Missy Majerus, Director of Campus Life
Vi Bergquist, Chief Information Officer	Simone Aeshliman, Faculty

**Drop-in Session**  
**Tuesday, April 12, 2016, 8:30 am-9:30 am**

Danielle Naumann, CAS Staff  
Carolyn Neubauer, Faculty

**Pillars of Success**

**Tuesday, April 12, 2016, 10:30 am-11:30 am**

Joyce Helens, Interim President Rochester  
Community & Technical College  
Melissa Lindsey, Director of Academic  
Pathways  
Peg Shroyer, Acting President St. Cloud  
Technical and Community College  
Carolyn Neubauer, Faculty  
Anita Baugh, Director of Financial Aid  
Lori Kloos, Vice President for Administration  
Becky Shand, Faculty  
Jon Eichten, Vice President of Student  
Affairs  
Kristina Keller, Acting Vice President of  
Academic Affairs

Deb Holstad, Human Resources Director  
Sangeeta Jha, Faculty  
Vi Bergquist, Chief Information Officer  
Lori Gress, Director of SCTCC Foundation  
Norma Konschak, Director of Academic  
Accountability (ALO)  
Carolyn Olson, Dean of Nursing & Health  
Tarryl Clark, Interim Dean of Sciences,  
Technology & Math  
Darrin Strosahl, Dean of Trade and Industry  
Kerry Degen, Faculty  
Nhia Yang, TRIO  
Missy Majerus, Director of Campus Life

**Lunch with SCTCC Students**

**Tuesday, April 12, 12:00 pm-1:00 pm**

22 SCTCC Students

**Academic Advising Center**

**Tuesday, April 12, 2016, 1:00 pm-2:00 pm**

Stacy Griffey, Director of Academic Advising Center  
Bretta Edwards, Academic Advisor  
Peg Shroyer, Acting President St. Cloud Technical and Community College  
Melissa Lindsey, Director of Academic Pathways (SF)

**SCTCC Website Redesign Town Hall**

**Tuesday, April 12, 2016, 1:00 pm-2:00 pm**

Vi Bergquist, Chief Information Officer Dan  
Hornseth, Director of Marketing  
Bob Pfeffer, IT Staff  
Roxy Schaaf, Admissions  
Missy Majerus, Director of Campus Life  
Kerby Plante, CAS  
Kris Isaacson, Web Design/Development  
Vincent Kaisley, Student, Web Design  
Shawn McGrew, Student, Web Design  
Ryan Salner, Faculty  
Lisa Miller, Recruitment and Retention  
Jackie Bauer, Career Services  
Karen Hiemenz, President's Office  
Sharon Classen, Bookstore  
Abby Cunningham, Bookstore  
Carolyn Olson, Health  
Deb Holstad, Human Resources

Chris Heisen, Student, Web Design  
Matt Wright, Student, Web Design  
Jillian Merger, CAS  
Rocky Horn, Admissions Office  
Darrin Strosahl, Dean  
Susan Brunn, Advising Center  
Shaun Keely, CAS  
Laura Gapiwski, Accounting Clerk  
Duane Dahlstrom, Business Manager  
Jonathan Eichten, VP Student Affairs  
Nate Hiestand, Asst. Director Student  
Mary Jensen, Science, Technology &  
Mathematics OASI  
Alex Roske, Information Technology  
Rose Fritz, Accounting Clerk  
Tarryl Clark, Interim Dean of Sciences  
Kim Mackereth, Student Affairs

**SCTCC Foundation**

**Tuesday, April 12, 2016, 1:00 pm-2:00 pm**

Joyce Helens, Interim President Rochester Community & Technical College  
Lori Gress, Director of SCTCC Foundation

**Exit Meeting with Presidents**

**Tuesday, April 12, 2016, 3:00 pm-3:30 pm**

Joyce Helens, Interim President Rochester Community & Technical College  
Peg Shroyer, Acting President St. Cloud Technical and Community College

