2015 Systems Portfolio

November 2015

Category One: Helping Students Learn

Category Two: Meeting Student and Other Key Stakeholder Needs

Category Three: Valuing Employees

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Tables and Figures

Glossary

AA: Associate of Arts
AAC&U: Association of American colleges & Universities
AAS: Associate of Applied Science
AASC: Academic Affairs and Standards Council
ABE: Adult Basic Education
ACEN: Accreditation Commission for Education in Nursing
ACT: American College Testing
AFA: Associate of Fine Arts
AFSCME: American Federation of State, County and Municipal Employees
AME: African American Male Empowerment program
APA: American Psychological Association
APR: Annual Performance Report
ATP: Association of Tutoring Professionals
BIT: Behavior Intervention Team
C3: Central Corridor College Fellows
CAAHEP: Commission on Accreditation of Allied Health Education Programs
CCO: Common Course Outline
CCSSE: Community College Survey of Student Engagement
CE: Continuing Education
CECT: Continuing Education and Customized Training
CEO: Chief Executive Officer
CFI: Composite Financial Index
CHRO: Chief Human Resource Officer
CIO: Chief Information Officer
CLA: College Lab Assistant
CLEP: College Level Exam Program
CLO: Common Learning Outcome
CODA: Commission on Dental Accreditation
CQI: Continuous Quality Improvement
CSHS: College Student Health Survey
CT: Customized Training
CTE: Career and Technical Education
CTL: Center for Teaching and Learning
D2L: Desire to Learn/BrightSpace, campus learning platform
D3: Destination: Diploma to Degree

DARS: Degree Audit Report
DUG: Data Users Group
DECA: Distributive Education Clubs of America
DEED: (Minnesota) Department of Employment and Economic Development
DHS: Department of Human Services
DVD: Digital Versatile Disc
EOC: Educational Opportunity Center
ELM: Enterprise Learning Management system
ENGA: Accelerated English
EPM11: Enterprise Performance Management, version 11
ETS: Educational Talent Search
FAFSA: Free Application for Financial Student Aid
FAMA: Faculty Workload Management Automation
FAQ: Frequently Asked Question
FCI: Facilities Condition Index
FERPA: Faily Educational Rights and Privacy
FFI: Fact Finding Inquiry
FTE: Full-Time Equivalency
FY: Fiscal Year
FYE: Full-Year Enrollment
GMT: Grants Management Team
GPA: Grade Point Average
HEAPR: Higher Education Asset Preservation
HLC: Higher Learning Commission
HR: Human Resources
HSER: Human Services Program
IPEDS: Integration Post-Secondary Data System
ISRS: Integrated Statewide Records System
IT(S): Informational Technology Services
KPI: Key Performance Indicators
LEAP:
LMS: Learning Management System
MAFFA: Minnesota Association of Financial Aid Administrators
MAPE: Minnesota Association for Professional Employees
MCTC: Minneapolis Community and Technical College
Metro: Metropolitan State University (MnSCU System)
MFP: Master Facilities Plan
MI: Motivational Interviewing
MLA: Modern Language Association of America
MMS: Middle Management Association
MMB: Minnesota Office of Management and Budget

