



AQIP Systems Portfolio

Minneapolis Community and Technical College
June 2007

Table of Contents

Organizational Overview

O1 Distinctive Features.....	1
O2 Scope of Educational Offerings.....	3
O3 Student Base.....	4
O4 Collaborative Relationships.....	5
O5 Faculty and Staff Base.....	6
O6 Facilities, Equipment, Technology and Regulatory Environment.....	6
O7 Competition.....	7
O8 Key Vulnerabilities and Opportunities.....	7

Category One: Helping Students Learn

CONTEXT FOR ANALYSIS.....	9
PROCESSES.....	12
RESULTS.....	21
IMPROVEMENTS.....	24

Category Two: Accomplishing Other Distinctive Objectives

CONTEXT FOR ANALYSIS.....	27
PROCESSES.....	28
RESULTS.....	28
IMPROVEMENT.....	29

Category Three: Understanding Students' and Other Stakeholders' Needs

CONTEXT FOR ANALYSIS.....	30
PROCESSES.....	30
RESULTS.....	36
IMPROVEMENT.....	39

Category Four: Valuing People

CONTEXT FOR ANALYSIS.....	40
PROCESSES.....	42
RESULTS.....	46
IMPROVEMENT.....	49

Category Five: Leading and Communicating

CONTEXT FOR ANALYSIS.....	51
PROCESSES.....	52
RESULTS.....	55
IMPROVEMENT.....	56

Category Six: Supporting Institutional Operations

CONTEXT FOR ANALYSIS.....	56
PROCESSES.....	58
RESULTS.....	60
IMPROVEMENT.....	61

Category Seven: Measuring Effectiveness

CONTEXT FOR ANALYSIS.....	62
PROCESSES.....	65
RESULTS.....	69
IMPROVEMENT.....	70

Category Eight: Planning Continuous Improvement

CONTEXT FOR ANALYSIS.....	71
PROCESSES.....	72
RESULTS.....	77
IMPROVEMENT.....	79

Category Nine: Building Collaborative Relationships

CONTEXT FOR ANALYSIS.....	80
PROCESSES.....	83
RESULTS.....	84
IMPROVEMENT	86

Appendix 1: Index to Evidence for the Higher Learning Commission Criteria for Accreditation

Appendix 2: Glossary of Acronyms

Appendix 3: Organizational Charts

List of Figures

Figure O-1: MCTC's Vision, Mission, Values, and Strategic Plan	2
Figure O-2: Recent Awards to MCTC	3
Figure O-3: Enrollment by Academic Program	4
Figure O-4: MCTC Student Characteristics	4
Figure O-5: Enrollment by Ethnicity	4
Figure O-6: Under-represented Student Enrollments	5
Figure 1-1: MCTC Core General Education Competencies	9
Figure 1-2: Minnesota Transfer Curriculum Competency Goals	10
Figure 1-3: Coursework Delivery Methods.....	10
Figure 1-4: Integration of Technology into Instruction	11
Figure 1-5: New Course Proposal Process.....	13
Figure 1-6: Accredited Programs	13
Figure 1-7: Student Intake Assessment Tests.....	14
Figure 1-8: Program Assessment of Student Learning.....	18
Figure 1-9: General Education Competency Results	20
Figure 1-10: Deans' Evaluations of Programs/ Departments	21
Figure 1-11 Law Enforcement Results.....	21
Figure 1-12 Barbering Results	21
Figure 1-13 Nursing Results	22
Figure 1-14: Dental Assisting Results.....	22
Figure 1-15: Air Traffic Control Results.....	22
Figure 1-16: Status of Graduates within One Year of Graduation - Class of 2004-05	22
Figure 1-17: Fall 2006 Course Completion and Success Rates.....	23
Figure 1-18: Enrollment Outcomes: Reading and Writing	23
Figure 1-19: Retention Rates - Fall to Second Fall; MCTC vs. All MnSCU Two-Year Colleges	24
Figure 1-20: Student Success* and Disparity Rates – MCTC vs. MnSCU Two-Year Colleges.....	24
Figure 1-21: Graduation and Transfer Rate Comparison with All MnSCU Two-Year Colleges	24
Figure 3-1: Student and Stakeholder Requirements and Expectations.....	31
Figure 3-3: Results of 2004 ACT Student Opinion Survey	36
Figure 3-4: FY04 –FY07 Enrollment Change.....	37
Figure 3-5: Fall Entering Cohort Retention Rates.....	37
Figure 3-6: Retention Comparison - Students of Color.....	37
Figure 3-7: 2005 ACT Student Opinion Survey Results - Comparative	39
Figure 3-8: Improving Understanding of Student and Stakeholder Needs	39
Figure 4-1: Employee Search and Hiring Process.....	42
Figure 4-2: Employee Training and Recognition.....	47

Minneapolis Community and Technical College • AQIP Systems Portfolio • June 2007

Figure 4-3: Employee Empowerment and Teamwork 47

Figure 4-4: Performance Gap – Training and Recognition 47

Figure 4-5: Performance Gap – Empowerment and Teamwork 47

Figure 4-6: Overall Employee Satisfaction 1999-2005 47

Figure 4-7: Employee Diversity 48

Figure 4-8: Employee Diversity by Ethnicity 48

Figure 4-9: Employee Perception of Overall Institutional Quality 1999-2005 48

Figure 4-10: Employee Perception of Quality/ Productivity Improvement 1999-2005 49

Figure 5-1: Senior Leadership Team 51

Figure 5-2 Campus Quality Survey Results for Top Management Leadership and Support 55

Figure 6-1: Student Support Services – Processes, Needs, Objectives and Results 56

Figure 6-2: Administrative Support Services– Processes, Needs, Objectives and Results 57

Figure 6-3: ACT Student Opinion Survey Results 61

Figure 6-4: Campus Quality Survey – Programs, Services and Activities 61

Figure 6-5: 2005 Campus Quality Survey Results 62

Figure 7-1: MCTC Data Sources 63

Figure 7-2: Alignment with MCTC and/or MnSCU Strategic Plans 64

Figure 7-3: Rubric for Program Review Summary 66

Figure 8-2: MnSCU Accountability Indicators and Measures 76

Figure 8-3: Campus Quality Survey Results 1999-2005 78

Figure 9-1: Collaborative Partnerships 80

Figure 9-2: Articulation Agreements with Other Postsecondary Institutions 82

Figure 9-3: FY05 Gifts and Grants (Monetary Only) 86

Institutional Overview

01 Distinctive Features. Minneapolis Community and Technical College (MCTC) is the tenth largest post-secondary institution in Minnesota, with a current annual enrollment of approximately 11,890 students. A member of the Minnesota State Colleges and Universities (MnSCU) system, MCTC is the only public two-year college located in the heart of downtown Minneapolis. It is among few colleges in Minnesota that offer high quality degree programs in liberal arts and career and technical education, as well as continuing education and training programs for professionals and community members in fields such as computer technology, business, manufacturing and applied technology, aviation, health, communication, personal services, and public safety.

Connected and Integrated. MCTC emerged from a unique past as the integration of two formerly separate institutions: a technical college that had been managed by a K-12 public school system, with a long history of vocational education dating back to 1914, merged in 1996 with an open-enrollment community college that offered transfer-level coursework, and that had been established in 1968. This merger, which was mandated by MnSCU, required administrators, faculty, staff and unions from both former institutions to forge a new integrated, comprehensive, two-year college that offers technical certificates, diplomas and Associate in Applied Science (A.A.S) degrees, and liberal arts certificates and associate degrees (A.A., A.F.A., and A.S.) that meet the criteria and requirements of the Minnesota Transfer Curriculum (MnTC) to allow students seamless transfer of lower division general education coursework to all state publicly funded colleges and universities which make up the 32- institution MnSCU system.

With its urban focus, MCTC has aligned itself with, and works collaboratively with, the 10 other community and/or technical colleges and one State university that are located in the Twin Cities metropolitan area. MCTC is a founding member of MnSCU's Metropolitan Alliance through which these 11 institutions work collectively to define and meet the needs of their student and community constituencies.

In 2005, MCTC engaged in another significant partnership by inviting Metropolitan State University (MSU), one of MnSCU's seven four-year institutions, to co-locate its Minneapolis campus within MCTC's facilities. This co-location provides a truly seamless opportunity for MCTC

students completing their associate degrees to transfer to a four-year institution.

Urban and Diverse. Situated on the edge of the central financial and commercial district of Minneapolis, MCTC's most distinctive feature is its urban location, which makes it easily accessible to members of the many diverse communities living and working nearby; and the College has a strong record in serving underserved urban residents. Indeed, it is the most ethnically diverse college in the state. More than 43 percent of students are people of color. More than 80 languages and unique dialects are spoken on campus. More than 40 percent live in at-risk Minneapolis "Empowerment Zone" neighborhoods, 26 percent receive public assistance, and 19 percent are single parents. More than half of students receive some form of financial aid. To support its diverse students, MCTC has successful programs helping at-risk students succeed in post-secondary education, including a Learning Assistance Center, Multicultural Student Services, English as a Second Language classes, a comprehensive series of developmental classes and a federally funded Student Support Services program, known as TRIO.

The fact that stakeholders in the College - students, faculty, staff, administrators and community partners—view this urban setting and this diversity as among the College's greatest strengths is reflected in MCTC's Vision, Mission, Values and Strategic Plan (see Figure O-1): in the fact that MCTC strives so diligently to meet the needs of students coming from under-represented populations and very diverse backgrounds by providing integrated systems of support; and in its response to its local industries as represented by development of credit programs - many of them unique - and a wide range of non-credit continuing education and customized training offerings that target identified workforce development needs.

Inclusive, Responsive and Dynamic. As a large public institution, MCTC strives to implement practices and systems that balance the demands of a complex administrative structure with the needs, not only of particular constituents, but also those of an ever-changing global economic and political landscape. Under the leadership of President Phil Davis, MCTC personnel strive to foster a culture that puts into place intentional, transparent processes and procedures that identify stakeholders' duties and responsibilities; encourages input from

Institutional Overview

constituents; and promotes responsiveness. Details about the College's numerous processes for assessing and addressing the concerns, needs and interests of students, as well as local

industry and the broader community are provided in Category 3: *Understanding Students' and Other Stakeholders' Needs*.

Vision Statement
Minneapolis Community and Technical College will be an institution that transforms its community by educating students who are globally aware, engaged citizens, skillful at their work, and lifelong learners.
Mission Statement
Minneapolis Community and Technical College makes individual dreams achievable by providing access to learning opportunities that prepare students to live and work in a democratic society within a global community. The college fulfills this mission through: <ul style="list-style-type: none"> • General Education • Liberal Education • Technical Education • Baccalaureate Transfer Education • Workforce Development • Developmental Education • English Language Learning • Continuing Education
Values
<ul style="list-style-type: none"> • We respect and utilize the multiple perspectives of our diverse population. • We maintain high expectations for student and organizational achievement. • We continuously improve student learning, instructional programs, and college services. • We support institutional innovation and responsible risk-taking. • We cultivate partnerships that leverage resources and energy to improve the community. • We expect ethical and professional conduct.
Strategic Plan
<ol style="list-style-type: none"> 1. Increase student success <ul style="list-style-type: none"> Goal 1: Improve retention, transfer and graduation rates Goal 2: Demonstrate student learning in all programs and the general education curriculum Goal 3: Increase participation of under-served students, particularly Chicano/Latino and Native American populations Goal 4: Broaden and expand P-16 partnerships to improve high school students' readiness for college 2. Expand high quality learning programs and services <ul style="list-style-type: none"> Goal 5: Expand technical programs in emerging fields and growing industries Goal 6: Engage students in civic life Goal 7: Create compelling learning environments that include the use of new technologies and active learning Goal 8: Promote exemplary services and student development programs that include the use of technology 3. Strengthen community development and economic vitality <ul style="list-style-type: none"> Goal 9: Match the education and employment needs of individuals to the requirements of business and community employers Goal 10: Contribute to the social, economic and cultural vitality of the community through partnerships and the leveraging of external resources 4. Strengthen the College's infrastructure <ul style="list-style-type: none"> Goal 11: Create a positive work environment designed to develop and empower a diverse workforce Goal 12: Expand and effectively utilize financial, physical and technological resources to meet institutional goals and improve services

Figure O-1: MCTC's Vision, Mission, Values, and Strategic Plan

Because MCTC is an urban comprehensive college with an open-enrollment policy, and as the needs of the urban population have changed and evolved, many campus-based support programs have been developed to meet the needs of the diverse students served. The Twin Cities urban population and MCTC's student base consist of many immigrants, first-generation college students, under-prepared urban high school graduates, students with disabilities, non-native speakers of English, students from traditionally under-represented groups or economically disadvantaged situations, or non-traditional students. In the MnSCU system, MCTC's TRIO

programs are not only the first established, they are also the largest, serving approximately 4,400 students per year. Federally-funded TRIO programs are designed to provide academic, advising, and tutoring services, post-secondary planning, career information and assessment, and financial aid information to low-income and first-generation individuals from age 12 to adulthood.

With a large portion of its students coming from at-risk urban environments and immigrant populations, MCTC also recognizes the necessity of providing Developmental Education in reading, writing and mathematics and English for

Institutional Overview

Speakers of Other Languages (ESOL) training to its diverse students. In fact, MCTC's ESOL department is the largest in the MnSCU system. In 2005-06, 2,744 students enrolled in Developmental Education courses and 604 students enrolled in ESOL courses. The College's *Bridge to Success* program, which was implemented in 2004-05 with the goal of increasing the success rates primarily of first-semester "at-risk" students and students on academic probation and suspension, serves more than 200 students a year.

Additionally, the Office for Students with Disabilities works with approximately 400 students per year to provide them with the support needed to meet with academic success. By offering individual peer tutoring and small group training sessions, the Learning Center provides significant assistance to students needing academic support. Finally, MCTC is committed to providing the financial assistance its student base needs in order to allow them to fulfill their dreams: 51 percent of students received Pell Grants in 2006-07, and the MCTC Foundation provided \$201,162 in scholarships to 198 students in 2005-06.

O2 Scope of Educational Offerings. MCTC is dedicated to enacting its vision and mission through a variety of educational offerings, listed in its mission statement (Figure O-1). This broad scope of educational offerings - 50 career programs and 47 liberal arts disciplines in all - is necessary to meet the needs of a diverse student body and the dual demands of employers in a dynamic economy and of transfer institutions with divergent expectations.

In addition to programs in many traditional technical fields, such as Graphic Design, Law Enforcement, Construction Electricity, and Information Technology, MCTC offers a number of programs unique in the region. These include Air Traffic Control, Homeland Security, Information Security Assurance, Information Studies, and a fully transferable A.S. degree in Biotechnology. In the Health Care area, MCTC offers specialized training in areas beyond the traditional Nursing Assistant, Licensed Practical and Registered Nursing programs, such as Western Clinical Herbalism, Electroneurodiagnostic Technology, Polysomnographic Technology and Dental Assistant. Additionally, MCTC offers students pursuing associate degrees many specialized emphases: Biotechnology; Filmmaking; Screenwriting; Sound Arts; Urban Park, Recreation and Youth

Development; and Urban Teacher Education. To benefit students who intend to transfer to a four-year college in the sciences, engineering or mathematics, MCTC has recently initiated A.S. degree programs in Biology, Chemistry and Mathematics, and an A.F.A. degree in Fine Arts to more closely align with receiving institutions' degree requirements for lower division coursework. Finally, as part of its varied offerings, MCTC offers non-credit Continuing Education and Customized Training courses in a wide range of subject areas.

In the liberal arts, a perusal of the course descriptions in the MCTC Catalog will show that beyond the traditional lower division discipline courses, MCTC has responded to the diverse make-up of its student body by offering coursework which may be atypical among two-year colleges, but which addresses the interests of its students. Examples include: African American History; Native American History; Lesbian, Gay, Bisexual, Transgender, Queer Literature; African American Literature; American Indian Studies, including two Ojibwe language courses; and more.

To ensure the quality of its educational offerings, MCTC has implemented intentional and comprehensive annual assessment procedures for programs of learning (technical programs and liberal arts disciplines). This process, in which faculty and deans from all departments and programs participate, is described in Category Seven: *Measuring Effectiveness*. The quality of MCTC offerings is recognized via numerous awards. Examples of recent awards include:

- Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching
- Bellwether Award – Health Care Institute,
- Bellwether Award finalist - *Power of YOU* initiative
- Campus Compact National Center for Community Colleges Award – Service Learning Collaboration Award for Exceptional Service-Learning Collaboration Efforts with a Social Agency
- Minnesota Jimmy Carter Partnership Award finalist - Health Care Institute
- National Council of Instructional Administrators (NCIA) Exemplary Initiatives Competition: Honorable Mention in the Assessment and Evaluation Category
- MnSCU Innovative Partner & Collaboration Award – Health Care Institute, and Excellence in Curriculum Programming – English, among others.

Figure O-2: Recent Awards to MCTC

Much coursework at MCTC is supplemented by College programs designed to meet goals established in the Strategic Plan. For example, in order to fulfill Goal 6 ("engage students in civic

Institutional Overview

life”), MCTC’s Service Learning Coordinator works with instructors to add a curriculum-based service learning component to their courses. In 2006-07, 57 course sections included service learning components, engaging 399 students in such efforts as Public Achievement (working with youth on projects focused on citizenship, democracy and public work), Habitat for Humanity, and Project SHINE (Students Helping in the Naturalization of Elders), among other community service endeavors. Additionally, some students participate in Race to Save the Planet, a semester-long integrated 10-credit “learning community” that includes environmental science and lab (biology), ethics (philosophy), and a political science course focused on the environment, politics and society in which there is an urban restoration service-learning component.

To fulfill Goal 7 of the College’s Strategic Plan (to “create compelling learning environments”), instructors may use new technologies in a variety of ways. Approximately 75 percent of instructors/courses utilize Desire2Learn - a web-based instructional platform that enables enhanced communication with and among students, online communication via e-mail or chat environment, posting of reminders, assignments, hand-outs and grades, and other benefits. In addition, 78 of MCTC’s classrooms have been equipped as smart classrooms to permit maximum use of technology by faculty in the delivery of on-campus/land-based courses, and another 28 are equipped as multimedia rooms. In 2005-06, MnSCU approved MCTC’s plan to offer an online A.A. degree, and all requisite courses have been created.

O3 Student Base. According to the preliminary numbers for FY07, MCTC’s total enrollment is 11,890 students; 5,714 full-year equivalent (FYE). While many students come to MCTC for Liberal Arts coursework with the intention to earn an Associate Degree and/or transfer to a four-year program elsewhere, a large portion come for career and technical training. Figure O-3 shows the proportion of Liberal Arts, Occupational (career and technical), and Developmental Education enrollment in FYE for Spring 2007.

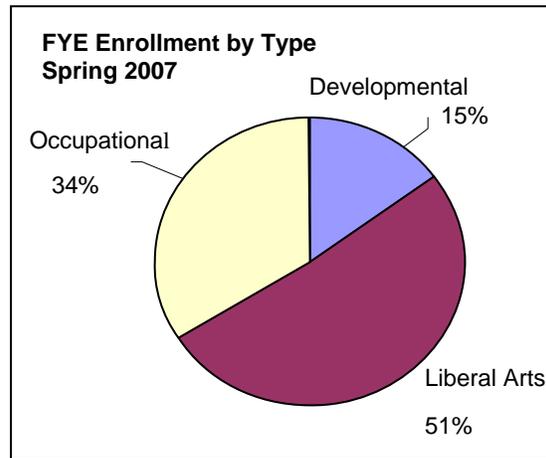


Figure O-3: Enrollment by Academic Program

More than 90 percent of MCTC’s students are residents of Minnesota. However, MCTC’s students are anything but homogeneous. In fact, MCTC’s student body is one of the most diverse in Minnesota, representing a wide variety of ethnic backgrounds and age groups:

- More than 43% are people of color
- 27% have a home language other than English, with over 80 languages represented on campus
- 54% are female; 44% male; 2% undisclosed
- 93% are Minnesota residents
- Average student age is 27
- 51% of students receive Pell grants
- 30% are first-generation college students
- 4% receive support from disability services.

Figure O-4: MCTC Student Characteristics

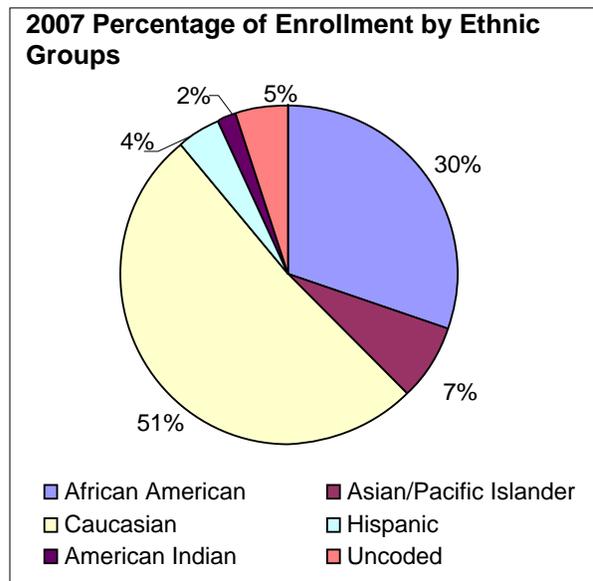


Figure O-5: Enrollment by Ethnicity

As indicated in Figure O-1, one of the College’s major goals is to attract and support a diverse

Institutional Overview

student body and to increase participation in higher education by under-represented groups: students of color, first generation college students, and students from low income families. Under-represented students already make up a far greater percentage of the MCTC student body than average at other Minnesota colleges and universities (Figure O-6).

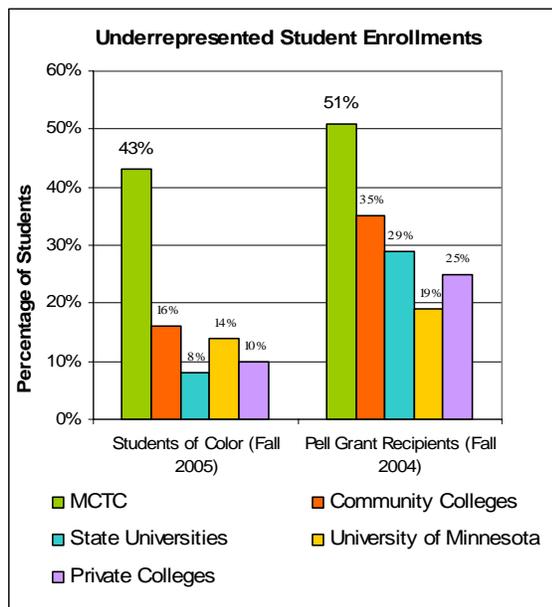


Figure O-6: Under-represented Student Enrollments

In addition to being ethnically diverse, MCTC also has students representing all age groups, from teenagers to senior citizens, although the majority is between 18 and 30 years of age.

Nearly one-third of MCTC's students represent the first generation in their families to go to college. MCTC students speak more than 80 languages and dialects; English is a second language for 27 percent of students. Student clubs and associations, advised by staff in the Multicultural Student Services office, exist to support students from specific ethnic or cultural groups, such as African American, American Indian, Asian, Chicano/Latino, Eritrean, Ethiopian, Muslim, Oromo, Somali, and International students.

MCTC has seen significant enrollment growth over the past two years. FY07 enrollments represent an increase of 9 percent in headcount and 7 percent in FYE compared to 2006. The number of recent high school graduates enrolling at MCTC has grown from 552 in Fall 2005 to 765 in Fall 2006, an increase of 38 percent. Of these recent high school graduates, 52 percent came from high schools in Minneapolis and St. Paul,

and 28 percent from the surrounding suburbs. The increase in recent high school graduates is in part attributable to the new *Power of YOU* program and attendant publicity. This program offers tuition-free enrollment and intensive support services for graduates of Minneapolis and St. Paul public schools. (See O-4, below, and Category Two: *Accomplishing Other Distinctive Objectives* for more information about the *Power of YOU*.)

Overall, the enrollment increases of recent years may be seen as a reaction to the increase in demand among employers for workers with post-secondary education, and rising tuition costs across the state that drive students to seek more affordable options.

O4 Collaborative Relationships.

Collaboration is a trademark of MCTC and a part of its institutional mission. Indeed collaborative relationships are integral to the College's institutional identity – key to how its people see their role in the College and how they judge themselves and the institution as members of the community. Internal and external collaborative relationships provide MCTC with opportunities for community involvement and have provided direction to the institution regarding new program development and innovation. These partnerships have yielded projects that build curriculum and student services programs, provided new avenues for serving targeted populations, and enabled the College to secure grant and philanthropic funds. Partnerships at MCTC are central to daily operations and are a means to enrich the work that the College does in its community.

The most definitive projects over the past decade have been accomplished in collaboration with five types of partners: industry partners; K-12 school partners, donors, post-secondary education partners, governmental partners, and community partners. Goals 4, 6, 9 and 10 as set out in MCTC's Strategic Plan (Figure 0-1) indicate the importance to the College of developing, maintaining and improving collaborative relationships with other educational institutions (pre-K-12 schools as well as other post-secondary institutions), with individuals and groups in the community, as well as with local businesses, employers and organizations. As noted in Category 9: *Building Collaborative Relationships*, the most significant educational collaboration MCTC has is with Metropolitan State University, but the College sustains educational relationships with all other MnSCU institutions, as

Institutional Overview

well as with seven other transfer institutions (private colleges) with which it has articulation agreements. More detail about MCTC's extensive partnerships and collaborative relationships is presented in Category 9: *Building Collaborative Relationships*.

05 Faculty and Staff Base. As of Spring 2007, MCTC has a total of 928 employees, including 157 full-time faculty, 479 part-time faculty or continuing education and customized training instructors, 264 full-time staff, 28 part-time staff. 51 percent of MCTC faculty members are female, 49 percent male, and 15.25 percent are people of color. 56 percent of College staff are female, 44 percent male, and 23 percent of staff are people of color. The in-class student-to-instructor ratio averages 22:1.

Faculty members are hired based on their expertise in their discipline, professional experience and educational background; minimum faculty hiring qualifications are mandated by State and contract specifications. Much of the work done on campus is faculty-embraced and driven. For example, the Academic Council, which oversees the College's academic policies and procedures, and approves curriculum, is a contractual committee comprised of faculty and administrators, and chaired by a faculty member. The Faculty Development Committee, which provides all training in such areas as assessment of student learning, general education competencies, and technology integration, consists entirely of Faculty. Two faculty coordinators lead the Assessment Initiative, which is responsible for both College-wide assessment of general education competencies and annual department and program assessment of student learning.

Four unions represent MCTC's full time employees. Because MCTC grew out of the aforementioned 1996 merger of a technical college and a community college, the technical and liberal arts faculty were represented by two separate unions until 2001, when their unions underwent a merger. Administration has a generally positive involvement with the faculty union, Minnesota State College Faculty (MSCF), with interactions overseen by a joint union/management Governance Council. Other unions on campus include the Middle Management Association (MMA), the Minnesota Association of Professional Employees (MAPE), and the American Federation of State, County, and Municipal Employees (AFSCME).

06 Facilities, Equipment, Technology and Regulatory Environment. The nine buildings of the main MCTC campus sit on approximately seven acres located between downtown Minneapolis and Loring Park, including a recent acquisition providing for upcoming expansions to include a Science and Allied Health Center to be ready for occupancy fall of 2008. Additional campus sites include the Center for Criminal Justice and Law Enforcement located in St. Paul, and the Aviation Center, located in Eden Prairie at Flying Cloud Airport.

The main campus has 78 "smart" classrooms (outfitted with computers, laptop ports, LCD projectors, document cameras, and multimedia technology) and 28 multimedia classrooms with a PC and LCD projector but no control system, 10 computer classrooms housing 30 or more PC's, LCD projectors and printers, two open computer labs for student use that house 210 PC's between them plus printing capacity, one open computer lab for student use with 43 Apple computers and with printing capacity. In addition, the St. Paul/Law Enforcement satellite site has five "smart" classrooms and one open computer lab housing 15 PC's plus printer, and the Eden Prairie/Air Traffic and Aviation site has one open computer lab with 15 PC's plus printer.

MCTC programs that have unique facilities and equipment include: biotechnology, dental assistant, electroneurodiagnostic technology, filmmaking, video and digital art, sound art, machine tool technology, photography, and polysomnographic technology.

In 2003, MCTC's new library opened. At the end of fiscal year 2006, it housed a collection of 53,051 volumes, 12,817 e-books, 1,500 audiovisual items, 450 current serial subscriptions (600 serial titles), a "zine" special collection, and a special focus collection of alternative press materials for both reference and circulation. The library also houses a computer classroom, an open computer lab with 40 PC's, printer and scanner, fifteen PC's designated for research, sixteen wireless laptops for in-library check-out by students, and group study and media viewing rooms. A wireless network connects students to campus resources and the Internet. A consortium of member libraries, including MCTC's library, through MINITEX provides access to over 3 million books. Professional research assistance is available, as are specialized courses in research skills and information studies.

Institutional Overview

MCTC is governed by a variety of rules, regulations and policies including Minnesota statutes, MnSCU policies, four different union contracts, and Federal laws. MCTC is accredited by the North Central Association of the Higher Learning Commission of Colleges and Schools. Certain programs, such as Air Traffic Control, Barbering, Dental Assistant, Law Enforcement, and Nursing Assistant/LPN/RN programming, require additional approval and/or accreditation from State and/or national agencies in order to offer their coursework.

07 Competition. In what is clearly a competitive environment, MCTC actively chooses, to the extent possible, to be collaborative rather than competitive. This approach enables the College to use resources wisely, capitalize on its existing strengths and assets, and leverage the existing expertise and assets of others. MCTC actively participates in efforts of the Metropolitan Alliance and MnSCU to coordinate and avoid unnecessary duplication of programs among MnSCU institutions. When planning to meet the identified needs of its students and other stakeholders, MCTC creates its own offerings when they do not already exist locally, (such as the Biotechnology, Electroneurodiagnostic, Polysomnographic programs, Homeland Security, American Indian Studies, and the Urban Teacher Program, which was developed in consort with MSU and Inver Hills Community College). When sister institutions do offer programs that could meet the needs of MCTC students, the College works to form partnerships with those institutions. This was done, for example, for initial offerings of phlebotomy and carpentry.

Even with this collaborative and partnership approach, MCTC does operate in an increasingly competitive environment including its own sister MnSCU institutions, proprietary operations, and local and national online educational offerings. MCTC's response to competition is to promote both the proven quality of its programs and the systems in place for continually improving that quality. For instance, because many of MCTC's students have full-time jobs and families, they have expressed a desire for alternative modes of instructional delivery and while other online resources do exist, MCTC has responded by developed an online A.A degree and is increasing its online offerings in career and technical areas. In addition, the College offers the A.A. curriculum as an evening-only option.

Within the competitive and collaborative environment in which the College operates,

MCTC has demonstrated yearly growth in student FYE and the number of students served, by striving to offer needed programming of the highest quality and capitalizing on its own internal expertise and resources as well as growing collaborations and partnerships.

08 Key Vulnerabilities and Opportunities.

MCTC's major vulnerabilities and opportunities arise largely from the demographic and political context in which it exists: the urban center of Minneapolis, with all its vibrancy, diversity, and challenges. In the College as in the city itself, there is a constant demand to meet greater needs with fewer resources: to better prepare students who come to college less prepared; to serve more students with the same facilities; and in general, to do more with less.

Vulnerabilities:

Minneapolis Public Schools: Many of MCTC's students are products of local urban public schools, and because MCTC is an open enrollment institution, their level of preparation affects the kind and amount of academic support that the College must provide. While needs for support and demands for accountability have increased for the public schools, funding for them at the Federal and State level has decreased. The challenges faced by the Minneapolis K-12 school system and the families that it serves impact MCTC as well.

These challenges are significant and multiple - a result of the concentration of poverty in the urban school districts. Many students – in some schools, most – come from families with incomes low enough to qualify for the National School Breakfast and Lunch Program. The student mobility rate is high: for the Minneapolis Public School District overall, in 2005-06 10 percent of students transferred into the district, 15 percent transferred out of the district, and 12 percent changed schools within the district. In addition, an influx of immigrants in recent years has increased the need for English-as-a-Second Language instruction. Figure O-7, below, shows enrollment patterns of vulnerable student populations in Minneapolis public high schools and selected suburban public high schools.

Political Climate: In recent years, attitudes towards higher education have changed among many policymakers who, rather than viewing traditional higher education as contributing towards the common good, look upon it with more skepticism and even cynicism, as undertaken for an individual's personal gain. As a result, support

Institutional Overview

Vulnerable Student Populations 2005-06 School Year				
	Total Students	% with Limited English Proficiency	% in Special Education	% receiving Free or Reduced Meals
Minneapolis High Schools				
Edison	1,167	32%	14%	79%
Henry	1,286	18%	12%	75%
North	1,087	14%	19%	82%
Roosevelt	1,314	33%	16%	77%
South	1,901	7%	9%	36%
Southwest	1,620	13%	10%	30%
Washburn	1,291	21%	12%	58%
Suburban High Schools (selected for comparison)				
Brooklyn Center	782	31%	13%	61%
Edina	1,703	2%	9%	8%
Mounds View	1,931	1%	7%	6%
Roseville	2,210	3%	10%	23%

Figure O-7: Vulnerable High School Student Populations – Minneapolis and Selected Suburban Public Schools

Source: Minnesota Department of Education School Report Cards website

for colleges like MCTC has declined even as demands have grown for more accountability and agility from such institutions.

Besides these legislative pressures, a college like MCTC - which is a leader and an innovator among its peer institutions in its processes, curriculum and efforts to effect systemic and social change - can also be vulnerable, being part of a larger multi-institution system in which change and innovation may proceed at a slower pace than within the College itself.

Human Resources: The search for qualified and talented employees to work at MCTC can often be challenging. In specific high-demand areas like Nursing, teaching is less lucrative than employment in the field. When hiring new administration and staff, the College has found it difficult to recruit and retain employees with the necessary qualifications. This has been especially true in the areas of institutional research and information technology, and in the search for academic and student support deans.

The College needs to think differently about how to attract and retain the next generation of faculty in the next five years. In all employee groups, the College lacks a leadership succession plan.

Opportunities:

Institutional Dashboard. MCTC needs a more open, thorough, and transparent method to monitor its performance and to be more accountable to the public which it serves. The College has determined that this will take the form of an institutional “Dashboard,” which will be available online. The Dashboard will serve as the primary platform for internal reporting on annually-determined measures and reporting criteria. It will be a key dissemination and management tool for data aligned with MCTC’s Strategic Plan, MnSCU’s Strategic Plan, specific MnSCU targets, Minnesota Higher Education Accountability System Goals, AQIP Action Projects, and other key indicators of effectiveness. Some financial indicators have already been successfully developed as a pilot for the entire institutional Dashboard. The College is currently moving forward with the creation of the full Dashboard. The results were planned for summer of 2007, but the aforementioned difficulty in hiring research staff has had a negative impact on that goal. See 6P5 for more information about the Dashboard.

Creating Learning Environments. As a part of MCTC’s goal to create compelling learning environments for its students, the College’s faculty and staff are exploring new ways to think about their work, both inside and outside of classrooms. These have included the incorporation of service learning into many courses, the reconfiguration of physical spaces, and changes to the curriculum intended to better support students’ needs.

College Pathways. Some students need more guidance than others when it comes to creating a plan to get through college, in terms of satisfying degree requirements and preparing for future employment or continued education. This can be especially true of students who have not had much academic support in the past from their families or previous schools – often those who are categorized as at-risk or under-represented. In response, MCTC is working on creating clearer college pathways for students, offering more explicit directions about what classes to take and when, and offering greater curriculum support.

CONTEXT FOR ANALYSIS (C)

two previously separate colleges merged into a comprehensive community and technical college. These four competencies are expected for all students, regardless of program or major.

1C1 Common Student Learning

Objectives. MCTC developed common core general education competencies in 1996 when

MCTC Core General Education Competencies			
<p>(1) Communication: Effective listening, speaking, reading and/or writing.</p>	<p>(2) Critical Thinking: Ability to think critically and effectively solve problems.</p>	<p>(3) Life Skills/ Personal Responsibility: Possessing life skills necessary for leading a responsible life.</p>	<p>(4) Social Responsibility: Ability and commitment to contribute to one's community as a responsible citizen.</p>
Sub-competencies: Expected Knowledge and Skills			
<p>Selects appropriate communication choices for specific audiences.</p> <p>Constructs logical and coherent arguments.</p> <p>Demonstrates effective writing, speaking and reading skills.</p> <p>Demonstrates appropriate listening, thinking, and responding.</p>	<p>Gathers factual information through questioning and the appropriate use of available resources.</p> <p>Applies the information gathered to a specific problem through a thoughtful process of continuous evaluation that builds on prior knowledge and experience.</p> <p>Identifies and weighs possible solutions, evaluating the implications that could follow from them.</p> <p>Selects a course of action based on reasoned analysis and synthesis of information gathered.</p>	<p>Works collaboratively.</p> <p>Sets priorities, makes choices, accepts responsibility, and follows-through.</p> <p>Exhibits ethical behavior and respect for others.</p> <p>Demonstrates behavior appropriate to specific contexts.</p>	<p>Demonstrates an awareness of the individual and institutional dynamics of unequal power relations among groups in contemporary society.</p> <p>Recognizes, analyzes and articulates one's own beliefs and behaviors regarding racism, sexism and other forms of social inequality.</p> <p>Recognizes and values human diversity.</p> <p>Identifies a social issue and demonstrates an appropriate informed response.</p> <p>Identifies and demonstrates ways to exercise the rights and responsibilities of citizenship.</p>

Figure 1-1: MCTC Core General Education Competencies

**At the time of the writing of this report, this competency was undergoing revision*

The Minnesota Transfer Curriculum (MnTC), an agreement among all public colleges and universities in Minnesota, allows seamless transfer for students to any public college or university in Minnesota. It consists of ten goal areas described in Figure 1-2. The goal areas comprise the larger pattern of knowledge and skills that represents a well rounded college education. All programs that offer diplomas and associate degrees or certificates of 13 or more credits require MnTC coursework, ranging from three to 30 credits.

1C2 Alignment of Student Learning With Institutional Mission.

MCTC follows established procedures for course and program development and alterations, as well as in its annual Program Review process. The Academic Council has developed a rigorous process for curriculum development, which requires the submitter to list the aspects of the College Vision Statement, Mission Statement, Values and/or Strategic Plan initiatives that are addressed or met by the objectives of the course. Anyone

proposing a new or significantly altered program delineates where in the new coursework—and to what level—students will be expected to cover: (1) the General Education Competencies (Figure 1-1); and, (2) if applicable, MnTC Competencies (Figure 1-2). (See [AC Curriculum Proposal forms](#) for more detail on how this process is conducted.).

Every year deans complete a formal Program Review for each program or liberal arts division, in which they evaluate activities on the Assessment of Student Learning, of which one criterion for evaluation is how well the assessment activities are aligned with the program's mission statement, as well as the College's mission. (See also section P below, and Figure 1-8.)

AQIP Category One: Helping Students Learn

	MnTC Competency Area	Purpose
Goal 1	Written and Oral Communications	To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically.
Goal 2	Critical Thinking	To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought.
Goal 3	Natural Sciences	To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena.
Goal 4	Mathematical and Logical Reasoning	To increase students' knowledge about mathematical and logical modes of thinking.
Goal 5	History and the Social and Behavioral Sciences	To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.
Goal 6	Humanities and Fine Arts	To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.
Goal 7	Human Diversity	To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States.
Goal 8	Global Perspective	To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
Goal 9	Ethical and Civic Responsibility	To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship.
Goal 10	People and the Environment	To improve students' understanding of today's complex environmental challenges.

Figure 1-2: Minnesota Transfer Curriculum Competency Goals

1C3 Key Instructional Programs and Delivery Methods. MCTC's key instructional programs include career and technical programs, baccalaureate transfer programs, continuing education and customized training, plus the two gateways to the college curriculum: English as a Second Language (ESOL), and developmental courses in reading, writing, and math. The College offers 51 certificates, 27 diplomas, 22 A.A.S., and 17 A.S. degrees that are directly associated with particular programs or liberal arts departments. Alternatively, an A.A. degree can be earned by completing 64 credits: 40 in the Minnesota Transfer Curriculum areas, 5 in required general education courses and the rest in electives. An A.F.A. degree in studio arts can also be earned. In response to the increasing need for students to acquire deeper learning in specific subject areas prior to transferring, the College has developed more A.S. degrees in Biology, Biotechnology, Chemistry, and Mathematics.

The top five programs (by enrollment) over the past three years have been Liberal Arts, Nursing RN, Business Management, Law Enforcement, and Air Traffic Control.

Delivery methods accommodate a wide variety of student needs (Figure 1-3). Courses are both classroom-based and online, and offered at daytime, evening, and weekend times. The College offers courses at two off-campus locations as well (not including clinical sites). The calendar is based on a 16-week semester; shorter courses (either late-start or early-end) are also available. There is one eight-week summer session.

Section Types Fall 2006	Number	Percent of total sections
Total Course Sections (includes online)	1,276	100%
Day Sections	780	61.1%
Saturday Sections	24	1.9%
Evening	237	18.6%
Off Campus	118	9.2%
Short Term	76	6.0%
Credit by Exam	17	1.3%
Fully Online courses	24	1.9%

Figure 1-3: Coursework Delivery Methods

Desire 2 Learn (D2L) is the online course management tool adopted by the MnSCU system. Increasingly, MCTC's instructors are using D2L to provide a blended instructional delivery: a classroom-based course enhanced with the tools

AQIP Category One: *Helping Students Learn*

that D2L can contribute. Students are able to access their grades on D2L, participate in discussions, live chats, and retrieve course materials via the web.

MCTC has integrated technology into the curriculum in a number of ways: (1) instructors have access to current technology for use in course development and management; (2) the College's director of e-Learning provides ongoing training for faculty in the use of various software programs such as D2L, IodeStar, simulation, file management, and personal web page assistance; and (3) the College has responded to the increased use of technology in instruction by upgrading 78 of its general use classrooms into "smart rooms." Smart classrooms have an instructor console that contains a computer, laptop port, document camera, VCR/DVD player, speakers, and overhead digital projector. Twenty-eight other classrooms are multimedia rooms,

which include all of the smart room features except the document camera. Also, there are ten computer classrooms, 21 program-specific technology rooms, and nine program-specific computer labs.

Finally, many of MCTC's career and technical programs provide students with access to very specialized equipment. For example, "Sim Man," a robot which can simulate a variety of medical conditions, can be found in the Nursing Program lab. The Welding Program has state-of-the-art equipment such as a computer numerical controlled plasma cutter with a Burney 1200 controller that interfaces with a PC, scanner, and software. The College budgets \$350,000 or more annually for updating instructional equipment.

Figure 1-4 shows the College units that directly support the integration of technology into instruction.

Unit	Services	Impact on Students/Instruction
Information Technology Services (ITS)	Instructional support and training; State of the art web site; Smart Classrooms	Provides access and information; provides high quality equipment to enhance instruction.
Center for Teaching and Learning (CTL)	Faculty development; consulting, new faculty assistance	Improves instructional methods; increases use of D2L and active learning.
Desire2Learn (D2L)	Web-based course management tool	Provides access to grades, content, and communication among classmates and instructors
Digital Resource Lab	Drop-in consulting and support for technology; one-on-one or small group training on equipment and software.	Provides training and support for faculty interested in integrating more advanced technology tools into their courses.
Library	Access to databases, etc.	Enhances instruction by providing a wealth of resources both online and material.
Learning Center	Technical training for students	Provides learning assistance and technical assistance for students.
Desire2Learn helpdesk	General assistance	Collects state-wide questions and answers as a clearinghouse.
E-folio	Resources for creating personal web pages for staff and students	Gives free access to all Minnesota students and faculty for creating personal web pages using an easy template.
Assessment Coordinator	Division or individual assistance in development of sound assessment plans	Enhances program, course, and outcome assessment across disciplines.

Figure 1-4: Integration of Technology into Instruction

1C4 Diversity and Student Learning.

MCTC's Vision and Mission Statements (Figure O-1) say that the College will "be an institution that transforms its community by educating students who are globally aware, engaged citizens" and "prepare students to live and work in a democratic society within a global community." The Values section states, "We respect and utilize the multiple perspectives of our diverse population" acknowledging that MCTC's students come from all over the world. Goal Three of the Strategic Plan (Figure O-1) is to "increase participation of under-served students, particularly Chicano/ Latino and Native American populations." As indicated in Figure 1-1, one of MCTC's Core General Education Competencies

lists as a sub-competency that a student "recognizes and values human diversity;" all programs offering a credential of three or more semesters' coursework must ensure that this competency is addressed and evaluated somewhere within the scope of the coursework. The curriculum requirements for the A.A. degree include three credits from each of the following goal areas pertinent to diversity:
 Goal Area 7 - Human Diversity
 Goal Area 8 - Global Perspective
 Goal Area 9 - Ethical and Civic Responsibility
 Goal Area 10 - People and the Environment

MCTC offers a number of courses that emphasize diverse cultural backgrounds (e.g. Native American Art and Art History, Asian Philosophy,

AQIP Category One: *Helping Students Learn*

Introduction to GLBT Literature, Spanish for Heritage Speakers, African American History, and Introduction to Chicano Studies). The faculty deliberately embeds culturally relevant material into the content in many courses across the curriculum, ranging from selecting a wide variety of readings to introducing intercultural communications skills into the particular program of study. Faculty Development offers sessions on teaching from a multicultural perspective each year. Teaching Circles exist which focus on cross-cultural aspects of teaching (e.g. a Multicultural Teaching Circle in Fall 2005 and a Global Studies Teaching Circle in Spring 2006). An initiative called the Multicultural Educational Environment Team (MEET) is also promoting ways MCTC students, staff, and faculty can improve their multicultural competence.

From international study abroad and service learning, to Office for Students with Disabilities, to online courses and face to face classes, MCTC delivers courses in many formats and utilizes a multitude of teaching methods to accommodate a variety of learning styles. Instructors use lectures, PowerPoint-enhanced presentations, small group discussions, team assignments, interactive videos, role playing, lab experience, in-class and out-of-class group work, combinations of the above, and appropriate accommodations to offer a variety of approaches to the subject matter. MCTC's Strategic Plan includes creating "compelling learning environments" for students; the Center for Teaching and Learning's (CTL) Active Learning Advocate provides assistance in curriculum redesign and peer consulting, which helps improve and diversify teaching methods.

During Program Review, deans evaluate programs on the ways in which faculty engage in "Teaching on the Cutting Edge." Finally, as part of required annual program assessment of student learning, faculty members review their methodologies against the data collected.

1C5 Intellectual Climate. As noted, MCTC is the most diverse campus in the MnSCU system - indeed, in the state of Minnesota; and respect for diverse outlooks and opinions is a central institutional value. The College's Mission, Vision and Values Statements (Figure O-1) make clear the importance of respect for and celebration of diversity and intellectual integrity. Students often cite the diversity of the campus as an important reason they choose MCTC.

One way MCTC creates and maintains a climate that celebrates intellectual freedom is through the development of new courses and programs, a

process that is largely faculty-led. College policies and course policies clearly expect, model, and teach academic integrity, and the Academic Council has created clear guidelines for course development (see 1P2).

Opportunities for faculty development in the form of dedicated days, individually-selected days and activities, special projects (such as the Communications Caucus), and Teaching Circles foster a climate of intellectual growth and inquiry. Additionally, by contract, instructors move up the pay scale by successfully completing coursework in their field to improve their area expertise.

PROCESSES (P)

1P1 Determining Student Learning

Objectives. When MCTC was created out of the 1996 merger (see Overview, O1), the faculty and administration worked together to create a system in which students with very different educational and occupational plans can attend the same college and reach their goals.

Faculty members engaged in a conversation about core competencies over a three-year time frame during which they discussed the new institutional goals, mission and curriculum. Several faculty development days involving all faculty members were devoted to discussions about what the competencies should be and how to define them. A faculty committee provided leadership for the process, which included surveys, small group discussions, faculty-wide meetings, faculty union meetings and endorsement by the curriculum committee. The result was the identification of four General Education Competencies and their sub-competencies (see Figure 1-1).

The goals and core competencies undergo continual revision as part of the College's 12-year cycle, in which each competency is concentrated upon for three years. An interdisciplinary panel of faculty reviews the competency, presents its suggestions to the full faculty for feedback, and then submits the changes to the Academic Council for approval. The Communication Competency has already undergone this process, and the Critical Thinking Competency is currently being revised.