## **Appendix B**

### **Principal Documents, Materials, and Web Pages Reviewed**

Federal Compliance Panel Report for SCTCC  
HLC Action Project Artifact for SCTCC  
HLC Action Project Directory for SCTCC  
HLC Institutional Status and Requirements Report for SCTCC  
HLC SCTCC Student Survey Results  
MnSCU Annual Financial Report For Years Ended June 30. 2015 & 2014  
MnSCU Website  
Reaffirmation Letter dated December 19, 2008  
SCTCC College Catalog  
SCTCC Faculty/Staff Handbook  
SCTCC Institutional Response to Systems Appraisal Feedback Report dated November 17, 2014  
SCTCC Institutional Update 2013-14 (Final Version)  
SCTCC Institutional Update 2014-15 (Final Version)  
SCTCC Quality Highlights Report dated February 2016  
SCTCC Student Handbook  
SCTCC Student Handbook  
SCTCC Systems Portfolio 2014  
SCTCC Website  
State of Minnesota Financial and Compliance Report on Federally Assisted Programs For Year ended June 30, 2014  
Systems Appraisal Feedback Report for SCTCC dated October 27, 2014  
Third Party Comments for SCTCC  
SCTCC 2015-2016 Cost Sheet  
SCTCC 2015 Complaint Log  
SCTCC S3.8 Transfer of Credit Policy  
SCTCC S3.12 Credit for Prior Learning  
SCTCC S3.12.1 Credit for Prior Learning Procedure  
SCTCC Committees April 2016  
Components of High-Impact Contact for General Biology 2015  
2014 vs. 2015 Biology CAS Stats  
SCTCC Academic Advising Center PowerPoint  
SCTCC's Planning Process  
SCTCC Strategic Planning Overview  
SCTCC Next Level of Excellence  
SCTCC Department Action Plan – Biology 2015-2016, 2014-2015,  
SCTCC Department Action Plan – Distance Education 2015-2016  
SCTCC All College Conservation, February 26,2016  
Collision Education Makeover Grant  
Performance Evaluation for Classified and Unclassified (Non-faculty) Employees  
Employee Individual Development Plan  
Orion Academy

**Appendix B (Continued)**  
**Principal Documents, Materials, and Web Pages Reviewed**

Community College Connection Program  
SCTCC Contact Information in Spanish, French, Hmong, and Somali  
SCTCC FY 2017 Supplemental Budget Request  
SCTCC Quality Spin  
SCTCC AASC Curriculum Guide

## **Appendix C Federal Compliance Worksheet**

### **Team Findings**

The team followed up on all concerns noted by the Federal Compliance Panel related to the following detailed review of Federal Compliance. The results are included in the following Detailed Review of Federal Compliance.

As a result, the SCTCC's student complaint process was reviewed. During the CQR's Federal Compliance Review meeting, the team discussed the student complaint process with administrators and staff engaged and impacted by this process. Relevant documents were examined including the Student Complaint Log. This review provided evidence that student complaints received are tracked and processed in a timely manner.

The team also verified that SCTCC has a program review process for career programs and is developing a review process for general education. The process includes the review of outcomes assessment data at the program and the use of these data to make decisions concerning academic programs.

Finally, Third Party Comments were not available to the Federal Compliance Panel members at the time of their review. The CQR Visiting Team received and reviewed third party comments. Issues raised in the third party comments were satisfactorily addressed in meetings with external and internal constituents. Section F, Notification Related to Third Party Comments, of this report shares the outcomes of this review.

**Institution under review:        St. Cloud Technical and Community College**

**Federal Compliance Panel Members:**

**Peter Wielinski, PhD**

**Kathy Parkison, PhD**

## **DETAILED REVIEW OF FEDERAL COMPLIANCE**

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### **Assignment of Credits, Program Length, and Tuition**

*Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.*

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### **Institutional Records of Student Complaints**

*The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.*

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team's conclusions:
  - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
  - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
  - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SCTCC has a clear policy and procedure to document student complaints in a centralized log, addresses student complaints toward resolution, and assigns administrative responsibility for identifying opportunities for institutional improvement. During the CQR Visit's Federal Compliance Review meeting, the CQR Visiting Team discussed the student complaint process with administrators and staff engaged and impacted by this process. Relevant documents were examined including the Student Complaint Log. This review provided evidence that student complaints received are tracked and processed in a timely manner.

Additional monitoring, if any: None.