MnSCU: Minnesota State Colleges and Universities System
MnTC: Minnesota Transfer Curriculum
MOU: Memorandum of Understanding
MSCF: Minnesota State College Faculty
MPS: Minneapolis Public Schools
NAMI: National Alliance on Mental Illness
NAZ: Northside Achievement Zone
NCLEX: National Council Licensure Examination
NPRO: Nursing Professional
OSRR: Office of Students Rights and Responsibilities
PAC: Program Advisory Committees
PCI: Payment Card Industry
PD: Position Description
PDD: Program/Department/Division
PDP: Professional Development Plan
PM: Project Management
PMAP: Project Management Action Project
POS: Point of Sale
POY: Power of You
PPL: Project for Pride in Living
PSEO: Post-Secondary Enrollment Option
RFP: Request for Proposal
ROI: Return on Investment
ROOT: Resolving Our Own Troubles
RPSGT: Registered Polysomnographic Technology
RN: Registered Nurse
SCO: Student Complaint Officer
SECAP: Structuring and Empowering Committees Action Project
SECUNIA: Information Security Software
SLO: Student Learning Outcomes
SPA: Office of Strategy, Planning and Accountability
SPC: Saint Paul College (MnSCU System)
STEM: Science, Technology, Engineering and Math
SWIFT:
TEAS V: Test of Essential Academic Skills
TRIO or TRiO: Federal programs for low-income, first-generation students, including students with disabilities
UMN: University of Minnesota
UPS: Uninterruptable Power System
VUB: Veteran's Upward Bound
VALUE: Valid Assessment of Learning in Undergraduate Education
VP: Vice President
Table 2.5.2. MCTC New Student FYE Enrollment in 2014 and 2015: Comparison to Metro-Area MnSCU College

Higher Learning Commission Criteria and Core Components		Location in Portfolio
1.A The institution's mission is broadly understood within the institution and guides its operations.		
1A1	The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.	4P1
1A2	The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission	4P1
1A3	The institution's planning and budgeting priorities align with and support the mission.	4P1
1.B The mission is articulated publicly.		
1B1	The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities	4P1
1B2	The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.	4P1
1B3	The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	4P1
1.C The institution understands the relationship between its mission and the diversity of society		
1C1	The institution addresses its role in a multicultural society	1P1, 1P3, 2P1
1C2	The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves	1P1, 1P3, 1P5, 2P5
1.D The institution's mission demonstrates commitment to the public good. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.		
1D1	Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.	4P1, 4P3
1D2	The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	4P1
1D3	The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	4P1
2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration faculty, and staff.		4P4
2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.		4P4
2C The governing board of institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.		

2C1	The governing board's deliberations reflect priorities to preserve and enhance the institution.	4P3
2C2	The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations	4P3
2C3	The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.	4P3
2C4	The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.	4P3
	2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.	1P6
2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.		
2 E1	The institution provides effective oversight and support services to ensure the integrity of research.	1P6
2 E2	Students are offered guidance in the ethical use of information resources.	1P6
2 E3	The institution has and enforces policies on academic honesty and integrity.	1P6
3A: The institution's degree programs are appropriate to higher education.		
3A1	Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded	1P4
3A2	The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, and certificate programs	1P4
3A3	The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortium arrangements or any other modality).	1P4
3B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs		
3B1	The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.	1P1
3B2	The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college educated person should possess	1P1
3B3	Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments	1P1
3B4	The education offered by the institution recognizes the human cultural diversity of the world in which students live and work	1P1, 1P2

3B5	The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission	1P1, 1P2, 3P2

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

3C1	The institution has sufficient numbers and continuity of faculty members to carry out the classroom and non-classroom roles of faculty, including, e.g., oversight of the curriculum and expectations for students performance, establishment of academic credentials for instructional staff, assessment of student learning.	3P1
3C2	All instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs.	3P1
3C3	Instructors are evaluated regularly in accordance with established institutional policies and procedures.	3P2
3C4	The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.	3P3
3C5	Instructors are accessible for student inquiry.	1P5
3C6	Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.	1P5

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

3D1	The institution provides student support services suited to the needs of its student populations.	1P1, 1P5, 2P1
3D2	The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.	1P1, 1I4, 1P5
3D3	The institution provides academic advising suited to its programs and the needs of its students.	1P5
3D4	The institution provides to students and instructor the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).	1P5
3D5	The institution provides to students guidance in the effective use of research and information resources.	1P5

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

3 E1	Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.	1P1 and 1P2
3 E2	The institution demonstrates any claim it makes about contributions to its students' educational experiences by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development	1P2, 2P1

4A The institution demonstrates responsibility for the quality for its educational programs.