The Academic Council is responsible for ensuring that the General Education Competencies are clearly addressed within program coursework. The College's educational strategy for programs is implemented on a program-by-program basis by defining sets of program educational objectives

AQIP Category One: Helping Students Learn

and the learning outcomes students should demonstrate prior to graduation to assure that the educational objectives are accomplished. The resulting learning outcomes/objectives must be measurable and reflect what the program wants to be known for: its 'brand' identity. Each learning program outcome is stated as a measurable verb followed by the expected outcome.

The Academic Council is also responsible for ensuring each academic program's learning outcomes are clearly delineated and aligned with its stated program mission (see also 1C2.) Any proponent of a new or significantly altered program must delineate at what points students will develop competency and attain college-level and, if applicable, exceptional proficiency in the skill. In general, proponents of programs are content area instructors working with their departments, deans and College Assessment Co-ordinators.

Proponents of new courses or altered courses in a division must demonstrate how the course and its objectives will be integrated into the institution to satisfy the concerns of many constituents: industry needs; the Minnesota Transfer Curriculum; the College's Mission, Vision and Strategic Plan; the College's General Education Competencies; and finally, the Division's own mission. The Academic Council asks proponents to demonstrate how instructors will: (1) assess student mastery of the course's core skills, knowledge, and competencies, as well as of the General Education Competencies, if applicable; and (2) the course's effectiveness (across all sections of the course taught). The Academic Council has a clear process, which proponents must follow to ensure input of all stakeholders potentially impacted by changes:

1	Proponent completes appropriate form
2	Proposal submitted to division; approved; signed by Coordinator
3	Forms submitted to Academic Council; Meet with Faculty Caucus (subset of Council); Approved or approved with modifications (or returned to division)
4	Proposal submitted to Dean; may make suggestions, approved and signed; Dean submits to AC for agenda item
5	Academic Council Meeting #1: Information Item; approved or approved with modifications (or returned to division)
6	Academic Council Meeting #2: Action Item: approved or returned to division for revision; resubmission may be made
7	New Courses Assessed after 4 semesters
8	Program Review Process: Assessment and continuous improvement

Figure 1-5: New Course Proposal Process

See also 1C2, 1P2 and 1P8 for further information about curriculum development processes. In addition to fulfilling internal objectives, some programs must satisfy accreditation criteria set by outside agencies:

Program	Accrediting Agency
Air Traffic Control	Federal Aviation Administration
Barbering	Minnesota Board of Barber and Cosmetologist Examiners
Child Development	(future) National Association of Young Children
Electroneurodiagnostic Technology	(future) American Society of Electroneurodiagnostical Technologists
Dental Assistant	Commission on Dental Accreditation of the American Dental Association
Law Enforcement	Minnesota Police Officers Standards and Training Board
Nursing	National League for Nursing Accrediting Commission
Polysomnographic Technology	(future) Committee on Accreditation for Polysomnographic Technology

Figure 1-6: Accredited Programs

1P2 Balancing Student and Market Needs.

The process for introducing new programs and courses is guided by the Academic Council. As indicated in 1P1, proponents of new and altered courses complete a proposal application, which states, "All new courses should meet department, College, and MnTC (transfer) goals or industry objectives." In terms of responding to industry changes and needs, MCTC's career and technical programs seek the advice and expertise of their advisory committees.

New programs generally spring from faculty or advisory committee input; new courses grow out of responding to specific student needs or specific program needs. To ensure that student learning is at the core, the New Course Proposal Form requires that learning outcomes and assessment methods be clearly delineated.

Balancing educational market issues with student needs in designing responsive academic programming is part of the new program process established by MnSCU. For any award over nine credits (e.g. certificates, diplomas, A.F.A., A.A.S., A.S., etc.) the College must indicate:

(1) occupational or professional demand for such an award, by checking with iSEEK (Minnesota Future Workscan) and the Bureau of Labor Statistics, or documenting a request made by a particular industry or profession to provide specific training; (2) student interest; and (3) no unnecessary program duplication within the MnSCU system. MCTC is also required to outline

AQIP Category One: *Helping Students Learn*

the resources available and needed for such a program award, and the collaboration and external relations (i.e. participation of other stakeholders in program development efforts, making cooperative arrangements with other institutions, existence of business/industry advisory committee, transferability of the program, etc.). The College is also asked to estimate program revenues (primarily tuition per FTE) and costs for a four-year period, and to describe and estimate costs for all construction and/or major renovations that will be necessary if the proposed program is approved. This information (along with the proposed curriculum for the new program) is posted on the MnSCU website for system-wide review and approval.

1P3 Student Preparation Requirements.

Preparation required of students begins with the completion of intake assessments in the areas of reading, writing and mathematics (ESOL students also test in listening). (See Figure 1-7.) All two-

year colleges of the MnSCU institutions, including MCTC use the same Accuplacer assessment instrument. Although its divisions overseeing the skills tested (mathematics, reading, English, and ESOL) determine the relationship between test scores and course placement, MCTC has worked to align its course placements with a nearby community and technical college in mathematics, ESOL, and reading. Each year divisions revisit their “cut scores” by evaluating actual student performance compared to test scores.

Adjustments may be made if deemed necessary.

The preparation required of students for specific curricula, programs, and courses they will pursue is based upon program entrance guidelines/requirements/prerequisites, which program and discipline faculty have identified for entry into a program. Program advisory committees, licensing and accrediting agencies where applicable, counselors, and other student

	Native Speakers of English CPT (College Placement Test) (Accuplacer)	English Language Learners LOEP (Levels of English Proficiency)
Reading	Test is a mandatory placement exam. Test scores determine a student's readiness for college-level reading, or the appropriate developmental course.	Test is a mandatory placement exam. Test scores determine a student's readiness for college-level reading, or the appropriate ESL course.
Writing	Test is a mandatory placement exam. Test scores determine a student's readiness for college-level writing, or the appropriate developmental course.	Test is a mandatory placement exam. Test scores determine a student's readiness for college-level writing, or the appropriate ESL course.
Math	Test is a vital component of placement in an appropriate math course. Verification of successful completion of any prerequisite courses is the second component.	ESL students take the native speaker math test.
Listening	Native speakers of English are not tested in Listening.	Test is a mandatory placement exam. Test scores determine a student's readiness for college-level listening, or the appropriate ESL course.

Figure 1-7: Student Intake Assessment Tests

service personnel assist in this process to assure that students meet basic skills and requirements to promote their success in a program. MCTC also collaborates with the Minneapolis Public Schools to offer Adult Basic Education courses on the MCTC campus; this allows students who place in one ABE course to take that course concurrently with the other MCTC courses they may be placed in. This process enables those students to begin at least part of their college courses right away. Each program's curriculum and prerequisites are available in the College catalog and posted on the College website.

1P4 Communication of Expectations. The [College Catalog](#) is available to all prospective, new, transfer, and returning students in hard copy and on the MCTC website. Students can read about types of course deliveries, degrees, transfer requirements, general education requirements,

prerequisites, intake assessment procedures, and other services, such as student support services, financial aid, and registration. The admissions and student affairs personnel reinforce this information through the admissions and assessment process and in orientation sessions for new students.

The College [website](#) also provides information on the admissions procedures, requirements related to previous coursework or assessment levels in reading, writing, math and ESOL. Interested parties can also access support areas such as Counseling, the Library, or the Learning Center, and much more. The website is continually updated and is the first line of information gathering.

Within coursework, instructors are urged to provide clear syllabi outlining course objectives,

AQIP Category One: *Helping Students Learn*

assessments and policies, as well as information about advancing through the program or division. Guides for career and technical programs are available on the MCTC website as well as in hard copy.

MCTC is involved in community outreach to familiarize prospective students with the college environment and educational opportunities and requirements. The College conducts semi-annual information and experiential sessions designed for people interested in pursuing a technical degree or beginning a college career. "Chase Your Dreams" evenings are another important way MCTC helps prospective students understand the requirements and preparation for college level coursework.

A full time director of K-12 partnerships is in regular contact with area schools, planning and implementing events and programs which connect MCTC with the K-12 system. High School recruitment also includes a Career Pathway Day, when high school students come to campus for part of a day, learning about career and technical programs, and actually participating in courses and experiencing day-to-day classroom activities.

The College is beginning to use a publication of the Minnesota Association for Developmental Education as another means to help stakeholders understand the difference between high school and college. The [College Readiness Brochure](#) is available in English, Spanish, Hmong, and Somali. MCTC is sharing the brochure with area schools and community centers at information sessions and other events.

The College also has a College Readiness Initiative, which includes administering the Accuplacer assessment test to high school juniors at seven targeted urban high schools. This allows students, parents, and the high school teachers to understand more fully the skill levels of the high school students and how their skills currently match with college level expectations. See also *Category 3: Understanding Students' and Other Stakeholders' Needs*.

1P5 Advising and Counseling to Meet Individualized Needs. The Counseling and Advising Department is primarily responsible for focusing on student career development. Advisors provide academic advising for technical and transfer students as well as student career research services (Discover, MCIS, etc.), and handle campus career program questions and prerequisites. Counselors and advisors offer Student Orientations, Campus Resource Fairs,

and Student Success Day sessions. Counselors provide a broad range of career and academic services by holding walk-in and appointment hours, offering class visits, and running groups (such as Career Exploration). Aside from providing personal and educational counseling, counselors work closely with undecided students, administering and interpreting career assessments (Strong, Myers-Briggs, etc.).

Specialized Student Service advisors provide general and focused services to students in need. The Multicultural Student Services Department provides the full range of academic services for students from diverse backgrounds, as well as advising MCTC student clubs/groups, assisting with financial aid and scholarships, and providing bilingual advising for academic and personal issues. They also provide ESOL assessment/placement assistance and referrals to ESOL programs, providing accurate and appropriate college information to members of multicultural communities.

MCTC Office for Students with Disabilities (OSD) provide or arrange reasonable accommodations for students with disabilities. OSD provides additional services to students, including information, advising, referral, and other individualized services needed for access to College programs, services, and activities. Interpreters who facilitate communication between hearing individuals and people who are deaf or hard of hearing are also provided.

The Career Development Service maintains myriad resources such as books, career information data bases, and various tools and games to assist the student through any challenges in the career exploration process. The Career Development Service department also maintains and manages student placement services and data to track the student job placement rate and to assist students as they are entering the job market.

All departments mentioned work cooperatively with each other and in close proximity to provide responsive services to the diverse student population. Monthly (and various bi-weekly) "coordination" meetings take place to update departments and programs of service and educational updates, maximizing service consistency and minimizing communication errors. An email group called the "Advising Info Network" allows quick and easy sharing of information.

Gaps between the necessary and actual preparation of students are addressed in the pre-

AQIP Category One: *Helping Students Learn*

course assessment process (Figure 1-7). The developmental courses in English, ESOL, Reading, and Mathematics are designed to bring students to a point at which they may succeed in college level coursework.

1P6 Effective Teaching and Learning. To determine effective learning of its four Core General Education Competencies (Figure 1-1), the College has put in place a twelve-year cycle of College-wide and embedded in-course assessments, with each competency receiving a three-year focus. The process begins with the gathering of a “caucus” of interested faculty members who organize and plan the all-College assessments (snapshots of performances of a selected set of students -usually sophomores - from across the campus). Assessment of the targeted competency is also embedded into classes across the curriculum. The College has assessed the Communications Competency and is now in the first year of assessing Critical Thinking. (See 1R1 for details on the results of those assessments.)

To determine learning of program-specific learning outcomes, the Program Review process includes ongoing program assessment. Each program (or department) must 1) each Fall, submit a plan for assessing some aspect of student learning; 2) carry out that plan (usually in Spring) and collect direct data on student learning; 3) analyze the data and plan changes to improve student performance; and 4) report on the whole process to the Assessment Committee and to their respective dean, who then assesses these efforts using the rubric shown in Figure 1-8. (For results of deans’ evaluations see Figure 1R1.) Additionally, assessment of course outcomes is built into the new course and course alteration and approval processes delineated above (see 1C2 and 1P1). All new courses are assessed within four semesters after they are first taught.

Individually, instructors are responsible for conducting the necessary program and department level assessments and for maintaining the integrity of their courses by assessing student learning as it relates to course objectives. (See also 1P11.) Some examples of documented evidence of student learning include pass rates on state or federal licensure exams and juried portfolio shows.

To determine effectiveness of teaching, a formal faculty review process is in place according to the contract. Sources of information for these reviews include, but are not limited to, student

evaluations, peer evaluation, administrator evaluation, and the creation of a faculty portfolio. The portfolio may include sample syllabi, samples of student work, self-assessments, statement of teaching philosophy or other items as the instructor chooses.

Expectations are communicated to faculty in many ways. First, the Academic Council ensures that anyone proposing new courses or programs submits specific plans for assessing course and program effectiveness. Second, deans and Assessment Co-Coordinators involve faculty in the program/department assessments and Program Reviews. Third, Assessment Co-Coordinators work one-on-one with: any faculty members involved in College-wide or embedded assessments; anyone acting as Competency Advocates (instructors who receive special training in a competency area and who act as resource persons); faculty offering peer training through Faculty Development; and anyone conducting an assessment of a new course. Finally, all new hires are informed of the centrality of assessment of student learning at MCTC, and all faculty members are informed about opportunities to learn of best teaching practices through Faculty Development activities: sessions, website, CTL resource materials, weekly e-mail updates and conference notices.

Via the catalog and the web, the College informs students of learning expectations, as do individual instructors within their courses.

1P7 Course Delivery Systems. Academic deans maximize the effectiveness and efficiency of course delivery by working to schedule courses that balance issues such as course saturation rate against student need for matriculation. General enrollment trends are considered as part of this process. Deans determine course offerings in such a manner that creates the most access in terms of days, times, and online offerings, as appropriate, and anticipate what additional courses might be added to the schedule.

As of Fall 2006, MCTC offers a complete online Associate of Arts (A.A.) liberal arts degree program, including online student support services. This program received approval from the Higher Learning Commission in Spring 2006. More information about the Online A.A. Program is available on the College website at <http://www.minneapolis.edu/academics/onlineaa/index.cfm>.

1P8 Curriculum Review Processes. Monitoring the currency and effectiveness of curriculum in career and technical programs is

AQIP Category One: *Helping Students Learn*

primarily driven by external stakeholders from the standpoint of required skills. In general the education/liberal studies departments, faculty and deans are the primary drivers of curriculum review. Currency is judged against national best practices in the field, and effectiveness is measured by assessment of learning outcomes, as well as from faculty evaluations via the Student Instructional Report (SIR II) survey instrument. Deans also examine enrollment trends, graduation rates, and job placements. Program Review includes ten criteria that contextualize programs within the full scope of the College's Mission and Strategic Plan: attracting new students, serving at-risk populations, retaining students, producing graduates, placing graduates in viable work, balancing demand, balancing resources, partnering with the community, and teaching on the cutting edge.

Program Reviews are done annually. Institutional Research provides data points to deans in the areas of student FTE, faculty FYE, numbers of courses and sections offered, saturation rates, characteristics of students being served in each program or department, revenues and expenditures, and program/ department cost comparisons across the MnSCU system. Other information examined can include, but is not limited to "batch" reports for program/department from the SIRII faculty evaluations, review of courses and awards that moved through the curriculum process, and review of faculty accomplishments over the academic year. Special focus on assessment of student learning has become increasingly important over the last two years and is firmly embedded in the Program Review process (Figure 1-8).

In addition, deans often make recommendations to programs and departments regarding new courses or awards that could be explored, current or expected issues in the field, and recommended collaborations across departments or with external stakeholders.

The Academic Council works not only to provide a systematic curriculum development and review process, but also to provide oversight and/or recommendations on any and all curricular issues such as online course development, in order to maintain campus-wide integrity and quality of our educational programs. Over the past several years, this council has redesigned the process by which programs/divisions develop curriculum and get it approved. (See 1C2, 1P1 and 1P2.) Assessment is built into that process more clearly now; for example, the Assessment Co- Coordinators sit on the Academic Council and monitor the effectiveness of curriculum by working with instructors of new courses in implementing clear assessments. Curriculum assessment and review forms can be viewed on the Academic Council [web page](#).

The recent co-location of Metropolitan State University with MCTC provided an opportunity for MCTC to review and realign all lower division liberal/general education courses to provide seamless transfer to upper division programming. This process included union presidents, administrators, and faculty.

The College has established a rotational schedule for programs and departments to receive an opportunity for an external review (and the funds to make that happen). This is particularly important for those programs and departments that do not have a built-in review process that is connected to licensure or other national standards.

Difficult decisions about closing programs lie with administration, although such decisions are data-driven, based heavily on student enrollment numbers, student outcomes (graduates), instructional costs, projected needs, environmental scans, availability of livable wages, and community concerns.

AQIP Category One: *Helping Students Learn*

Program Assessment of Student Learning			
	Vulnerable (0 points)	Sustaining (1 point)	Thriving (2 points)
1 Planning	<p>The program has failed to</p> <ul style="list-style-type: none"> submit a current Mission Statement; submit a plan for the assessment of student learning; identify where in the overall program curriculum each program outcome is introduced and practiced; identify where and how within the program students are to demonstrate mastery of each outcome. 	<p>The program has</p> <ul style="list-style-type: none"> submitted a Mission Statement and an annual plan for the assessment of student learning; provided written documentation on the overall sequence of outcomes within the program, with rationale for the order of outcomes and with clear identification of where each outcome is introduced and practiced and where and how mastery is demonstrated. 	<p>The program has submitted an annual report that is part of an ongoing, multi-year approach, with a plan for action that includes changes in the curriculum, learner outcomes and/or course design and offerings, a plan based on:</p> <ol style="list-style-type: none"> an up-to-date Mission Statement, existing documentation for program curriculum and outcomes, the results of previous years' assessment work.
2 Data Collection	<p>The program has failed to</p> <ul style="list-style-type: none"> create an overall plan for measuring student mastery of outcomes on the course or program level; collect quantitative data on student mastery of outcomes on the course or program level; assess student mastery of outcomes on any level other than for individual students in individual course sections by individual instructors. 	<p>The program has</p> <ul style="list-style-type: none"> submitted a written plan for measuring student mastery of some outcomes on the course level, identifying what will be measured and where it will be measured; collected quantitative data on student mastery at the course level--data from across all sections of (an) individual course(s) and from all instructors of that/those course(s). 	<ul style="list-style-type: none"> Formal plans are in place that identify how and where student mastery of most outcomes across the program are to be measured. Quantitative data are being collected systematically across the program.
3 Data Analysis	<p>The program has failed to</p> <ul style="list-style-type: none"> submit a written analysis of data collected; provide written documentation of how faculty members have reflected on the implications of the data-analysis on student mastery of program outcomes. 	<p>The program has</p> <ul style="list-style-type: none"> collected data; written an analysis of the data, which may be preliminary and may or may not involve provisions for data processing and data integrity; explained how faculty members are reflecting on the results of the analysis. 	<p>The report indicates that the program has in place a systematic process for incorporating the results of data analysis into its plans for changes in curriculum, learner outcomes, course design and/or course offerings.</p>
4 Action and Integration	<p>The program has failed to submit a report outlining a plan of action that is based on the results of quantitative data that have been collected and analyzed.</p>	<p>The program has</p> <ul style="list-style-type: none"> submitted a report that contains a preliminary plan of action that is based on the results of data collection and analysis; proposed action(s) that will improve student mastery of outcomes in individual sections of courses, with possible implications for improvements at the course level. 	<ul style="list-style-type: none"> The report submitted indicates that the program has in place an integrated system of responding to data analysis in a timely, ongoing fashion. The report describes how the current plan of action builds on past actions. Actions taken will improve student learning through changes in teaching strategies, as well as in program or course curricula and outcomes.

Figure 1-8: Program Assessment of Student Learning

1P9 Student Learning Support. Instructors are informed of learning support that is available through the Learning Center, the CTL, and the Library. They often announce such services in syllabi and in class. Developmental and first semester instructors also conduct informal inventories in their classes regarding learning styles and library skills and use.

The Learning Center determines student needs through student requests and faculty requests. In addition, the Learning Center proactively works to incorporate student learning support in program changes and new initiatives. For example, the Learning Center is currently developing a method to deliver more online tutoring to support the College's new Online A.A. degree. The Learning

AQIP Category One: *Helping Students Learn*

Center has four instructors who hold liaison positions with the English, ESOL, Math, and Reading divisions, which allows the Learning Center to be responsive to curriculum changes, new practices and programs. Biweekly meetings keep the Learning Center current. Additionally, faculty members are surveyed each semester and asked to provide tutoring hours for their disciplines, as well as to provide peer tutor recommendations regarding curriculum and student learning issues.

MCTC's CTL communicates with faculty on a weekly basis. The CTL provides one-on-one peer consulting, formative assessments, assistance with teaching concerns, suggestions for best practices in teaching, and information about faculty development opportunities in our state system. Based on an annual faculty survey, the CTL also organizes topical teaching circles each semester, which give instructors a venue to share ideas on teaching and learning across the curriculum. Since 2002, 91 instructors have participated in teaching circles. The CTL leaders sit on a statewide program committee, which plans and conducts the Realizing Student Potential conference and the ITEACH conference.

The [Library](#) is another important part of student and faculty support on campus. Library faculty members provide students and faculty with reference services and intensive one-on-one instruction in the use of information resources, whenever needed or feasible. Students and faculty are also welcome to make an appointment with or (at the discretion of the library faculty member) drop in on an individual member of the library faculty to discuss research topics and projects.

1P10 Co-Curricular Development. MCTC supports student development by offering a number of co-curricular activities, some directly tied to academic programming and others that, while not linked to specific academic programs, enhance student leadership, service, and engagement in the College and local community; all of which tie into MCTC's Mission, Vision, and Strategic Plan.

Some examples of co-curricular development opportunities include 32 student special interest clubs (for example, Association of Black Collegiates, Culturitas Unidas, Out Campus Alliance, Science Fiction and Fantasy Club, Chemistry Club, Student Nurses Association, and more); student government; three honor societies (including [Phi Theta Kappa Honor Society](#)), five fine arts organizations such as College Choir and

Theatre; and college athletics (men's and women's basketball and golf). A TRIO program and an in-house advising program modeled on TRIO are two examples of co-curricular activities designed to increase student retention and success. They both provide advising, cohort community building, some social activities and academic support.

1P11 Student Assessment. As discussed in 1C2, 1P1, 1P2 and 1P6, assessment is one of MCTC's strengths. Ongoing assessment occurs at many levels: college-wide, program, course and individual student. Entry-level, pre-course intake assessment is designed to evaluate student competency in basic reading, writing, and math skills to identify developmental needs and determine appropriate placement into courses (Section 1P3). In addition state-approved assessment instruments are used for placement, and pre- and post-testing of Adult Basic Education.

At the course level, instructors identify course learning objectives and communicate them to students in their course syllabi, materials, or in instructor-led discussions about course goals. Student performances on assessment activities (tests, essays, projects, products, etc.) outlined in Academic Council course proposals comprise the primary means for instructors to gain data on individual student abilities - and provide the means of offering students feedback. (See also 1P1.) Overall, aggregate data on these activities provide faculty with an assessment of the teaching and learning that occurs within specific courses. Instructors of new courses are required to report on this aggregate data and to propose and implement changes to teaching resulting from them.

The CTL and Faculty Development Committee reserve one to two days each year for presentations, workshops, and division level work on assessment. These days are designated faculty development days.

At the program level, the process for assessment has been faculty driven. Each discipline area is asked to develop and submit a Program Assessment Report each year. (See 1P6.) The lead faculty member creates the plan with department input. After data have been collected and results summarized, the report is submitted to the Assessment Committee each year and to the appropriate dean for evaluation in Program Review.

AQIP Category One: *Helping Students Learn*

At the individual student level, to assure that students have mastered both general learning outcomes expected of all learners and knowledge specific to each credential, the programs/departments conduct exit assessments of students upon program completion. These assessments are based upon student academic achievement of the identified student learning outcomes for each program, and include results of mandated licensing and certification examinations for occupational/ vocational programs.

Finally, at the College level, the Competency Caucuses are faculty groups that conduct assessments to verify that the College is meeting its goals regarding the Core General Education Competencies. These take two forms: College-wide assessments provide a “snapshot” view of sophomore students’ skills; and activities embedded into courses across the curriculum provide an overview of how well students across the campus are faring in the skill being assessed (See 1C1, 1P1 1P6 and 1P13.)

1P12 Documenting Student Outcomes. As mentioned in 1P11, the College conducts exit assessments upon program completion to identify student learning outcomes and determine results of mandated licensure and certification examinations. In addition, MCTC undertakes a survey of graduates one year after they have

matriculated. Results of this survey are contained in 1R2.

1P13 Measures of Student Performance.

As a result of the AQIP Action Project on assessment of student learning, MCTC regularly collects data on student performance on many levels: College-wide on selected General Education Competencies; within selected courses on General Education Competencies; in new courses; in programs/ departments on self-identified areas; and across the College on strategic goals.

As part of the AQIP Action Project to assess student learning, each General Education Competency comes up for a three-year focus period, and an all-faculty Caucus is charged with measuring student mastery of that competency in two ways: (1) by taking, in each of the three years, a College-wide snapshot of the performances of a randomly selected, representative group of sophomores on a selected or self-designed tool; and (2) by working with instructors from across the curriculum to embed the assessment of the competency into courses in each of the three years. For results of these measures see Figure 1-9, below.

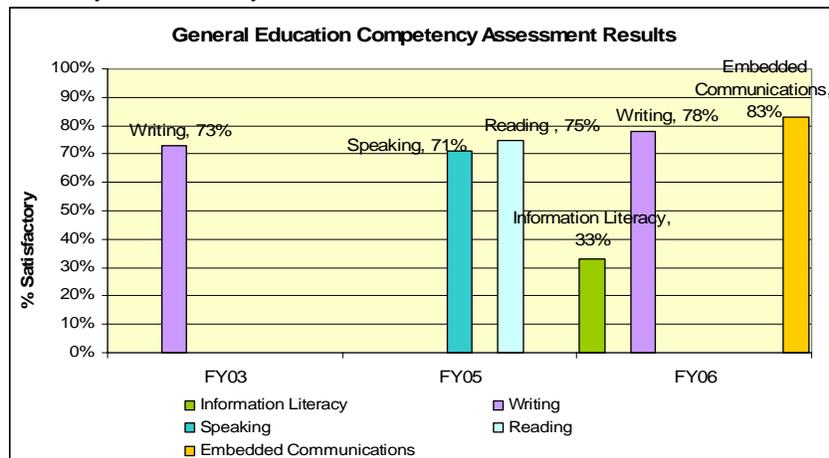


Figure 1-9: General Education Competency Results

Every year programs/departments choose what type of performance data they wish to collect when they make their Assessment Plan (see 1P6). In their annual Program Review, deans evaluate program/department efforts at collecting, analyzing and responding to data on student learning.

The College also tracks other important measures: pass rates for courses, grade averages, matriculation and success in higher level courses. Information is also collected about rates of retention, academic success (Satisfactory Academic Progress), transfer, and graduation. The College is concerned about the achievement gap between white students and students of

AQIP Category One: Helping Students Learn

color, so it collects and compares success rates based on those criteria as well.

RESULTS (R)

1R1 General Learning Outcomes. One of MCTC’s Action Projects was the assessment of the Communications Competency. The College’s Competency Caucuses conducted institution-wide assessments of reading, speaking, writing and information literacy, taking snapshots of student performance across the College. The College also conducted embedded communications assessments in 37 courses, representing all four communications areas.

Descriptions of those projects may be found in the [Caucus Report and the Assessment Reports](#). Figure 1-9 shows the percentage of students who were assessed at a satisfactory level in each of the assessments. The next three-year Action Project focus area (which began in Fall of 2006) is assessment of the Critical Thinking Competency.

Detailed information on the results of program/department efforts to collect data on student mastery of area-specific outcomes can be found in the [Annual Assessment Reports](#); in those reports, each program/department delineates what outcome was assessed, (and why that outcome was selected), how it was assessed, what the results were, and how faculty planned on acting upon the results. The results of the last two years of deans’ evaluations of annual program/department assessment of area-specific learning objectives (see 1P6) suggest that programs/departments are improving their work:

Criterion	Percent Receiving “Thriving” or “Sustaining” Grade	
	2004-05 (33 reports)	2005-06 (40 reports)
Planning	65%	82%
Data Collection	53%	80%
Analysis	47%	54%
Integration of Results	38%	50%
ALL FOUR	38%	46%

Figure 1-10: Deans’ Evaluations of Programs/Departments

1R2 Knowledge and Skills Outcomes. For those students earning an A.A. degree, the College has collected evidence that most benchmarks for mastery of the General Education Competencies are being met: College-wide assessments on Reading and Speaking surpassed the AQIP Action Plan goal of “60% of

participating students are performing in speaking and in reading at the appropriate college level”; for Writing the AQIP goal to collect “data that indicate 70% of participating students are performing at the appropriate college level” was met, while that same target (70% at satisfactory level) was not met for Information Literacy. The benchmark for embedded assessments of all four skills (70%) was met (Figure 1-9).

Some career programs have licensure exams, which address the question of acquiring knowledge and skills required by employers and accrediting agencies. See the following figures for pass rates on licensure exams. (Accrediting agencies for programs are listed in **Figure 1-6**.) MCTC’s survey of graduates one year post graduation indicates that 44 percent of students were continuing their education and 28.2 percent were working in a field related to their program. Only 6.1 percent of graduates were working in unrelated fields and 5.8 percent were unemployed, but seeking employment. There were 1.4 percent of graduates not available for employment and 14.6 percent were of unknown status. The full report includes breakdowns for each occupational program. Selected results are presented below (Figures 1-11 through 1-15).

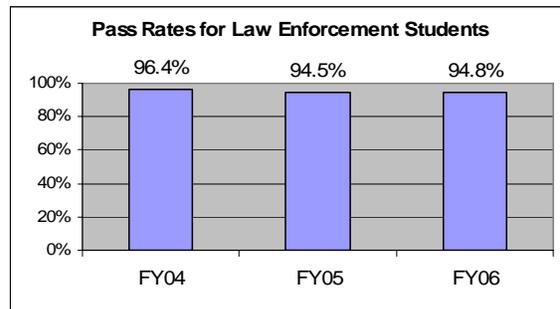


Figure 1-11 Law Enforcement Results

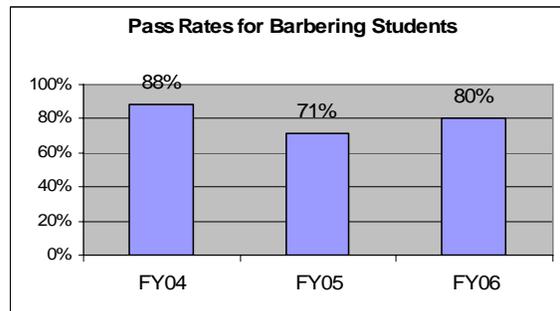


Figure 1-12 Barbering Results

AQIP Category One: Helping Students Learn

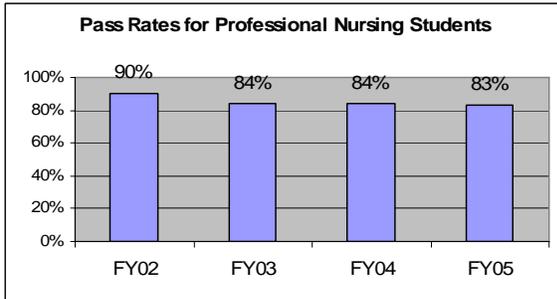
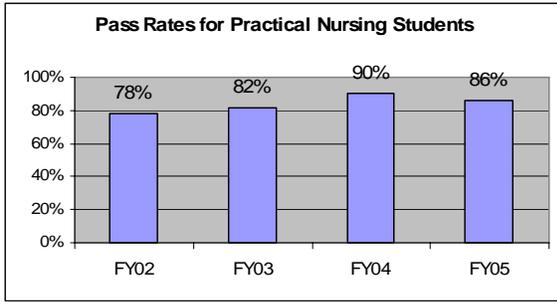


Figure 1-13 Nursing Results

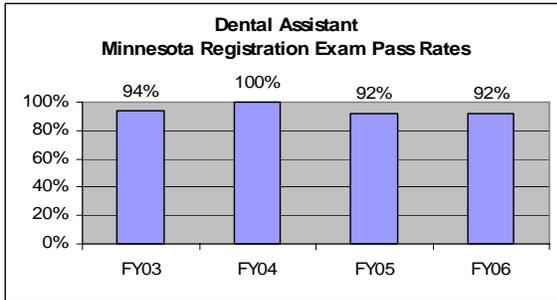


Figure 1-14: Dental Assisting Results

Year	Enrolled	Graduated	%
2002	96	90	94%
2003	96	87	90%
2004	64	64	100%
2005	0	0	--
2006	48	43	87%
2007	64	(est.) 60	94%

Figure 1-15: Air Traffic Control Results

Figure 1-16 shows the results of the MCTC graduate survey for the class of 2004-05, in terms of whether or not they have gained employment related to their course of study or whether they have continued their education elsewhere.

Placement Status	Number	% of Total
Related Employment (Full-time)	359	24.8
Related Employment (Part-time)	39	2.7
Unrelated Employment (Not Seeking Related)	58	4.0
Unrelated Employment: (Seeking Related)	21	1.4
Continuing Education	732	50.5
Available for Work but Unemployed	86	5.9
Unavailable for Employment	21	1.4
Status Unknown	133	9.2
Total Graduates	1449	100.0

Placement Status	Number	% of Total
Related Employment (Full-Time)	359	63.8
Related Employment (Part-time)	39	6.9
Unrelated Employment (Seeking Related)	58	10.3
Unrelated Employment: (Not Seeking Related)	21	3.7
Available for Work but Unemployed	86	15.3
Total Available for Employment	563	100.0
Total Employed	477	84.7

Figure 1-16: Status of Graduates within One Year of Graduation - Class of 2004-05

1R3 Student Support Results. In addition to the results indicated above (1R1 and 1R2) on student mastery of General Education Competencies and on program specific outcomes, the College has collected data on several other measures of helping students learn. Figure 1-16 shows that in FY06, the overall course completion rate was 85 percent, and the success rate of those who completed courses was 89 percent.

AQIP Category One: *Helping Students Learn*

	Total for All Students
Frequency of Grade W	3,589
Frequency of Grades D, F, NC	2,272
Frequency of Grades A, B, C, P	18,269
Total Number of Grades	24,130
Course Completion Rate*	85%
Enrollee Success Rate*	76%
Completer Success Rate*	89%

In a 2002 study of its developmental education curriculum, MCTC found that “native speaker developmental completers” performed as well as college-ready students on most analyses. Native speaker developmental completers out-performed non-completers on all analyses. ESOL developmental completers performed better than non-completers on most analyses. Figures 1-17 and 1-18 show some of the results of this study for developmental reading and writing, comparing results in college-level classes for college-ready students, program-ready students, students who had completed a developmental course, and students who had enrolled in a developmental course but did not complete it.

Figure 1-17: Fall 2006 Course Completion and Success Rates

**Course completion rate: % of students who enrolled and received a grade other than W; Enrollee success rate: % of students who received grades of A, B, C, or P out of all enrolled students; Completer success rate: % of students who received a successful grade out of all students who completed the course (enrolled and did not withdraw).*

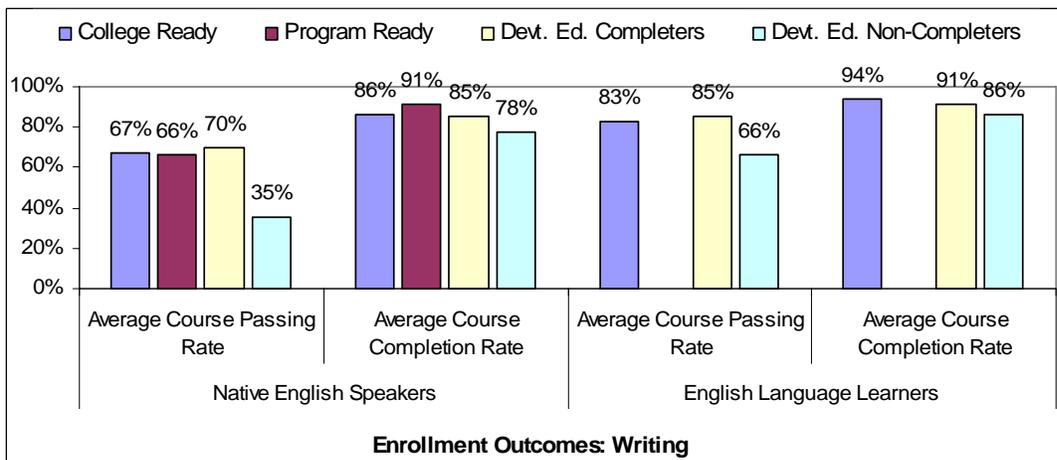
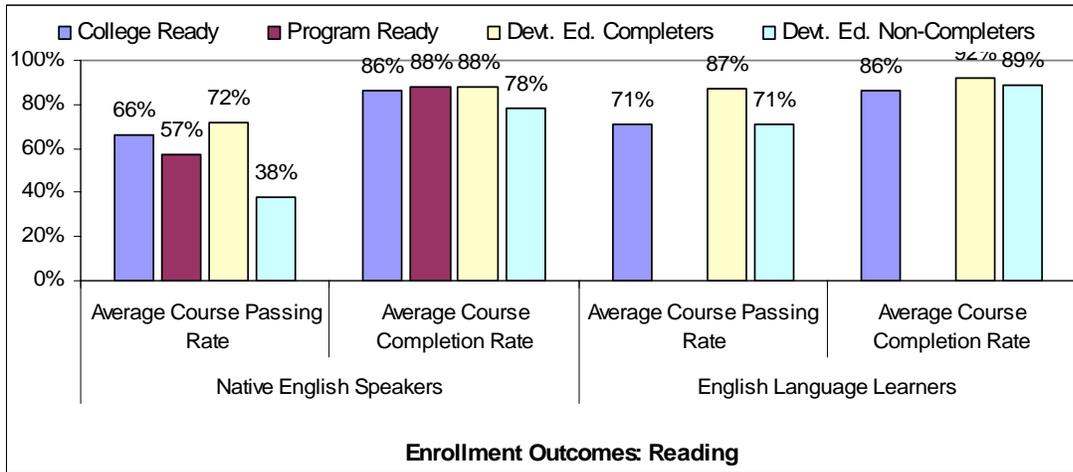


Figure 1-18: Enrollment Outcomes: Reading and Writing

AQIP Category One: Helping Students Learn

1R4 Comparison with Other Higher Education Institutions. MCTC's assessment project is one of the College's primary sources of information about student learning, but because it is an internally created project, there are no directly comparable data available from other institutions. For comparative purposes, MCTC looks at other measures, such as its retention, graduation, transfer, and overall success rates. Figures 1-19 and 1-20, below, show comparisons of retention and success rates for students at MCTC compared to those at all MnSCU two-year colleges combined.

Entering Cohort Term	MCTC Number in Cohort	MCTC Retention Rate	MnSCU Colleges Number in Cohort	MnSCU College Retention Rate
Fall 1999	2,469	34.1%	44,661	37.0%
Fall 2000	2,558	39.2%	45,374	38.2%
Fall 2001	2,747	39.4%	47,084	38.9%
Fall 2002	2,754	37.4%	48,220	40.5%
Fall 2003	2,744	32.8%	48,981	40.4%
Fall 2004	2,411	35.5%	47,215	41.0%
Fall 2005	2,804	38.1%	n/a	n/a

Figure 1-19: Retention Rates - Fall to Second Fall; MCTC vs. All MnSCU Two-Year Colleges

Cohort Term	MCTC Students of Color		MCTC White Students		MCTC Disparity	MnSCU Colleges Students of Color		MnSCU Colleges White Students		MnSCU Colleges Disparity
	# in Cohort	Success Rate	# in Cohort	Success Rate		# in Cohort	Success Rate	# in Cohort	Success Rate	
Fall 1999	838	42%	1,319	48.4%	6.4%	4,330	46.1%	31,822	56.7%	10.6%
Fall 2000	796	43.2%	1,138	57.7%	14.5%	4,417	47.7%	30,863	58.4%	10.6%
Fall 2001	955	45.5%	1,173	60.0%	14.5%	4,543	50.3%	30,173	60.1%	9.8%
Fall 2002	784	49.5%	981	61.4%	11.9%	5,124	53.0%	33,321	62.0%	9.0%
Fall 2004	932	50.6%	1,391	61.3%	10.7%	6,052	54.4%	36,263	62.7%	8.3%
Fall 2005	752	55.1%	1,150	63.7%	8.7%	6,382	56.1%	35,769	63.3%	7.2%

Figure 1-20: Student Success* and Disparity Rates – MCTC vs. MnSCU Two-Year Colleges

Success is the combination of retention, graduation, and transfer rates.

Comparison of 2003 Entering Cohort at Third Spring		
	MCTC	All MnSCU Colleges
Graduation Rate	19.1%	19.9%
Transfer Rate	13.3%	19.4%

Figure 1-21: Graduation and Transfer Rate Comparison with All MnSCU Two-Year Colleges

IMPROVEMENTS (I)

1I1 Means of Improvement. Assessment projects are the main method for finding out what the College needs to do to help students learn and develop.

In terms of the General Education Competencies, Assessment Co-ordinators have put into place several mechanisms for using the results of current processes and systems to improve student learning. First, Assessment Co-ordinators - who sit on Competency Caucuses, the Faculty Development Committee, and on the Academic Council - work with faculty on all levels to promote best assessment practices, so that

instructors put into place strategies for collecting and responding to data on student mastery. Perhaps the most effective means MCTC uses to improve its processes for helping students learn has been the intentional conflation of faculty development and assessment efforts. By becoming involved in College-wide, embedded and program assessment activities, and by receiving training to conduct these assessments effectively, faculty have improved both their teaching and their students' learning, as the following comments from participants suggest:

- “[I i]mproved old assignments,”
- “Grading got easier, faster, fairer, more enjoyable.”
- “[I k]new what areas needed additional instruction.”
- “[I a]ssessed student work more objectively.”
- “[I got b]etter results,”
- “[R]ubrics helped to design assignments and provide detail of expectations.”
- “[S]tudents k]new ahead of time how work would be evaluated.”
- “Marginal students improved slowly but dramatically.”
- “[I was a]ble to provide clear assignment and grading expectations.”

AQIP Category One: *Helping Students Learn*

The second most important improvement from General Education Competency assessment efforts has been the manner in which more instructors from across the curriculum are now explicitly addressing the teaching of communication skills in their own courses. The Competency Caucus created and disseminated to all faculty members four communication skill rubrics that set College-wide standards for reading, writing, speaking, and information literacy. The results of embedding the assessment of writing into courses across the curriculum may reflect what much research indicates - that the best way for students to learn how to use communication skills is within a content-area context: 86 percent of students who completed embedded writing assessments were scored by their instructors as satisfactory, whereas the highest rate for non-course-specific assessments of writing was 78 percent. There have been other improvements made from the embedding process, as well:

- Math instructors created a reading guide for Introductory Algebra.
- Chemistry and Biology instructors assessed the relationship between student success in their introductory classes and complying with course prerequisites in Reading.
- An Information Studies instructor improved her course by incorporating the explicit assessment of reading skills more thoroughly into her instruction.

A third benefit that has come as a consequence of the results of General Education Competency assessment efforts has been the College's intentional effort to improve student mastery of Information Literacy, the only competency for which students did not perform at the benchmarked level. Current discussions are underway to make the core Information Studies course (INFS 1000) either a part of the MnTC package or a pre-requisite for one of the College's two core composition courses (ENGL 1111).

A fourth improvement has been to the assessment processes themselves. When the College conducted its first Writing assessment, the project was a pilot, in which participants were able to identify several obstacles to effective College-wide assessments and to determine realistic expectations. This process proved useful in developing future models that would avoid similar challenges and in setting acceptable achievement levels for those new models.

Finally, as a result of General Education Competency assessment activities, the Academic Council also made three important changes. First, the College catalog language now indicates that the communications competency will be fulfilled both by taking coursework in communications and by completing tasks within program coursework. Second, new course proposals must now, where appropriate, include assessment plans for communications. Third, new program proposals must indicate where communications instruction will be embedded within coursework.

Program assessment efforts have also led to significant improvements. The full range of evidence indicating the other ways in which programs/departments have improved the quality of their offerings and made specific changes to their curriculum and pedagogy by responding to evidence collected on student learning outcomes can be found in the lengthy and detailed [Reports](#) submitted every year. Two examples illustrate typical successes:

- The English Department, as a result of learning that the performance of African-American students in their composition course was lower than desired, held a series of discussions, including some with outside experts in the retention of African-American students. They developed new approaches and strategies for retaining and increasing achievement levels of these students and outlined plans to review the success of these changes.
- Apparel Technology instructors noted the improvements they will make as a result of what they learned: "students need more time to test patterns . . . and more practice time in constructing samples . . . [and] more instruction-demonstration in developing combined facing patterns and demonstration of correct construction sequence."

The overview of all learning outcomes reports submitted in 2005-06 notes that, across the College, programs/departments will use data collected on student learning outcomes to make improvements to curriculum and pedagogy, as follows:

- "Change course content/curriculum."
- "Add/delete courses or change course sequences."
- "Facilitate change in course delivery/teaching strategies."
- "Facilitate curriculum discussions at faculty meetings and faculty retreats."

AQIP Category One: *Helping Students Learn*

- “[Make c]hanges in course/degree requirements and guide changes in degree/diploma programs.”
- “Justify past curriculum changes and...show program improvement resulting from those changes.”
- “Further refine the assessment methods or ...implement new assessment methods.”
- “Change and/or refine program objectives.”
- “Work on improving retention.”

Other mechanisms for improvement are in place. Annually, MCTC re-examines the assessment of new students by conducting cut score verification studies in the developmental courses. The Academic Council requires new courses to be assessed within four semesters of offering the course. Within courses, instructors use student feedback, information from advisory committees and other outside stakeholders, frequent curriculum review, analysis of student performance, pre- and post-assessments, faculty peer reviews and formative assessments, and faculty development opportunities for improving teaching and learning.

Other improvements include new programs such as *Bridge to Success*, Academic Success Action Plan (for suspended students on appeal), small communities, and tighter registration controls (computer checking of prerequisites upon registration). See 3P2, for further discussion of these and other programs for building student relationships and success.

112 Improvement Priorities. Targets for improvement are set at the College level by the Cabinet. The College’s Strategic Plan sets the priorities for improvements in the broader sense (Figure O-1). Of the Strategic Plan’s 12 goals, five focus on student learning:

Goal 1: Improve retention, transfer, and graduation rates

Target: Increase student success (retention, transfer, and graduation) of all students by 2% over Fall 2004 cohort; decrease disparity by 1%; improve Fall to Spring retention by 2%

Goal 2: Demonstrate student learning in all programs and the general education curriculum
Target: All programs and departments complete assessment projects with 85% at satisfactory or exemplary level

Goal 5: Expand technical programs in emerging fields and growing industries.

Target: From 10 recently implemented career and technical programs, produce 50 FYE

Goal 6: Engage students in civic life

Target: Increase service learning placements by 5%

Goal 7: Create compelling learning environments that include the use of new technologies and active learning

Target: Increase enrollment in online coursework by 5%

Targets for General Education Competency assessment efforts are set by the faculty caucus focusing on each competency. Since participating in the first round of AQIP Action Plans, MCTC set targets for the Communications Competency at what were deemed reasonable levels: 60 percent in the first year, and 70 percent in subsequent years, of students performing at satisfactory levels. These levels may be adjusted when the caucus returns its focus to Communications in nine years. Targets for Critical Thinking will be set after data from the first round of assessments are collected at the end of the current year.

Within divisions, targets are set in the assessment plans of each program or department. (Program assessment is explained in 1P6 and 1P8.) As deans evaluate yearly activities in the context of ongoing efforts, they may suggest what targets faculty should set.

Other goals have arisen out of concern about graduation rates and retention rates. These goals are presented to faculty and staff during staff development days, at coordinators retreats, and in division meetings. Each division decides how to address the goals within the curriculum and program. This is an area the College regularly addresses so that divisions and programs can revisit their goals as they relate to the College’s Strategic Plan.

The processes of collecting data on student mastery of general education and program-specific competencies involve students and faculty intimately. Results are communicated beyond those administering the assessments via sessions held on contractually required professional development days that are designated specifically to assessment. In addition, all results are posted on the Academic Council website in the annual assessment reports. Progress in meeting other goals is communicated to the campus and stakeholders at meetings, in printed publications, in campus outreach activities, and on the campus website in the MCTC News and Events section.