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### **Publication of Transfer Policies**

*The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation

agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SCTCC adheres to Minnesota State Colleges and Universities (MnSCU) system policy and procedure (3.2.1 and 3.2.7), and communicates this policy and procedure publically through its website and college catalog. A review of a random sampling of articulation agreements affirms that the required information is included on articulation agreement documents.

Additional monitoring, if any: None.

### **Practices for Verification of Student Identity**

*The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.*

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The institution makes use of secure login/password practices and proctored exams to verify student identity. No fees associated with verification are charged to students.

Additional monitoring, if any: None.

### **Title IV Program Responsibilities**

*The institution has presented evidence on the required components of the Title IV Program.*

**This requirement has several components the institution and team must address:**

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
  3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
  4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
  5. Check the appropriate response that reflects the team's conclusions:
    - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
    - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
    - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
    - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The institution meets all components of Title IV program Responsibilities. SCTCC reports having no contractual relationships, and its sole consortial relationship has received HLC approval.

Additional monitoring, if any: None.

### **Required Information for Students and the Public**

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
  - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
  - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

\_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: A review of the institution's website, student handbook, and college catalog demonstrates that fair, accurate and complete information on the academic calendar, scheduling, academic and refund policies, tuition and fees is made available to the students and the public.

Additional monitoring, if any: None.

### **Advertising and Recruitment Materials and Other Public Information**

*The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
  - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - \_\_\_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
  - \_\_\_ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
  - \_\_\_ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: A random sampling of online and printed marketing collateral documents accurate information is being responsibly made available.

Additional monitoring, if any: None.

### **Review of Student Outcome Data**

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

## 3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The institution collects traditional data on student retention, completion, satisfaction and program licensure rates.

Additional monitoring, if any: SCTCC is currently engaged in an action project to more effectively and comprehensively assess student learning, and currently offers no specific documentation as to how student outcome data has been used to determine its efficacy in achieving educational objectives at the program level, nor of the processes used to make such determinations.

Many of the programs examined did not have program level learning outcomes publically available. As SCTCC moves through their action project on documenting student learning they should be encouraged to develop and publicize these learning outcomes. The CQR Visiting Team verified that SCTCC has a program review process for career programs and is developing a review process for general education. The process includes the review of outcomes assessment data at the program and the use of these data to make decisions concerning academic programs.

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### Standing with State and Other Accrediting Agencies

*The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

*The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.*

***Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of

losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SCTCC cites good standing with 16 agencies accrediting its programs, and documents the dates of each upcoming accreditation review.

Additional monitoring, if any: None.

### **Public Notification of Opportunity to Comment**

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: SCTCC provided evidence of public notification of HLC accreditation visit, and publicly disclosed notification of opportunity to comment.

Additional monitoring, if any: None.

### **Institutional Materials Related to Federal Compliance Reviewed by the Panel**

Provide a list materials reviewed here:

- Department of Education School Default Rates for SCTCC for FY2012, 2011, and 2010. Viewed online at: [www.nsls.ed.gov/nsls/nsls\\_SA/defaultmanagement/cohortdetail\\_3yr.cfm?sno=0&ope\\_id=005534](http://www.nsls.ed.gov/nsls/nsls_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=005534)
- Minnesota State Colleges and Universities (MnSCU) Annual Financial Report for years ended June 30, 2015 and 2014
- Minnesota Transfer website: [www.mntransfer.org](http://www.mntransfer.org)
  - Business Administration AS articulation agreement with Minnesota State University Moorhead
  - Health Information Technology AAS articulation agreement with College of St. Scholastica
  - Nursing AS with articulation agreement with Bemidji State University
- SCTCC 2015-2016 College Catalog
- SCTCC Consumer Information, viewed at: [www.sctcc.edu/consumer-info](http://www.sctcc.edu/consumer-info)
- SCTCC CQR Quality Highlights Report (February 2016)
- SCTCC Federal Compliance Report (February 2016)
- SCTCC Policy on Academic Progress Notification
- SCTCC Policy on Academic Standing and Financial Aid Satisfactory Academic Progress
- SCTCC Policy on Assigning and Changing Grades
- SCTCC Policy on Nondiscrimination and Harassment
- SCTCC Policy on Transfer of Credit
- SCTCC Student Handbook
- SCTCC Student Petition Form
- State of Minnesota Financial and Compliance Report on Federally Assisted Programs for the year ended June 30, 2014