4A1	The institution maintains a practice of regular program reviews.	1P3
4A2	The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning	1P4
4A3	The institution has policies that assure the quality of the credit it accepts in transfer.	1P4
4A4	The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement for its higher education curriculum.	1P4
4A5	The institution maintains specialized accreditation for its programs as appropriate to its educational purposes	1P4
4A6	The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparations for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admissions rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g.., Peace Corps and AmeriCorps).	1P3, 1P4

4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.		
4B1	The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	1P1, 1P2
4B2	The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.	1P1, 1P2
4B3	The institution uses the information gained from assessment to improve student learning.	1I1, 1I2
4B4	The institution's processes and methodology to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	1P1, 1P2

4C The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.		
4C1	The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.	1I5
4C2	The institution collects and analyzes information on student retention, persistence, and completion of its programs.	1R5, 1I5, 2R2
4C3	The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.	1I5, 2I2
4C4	The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)	1P5, 1I5, 2P2

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

5A1	The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.	5P2, 5P3
5A2	The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.	5P2
5A3	The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.	5P2
5A4	The institution's staff in all areas are appropriately qualified and trained.	3P3
5A5	The institution has a well-developed process in place for budgeting and for monitoring expense.	5P3
5B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.		
5B1	The institution has and employs policies and procedures to engage its internal constituencies-including its governing board, administration, faculty, staff and students-in the institution's governance.	4P3, 4I3
5B2	The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets it legal and fiduciary responsibilities.	4P3
5B3	The institution enables the involvement of its administration, faculty, staff and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.	1P3, 2I2, 4P2
5C. The institution engages in systematic and integrated planning		
5C1	The institution allocates its resources in alignment with its mission and priorities	1P3, 1R4, 4P2
5C2	The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.	1P3
5C3	The planning process encompasses the institution as a whole and considers the perspective of internal and external constituent groups.	1P3, 4P2
5C4	The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's source of revenues, such as enrollment, the economy, and state support.	4P2
5C5	Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	4P2
5D The institution works systematically to improve its performance.		
5D1	The institution develops and documents evidence of performance in its operations	6P2
5D2	The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts	6P2

Institutional Overview

Figure I.O.1. MCTC's Mission, Vision and Values

MCTC is one of the largest and most diverse two-year colleges in Minnesota serving more than 15,000 students annually in credit and noncredit programs. As a comprehensive public community and technical college, MCTC offers 114 credentials in 44 liberal arts and career and technical programs. MCTC is located in downtown Minneapolis, part of the Twin Cities metropolitan area with a population of more than three million people. The College has an annual operating budget of $54 million and employs 850 people, including 499 faculty in FY2015. MCTC's employee base is the most diverse in the Minnesota State Colleges and Universities (MnSCU) System.

The college has experienced significant growth over the past 10 years, with enrollment increasing by 25 percent between 2005 and 2015. Since the economic recovery began, MCTC has experienced enrollment declines in step with those seen at other two-year colleges. However, the college remains one of the largest in the state, serving nearly 13,000 students in credit-bearing programs annually. The number of students taking fully online courses has grown from 26 percent in 2010 to 39 percent in 2015.

MCTC offers multiple degree programs including the associate in arts, associate in fine arts, associate in science, and associate in applied science degrees, as well as diplomas and certificates. MCTC also offers coursework in the Minnesota Transfer Curriculum, a 40-credit package that transfers to all Minnesota baccalaureate institutions including the University of Minnesota and seven MnSCU universities.

MCTC offers day, evening, and weekend classes where instruction is delivered through a variety of methods, including face-to-face, online, blended learning, and through internships with industry partners. Virtual and simulation training is offered in some programs. In 2014, the largest program areas by enrollment included liberal arts, allied health, business management, information technology and graphic design for print and web media.