CONTEXT FOR ANALYSIS (C)

2C1 Distinctive Institutional Objectives.

MCTC has embarked on a bold and distinctive mission of access and success, with an overall goal of increasing the post-secondary participation and success of urban youth of Minneapolis and St. Paul and setting them on the path to productive careers and community involvement. The hallmark of this effort is the newly launched *Power of YOU* program.

Based on reports by the Itasca Project and the Minnesota Citizens League, it is clear that too many people in the urban Twin Cities community will not have the education and skills necessary to successfully compete in the workforce, unless some significant intervention is undertaken. By 2010, two-thirds of all jobs will require education and skills beyond high school. Yet, students of color in the Twin Cities participate in post-secondary education at an alarmingly low rate, and represent 70 percent of students enrolled in the Minneapolis and St. Paul public schools. Only three percent of Minnesota's African American and American Indian ninth graders and five percent of Latino ninth graders are projected to complete a bachelor's degree before the age of 25.

This data began a serious discussion that eventually evolved into the innovative *Power of YOU* program, implemented at MCTC in Fall of 2006. By eliminating real or perceived financial barriers to college, the *Power of YOU* program attempts to encourage more students in the urban core to take the necessary high school coursework to become college-ready, enroll in college, and complete a college degree. The program guarantees any graduate of a Minneapolis or St. Paul Public School up to three years' tuition free attendance at MCTC, plus an array of intensive student support services aimed at promoting academic success.

Created as a collaboration between MCTC, Metropolitan State University and Saint Paul College, the *Power of YOU* provides a framework for sustaining the region's educated workforce, which includes investment, outreach and opportunity for students in the urban core.

Closely tied to the *Power of YOU* program is MCTC's partnership with Minneapolis Public Schools and other K-12 partners to better align high school curriculum in math, reading and

writing with college readiness standards of MnSCU, and MCTC specifically. In support of the goal for students to be ready for college level work, MCTC has developed a comprehensive curricular reach-back program, which focuses on Minneapolis high school juniors' readiness. The program involves assessing students' reading, writing, mathematics and English-as-a-second language. MCTC and Minneapolis high school faculty attend large group meetings as well as one-to-one meetings to exchange information on the test results, on college-level expectations and on high school graduation requirements. These exchanges have led to the beginning of alignment and articulation of content and real curricular reform.

2C2 Alignment with Mission, Vision, and Philosophy.

The mission, vision and values of the College are in harmony with the vision of what the *Power of YOU* can accomplish. The College has aligned the *Power of YOU* program with strategic planning, specifically with Direction One: "Increase Student Success;" and Direction Three: "Strengthen Community and Economic Development." By increasing access to higher education for those who perceived they could not attend, and by offering academic and student support networks needed to ensure success, the College's Strategic Plan and the *Power of YOU* program are inextricably linked.

MCTC's *Power of YOU* program is in alignment with MnSCU strategic directions to increase access and opportunity, specifically MnSCU Goal 1.3: to work with other organizations to prepare all young people to graduate from high school and enroll in college ready for success ([MnSCU Strategic Directions and Goals](#)).

2C3 Helping Students Learn. As MCTC openly embraced the *Power of YOU*, it was recognized that to be successful, this group of students needed additional support, not unlike the students who enroll through MCTC's federally funded TRIO program. It was also recognized that success in the classroom required faculty to engage in student retention techniques that were positive and encouraging, beyond the teaching of the content. The College met these challenges head on. Support services including early advising intervention and the requirement of civic engagement component has supported the underlying principles and initial success of the *Power of YOU* program.

AQIP Category Two: Accomplishing Other Distinctive Objectives

PROCESSES (P)

2P1 Setting Distinctive Objectives. The determination of the *Power of YOU* distinctive objective was formulated by both internal and external forces under the leadership of the President. With information gathered about the inequities in post-secondary participation rates, particularly for students of color, the President engaged in conversations across the campus, with the Presidents of Metropolitan State University and Saint Paul College, with city officials including the Mayors of Minneapolis and St. Paul, with Minneapolis Public School officials, and with potential donors about the need for the program. Simultaneously, other College leaders engaged leaders in the greater Minneapolis community who were interested and committed to reaching out to the underserved. Faith based groups, community centers, government agencies and non-profit organizations were a part of the ground floor discussions about bringing the *Power of YOU* initiative to fruition. Through a series of meetings and public open discussions the entire College community was consulted prior to the program announcement in January of 2006.

2P2 Communicating Expectations. The communication about these expectations was done in public meetings, direct written work via email and grant applications and through marketing documents that outlined the process, eligibility and expectations for the *Power of YOU* program. In addition, a team of administrators and staff meet bi-weekly to ascertain new issues, challenges, processes and improvements for students in the program.

2P3 Determining Faculty and Staff Needs. Faculty and staff needs for *Power of YOU* were determined by consultation prior to the program launch and through the first semester (Fall 2006). Academic deans analyzed the schedule of classes to determine what sections and levels of courses were needed and appropriately scheduled them. The deans also had departmental and division meetings where these needs were discussed.

2P4 Assessment and Readjustment of Objectives. Through the Office of Strategy, Planning and Accountability, the College has embarked on a thorough assessment of the

Power of YOU. Wilder Research, an external research and evaluation group has been hired to do an evaluation of student, staff, community leaders and public school employee perceptions of processes, challenges and successes of *Power of YOU*. Their interim report is due in the Summer of 2007, with a final report to be completed by September 2008.

2P5 Measurement. In addition to student data related to academic and student success, the initial evaluation conducted by Wilder Research will regularly analyze retention, GPA, student progress, cost benefit analysis, analysis of student outcomes, survey of recent graduates and other measures to determine that the College is meeting its distinctive objectives with *Power of YOU*. With the first group enrolled in Fall 2006, the College will chronicle the readiness data on preparation levels of students (developmental, college level placements) progress of the first cohort to year two, as well as analyzing any distinctive characteristics of those who persist. In addition, the Office of Strategy, Planning and Accountability will analyze the readiness reach-back initiative to ascertain success if early intervention in high school better prepares students to enter the *Power of YOU* college-ready.

RESULTS (R)

2R1 Accomplishment of Other Distinctive Objectives. To date, the *Power of YOU* program appears to have been successful in reaching the underrepresented communities that were its targets. In Fall 2006, 354 students met program eligibility requirements and enrolled in college through the *Power of YOU*: 234 at MCTC and 120 at Saint Paul College. This is nearly a 60 percent increase in the number of Minneapolis and Saint Paul public high school graduates enrolled at both colleges last year. *Power of YOU* students come from public high schools, charter schools and alternative schools from throughout the cities of Minneapolis and Saint Paul; more than 75 percent of the participants are students of color and many are the first in their family to attend college. The median family income of *Power of YOU* students is less than \$30,000 – paralleling the Federal TRIO program low-income definition of \$30,000 for a family of four.

AQIP Category Two: Accomplishing Other Distinctive Objectives

2R2 Comparisons with Other

Institutions. With the exception of St. Paul College which is posting similar results to MCTC's, there are no peer institutions in the country that have launched a program like *Power of YOU*. While some other states have undertaken various efforts to offer free tuition, the *Power of YOU* program is unique in that it is open to all high school graduates regardless of their previous levels of academic achievement.

2R3 Strengthening the Institution and Community/Regional Relationships. The results of *Power of YOU* strengthen MCTC's overall presence in Minneapolis, in the region and in the State of Minnesota. By enrolling significantly more graduating urban high school seniors and demonstrating that, by providing support services these at-risk students will complete their first semester and re-enroll in the subsequent term, the College is responding to and strengthen the argument for a strong, educated citizenry in all walks of life. As the *Power of YOU* students continue on to complete career programs or transfer to baccalaureate institutions, it is expected that their increased earning power will advance them to productive careers and lives.

The community has responded with overwhelming enthusiasm to the program. The mayor of Minneapolis is fond of noting that when he walks into any Minneapolis public high school, all of the students know about *Power of YOU*.

The program has been endorsed by the Minnesota Business Partnership, the City of Lakes Chamber of Commerce, and the Saint Paul Chamber of Commerce. More than \$2.5 million has been raised in support of the *Power of YOU*. MCTC's community partners for the *Power of YOU* include:

- Minneapolis Public Schools
- Saint Paul Public Schools
- YMCA of Metropolitan Minneapolis
- YMCA of Greater Saint Paul
- YWCA of Saint Paul
- African American Family Services
- NorthPoint Health and Wellness Center
- Page Education Foundation
- Hospitality House Youth Directions
- Circle of Discipline
- Achieve!Minneapolis
- Neighborhood House

- Cities of Minneapolis and Saint Paul
- Hennepin and Ramsey Counties
- Project for Pride in Living Learning Center
- Big Brothers Big Sisters of the Greater Twin Cities

IMPROVEMENT (I)

2I1 Systems and Processes. As a part of its commitment to continual learning, MCTC has improved upon processes and systems that impact *Power of YOU* students and ultimately MCTC as a whole. The process of developing resources and processes for the *Power of YOU* (admissions packets, financial aid processes, required orientation and advising and a required student success class for *Power of YOU* students) resulted in MCTC staff and faculty reflecting overall on how to better serve and support all students at the College. Significant in this self reflection has been an increased awareness, focus and effort on retention. With programs that under-gird the success of students, retention activities - including a student success day - have become robust and outcomes oriented.

2I2 Setting and Communicating Improvement Priorities. Targets for improvement for *Power of YOU* are both quantitative and qualitative. The College intends to enroll increased numbers of recent high school graduates in Fall 2007 and beyond. Grant proposals and the funders of the program anticipate a 33 percent increase each year during the first three years. Concomitantly, the College expects to retain increased numbers of students who enroll in their second year and complete their programs of study. Specific priorities include the enrollment and retention of African American, American Indian and Latino/Chicano students.

The College has set targets for student outcomes based on the results of the *Bridge to Success* program (see 3P2), a program with similar components to *Power of YOU*. The targets for student outcomes for the *Power of YOU*'s initial year match the very successful results that *Bridge to Success* was able to achieve in its initial pilot year.

With the results from the Wilder report in Summer 2007, the MCTC intends to make improvements, where warranted, on processes

AQIP Category Two: Accomplishing Other Distinctive Objectives

and the overall student experience of the *Power of YOU*.

The College communicates the overall results and improvement priorities for *Power of YOU* via standing meetings of the unions, written communications and open public meetings at

the College. The President and the Director of College Advancement routinely brief external stakeholders, funders, and sponsors of the program. In addition, the Minneapolis *Star and Tribune* and the St. Paul *Pioneer Press* newspapers have featured *Power of YOU* in recent articles and editorials.

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

CONTEXT FOR ANALYSIS (C)

3C1 Key Student and Stakeholder

Groups. MCTC categorizes its key students and stakeholders into the following groups:

- **Prospective Students.** Students who have inquired about the College and/or completed admission requirements. This group is segmented through admission advising into: liberal arts; career and technical programs; transfer; Post Secondary Enrollment Options (PSEO); and international students. Prospects interested in noncredit courses work with staff in the Continuing Education and Customized Training division.
- **Current Students.** Students who are enrolled in a course or program. These subgroups include: students seeking a degree, diploma or certificate in liberal arts or an occupational program; students whose major program is undeclared or undecided; students taking pre-college courses to prepare for college-level English, math and reading; English as a Second Language (ESOL) students; and students taking noncredit continuing education courses or customized training.
- **Community Groups/Supporters.** Organizations, agencies or groups of individuals who help MCTC shape its mission, strategic planning and community service through frequent contact and input. Groups include high schools; churches; multicultural neighborhood organizations; civic, non-profit and other community-based organizations; elected officials; alumni; and sister colleges and universities in and outside the MnSCU system.
- **Employees.** Individuals employed at MCTC.

- **Employers:** Individuals or businesses that employ students and graduates, partner with MCTC to offer onsite MCTC courses or program offerings, participate in technical program advisory committees, or purchase education and training.

3C2 Identifying Student and Stakeholder Needs and Expectations. Figure 3-1, below, highlights the requirements and expectations of MCTC's students and key stakeholder groups that influence recruitment, instruction, and retention efforts College-wide.

PROCESSES (P)

3P1 Identifying Students' Changing

Needs. Inherent in the institutional culture at MCTC is the College's commitment to soliciting student input. Students are encouraged to speak out, and their comments are continually considered in campus decisions and improvements.

The College begins gathering information to identify students' needs during the admission and enrollment processes. Enrollment data is tracked daily during each enrollment cycle, with enrollment services staff, instructors, academic deans, counselors, advisors and business services using the information to provide access to services, academic planning and courses needed.

After application to the College, students answer a series of questions at placement testing related to their previous educational background and current educational goals. This information is compiled into weekly reports and provided to multicultural advisors, instructors and deans and faculty coordinators for developmental courses marketing and admission staff, and other

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

campus employees (as requested). Placement information is primarily used to monitor developmental course needs for the term.

After testing, advisors meet with students in the Testing Center to learn more about their educational goals, explain test scores, answer questions and assign an Orientation/Registration session. At Orientation, students fill out a survey to help staff improve the Orientation/Registration process. Changes are made as needed and communicated to appropriate staff and offices.

Once the term begins, student services staff participate in a half-day meeting to share observations and anecdotes from interactions with students throughout the enrollment cycle. They identify patterns indicating service or communication gaps and discuss improvements. This process continues throughout the term at student services leadership team meetings and department meetings. Changes are made to programs, services and policies as needed, communicated to appropriate staff, and updated in College publications and in web-based communications.

Stakeholders	Requirements and Expectations
Prospective Students	<ul style="list-style-type: none"> • Accurate/frequent/timely communication • One-stop enrollment assistance • Clear communication about financial aid • Frequent contact with student services and advising/counseling staff to complete admission requirements and plan appropriate first semester course schedule • Online application, registration and payment services • New Student Orientation Program • Assistance to identify career goals • Academic programs to meet educational goals; training for employability
Current Students	<ul style="list-style-type: none"> • Complete degree, diploma, certificate • Receive high quality instruction/course content • Learn from caring/accessible instructors • Tutoring/advising retention support • Course variety/flexibility • Multicultural sensitivity/programming • Access to online services/current technology • Disability support services • Counseling/advising assistance to match career goals to academic program • Academic programs to meet educational goals; training for employability • Safe campus
Community Partners/ Supporters (schools, community-based organizations, elected officials, funders)	<ul style="list-style-type: none"> • Regular updates/information about MCTC program offerings • Opportunities for input into programs/courses needed • College-readiness support • ESL support • Admission advising, assessment testing, academic advising and courses offered at community sites • Student success stories
Employers	<ul style="list-style-type: none"> • Academic planning to meet emerging workforce trends • Partnership with faculty to ensure education and training meets workforce needs • Noncredit professional development and training
Employees	<ul style="list-style-type: none"> • Top management leadership and support • Clear performance expectations and recognition • Empowerment/teamwork • Training/professional development

Figure 3-1: Student and Stakeholder Requirements and Expectations

In March 2007, Student Affairs staff completed a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify internal and external factors that impact the College's ability to meet students' enrollment and retention needs. Student services directors reviewed the compiled information and identified priorities. They then solicited further input from staff and

counselors to embed action goals into departmental work plans. Other means for identifying student needs include:

- Data from the implementation of *RightNow*, a website technology that continually builds a database of answers to students' most frequently-asked questions. Information collected enables service staff to ensure that

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

all communications address information that students need most.

- Surveys taken by both visitors and MCTC staff to evaluate College Open House nights held each term.
- Surveys conducted during and after *Student Success Day* to help staff identify the skills, topics and programming students need most to persist in their studies.
- Customer service “comment cards” available at the front desk in the Student Services Center and Counseling and Advising office.
- Class visits arranged between instructors and advisors each term. Advisors visit students in developmental courses to answer questions and provide information about resources and support services on campus.
- Information sheets and other assessments collected by some instructors in class to identify additional support needed for particular students.
- Monthly meetings between Student Senate leaders and the College Administration.
- Student involvement on major campus committees

3P2 Building and Maintaining Student Relationships. By tracking enrollment and retention patterns for the last three years (see section 3R2) and understanding the challenges faced by MCTC’s diverse, urban student body, the College focused its 2005-2010 Strategic Plan on recruitment and retention goals to better serve underserved students and increase retention, transfer and graduation rates. Decisions made at the Cabinet, division and department levels have centered on increasing personal attention for students, beginning with their first inquiry to the College. Calls are answered by a “live person,” rather than a phone tree. Prospective students meet staff through weekly “Get Started” and “Financial Aid Help” sessions, admission appointments or at campus events such as “College for a Day,” “Explore the Possibilities,” “Senior Connect” and others. Admission staff members also meet with students at high schools, community sites, college fairs and community events. Faculty members meet prospective students at career exploration events held each term and during scheduled high school group visits. Counselors and advisors work with students by appointment, during walk-in times, after placement testing, at

New Student Orientation, as club advisors and at campus events.

When 2004 data showed that first-term students struggle to persist to the second term (see 3R2), funding was secured through grants, private donations and College resources to develop and sustain new retention initiatives. Faculty and staff are forging a tighter collaboration to provide multiple advising contacts, eliminate obstacles and monitor academic progress for students. Among relationship-building activities at MCTC:

New Student Transition Program: To broaden opportunities to engage new students in college life, the Director of New Student Orientation’s role was expanded to “New Student Transition Coordinator”. Events and activities enable staff and peer mentors working in MCTC’s *Connect* Center to check in with first term students several times each term, answer questions, and refer students to support services and resources as needed. (See 3R2 for new student enrollment and retention data).

Multicultural Student Success Program: Staffed by African American, Native American, Asian American, Chicano/ Latino/Hispanic and Somali advisors, this program provides academic advising, cultural support, student club activities and special events to connect students from many ethnicities to advising, programming and College resources (**see 3R2 for enrollment and retention data**).

Bridge to Success Program: Based on MCTC’s successful Starting Point program model, *Bridge to Success* provides intensive advising and tutoring support to underserved students (students of color, low income, English as a Second Language Learners, first generation to attend college). Eligible students are identified at New Student Orientation and supported as a cohort in a required “Strategies for College Success” class (see 3R2 for retention results). Successful strategies identified through this program will be used to develop a retention model to improve and expand support to the broader student population at MCTC.

Academic Success Action Plan (ASAP): Efforts to build relationships with students are also developed through the ASAP program, which provides multiple advising contacts to students granted conditional probation after appealing an academic suspension. (See first term results in 3R2.)

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

The Power of YOU Program: This program, which provides free tuition combined with intensive student support services to urban high school graduates, is described fully in Category Two: *Other Distinctive Objectives*.

Students also build relationships with instructors, counselors and advisors, and other College staff through:

Civic Engagement Opportunities: Service learning helps students develop relationships with faculty while serving their community. Opportunities are embedded into approximately 28 liberal arts and career and technical courses. *Power of YOU* students are required to do 20 hours of community service and attend two Saturday service learning workshops each term.

Early Warning System Support: Each term, instructors input mid-semester progress for students into an electronic Early Warning System. Students identified as not attending or not passing a course are asked to meet with the instructor and a counselor or advisor to discuss a success plan for the remainder of the term.

New Alumni Association: The Office of College Advancement is in the process of developing an Alumni Association to help transfer students and graduates feel more connected to the College.

3P3 Identifying the Changing Needs of Stakeholders. Stakeholder needs are identified through contacts initiated by community groups and employers, workforce forecasts and environmental trends noted through institutional research, tracking of enrollment patterns, contacts made by instructors and admission staff in the community, and connections developed with public and private organizations, schools and agencies.

Employer and industry needs are typically identified through personal contacts between employers and instructors/academic deans, research conducted for the annual Academic Program Review, and input received from Career Program Advisory Committees established for each occupational program. Advisory Committees are expected to meet regularly with MCTC instructors to identify changes in their industries and to recommend curriculum changes to respond to industry needs. Often curriculum and program proposals are created with input from individual employers

and brought to Advisory Committee meetings for further review and recommendations.

Instructor needs are identified through feedback to supervisors during performance evaluations, through informal meetings with deans and division vice presidents, and through issues and concerns brought to Faculty Coordinator and Minnesota State College Faculty (MSCF) Governance Council meetings.

Community stakeholder needs are identified through regular meetings with school counselors and administrators, community-based organization officials, legislators and funders. Onsite placement testing is routinely conducted at community sites to assess college readiness needs there and the potential for courses to be offered onsite.

The College also tracks community demographics, education and workforce trends, and progress on key public policy issues at the local, metropolitan and state levels are also tracked to determine how MCTC can best meet education and training needs in the Twin Cities. Examples in include:

- MCTC's *Power of YOU* program was developed in response to a 2004 St. Paul Citizen's League Report that stated "only 3 percent of Minnesota's African American and American Indian 9th graders, and 5 percent of Latino 9th graders, are projected to complete a bachelor's degree before they are 25 years old."
- Based on a quarterly Employee Needs Matrix report, MCTC decided to bring healthcare coursework to clients at Project for Pride in Living's Learning Center; students completing this coursework gain the potential for employment in area hospitals.

Once a stakeholder need is identified and a partnership is created, the College formalizes expectations, responsibilities, shared resources, assessment measures, curriculum, staffing, and space and equipment needs through a written agreement between partners and the College.

3P4 Building Relationships with Key Stakeholders. Stakeholder relationships have been critical to MCTC's ability to expand educational services in the community. Faculty and staff partnerships with community-based agencies, employers, high school administrators

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

and counselors, and business and community leaders have resulted in internships, service learning opportunities, onsite courses and office hours at business and nonprofit sites, as well as funds for scholarship programs.

To build relationships with high schools, businesses and community stakeholders, the College has dedicated staff time and services to extend outreach into multicultural communities, expanded its capacity to offer college-readiness support in the high schools, and provided additional coursework at business and community sites. More information about this effort is available in Category Two: *Other Distinctive Objectives*.

In the high schools, a "Student Success Pathway" connects MCTC staff and instructors with high school principals, teachers and counselors in a multi-faceted effort focused on college readiness, transition to college, and retention support (see "MCTC Student Success Pathway" diagram, Figure 3-2).

MCTC has also developed relationships through a weekly presence at several multicultural community locations. Academic advising, placement testing and credit and non-credit courses are offered at the following locations:

- NorthPoint Health and Wellness Center (2005-present)
- Lake Street Business and Career Center (2005-2006)
- Project for Pride in Living Learning Center (2006-present)
- The American Indian Opportunities Industrialization Center (2007)

MCTC maintains relationships with staff at business and community sites by meeting regularly to review recruitment strategies, placement testing scores, course enrollments, course retention and completion outcomes, and to discuss workforce needs. At the end of each term, partners determine whether expectations and outcomes are being met and whether additional resources are needed to continue or expand offerings.

College supporters are recognized at partnership breakfasts and student recognition events held each term. Staff provides College updates, answers questions and shares student success stories at the events. For additional

information about stakeholder connections, see Category Nine: *Building Collaborative Relationships*.

AQIP Category Three: Understanding Students' and Other Stakeholders' Needs

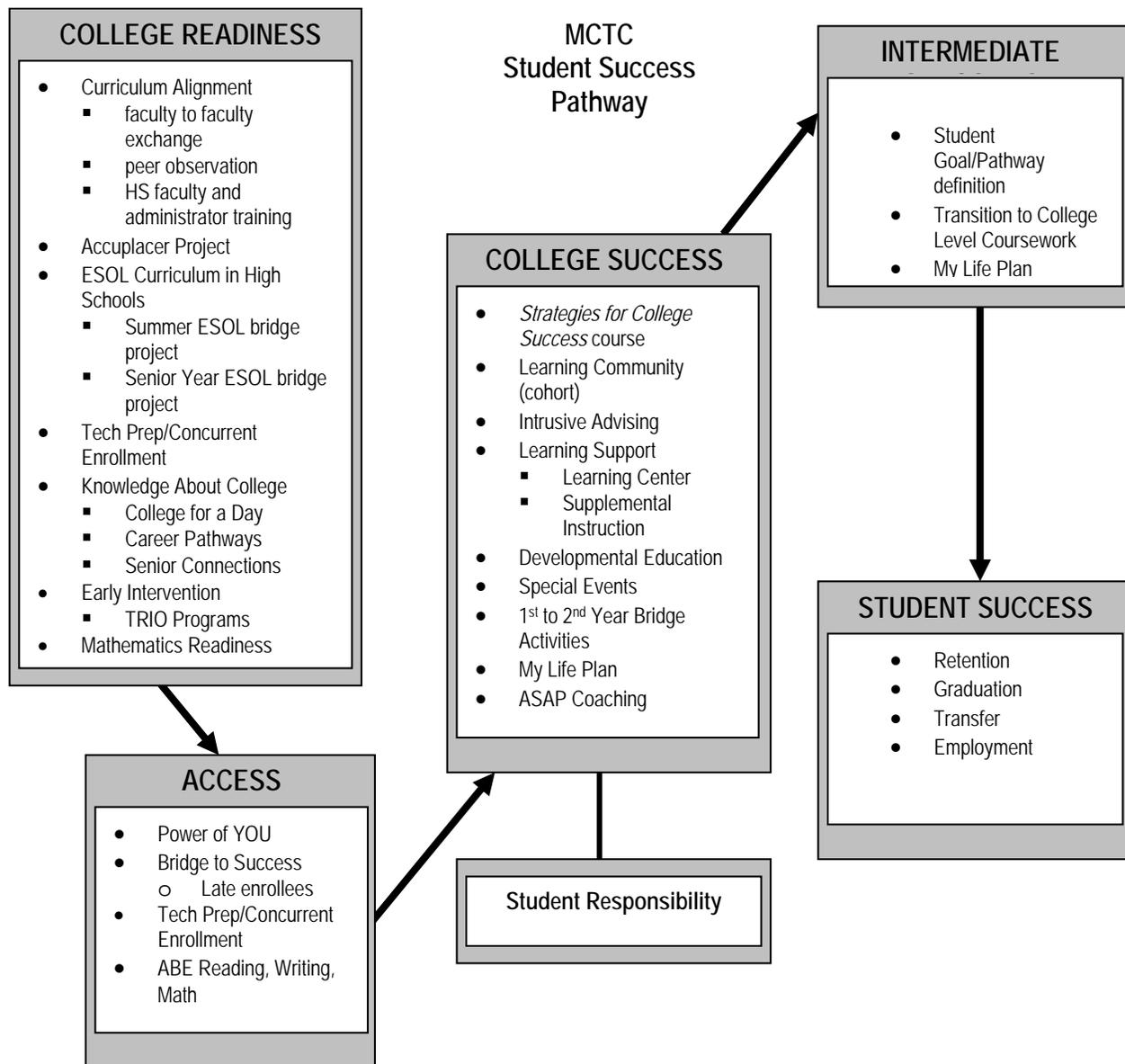


Figure 3-2: Student Success Pathway

3P5 Assessing New Relationships with Student and Stakeholder Groups. As outlined in Category Nine: *Building Collaborative Relationships*, the College establishes new relationships “based on community need and potential partners’ capacity to co-facilitate a program.”

MCTC makes decisions to expand educational offerings and services to new stakeholders based on the College’s mission, vision and Strategic Plan goals. If stakeholder needs align with these goals, the College works with a

business, school or community organization to identify space, staffing, curriculum, equipment, additional funding, and employment outcomes.

3P6 Complaints. Students may submit a *Student Concern Form* to voice concerns that have not been resolved through discussion with the person(s) involved. Deans and directors work with instructors, staff and students to resolve complaints in a timely manner. The academic deans handle academic concerns, and the student affairs director or dean of the department involved handles non-academic student conflicts. Students receive decisions in

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

writing or by phone, as appropriate. Records of student complaints and their outcomes are centrally retained in the Academic Affairs Office.

Complaints associated with student conduct are handled by MCTC's Judicial Affairs Officer (JAO), who meets with students regarding violation of College policies. The JAO also serves as a resource to College departments in matters concerning due process issues related to student conduct/discipline; and responds to faculty, staff, student, and/or parent concerns regarding the Student Code of Conduct. Students and stakeholders who wish to file complaints or reports regarding student conduct may complete forms online or contact the JAO by phone. The JAO continues the process by following the Student Code of Conduct.

Complaints of discrimination or harassment are investigated and resolved through MCTC's Office of Legal Affairs.

3P7 Measuring Student Satisfaction. For the last three years, student satisfaction has been identified primarily through information shared during advising contacts, instructor performance reviews, recruitment events, College visits by prospective students, class discussions and direct customer service contacts.

The most formal evaluation of student satisfaction was a 2004 ACT Student Opinion Survey administered to 2,000 day and evening students in liberal arts and occupational programs (see section 3R1).

The same ACT survey was administered in Spring 2007 with the Community College Survey

of Student Engagement (CCSSE), to measure how College practices and student behaviors correlate with student learning and retention.

A Student Life Survey will accompany the CCSSE to identify programming, clubs and events that meet students' needs outside the classroom.

RESULTS (R)

3R1 Student Satisfaction. Students taking the 2004 ACT Student Opinion Survey were asked to indicate whether they used specific services within the last year, and to rate their satisfaction with services used. Services are considered "thriving," "sustaining" or "vulnerable", based on the numbers of users, the percentage of users who rated, and the satisfaction ratio of users who rated the service. Students rated their satisfaction with 44 specific aspects of campus life. A rating of at least 75 percent "satisfied" or "very satisfied" was required to earn a "thriving" status. Results of the survey are presented in Figure 3-3:

Taking into consideration that the survey was conducted during a time when student services offices were undergoing extensive relocation and remodeling, student services staff undertook to improve processes and communication and to increase opportunities for personal interaction with students. Improvements included:

- Relocating key student services to one floor of the Technical Building and opening a new "one-stop" Student Services Center (admissions, financial aid, registration)

Thriving	Sustaining	Vulnerable
Library Services	Academic Advising	Career Planning and Job Placement*
Tutoring Services	Personal Counseling	Student Employment
Academic Program Rigor	Financial Aid Services	Food Services
Class Size	Bookstore	Recreation/ Intramurals
Course variety and content	Enrollment/ Business Services	Parking
Quality of Instruction	College Publications	Student Government
Instructor Attitudes	Racial Harmony	Athletic Facilities
Classroom facilities	Student Center	Academic Progress Policies
Study Areas	Campus Safety	Student Voice in Policies
Buildings, Grounds	Student Conduct Rules	Use of Student Activity Fees
Social and Cultural Activities	Orientation to MCTC	Credit By Exam
Computer Services	Instructor Accessibility	Available Student Housing**

Figure 3-3: Results of 2004 ACT Student Opinion Survey

*Service temporarily suspended due to staffing cuts; ** MCTC is not a residential campus

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

- Increasing counseling and advising walk-in times and scheduling academic advisors in the Testing Center to meet with students immediately after placement testing
- Offering weekly financial aid help sessions to provide assistance with the FAFSA application
- Implementing the Degree Audit Record System (DARS) and Course Applicability System (CAS), and adding a second transcript evaluator to the Records staff to streamline the transfer credit evaluation process
- Implementing online tuition payment and book purchasing services
- Implementing computerized testing for ESOL students (more flexibility and immediate availability of test results)
- Developing a “universal design” model for the classroom to better serve students with disabilities
- Revamping the College website for easier navigation and access to more forms online
- Expanding Student Life program offerings by 20% since 2004

3R2 Building Student Relationships.

MCTC’s efforts to improve services, streamline processes and increase personal communication and support for students is evident in steady increases in enrollment rates since FY04:

	Headcount Change	FYE Change
FY2004	-2.29%	-2.17%
FY2005	-3.82%	-4.11%
FY2006	6.76%	6.74%
FY2007	9.0%	7.11%

Figure 3-4: FY04 –FY07 Enrollment Change

Retention rates also increased for first term students and for the broader student population.

	# in cohort	First Spring	Second Fall
Fall 2003	2,744	60.4%	32.7%
Fall 2004	2,411	64.2%	35.5%
Fall 2005	2,804	65.5%	38.6%

Figure 3-5: Fall Entering Cohort Retention Rates

	Head count	First Spring	Second Fall
Fall 2003	932	58.8%	33.3%
Fall 2004	752	66.1%	38.4%
Fall 2005	1,079	62.8	36.7%

Figure 3-6: Retention Comparison - Students of Color

After an enrollment increase for students of color was followed by a decrease in retention, MCTC responded by:

- Hiring a Director of Multicultural Student Success and an additional Native American advisor to expand programming and retention support for students of color
- Offering additional “Strategies for College Success” class sections targeted to the needs of English as a Second Language Learners (ESOL)
- Offering noncredit and credit courses and advising office hours at sites in the Latino, Native American and African American communities.
- Forming the Multicultural Education Environment Team (M.E.E.T) to bring faculty, staff and students together to discuss multicultural perspectives.

Further retention support through the *Bridge to Success*, *Power of YOU* and Academic Success Action Plan (ASAP) programs yielded the following results:

- The *Bridge to Success* program has maintained a Fall-to-Fall retention rate of 66% and a term-to-term retention rate averaging 65%. This exceeds the original target of 60% outlined in the MnSCU Underrepresented Student Grant proposal submitted for program funding.
- In the *Power of YOU* program's first Fall term, 58% of 234 students met Satisfactory Academic Progress requirements (G.P.A. and completion rate) and 88% re-registered for the Spring term.
- In its pilot term (Fall 2006), the ASAP program recorded a 57% Fall-to-Spring term retention rate for students on conditional probation after academic suspension. This rate falls slightly below the initial 60% target set, but significantly above the overall College retention rate of 38.6%.

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

Results in building stronger connections with students are also measured through:

- Student use of *RightNow*, a website feature that provides answers to students' most frequently-asked questions around the clock. After three months, more than 1,000 answers to questions have been accessed monthly through *RightNow*
- Participation by 2,100 students in MCTC's first Student Success Day event in April 2007. Feedback from surveys during and after the event will shape programming to better meet students' needs next year

3R3 Stakeholder Satisfaction. MCTC solicited impressions about the College and its role in the community from students, parents, community supporters, high school counselors, College Foundation Board members and elected officials during a College Naming Study conducted by Satisfactory Management Systems (March 2006). Results from eight focus groups indicated that stakeholders appreciate MCTC's diversity, downtown urban location, comprehensive liberal arts and occupational program offerings, overall inclusiveness and service to the community. Employee satisfaction results collected from the MCTC Campus Quality Survey are presented in Category Four: *Valuing People*.

A 2005 "Map It" survey evaluating employee and student perceptions about MCTC's efforts to support multiculturalism on campus yielded the following results for those surveyed:

- 94% of employees and students believe MCTC's mission makes a commitment to access for a diverse student population.
- 54% of employees believe the College's workforce is not appropriately diverse to serve a diverse student body. 94% of employees and 86% of students believe MCTC attempts to recruit and retain a diverse student body.
- 93% of employees and 95% of students believe MCTC supports higher education for students from all cultural groups.
- 92% of employees and 81% of students have never or almost never experienced discrimination at MCTC.
- 91% of employees believe discrimination never or almost never hinders their opportunities to participate fully at MCTC.

3R4 Building Key Stakeholder Relationships. MCTC has strengthened stakeholder relationships by continually expanding opportunities for business and community supporters to participate in College programs and connect with students, faculty and staff. Results include:

- Community participation continues to increase each year in partnerships meetings, student recognition events, Career Fairs, Open Houses, employer advisory committee meetings, MCTC Foundation Board meetings, focus groups and major College-sponsored multicultural events (such as Martin Luther King, Jr. Tribute, LatinoFest, Powwow).
- MCTC has tripled its off-campus course offerings, advising staff hours and placement testing sessions offered at schools, businesses and community-based sites in the last three years.
- Employers hired 85% of the 563 graduates available for employment from the Class of 2004-2005.
- Scholarship contributions from donors working through the Office for College Advancement have more than doubled in the past three years.

For additional results from building stakeholder connections, see Category Nine: *Building Collaborative Relationships*.

3R5 Comparative Results. The ACT Student Opinion Survey is a nationally normed survey instrument which MCTC uses to evaluate its student services in comparison to other two-year colleges. Students rate college services on a scale from 1 to 5, with 5 indicating that they are very satisfied with a specific service that they have used and 1 indicating that they are very unsatisfied. This survey was administered in 2003, 2004, 2005 and in 2007. The most recent results currently available are from 2005 and are outlined in Figure 3-7 below.

AQIP Category Three: *Understanding Students' and Other Stakeholders' Needs*

Category	MCTC Results	Average All 2-year Colleges
Veterans Center	4.38	4.06
Library/Learning Resource Center	4.29	4.24
Computer Services	4.23	4.25
Cultural Programs and Services	4.08	4.12
College Tutorial Services	4.05	4.12
College Social Activities	3.95	4.04
Financial Aid Services	3.92	4.02
Recreational/Intramural	3.92	4.06
Personal Counseling	3.90	3.96
College Orientation	3.79	3.90
Academic Advising	3.69	3.89
Parking Facilities	3.68	3.31
Credit by Exam	3.68	3.93
Career Planning	3.57	3.95
Student Employment Services	3.50	3.98
Student Health Services	3.42	4.04
Cafeteria/Food Services	3.28	3.67
Job Placement	3.14	3.70

Figure 3-7: 2005 ACT Student Opinion Survey Results - Comparative

IMPROVEMENT (I)

311 Improving Understanding

Stakeholder Needs. To maintain momentum in meeting the needs of students, community supporters, employers and employees, MCTC continually identifies opportunities for improvement campus-wide to enable College departments to improve systems and processes for understanding these stakeholder needs. Figure 3-8 shows the framework for this ongoing process:

1. Set goals and outcomes aligned with stakeholder requirements and expectations and the College's Strategic Plan.
2. Monitor progress through frequent and varied communication with stakeholders.
3. Identify patterns that indicate improvement is needed in policies, procedures, services, programs.
4. Prioritize changes/improvements needed.
5. Determine actions; identify collaborations needed both on and off campus.
6. Identify additional resources (if needed).
7. Communicate major changes/improvements to stakeholders, leadership, impacted offices and staff as appropriate, and the campus community.

Figure 3-8: Improving Understanding of Student and Stakeholder Needs

312 Setting Improvement Targets. MCTC determines targets for major improvements through a data review and planning process tied closely to budget development. Staff from the Office of Finance and Operations and the Office of Institutional Research, Strategic Planning and Accountability, meet with key leadership groups to introduce and coordinate these two processes early in each budgeting cycle. Supervisors work with their faculty and staff to identify and prioritize improvements, identify measures and set targets to be included in departmental work plans. Supervisors then enter this information into the College's Strategic Planning tool and ultimately into the Budget Management System if additional resources are needed.

Current improvement targets for retention and enrollment are tied closely to strategic outcomes submitted by MCTC to the MnSCU Office of the Chancellor for FY07-FY11. Targets also correspond to commitments made in grant proposals for program funding.

Targets for, and measures of, major initiatives and improvements are communicated through the Institutional Dashboard, which is being developed for display on the College website.

CONTEXT FOR ANALYSIS (C)

4C1 Organization. MCTC's work systems are organized so that the work environment, work activities, and job classifications strengthen the focus on student learning and development. Current activities, as described in Category One: *Helping Students Learn*, include: student access, program development and evaluation, curriculum development and evaluation, instructional delivery, and professional development activities.

MCTC's work system is based on the assumption that a decision-making process that expects an open flow of information, diverse involvement, mutual respect, and collective deliberations will advance the interests of the College in meeting students' needs. The work environment integrates faculty and staff in different departments through a shared governance model that includes a collaborative set of committees and other cross functional structures at all levels. The principles of this model are intended to assure that all members of the College community have a seat at the table.

As students' needs evolve, the College's work environment and activities adapt. MCTC utilizes a job audit process as part of the State of Minnesota's robust job classification system. As management adds and removes responsibilities, programs or initiatives of the College change, or the College structure changes, the job audit process is used to review and determine the appropriate classifications for job positions. Positions at comparable levels that require similar knowledge, skills and abilities are grouped into a single classification. Classifications at different levels, but which require the same types of knowledge skills and abilities, are grouped into classification series.

4C2 Key Institutional and Geographic Factors. The key institutional and geographic factors that determine how MCTC addresses the work environment and job classifications include the College's overall mission to provide access to educational opportunity, its high-demand urban location, collective bargaining agreements, collegiate-management relations, and MCTC's affiliation with the Minnesota State College and Universities (MnSCU) system.

Because of the importance of MCTC's mission to many of its civic partners, the College's central, urban location both shapes its mission and also provides better opportunity to fulfill its mission. (For more information on civic partnerships, see Category Nine: *Building Collaborative Relationships*.) MCTC is located in the heart of downtown Minneapolis. Adjacent to Loring Park, ample green spaces and walking paths are available for students and employees, as well as opportunities for a variety of extracurricular activities.

Given this desirable location and the College's commitment to underserved, urban students, MCTC is attractive to many qualified candidates who are excited about the opportunity for employment in this richly diverse environment. The College has, however, recently experienced challenges in recruiting and retaining employees, especially in the areas of information technology, institutional research, and administration of student and academic affairs. These difficulties arise as a result of MCTC's position within the larger state college system. Job classifications, determined by MnSCU, sometimes do not match the skill levels needed for the actual work at MCTC. Salary ranges are also determined by the state system and the constraints of the state budget. As a result, salaries at MCTC sometimes compare unfavorably to those offered in the corporate world and at other colleges and universities across the nation.

All MCTC employees are represented by a collective bargaining agreement or plan. The College's President, together with Human Resources staff and members of the President's Cabinet, hold monthly meetings with each union group to address any concerns or issues that have arisen with the employees or the work environment. In addition to sharing concerns, administrators use these meetings to consult with employee groups regarding proposed changes to policy, procedure, or College-wide planning. These meetings facilitate communication and conflict management, and provide opportunities to consult with employees on initiatives which have institution-wide impact. Human Resources staff members also meet with union leaders from AFSCME, the largest union local, to provide even greater amount of

AQIP Category Four: Valuing People

communication and review of procedures. This unique relationship between administration and the unions is a key institutional factor which impacts the work environment.

Because MCTC is part of a large state-wide system, the College offers an array of benefits, such as tuition waiver to employees and employee dependents, pre-tax expense programs, group health and dental benefits, and merit awards for outstanding performance for a number of bargaining units.

Part-time employment opportunities at MCTC provide flexibility to expand service delivery to students by increasing hours of operation and courses offered. Both full- and part-time faculty members receive a faculty handbook which provides important information about the College and access to needed resources. Part-time instructors participate in orientation sessions and professional development activities. While MCTC increased the number of full-time faculty in FY 2006, approximately 150 faculty members teach part-time each semester. Many of MCTC's part-time faculty members have been with the College for many years and prefer a less demanding work schedule, while other part-time instructors hold positions in their respective fields in addition to teaching. Part-time instructors must meet the same skills and credentials requirements as full-time faculty.

Approximately 300 student workers are employed throughout the year, paid through the federal work study, state work study and institution-funded work study funds. Students provide additional flexible part-time employment in a variety of positions across the College. Student employees also perform valuable jobs at the College, while obtaining job-related skills in laboratories, library, computer labs and student support areas.

4C3 Demographic Trends and Resource Needs. One of the most significant trends MCTC analyzes is the current demographics of its student population. The College has embraced the understanding that one of the most important factors to which it should respond is the diversity of the student body; the College workforce should be reflective of that diversity.

The College Affirmative Action plan addresses MCTC's initiatives to ensure that its employment practices continue to increase diversity, an

identified strategic direction of the College. MCTC's policy is to actively pursue equal employment practices during all phases of the employment process. In that spirit, MCTC continues to seek opportunities to maximize the selection and retention of employees in protected groups by:

- active and aggressive recruitment of protected group applicants
- affirmative action training for employees, with an emphasis on those serving on hiring committees
- support for affirmative measures to retain employees from protected groups

MCTC is not alone in this effort. The College's Chief Human Resources Officer serves on the MnSCU-wide Staff and Leadership Development Steering Committee. The committee is currently creating a workforce planning model to help campuses understand the demographics of their employee population to aid in establishing strategic development activities and staffing patterns.

Additional demographics analyzed in looking at projected workforce needs include statistical data released by the State Demographer; U.S. Census data; and campus personnel data, including retirement eligibility for current staff.

4C4 Key Training Initiatives. The College ensures continual faculty and staff training and development through a variety of programs and opportunities, including:

- tuition waiver
- departmental funding for professional development
- faculty sabbaticals
- employee recognition events and awards
- Departmental Training & Development Program
- Institutional Training & Development
- Specialized training for faculty to improve D2L skills
- New employee orientation, which includes a segment on ethical conduct
- Supervisory core training
- Center for Teaching & Learning
- Comprehensive Safety Training Program

As a result of the College's AQIP Action Project, MCTC's staff development committee has been instrumental in developing systematic programming to address comprehensive training and development for all employees. The

AQIP Category Four: Valuing People

committee has focused on employee, department, and institution-wide training and development programs. Additionally, the team has focused emphasis on performance appraisal monitoring and development of a new tool for performance management, including individual development plans for staff.

Full time faculty members have six contractual days of in-service development each year. These days are dedicated to institution-wide training on such topics as assessment of student learning, faculty development such as teaching circles, and assessing the implementation of new policies such as Last Date of Attendance.

MCTC also hosts state-wide conferences that focus on faculty training and development, such as Realizing Student Potential and the annual conference dedicated to English as a Second Language.

PROCESSES (P)

4P1 Hiring Procedures and Standards.

MCTC seeks to hire and retain the most qualified individuals for its employee base by first identifying the specific credentials and skills required for each position based on bargaining agreement requirements. The College's hiring processes are systematic and are designed to ensure that new hires possess the necessary qualifications for their positions.

Required credentials and skills for faculty and staff openings are identified when the job

posting is developed. Units request permission to hire new positions by identifying curricular or development needs, along with justification, for approval by the President's Cabinet.

The College has a new credentialing policy. In 2006, the College adopted a MnSCU-mandated credentialing policy that assures that all faculty members working in the system meet system-established minimum qualifications.

The associated procedure assures faculty compliance with continuing education requirements through an individual professional development plan which follows timelines and criteria specified in the College's professional development policy. Each faculty member's professional development plan identifies activities and/or strategies to be used to maintain currency in his or her credential field(s) and in teaching and learning skills; and the plan may include activities that go beyond maintaining currency. The plan is developed by the faculty member in consultation with his or her supervisor, and addresses specific objectives and expected outcomes.

4P2 Recruiting, Hiring, and Retaining Personnel.

MCTC seeks to recruit, hire and retain high caliber, qualified individuals for its employee base through the use of a systematic approach. The search and hiring process is intended to be flexible so as to provide supervisors the ability to recruit, screen and select suitable candidates and form effective work groups within a division or unit (Figure 4-1).

Stages	Strategies	Task
Pre-Planning	Ongoing College, Division, or Department Planning	<ul style="list-style-type: none"> ▪ Update organizational charts
Planning Search	Develop Recruitment Plan	<ul style="list-style-type: none"> ▪ Form search committee ▪ Create timeline ▪ Develop position description and advertisement ▪ Develop selection criteria
Initiate	Advertising Process	<ul style="list-style-type: none"> ▪ Place ads and network ▪ Receive applications ▪ Respond to applications
Search	Screening Process	<ul style="list-style-type: none"> ▪ Submit applicant pool for certification ▪ Use selection tools/criteria to screen and interview applicants ▪ Make offer
Hire and Retain	Orientation Performance Management Professional Development and Training Compensation and Benefits	<ul style="list-style-type: none"> ▪ Position descriptions ▪ Performance evaluations ▪ Individual development plans ▪ Merit Awards ▪ President's Excellence in Teaching and Outstanding Service Awards ▪ Employee recognition event

Figure 4-1: Employee Search and Hiring Process

AQIP Category Four: Valuing People

Search committees have the primary responsibility to develop a qualified, diverse applicant pool; to screen the pool based on the requirements of the position; and to interview and to recommend qualified candidates to the President. MCTC's search committees are composed of staff members familiar with the position to be filled and key stakeholders.

Depending on the classification of the position being searched, the search committee may include a direct supervisor or administrator who serves as chair, union representation, and faculty and student representation.

It is the task of the Search Committee to publicize a position in a manner that will bring it to the attention of a large number of potential candidates, including women, minorities, and persons with disabilities and to identify and recruit qualified candidates from those groups where underutilization has been identified.

The Affirmative Action Officer is part of the approval process during all stages of the hire, serving as a resource, ensuring compliance with state and federal non-discrimination laws, and coordinating state-mandated data management. (See 4C3 for a description of Affirmative Action policy and plan related to College employee diversification.) The director of Legal Affairs is MCTC's designated Affirmative Action Officer. Search committee chairs must submit a roster of the committee members to the Affirmative Action Officer before any official action is taken toward the search. The Affirmative Action officer reviews the composition of the search committee to ensure that diverse interests are represented and responds by either approving the make-up of the committee or recommending changes to incorporate diverse interests.