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**Institutional Materials Related to Federal Compliance Reviewed by the Team**

See Appendix B

## Appendix

### Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

**Institution under review: Saint Cloud**

#### Part 1: Program Length and Tuition

##### Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

#### Worksheet on Program Length and Tuition

##### A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes                       No

Comments: Review of the requirements for various programs show those requirements to be within the range of good practice. Saint Cloud Technical and Community College offers Certificates, Diplomas, Associates of Applied Science (AAS), Associate in Arts (AA) and Associate in Science (AS). The requirements for each program are clearly spelled out and publicized.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes                       No

Comments: A review of tuition and fees at other Minnesota colleges finds that Saint Cloud's tuition and fees are within the range charged at like institutions

##### B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

## Part 2: Assignment of Credit Hours

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### Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
  - Associate's degrees = 60 hours
  - Bachelor's degrees = 120 hours
  - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
  - Note that one quarter hour = .67 semester hour
  - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
  - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other

courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
  - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
  - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
  - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
  - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
  - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
  - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
  - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
  - If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

## Worksheet on Assignment of Credit Hours

### A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Provide a list materials reviewed here:

#### The following syllabi were reviewed:

- CMST 101, Introduction to Communications, course #1320, section #03 - hybrid
- CMST 101, Introduction to Communications, course #1320, section #22 - online
- ECON, Macroeconomics, course #2320, section #22, online
- HIST, World History, course #1320, #22, online
- HIST, World History, course #1320, #66
- HITM, HIT Professional Practical Experience II, course #2208, section #01
- HITM, Comprehensive Review, course #2244, section #01
- ELEC, Industrial Systems, course #2534, section #01
- CACE, Literature and Language Development Experiences, course #1448, section #01
- CHEM, General Chemistry, course #1340, section #66 - hybrid
- ICVT, Cardiovascular A and P, course #1402, section #01
- ENGL, Analytical Writing, course #1302, section #06 - in person
- ENGL, Analytical Writing, course #1302, section #11 - hybrid
- ENGL, Analytical Writing, course #1302, section #22 - online
- PSYC, Life Span, course #1304, section #01 - in person
- PSYC, Life Span, course #1304, section #22 - online
- RNEW, Mechanical Fundamentals, course #1115, #81
- SOCI, Introduction to Sociology, course #1310, section #02 - in person
- SOCI, Introduction to Sociology, course #1310, section #22 – online
- CADD, CADD Applications 2, course #1516, section #01
- GBEH, Human Resources, course #1100, section #02 - in person
- GBEH, Human Resources, course #1100, section #22 - online
- MHTT, Supervised Internship, course #2538, section #01
- MATH, Principles of Intermediate Algebra Accelerated, course #0485, section #22 - online
- POLS, American Politics, course #1304, section #01 - in person
- POLS, American Politics, course #1304, section #22 - online
- HLTH, Medical Terminology, course #1440, section #02
- EMSC, Emergency Medical Responder, course #1462, section #01
- CRTK, Critical Thinking, course #1300, section #08 - hybrid
- CRTK, Critical Thinking, course #1300, section #25 - online

**The following programs were reviewed:**

Accounting AAS, Diploma and Accounting Clerk  
Business Management AS  
Culinary Arts Diploma and Culinary Arts AAS  
Farm Business Management Diploma and Advanced Farm Business Management Certificate  
Architectural Construction Technology Diploma and Architectural Construction Technology  
AAS  
Commercial Heating, Air Conditioning and Refrigeration AAS, Commercial Heating, Air  
Conditioning and Refrigeration Diploma, and Residential Heating and Air Conditioning  
Diploma  
Biomedical Equipment Technician AAS  
Child and Adult Care and Education Diploma, Child and Adult Care and Education/Para  
AAS, Child and Adult Care and Education AS  
Coaching Certificate  
Nursing (LPN to ADN Mobility) AS  
Auto Body Collision Technician AAS and Auto Body Collision Technician Diploma  
Medium/Heavy Truck Technician AAS and Medium/Heavy Truck Technician Diploma



Comments: The course descriptions reviewed from the catalog and sample course syllabi appear to be appropriate for the level of credits awarded

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes                       No

Comments: Examination of multiple section courses in various modalities show identical learning outcomes for all sections.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes                       No

Comments: None

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes                       No

Comments: None

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes                       No

Comments: A review of Saint Cloud's credit hour policy and a sample of course syllabi indicate that Saint Cloud puts its policy into practice.