MCTC also has a strong liberal arts program and student enrollments in liberal arts have increased over the past five years. The top two transfer destinations for MCTC students are Metropolitan State University and the University of Minnesota. In FY16, MCTC and Metropolitan State University will launch a dual admission model offering MCTC graduates seamless, guaranteed admission to Metropolitan State. In 2015, the college partnered with Augsburg College to provide undecided MCTC students a transfer pathway to a private college without losing any college credits.

Slightly more than half of the college's students pursue career and technical education awards, which are offered in 27 different program areas. MCTC has partnerships with Metro-area healthcare, human services, manufacturing, aviation and other industries, including Delta Airlines, Hennepin County, the Minnesota Department of Human Services and Graco Manufacturing (2P5).

Over the past two years, the college has nearly doubled local high school students' participation in dual-enrollment programs. A key MCTC partner is Minneapolis Public Schools (MPS). MCTC offers career/technical education to concurrent enrollment

students in six MPS high schools; the Post-Secondary Options (PSEO) program allows high school student to take on-campus MCTC courses at no cost to students.

The college offers services that support its diverse student population. MCTC has a health clinic, multi-faceted tutoring centers, Learning Center, Disability Services Center, African American Empowerment program, American Indian Student Success program, Resource and Referral Center, Career Services Center, and a Veterans Welcome Center. MCTC is designated a Yellow Ribbon College based on its proactive support of student veterans. MCTC also hosts five TRIO programs serving 4,200 annually with $2.5 million in federal funding. Finally, MCTC hosts Student Life activities that include recreation and wellness facilities and events, special interest groups, and a growing and diverse Student Senate (1P1).

MCTC is a part of the Minnesota State Colleges and University (MnSCU) System, a statewide consortium of 31 colleges and universities that is the largest single provider of higher education in the state of Minnesota, and the fifth largest system of higher education in the country. MnSCU serves 58% of the state's undergraduate student population. MnSCU is governed by a 15-member Board of Trustees appointed by the Governor. The board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The MnSCU Strategic Framework includes the following three priorities: 1) ensuring access to an extraordinary education for all Minnesotans; 2) being the partner of choice to meet Minnesota's workforce and community needs; and 3) delivering to students, employers, communities and taxpayers the highest value, most affordable higher education option. A large-scale MnSCU initiative, Charting the Future for a Prosperous Minnesota, will streamline how System colleges and universities collaborate and partner together in the future. MCTC has been and continues to be involved in the Charting the Future initiative, aspects of which are described in the Portfolio.

MCTC has been an Academic Quality Improvement Program (AQIP) participant since 2003, submitting its first Systems Portfolio in 2007 and its second in 2011. In 2011, the key strategic issues identified in the Feedback Report included helping stakeholders become immersed in the planning process, developing a process for incorporating faculty and staff needs

in readjusting non-instructional objectives and developing a centralized data collection, storage and distribution process to better meet the College's data needs. Significant progress has ben made on the last of these recommendations as shown in 2P2 and 5P1; progress has also been made on immersing stakeholders in the planning process as shown in 4P1 and 4P2. There is progress to be made in adjusting non-instructional objectives as discussed in 2I1 and 3I3.

Student Demographics 2014

ENROLLMENT:

Total number students served	13,495
Full-time	35%
Part-time	65%
Percent female	53%
Percent male	46%
Percent students of color	55%