The Search Committee chair, in cooperation with the appropriate supervisor and the Human Resources Office, develops an affirmative action recruitment plan that outlines the recruitment strategies to be employed during the search. The Affirmative Action Officer attends the first meeting of the search committee in order to explain the philosophy of affirmative action, the recruitment process, the applicable laws and regulations governing the search process, and the role of the Affirmative Action Officer.

The supervisor prepares a Notice of Vacancy, which is then reviewed by the Human

Resources Office prior to the placement of advertisements in local or national publications.

Recruitment methods include dissemination of the Notice of Vacancy via direct mailing to interested applicants, web postings, local and regional newspapers, trade journals, posting at other agencies, professional association listings (including those that target specific minorities), and advertisements in the Chronicle of Higher Education and Higher Education Jobs Online. These last two venues provide the best opportunities for a large and diverse candidate pool. Funds have recently become available to provide interviewing expenses for candidates, allowing the College to expand its search for applicants to a greater geographical range.

For all new employees, MCTC holds orientation sessions covering campus safety, employee benefits, parking, College ethics, campus auxiliaries, campus policies, and business services.

Because of budgetary constraints, the College reviews each personnel change carefully to ensure balance of resources. When changes in personnel are anticipated through retirement or program attrition, the College takes a broad view of the division in which the position is located and determines whether current needs merit replacement, redefinition, or reallocation.

4P3 Fostering Communications, Cooperation, Performance, and Ethics.

MCTC's work processes and activities achieve effective communication, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing through cross functional participation in committees and shared governance; an effective, informative College website; and opportunities for broad-based employee input and information sharing.

Staff meetings, division meetings, and All-College meetings represent the primary avenue for conveying priorities and soliciting feedback from the College community. Opening day activities for faculty and staff are held each Fall and are designed to engage the campus via breakout sessions focused on issues of College-wide significance such as co-location, AQIP initiatives, multiculturalism, and College brand identification. Input received from staff and faculty is incorporated into College planning and decision making.

AQIP Category Four: Valuing People

The MCTC website supports College-wide communication of information about policies, procedures, reporting, and other initiatives with College-wide impact such as new programs, co-location activities, and the *Power of YOU*.

Best practices are shared among MnSCU institutions for continuous improvement through user groups, steering committees, and training programs. Examples of effective practices that are shared between institutions include the Finance User Group, the Metropolitan Alliance for Chief Financial Officers, Chief Academic Officers, institutional researchers, and Continuing Education and Customized Training.

Ethics training is part of all new employee orientation. MCTC is reviewed annually by an external audit firm for financial integrity, which also addresses whether sufficient controls exist to detect fraud, theft and other dishonest acts.

4P4 Professional Development. As indicated in 4C4, the College offers multiple employee development opportunities, as well as requiring ongoing training and credential currency, as appropriate. The staff development program objectives are:

- To provide a quality program of employee initiated, continuous, and comprehensive development for all non-faculty employees.
- To provide for individuals' professional needs.
- To increase employee satisfaction and engagement.
- To improve job performance and productivity.
- To promote opportunities for lifelong learning.

The Staff Development Committee, an AQIP initiative, is responsible for ensuring that comprehensive training and development is available for all College employees in order to increase overall employee satisfaction. Since its inception in 2004, the Committee has developed three training and development programs/initiatives:

- Individual Staff Development Funds are available to provide for each staff member's unique professional growth, improve the College as an organization, improve service to the College's clientele, and improve staff retention. This program is employee-driven and empowers staff members to identify a development area of their own choosing.

- Department Development & Training encourages supervisors to develop a three-year plan for training and development in their area. Supervisors receive resources to offer training at the departmental level that fits within the identified three-year plan. The plan must include all members of the department.
- The Strategic Plan for institution-wide training and development focuses on ensuring progressive pedagogy, customer service training, training that advances the College's Strategic Plan, and incorporation of feedback, results and improvement in training and development.

Faculty development is a contractual program through which each faculty member is provided funds for professional development. As discussed in 1P9, the Center for Teaching and Learning promotes and supports collaborative professional development for College faculty in order to improve student learning. The CTL supports the development of faculty learning communities by enhancing professional development opportunities. Programs are available for interdisciplinary groupings of faculty, and disciplinary meetings.

College administrators may propose to participate in professional development through the Administrator Development Program. Proposals include a description of the project or activity, the rationale as to benefit, and the estimated cost. These proposals are considered apart from conferences or workshops that administrators typically include in the annual budget and planning cycle. One-to-three administrator development programs are funded annually. Recent administrators' professional development activities have included participation in the Harvard Institutes for Educational Leadership and the Luoma Academy.

Besides having optional professional development opportunities, each supervisor is required to attend supervisory training. Typical topics may include:

- Assuming Your New Role: Skills for Effective Leadership
- Myers Briggs Type Indicator (MBTI)
- Affirmative Action and Equal Employment Opportunities
- Integrating ADA and Employment Practices
- Toward A More Healthy Workplace

AQIP Category Four: Valuing People

- Labor Contracts: What Supervisors Need To Know
- Ethics In State Government
- The Challenge of Managing and Working with Human Behavior
- Hiring Process
- Interviewing Savvy for Supervisors
- Performance Appraisals
- Supervisor as Coach
- Discipline and Grievances
- Managing Leaves
- Employee Motivation and Recognition
- State Drug and Alcohol Policy
- Preventing Harassment
- Discrimination in the Workplace

The College closes service offices and provides release time for employees to attend training and development opportunities.

4P5 Determining Training Needs. A MnSCU system-wide steering committee conducted a needs assessment in FY05 to establish a baseline and develop a comprehensive plan for addressing the training and development needs of the diverse staffs across the state. MCTC included institution-specific questions regarding the training and development needs of its employees, and results are used for the annual institutional planning process and individual departmental training and development planning.

In addition, through the Staff Development Program, all employees identify training and development activities based on their own professional development plans. Through the Departmental Training and Development Program, departments articulate a three-year development plan based on employee input, departmental planning retreats, departmental employee input/planning sessions, specific training gaps, campus climate survey results and the strategic developmental direction of the department.

Specific faculty training needs are evaluated and tied directly to student learning through the Center for Teaching and Learning.

4P6 Evaluating Personnel. The College implemented a new performance management process in December 2006. A cornerstone of the process is an effective performance appraisal tool. Additionally, effective training of College personnel is necessary to ensure the

most robust process possible. All staff members have attended training which focused on:

- Employee Development Plans
- Continuous Feedback
- Increased communication among staff and supervisors
- Employee Performance Excellence
- Clarifying Expectations – for both staff and supervisors
- Position descriptions

The new performance appraisal tool has a focus on competencies as well as responsibilities. This provides an opportunity for both supervisors and employees to reflect on employee performance in a new way, in that it addresses how the employee performs as well what the employee has accomplished. The key competencies identified align both with helping students learn and accomplishing other distinctive objectives of the College, including: customer relations/service, adaptability, initiative, mutual respect and ethics, reliability, teamwork, safety and security, communications, and creativity. The performance appraisal is based on a reflection of specific goals set by the employee and supervisor during the prior year. This will significantly improve the College's focus on results-oriented action steps which further the College's Strategic Plan and institution-wide objectives.

4P7 Supporting Personnel and Recognizing Achievement. Every year the College hosts a large employee recognition event, which is among the institution's "signature" events, and is widely attended. A committee plans the event for the purpose of celebrating employees' accomplishments, years of service, and retirements. The event highlights institutional accomplishments, individual accomplishments and awards for excellence in teaching and outstanding service; and conveys an overall flavor of "appreciation" for a year of great service.

Employee bargaining agreements provide for merit awards for the College's middle management union and professional employees. The awards are based on exceptional service. Employee supervisors nominate eligible employees and the President's Cabinet approves nominations.

Some divisions have more direct and regular employee recognition. For example, the Finance and Operations division hosts quarterly

AQIP Category Four: Valuing People

meetings which include a “Kudos” program. This program is designed for employees to recognize each other for appreciated activities.

4P8 Key Motivational Issues. The College participates in a semi-annual climate survey, which is designed to address the campus climate. Administered to campus staff, administrators and faculty, this survey provides significant feedback from employees regarding how the College is performing. Through the analysis of the climate survey, College leaders are able to identify issues that are of concern to employees. Survey results are presented to the faculty and staff and identified issues are incorporated in annual departmental work plans as appropriate.

4P9 Employee Satisfaction Evaluation. MCTC administered the Campus Quality Survey to its faculty and staff in 1999 – 2002, 2004, and 2005. This survey instrument examines the College’s work environment on the basis of eight major categories:

- Top Management and Leadership Support
- Employee Training and Recognition
- Employee Empowerment and Teamwork
- Strategic Quality Planning
- Quality and Productivity Improvement Results
- Measurement and Analysis
- Customer Focus
- Quality Assurance

In the questionnaire, faculty and staff were given the option to agree or disagree with various positive statements about MCTC. Using a range between 1 (“strongly disagree”) and 5 (“strongly agree”), employees were asked to respond to how they perceived the College to actually be, and also how they felt the College *should* be. The difference between these two responses is measured as a “Performance Gap.”

The Campus Quality Survey evaluates employee satisfaction specifically in the categories of Employee Training and Recognition and Employee Empowerment and Teamwork. Questions seek input regarding improvements in:

- The President’s Office
- Each Division (Finance/Operations, Academic Affairs, and Student Services)
- Union Leadership
- College Reputation
- Resource Allocation
- Attracting High Quality Employees

- Pride in working at MCTC

The results of this survey are then compared to the averages for other four-year and two-year colleges across the country, and integrated into College planning processes.

In 2007, MCTC administered the online Personal Assessment of the College Environment (PACE) climate survey, after previous participant comments and suggestions indicated that the Campus Quality Survey was too time-consuming. The PACE survey is shorter and more user-friendly, but provides analogous data.

Health and safety issues are identified primarily in the Safety Committee meetings. These monthly meetings identify training gaps and opportunities based on incident reports and root cause analysis of safety-related concerns by this cross-functional, union-represented forum.

4P10 Human Resources Measures. The Campus Quality Survey is a comprehensive tool and covers, in addition to employee motivation and satisfaction, a number of questions designed specifically for understanding the degree to which employees feel valued in the organization.

RESULTS (R)

4R1 Valuing People. As a part of MCTC’s Employee Development Action Project, the Staff Development Committee (SDC) implemented several new programs in FY06 based on assessment of individual employees via the Campus Quality Survey and the 2005 MnSCU-wide Staff Development Survey:

- The Departmental Development Program is designed to provide for the unique and professional growth needs of departments, and to improve overall organizational development and services to students.
- The President’s Award Program recognizes outstanding job performance and rewards both faculty and staff with funding for additional development enhancement.
- The Tuition Assistance Program is designed to assist employees with tuition expenses which are incurred while pursuing continuing education.
- The sixteen-week LEAD Academy is designed to develop personal leadership and competencies related to leading

AQIP Category Four: Valuing People

change. The College has identified an institutional intention to grow its own leadership between and among its different employee groups.

In regards to 4P3, 4P4, 4P7, and 4P9, the results of the Campus Quality Survey showed a steady improvement in all eight categories listed in 4P9, and a shrinking of the "Performance Gap" that reflects the difference between employees' realities and their expectations. Progress in the categories related to employee satisfaction is shown in Figure 4-2 through 4-6.

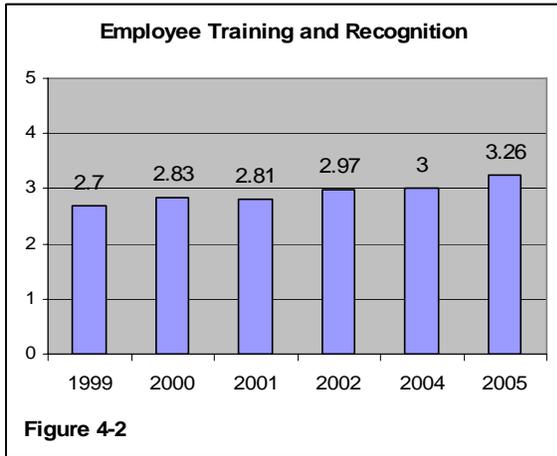


Figure 4-2: Employee Training and Recognition

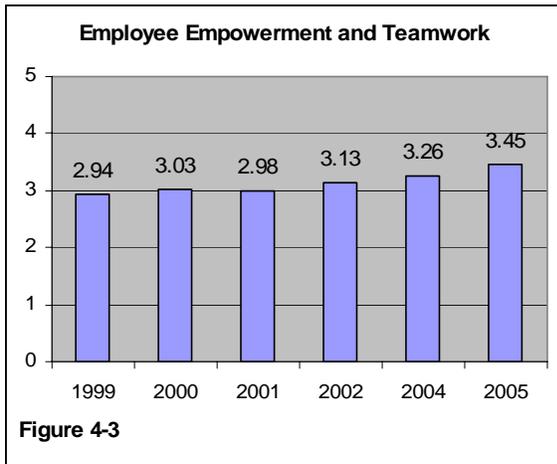


Figure 4-3: Employee Empowerment and Teamwork

In addition to the improvement in results shown in Figures 4-2 and 4-3, there has been a corresponding decrease in the "Performance Gap" between how employees perceive the College to be and how they believe it should be (Figures 4-4 and 4-5).

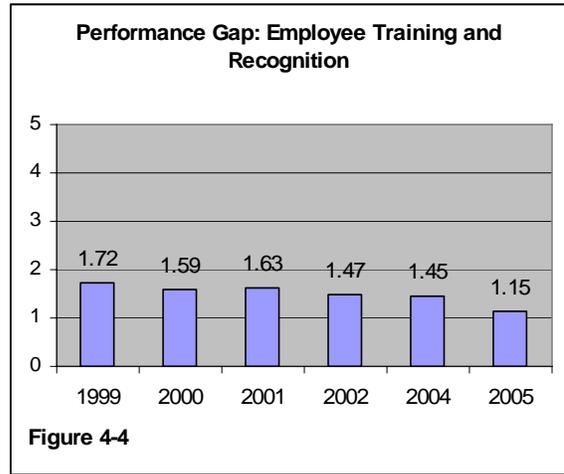


Figure 4-4: Performance Gap – Training and Recognition

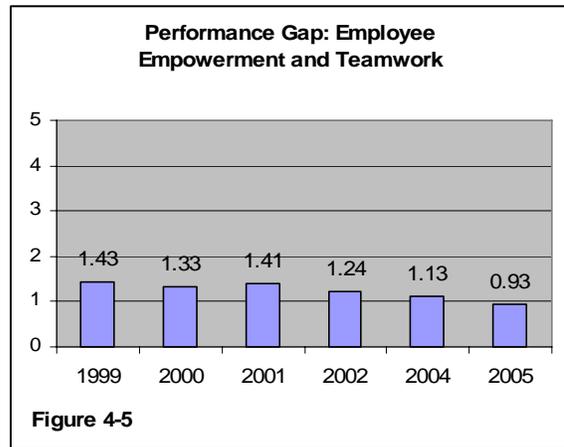


Figure 4-5: Performance Gap – Empowerment and Teamwork

As can be seen in Figure 4-6, overall employee satisfaction has significantly improved 21 percent over the past six years.

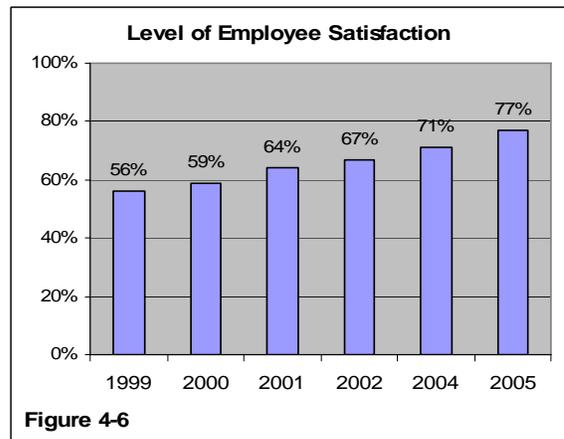


Figure 4-6: Overall Employee Satisfaction 1999-2005

AQIP Category Four: Valuing People

4R2 Human Resources Processes.

MCTC has continued to grow each of its programs designed to value employees by providing robust training and development opportunities. Individual Development Program, Departmental Training and Development Program, as well as institution wide training and development activities have continued to grow in both total investment and total participation.

The new MnSCU credentialing policy (described in 4P1) was adopted in Fall of 2006. In addition, MCTC's Search process (described in 4P2) was redesigned in Fall of 2006, and the new employee performance appraisal process was implemented in December, 2006. Because these processes are new, it is not yet possible to report results for them.

In regards to MCTC's Affirmative Action processes as described in 4P2, MCTC continues to recognize the need to increase diversity among its employees, and progress is being made: the percentage of employees who are people of color has been increasing since 2003, as shown in Figure 4-7.

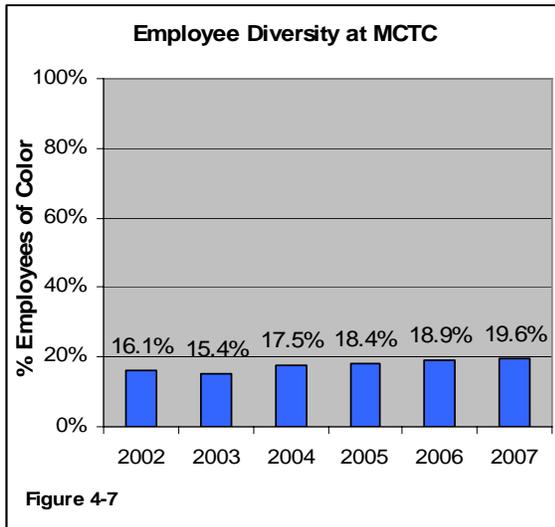


Figure 4-7: Employee Diversity

Figure 4-8 shows the breakdown of different ethnic groups among MCTC employees for 2007.

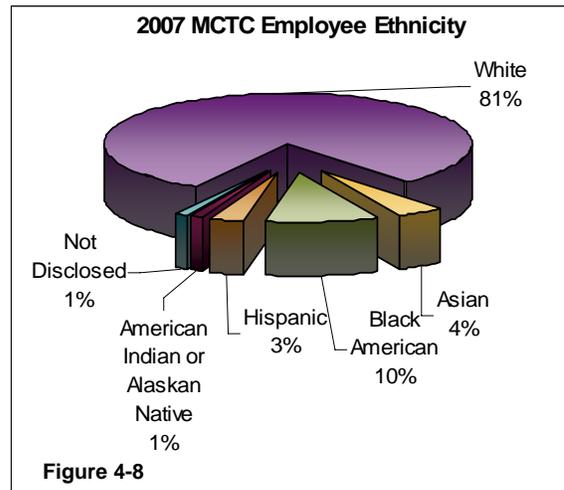


Figure 4-8: Employee Diversity by Ethnicity

4R3 Measuring Productivity and Results.

The results of the Campus Quality Survey show that MCTC's overall results regarding institution quality has significantly improved from the employee's perspective. Figure 4-9 shows the percentage of employees who gave responses of "good" or "excellent" to questions about institutional quality in each of the years that the survey was administered. As evidenced in Figure 4-9, there has been a significant increase (40 percent) in employees' perception of MCTC's quality from 1999 and 2005.

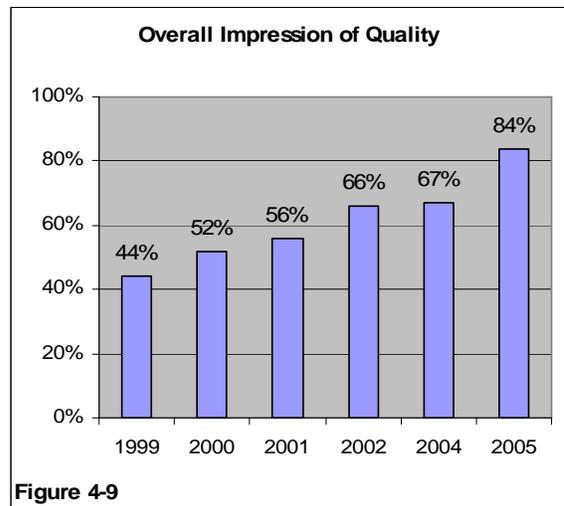


Figure 4-9: Employee Perception of Overall Institutional Quality 1999-2005

AQIP Category Four: Valuing People

Employees' responses in the category of Quality/Productivity Improvement results also became more positive between 1999 and 2005, with the mean response growing from 2.86 to 3.37 (Figure 4-10).

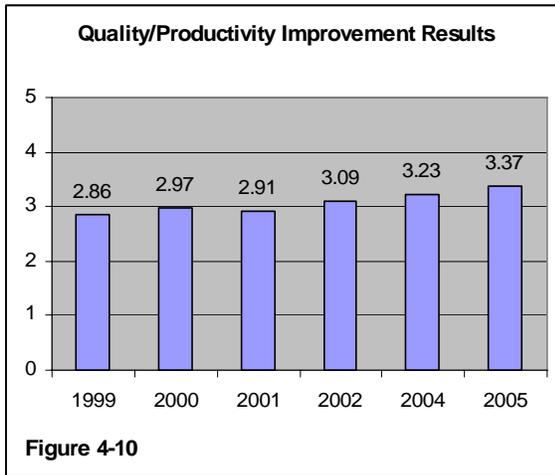
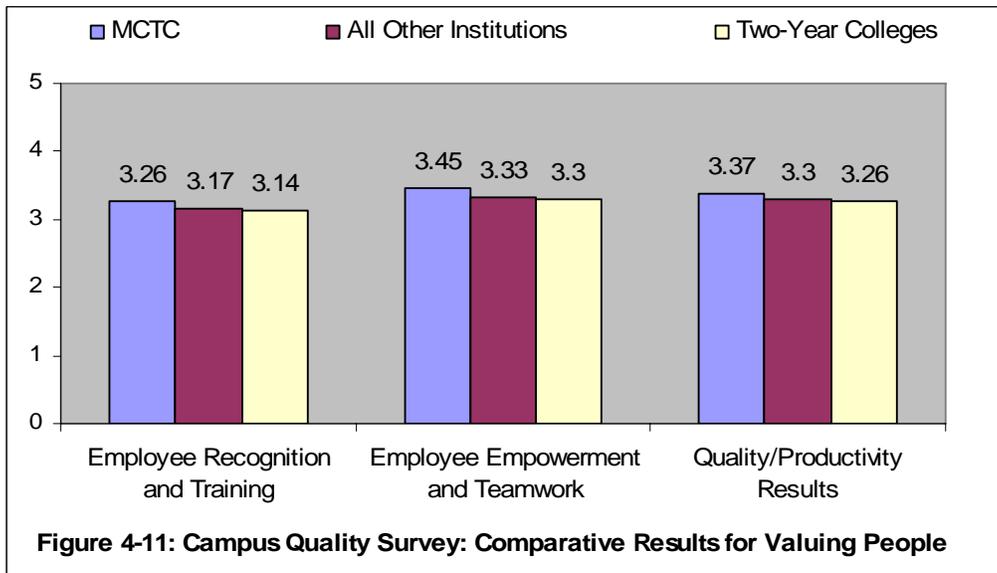


Figure 4-10: Employee Perception of Quality/Productivity Improvement 1999-2005

4R4 Comparative Results. MCTC's results in the Campus Quality Survey are benchmarked against other participating two-year colleges and all other institutions, including four-year universities. In all categories, MCTC's results were above the averages for those two groups. Figure 4-11 shows these comparisons for categories related to employee satisfaction and to measuring productivity.



IMPROVEMENT (I)

4I1 Improving Current Processes. MCTC continues to develop, improve, and implement programming aimed at improving its processes for valuing people. Some current projects are:

- **Diversity Improvement:** In a continuing effort to increase its numbers of faculty and staff who are people of color, MCTC has purchased a membership for advertising with MinnesotaDiversity.com, and will send representatives to the Human Rights Day

conference at the end of the 2006-07 Academic Year.

- **Customer Service Research:** MCTC is in the process of developing a Customer Service Research Program, to be completed by July 2007.
- **Staff Mentoring Program:** This new "buddy program" will be directed towards advising and training new employees. Guidelines are being developed in Spring 2007 after consultation with union leadership.

AQIP Category Five: *Leading and Communicating*

- **Exit Interviews:** MCTC's current process is being re-engineered and will have a web-based delivery system.

412 Communications and Targets for

Improvement. Each year the Staff Development Committee evaluates prior year performance and results, make changes to the programming and makes recommendations to the President's Cabinet for specific targets regarding improvement. The targets identified for 2007 were:

- Improve employee satisfaction by 5% in areas performing below satisfactory standards in FY07.
- 100% of excluded administrators will complete professional development plans.
- 100% compliance of timely employee performance reviews; 25% will incorporate employee development plans.
- 25% of new staff will participate in staff mentoring plan.
- 50% completion of Exit Interviews via a re-engineered comprehensive process designed to provide for retention benchmarking for FY08.

MCTC is currently targeting the interrelationship between employee satisfaction/ engagement and a comprehensive performance management system. Additionally, the College is addressing workforce planning strategies through individual and leadership development planning and programming.

The College communicates results, improvement priorities and strategies to its stakeholders in a number of ways, including all-College meetings, President's Executive Committee, and in division-specific meetings. MCTC also must report results for its stated goals in quarterly reports to the MnSCU Office of the Chancellor. For more information on communication within the College, see Category 5: *Leading and Communicating*.

CONTEXT FOR ANALYSIS (C)

5C1 Leadership and Communications Systems. As described in the Institutional Overview, MCTC operates with a collaborative and collegial communication style. Within the context of the Strategic Plan, faculty and staff receive timely updates and are consulted for input and feedback on College-wide processes and projects.

The Senior Leadership Team oversees College functioning and communication, and provides the vision for setting and implementing the College's values, direction and outcome accountability. Members of the Senior Leadership Team include the following:

Senior Leadership Team
<ul style="list-style-type: none"> • President • Senior Vice President for Academic and Student Affairs • Vice President of Finance and Operations • Vice President for Strategy, Planning and Accountability • Associate Vice President for Academic and Student Affairs • Director of Legal Affairs • Director of the MCTC Foundation

Figure 5-1: Senior Leadership Team

Regular meetings with the leadership of the faculty and staff associations and the Senior Leadership Team foster an environment of openness and exchange, which underscores an atmosphere of inquiry and decision-making. In addition, written communication to the College community is evidenced in formats such as the regular Finance and Operations report, email updates on important College announcements, and the monthly Student News. Periodically, the President conducts "All College Meetings" in order to share important announcements and direction with the College community.

Decision making is shared and reported through meetings of the President's Cabinet, weekly Student Senate meetings, meet-and-confer sessions with bargaining units, meetings of deans and division coordinators, quarterly meetings of the President's Executive Committee, and department and unit weekly and bi-weekly meetings. Organizational charts

showing the leadership structure at MCTC are available in the Appendix.

5C2 Leadership Practices. The Senior Leadership Team, along with the presidents of faculty and staff unions, serves as a system of checks and balances for the alignment of policies, practices and procedures at the College. The Strategic Plan sets the stage for alignment of planning, budgeting and implementation throughout the College. Through the annual planning process, budgeting process, facilities planning process and the IT planning process, the College engages in a systematic approach, seeking input at the ground level for achieving the goals of the Strategic Plan (Figure O-1). MCTC aligns its institutional Strategic Plan with that of the MnSCU strategic plan to ensure that targets and goal attainment are comparable. Regular meetings of the Metropolitan Alliance (see Institutional Overview: O1 *Distinctive Features*) both at the presidential and vice presidential level, allow for dialog among leaders in the Twin Cities metropolitan area. Annual audits by the MnSCU Board office ensure that the College is in compliance with MnSCU policy, state law and federal regulations.

5C3 Institutional Values: Ethics and Equity, Social Responsibilities, and Community Service. MCTC's Senior Management Team, including all deans and some directors, integrates the College's values into all aspects of the College's operations. These values set forth the College's expectations regarding ethics and equity, community service and involvement, and social responsibilities.

Equity for all students is assured by three policies that describe the rights, responsibilities and conduct expectations for students: the Student's Rights and Responsibilities Policy, Equal Education Policy, and Student Code of Conduct. These policies are outlined and explained in new student orientation sessions, judicial affairs review sessions each semester, and through counseling and advising sessions. They are also available on the College website, in the [Student Handbook](#), and in the [College Catalog](#). MCTC's five-year Affirmative Action/Civil Rights Compliance Plan (2005 - 2010) set forth policies

AQIP Category Five: *Leading and Communicating*

and related activities to monitor and encourage improvement in the areas of affirmative action and equal opportunity for staff and students. The Affirmative Action Policy Statement, Equal Opportunity Education and Employment Policy, and Policy Prohibiting Harassment of Employees and Students are distributed to all employees and are also published in the College Catalog, Student Handbook, and Faculty handbook, as well as on the College website. Information sessions are offered by various departments and publicized through the MCTC Student News and through Human Resources and Legal Affairs. These policies are stressed during new employee orientation and in administrative/ management training sessions. By putting policy and implementation documents on the College's website, the College has increased its effectiveness by assuring that all employees have access to information from their desktop.

PROCESSES (P)

5P1 Aligning Directions with Mission, Vision, and Values. At all levels, the College's leadership guides decision-making based on the need to support the Strategic Plan. The annual budget process is conducted in concert with annual departmental and unit work plans, which in turn tie directly to this College's Strategic Plan. This process is a collaborative effort across Finance and Operations, Academic Affairs, and Student Affairs. Staff members share in this process via the Executive Committee, meetings, and departmental input sessions.

In addition, the institutional and unit work plans require regular reporting and accountability on the focused initiatives for the year. This annual work plan becomes a tool that drives innovation in meeting the needs and expectations of students and other stakeholders. For more information on how the College identifies student and stakeholder needs, please see Category Three: *Understanding Students' and Other Stakeholders' Needs*.

Individual and departmental development is encouraged through the Employee Development Committee, which awards funds for opportunities that improve job satisfaction and skills, and create high performing employee teams dedicated to and focused on student success. The Center for Teaching and Learning

(CTL) and the Faculty Development Committee actively engage faculty in developing new methods of teaching, as well as improvements in programs, retention, and student success. For more information on employee development programs, please see Category Four: *Valuing People*.

5P2 Seeking Future Opportunities.

MCTC's Senior Leadership Team provides guidance in building and sustaining a learning environment and in developing future opportunities. Members of the Senior Leadership Team have ongoing relationships within and across the Twin Cities metropolitan community. They play an integral role in seeking out and creating new partnerships that contribute to MCTC's growth and development, while providing training and employment opportunities for the College's constituent communities. MCTC routinely calibrates its programs and services with growing and changing needs of the greater Minneapolis area and provides trend analysis for future development.

As described in the Institutional Overview, the College's diverse student population represents a range of urban communities including immigrants, people of color and economically disadvantaged residents, as well as current and prospective employees of local employers.

As detailed in Category 2: *Accomplishing Other Strategic Objectives*, one of the College's strategic new programs is the *Power of YOU*, which provides financial assistance for Minneapolis and St. Paul high school graduates to complete their first two years of college tuition-free. This program aims to raise awareness of college education as essential to earning a living wage and to increase the number of public school students who enroll at MCTC and complete a degree.

The Senior Leadership Team also maintains an ongoing commitment to the College's employees by offering continuing education, professional development and cultural enrichment awareness experiences.

5P3 Making Decisions. At MCTC decision-making is a consultative process, bringing brings administrators, faculty members, and staff together to ensure that different opinions are heard. Getting input from others is a top priority,

AQIP Category Five: *Leading and Communicating*

as is encouraging employees to take calculated risks.

Empowering employees to use the skills they have is very important, and when there is a problem, employees are encouraged to solve it at the lowest level. However, as described above, before any important decision is made, many stakeholders have had the opportunity to voice their thoughts.

Each of MCTC's four unions has representatives who meet monthly with members of the Senior Leadership Team to discuss important issues. The Senior Leadership Team brings recommendations to these regular union leadership meetings. After issues have been discussed with the members (including other committees, such as the Academic Council) decisions are made.

In addition, All-College meetings serve as a venue for employees of the College to hear about important changes that are proposed so that they can share their viewpoints.

The Student Senate also brings issues to the Senior Leadership Team and to other committees so that everyone can be a part of the discussion. Task forces and teams are organized when there is a topic that needs to be addressed. The President and his Cabinet members are present to listen to student, faculty, and staff concerns. While the President of the College makes the final decision, he receives a substantial amount of feedback before he announces his decision.

5P4 Using Information. MCTC is a data-driven institution informed by institutional, local, regional and national data collection as it makes decisions about programs, staffing and future direction. With the establishment of the Office of Strategy, Planning and Accountability in 2006, the reliance on accurate, timely and informative information undergirds the College's ability to make decisions. Examples of these kinds of informed decisions include the launching of the *Power of YOU* program, to address disturbing trends in graduation and post-secondary enrollment of urban high school students; and the formation of the Retention Steering Committee, which is charged with outcomes-based retention activities. This committee provides leadership for planning that will increase the overall student retention rate as

well as the retention rates of first-year students and students of color. Additionally, faculty and staff routinely make requests to the Office for Strategic Planning, Information and Accountability for pertinent data needs in their programs and courses.

5P5 Communication Between Levels.

Input from the entire campus community is expected and encouraged with an open-door policy. The academic divisions (as defined by content area) regularly meet with their dean to exchange ideas, solve issues and plan future programs. Faculty coordinators are assigned by the departments to assist in quasi-administrative functions of the College, effectively serving as liaisons to full- and part-time faculty and communicating needed information to them.

There is active communication between different groups such as the Executive Committee, the Governance Council, the Academic Council, the Student Senate, faculty, staff, and students. Means of communication include staff meetings, coordinators' meetings, division meetings, All-College Meetings, monthly union meetings and task force meetings. For example, faculty members make their voices heard at division meetings and at Minnesota State College Faculty (MSCF) union meetings. The faculty division coordinator brings issues to the deans or to the MSCF president, who then brings the issues to management. At the division coordinators meetings, management brings information and issues to the faculty coordinators for discussion. The coordinators bring information back to their divisions to ask for more input. The other unions (MMA, MAPE, and AFSCME) and the Faculty Senate also have discussions with management about any policies or issues of concern and then continue the discussion with their members. Often, if a policy or an issue evokes a strong reaction, there will be open and honest discussion about it at many different levels before any final decisions are made.

If the College leadership has originated a policy and, after discussion at various levels, it becomes clear that most people do not agree with its implementation, the leadership will respond by making changes. For example, when the College considered an official name change, input was sought from all groups across all constituencies. This process yielded significant

AQIP Category Five: *Leading and Communicating*

concern of a negative impact by such a change, and the administration decided to keep the current name.

Recent employee satisfaction surveys indicate that improvements have occurred in how frequently and consistently faculty and staff receive communication in the last few years, although some employees may still seek additional opportunities to become engaged in the decision-making process.

The College uses an Institutional Dashboard as a communication method for demonstrating accountability to both internal and external stakeholders. To create a dashboard, an organization chooses a number of key indicators related to specific goals, and uses them as a means to measure progress. MCTC is currently in the process of making revisions to its Institutional Dashboard, due for completion in Summer 2007.

5P6 Communicating a Shared Mission, Vision, and Value. The MCTC Mission, Values and Strategic Plan are communicated in a multifaceted manner. The Strategic Plan (Figure O-1) clearly frames the discussion and links the goals that directly affect the performance expectations for the College. Executive Committee Meetings, involving all levels of supervisors, allow direct communication with senior College staff and administration.

Personal involvement by dedicated senior staff ensures that staffing is available to support the community recruitment and community partnerships that serve stakeholders' interests and are a part of MCTC's mission. New employee orientation includes presentations from all areas of the institution communicating the importance of each employee's role in supporting the College's mission.

The College also communicates its vision and values through its interactions with the broader community. This is accomplished through a continually improving array of socially responsible programs and events that promote ethical and equal opportunities within the community, such as Latino Fest, participation in the local GLBT Pride Parade, hosting the Vietnamese New Year Celebration, and organizing the Martin Luther King, Jr. Day celebration, among others.

5P7 Developing Leadership Abilities.

A successful participative leadership style is the hallmark of leadership development at MCTC. Supervisors at all levels are included in the decision-making process, in the improvement of current policies and processes, and in the establishment of new policies. The establishment of a Staff Development Committee to address many developmental issues has provided supervisors another avenue to exhibit leadership in the development of their subordinates; for more information on staff and faculty development, see Category Four 4: *Valuing People*.

In the Fall of 2006, the College embarked on the first LEAD Academy targeting professional development of identified junior leaders at MCTC to prepare them for future leadership opportunities. With faculty, para-professional and line staff participating, 21 individuals participated throughout the semester. The goal is to continue this program and groom other potential leaders for the College.

Finally the College has supported administrative leadership by sponsoring two senior leaders in the Luoma Chair Academy, a year-long program of leadership development and training that has cultivated potential rising leaders in the Minnesota Colleges and Universities system.

5P8 Leadership Succession. MCTC

recognizes the aging of the national workforce and the retirement of the baby boom generation. The need to develop leadership to fill these gaps creates an opportunity to formalize a succession plan. Currently a number of processes exist, both informal and formal, that support ensuring continuity of mission, vision, and values. Mentoring plays a significant role in developing new leadership and solidifying understanding of the College vision and values. Regular review of organizational structures provides opportunities to leverage new talent and transition responsibilities effectively.

Recognizing and retaining talent is accomplished as a component of annual performance evaluations and achievement awards. One of the priorities of the Staff Development Committee is to ask supervisors and other leadership personnel to assist staff in developing individual plans to identify and create career goals as well as upgrading skill sets,

AQIP Category Five: *Leading and Communicating*

knowledge, and key competencies to assume

Category	FY 04	FY 05	% Change
Team Efforts	3.18	3.51	10%
Job responsibilities are clearly communicated	3.14	3.26	3%
Administrators treat students as top priority	3.36	3.58	6%
Employees are rewarded	2.45	2.84	15%
Administrators set examples	3.26	3.43	5%
Administrators listen	3.15	3.31	5%
Supervisors assist with improving job performance	3.41	3.59	5%
Administrators have confidence in the employees	3.55	3.77	6%
Administrators share information with employees	3.27	3.19	- 2%
Data is analyzed when making decisions	3.01	3.19	5%

Figure 5-2 Campus Quality Survey Results for Top Management Leadership and Support

new responsibilities within the College.

With all of the processes outlined above, however, MCTC still does not have a formal succession plan. This is clearly an area to target in the next two years for the College's own planning as well as for its alignment with a continuous improvement model.

RESULTS (R)

5R1 Leading and Communicating. From 1999 to 2005, MCTC conducted the Campus Quality Survey to assess the overall quality of the institution, as described in Category 4: *Valuing People*. This instrument measures key processes within the institution. One of the key process examinations is in the area of Top Management Leadership and Support. The specific areas evaluated within this category are reviewed below (Figure 5-2). Satisfaction with this area of the institution has continued to increase (Figure 5-3).

In addition to overall leadership, MCTC administrators participate in a 360 degree performance appraisal process. The key competencies evaluated include Communication and Leadership. Within Communication, the areas of focus include listening, effective communication, and processing information. Within the Leadership category, the areas of focus include trust, providing direction, and delegating responsibility. Comparing 2003 aggregated results with 2005 results (tool not

administered in 2004), administrators have improved in both key competencies.

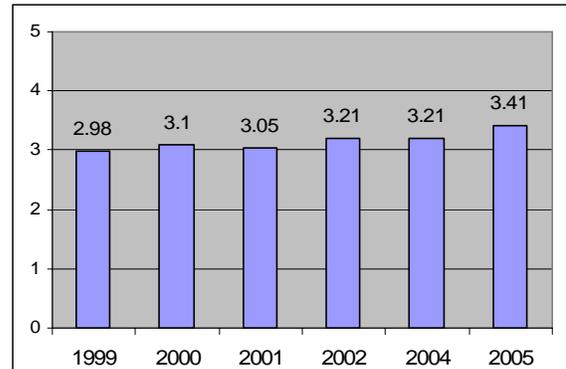


Figure 5-3: Top Management Leadership & Support

Another important area of feedback is the MnSCU Chancellor's annual evaluation of the President and the College's performance. Using a 360-degree feedback format the Office of the Chancellor surveys numerous stakeholders such as peers, community leaders, MCTC faculty, staff, students, and Office of the Chancellor staff. See Category 8: *Planning Continuous Improvement* for the full results of the shared mission, vision, and values of the College.

5R2 Comparison to Other Institutions.

The Campus Quality Survey results include national comparisons to both two-year colleges and other institutions. MCTC's results in all categories exceeded the averages for both two year-colleges and all other institutions. Figure 5-4 shows the comparative overall results for Top Management Leadership and Leadership Support in 2005.

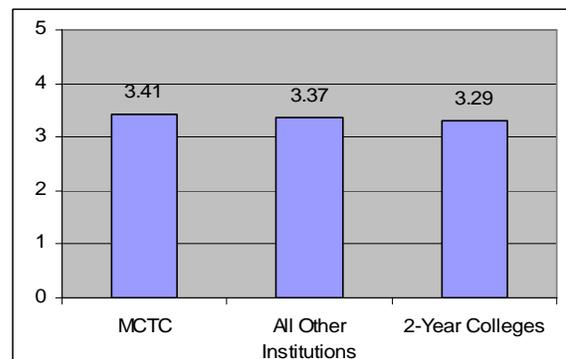


Figure 5-4: Comparative Results for Top Management Leadership and Support

AQIP Category Five: *Leading and Communicating*

IMPROVEMENT (I)

5I1 Improving Current Processes. Upon determination that a process or system needs improvement, senior leadership assembles personnel who are actively involved with management of that process or system. Additionally, active participants may themselves identify the need for improvement and meet to discuss opportunities. Once the participants are convened, they outline the current process or system and identify areas for. Tools such as SWOT analysis and a forced choices grid are employed to analyze and prioritize current and future process improvements. Goals and objectives are set and work assignments are given to members of the group. The group develops a timeline for completion and to determine whether the improvements will require funding from the College. Stakeholders' input is sought about the proposed improvements and taken into consideration.

Once the new process or system is ready for implementation, stakeholders are advised of the change, and feedback is encouraged as to the effectiveness of the improvements. Adjustments to the process or system are then made as needed per stakeholder feedback.

Leadership is improved by feedback from peers, an individual's supervisor, or by a documented performance improvement plan developed by supervisors and human resources.

5I2 Targets for Improvement. Targets for improvement are set by either senior leadership or the active participants or owners of a particular process or system based upon feedback from stakeholders as well as other sources, including:

- Information gathered from the MCTC employee survey
- Student survey

- Annual tuition increase discussion with students and College leaders
- All-College meetings
- Focus groups
- Comment cards
- Executive committee meetings
- President's cabinet meetings.

The need for more formalized leadership development has been identified and the College is moving towards that end in the form of formal supervisor training and contract language training. Other improvement priorities that have been targeted are:

- Cross-training of customer service staff on both MCTC and Metropolitan State University admission and counseling information
- Creation of a staff development fund
- Simplification of the budget process for College budget managers
- Succession Planning

These needed improvement have been, and will be, addressed by the method described above (5I1). Current results and improvement priorities are communicated in various forms:

- E-mail
- Executive committee meetings
- President's Cabinet
- Student newsletter
- Board of Trustees meetings
- Meet-and-confer meetings with faculty
- Deans' meetings
- Faculty Coordinators' meetings
- Opening Day activities
- All College meetings
- LEAD Academy content and curriculum
- Institutional Dashboard

AQIP CATEGORY SIX: SUPPORTING INSTITUTIONAL OPERATIONS

CONTEXT FOR ANALYSIS (C)

6C1 Key Support Processes. MCTC's key process areas for student and administrative support are integrated operations, with each process supporting the College's mission, vision and the furtherance of the Strategic Plan. The

scope of operations defined in Figures 6-1 (Student Support Services) and 6-2 (Administrative Support Services) provide a full range of support services, that the College continues to evaluate and update to meet the ever changing needs of its students.

AQIP Category Six: *Supporting Institutional Operations*

Institutional operations are designed, as outlined in figures 6-1 and 6-2, to include faculty in these processes, which directly connects students to effective learning opportunities. In addition, MCTC's support service processes provide access to learning, maintain optimum learning environments, and assure affordability.

MCTC does not outsource any of the key support services for either administrative needs or student support needs, so the College is poised to provide the best planning and responsiveness to student needs.

MCTC relies on student feedback for many of its processes to ensure that the College is meeting

service needs. The processes for determining needs of students and stakeholders include focus groups and specialized surveys to assess needs and special concerns in many areas of the College, ranging from food service to tuition. MCTC has developed a unique relationship between Student Affairs and Academic Affairs, which are both under the leadership of one Vice President. Through this relationship, the faculty participates in both retention and assessment efforts regarding placement and student success. This relationship between Student Affairs and Academic Affairs ensures greater success for the College's student support services in the reinforcement of student learning.

Student Support Service Process	Student Support Service Process Needs	Method for Determining Need	Linkage to Helping Students Learn and Other Distinctive Objectives	Measure & Results
Enrollment Services (Admissions, Registration, & Financial Aid)	<ol style="list-style-type: none"> 1. Registration 2. Graduation 3. Assist prospective students with educational ambitions 4. Community outreach 5. Information dissemination 6. Financial aid 	<ol style="list-style-type: none"> 1. Student Feedback / Petitions / Complaints 2. Comment cards 3. Review best practices 	<ol style="list-style-type: none"> 1. Proper course placement to ensure optimum learning environment 2. Access to enrollment 	<ol style="list-style-type: none"> 1. Student Opinion Survey 2. Enrollment at an all time high 3. Enrollment funnel 4. Graduation Rate
Counseling and Support Services (Multicultural Affairs, Advising, & Office for Students with Disabilities)	<ol style="list-style-type: none"> 1. Retention services for underserved students 	<ol style="list-style-type: none"> 1. Faculty Mid-Semester Reporting 	<ol style="list-style-type: none"> 2. Faculty Participation 	<ol style="list-style-type: none"> 1. Student GPA 2. Term to term retention 3. Graduation / Retention / Transfer Rate
Campus Services (Food Services, Campus Security & Bookstore, Vending)	<ol style="list-style-type: none"> 1. Parking 2. Campus Safety 3. Affordable access to nutrition on campus 4. Textbooks 	<ol style="list-style-type: none"> 1. Parking Availability 2. Safety incidents 3. Student Feedback / Petitions / Complaints 4. Review best practices 5. On line evaluation survey 6. Safety Committee 	<ol style="list-style-type: none"> 1. Provide safe learning environment 2. Maintain affordability to provide additional access for students 3. Basic nutrition needs to enable learning 	<ol style="list-style-type: none"> 1. Student Opinion Survey 2. Enrollment funnel 3. Sales 4. Total cost of attendance 5. Inventory turn ratio 6. On line evaluation results
Instructional Support Services (Learning Center, Tutoring, Computer Labs, Class Scheduling, E-Learning, Service Learning & Library services)	<ol style="list-style-type: none"> 1. Computing Lab 2. Tutoring 3. Placement testing 4. Post Test Advising 5. Writing feedback 6. Learning mini-sessions 	<ol style="list-style-type: none"> 1. Student Feedback / Petitions / Complaints 2. Faculty participation regarding readiness scores 	<ol style="list-style-type: none"> 1. Faculty Participation 	<ol style="list-style-type: none"> 1. Retention / Graduation / Transfer Rates 2. Student Opinion Survey
Student Life (cultural activities, campus activities, student organizations, student senate, & athletics)	<ol style="list-style-type: none"> 1. Fine Arts involvement 2. Social support such as legal services 3. Child care grant opportunities 4. Club Activities 5. Athletics 6. Student Organizations 			<ol style="list-style-type: none"> 1. Student Opinion Survey

Figure 6-1: Student Support Services – Processes, Needs, Objectives and Results

Also part of this relationship between Student Affairs and Academic Affairs, after a campus redesign and remodeling project in 2004, the Student Services Center is now located directly in the center of the main campus building and is a “one-stop” location for enrollment services.

The College was intentional in placing the new Student Services Center near Academic Affairs for optimum services to students. Other key service areas are located close to the Student Services Center, such as counseling, advising, bursar services, and disability services.