### **C. Recommend Commission Follow-up, If Appropriate**

*Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes                       No

Rationale:

Identify the type of Commission monitoring required and the due date:

### **D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**



### Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes  No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes  No

**If the answer to either question is “Yes,” complete this part of the form.**

#### Instructions

**This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.**

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction  
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

### Worksheet on Clock Hours

#### A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes  No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

**B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?**

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

**C. Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:



**STATEMENT OF AFFILIATION STATUS WORKSHEET**

**INSTITUTION and STATE:** St. Cloud Technical and Community College MN

**TYPE OF REVIEW:** Comprehensive Quality Review

**DESCRIPTION OF REVIEW:**

**DATES OF REVIEW:** 04/11/2016 - 04/13/2016

No Change in Statement of Affiliation Status

**Nature of Organization**

**CONTROL:** Public

**RECOMMENDATION:** no change

**DEGREES AWARDED:** Associates, Certificate

**RECOMMENDATION:** no change

**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:**

Prior Commission approval is required for substantive change as stated in Commission policy.

**RECOMMENDATION:** no change

**APPROVAL OF NEW ADDITIONAL LOCATIONS:**

Prior Commission approval required.

**RECOMMENDATION:** no change

**APPROVAL OF DISTANCE EDUCATION DEGREES:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

*Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**RECOMMENDATION:** no change

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**ACCREDITATION ACTIVITIES:**

AQIP, Comprehensive Quality Review: 04/11/2016

AQIP, Systems Appraisal: 06/01/2019

AQIP, Systems Appraisal: 06/01/2023

**RECOMMENDATION:**

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**Summary of Commission Review**

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**YEAR OF LAST REAFFIRMATION OF ACCREDITATION:** 1996 - 1997

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**YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION:** 2015 - 2016

**RECOMMENDATION:** 2025-2026

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**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1656 St. Cloud Technical and Community College MN

**TYPE OF REVIEW:** AQIP: Comprehensive Quality Review

**DESCRIPTION OF REVIEW:**

No change to Organization Profile

**Educational Programs**

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	46
Bachelors	0
Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
Certificate programs	
Certificate	43

**Recommended Change: no change**

**Off-Campus Activities:**

In State - Present Activity

Campuses: None.

Additional Locations:

Waste Water Treatment Facility - Eden Prairie, MN

**Recommended Change: no change**

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

## ORGANIZATIONAL PROFILE WORKSHEET

**Recommended Change: no change**

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Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

**Recommended Change: no change**

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### **Distance Education Programs:**

Present Offerings:

Certificate 15.0702 Quality Control Technology/Technician Automation Technology Internet

Certificate 48.0501 Machine Tool Technology/Machinist Machine Tool Technology Internet

Certificate 48.0508 Welding Technology/Welder Welding technology Internet

Certificate 15.06 Industrial Production Technologies/Technicians Production Technologies Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Liberal Arts and Sciences Internet

Associate 52.0201 Business Administration and Management, General Business Management Internet

Associate 15.0503 Energy Management and Systems Technology/Technician Energy Technical Specialist Internet

**Recommended Change: no change**

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### **Correspondence Education Programs:**

Present Offerings:

None.

**Recommended Change: no change**

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### **Contractual Relationships:**

Present Offerings:

None.

**Recommended Change: no change**

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### **Consortial Relationships:**

Present Offerings:

## **ORGANIZATIONAL PROFILE WORKSHEET**

Certificate 15. ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS Certificate - 15. ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS (Production Technologies)

Certificate 48.0503 Machine Shop Technology/Assistant Certificate - 48.0503 Machine Shop Technology/Assistant (Machine Technology)

Certificate 15.0406 Automation Engineer Technology/Technician Certificate - 15.0406 Automation Engineer Technology/Technician (Automation Technology)

Certificate 48.0508 Welding Technology/Welder Certificate - 48.0508 Welding Technology/Welder (Welding Technology)

**Recommended Change: no change**

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