Ethnicity/race

- White, 42%
- Black, 31%
- Asian, Hawaiian or Pacific Islander, 6%
- Hispanic, 9%
- American Indian, 1%
- Non-resident Alien, 2%
- Unknown, 1%
- 2 or more races, 8.0%
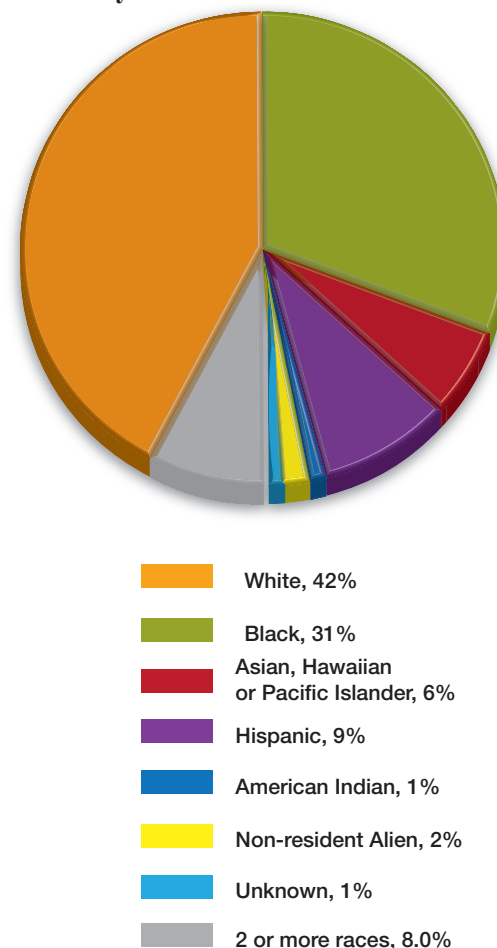
Figure I.O.2. MCTC Student Demographics 2014

The process for developing this Systems Portfolio was highly collaborative. More than 40 faculty, staff and administrators from different departments and units in the College wrote or reviewed Portfolio sections based on their areas of content expertise. Sections were often developed in a small group setting, providing opportunities for cross-fertilization of information across department boundaries. Over the next year, improvements identified in this Portfolio coupled with reviewer feedback on the Portfolio will form the basis for College improvement projects including AQIP action projects.

Category 1 Overview

MCTC has systematic and aligned processes across all subcategories related to Helping Students Learn. Overall, processes are repeatable and understood and are sometimes evaluated for improvement. Maturity of results ranges from reactive to aligned.

MCTC's assessment of common learning outcomes is systematic and is becoming aligned. MCTC received positive feedback in the 2007 and 2011 Systems Appraisals for its approach to assessment. Nevertheless, a shortcoming of the previous process involved evaluating only one common learning outcome every three years; it wasn't possible to provide an overall snapshot of student performance for all common learning outcomes. Another shortcoming involved a relatively small number of participating faculty, typically less than 10% of all full-time faculty. A current action project involves faculty in using the AAC&U's VALUE Rubrics to assess two of MCTC's four common learning outcomes. Student learning data are evaluated both internally and externally and data allow for benchmarking with local, regional and national two-year colleges. The Assessment Coordinator is recruiting more faculty to participate in the project in FY16.

MCTC has an aligned process for assessing program learning outcomes. The Assessment Coordinator works directly with faculty in each department to determine assessment goals for the year and identify appropriate measures. Prior to FY13, programs, departments and divisions (PDDs) could opt out of the assessment process, for example of a recent external accreditation process was used to evaluate program effectiveness. However, in the last two years all PDDs have been required to participate. Assessment reports are provided to deans who evaluate the PDD's assessment process and results and provide feedback to PDD faculty. In the past year the assessment timeline was changed to allow faculty to use dean feedback before the beginning of fall semester to improve PDD assessment processes and increase student learning.

Academic Program Design at MCTC is aligned. Approval of new curricula is accomplished through the Academic Affairs and Standards Council (AASC), a committee of faculty and administrators whose work is defined in the Minnesota State College Faculty (MSCF) contract. AASC oversees the development of all new course and program offerings. The AASC evaluates curriculum viability using factors such as the gainful employment rate, articulation to another college/university, appropriate admission requirements based on advisory committee feedback and faculty and department expertise. Additionally, a new process, the Program Prioritization Process, uses these and other factors like program graduation rate, related employment rate and student loan default rate to determine the viability of current courses and programs. The new process is an aligned process, using a multitude of effectiveness and efficiency metrics to evaluate program viability. In FY15 it resulted in the suspension of six academic programs and multiple foreign language courses. Improvements to the process have already been made for FY16, one of which is providing more lead time for programs to develop and implement improvement plans. Approval of new curricula will also be improved by reviewing "packages" of related curricula rather than approving individual courses and programs in isolation.