AQIP Category Six: *Supporting Institutional Operations*

Administrative support services like Information Technology Services, Public Safety, Facilities Maintenance and Operations also directly reinforce the College's capacity to help students learn by providing a physical environment conducive to learning - one that is safe, clean, maintained, and technologically current. Other

administrative support areas like Finance and Operations and Marketing and Public Relations ensure steady streams of revenue sources used to fund student learning needs, such as instructional equipment.

Administrative Support Service Process	Administrative Support Service Process Needs	Method for Determining Need	Linkage to Helping Students Learn and Other Distinctive Objectives	Measure & Results
Fiscal Management	<ol style="list-style-type: none"> Balanced Budget Financial Planning Institution Financial Statements 	<ol style="list-style-type: none"> GASB Policy MnSCU Best Practices Review Campus Quality Survey Results GAAP MnSCU Exceptions Reporting 	<ol style="list-style-type: none"> Affordable Tuition Rate Funding to further the Strategic Plan 	<ol style="list-style-type: none"> CFI Budget to Actual Institution Financial Statements Campus Quality Survey
Business Services	<ol style="list-style-type: none"> Purchasing Grant Management Payroll Risk Management Bursar Services 	<ol style="list-style-type: none"> GAAP Federal Grant OMB Circular State Contracts Best Practices Review Student Satisfaction Survey Campus Quality Survey MnSCU Exceptions Reporting 	<ol style="list-style-type: none"> Social Responsibility – Core Competency regarding personal financial management Funding <i>Power of YOU</i> 	<ol style="list-style-type: none"> Student Opinion Survey Campus Quality Survey
Facility Planning and Management	<ol style="list-style-type: none"> Building temperature Facility Master Planning 	<ol style="list-style-type: none"> Help Tickets Facility Committee Campus Quality Survey 	<ol style="list-style-type: none"> Physical condition for teaching and learning 	<ol style="list-style-type: none"> Work Order System Campus Quality Survey
Auxiliary Services	<ol style="list-style-type: none"> Ensure delivery of instructional materials Shipping Receiving 	<ol style="list-style-type: none"> Campus Quality Survey 	<ol style="list-style-type: none"> Instructional materials Direct outreach to students 	<ol style="list-style-type: none"> Student Opinion Survey Campus Quality Survey
Human Resources	<ol style="list-style-type: none"> Employee Recruitment Employee Retention Benefits Administration Performance Mgmt Employee Development 	<ol style="list-style-type: none"> Campus Quality Survey MnSCU HR Dashboard Exit interviews Timely completion of Performance Reviews Tracking Employee Development Participation 	<ol style="list-style-type: none"> Diverse faculty Teaching credentials 	<ol style="list-style-type: none"> Campus Quality Survey
Information Technology Services	<ol style="list-style-type: none"> Technology Training Troubleshooting and Assistance Smart classroom and multimedia maintenance and assistance Media services 	<ol style="list-style-type: none"> Enrollment and attendance of training sessions Calls to Help Desk Media Services Requests 	Supports technology usage in classrooms, faculty and staff computer needs, online learning	Campus Quality Survey Media Services Systems request tracking
Planning & Institutional Effectiveness	<ol style="list-style-type: none"> Provide information on student learning Institutional performance data Assessment of student learning 	<ol style="list-style-type: none"> Stakeholder requests Compliance requirements Strategic Plan 	<ol style="list-style-type: none"> Provide information on student success Results lead to work plan initiatives on student learning	<ol style="list-style-type: none"> Reports

Figure 6-2: Administrative Support Services– Processes, Needs, Objectives and Results

AQIP Category Six: *Supporting Institutional Operations*

6C2 Supporting Student Learning and Other Distinctive Objectives. As detailed in Category One: *Helping Students Learn*, MCTC has an extensive array of student support services, including extensive federal and state grants to provide specialized and holistic student support to first-generation college students veterans, and high school students. These include intensive advising, tutoring services, assistance to students on setting educational goals, supplemental instruction, and helping them make connections to other college resources. As described in Category Two: *Accomplishing Other Distinctive Objectives*, student support services are key to MCTC's distinctive objective of providing accessible opportunities for higher education success for at-risk urban residents who might not otherwise go to college.

By focusing on serving students and measuring satisfaction, MCTC ensures that students have convenient access to services they need (like extended hours for key services such as the bookstore, bursar services, enrollment services, counseling support services, and instructional support services). In this way the College supports students in being able to focus on their learning objectives. See also Category Four: *Valuing People* and Category Eight: *Planning for Continuous Improvement*, for a comprehensive review of how human resources, planning, and the College budget process support student learning and other distinct objectives.

PROCESSES (P)

6P1 Identifying Students' Support Needs. As detailed in Category Three: *Understanding Students' and Other Stakeholder Needs*, and Category Five: *Leading and Communicating*, MCTC operates with a collaborative and collegial communication style. MCTC's institutional culture centers around open flow of information at all levels. Input flows informally between students, staff, and faculty. Faculty and staff who work on the "front line" with students are important to fostering open communication and a responsive institution. Customer service staff members are the front-line operational link to students and to the issues that they bring to light. Needs are identified by students themselves, by faculty members, or by staff members who are working at the front line, customer service level.

Formalized processes also exist for student input and communication of their needs, which may lead to changes in processes that improve the

College's services to students. These processes include Student Comment Cards and Student Concern Forms which provide students an opportunity to give feedback, as discussed in Section 3P6.

Students also participate in a number of committees and processes on campus to help the College build support services that meet current and future needs, such as the annual budget cycle, AQIP teams, student technology planning, food service and parking task force, and institutional technology planning. In addition to committee representation, the College's President meets regularly with Student Senate representatives to discuss student issues and College planning.

The Student Opinion Survey is an additional tool used to capture students' perception of campus services (Figure 6-1, above). It provides the College with comparative data, allowing MCTC personnel to see where improvements in services to students can be made.

In regard to identifying the specific support needs of individual students, orientation provides an opportunity to identify students who require retention services, who are high risk and/or underserved students. Bridge to Success, *Power of YOU*, student life and multi-cultural student services, are all services areas where the College connect to students with support service needs. The Student Connect Center provides post orientation services where new students and underserved students connect to additional college resources.

Testing, entrance testing services and post-test advising at the College also provide data that reveals much about student support service needs of individual students, such as developmental education, English-as-second-language requirements, course placement, and advising.

Category Three: *Understanding Students' and Other Stakeholders' Needs* includes more information on how MCTC identifies the needs of its students. See Category Eight: *Planning for Continuous Improvement* for a detailed description of the processes for improvement within each department at the College as well as the overall allocation of resources based on needs identified during the budget and planning process.

AQIP Category Six: *Supporting Institutional Operations*

6P2 Identifying Administrative Support Needs. The statewide collective bargaining process with College employee unions includes monthly meetings with the College administration to identify employee needs and concerns. This process is an effective and informative means of reaching agreement on a variety of issues and keeps all participants better informed and better able to make reasonable accommodations. For more information, please see 5P3 and 5P5.

The College engages in an annual Campus Quality Survey which assesses employee satisfaction in all areas and units. This tool provides input for both strengths and areas of improvement. For more information on how MCTC identifies stakeholders' needs, please see Category Three: *Identifying Students' and Other Stakeholders' Needs*.

Other means of identifying administrative support service needs include committee participation, faculty and staff retreats, division meetings, departmental meetings, employee input sessions during the budget and planning cycle (see Category Eight: *Planning for Continuous Improvement*), various leadership forums (see Category Five: *Leading and Communicating*), and All-College meetings which are held twice per year.

6P3 Managing Day-to-Day Processes. The College's key student and administrative support service processes are managed on a day-to-day basis by division managers and area supervisors to ensure that they are meeting the needs of students and employees.

Division managers and area supervisors have access to and utilize documented processes/procedures and policies. These are available to all College personnel in written form as well as on the College's [website](#). Board policies are posted on MnSCU's website. Development of College policy occurs within each area of the College. Additions or changes to policies are proposed to the President's Cabinet for approval and posted to the College's website.

Key in this process is the availability of needed data. The College's Institutional Research Department has a process by which each division manager or area supervisor can request data, which can be used to measure, monitor, and evaluate key data elements to improve core service delivery. This information empowers division managers and area supervisors by

informing them of barriers, gaps, strengths, and opportunities for improvement (see 6P4).

Besides using data management practices for assisting in day-to-day operations, area supervisors participate in a number of forums which increase their knowledge and understanding of the larger College community. Meetings such as the President's Executive Committee, Division Staff Meetings, and All-College meetings, provide necessary information for improving management of service areas.

Each service area within the College is a member of the Metro Alliance, participating in metro-wide meetings that are function-specific, dedicated to sharing best practices, and meet about once a month. This shared information is instrumental in managing day-to-day operations.

6P4 Using Information. Many support areas rely on information and results to improve their services on both a day-to-day and summative basis. MCTC has a wide array of reporting mechanisms to provide specific data to functional areas. The annual budget and planning processes is designed to be responsive to performance measures, as well. As departments plan their budget, they simultaneously are planning areas of improvement based on specific results for the purposes of improvement (see Category Eight: *Planning for Continuous Improvement*). Each support area as undergone an exercise of identifying primary responsibilities based on key stakeholders needs, and measurements of effectiveness. These results are used to plan for improvements within each area.

MCTC has also built a number of software applications which assist in the management of day-to-day activities. One example is the Student Affairs student database, which tracks student inquiries and action steps within multiple areas of the College and provides information to be used in the future as well as for improving current student services.

In addition to building management platforms internally, the College has also secured additional software to assist in improving day-to-day operations. For example, the Student Services Center has implemented a new call center, which has technology software that allows managers to adjust staffing to meet changing student demands. The Student Service Center can now see demand volumes for student inquiries and determine whether or not there is a need to make

AQIP Category Six: Supporting Institutional Operations

staffing adjustments to meet student service needs.

Equally important are other reporting capabilities such as daily enrollment reporting, which allows student services staff to review historical data and make informed recommendations to the administration regarding appropriate staffing levels to meet student demand. This promotes exceptional student service during peak enrollment cycle periods.

6P5 Measures of Student and

Administrative Support Processes. With each area needing different data and results, the College has responded with multiple platforms to deliver information and results to support services. The measures of student and administrative support service processes that are collected and analyzed regularly are shown in Figures 6-1 and 6-2, as well as described below. See also Category Seven: *Measuring Effectiveness*, for a comprehensive review of how the College collects and analyzes data.

Institutional Dashboard: The Institutional Dashboard (see also Overview O8 and 7P1) will undergo revision in fiscal year 2008. In its current form, it includes the following information on institutional performance:

1. **Enrollment Data:** prospects, conversation rate, cost of recruitment, on-line registration, system-wide comparison of on-line enrollment, on-line course enrollment, payments, and sales, enrollment trends, technical vs. liberal arts enrollment, continuing education enrollment by term, and regional comparison enrollment trends
2. **Student Data:** trend analysis of race, ethnicity, regional comparison of race and ethnicity, other student characteristics, demographic data such as gender, fulltime, part-time status, age, financial aid/FYE, cost of financial aid processing, scholarship data – including trends, affordability index, cost of attendance, student loan debt burden, accounts receivable, collection effort success, retention, graduation, and transfer
3. **Financial Data:** trend and comparative results of: end of month fund balances, overtime and food service expenditures, expense comparison by IPEDS category, regional comparison of expenses by IPEDS category, grant and gift revenue, activity based costing, indirect costs, and profit and loss results by area

4. **Employee Data:** employee satisfaction, employee development investment, salary comparison, and employee diversity

Student Opinion Survey Results:

1. Satisfaction with College Services – by service area
2. Satisfaction with College Environment by department

Campus Quality Survey Results (trend analysis, gap analysis, and national norm comparison data):

1. Top Management Leadership & Support
2. Employee Training and Recognition
3. Employee Empowerment and Teamwork
4. Strategic Quality Planning
5. Quality and Productivity Improvement Results
6. Measurement & Analysis
7. Customer Focus
8. Quality Assurance
9. Employee perceptions of programs, services, and activities
10. Employee satisfaction
11. Employee overall perception of quality

Institutional Research Reporting & Results:

Institutional Research is housed in the Office of Strategy, Planning and Accountability and assists the College in its operational planning by providing data and research analysis. More information on these functions is available in Category 7: *Measuring Effectiveness* and Category 8: *Planning Continuous Improvement*.

RESULTS (R)

6R1 Student Support Processes. Figure 6-3 shows MCTC's results on the ACT Student Opinion Survey from Fiscal Years 2003 to 2005. The numbers represent a year-to-year comparison as well as an overall improvement or decline in student satisfaction within each of the service areas reflected. Students were asked to respond with their level of satisfaction (5 = Very Satisfied; 1 = Unsatisfied) for each College service only in areas in which they have utilized the services provided.

While many of the student support services have consistently been rated as satisfactory or highly satisfactory, the results showed that some areas were performing somewhat less well. In response to the lower rating for MCTC's orientation program, New Student Orientation has been recently re-engineered and includes a student questionnaire to seek students' direct input

AQIP Category Six: Supporting Institutional Operations

Support Service	FY 03	FY 04	FY 05	% Change
Library/Learning Resource Center	4.30	4.26	4.29	-
Computer Services	4.23	4.21	4.23	-
Cultural Programs & Activities	4.07	4.03	4.08	-
Tutorial Services	4.18	4.04	4.05	(3%)
College Sponsored Social Activities	3.80	3.98	4.05	7%
Financial Aid	3.94	3.72	3.92	-
Counseling	3.87	3.69	3.90	-
Orientation Program	3.72	3.78	3.79	2%
Academic Advising	3.63	3.57	3.69	2%
Food Service	3.33	3.15	3.28	(2%)
Admissions (aggregate mean)	3.77	3.76	3.78	-
Registration (aggregate mean)	3.64	3.66	3.75	3%
Facilities (general condition)	3.91	3.96	4.02	3%

Figure 6-3: ACT Student Opinion Survey Results

regarding needs. New Student Orientation now includes an on-line registration process in order to be more flexible for meeting student's work and family needs. The on-line delivery is aligned with other on-line services to provide delivery continuity for students.

As a result of the lower ratings for Financial Aid, Admissions, and Registration services, the College also identified the need for a physical place for students, like an orientation, that provides the opportunity for students to complete enrollment processes. To create a one-stop shop that would respond to this need, MCTC expanded its Student Services Center, redefining its enrollment services physically to provide a more convenient location for getting core services met.

6R2 Administrative Support Processes.

The Campus Quality Survey, described in Category 4: *Valuing People*, measures employee's perception of administrative support services and institutional operations. Figure 6-4 shows MCTC's results for the Campus Quality Survey in these areas, which represent a significant improvement in several areas, particularly in Business Office Services, Human Resources, and Budget Planning and Coordination.

While all the services listed received positive ratings overall, the College has taken steps to address the weaker performance of certain areas. These have included the Employee Development

AQIP Action Project (discussed in Category 4: *Valuing People*) and a "live body" phone project that replaced a computerized phone switchboard with live operators. Further initiatives for improvement are described in 6I1.

6R3 Comparative Results. Each category of the Campus Quality Survey results includes comparison with national norms, and MCTC rates above the averages for two-year colleges and for all institutions in all categories of this national comparison Figure 6-5 shows the results for categories related to institutional operations.

Administrative Support Service	FY 02	FY 04	FY 05	% Change
Security Services	3.478	3.696	3.921	12%
Business Office Services	3.040	3.455	3.897	28%
Human Resources	2.800	3.354	3.758	34%
Budget Planning and Coordination	2.853	3.179	3.450	20%
Research and Planning Activities	3.108	3.143	3.345	7%
Marketing, & Public Relations	3.352	3.000	3.101	(7%)
Bookstore	3.724	3.565	3.629	(2%)
Information Technology Services	3.701	3.574	3.667	(1%)
Switchboard and Telephone Services	2.937	3.134	3.023	3%
Media Services	3.591	3.629	3.767	5%
Relationships with Private Sector	3.231	3.200	3.407	5%

Figure 6-4: Campus Quality Survey – Programs, Services and Activities

IMPROVEMENT (I)

6I1 Improving Current Processes.

Improvement of processes follows the organization's continuous improvement framework. Each division manager or supervisor responds to performance measures to implement changes or improvements.

As described in 6R2, MCTC's results in the Campus Quality Survey showed that improvements could be made in some areas, and the College is still in the process of responding.

Parking availability has been a frequent concern of both students and employees at MCTC, despite a recent expansion of the parking ramp. The College has recently begun to offer a discounted bus pass to students and is exploring ways to encourage alternative transportation options among its employees. Cafeteria services

AQIP Category Six: *Supporting Institutional Operations*

have also received consistently low ratings; beginning in FY08, the College has chosen a new contractor for food services.

	MCTC	All Others	All Other 2-Year
Quality and Productivity	3.37	3.30	3.26
Measurement and Analysis	3.41	3.34	3.32
Customer Focus	3.46	3.40	3.36
Quality Assurance	3.31	3.30	3.27

Figure 6-5: 2005 Campus Quality Survey Results

The College is also working to implement newer technology in order to streamline processes and improve accessibility for both students and employees. Plans for 2008 include:

- Online OSHA training
- Revised work order system
- Automation of buildings' heating, ventilation and air conditioning systems

- Automation of business services transactions
- Expanded document imaging and management
- Campus debit card system
- Credit card processing availability at parking ramp
- Automation of communication policy
- Food services website
- Increasing participation in Financial Aid direct deposit, online payments

6I2 Targets for Improvement. The College is currently setting targets in the FY08 budget and planning cycle. Targets are agreed upon by the Budget Officer, Vice President of Strategy, Planning and Accountability, and with each of the impacted directors, deans, and vice presidents. Performance measures, prior performance results, and plans are identified and incorporated into the annual College Work Plan.

AQIP CATEGORY SEVEN: MEASURING EFFECTIVENESS

CONTEXT FOR ANALYSIS (C)

7C1 Data Collection and Access. MCTC's primary means of collecting, storing, and accessing College data is its student information system, the Integrated Statewide Records System (ISRS). This system is centrally maintained by the Information Technology Services division of MnSCU. The College, as a state of Minnesota agency, also relies on some State of Minnesota systems as well, such as MAPS (accounting) and SEMA 4 (payroll). See Figure 7-1 for information about MCTC's data sources and how they are used.

ISRS stores institution-level data, compartmentalized into modules to ensure requisite system security can be managed by the College. Each module has an official data manager who is typically closest to the data category. Data managers are responsible for determining legitimate business need prior to assigning rights to end users, as well as performing an annual audit of user rights access. ISRS modules are broken into these primary areas:

1. Course Management
2. Human Resources
3. Finance
4. Student Data
5. Continuing Education
6. Facility Management

Depending on an employee's position within the College, data is directly entered into and retrieved from the appropriate ISRS modules via a Uniface desktop application.

ISRS and applications that utilize the ISRS data provide an array of reports for end users, management and executives, which allows for day-to-day management of institution-level data. In addition to the reports in ISRS, MnSCU provides authorized individuals with access to the ISRS Replicated Database from they can create custom queries and reports. Additionally a series of reports and dashboards are available from MnSCU's Management Reports, and the MnSCU's Data Warehouse provides for dissemination of data. As a check on data integrity, MnSCU periodically requires participation in a data integrity project to ensure end users are entering data into ISRS appropriately and correctly.

AQIP Category Six: *Supporting Institutional Operations*

Data Source	Location	Data Store Type	Accessed Via	Update Frequency	Other Information
Advising Record system	MCTC	Access	Access/Web	Ongoing	Track Student Visits
BMS System	MCTC	Access	Access	Ongoing	Budget management/reporting
D2L	MCTC	SQL	Web Interface	Ongoing	Instructional Management System
Early Warning System	MCTC	Access	Access/Web	Ongoing	Student Progress Warnings
ImageNow	Mankato	SQL	Native Interface/ Web	Ongoing	Digital imaging system
ISRS	MnSCU	Oracle RDB	Native Interface	Ongoing	Student record system
ISRS Replicated Database	MnSCU	Oracle RDB	Access/ODBC	Instant updates from ISRS	Slightly delayed (1 minute) copy of student record system
Job Bank	MCTC	Access	Access	Ongoing	Job Possibilities for Students
Learning Center	MCTC	Access	SQL	Ongoing	Track learning center visits
McGann Parking System	MCTC	SQL	Access/SQL	Ongoing	Shared database with Metro State
MCTC Data Warehouse	MCTC	SQL	Access/SQL	Daily	In progress
MnSCU Data Warehouse	MnSCU	Oracle RDB	Hyperion/BRIO	Daily	Non-normalized, daily/weekly-update of information from ISRS
MnSCU Management Reports	MnSCU	Oracle RDB	Web	Ongoing	
Nursing Database	MCTC	Access	Access	Ongoing	
PALS	Mankato	Proprietary	Native Interface	Ongoing	Library catalog/check-out system
Parking Citation System	MCTC	Access	Access	Ongoing	Track Parking Citations in ramp
Planning Database	MCTC	Access	Access	Ongoing	Track achievement of annual work plans
QuickWorks	MCTC		Native Interface	Ongoing	Photo ID card system: faculty/staff and students
Razors Edge	MCTC	SQL		Ongoing	Foundation Giving Tracking System
Resource 25	MnSCU	SQL	Native Interface ODBC	Ongoing	Information about college classroom scheduling
Sequoia	MCTC	Proprietary	Native Interface	Ongoing	Bookstore POS system

Figure 7-1: MCTC Data Sources

In addition to its primary system platform, MCTC has a number of MnSCU-supported applications to manage additional data sources that were not originally in the design and architecture of ISRS, such as space/schedule management (Resource 25) and the Degree Audit Reporting System (DARS). Data from these systems is primarily obtained from direct interfaces with the ISRS system. Users access these tools through ISRS reports, custom reports and direct access (via a software application).

Further, the MnSCU Information Technology Services (ITS) division hosts the Desire2Learn (D2L) instructional management software for all MnSCU institutions, including MCTC. This web-interface allows instructors to offer completely online or web-enhanced instruction, including content, chat, discussion and grade book functionality. The D2L system receives daily updates from ISRS to synchronize course enrollments and course additions/deletions.

MCTC's library system (PALS) is hosted by a consortium agreement that includes MnSCU institutions and the University of Minnesota. The PALS system acts as a catalog of information resources, with data entered by librarians. PALS is accessed via a native interface, with some information also available via the Internet. The system also allows for circulation of materials.

MCTC has also acquired stand-alone applications to meet specific needs not met by ISRS or supported by MnSCU. For example, the College operates a bookstore system from CollegeNet called Sequoia. Some limited financial data is transferred from ISRS into the bookstore system, but the system itself is independent of ISRS.

Finally, MCTC has built a number of applications internally to assist in overall operations, which require additional data storage and retrieval. These systems are decentralized for department-specific purposes, but maintained centrally by the Information Technology Services division. MCTC work products, i.e. shared files, information, templates, forms and other data needed for day-to-day operations are segregated by function and accessible to all employees who need regular access.

Data retrieval is decentralized based on identified business needs. Information Technology Services reviews requests for access to data, ensures requisite need, and then provides access directly to the requested resource (whether hosted at MCTC or not). This provides significant flexibility for the College to retrieve and analyze raw data for purposes of measurement and improvement.

AQIP Criterion Seven: *Measuring Effectiveness*

MCTC has recently engaged in an aggressive plan to develop an online executive reporting platform that clearly identifies key indicators for day-to-day management, management of larger AQIP targets, and key performance indicators for the Strategic Plan. Other dashboard-type data is available to both internal and external constituents based on College profile information.

Finally, MCTC has made a concerted effort over the past five years to bring as much ISRS functionality directly to the web for ease of access and greater functionality. For example, the College has migrated grade submission, online tuition payment, and registration functions to a secure web platform. As MCTC continues to build data management, it will continue to place

value and emphasis on secure and highly-available web-developed applications.

7C2 Key measures for tracking effectiveness. MCTC's mission, values, and Strategic Plan are the criteria used to develop measurements and goals (see Category Eight: *Planning Continuous Improvement*, for more information). MCTC's key performance indicators are designed to ensure accountability to the Strategic Plan, including operational performance and evaluation of progress on annual work plans. The key institutional measures can be categorized into four domains: enrollment measures, student success measures, satisfaction measures, and financial performance measures (see Figure 7-2).

Key Institutional Measures	Alignment*	Targets	Level**
Enrollment Measures:			
• Enrollments	M1, Mn1.1	MCTC	I, U
• STEM Enrollments	M2, Mn2.1	MnSCU	I, U
• Online Enrollments and success	M7, Mn2.3	MnSCU	I
• Enrollment and Success of Students of Color	M1, Mn1.1	MCTC, MnSCU	I
• Enrollment of High School Students	M4, Mn1.3	MCTC	I
• Continuing Ed and Customized Training Enrollment	M9, Mn3.1	MCTC, MnSCU	I, U
Student Success Measures:			
• Transfer Rates	M1, Mn1.1	MCTC, MnSCU	I
• Graduation Rates	M1, Mn1.1	MCTC, MnSCU	I, U
• Student Success Rates	M1, Mn1.1	MCTC, MnSCU	I
• Retention Rates	M1, Mn 1.1	MnSCU, MCTC	I, U
• Placement Rates	M9	MCTC, MnSCU	U
• Course Completion and Success Rates	M2	MCTC	U
• Gen Ed Competency Attainment	M2	MCTC	I
Satisfaction Measures:			
• Student Engagement/Service Learning	M6	MCTC	I, U
• Employee Satisfaction	M11	MCTC	I, U
• Program Efficiency (Saturation)	M12	MCTC	U
• Alumni Participation Rate	M10, Mn4.1	MCTC, MnSCU	I
Financial Performance Measures:			
• Activity Based Costing	M12	MCTC	I
• General Fund end-of-month revenue/expense	M12	MCTC	I
• Expense Comparisons by program code	M12	MCTC	I
• Gift and Grant Revenue	M10	MCTC	I
• Indirect Cost Comparisons	M12	MCTC	I
• Cost of Attendance	M12, Mn1.2	MCTC	I
• Profit and Loss Statements	M12	MCTC	
• Student Loan Debt Burden	M3	MCTC	I
• Accounts Receivable Comp. with Peer Inst.	M12	MCTC	I
• Accounts Receivable Turn Ratio	M12	MCTC	I

Figure 7-2: Alignment with MCTC and/or MnSCU Strategic Plans

*Goal number: MCTC (M); MnSCU (MN); **Target Level: I-Institutional-level goal, U-Unit-level goal

Performance measures include comparative data, where appropriate, as well as trend data. Currently, as an institution within a larger state system, MCTC has incorporated many local

comparative measurements, using the MnSCU system as a peer group. The Metro Alliance is a more refined peer group of schools similar in size and within the Minneapolis and St. Paul

AQIP Criterion Seven: *Measuring Effectiveness*

metropolitan area. Realizing the need to incorporate a more representative and broad comparison group, the College will join the National Community College Benchmarking Project in 2007. This participation will provide essential comparative data on such important community college indicators as retention, academic success, and student satisfaction and engagement. An additional benefit of joining this project is that MCTC has chosen to refine some key performance indicators to align more closely with its national group its peers. (See also *Category One: Helping Students Learn*, which describes student learning assessment in detail.)

MCTC tracks financial data monthly to assure financial effectiveness. The Finance Department publishes a monthly report that looks at financial measures such as: actual to budget, year-over-year comparisons, type of expenditures, financial performance of special revenue accounts, metro-area financial comparisons, and interim financial statements such as a state of assets and combined revenue and expense. The report is reviewed monthly with the President's Cabinet through an executive summary highlighting changes, compliance, opportunities, and areas that have improved.

PROCESSES (P)

7P1 Use of Data. MCTC recognizes that it must allocate its fiscal, human, and facilities resources to maximize learning opportunities if it is to fulfill its mission. To do this, the College uses Program Review data to analyze the efficiency and effectiveness of its academic programs; financial data to analyze how well the College is fulfilling its fiduciary responsibilities; and qualitative data to analyze the performance of its employees, the satisfaction of its constituents, and the degree to which it is carrying out its civic role and responsibilities as an institution of higher education.

The selection, management, and use of data is driven by the requirements of the MnSCU system to a significant extent. Colleges need to report on actions and results relative to the MnSCU Strategic Plan. Other external compliance agency requirements also influence data selection and use. MCTC has aligned its information and data needs to be consistent with MnSCU and other compliance requirements.

Selection of information and data is based on federal and state mandates to fulfill the College's

mission as a public institution (e.g., the Integrated Post-Secondary Education Data System (IPEDS) and MnSCU Accountability Framework), and these are supplemented and refined through the lens of MCTC's Strategic Plan, as well as the key effectiveness and benchmarking data currently available. As a system, Minnesota State College and Universities (MnSCU) also provides several different systems to measure and record the effectiveness of institutional and system-wide operations. For example, the MnSCU Data Warehouse provides dashboards of measures related to the MnSCU accountability framework.

The College community provides feedback and suggestions about information, and the President's Cabinet plays a critical role in continually managing and prioritizing information needs based on financial and effectiveness indicators. The annual planning process provides a mechanism for using information to inform future activities and directions of the College, but MCTC is also committed to utilizing data continuously to refine the data gathering, managing and utilization cycle.

Faculty manages the process assessing and creating actions to improve student learning is managed by faculty. Faculty assessment coordinators and a faculty committee utilize a rubric for scoring (see Figure 7-3). The data are incorporated into the Program Review and curriculum management processes.

MCTC also collaborates with Minneapolis Public Schools to gather and share data on high schools students. This data informs the joint K-14 initiatives and other MCTC actions related to college readiness and the transition to college. (See *Category Two: Accomplishing Other Distinctive Objectives*.)

AQIP Criterion Seven: *Measuring Effectiveness*

A more recent effort at the College has been to embark on the planned revision of an institutional Dashboard for the College's leadership team and external constituents (see also OverviewO8 and 6P5 for more information about the Dashboard). The Dashboard will serve as the primary platform for internal reporting on annually-determined measures and reporting criteria. It will be a key dissemination and management tool for data aligned with the MCTC Strategic Plan, MnSCU Strategic Plan, specific MnSCU targets,

Minnesota Higher Education Accountability System's Goals, AQIP Action Projects, and other key indicators of effectiveness. Some financial indicators have already been developed as a pilot for the entire Institutional Dashboard. This pilot has been successful and the College is currently moving forward with the creation of a full dashboard.

Health Indicators*		Vulnerable	Sustaining	Thriving
1	Serving At-Risk Populations. "At Risk" is defined by the College mission statement and strategic plan as students of color, economically disadvantaged, non-native English speakers, and first generation college students. Assessment is based on quantitative information from the annual academic Program Review.	More than 10 points below % MCTC "Students of Color" AND "At Risk"	+ or - 10 points from % MCTC "Students of Color" OR "At Risk"	More than 10 points above % MCTC "Students of Color" OR "At Risk"
2	Attracting Students to the Program. "Attraction" is defined operationally as demonstrated student interest in the field of study, either by course-taking behavior or by declaration of a major in the field. Assessment is based on quantitative data from the annual academic Program Review.	More than 5% loss of FYE, HC, OR new majors over 5 years	Within + or - 5% of FYE, HC and new majors over 5 years	More than 5% gain in FYE, HC, OR new majors over 5 years
3	Balancing Demand Effectively. "Balance" is defined operationally as offering the "right number" of courses, sections & seats to accommodate but not exceed student demand for courses in the field. Assessment is based on quantitative information about the program's course saturation from annual academic Program Review and course saturation detail report.	Course saturation is less than 80% for Liberal Arts or less than 60% for Occupational programs.	Course saturation is 80% to 90% for Liberal Arts or 60% to 70% for Occupational programs.	Course saturation is greater than 90% for Liberal Arts or 70% for Occupational programs.
4	Assessing Student Learning. Assessment is based on the Program Assessment of Student Learning, which considers both status and progress over time. The Evaluation is conducted using a standard scoring rubric established by the Faculty-led Student Outcome Assessment Committee.	Scored 0-2 OR scored 3-5 and did not improve over last year.	Scored 3-5 and improved over last year OR scored 6-7 and did not improve over last year.	Scored 6-7 and improved over last year OR scored 8.
5	Teaching on the Cutting Edge. "Significant Innovation" is defined operationally by the Dean in the context of the program's vision, mission, strategic plan, goals and objectives. Assessment is based on qualitative and anecdotal information from the faculty.	No significant innovations for 3 or more annual review cycles.	Significant innovations within last two annual review cycles but not in this review cycle	Significant innovations in this annual review cycle
6	Balancing Resources Effectively. "Balance" is defined operationally as generating sufficient revenue to cover costs and/or generating costs similar to or less than MnSCU cost study averages for like programs. Assessment is based on quantitative data about the program's cost/revenue ratio and MnSCU cost study data as reported in annual academic Program Review.	Cost per FYE is more than cost study mean for comparable programs AND costs exceed revenues.	Cost per FYE is less than cost study mean for comparable progs. OR revenues exceed costs.	Cost per FYE is less than cost study mean for comparable programs AND revenues exceed costs.
7	Partnering with the Community. All disciplines should pursue community partnerships appropriate for the field of study. "Significant Partnership" is defined operationally by the Dean in the context of the program's vision, mission, strategic plan, goals and objectives. Assessment is based on qualitative and quantitative information from the program faculty.	No significant partnerships OR net decline in number of partnerships OR net decline in participation	Maintaining significant partnerships with adequate participation; no net growth in participation	Net growth in number of partnerships OR in total number of partnership participants
8	Retaining Students in the Program. "Persistence" is defined operationally as the percentage of non-graduates/non-transfers/non-major changers in the follow-up cohort who registered for at least one credit at the college during the follow-up term. Assessment is based on quantitative information from the annual academic Program Review.	Less than 60% of those eligible to be retained are enrolled for credit during T2,	60% to 70% of those eligible to be retained are enrolled for credit during T2,	More than 70% of those eligible to be retained are enrolled for credit during T2,
9	Producing Graduates of the Program. "Graduation" is defined as receiving a certificate, diploma or associate degree from the college in the field of study. Assessment is based on quantitative information from the annual academic Program Review.	Less than 10% of cohort graduated from the program in T7,	10% to 20% of cohort graduated from the program in T7,	More than 20% of cohort graduated from the program in T7,
10	Placing Graduates in Viable Work. "Viability" is defined operationally by the Dean in the context of State job market projections, placement rates, and wages compared to the WIA certification standard (currently \$9.97/hour). Assessment is based on ISEEK, GFS, and WIA information from the annual academic Program Review.	Declining demand for graduates OR worse than "livable" entry wages in the field	Stable demand for graduates AND "livable" entry wages in the field	Growing demand for graduates OR stable demand with better than "livable" entry wages in the field

Figure 7-3: Rubric for Program Review Summary

* Health Indicators 8-10 are not applicable to individual Liberal Arts departments.

AQIP Criterion Seven: *Measuring Effectiveness*

Since an understanding of institutional effectiveness is related to effective planning, each Spring two reports are distributed to the College for the annual budget and planning cycle. The Finance and Operations Unit creates the first report, which contains financial performance data, trend financial data, financial overview (revenues and expenses), and planning outcome data. The other report is a snapshot of the available key institutional measures that are compiled into a Data Book by the Office of Strategy, Planning and Accountability. Whenever possible, these reports include comparative data as well as institution-specific data.

For continued management, the [Finance Unit website](#) is dedicated to providing an array of management tools including:

- Budget information
- Actual and obligated spending
- Student worker awards and disbursement
- Salary details such as overtime and salary related expenses
- Accounts receivable aging
- Cash flows
- Profit and loss statements for self-sustaining business units such as Continuing Education and Customized Training
- Specific fund financial information, such as Student Life
- Institution-level financial data such as variance analysis, net operating revenue, statement of assets and combined revenues and expenditures

As the call for comparative data has increased, the College has determined that the locally developed surveys related to instructional quality or student satisfaction lacked the psychometric properties and comparative data of more standardized measures. Thus, the College has participated or is currently participating in several national surveys including the following: the Campus Quality Survey of employee satisfaction the Personal Assessment of the College Environment, ETS's Student Instructional Report assessing courses and instruction, ACT's Student Opinion Survey assessing student satisfaction, and the Community College Survey of Student Engagement assessing student engagement to be administered in Spring 2007. The results from these surveys are analyzed by the Office

of Strategy, Planning, and Accountability for college-wide distribution. Comparisons across time and with peer institutions are emphasized when available.

7P2 Determining and Meeting Data

Needs. To address the needs of departments and units related to data, the Office of Strategy, Planning & Accountability (SPA) has created the Research Request Form. This form provides an avenue for requesting the data mining and analysis skills of the office. On a weekly basis, SPA processes requests for data, determines timelines for each request, and puts each request into the SPA work plan database.

While the ITS unit works with departments and units to develop data collection instruments and determine views of data that meet their unique needs, the staff in SPA function as consultants for faculty and staff who have specific data needs. They frequently attend department and division meetings to discuss the data needs of specific groups. Additionally, SPA staff works closely with the President's Cabinet and deans to determine the current needs for both the annual Program Review Process and the development of the annual Data Book and Institutional Dashboard.

7P3 Comparative Information and Data.

MCTC accesses data external to the College in a number of areas for comparative purposes, such as MnSCU-wide comparative data, national data such as IPEDS, State of Minnesota data on job placement and wages, and Minnesota Office of Higher Education data on the Minnesota higher education accountability system's goals.

Within the MnSCU system there is an increasing focus on providing comparisons between MnSCU institutions. For example, MnSCU's Management Reports website provides MCTC with data and comparison of the College's performance against other MnSCU institutions. These online reports target nine areas:

1. Academics
2. Admissions
3. Customized training
4. Distance Learning
5. Enrollment
6. Facilities
7. Finance
8. HR/Payroll

AQIP Category Seven: *Measuring Effectiveness*

9. Students

The College is in the process of selecting a group of colleges for comparison. The criteria for selecting peer institutions include the following: similarity in type of offerings (i.e. two-year community and technical colleges), size, student demographics, and urban location.

Given these criteria, there are not any Colleges within the MnSCU system that match the characteristics of MCTC. In the past, gathering comparative data from a larger national sample has been mostly limited to IPEDS comparisons. Recently, however, MCTC has decided to join the National Community College Benchmarking Project (NCCBP) which will greatly enhance both the comparison group that is available and the array of variables that is shared between colleges (see 7C2).

7P4 Use and Sharing of Performance

Data. Formal analysis of data is provided by the Budget Office and the Office of Strategy, Planning, and Accountability. Data is collected College-wide, and executive summaries are provided for both planning results and financial performance results (monthly for financial data and quarterly for planning updates). These executive summaries provide foundational information upon which senior leadership make decisions to ensure continued improvement.

The Data Book and Budget Planning Book that are created as part of the budget and planning cycle are shared with the administration as well as the coordinators of all programs/divisions. In the future this dissemination will be done via the Institutional Dashboard.

The data gathered through Academic Program Review is used by the Academic Deans and Faculty Coordinators to analyze academic programs and offerings, identify and evaluate trends, and identify areas for improvement. Based on the Program Review data, individual academic departments create action plans for improvement. Specifically, each dean reviews the information compiled about each program/division and uses a standard rubric to analyze the health of the program/division (see Figure 7-3). This information is disseminated to the faculty via a letter and series of meetings that relate to improvement planning.

Administrators at MCTC are continuously analyzing data from all the sources described in this chapter to determine the health of the institution based on MCTC's Strategic Plan,

which is aligned with MnSCU's Strategic Plan. This data can be used in making data-driven decisions to assist in aligning College initiatives to the Strategic Plan while also supporting MCTC's AQIP goals.

Data is distributed to the local community in many different ways. All-College gatherings are held where the whole college receives information at the same time. This information is usually discussed in small groups with facilitators. Notes and comments are written down to provide immediate feedback. The Office of Strategy, Planning, and Accountability produces several reports during the year and provides daily enrollment updates to the community during peak registration cycles. The office also disseminates information provided by the MnSCU system when it becomes available throughout the year. The Budget Office also sends out reports about the financial health of the institution. Information Technology Services provides online reports on the College website.

7P5 Alignment of Data Analysis with Institutional Goals and Objectives.

MCTC's Strategic Plan provides an organizing framework for the College's commitment to student learning and success which is measured by a series of indicators at the College-level (e.g., retention and graduation rates and College-level general education assessment outcomes). At the program level, student learning and other institutional goals are aligned through Program Review and committee functions.

The annual Program Review process is aligned with MCTC's strategic plan. One of the outcomes of Program Review is the identification of areas of improvement for each department/program. This leads to action plans at the unit level that are incorporated into the annual planning process and ultimately become incorporated into the institutional work plan. The Program Review rubric demonstrates the alignment of the Program Review process with MCTC's strategic plan (see Figure 7-3).

In order to address the College-wide commitment to improving student learning, all departments and programs are required to conduct annual assessment activities that examine an area of student learning as described in Category One: *Helping Students Learn* (e.g., 1P6, 1P8, 1R1 & 1R2).

AQIP Category Seven: *Measuring Effectiveness*

Under the direction of the Vice President of Academic and Student Affairs, the academic deans monitor enrollment, retention data, program costs and graduation rates. The Annual Program Review process provides a means of communication between deans and their divisions to improve retention and student learning outcomes. All departments/programs have a mission statement that is aligned with the College mission.

Deans and directors in Academic Affairs and Student Services are responsible for aligning the Strategic Planning goals to the budget; data and information are used for justification of requests for budget increases, and this information is available when final budget decisions are made to ensure that any new monies are spent in areas that support institutional objectives.

The process of aligning department/unit data and information to the College's institutional goals is partly the function of the Office of Strategy, Planning, and Accountability, which produces analytical reports to address questions about students, services and academic programs. This office generates research for use in administrative decision-making related to curriculum, enrollment management, strategic planning, program review/evaluation, policy, and emerging issues of concern to the campus community. It monitors the accuracy of information disseminated about the College, its students, services, and academic programs.

Analysis of information and data from individual departments is shared via reports distributed at the monthly coordinators' meeting, reports available on the College's website, and at the beginning of each semester's duty days for faculty and staff. An area of improvement is making sure such information is easily accessible by the student population. The College has made a priority of placing important information on the College website, the student newspaper and the monthly "Student News" newsletter. Additionally, MCTC is deploying television information monitors throughout campus which will contain important information for our community. In the future, more information about the College will be available on the institutional Dashboard. Currently, MCTC has a [Dashboard](#) created by the finance unit, and is working to refine and expand the dashboard to include more of the key institutional measures.

7P6 Ensuring the Effectiveness of Information Systems and Data. The MnSCU system is currently making many changes to the information system to improve data accessibility, security and integrity, including changing the format for the replicated database, and changes to the Data Warehouse. MCTC has stayed informed about these changes, and staff members have attended available trainings. Metro Alliance Presidents and Chief Academic Officers meet regularly to share information. Data integrity concerns that relate to the system-wide data collection and analysis systems are addressed in the MnSCU system Institutional Research directors' meetings.

At that local level, key individuals on campus, including the Database Manager, Budget Officer, and the Director of Institutional Research, share responsibility for assuring that information systems are effective and accurate. MCTC has a cross-functional Data Team which collaborates to address data concerns as they arise and ensure the consistency of the data entered into the ISRS system.

7P7 Effectiveness Measures. At this time, MCTC does not have a formal program in place to measure the effectiveness of the College's system for measuring effectiveness. Informally, the College continually reviews and questions data to determine whether its measurement systems are asking the right questions in the right ways. This informal process of continuous refinement and analysis has been most successful in keeping MCTC's academic Program Review current and accurate.

RESULTS (R)

7R1 Meeting Institutional Needs. There is a pervasive desire for more informed decision making across all units of the College. This is evidenced by the widespread requests for research and data coming from a wide variety of units. Requests for data have been created by faculty, directors of student services programs, administrators and other members of the community. The number of research requests has increased exponentially, and the demand for data presently exceeds the capacity of current staffing in the Office of Strategy, Planning, and Accountability.

7R2 Comparative Results. MCTC does not currently have a method for comparing its system for measuring effectiveness to those of

AQIP Category Seven: *Measuring Effectiveness*

other educational institutions. However, the College does compare the results of its measures of effectiveness with its sister colleges in the MnSCU system and will now be doing so with the National Community College Benchmarking Project (NCCBP) (see 7P3).

IMPROVEMENT (I)

711 Processes and Systems for Measuring Effectiveness.

The improvement process is influenced by three sources: external requirements; an internal focus on measurement and information-based decision making; and the annual institutional work plan process.

Several external requirements and changes have promoted a refinement and further development of our processes. For example, changes to MnSCU system targets, IPEDS, and Carl D. Perkins Vocational and Technical Act requirements have provided direction in altering processes.

The focus on measurement that extends across the College has been an important driver of improvement processes. There are a number of committees and teams working on initiatives such as the Retention Committee, the General Education Competency Caucus, and the College Readiness Committee who have requested data. Through the process of fulfilling these requests for information, the College has been able to identify improvements to its system including ways to streamline the data dissemination process.

A draft finance master plan has been developed which focuses on MCTC's Composite Financial Index as a primary means of measuring financial effectiveness. With targets set annually, this measurement will ensure that the College is continuously aware of and striving to improve its financial performance.

Finally, the annual Institutional Work Plan process has recently implemented a requirement that all proposals for new initiatives include specific and measurable outcomes and targets for improvement. These targets will initially be based on past trends and stretch goals.

712 Setting and Communicating Targets and Priorities for Improvement.

The College does not yet have a systematic and consistent method for setting targets. The criteria used to set targets include previous MCTC trends and stretch goals in key performance areas. The goal is to create a scorecard for initiatives with criteria for goal achievement. This process will be enhanced by the increased availability of data and benchmarks from NCCBP.

The MnSCU system has identified system-level targets and required colleges and universities to establish institutional targets in the following areas:

- Increase student retention rates
- Reduce disparity between students of color and white students
- Increase enrollment of underrepresented students
- Increase STEM enrollment and success
- Increase online enrollment
- Increase enrollment of students ages 24 to 45
- Increase alumni giving
- Increase external funding

The College's Strategic Plan and the annual institutional work plan form the basis for the establishment of annual priorities and targets, as well as how results are reported. These plans are integrated into the annual budgeting process. The President's Cabinet identifies the priorities of focus for the annual institutional work plan. The priorities for FY07 reflect the work that has been done in the AQIP Action Projects. Student retention and graduation, especially of targeted students of color, and first-semester student success are priorities each year. A measure of overall campus quality is analyzed annually, and the established target is for a 1 percent improvement in those results as a measure of all of the activities of the institutional work plan.

Results and improvement priorities are communicated to senior leadership through quarterly updates of the institutional work plan and an annual institutional work plan report, which is discussed in an All-College meeting. In addition, College Fall and Spring Opening Days are used to communicate results and priorities to the entire campus community.

CONTEXT FOR ANALYSIS (C)

8C1 Long Term Vision. MCTC serves as a conduit for students to achieve their dreams. The College provides access to learning opportunities that prepare students to live and work in a democratic society within a global community. The Vision Statement that the College community developed in 2004 is: “Minneapolis Community and Technical College will be an institution that transforms its community by educating students who are globally aware, engaged citizens, skillful at their work, and lifelong learners.” The College’s five-year Strategic Plan (Figure O-1) clearly grew out of and embraces this vision, and further defines what goals and activities the College will undertake in order to achieve it.

MCTC is fulfilling its vision and Strategic Plan by providing multiple educational opportunities in the liberal arts as well as in career and technical, developmental, and continuing education. MCTC further embraces its institutional vision by offering English for Speakers of Other Languages, a baccalaureate transfer curriculum, and workforce development programming.

A Master Academic Plan that envisions the framework for the future academic curriculum recently has been drafted by a committee with members representing faculty, administration, staff, and students. The Master Academic Plan supports the College’s planning for the future. Every program will be measured against this blueprint for “fit” and sustainability within the framework of the College’s overall mission. As an educational institution, MCTC must be responsive, resourceful, educational and visionary in its programs and processes. The long term vision for the College’s academic programs is to be a premier provider of courses and programs that reflect the complex, global and changing world. The guiding principles which informed the development of the Master Academic Plan were:

- MCTC will be an institution whose students and employees are civically engaged, and life-long learners.
- MCTC will address the needs of an aging population.
- MCTC will create centers of technical, career and trade program excellence.
- MCTC will strive to integrate knowledge across disciplines.
- MCTC will focus on global, intercultural and international perspectives.

- MCTC will continue to focus on assessment of student learning.
- MCTC will develop a common understanding of cultural competence.
- MCTC will strive to sustain a “green” future in programs and practice.