Academic Program Quality is ensured in multiple ways and involves aligned processes and results. First, the AASC process requires that all courses align with program learning outcomes and both courses and programs are vetted through AASC and through an additional MnSCU approval process. MCTC has a Curriculum Coordinator and online curriculum and program management systems to structure course and program approval workflow so new and revised curricula passes through multiple quality checks before AASC approval is granted. To structure the process, AASC provides resources on topics like writing course learning outcomes and developing course content to aid faculty in increasing quality before a curriculum proposal is reviewed be AASC. Not all curriculum is approved, as shown in 1R4. MCTC has two additional locations: at Saint Paul College and at Delta Airlines.

Saint Paul College, the Professional Nursing Program uses MCTC curriculum, vetted through the process described above, and courses are taught by MCTC faculty. At Delta Airlines, the curriculum used for the program was reviewed and approved by the AASC. Also, the program has to conform to Federal Aviation Administration standards for aviation mechanics. Specialized accreditation from state and national accrediting agencies ensures that career/technical programs such as Nursing and Dental Assistance prepare students for professional employment after graduation. MCTC conducts an annual Graduate Follow-Up Survey (GRF) to track previous year graduates on transfer and related employment outcomes approximately one year after graduation.

MCTC has aligned academic support programming ranging from first-year orientation and academic advising to advising and related supports for special populations, for example, as delivered by TRIO Starting Point to low-income/first-generation students. MnSCU data has revealed that almost all System students who drop out do so within the first year in college. In 2011, MCTC created an improved academic advising system by physically and functionally aligning advisors to "academies" or clusters of related programs. Starting in FY16, advisor caseloads were lowered in order to increase first-year student contact with advisors in order to positively impact retention, when students are most likely to drop out. Other key academic supports include TRiO programs and the Learning Center, which offer academic tutoring in gateway courses like math and English from trained, credentialed tutors. MCTC's library offers research support to students and continually reviews data to improve services.

In terms of academic integrity, MCTC and MnSCU policies and bargaining unit contracts clearly define integrity in behavior and allow for freedom of expression both inside and outside the classroom. Academic integrity processes are aligned and results for student academic integrity infractions are collected and reviewed by MCTC's Student Conduct Officer each semester.

1P1: Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning

outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Aligning common outcomes to the mission, educational offerings, and degree levels of the institution**

MnSCU policy ensures that mission and educational offerings should relate to academic programming in the following ways:

- **Subpart T. General Education.** A cohesive curriculum defined by system college or university faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences.

- **Subpart AA. Occupational Program.** An academic program designed to prepare program graduates for entry, retention, or advancement in a specific occupation or set of closely allied occupations. (3.B.1)

MCTC's mission is to "provide access to the transformative power of education in a diverse and dynamic downtown environment." Through the general education curriculum, evidence for the "transformative power of education" is seen in students' ability to advance to four-year institutions; through occupational certificate, diploma and degree programs, students are able to expand and advance their employment opportunities. Transformation also occurs through personal development as students achieve the common learning outcomes (CLOs) required of graduates. These outcomes are applicable in everyday life (e.g., the Social Responsibility CLO) as well as in careers or advanced study (e.g., the Critical Thinking and Communication CLOs) and are reinforced by MCTC's co-curricular activities.

- **Determining common outcomes**

When Minneapolis Community College and Minneapolis Technical College merged in 1999, faculty of the two colleges worked together to develop four General Education Competencies based on the belief that these competencies were important for students going into the workforce or continuing on to advanced study. Currently these competencies are assessed both across courses (to get an institutional "snapshot" of competency learning) and within specific courses, which embed one or more competencies in regular

course assignments. Each of the four General Education Competencies includes a definition and a list of subcompetencies that delineate the skills or behaviors students must demonstrate to verify mastery which are developed through direct instruction and reinforcing projects and experiences.(3.B.1, 3.B,2, 3.B.3, 3.B.4)

• **Articulating the purposes, content, and level of achievement of the outcomes**

The purpose, content, and level of achievement of outcomes at MCTC are determined by faculty in each Program/Department/Division (PDD). For career and

Competency	Goal	Examples	Location in curriculum
Communication	Effective listening, speaking, reading and/or writing.	Selects appropriate communication choices for specific audiences. Constructs logical and coherent arguments.	Successful completion of one course from Minnesota Transfer Curriculum Goal Area 1 Successful completion of tasks embedded within program coursework.
Critical Thinking	Analyze, interpret, and apply learning in order to identify and solve problems, make judgments and decisions, act, and evaluate actions taken.	Compares and contrasts facts, propositions, options, situations and sources to gauge similarities, differences, priorities, connections and relationships. Gathers, synthesizes and integrates input from diverse sources to formulate and support a position, plan an experiment, produce an oral presentation or written report, create a product or performance or propose hypotheses.	Successful completion of tasks embedded within program coursework.
Life Skills/Personal Responsibility	Possess the life skills necessary for leading a responsible life.	Works collaboratively. Sets priorities, makes choices, accepts responsibility, and follows through.	Successful completion of tasks embedded within program coursework.
Social Responsibility	Ability and commitment to contribute to one's community as a responsible citizen.	Demonstrates an awareness of the individual and institutional dynamics of unequal power relations among groups in contemporary society. Recognizes, analyzes and articulates one's own beliefs and behaviors regarding racism, sexism and other forms of social inequality.	Successful completion of one course from Minnesota Transfer Curriculum Goal Area 7, 8, 9, or 10. Successful completion of tasks embedded within program coursework.

Table 1.1.1. MCTC's Four Common Learning Outcomes and Placement in the Curriculum

technical education programs, outcomes are identified in conjunction with program advisory committees (PACs; made up of professionals in the field) and licensing requirements, including national benchmarks and standards for accreditation and for Perkins funding requirements as applicable. For liberal arts and science courses and areas of study, faculty determine outcomes in conjunction with the AASC, Program Coordinator, Academic Deans, and Assessment Coordinator. For the Liberal Arts program, outcomes are grouped into ten categories called Goal Areas that make up the Minnesota Transfer Curriculum (MnTC). MCTC's four common learning outcomes are addressed by coursework in the 10 Goal Areas, shown in Table 1.1.2. All common course outlines state which Goal Area(s) a course meets. (3.B.2, 3.B.4)

MnTC Goal Area
Goal 1: Communication
Goal 2: Critical Thinking
Goal 3: Natural Sciences
Goal 4: Mathematical/Logical Reasoning
Goal 5: History and the Social and Behavioral Sciences
Goal 6: The Humanities and Fine Arts
Goal 7: Human Diversity
Goal 8: Global Perspective
Goal 9: Ethical and Civic Responsibility
Goal 10: People and the Environment

Table 1.1.2. Liberal Arts Goal Areas in the Minnesota Transfer Curriculum (MnTC)

- **Incorporating into the curriculum opportunities for all students to achieve the outcomes**

MCTC has developed several approaches to increase student success for all students; primary among these are the accelerated math and English options that help students complete a transfer degree more efficiently. Greater efficiency and success are important because, as we found in a comprehensive research study by an outside consultant, the depth of developmental education needs of MCTC students is much greater than the need at other local community colleges.