From these guiding principles, the committee identified six considerations for MCTC’s institutional future:

- MCTC will create signature programs – unique in quality and stature.
- MCTC will be intentional about cross-disciplinary collaborations and how it fosters the growth and meaning of these collaborations in all content areas of the College.
- MCTC will implement integrated learning, particularly embedding general education and liberal arts into the career and technical programs.
- MCTC will work with other institutions to create successful K–16plus educational pathways.
- MCTC will respond to increasingly sophisticated technologies as they apply to and enhance student learning.
- MCTC will purposefully analyze career and technical programs for industry relevancy, occupational validity and fit within the core College mission.

With the MCTC Strategic Plan 2004-2010 as a backdrop, the Master Academic Planning Committee identified eight focus areas that emerged from the visioning exercises by the College community:

- Global education
- Career and technical program responsiveness
- Civic engagement
- College readiness
- Compelling learning environments
- Science, technology, engineering and mathematics (STEM) development
- Sustainability
- Faculty recruitment, retention and professional development

MCTC’s long-term Facilities Master Plan extends to 2020 and was developed with the assistance of an architectural consulting firm. The College’s requests for capital projects emerge from that long-term master plan. MCTC is a small campus in the heart of downtown Minneapolis and has experienced steady growth, so planned growth

AQIP Category Eight: *Planning Continuous Improvement*

and the effective utilization of its physical plant will ensure that the College is able to continue to serve students in future years.

The College is alert to changes in the student population and changes to the academic program, and recognizes the need for responsiveness to those changes. For example, MCTC's student population has traditionally had an average age of 28-29. With increasing numbers of recent high school graduates arriving on campus, the College has recognized the need to think differently about the spaces on campus for social interaction. Plans are currently in progress to remodel the Student Center, in consideration of a student body that is younger and more accustomed to a technology-rich environment.

The Finance Master Plan's five-year forecast assumes conservative increases in enrollment each year, a set-aside for strategic investment, projected contractual increases in compensation including benefits, continued debt service, and increasing contributions from external sources such as federal and state grants, gifts, and foundation contributions. Over the next five years, College revenues are anticipated to grow by an annual average increase of 4.47 percent annually. Tuition rates will increase an average of 4 percent annually. Expenditures are projected to increase at an average rate of 2.17 percent, mainly due to projected increases in contractual salary obligations, utility costs, health insurance costs, and uncertainty of Title IV funding (Title IV of the Higher Education act covers the administration of federal student financial aid programs).

8C2 Short- and Long-Term Strategies. To realize its vision, MCTC has developed a five-year Strategic Plan with four major Strategic Directions, and within them twelve Strategic Goals (Figure O-1). All activities of the College promote one or more of the four Strategic Directions. In 2008, MCTC will begin another strategic planning process to develop the 2010 – 2015 Strategic Plan.

The College's short- and long-term strategies are enunciated in the Strategic Plan, the annual Institutional Work Plan, the Master Academic Plan, the Finance Master Plan and the Long-Term Facilities Master Plan. These plans all align with the College's mission and vision. In each case, the vision and mission are the starting points for the planning process.

PROCESSES (P)

8P1 MCTC's Planning Process. MCTC has a robust and integrated annual budget and planning cycle, which begins in January and continues until the final budget and Institutional Work Plan is determined in June. The annual planning process which results in the Institutional Work Plan is the process for selecting short-term strategies. Each year, all units submit annual work plans, which are compiled to develop the Institutional Work Plan, in order to articulate, prioritize and measure the progress of activities needed over the next year to further the strategic goals and improve College operations. Facilities projects, ITS projects, and strategic enrollment management planning are simultaneously evaluated by separate committees during the budget and planning cycle to ensure a fully deliberated operating plan and annual Institutional Work Plan. MCTC then submits the annual Institutional Work Plan to MnSCU's Board of Trustees.

The annual planning process has evolved largely over the past three years and includes broad community participation and assures responsiveness to institutional performance on the goals enunciated in the College's Strategic Plan. At the start of the cycle, the Budget Office and the Office of Strategy, Planning & Accountability (SPA) publishes the Budget Report and Strategic Plan Data Book. The Budget Book provides the community with necessary instructions, timetables, parameters, and preliminary modeling and financial performance, and a financial overview. The Data Book reports on performance indicators and measures that are aligned with the current year's Institutional Work Plan.

Each work unit must provide quarterly updates to their annual work plan. These updates are compiled, synthesized, and presented to the President's Cabinet. The Cabinet assesses planned outcomes, makes modifications if needed, and reallocates resources as required.

While the planning cycle described above represents the formal institutional process, the College continuously assesses planned objectives and evaluates institutional performance in order to implement new plans and/or to modify existing plans. Facilities projects, ITS projects, and strategic enrollment management planning are simultaneously evaluated on separate committees during the budget and planning cycle

AQIP Category Eight: *Planning Continuous Improvement*

to ensure a fully deliberated operating plan and annual Institutional Work Plan.

The Facilities Master Plan was developed through committee-based input from the College community. A planning team distributed a survey to faculty, students and staff, in order to allow them to convey their level of satisfaction with the existing facilities and to share their vision of what MCTC's facilities could be. In addition, numerous meetings were held with city staff and community leaders to learn what problems and opportunities existed. A Master Plan Advisory Committee (MPAC), made up of faculty and staff, collected and assessed information. This effort has resulted in a flexible framework for campus growth, renewal and enhancement. The plan provides for a proactive response to future facilities challenges as well as enabling the College to plan for future capital improvements.

The Finance Master Plan forecasts MCTC's financial future by analyzing current and future needs, trends, and external cost drivers, which could impact the College's ability to realize its mission. The plan addresses several critical areas which have, or are expected to have, an impact on the financial condition of the College over the next five years. The Finance Master Plan serves as a comprehensive plan designed to articulate a five-year pro forma, which reflects institutional priorities as expressed in the Master Facilities Plan, Master Academic Plan and the Information Technology Services (ITS) Strategic Plan.

MCTC's Finance Master Plan provides:

1. A clear roadmap for the future
2. A longer term understanding of financial constraints and opportunities
3. Planned financial growth
4. Improved opportunity to realize the College's mission
5. A foundation and framework for short- and long-term goals
6. A guideline that leads to actions, results, and evaluation

In addition to the five-year Strategic Plan, the Finance Master Plan, the Master Academic Plan, and Facilities Master Plan, in 2003 MCTC initiated three AQIP action projects spanning 3 years:

1. Assessment of student learning
2. Employee satisfaction through comprehensive development and training programs
3. Student Retention

8P2 Selecting Strategies. As shown in Figure 8-1, the overarching framework for MCTC's

strategic planning is the MnSCU Strategic Directions and Goals. The College's long-term strategies are enunciated in its Strategic Plan, the development of which was the result of discussions designed to further the mission and vision of the College.

The President's Cabinet, in consultation with the campus community, identified four overall directions of the Strategic Plan that would directly further the Mission and Vision Statements (Figure O-1). MCTC's Strategic Plan is also aligned with AQIP categories and action projects, as well as the College's annual Institutional Work Plan.

The strategic planning process involves all stakeholders. As the new 2010 Strategic Plan is developed, the administration will engage the College community in a review, and if necessary a revision, of the Mission, Vision, and Values statements.

8P3 Developing Key Action Plans. The selection of the annual Institutional Work Plan is a collaborative process among key constituents at the College, including the President's Cabinet, employees, union representatives, the President's Executive Committee, and students. Each member of the community, by way of departmental employee input sessions, participates in discussions designed to address the questions:

- What areas should the College focus on in order to further the Strategic Plan?
- What areas should the department focus on in order to improve its performance?

During each planning cycle, the College community is reminded of the MnSCU Strategic Directions and the MCTC 5-year Strategic Plan, with the corresponding performance targets. The community is provided with an update on the outcomes of the Current Institutional Work Plan, program review data, student learning assessment results, opportunities for external funding, and the requirements of such federal programs as Carl Perkins and TRIO. In the separate units of Academic Affairs, Student Services, and Finance and Operations, the College community proposes activities for the next Institutional Work Plan (aligned with the 12 strategic goals), including the Performance indicators, measures, targets, and fiscal, technology, and/or facilities implications. Each vice president works with his/her unit to identify the priorities for the unit and to ensure alignment with the Strategic Plan and College priorities.

AQIP Category Eight: *Planning Continuous Improvement*

ITS prepares its annual work plan by seeking direct input from the campus community. Units within the College inform ITS of their information technology needs and submit project ideas. The Vice Presidents and the Information Technology Services Advisory Committee (ITSAC) prioritize the proposed information and technology initiatives based on the following criteria:

- Impact on students
- Furtherance of the Strategic Plan
- Eliminating duplication of effort
- Overall cost savings
- Compliance with state and/or federal regulations

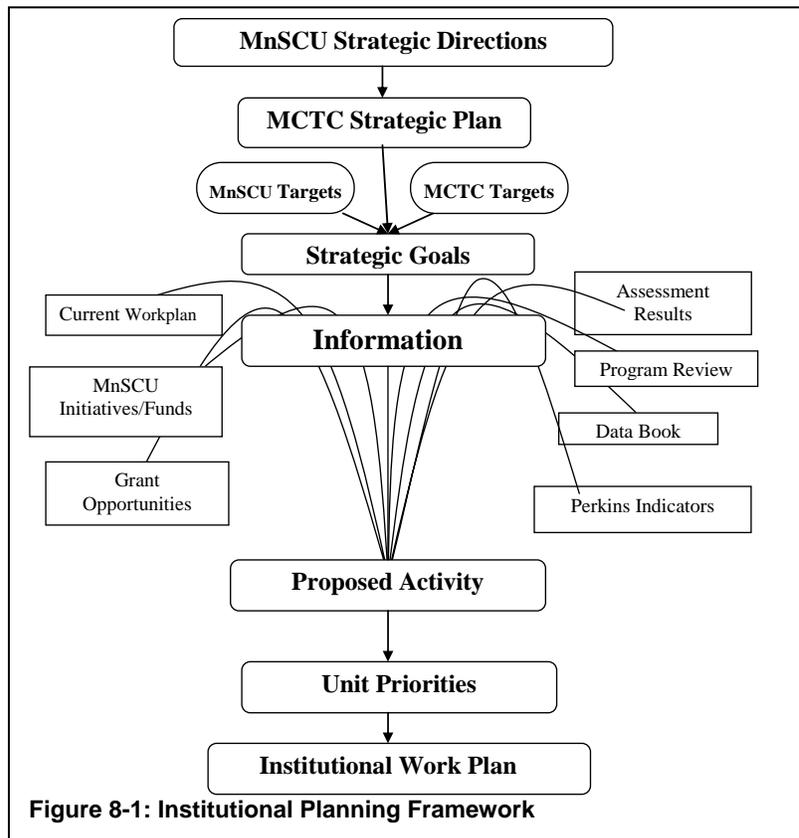
ITSAC sends the prioritized list of information and technology initiatives to the President's Cabinet for approval in concert with the operating budget and the institution's annual Work Plan.

The Facilities Committee, like ITSAC, prioritizes facility projects via a cross-representational committee representing faculty, administration, staff, and students. The committee is charged with accurately costing projects and making recommendations to the President's Cabinet for facility projects in the upcoming year.

SPA works with each department within the College to assist in the identification of measurable targets, including the use of local and national benchmark data. Institutional performance and planning outcomes will be reported on the Institutional Dashboard website. This site will provide for timely publication of data elements deemed necessary to ensure continuous improvement.

The College conducts an annual program review of all academic departments and programs. Ten indicators of program health are directly linked to the College's Strategic Goals. Deans review this data for each program and evaluate department performance. The health indicators are:

- Serving mission populations
- Attracting students to the program
- Balancing demand effectively
- Assessing student learning
- Teaching on the cutting edge
- Budgeting resources effectively



- Partnering with the community
- Retaining students in the program
- Producing graduates of the program
- Placing graduates in viable work

The results of the annual program review are considered in the development of key action plans.

The President's Cabinet deliberates on the broad range of results, initiatives and plans described above, using guiding principles based on the anticipated revenues and identified priorities. Since the budget and the annual Institutional Work Plan are delineated simultaneously, the ability to ensure that necessary resources are available to support the plan is intrinsic to the process. The integration of the budget and planning cycle allows the College the ability to make opportunity cost decisions by considering reallocation of resources in order to support new initiatives.

A new step in the planning process will be an August Senior Leadership retreat where all available data on the College and department performance from the previous year will be analyzed. This will be a final check on whether the College has identified the appropriate strategies for the annual Institutional Work Plan.

AQIP Category Eight: *Planning Continuous Improvement*

8P4 Coordination of Planning Processes.

SPA coordinates planning activities and distributes the final annual Institutional Work Plan to the vice presidents to be distributed to their units. The Institutional Work Plan engages all departments in the development of specific projects connected to the Strategic Plan that either have institution-wide impact or improve departmental performance. Each project includes planned action steps that flow from the project, timelines, and responsible persons. The planning tool's database captures all planning initiatives by responsible managers in the organization.

Each project is reviewed quarterly for progress. For departmental improvement projects, a target for improvement integrated into the larger Institutional Work Plan and measurement matrix. The President's Cabinet considers any costs associated with these projects in developing the annual operating budget.

In order to ensure horizontal alignment of planning within the institution, this year the College will hold a Planning Summit, including administration and staff from the Student Affairs, Finance and Operations, and Academic Affairs units. The administration works to ensure that planning is not bifurcated, that the College has an opportunity to plan cohesively around the Strategic Plan, and that all departmental plans for improvement align with the Strategic goals of MCTC and MnSCU.

8P5 Choosing Measures. The Strategic Plan is measured by Key Performance Indicators. These indicators report the degree to which the College is furthering the identified directions in the Strategic Plan. MnSCU System Accountability Indicators and Measures (see Figure 8-2) inform the College in the identification of measures and performance projections.

In addition, MCTC ensures that each goal is aligned with [MnSCU Strategic Directions and Goals](#). In a significant way, the vision and targets as enunciated by MnSCU constitute a driver for the College's long and short-term goals.

MnSCU's priority goals are:

1. Increase student retention rates
2. Decrease the success disparity between students of color and white students
3. Increase underrepresented student enrollment
4. Increase STEM (science, technology, engineering, and mathematics) enrollment and success
5. Increase online enrollment

6. Increase enrollment of students age 24 – 45
7. Increase alumni giving
8. Increase external funding

Targets for departmental improvement are identified annually during the budget and planning cycle. Working closely with SPA, departmental leaders identify specific key data points for measurement and set appropriate targets. These targets are informed by:

- Trend data, benchmarks based on data from other colleges (for example, data from other two-year community colleges within the MnSCU system)
- Institutional measurements such as ACT Student Opinion Survey results, Campus Quality Survey results, Annual Budget and Planning Report, departmental expertise, and Academic Program Review
- Industry standards (i.e., resale, information technology, and marketing)
- National IPEDS data

The annual targets for improvement are approved as a component of the budget and annual Institutional Work Plan.

AQIP Category Eight: Planning Continuous Improvement

System Accountability Indicators and Measures Minnesota State Colleges and Universities System			
Strategic Direction	Composite Indicators		Core Measures
	Short Title	Full Indicator	
I. Access and Opportunity	Access to Programs and Courses	1. Minnesotans have access to an array of MnSCU programs and courses.	A. Student Participation Rates
			B. Graduate Debt Index
			C. Affordability Index
			D. Student Success Rates
Financial Resources	2. Financial resources are available to foster student success and access.	E. First Generation Students	
		A. State Appropriations	
B. Gifts and Grant Revenue	3. The system is effectively and efficiently utilizing its fiscal and physical resources.	A. Fiscal Measures	
		B. Facilities Measures	
II. Fully Integrate the System	Human Resources	4. The system is effectively and efficiently utilizing its human resources.	C. Technology Measures
			D. Reallocation of Resources
			A. Employee Productivity: Faculty and staff/student ratio
			B. Instructional Productivity: Teaching Faculty/student ratio
C. Faculty and Staff Development	5. The system is engaged in effective planning, collaboration, and resource decision-making.	A. Program Viability	
		B. Course Transfer	
III. Expand High Quality Learning Programs and Services	Student Learning	6. Students achieve identified learning outcomes.	A. Student Pass Rates on Certification or Licensure Exams
			B. Student Success Rates at Transferring Institution versus Non-transfer students
			C. IPEDS Graduation and Transfer-Out Rates
	Student Satisfaction	7. Students are satisfied with their learning experience.	A. Student Satisfaction from National Surveys
			Student Engagement
	Program Development	9. Programs are responsive to current and future market needs.	
			B. Market Share of higher Education Completers by Selected Programs
			C. Program Delivery Methods compared to Student Needs
IV. Community Development and Economic Vitality	External Partnerships	10. Colleges and Universities enhance community development through external partnerships.	D. Five High Priority Programs
			A. Number and Type of Partnerships with External Entities
	Economic Development	11. College and university expertise contributes to the state's economic development	B. Customized Training Revenue
			A. Graduate Related Employment Rates
			B. Continuing Education Rates
Community Engagement	12. Colleges and universities contribute to the quality of life in the community	C. Graduates' Median Wage Rates	
		A. Percentage of Students who Participated in Service Learning or Volunteerism	

Figure 8-2: MnSCU Accountability Indicators and Measures

8P6 Planning for Resource Allocation.

MCTC continues its commitment to securing long term financial health, providing the resources necessary to strengthen its commitment to student learning. The budget and planning cycle embraces the following guiding principles in approving the operating budget and associated plans:

- Balanced operating budget for all funding sources concurrently
- Protection of the fund balance before making any one-time strategic expenditure decisions
- Factual review of all relevant data resulting in structural and systematic cost reductions
- Reduction of duplication of effort and/or resources
- Maintenance or improvement of the quality and competitiveness of the College as an institution of higher learning
- Priority funding for plans that directly further AQIP Action Projects and those that best

support the Strategic Plan and the annual Work Plan

- Focus on creation of new revenue streams and enhancement of current revenue streams
- These principles allow MCTC to be as flexible as possible in the development of the annual Work Plan. Because the budget and planning cycle are fully integrated, each plan has identified costs, personnel, facility needs, and technological support. The budget process also provides an opportunity to reallocate existing resources. The reallocation of resources is reviewed concurrently with the budget and planning requests.

In addition to the delineation of new initiatives and plans, the cycle specifically calls for the identification of any plans or initiatives that no longer further institutional objectives. The removal of these items creates an opportunity to redirect and reallocate resources to other budget line items. The budget process includes all funding sources simultaneously to ensure that all

AQIP Category Eight: *Planning Continuous Improvement*

objectives are met and that any duplication of effort and resources can be identified and redirected.

8P7 Strategic Personnel Development.

Overall development of staff and faculty is fully discussed in Category Four: *Valuing People*. Of direct relevance to capabilities for institutional planning and improvement is the employee development program directed specifically to leadership. This program provides the training and development necessary for building employee capabilities during the budget and planning cycle. The LEAD Academy (see Category 5: *Leading and Communicating*, 5P7) provides one such opportunity. Development of capabilities related to budget and planning, a collaborative effort by the Budget Office and SPA over the past several years has resulted in a number of trainings offered to the President's Executive Committee. This committee serves as the forum for sharing information, planning as an institution, and opportunities for training. The training activities have focused on:

- Visioning the future of MCTC
 - How to identify specific, measurable results
 - Budget & Planning – AQIP Style
 - Budget Management System Software Training
 - Planning Tool Training
 - AQIP Modeling
 - Understanding Departmental Effectiveness
- Faculty and staff are apprised of changing institutional strategies and action plans during opening days each Fall. Those priorities are further communicated and supported during unit meetings. Faculty Coordinators have an annual retreat before the start of Fall semester to ensure their full participation in the action plans and to provide necessary training to accomplish the action plans. Ongoing faculty development activities address specific Strategic Goals or action plans with individuals, small groups, and at faculty-wide meetings.

8P8 Measures of Effectiveness. Since 2001, MCTC employees have participated in an annual Campus Quality Survey in an effort to improve the overall quality of the College. This survey demonstrates MCTC's overall improvement in strategic quality planning. The institution uses state and national data to compare its performance with that of other institutions. This survey instrument addresses the following questions:

- To what degree do employees feel involved in planning for the future?
- Does the College analyze complaints and take appropriate remedial actions?
- To what degree does the institution plan carefully?
- Are the mission, purpose and values of the institution familiar to employees?

MCTC conducts additional surveys of students to evaluate the quality of its programs and services, as well. Student input is systematically monitored and measured as a basis for improvement. Specific student surveys include:

- Student Information Report (SIR) II course evaluations, which students complete for evaluation of teaching and learning in each class.
- ACT Student Opinion Survey explores student satisfaction with programs and services
- Community College Survey of Student Engagement (CCSSE) explores students' learning-related behavior and participation inside and outside of class (implemented for the first time in Spring 2007)

RESULTS (R)

8R1 Accomplishing Strategies and Action Plans. One new process initiated during the planning process for FY08 is a Planning Data Book which provides data illustrating MCTC's performance on each of its Strategic goals. An Accountability Framework is under development and will result in a series of dashboards that will be on the College website. The framework for the Institutional Dashboard includes reporting on college performance in the following areas:

- Enrollment
- Student Outcomes
- Instructional Programs
- Student Support
- Satisfaction
- Institutional Operations
- Community Impact

As the Dashboard is developed and improved, MCTC will engage a conversation about priorities that will inform a balanced scorecard for the College.

8R2 Performance Projections. In addition to the Institutional Work Plan, the following are College targets for performance relative to MnSCU priorities:

- Increase the Fall 2007 success rate for Fall 2006 entering students of color by 1%.

AQIP Category Eight: *Planning Continuous Improvement*

- Increase the Fall 2011 retention rate for Fall 2010 entering students by 4.5%.
- Increase the percentage of students enrolled in one or more college level science, technology, engineering, or mathematics (STEM) courses by 5% between Fiscal Years 2005 and 2009.
- Increase the number of students enrolled in online courses by 15% between Fiscal Years 2005 and 2009.
- Increase the number of students enrolled in customized training courses by 9% between Fiscal Years 2005 and 2009.
- Increase the number of continuing education students (aged 25 to 44) by 3% between Fiscal Years 2005 and 2009.
- Increase the level of Institutional support from public sources by \$300,000 between Fiscal Years 2006 and 2010.
- Increase the level of institutional support from private sources by \$175,000 between Fiscal Years 2006 and 2010.
- Increase the alumni participation rate to 1.2% in FY2010 from 0.1% in FY2005.

8R3 Comparative Projection Results.

MCTC established its targets for MnSCU priorities considering trend analysis, special initiatives, and comparisons to other MnSCU colleges. Results for the Campus Quality Survey (Figure 8-3) have shown a significant increase in employee ratings of quality since MCTC began participation in 2001, above the national norm of two-year institutions and other institution types.

Quality Category	1999	2000	2001	2002	2004	2005	04-05 Change	99-05 % increase
Measurement and Analysis	2.89	3.05	3.04	3.16	3.26	3.41	+0.15	+18%
Quality/Productivity Improvement Results	2.86	2.97	2.91	3.09	3.23	3.37	+0.14	+18%
Employee Training and Recognition	2.70	2.83	2.81	2.97	3.00	3.26	+0.26	+21%
Quality Assurance	2.91	3.01	2.91	3.07	3.24	3.31	+0.07	+14%
Top Management Leadership and Support	2.98	3.10	3.05	3.21	3.21	3.41	+0.20	+14%
Employee Empowerment and Teamwork	2.94	3.03	2.98	3.13	3.26	3.45	+0.19	+17%
Customer Focus	2.91	3.12	3.15	3.28	3.35	3.46	+0.11	+19%
Strategic Quality Planning	2.88	3.07	3.12	3.21	3.44	3.51	+0.07	+22%

Figure 8-3: Campus Quality Survey Results 1999-2005

MCTC's decision to participate in the National Community College Benchmarking Project in 2007 will provide the College with the additional capability to compare performance and projections to other community colleges and to a group of peer institutions. The MnSCU Dashboard on System Accountability Indicators and Measures provides another opportunity to compare MCTC performance and projections to other public two-year colleges in Minnesota.

Action Project Results. The results of the AQIP Action Projects are a clear indicator of MCTC's capability to plan for continuous improvement. Outcomes include:

1. **Improved Employee Satisfaction:** As shown in Figure 8-5, ratings for "Employee Training and Recognition" and "Employee Empowerment and Teamwork" improved significantly, with particularly strong increases between 2004 and 2005 when this Action

Project was implemented. Please see Category 4: *Valuing People* for information on this action project.

2. **Late Registrants:** Late registrants can now access "real-time" application processing, post-testing advising and New Student Orientation through the first day of classes. Additional access to advising late in the enrollment cycle, coupled with the electronic prerequisite check on the online registration system, ensures that late registrants enroll in courses for which they are prepared.

This continuous improvement action project is now embedded in the College's enrollment processes and retention efforts, as numbers of late enrollees are not predicted to decrease without major college admission policy changes. Please see Category 3: *Understanding Students' and Other Stakeholders' Needs* for more information.

AQIP Category Eight: *Planning Continuous Improvement*

3. College-Wide Communications

Assessment: The goal of the Communications Caucus has been to improve students' communication skills by developing strategies that collect, disseminate and respond to data on student mastery of the general education core competency of communication. This includes the implementation of broader College-wide tools; embedding assessment strategies into individual courses; and training faculty in the assessment of communication skills across the curriculum.

Writing project data indicated 78 percent of sophomores were writing at college level. The Information Literacy web-based tool was implemented in Fall 2006. Communications assessments were embedded into 37 classes, with 83 percent of students performing satisfactorily. See Category 1: *Helping Students Learn* for more information.

The Communications Caucus has the long-term goal of working with the Academic Council and programs undergoing self-study to incorporate the assessment of communication.

IMPROVEMENT (I)

8I1 Planning Continuous Improvement.

MCTC improves its current processes and systems for planning continuous improvement by reviewing survey responses, soliciting feedback from those who use the information, and continuing to more fully align budgeting and planning processes.

The President reorganized the senior leadership team, naming a Vice President of Strategy, Planning and Accountability, who supervises the Institutional Research Office. Because of a

turnover in staffing, these offices are developing new processes and systems. This work is an effort to improve on past processes and systems, but such improvement has yet to be fully realized.

8I2 Improvement Targets and Priorities.

Targets for improvement are established by examining past performance and by identifying the stretch goals for specific College initiatives to improve on that performance. Thus, if MCTC has undertaken an initiative and has added staff or activities as a result of a new initiative, the justification for such additions must include targets for improvement on specific measures.

The 2007 target for improvement for planning process is to increase total college satisfaction by one percent. The priorities for the Budget and Planning Process in the upcoming year will be to increase communication and participation by developing a Strategy, Planning and Accountability Advisory Committee. Additionally, the College seeks to better include all funding sources and plans in its overall planning alignment. The most important improvement priority is to develop an institutional dashboard that will communicate results and College priorities. This web-based dashboard will be public and transparent and will be operational during the latter half of 2007.

Results and improvement priorities are communicated to all stakeholders through All-College meetings, which usually have opportunity for questions and feedback from the entire College community. In addition, targeted communiqués on results and improvement priorities are provided at times during the year when most appropriate.

AQIP CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS

CONTEXT FOR ANALYSIS (C)

9C1 Collaborative Relationships. As stated in the Overview (O4) collaborative relationships are a trademark of MCTC and an integral part of its institutional mission and

identity. MCTC's most definitive projects over the past decade have been accomplished in collaboration with five types of partners: industry partners; K-12 school partners, donors, post-secondary education partners, governmental partners, and community partners (Figure 9-1):

Partner	Example	Expected Outcomes
Industry Partners	Program Advisory Committee members	Program advice to technical programs, financial support
	Employers of MCTC graduates	Places of employment for MCTC graduates; internships for students
P-12 School Partners	Minneapolis Public Schools, charter schools <ul style="list-style-type: none"> High schools – Small Learning Communities partner with MCTC to connect students with interests in specific career clusters such as healthcare, bioscience, construction, IT, public services, and manufacturing Layman Center (Adult Basic Education)	Articulation agreements for tech prep programs, Post Secondary Enrollment Option enrollment, internships for program specific learning at MCTC, source of new students at MCTC, GED and College Readiness Curricular alignment
Donors	<ul style="list-style-type: none"> Industry groups, corporate foundations, private donors, employees, community foundations, corporate foundations, including General Mills, Best Buy, Medtronic, Target, Kellogg, Honeywell, U.S. Bank, 3M, ADC, RBC Dain Rauscher, Ecolab, Star Tribune and Xcel Energy McKnight Foundation, Minneapolis Foundation and Otto Bremer Foundation; and family foundations that include the Whitneys, Daytons, Kopps, and Wells The Minnesota Office of Higher Education The US Department of Education 	Financial support
Government Agencies	<ul style="list-style-type: none"> The US Department of Education Workforce Centers Minneapolis Employment and Training Program City of Minneapolis The Department of Justice, Hennepin County 	<ul style="list-style-type: none"> US Dept. of Education provided over \$3.5 M in funds to TRIO, CCAMPIS, and Perkins grants US Dept. of Justice provides \$200,000 for the Institute for Computer Security and Forensics to develop training and provide technical assistance for law enforcement personnel Hennepin County supports the College with funding and in-kind support in major endeavors such as the Health Careers Institute, <i>Power of You</i>, and site acquisition
Post Secondary Partners	<ul style="list-style-type: none"> Metropolitan Consortium for Customized Training Saint Paul College, partner in the <i>Power of You</i>, also houses an advisor from the Educational Opportunity Center Metropolitan State University MnSCU, Office of the Chancellor Metro Alliance 	<ul style="list-style-type: none"> Articulation agreements Curricular alignment Development of joint programming, joint marketing, and non-credit business training events throughout the greater Twin Cities area Co-location with Metropolitan State: institutions share facilities and services, saving resources
Community Partners	Faith-based, cultural, and neighborhood organizations, such as: <ul style="list-style-type: none"> Minneapolis Urban League Somali Education Center American Indian Opportunities Industrialization Center (AIOIC) Native American Community Development Institute (NACDI) Project for Pride in Living (PPL) NorthPoint Health and Wellness Center Basilica of St. Mary 	Furthers MCTC's mission to <ul style="list-style-type: none"> Remove barriers, improve education and access for underserved groups Understand the needs of diverse cultural groups Understand and meet community needs

Figure 9-1: Collaborative Partnerships

MCTC collaborates with 13 local K-12 schools to improve the college readiness of their students, including providing early assessment testing for high school students. Over 1,000 high school students were tested in Fall 2006 alone. Additional collaborations between community schools, districts and MCTC exist through the *Power of YOU* initiative, a partnership between MCTC, Saint Paul College (SPC), MSU and the

Minneapolis and St. Paul school districts, which guarantees up to three years of lower division college, tuition free, for urban high school graduates, supports them in succeeding in college, and offers “bridge scholarships” to lower division graduates for continuing studies at the bachelor’s level. The goal of this advising-intensive, scholarship program is to eliminate real or perceived financial barriers to college and to

AQIP Category Nine: *Building Collaborative Relationships*

encourage more students to see college as a realistic goal, take the necessary coursework to be college-ready, attend college, and complete a degree. In its first year (2006-07), the *Power of YOU* brought 234 urban high school graduates to MCTC as students.

Another important collaborative program is the Urban Teacher Program, which was developed in conjunction with MSU and Inver Hills Community College (IHCC), and also works with the Humphrey Institute at the University of Minnesota to prepare MCTC students as Public Achievement coaches who then work with pupils at nearby urban schools.

Coordination with government and business is also an important aspect of MCTC's collaborative relationships. Many of the College's career and technical programs, such as Nursing, Air Traffic Control, and Law Enforcement, work closely with government regulators to shape licensure/certification requirements and to ensure that coursework provides students with the necessary knowledge and skill development. In addition, all technical programs have advisory committees consisting of community members from prominent program-related businesses and organizations to ensure that program coursework and goals meet current industry standards and employer expectations for performance in beginning employment positions.

Many MCTC instructors establish relationships with specific organizations through service learning projects. For example, cabinetmaking students apply their learning and gain efficiency and expertise by building and installing cabinets in project homes for Habitat for Humanity; and the College's English Division brings in speakers and artists from the community to work with composition students around specific social justice issues as part of the Commonground Project.

MCTC also has active relationships with community service providers. For example in partnership with the Northpoint Wellness Center, MCTC has held information sessions for local residents on career programs available at the Center and on the College's main campus. MCTC has staffed Northpoint Wellness Center with a representative four hours per week to assist residents in academic planning and enrollment in MCTC courses, both at Northpoint

and on the main campus, and has provided on-site evening Addiction Counseling coursework.

Finally, the MCTC Foundation works closely with the philanthropic community and other friends of the College to provide resources to benefit the College and local students in need. Donors help to fund student scholarships, the construction and improvement of College facilities, and important initiatives such as the *Power of YOU* program. The MCTC Foundation and the MCTC Office of College Advancement work with individual donors, foundations, and businesses to raise funds for the College.

9C2 Collaborative Relationships as a part of Mission and Strategic Plan.

The creation of external partnerships is an integral part of MCTC's Strategic Plan (Overview, Figure O-1), specifically addressed in Goals 4 (*Broaden and expand P-16 partnerships to improve high school students' readiness for college*) and Goal 10 (*Contribute to the social, economic and cultural vitality of the community through partnerships and the leveraging of external resources*). External partnerships are also important components of efforts related to Goal 3 (*Increase participation of under-served students, particularly Chicano/Latino and Native American populations*), Goal 5 (*Expand technical programs in emerging fields and growing industries*), Goal 6 (*Engage students in civic life*) and Goal 9 (*Match the education and employment needs of individuals to the requirements of business and community employers*).

Relationships with communities of color, neighborhood groups, and various grassroots organizations have dramatically benefited both the groups in question and MCTC. By improving its understanding of its community and of specific cultural groups, the College has been able to remove barriers and improve access to education. In some cases, these partnerships have led to major College initiatives, such as the *Power of YOU* program and the Health Careers Institute. Please see 9R1 for a further discussion of these programs.

Partnerships with other educational institutions include 46 articulation agreements with other colleges and universities, promoting opportunities for higher education among MCTC students (**Figure 9-2**).

AQIP Category Nine: *Building Collaborative Relationships*

Partner Institution	MCTC Program and Credential	Partner Institution Program and Credential
Argosy University	Psychology A.A.	Psychology B.A.
Capella University	Transfer curriculum (A.A., A.S. or A.A.S. degree)	Bachelor's completion programs
Cardinal Stritch	Transfer curriculum (A.S. or A.A.S.)	College of Business B.S.
College of St. Scholastica	Computer Programming, Computer Support, and Network Administration A.A.S.	Computer Science/Information Systems B.A.
Mankato State University	Fine Arts A.F.A.	Art B.F.A.
Metropolitan State University	Addiction Counseling A.S.	Alcohol and Drug Counseling B.S.
	Administrative Assistant/Software Support Specialist A.A.S.	Organizational Administration and Technology B.A.S.
	Air Traffic Control A.A.S.	First College B.A.
	Aviation Airframe Technology A.A.S.	Individualized B.S.
	Aviation Powerplant Technician A.A.S.	Individualized B.S.
	Business Management A.S.	Business Administration B.S.
	Child Development A.S., A.A.S.	Psychology B.A., Early Childhood B.A.S.
	Criminal Justice Studies A.A.S.	Criminal Justice B.A.
	Culinary Arts A.A.S.	Food Service/Culinary Arts B.A.S., Hospitality Management B.A.S.
	Filmmaking A.S.	Screenwriting B.A.
	Graphic Design and Visual Communication A.A.S.	Advertising and Applied Visual Arts B.A.S.
	Human Services A.S.	Human Services B.A.
	Information Assurance Certificate, Diploma	Information Assurance B.A.S.
	Law Enforcement A.S.	Law Enforcement B.S.
	Office Information Processing Specialist A.A.S.	Organizational Administration and Technology B.A.S.
	Screenwriting A.S.	Screenwriting B.A.
	Sound Arts A.S.	First College B.S., B.A.S.
	Urban Teacher Program A.S.	Urban Teacher Program B.A.
	Video and Digital Arts A.S., A.A.S.	First College B.A., B.S., B.A.S.
	Web Design A.A.S.	First College B.A.
Women's Studies Certificate	Women's Studies B.A.	
Moorhead State University	Architectural Technology Diploma	Industrial Technology/General Technology B.S.
	Aviation Airframe Technology A.A.S.	Industrial Technology/General Technology B.S.
	Aviation Powerplant Technician A.A.S.	Industrial Technology/General Technology B.S.
	Cabinetmaking Diploma, A.A.S.	Industrial Technology/General Technology B.S.
	Construction Electricity Diploma	Industrial Technology/General Technology B.S.
	HVAC Diploma, A.A.S.	Industrial Technology/General Technology B.S.
	Information Technology Computer Programming A.A.S.	Industrial Technology/General Technology B.S.
	Information Technology Computer Networking and Administration Diploma, A.A.S.	Industrial Technology/General Technology B.S.
Machine Tool Technology Diploma	Industrial Technology/General Technology B.S.	
Minnesota State Universities	Nursing A.S.	Nursing B.S.N.
St. Cloud State University	Biology A.S.	Biology B.S.
	Biotechnology A.S.	Biotechnology B.S.
	Chemistry A.S.	Chemistry B.S.
	Library Information Technology A.S.	Information Media B.S.
St. Mary's University	Transfer curriculum	Bachelor of Science degree completion program
University of Minnesota	Mathematics A.S.	Mathematics B.A. or B.S.
University of Wisconsin - Stout	Industrial Management Diploma, A.S., A.A.S.	Industrial Management B.S.

Figure 9-2: Articulation Agreements with Other Postsecondary Institutions

One of MCTC's most prominent partners is Metropolitan State University. Beginning in 2003, MCTC and Metropolitan State made a co-location agreement to share space and services on the MCTC campus, reducing the financial and personnel costs for both. This partnership, which also includes 21 academic program articulation agreements, encourages students to make a smooth transition between MCTC and a four-year college program.

At the P-12 level, MCTC's efforts to broaden and create partnerships have been focused on college readiness within the local public school system. This major ongoing project focuses on engagement with students and faculty in the Minneapolis high schools, with the objective of improving the preparation level of high school students. The College Readiness Initiative is described further in Category Two: *Accomplishing Other Distinctive Objectives.*

AQIP Category Nine: *Building Collaborative Relationships*

Besides its educational partnerships, MCTC has industry partnerships that are beneficial to both the College and its partner companies. As directed by its goals to contribute to the economic vitality of the region and to match the education and employment needs of individuals and employers, MCTC's career and technical programs provide skilled workers with industry-specific training needed by local employers. Each of these programs must have an advisory committee comprised of industry representatives who attend regular meetings and give feedback to help College faculty and administrators determine how best to prepare students for employment in a particular field. Advisory committees are instrumental in the creation and design of MCTC's career and technical programs.

PROCESSES (P)

9P1 Creating, Prioritizing, and Maintaining Collaborative Relationships.

MCTC establishes its partnerships and prioritizes projects based on the needs of the community and a potential partner's capacity to co-facilitate a program. To create, prioritize and build relationships, the College first considers its potential partners in terms of several criteria:

- Mutual interest in the College's mission and strategic goals
- The potential partner's capacity to help the College fulfill a strategic goal, in terms of the talents of its staff and its financial or physical resources
- Willingness to collaborate
- Community reputation and credibility

Shared goals may include serving the same targeted community, developing a similar training or educational product line, or refining services in a similar time frame. When a potential partner is determined to have a shared mission or vision, or in some cases to have expertise or talents that balance those of the College, the assigned administrator then seeks input from members of MCTC's faculty, staff or administration who are most closely linked to the partner's project need.

When developing an initiative with an external partner, MCTC determines resource needs as well as legal and financial impacts. The decision to go forward with an initiative is based on its alignment with the Strategic Plan and goals, the

capacity of the potential partners to co-facilitate, community support for the project, and the need for MCTC to maintain its financial efficiency.

In order to build and maintain its partnerships, MCTC creates a common team involving both personnel from the external partner and College personnel. Shared responsibility, data, and communication are important in sustaining the continued collaboration necessary to external partnerships.

9P2 Meeting Partners' Needs. MCTC ensures that the needs of its partners are being met by creating personal relationships that focus on the proactive aspects of partnership. This allows the College and its partners to clarify what outcomes each expects from shared activities. For example, MCTC and its partners in the *Power of YOU* program meet regularly to discuss goal attainment. An additional benefit of meeting simultaneously with all partners on a project is that it creates a wider understanding of the nature and scope of the College's relationships.

Communication with external stakeholders is one important method by which the College ensures that partnerships are meeting the needs of its partners and the larger community. Results of partnership projects and solicitations for constructive feedback are disseminated externally through a number of vehicles. These include, but are not limited to:

- Regular meetings between the President and the Mayor (or his designee)
- Regular meetings between senior campus leaders and senior leaders of major non-profit organizations, schools, and related organizations
- Regular meetings between senior campus leaders and representatives of continuing education, customized training, and the College's foundation and business leaders
- Meetings among the College President, the MCTC Foundation, and leaders of external foundations and private donors
- Semi-annual advisory committee meetings held with 30 different trade and occupational groups
- Roundtable discussions hosted by faculty, campus leaders, and students with various stakeholders regarding specific partnerships, funded projects, or results

AQIP Category Nine: *Building Collaborative Relationships*

9P3 Internal Collaborative Relationships.

MCTC's most important internal relationships are with its employees and the collective bargaining units that represent them. MCTC provides incentives to its staff in its efforts to maintain these relationships, offering staff development opportunities beyond those dictated by the College's contractual obligations. These include tuition reimbursement and annual employee recognition events. Staff development activities are discussed in Category Four: *Valuing People*.

MCTC's administration has a collaborative working relationship with the four collective bargaining units that represent College employees, meeting with them regularly to share information and discuss current issues. This and other avenues of communication within the College are described fully in Category Five: *Leading and Communicating*.

9P4 Measuring Collaborative Relationships.

Evaluation is an essential component throughout the process of creating, building, and maintaining external partnerships. MCTC measures the success of a partnership by looking at how well the service goals that were the original basis of the relationship have been fulfilled. Ways that the College measures success in these areas include:

Program/department measures:

- Intended number of individuals served versus the actual number served
- Intended number of new training and educational courses or programs developed versus the planned number
- Intended number of new businesses, community groups, or targeted groups involved in planning versus the actual number involved in planning and delivery
- Intended budget or cost per student versus the actual cost per student

Partnership measures:

- Did the College increase its visibility within a targeted community, and will that visibility allow the College to create new programs and partnerships when needed in the future?
- Has the partnership and the completed project aided the College in securing new funds for related endeavors?
- Is the College perceived as a favorable partner by sub-contractors and/or other

community-oriented groups with the same goals?

- Employee satisfaction rates (internal relationships)
- Continuation and expansion of ongoing partnerships

P-12 partnership measures:

- Number of students from partner high schools who transfer to post-secondary education
- High schools' participation in the College Readiness Initiative

While MCTC does not currently have a systematic way to gauge the satisfaction of its external partners, the Office of Strategy, Planning and Accountability plans to develop ways to measure the satisfaction of employers of MCTC graduates, as well as a study of advisory committee effectiveness.

RESULTS (R)

9R1 Collaborative Relationships. As explained below, several important and innovative initiatives are the products of MCTC's collaborative relationships, including the *Power of YOU*, the Health Careers Institute, the Institute for Computer Security and Forensics, the Consortium for Manufacturing and Applied Engineering, the Urban Teacher Program, Lake Street Center, the Financial Services Institute, and the newest partnership with Puntland State University in Somalia.

The College's success in these initiatives has been recognized through ongoing and increasing collaboration and support from community groups, industry, P-12 and post-secondary educational institutions, government agencies, and donors, as well as through awards and nominations.

Power of YOU: More than \$2.5 million has been raised to support the *Power of YOU* program, which is aimed at increasing postsecondary enrollment and success of at-risk urban high school students. Category Two: *Accomplishing Other Distinctive Objectives* includes a full discussion of this important and ongoing project. The *Power of YOU* program is a joint effort in which MCTC, Saint Paul College and Metropolitan State University are working with such partners as:

- Minneapolis Public Schools
- Saint Paul Public Schools

AQIP Category Nine: *Building Collaborative Relationships*

- YMCA of Metropolitan Minneapolis
- YMCA of Greater Saint Paul
- YWCA of Saint Paul
- African American Family Services
- NorthPoint Health and Wellness Center
- Page Education Foundation
- Hospitality House Youth Directions
- Circle of Discipline
- Achieve!Minneapolis
- Neighborhood House
- Cities of Minneapolis and Saint Paul
- Hennepin and Ramsey Counties
- Project for Pride in Living Learning Center
- Big Brothers Big Sisters of the Greater Twin Cities

Health Careers Institute: Aware of the need for new health career workers within the city of Minneapolis, the College responded to a study conducted by the Phillips Partnership, a neighborhood-focused non-profit group, which met with College leaders to help address the need for a neighborhood-based training and workforce program.

This collaboration eventually led to the development of the Health Careers Institute, which trains at risk urban residents for health care employment in local hospitals. Through this project, MCTC was able to fulfill the employment and educational needs of both individuals and industry, and to contribute to the vitality of both the Phillips neighborhood and the wider community of Minneapolis.

The Health Careers Institute has been one of the nation's largest and most successful hospital-based workforce development programs. Through this partnership with Abbott Northwestern Hospital, Minneapolis Children's Hospitals and Clinics, Hennepin County Medical Center (HCMC), North Memorial Hospital, and Project for Pride in Living (PPL) MCTC has enrolled nearly 1,000 students into education programs for high-vacancy health care jobs, and added 19 new partners to the program since its inception. This partnership has been awarded the prestigious Bellwether Award by the Community College Futures Assembly, the MnSCU Board of Trustees Outstanding Achievement Award for Academic Innovation and Collaboration, and also was recognized as a finalist for the Jimmy and Rosalyn Carter Partnership Award.

Institute for Computer Security and

Forensics: The Institute for Computer Security and Forensics is a federally sponsored initiative to provide cyber security workforce education and investigatory training for law enforcement, justice system, and information technology professionals. The MnSCU Board of Trustees recently selected MCTC's Institute for Computer Security and Forensics (along with Metropolitan State University and Inver Hills Community College) as a Center of Excellence for Strategic Information Systems and Security. A Minnesota leader in the education and training of law enforcement, MCTC is poised to train a new generation of skilled workers in information assurance and computer forensics.

Consortium for Manufacturing and Applied Engineering:

Working with Bemidji State University and six other community and technical colleges, the Consortium for Manufacturing and Applied Engineering is assisting Minnesota manufacturers and P-12 educators in the development of innovative processes to enhance the manufacturing labor force so as to be more competitive in the global economy.

Urban Teacher Program: MCTC's Urban Teacher Program has partnered with the Minneapolis Public Schools to address the needs and challenges of teaching in Minneapolis' urban schools. An innovative grant from the Best Buy Children's Foundation has expanded this partnership to the Richfield Public Schools. Additionally, the Urban Teacher Program was awarded a Certificate of Excellence in the distinguished TIAA-CREF Hesburgh Award, which recognizes exceptional programs designed to enhance undergraduate teaching and learning.

Lake Street Center: A site for immigrant-focused entrepreneurialism, training and career advancement, the Lake Street Center is an important economic development initiative with partners that include Goodwill/EasterSeals, the Neighborhood Redevelopment Center, the City of Minneapolis, Hewlett Packard Corporation, and local community development centers.

Financial Services Institute: A collaboration with U.S. Bancorp, MCTC's Financial Services Institute has provided education and career ladder opportunities for more than 200 new immigrants, while also addressing the banking

AQIP Category Nine: *Building Collaborative Relationships*

needs and opportunities for the community's newest citizens.

Partnership with Puntland State University:

In coordination with the Somali Family Services organization, MCTC has established a "sister institution" partnership with Puntland State University in Somalia. With significant enrollments of students who are immigrants from Somalia, and a mission "to make individual dreams achievable by providing access to learning opportunities that prepare students to live and work in a democratic society within a global community," the Puntland University partnership is an important collaboration, both in terms of serving students in Minneapolis; and also in extending the College's reach into a country reestablishing itself after years of war and social devastation. With significant financial support from MoneyGram International, MCTC has successfully raised funds to provide full scholarships for 30 students to attend Puntland State University. Additionally, MCTC faculty members are collaborating to determine cross-cultural coursework opportunities for both institutions.

9R2 Comparative Results. MCTC's gift and grant revenue reflects the success of the College's relationships with its donors and the importance of the College's contributions to its community. MCTC is the third largest two-year college in the Twin Cities area; however, as shown in Figure 9-3, MCTC's gift and grant revenue regularly exceeds those of all other MnSCU institutions, and it is well above the averages MnSCU institutions in the metropolitan area and for the entire MnSCU system.

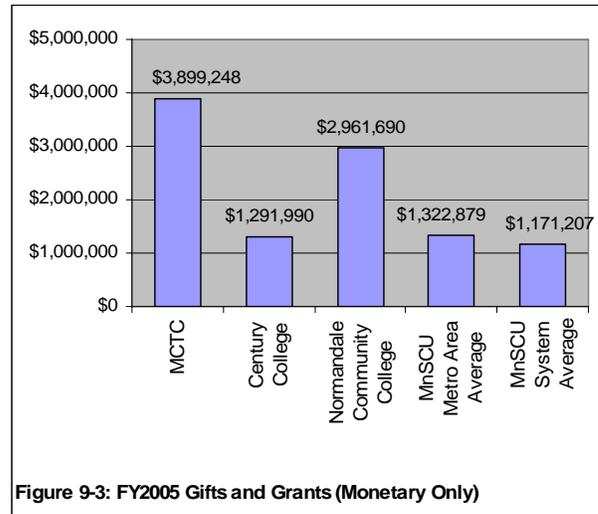


Figure 9-3: FY05 Gifts and Grants (Monetary Only)

For evaluative purposes, MCTC is compared to 31 other MnSCU institutions, 11 of which are located within the Minneapolis/St. Paul metropolitan area. Normandale Community College and Century College are the first and second largest two-year colleges in the MnSCU system, both located in the Twin Cities suburbs.

IMPROVEMENT (I)

9I1 Improving Collaborative

Relationships. As areas for growth, weaknesses, or community needs are identified, the College reacts by engaging its partners to craft a response as swiftly as possible. For example, as high school students applied to the *Power of YOU* program and took the required placement tests, their test results showed a significant lack of preparation for college-level coursework, particularly in mathematics. While the College Readiness Initiative was already ongoing, this gap between high school and college curricula gained urgency for MCTC as more recent high school graduates were drawn to campus.

Administrators considered several options, but the involvement of faculty and staff ultimately became imperative. An ad hoc committee was convened to examine the College's current College Readiness Initiative, to research best practices and models for P-12 collaboration, and to recommend a course of action for how MCTC can best partner with Minneapolis Public Schools to promote college readiness. This committee's work is still in progress.

AQIP Category Nine: *Building Collaborative Relationships*

9I2 Targets for Improving Student

Learning and Development. In order to set targets for improvement for student learning and development, MCTC uses nationally normed tools to measure progress and to set goals, such as the SIRII course evaluation tool, the ACT Student Opinion Survey, and the Campus Quality Survey. (Please see Category Seven: *Measuring Effectiveness*.) In 2007, the College will also administer the Community College Survey of Student Engagement. By comparing itself to regional and national peers, the College seeks realistic and attainable goals for improvement.

MCTC communicates its results primarily via its website, www.minneapolis.edu. The website includes information about some of the College's ongoing community partnerships and its legislative and government relations at <http://www.minneapolis.edu/community/communitypartners.cfm>. In addition, the Strategic Plan identifies the College's priorities for improvement, which are available online in the Institutional Dashboard so that MCTC's goals, relevant measures and results are publicly available (please see [Dashboard](#)).

The Office of Strategy, Planning and Accountability has created the Planning Data Book, which reports on a variety of measures related to the MCTC Strategic Plan and was distributed to College administrators in Spring 2007. Much of the information contained in the Data Book will be incorporated in planned revisions to the Institutional Dashboard and made publicly available. More information on this topic is available in Category Eight: *Planning Continuous Improvement*.

Additionally, as part of the MnSCU system, MCTC is required to report on the progress of its stated goals on a quarterly basis throughout the fiscal year. The Office of Strategy, Planning, and Accountability gathers updates from responsible administrators for the MCTC President's report to the MnSCU Office of the Chancellor.

AQIP Category Nine: *Building Collaborative Relationships*

Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

- 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.*
1. MCTC's Mission, Vision, and Values are published annually in all major institutional publications and are available to the public on the College website. (O1)
 2. MCTC's Mission, Vision and Values identify the College's educational offerings and articulate the College's commitment to open access, student success, and high quality education and services, which are reflected in processes throughout the institution (O2, 1P4, 1P8, Results sections)
 3. The College articulates the importance of its responsibility to the broader community within its Mission, Vision, and Values. (O1, O4, 9C1)
 4. The College's Mission and Vision is consistent with the mission and strategic directions of the Board of Trustees of the Minnesota State Colleges and Universities. (8P4, 8P5)
- 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves*
1. MCTC recognizes the diversity of people, ideas and experiences as one of its core values within its Mission and Vision statements and as a defining element of the College. (O1, O2)
 2. MCTC's mission and curricula reflect its commitment to educating engaged citizens in a democratic society as the College's responsibility to the greater society it serves (O1, O2)
 3. MCTC's extensive collaborative relationships are evidence of the College's responsiveness to its constituencies and the greater society and its ability to leverage resources and improve the community via partnerships. (O1, 9R1)
 4. The alignment of the College's Mission and Vision and its strategic planning documents provide a framework for the College's strategy to address diversity, global learning and civic engagement for students and as an institution. (1C2)
- 1c. Understanding of and support for the mission pervade the organization.*
1. MCTC's planning and decision-making processes and its budget priorities flow from and support the College's Mission, Vision, and the goals articulated within its Strategic Plan. (O1, 8C1, 8P1, 8P6)
 2. Academic programs align their program missions and course objectives with the College Mission as required by the curriculum review and approval process. (1C2, 8C1) Goals and work plans from units and departments are congruent with the College's Mission. (5P6, 6C1)
 3. The annual Program Review process examines academic programs with health indicators that align with the College mission and strategic goals (3P5, 5P1, 7P1, 8P3)
 4. The College commitment to student success is realized through extensive student support services and an institution-wide focus on increasing graduation, transfer, and retention rates. (3C2, 3P2)
 5. MCTC's Master Academic Plan and core General Education competencies are consistent with the College's Mission and Vision. (1C1, 8C1) The College makes decisions to expand educational offerings and services and to support new initiatives based on the College's Mission, Vision and Strategic Plan goals. (3P5, 5P1, 8C1)
- 1d. The organization's governance and administrative structure promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*
1. The College's leadership and governance structures ensure distributed responsibilities through delegated authority and foster collaborative and informed decision making that is shared and reported at all levels. (5C1, 6P3, 8P7)
 2. The Academic Affairs and Student Affairs units are led by a single Vice President, ensuring close collaboration and alignment of goals and activities between those units at the College. (6C1)
 3. Collaborative relationships, both internal and external, are integral to the College's institutional identity and key to how employees understand their role in the College's mission. (O4, 9P3)

**Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation**

4. The Academic Council provides a collaborative venue for faculty and academic leaders to ensure the integrity and coherence of the curriculum and academic policies and procedures. (1P6, 1P8)
 5. Division and unit managers ensure that MCTC has a coherent and collaborative set of processes to address and ensure fulfillment of its mission. The College evaluates its structures and processes regularly to determine the health of the institution relative to the Mission and improves them as needed. (5C2, 7P1, 7P4, 5I1, 8P1, Improvement section of all categories).
 6. The College aligns its information and data resources to be consistent with the Minnesota State Colleges and Universities. (7C1, 7C2, 7P1, 8P1, 8P5)
- 1e. The organization upholds and protects its integrity.*
1. College policies identify expectations for ethical and professional behavior for all employees and are available on the College website. (1P2, 1C5, 4P3)
 2. Equity for all students is assured by three policies that describe the rights, responsibilities, and conduct expectations for students. Complaint and grievance procedures are in place to ensure a fair and timely hearing of student and employee concerns (3P6, 5C3).
 3. College leadership consults with all employee groups when considering new or changes to existing College or MnSCU policies. (6P3)
 4. The College's hiring and staff development practices ensure a systematic and fair process to hire qualified individuals to accomplish defined responsibilities. (O5, 4P1, 4R1, 9P3, 8P7)
 5. The Academic Council maintains integrity and quality of educational offerings via a systematic curriculum development and review process, for ensuring student preparation requirements are fair, consistent, and appropriately managed, and for general oversight on all curricular issues. (1P1, 1P6, 1P8)

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

1. MCTC routinely tracks employer and industry needs, community demographics, education and workforce trends and policy issues to inform its planning processes and to identify new programs, curricula and initiatives. Environmental scanning has been central to the process for developing the College's Strategic Plan, Master Academic Plan, Master Facilities Plan, and Master Finance Plan (O1, O2, 1C4, 1P2, 3P3, 8C1).
2. Faculty and staff demographic trends indicating future hiring needs inform the College's focus on leadership succession and professional development across all units. (4C3)
3. MCTC initiatives like the Power of YOU Program and the College Readiness Initiative are evidence of the College's responsiveness to current research on K-12 education and societal and economic trends. (2C1, 2P1, 2R1, 2R3, 9C2).

2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

1. MCTC's annual planning and budgeting process ensures that adequate resources are allocated in alignment with the College's strategic priorities and in support of the Academic, Finance, and Facilities Master Plans. (6P4, 7P1, 8C1, 8P3, 8P6).
2. The reorganization of the Senior Leadership Team to include a Vice President for Strategy, Planning and Accountability is evidence of the College's reliance on accurate, timely, and relevant information about institutional, social, and economic factors as a basis for planning and decision-making (5P4, 8P1, 8P3, 8P6, 8I1)
3. The College offers systematic training and professional development opportunities to all employees, including a generous tuition reimbursement program, in order to maintain and strengthen its employee base. (4P4, 4P5, 4R1, 5P1)

**Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation**

4. MCTC responds to the increasing demands for technology-rich learning environments and the specialized needs of its technical programs through long-range plans and the annual planning and budgeting process. (O6, 1C4)
5. The College relies upon its partners in industry and in the post-secondary community to inform its plans to advance and strengthen its educational programs. (9C1, 9P1)
6. Effective systems for collecting, analyzing and using organization information provide support for reliable evidence of institutional effectiveness. (7C1)

2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

1. Assessment of student learning occurs at the college-wide, program, and individual student levels:
 - a. Incoming student assessment and placement ensure students enter the curriculum at the appropriate course level.
 - b. An annual assessment of student learning is required of all career and technical program divisions and liberal arts divisions. Some programs require licensure and certification examinations or capstone experiences or portfolio projects upon exit of program.
 - c. Faculty conduct college-wide assessments and curriculum-wide embedded assessments of the General Education core competencies.
(O2, 1C2, 1P1, 1P6, 1P2, 1P9, 1P12, 1P13, 1R1, 1R2, 1I1, 1I2, Category 2, 8R3)
2. A systematic process for annual program reviews of all programs and liberal arts departments examines program/department health indicators and is directed at continuous improvement. Program assessment efforts are evaluated as part of the program review process. (1C2, 1P6, 1P8, 7P1, 7P4, 7P5, 8P3)
3. Key performance indicators monitor institutional effectiveness and are designed to ensure accountability to the Strategic Plan and to the MnSCU strategic directions and goals. (O8, 5P4, 6C1, 7C2, 7P1, 7P4, 8P5, 8R1, 8R2)
4. MCTC's continuous improvement process is influenced by three sources: external requirements, internal focus on measurement and information based decision making, and annual institutional work plan process that aligns with the Strategic Plan and incorporates targets for improvement. (6C1, 7P1, 7I2, 7I1, 8I1)
5. Key constituent needs and satisfaction levels are routinely measured by course, student and employee satisfaction surveys. Under development are employer and graduate satisfaction surveys. (3P7, 3R1, 9I2, 6C1, 6C2, 6P1)
6. Academic Council processes support the evaluation and assessment processes for all new programs and courses as well as general education competencies. (1P1, 1P6, 1P8, 1I1)

2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

1. All planning processes are coordinated and/or supported by the Office of Strategy, Planning and Accountability and center on the Strategic Plan, which emerges from the College's Mission, Vision and Values. (8C1, 8C2, 8C3, 8P3, 8P4)
2. The annual integrated planning and budgeting processes, which result in the annual institutional work plan and budget, seek input from all units and constituents of the College and include consideration of the evidence of past institutional performance and future needs as determined by environmental scanning. (3I1, 6C2, 3R1, 1P6, 1P9)
3. Key measures for tracking effectiveness for all units of the college align with the College mission and insure the annual institutional work plan is focused on activities that fulfill the mission. (1C2, 1P1, 1P6, 7C2, 7P1, 7P4, 7P5, 7P7, 8P1)
4. The processes for review and approval of academic courses, programs, and policies as established by the Academic Council are aligned with the College's strategic goals and planning processes. (1C2, 1P8)

Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

1. MCTC faculty have identified four Core General Education competencies as common learning objectives for all students. The Minnesota Transfer Curriculum (MnTC), an agreement among all public colleges and universities in Minnesota, identifies ten goal areas which are an additional set of competencies for students seeking transfer. Individual programs or departments have outcomes determined by Advisory Committees, outside accrediting agencies, and/or as a result of articulation agreements (1C1, 1P1, 1P3, 3P3, 9C2).
2. MCTC communicates learning objectives to students via its website and College Catalog. Goals are communicated to faculty via the Center for Teaching and Learning, the course outline and syllabus repository, and the Academic Council program and course proposal process. (1P1, 1P2, 1P3, 1P4)
3. Proponents of new programs and courses formalize outcomes as part of the Academic Council's approval process. Assessment Co-Coordinators work with faculty to identify outcomes and assessments for courses and programs. Deans evaluate program assessment processes as part of their Annual Program Review. (1P2, 1P6, 1P8, 1P11, 7P1)

3b. The organization values and supports effective teaching.

1. MCTC provides extensive support to faculty to improve teaching and learning through the Center for Teaching and Learning. In addition, the faculty director of eLearning provides support for faculty integrating technology into instruction and the faculty coordinators of Assessment of Student Learning provide support for assessment and General Education competencies development. New faculty orientation programs occur each semester to support new adjunct and unlimited faculty. (1P9, 1I1, 4P2)
2. Assessment efforts, developed and implemented by faculty, occur at the course, program/department, and institutional levels in order to support and evaluate effective teaching. (1P1, 1P6, 1P8, 1P11, 1P12, 1R1, 1R2, 1I1)
3. MCTC offers faculty development funds, faculty excellence awards, sabbaticals, and tuition reimbursement funds to promote professional development and innovation among faculty. Faculty keep abreast of developments within their discipline or program area through MnSCU and professional organization activities. (4C4, 4P4)
4. MCTC evaluates teaching through an annual course evaluation process and a formal faculty evaluation process. Procedures for faculty evaluation are described in the faculty handbook and the Formal Faculty Evaluation packet. (1P6)

3c. The organization creates effective learning environments.

1. "Creating compelling learning environments" is a stated goal in the MCTC Strategic Plan. (O1)
2. MCTC integrates technology into the learning environment through technology-enabled classrooms, computer labs, and online or blended course offerings; and by maintaining current equipment for technical programs. (O6, 1P7, 1C4)
3. MCTC promotes a diverse and open intellectual climate through specialized student support services, courses that address learning about the diverse and global world, service learning opportunities offered within the curriculum, and co-curricular activities such as student groups. (1C5, 1P5, 1P10, 3P2)
4. MCTC's placement testing program ensures students enter courses for which they are adequately prepared, in support of maintaining the integrity of course programming and curricula and to promote student success. MCTC's advising and counseling units focus on student learning and student success. (1P3, 1P5, 3P1)

3d. The organization's learning resources support student learning and effective teaching.

1. Partnerships with external organizations improve program currency and provide opportunities for important experiential education in some technical programs. (O4, 9R1)

**Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation**

2. The MCTC Learning Center provides students with tutoring, academic development sessions and other forms of student support in collaboration with faculty and programs. (1P9)
3. The MCTC Library offers services and learning resources for faculty and students, including professional research assistance. (O6, 1P9, 7C1)
4. Developmental coursework in Reading, Mathematics, English (writing) and English for Speakers of Other Languages has proven an effective means to improve academic skills in students who are unprepared for college coursework. (1R3)
5. Extensive student support programs include the New Student Transition Program, Multicultural Student Success Program, Bridge to Success Program, Academic Success Action Plan, the Power of YOU Program, and the early warning support system. (Category 2, 3P2)
6. Co-curricular programs such as Phi Theta Kappa, groups for students with common interests, and the Center for Civic Engagement enhance academic programming and promote academic achievement, community participation and leadership, and engagement with the College. (1P10, 6P1)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

4a. The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

1. MCTC demonstrates that it values a life of learning within its Vision Statement by stating its goal to educate students to be “lifelong learners”. (O1)
2. Mentoring programs and leadership training sessions facilitated by administrators encourage continuing education for all employees. (4I1, 5P7)
3. The College dedicates resources to support faculty, staff and students in the pursuit of a life of learning. Professional development at MCTC provides faculty and staff with tuition waivers and reimbursement to promote opportunities for lifelong learning. Additional faculty development opportunities such as faculty excellence awards, sabbaticals, and conference attendance provide continuing education incentives to faculty. (4C4, 4P4)
4. MCTC’s reach-back program to Minneapolis high school students and its Power of YOU program which provides tuition-free education to Minneapolis and St. Paul high school graduates are programmatic and policy initiatives that demonstrate the College’s leadership in encouraging higher education for all citizens. (1P4, Category 2)
5. The College’s Strategic Plan, in concert with MnSCU strategic directions and goals, form the foundation for activities that support learning and student success. (1I1, 1I2, 2C2, 4P4, 5C2, 5P6, 7C2, 7P5, 8C2, 8C3, 8P3)
6. Continuing Education and Customized Training offers non-credit courses for students seeking specialized skills and for non-degree-seeking students. (O1, O2, 1C3, 3C1, 4P3)

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

1. MCTC’s General Education competencies and MnTC goal areas emphasize the acquisition of a breadth of knowledge as an essential component to all programs. There is an established set of requirements for each degree or credential that align with either the Minnesota Transfer Curriculum or learning expectations as defined by industry or employer requirements. (1C1, 1C2, 1P6, 1P11)
2. Proponents of new programs must demonstrate curricular alignment with General Education Competencies and/or MnTC goal areas as part of the program approval process (1P2).

4c. The organization assesses the usefulness of its curricula to students who will live in a global, diverse, and technological society.

1. MCTC surveys its alumni to determine their employment status and whether they have continued their education (1P12, 1R2) in order to assess the usefulness of its curricula.

**Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation**

2. General Education Competencies undergo a three-year process of examination and revision by faculty every twelve years (1P1, 1P13, 1R1, 1I2).
3. Articulation agreements, program accreditation processes and Advisory Committees ensure the currency and usefulness of program curricula (1P1, 1P3, 3P3, 9C2).
4. Students are required to meet General Education Competency 4: Social Responsibility and/or MnTC Goals on Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment (1C1, 1C2).

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. MCTC's Student Code of Conduct, published in the Student Handbook, requires ethical conduct of all students and is enforced by the College Judicial Affairs Officer (3P6, 5C3).
2. The MCTC Faculty Code of Conduct and other policies related to ethical and responsible professional behavior are published in the Faculty Handbook and available on the College website (4C2, 5C3).
3. The General Education Competencies include the development of critical thinking skills, life skills, personal responsibility and social responsibility; MnTC Goal 9 is "Ethical and Civic Responsibility" (1C1, 1C2).
4. Information Studies courses instruct students in responsible and critical research methods and are required for students pursuing an Associate of Arts degree. (1I1)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

1. MCTC uses information and research from the local community that it serves as the basis for new initiatives like the *Power of YOU* program and the Health Careers Institute, which are created through mutually beneficial partnerships with key constituents. (Category 2, 9C1, 9R1)
2. Collaborative relationships are developed and prioritized based on their feasibility and community impact as well as alignment with the MCTC Mission and Strategic Plan. (9P1, 9P2)
3. The College relies upon its key constituencies to inform the development of new programs and the continued improvement of existing programs, and to provide students with opportunities for continued education or employment. (3P4, 9C1, 9C2)
4. MCTC established the Office of Strategy, Planning and Accountability to better inform its planning and decision-making processes with data from institutional, local, state, and national sources. (5P4, Category 7 Processes, 8C1, 8C2, 8P3)
5. The College seeks information from students through regular meetings between administrators and the Student Senate in addition to a variety of survey instruments and communication processes. (3P1, 3P2, 5P3, 6C1, 6P1, 6I1)
6. Active communication between all institutional levels provides the College with information about its employees, and is achieved via regular meetings between administration and bargaining units, All-College meetings, and employee surveys (4P3, 4P5, 4P9, 5P3, 5P5, 5P6).

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

1. The creation of mutually beneficial partnerships with key constituencies is integral to MCTC's Mission, Vision, Values, and Strategic Plan. (O1, O4, 9P1, 9P2, 9C2)
2. MCTC identifies its key constituencies as prospective and current students; community partners or supporters including other educational institutions, government agencies and officials, and

**Appendix 1:
Index to Evidence for the Higher Learning Commission Criteria for Accreditation**

community-based organizations; College employees; and industry partners who inform program development or employ MCTC students and graduates (3C1, 9C1).

3. MCTC's annual budget and planning process engages all internal constituents in an effort to prioritize projects based on their institutional impact, feasibility, and alignment with the College's Mission and Strategic Plan, and to allocate resources appropriately. (8P1, 8P3)

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

1. MCTC relies upon open communication about processes and results in order to build and maintain relationships with its key constituencies and to identify their needs and expectations (Category 2, 3C2, 3P1, 3P2, 3P3, 3P4, 9C2, 9P1, 9P2).
2. MCTC develops new technical and career programs based on industry needs and workforce trends, with the guidance of Advisory Committees comprised of industry representatives. (1P2, 1P4, 1R2, 3C2, 3P3, 9C1, 9C3, 9P4, 9R1)
3. Through its Continuing Education and Customized Training unit, the College responds to the needs of employers and individuals seeking to enhance their professional skills. (O1, O2, 1C3, 3C1, 4P3)
4. MCTC is in the process of revising its Institutional Dashboard to publicly communicate the College's results on measures related to its service to students and other stakeholders. (O8, 6P5, 7P1, 7P4)
5. The College has developed new initiatives and made improvements to its student services and programs in response to needs or weaknesses identified through student feedback. (3P1, 3P2, 3R1, 3R2, 6C1, 6P1, 6R1)
6. MCTC has 46 articulation agreements with other colleges and universities and has partnered with Minneapolis public schools to form Tech Prep programs and to improve college readiness among high school students. (O8, 2C1, 9C2, 9P4)

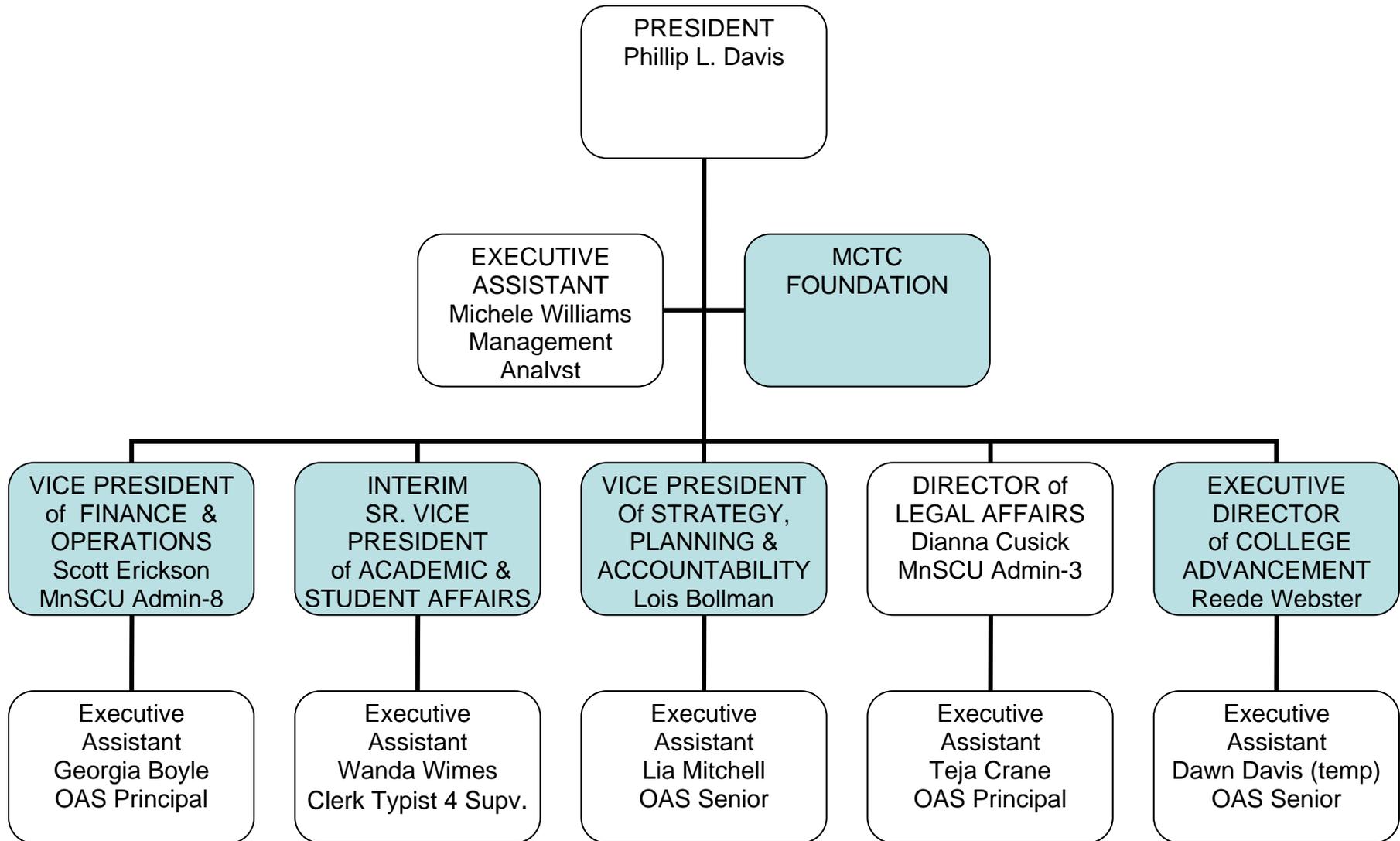
5d. Internal and external constituencies value the services the organization provides.

1. The College measures the success of its partnerships with key constituents by examining the service goals that were the basis of the relationship with actual results. (9P4)
2. Increases in employee satisfaction and perception of institutional quality are evidence that MCTC's internal constituencies value the College's efforts to improve administrative services and support and professional development resources. (4R1, 4R4, 5R1, 6R3, 6I1, 8P8)
3. The College's recent efforts to improve its student services have correlated with increased enrollment and retention rates as well as improved results on student opinion surveys (3R1, 3R2, 6R1, 6R2).
4. MCTC's ongoing and increasing involvement with Minneapolis Public Schools as a part of the *Power of YOU* program and the College Readiness Initiative is evidence of the value of the College's services to the local public school district and to the wider community that both serve. (O8, 1P4, Category 2, 9C2, 9R1)
5. In evidence of the College's success in meeting the needs of students and employers in regards to career training, 85% of MCTC's class of 2005 graduates who were available for work were employed one year later, 71% in positions related to their field of study at MCTC (3R4).

**Appendix 2:
Glossary of Acronyms**

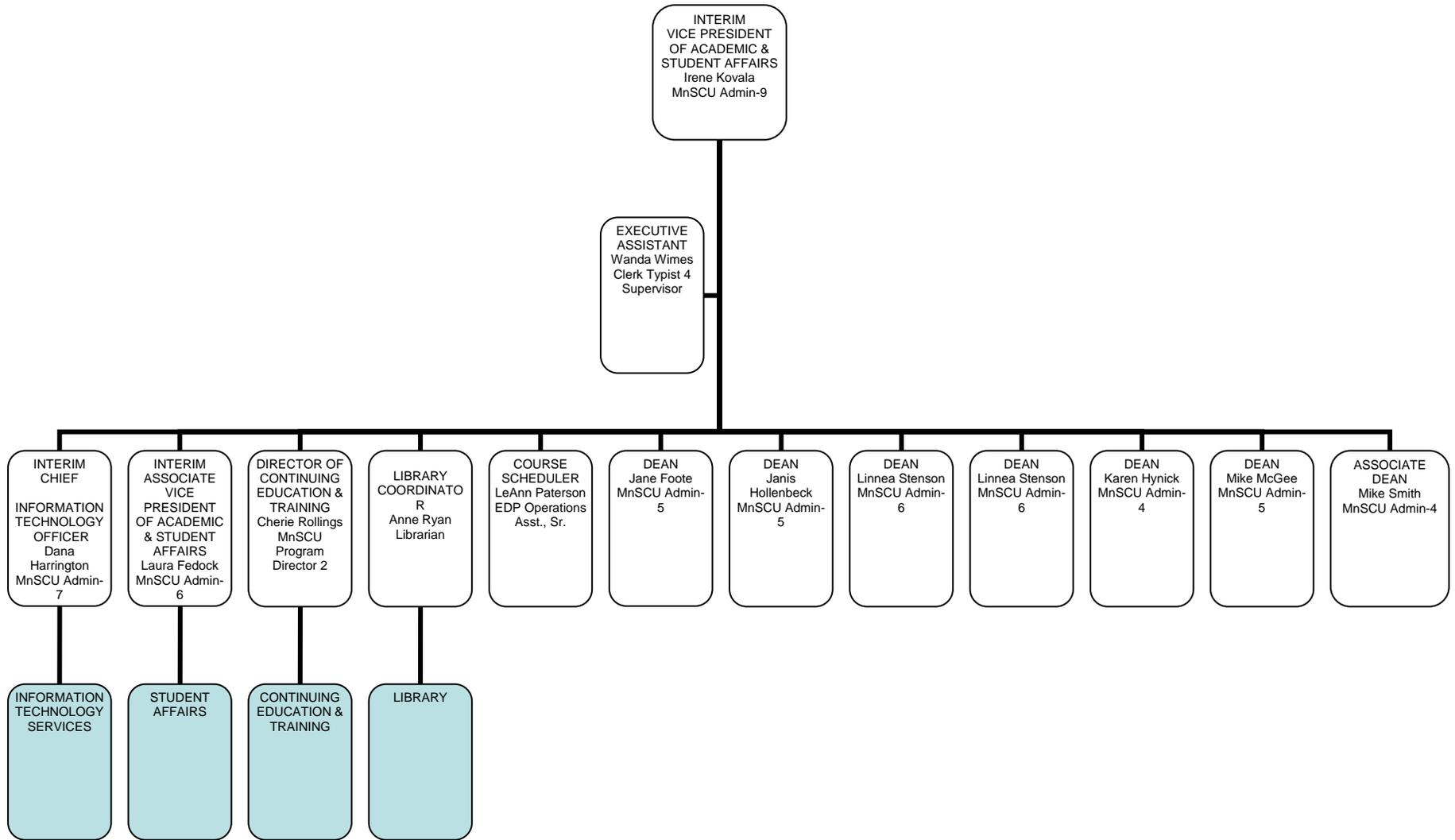
AA:	Associate of Arts	MPS:	Minneapolis Public Schools
AAS:	Associate of Applied Science	MSCF:	Minnesota State College Faculty union
ABE:	Adult Basic Education	MSU:	Metropolitan State University
AFA:	Associate of Fine Arts	NCCBP:	The National Community College Benchmarking
AFSCME:	American Federation of State, Country, and Municipal Employees union	NCIA:	National Council for Instructional Administrators
AS:	Associate of Science	OSD:	Office for Students with Disabilities
ASAP:	Academic Success Action Plan	P-16:	Pre-School through 16th grade
CAS:	Course Applicability System	PALS:	Project for Automated Library Systems
CCSSE:	The Community College Survey of Student Engagement	PSEO:	Post Secondary Enrollment Options
CTL:	Center for Teaching and Learning	SDC:	Staff Development Committee
D2L:	Desire2Learn	SIR II:	Student Instructional Report survey
DARS:	Degree Audit Record System	SPA:	Office of Strategy Planning and Accountability
ELL:	English Language Learner	STEM:	Science, Technology, Engineering, Mathematics
ENGL:	English course designator	SWOT:	Strengths, Weaknesses, Opportunities, Threats analysis
ESOL:	English for Speakers of Other Languages	TRIO:	A federal program combining three educational opportunity programs: Upward Bound, Talent Search, and Student Support Services
FTE:	Full Time Equivalent (refers to students)	UTEP:	Urban Teacher Education Program
FY:	Fiscal Year		
FYE:	Full Year Equivalent (refers to faculty)		
GLBT:	Gay, Lesbian, Bisexual, Transgender		
INFS:	Information Studies course designator		
IPEDS:	Integrated Post-Secondary Education Data System		
ISRS:	Integrated Statewide Records System		
ITS:	Information Technology Services		
ITSAC:	Information Technology Services Advisory Committee		
JAO:	Judicial Affairs Officer		
K-12:	Kindergarten through 12 th grade		
MAPE:	Minnesota Association of Professional Employees union		
MEET:	Multicultural Education Environment Team		
MMA:	Middle Management Association union		
MnSCU:	Minnesota State Colleges and Universities		
MnSCU:	Minnesota State Colleges and Universities		
MnTC:	Minneapolis Transfer Curriculum		
MnTC:	Minnesota Transfer Curriculum		
MPAC:	Master Plan Advisory Committee		

President's Office August 2006

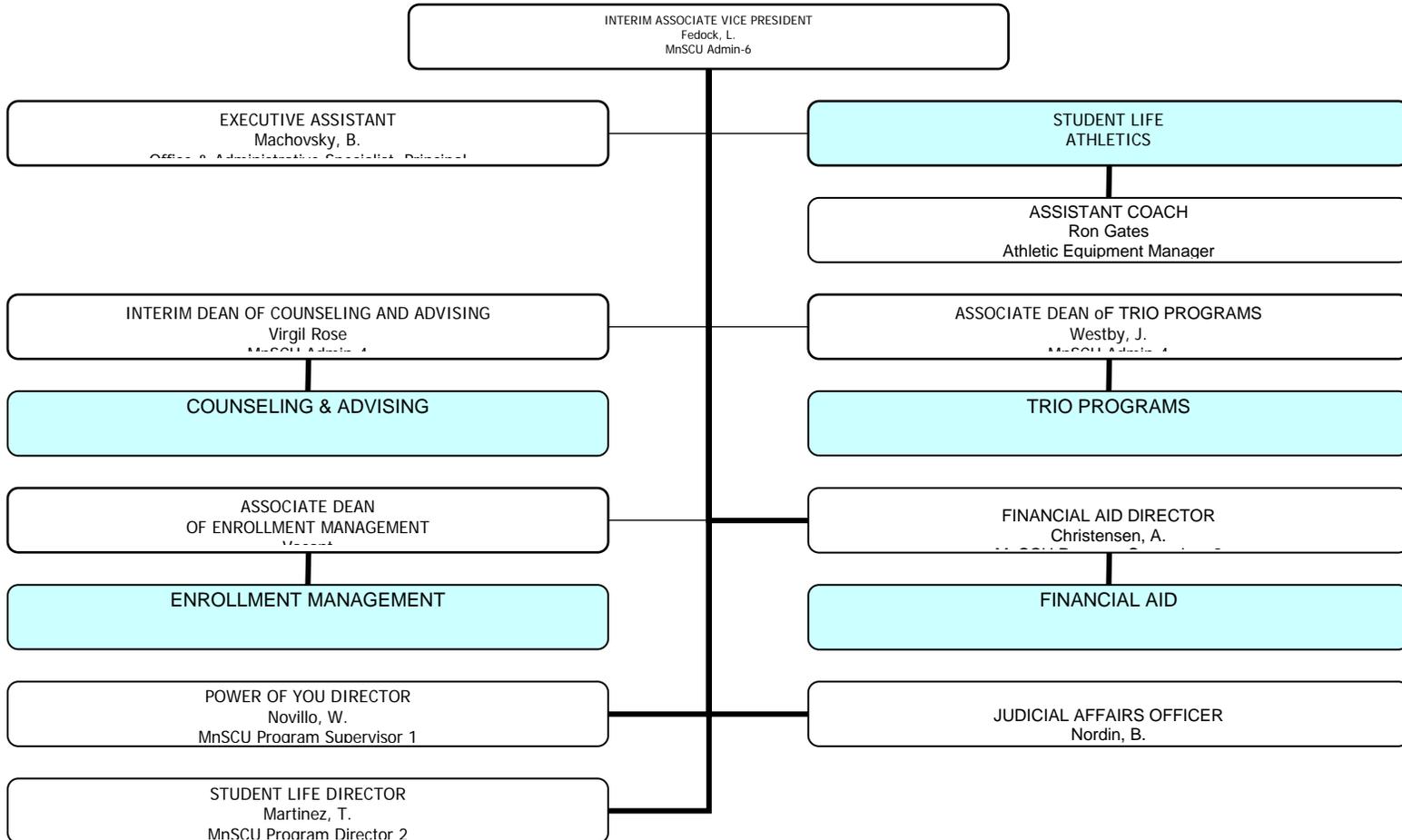


Appendix 3: Organizational Charts

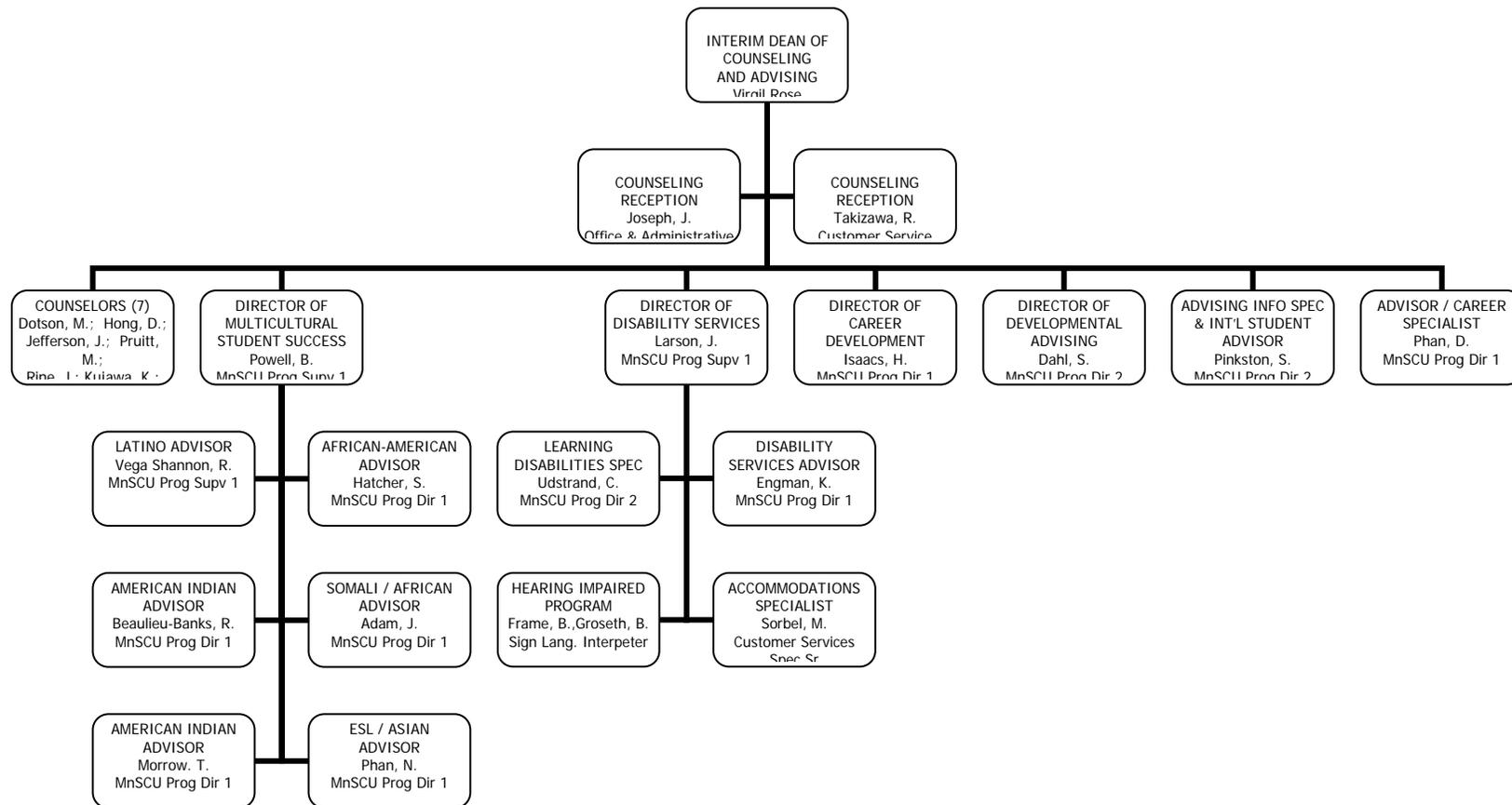
Academic & Student Affairs August 2006



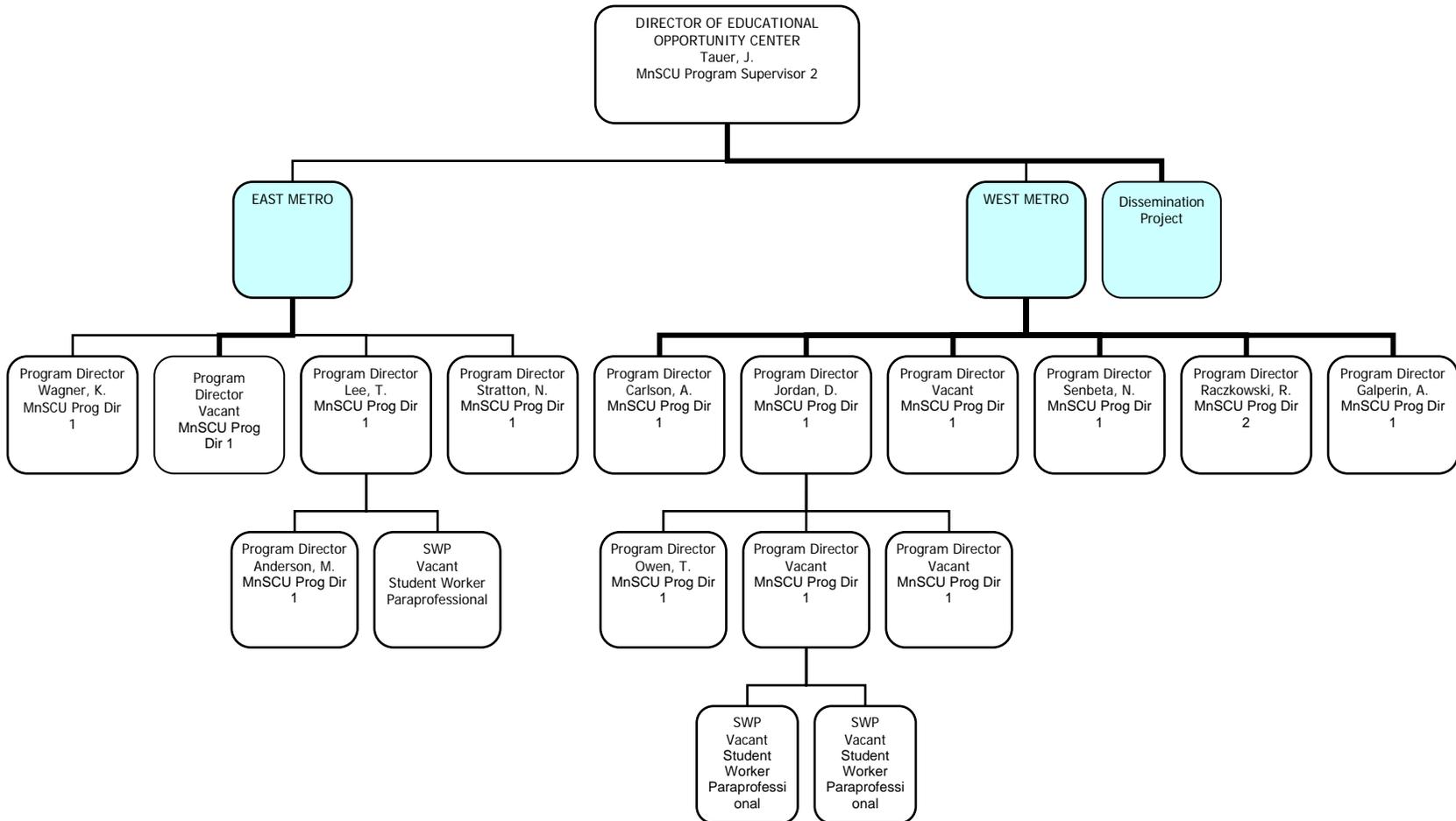
ACADEMIC AND STUDENT AFFAIRS August 2006



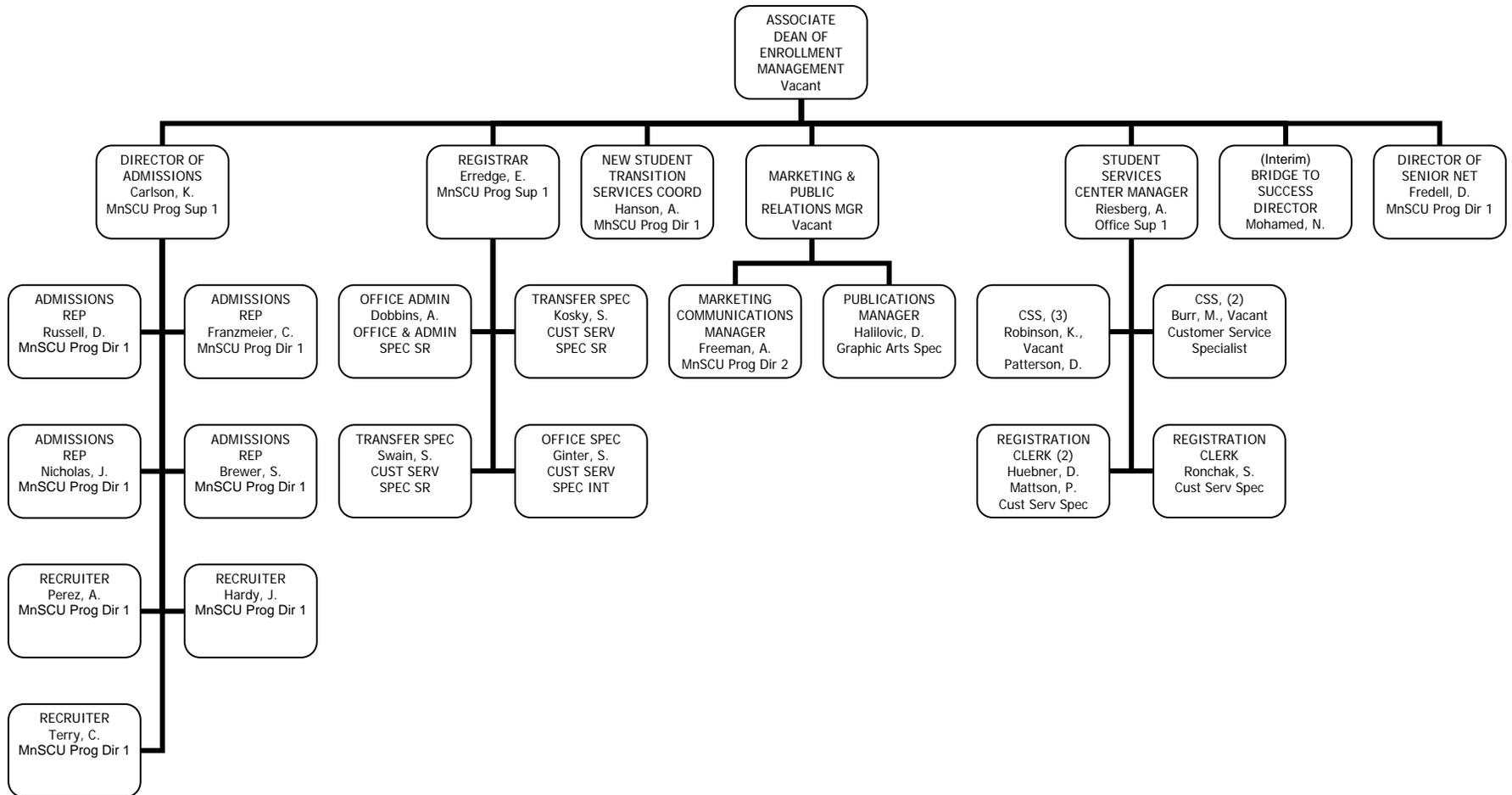
ACADEMIC AND STUDENT AFFAIRS: Counseling & Advising August 2006



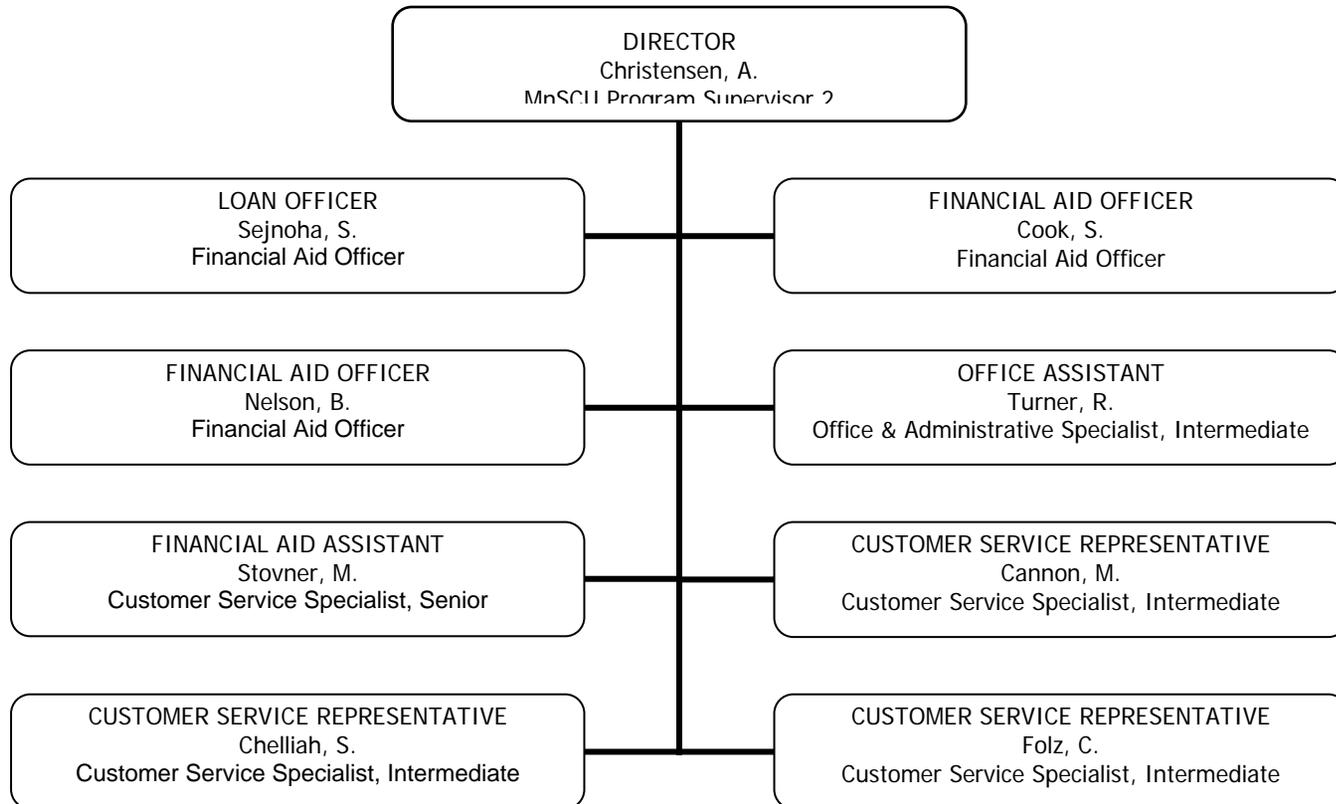
ACADEMIC AND STUDENT AFFAIRS: Educational Opportunity Center August 2006



ACADEMIC AND STUDENT AFFAIRS: Enrollment Management August 2006

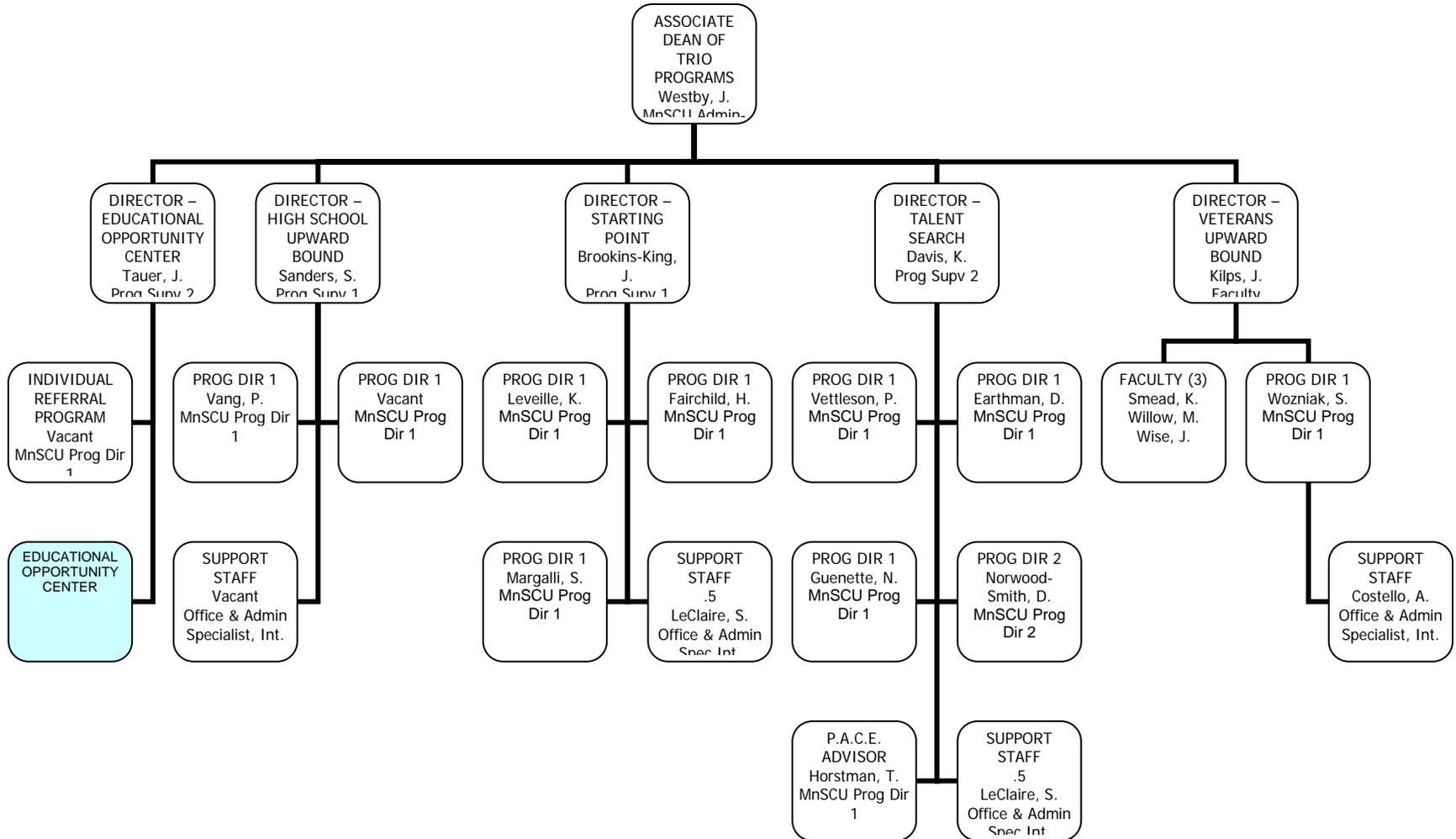


**ACADEMIC AND STUDENT AFFAIRS:
Financial Aid
August 2006**

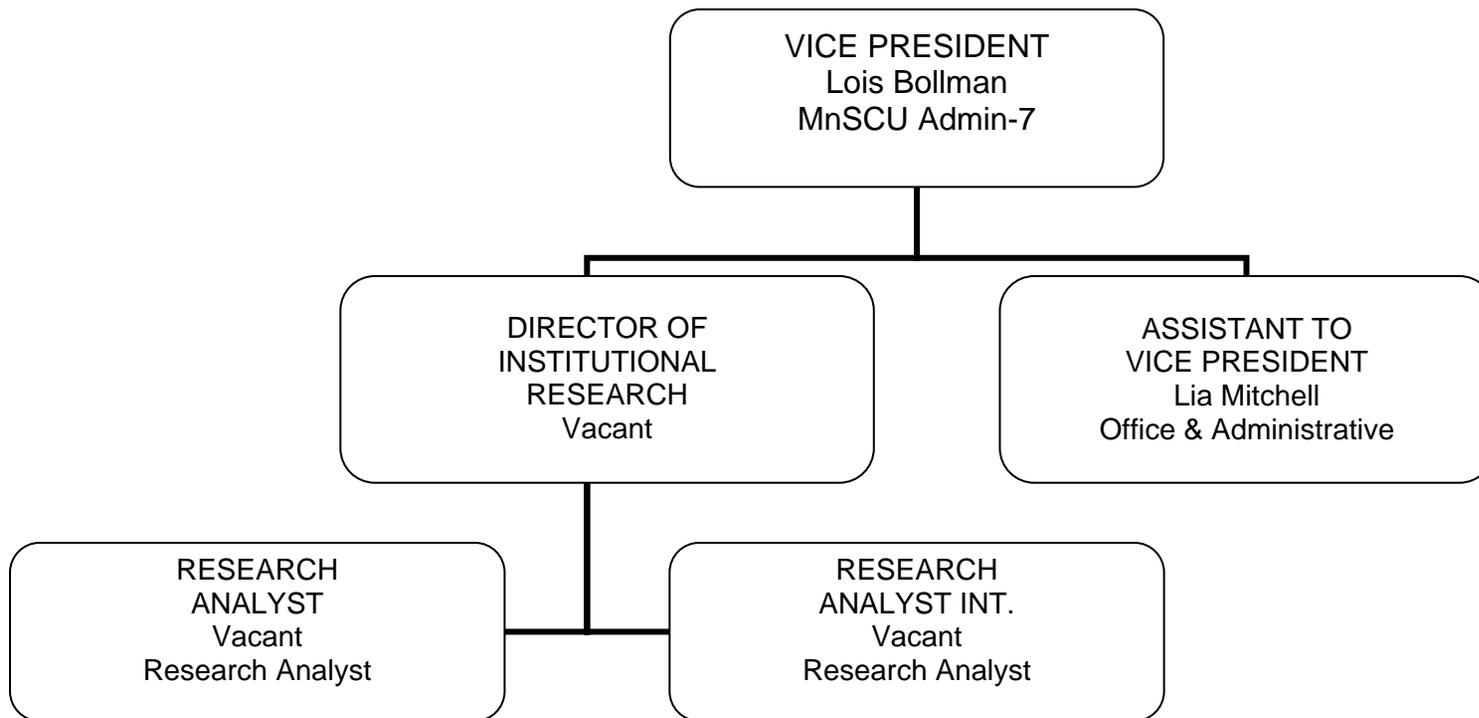


Appendix 3: Organizational Charts

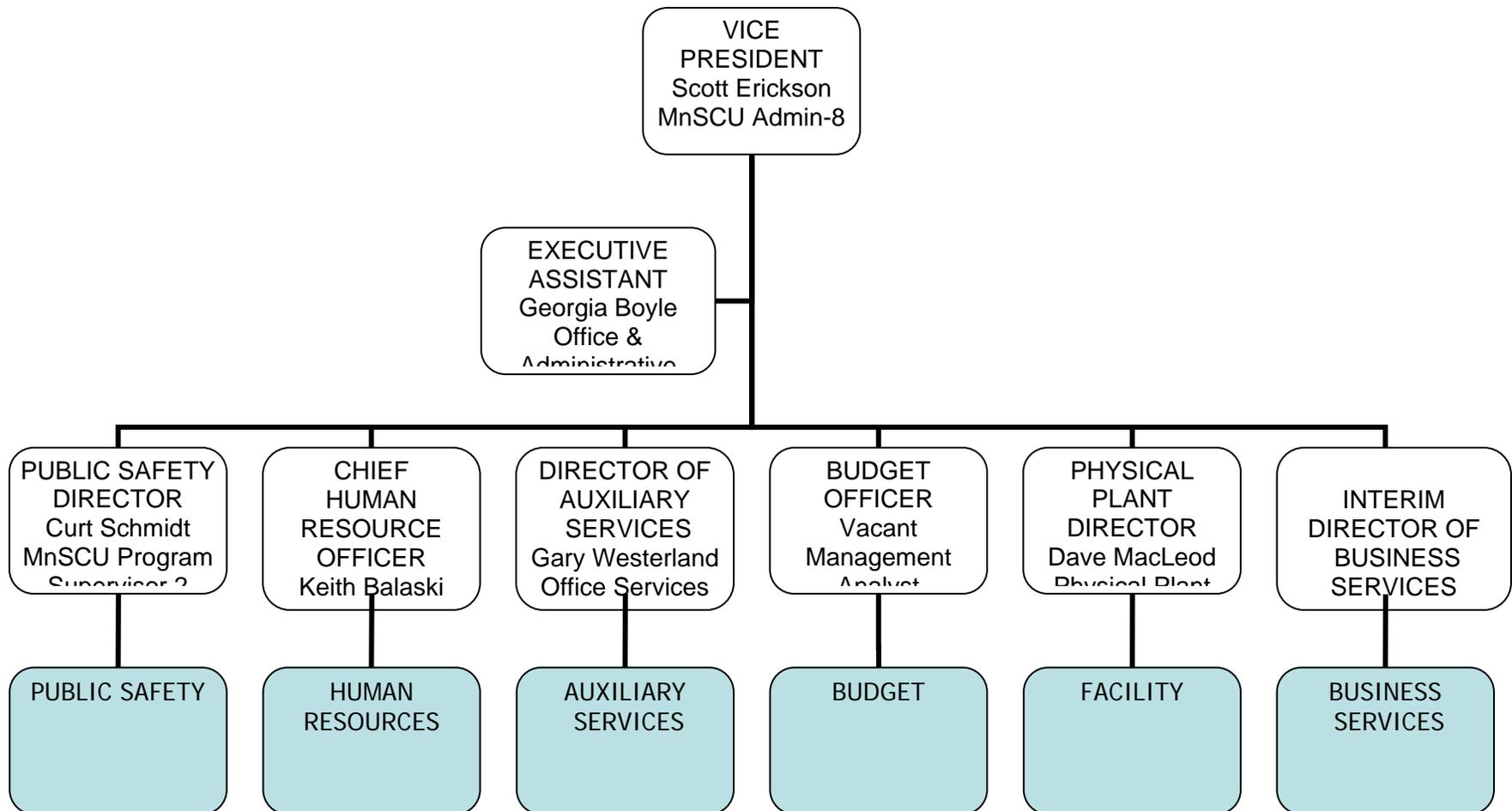
TRIO Programs August 2006



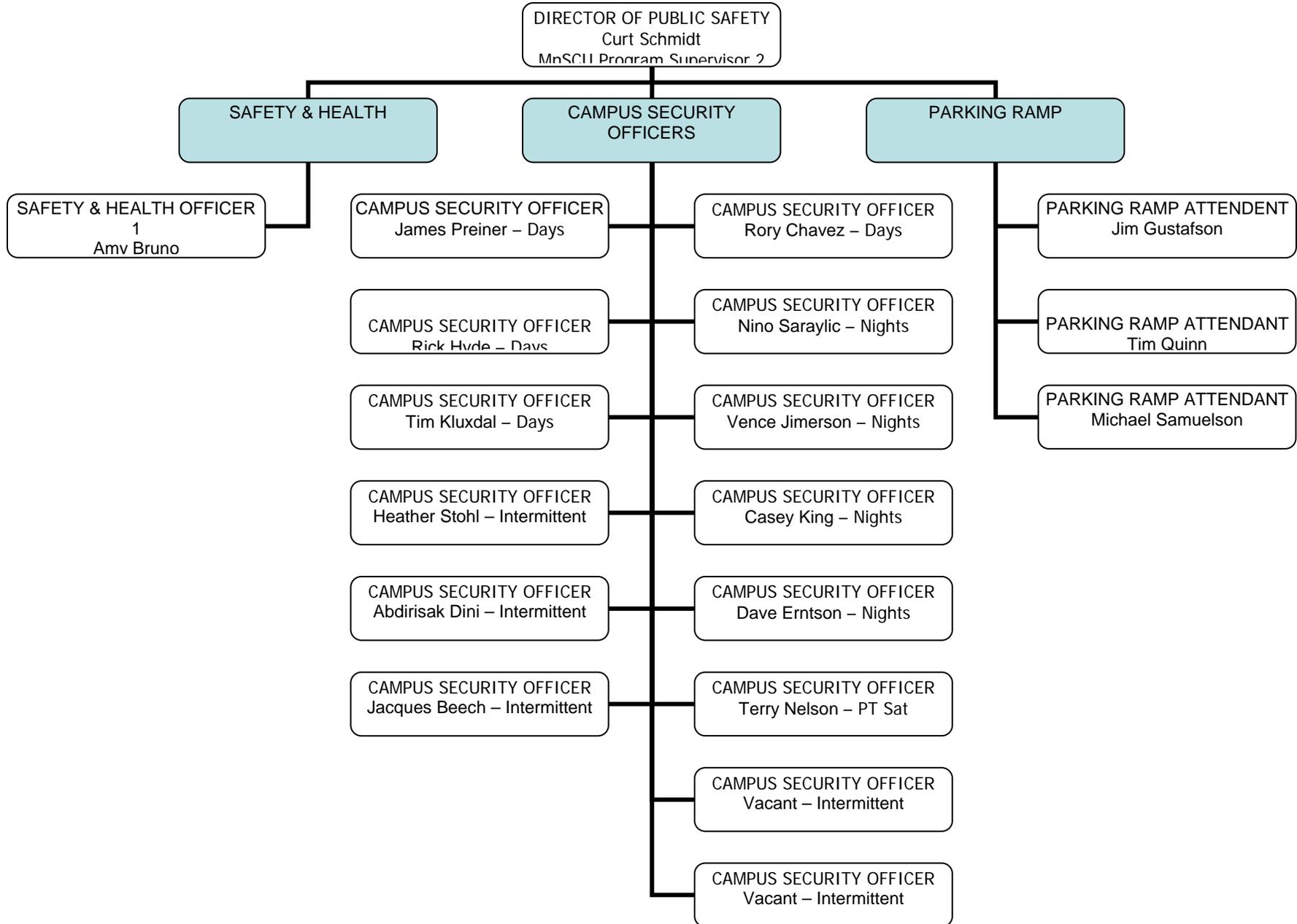
Office of Strategy, Planning and Accountability



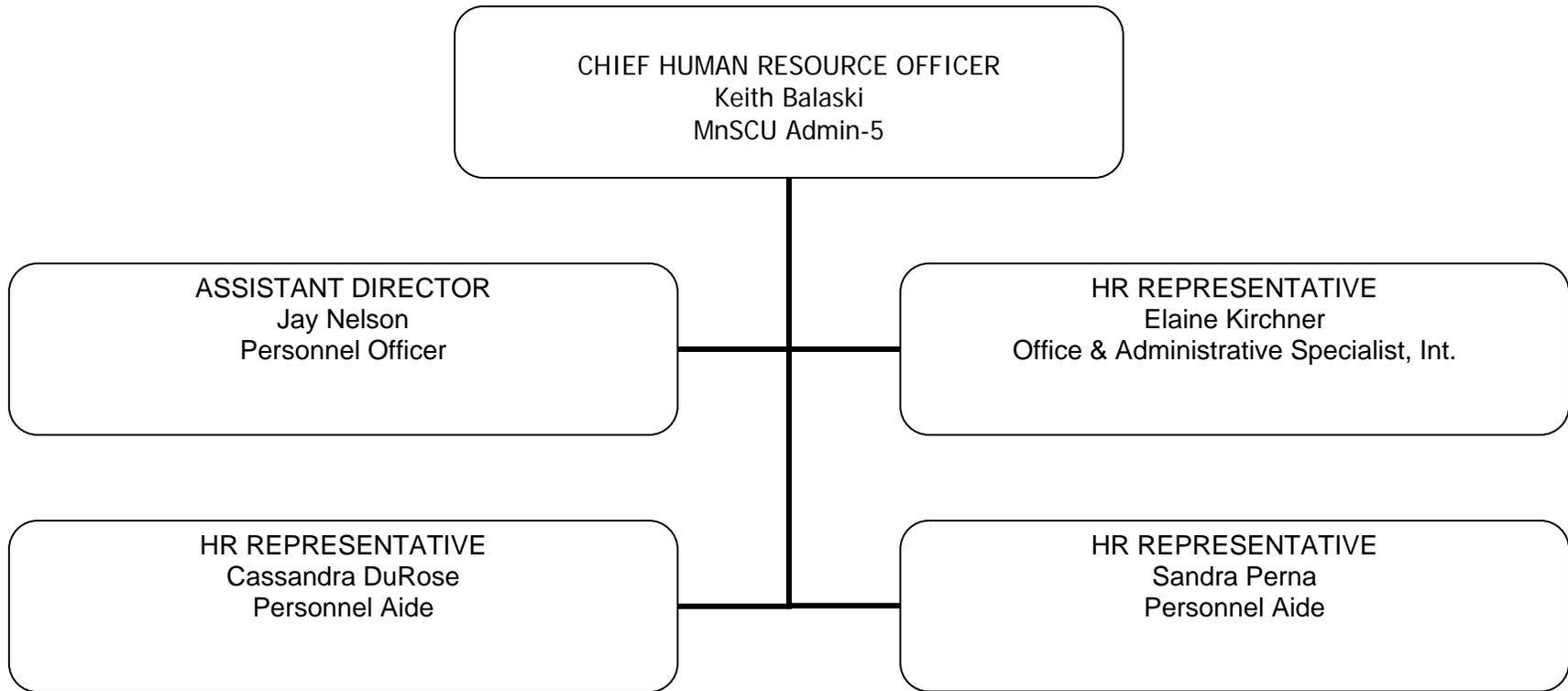
FINANCE & OPERATIONS



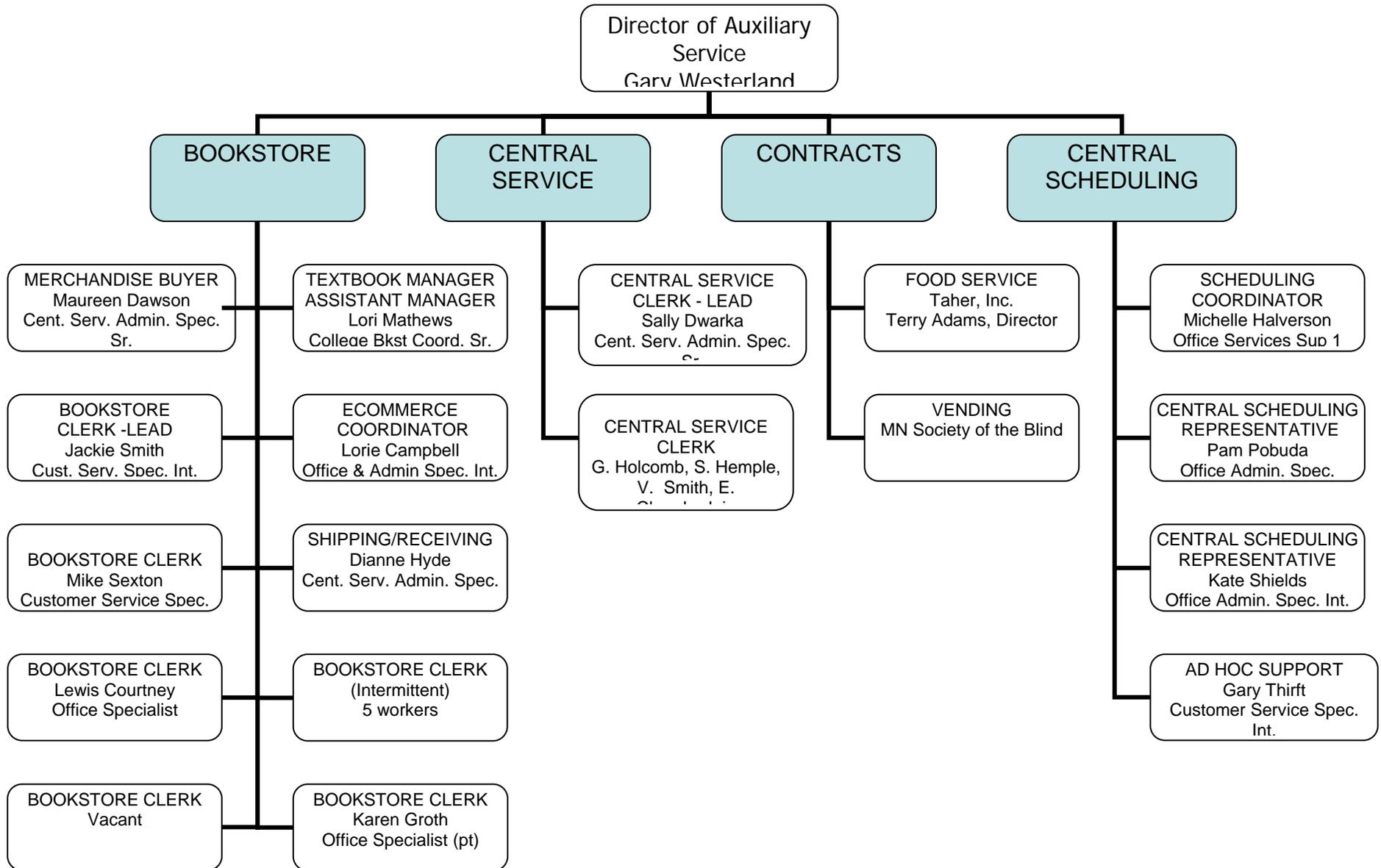
FINANCE & OPERATIONS: Public Safety



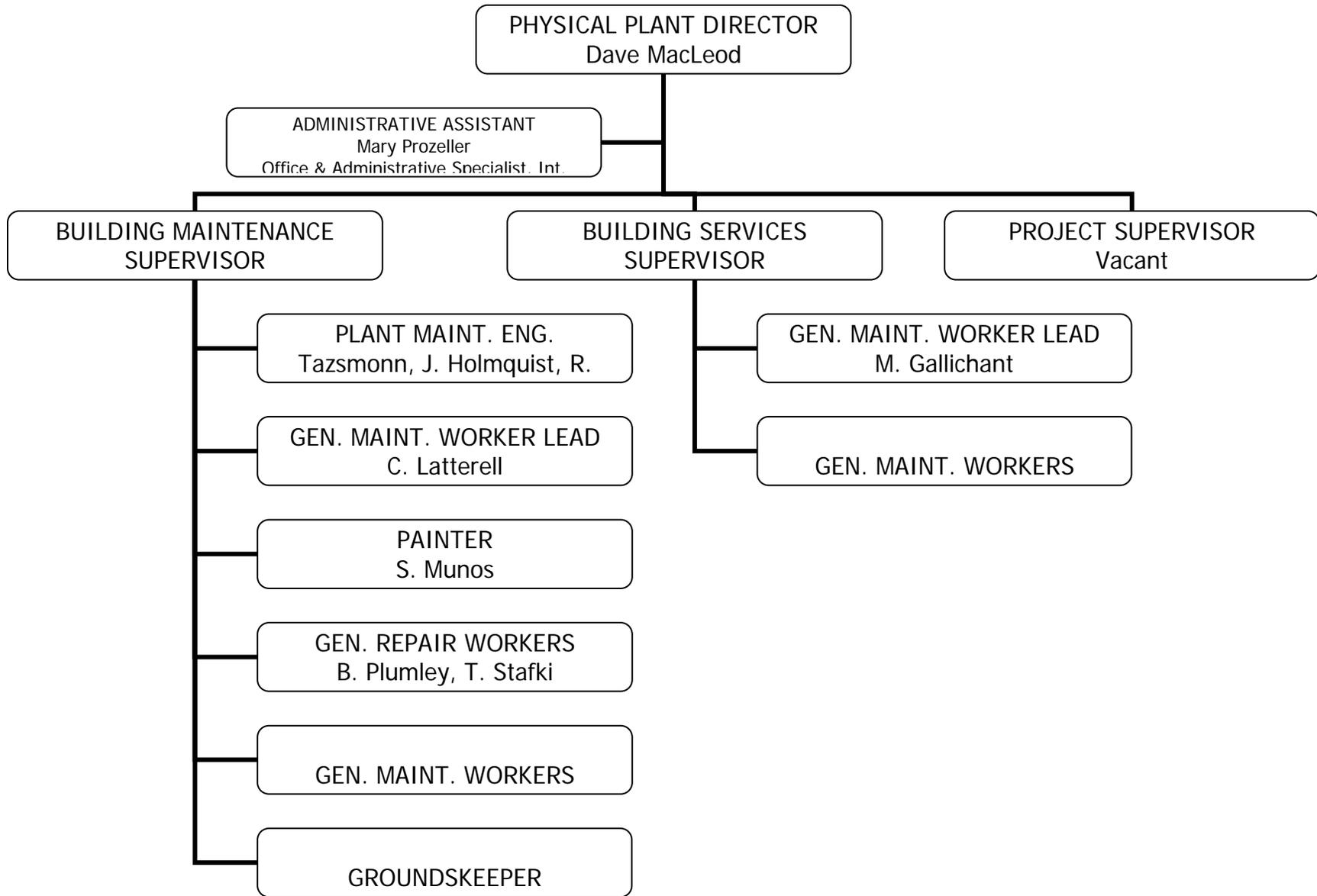
FINANCE & OPERATIONS: Human Resources



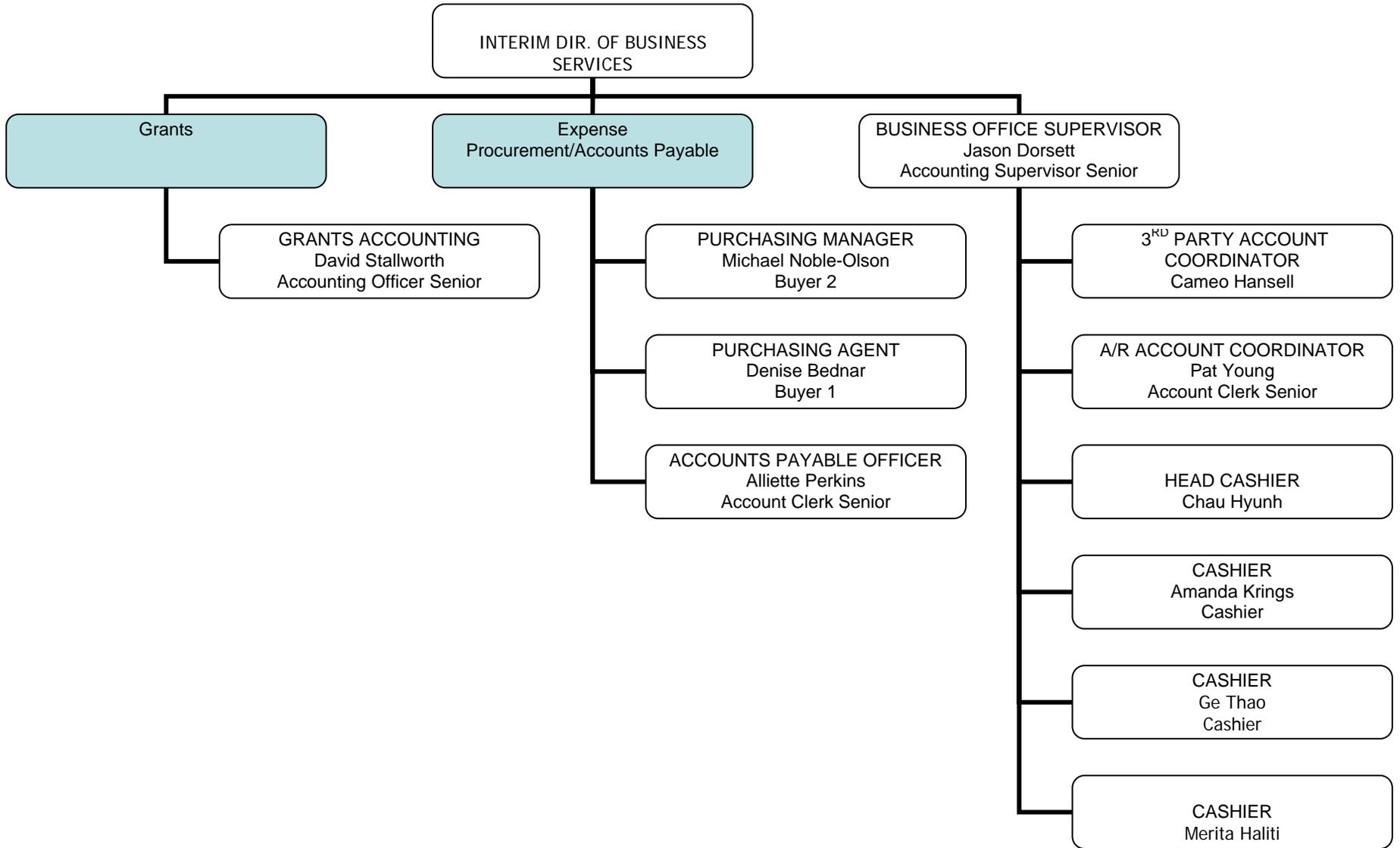
FINANCE & OPERATIONS: Auxiliary Services



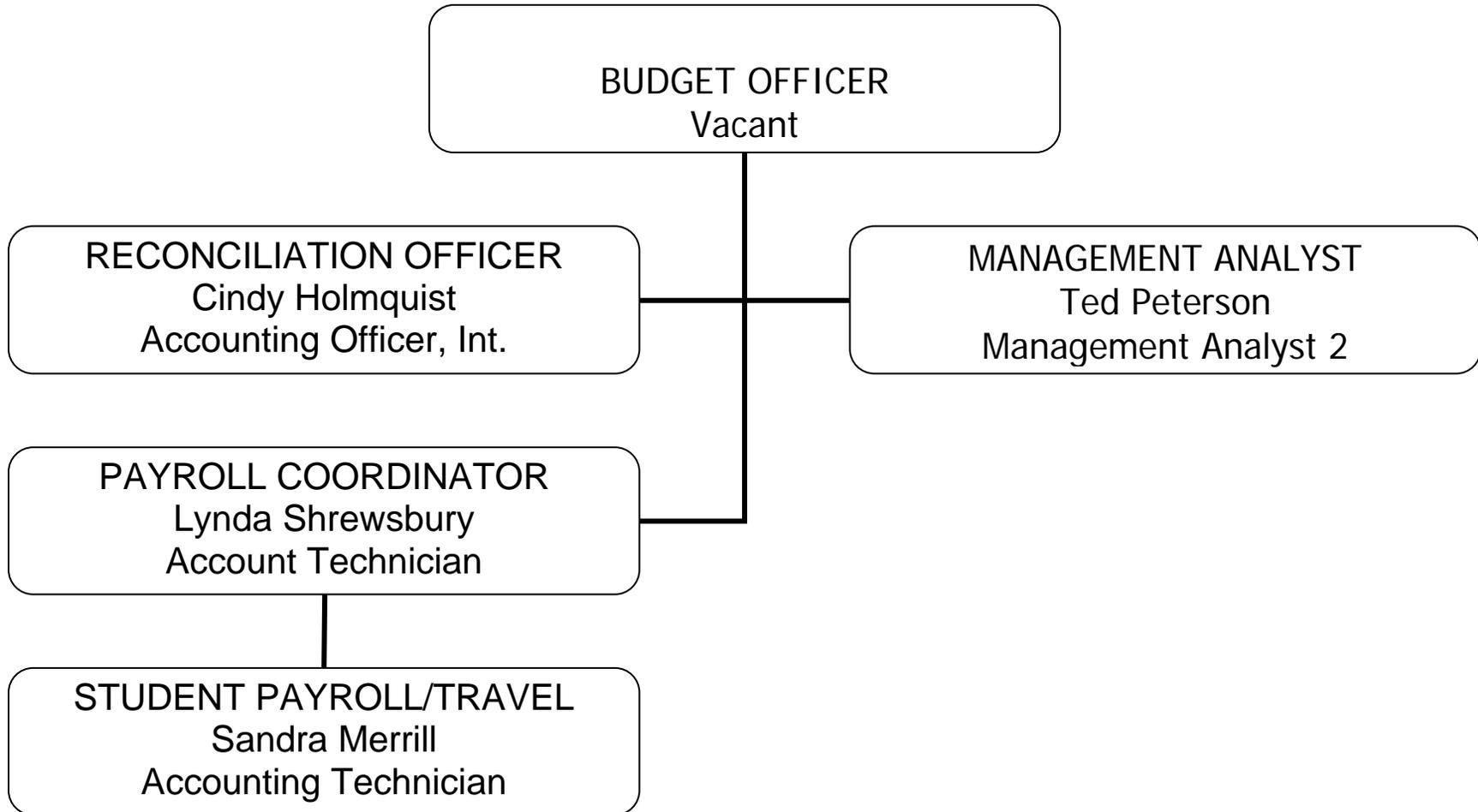
FINANCE & OPERATIONS: Facilities



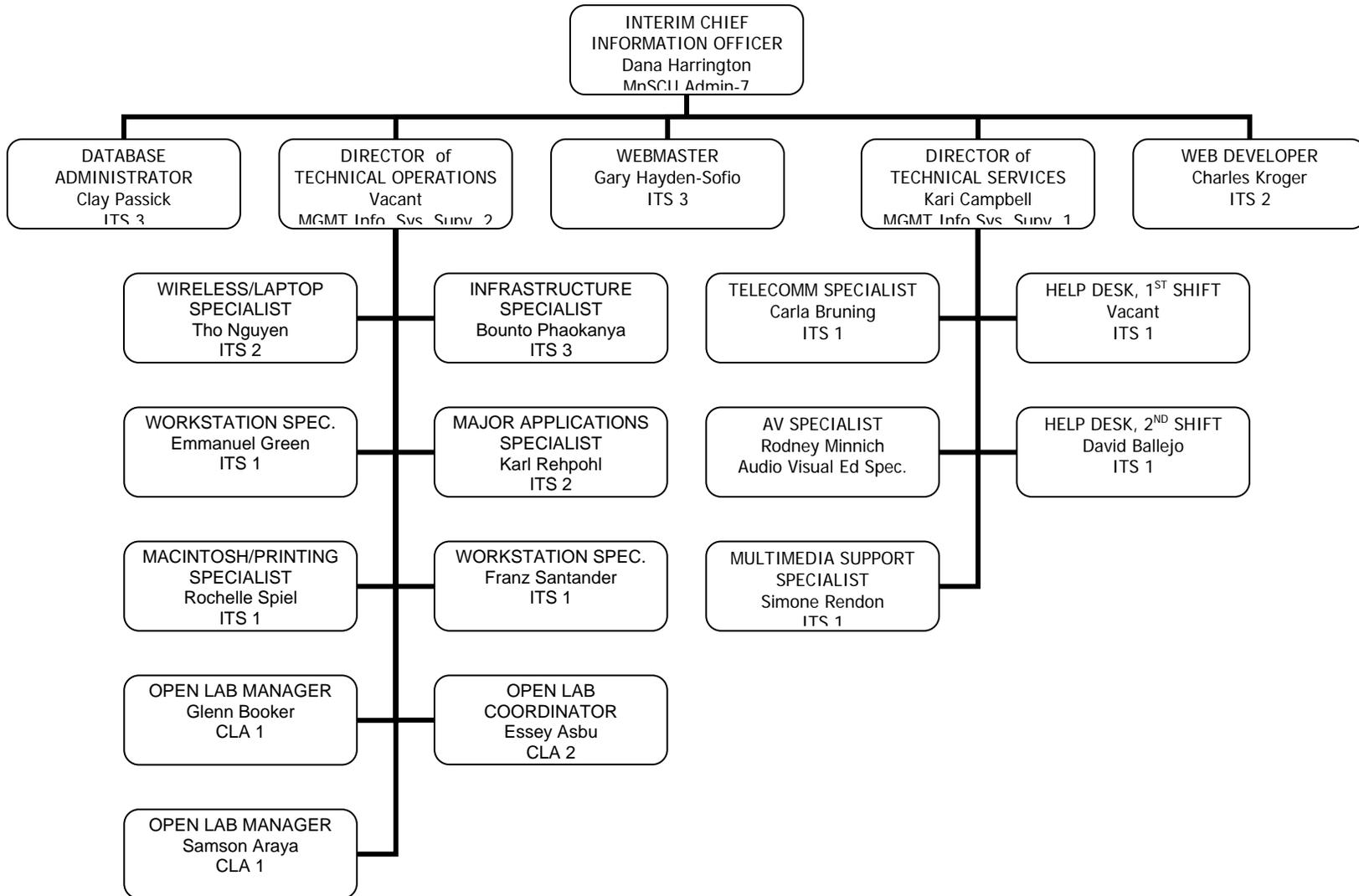
FINANCE & OPERATIONS: Business Services



FINANCE & OPERATIONS: Budget Operations

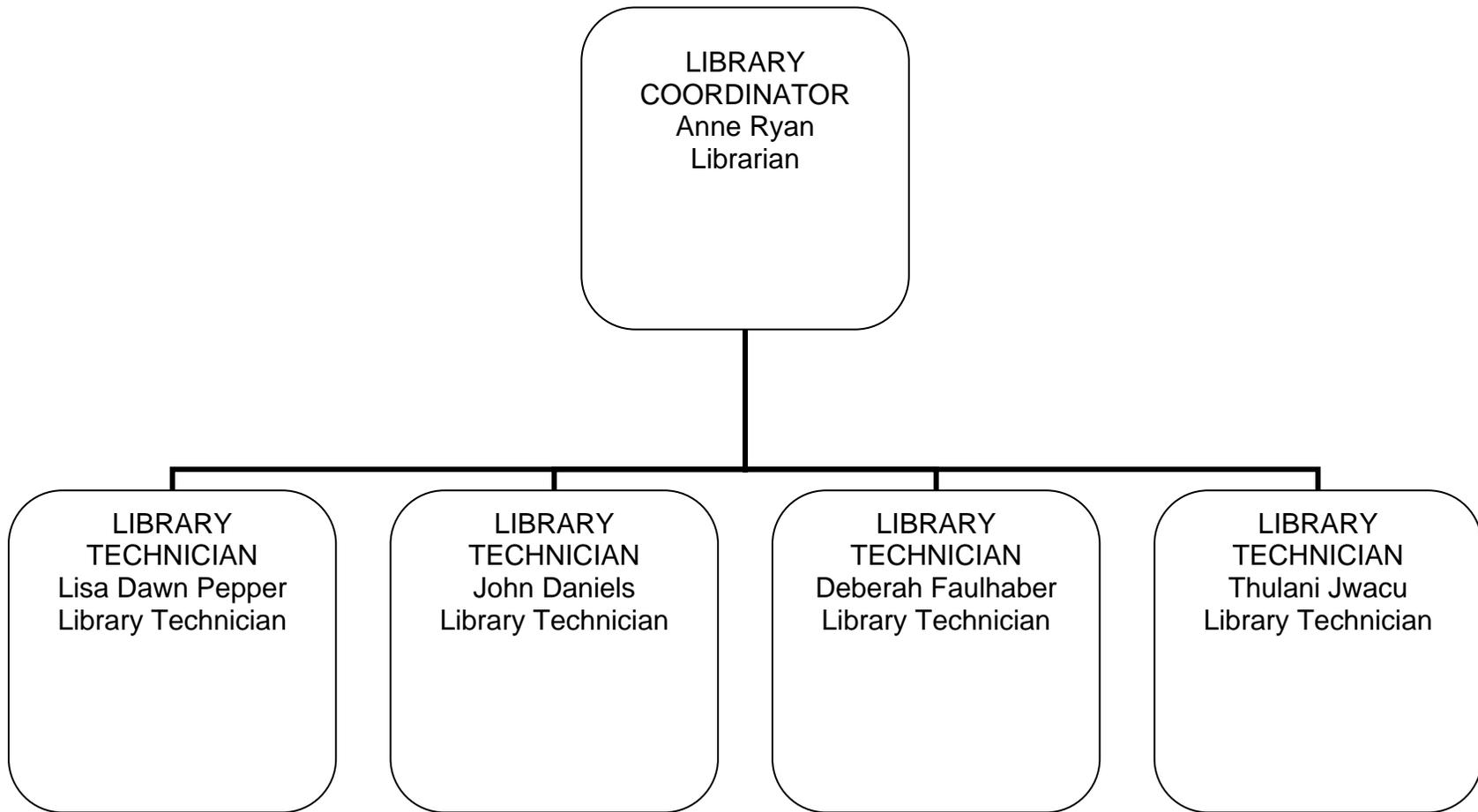


Information Technology Services August 2006

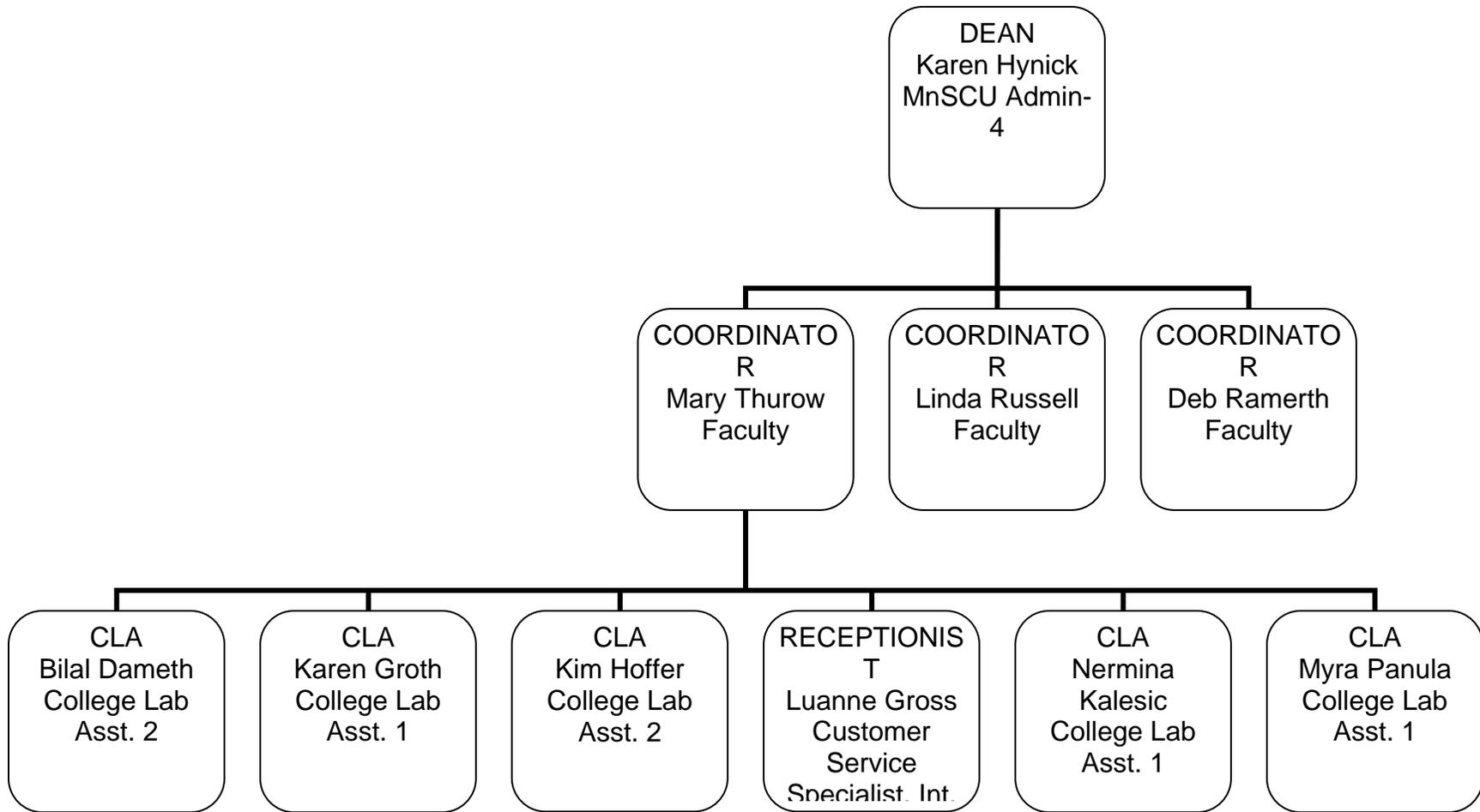


Appendix 3: Organizational Charts

**Library
August 2006**



Learning Center August 2006



Appendix 3: Organizational Charts