Accelerated English (ENGA). Accelerated English courses combining developmental English with college-level work were offered for the first time in 2013. This sequence uses a corerequisite model called the Accelerated Learning Program, developed by the Community College of Baltimore. The research found students needing developmental English instruction were significantly more successful when enrolled in the combined course, passing at a rate similar to students who tested

directly into college-level English. Furthermore, these students completed their college English requirement in one semester instead of two. (3.D.2)

Statway. Statway, a Carnegie Foundation initiative designed to help community college students complete a college-level math course with less frustration and lower dropout rates than traditional college algebra, finished its first year of implementation the spring of 2014. MCTC research found that students in the accelerated, experience-based math alternative were between three and five times more likely to enroll in the subsequent math class the following term compared to developmental math students not enrolled in Statway. (3.D.2)

- **Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs**

MCTC's Strategic Action Plan includes multiple strategies that address current student and workforce needs including:

- **Strategy 1.2.C:** Significantly improve student outcomes through accelerated models of developmental education.

- **Strategy 1.2.E:** Build strategic relationships with colleges, universities and employers to support successful student pathways for work-based learning, employment, and transfer.

- **Strategy I.3:** Deliver academic programs and student services that fit the needs and life experiences of distinctive student groups.

- **Strategy I.**4: Enhance MCTC's capacity to meet the rapidly increasing demand for online delivery of courses, including providing access to the technology and support services students need to succeed.

- **Strategy II.2.** Increase the internal cultural competence of the organization, reaching across all roles, levels and units of the College.

- **Designing, aligning, and delivering co-curricular activities to support learning**

MCTC creates an enriched educational environment for students in different academic pathways as well as for students who struggle academically or want a more personalized experience, like TRIO

(1P5, 2P1). Co-curricular activities (Table 1.1.3) such as cultural and well-being groups support MCTC's social responsibility learning outcome while the critical thinking and communication outcomes are developed in part by academic success supports. Academic planning supports teach students personal responsibility in planning their academic career. (1.C.1, 1.C.2, 3.B.5, 3.D.1, 3.E.1, 4.B.2)

- **Selecting tools/methods/instruments used to assess attainment of common learning outcomes**

Tools are selected by different groups for different purposes, as described in Table 1.1.4.

Co-curricular Activity	Learning Support Activities
Academic planning support	**Academic Advising** conducts New Student Orientation and face-to-face advising sessions to help students plan their first semester of classes **AgileGrad software** allows students the ability to create a personalized program pathway to graduation, explore majors and look at the effects of decisions such as course load and summer enrollment
Academic success support	**The Learning Center** offers online tutoring, peer-facilitated study groups, mini-sessions in popular topics like English, chemistry and math and a computer and language lab. **The Math Center** is an informal study and group learning space staffed by faculty and volunteers to help students succeed in math courses. **The MCTC Library** offers in-person research support as well as quiet study spaces, access to online journals and computer access.
Cultural, special interest and well-being groups	Student life groups that focus on culture, shared interests and/or student well-bing include African Student Continental Club, American Sign Language, Bike Collective, Borrow for Success, Campus Recreation and Wellness, City College News, Feminists Organizing Change, Gaming, Hallyu Korean Club, Muslim Student Association, Nerds Against Boredom, Philosophy, Probability, PRIDE, Soccer, Students Against Hunger and Hopelessness, Student Veterans, Student Senate, Three Legged Frog Environmental Club, Twin Cities Campus Ministry, United Nations of Indian Tribes for Education, Urban Farm Collective, Xicanos Latinos Unidos, and Yoga Club.
Specialized support programs	<u>All Students</u> **Student Success Day** offered twice a year to help students be successful in school, prepare for graduation or transfer and achieve their career goals **Career Services** offers career assessments and opportunities to connect with employers. **Counseling Services** to assist in coping with difficulties that are affecting your life and academic progress. This includes career services, a link to community resources, satisfactory academic progress help, and student crisis response. **Boynton Health Service** provides quality health care services by medical professionals on campus to all enrolled MCTC students with no out-of-pocket costs. <u>Students with Disabilities</u> **Disability Services** provides confidential support and facilitates reasonable accommodations for students with disabilities. <u>Low-income, first-generation students</u> **The Power of You** enables qualified students to attend college by covering the cost of tuition and fees for two years or up to 72 credits at MCTC and includes college orientation and advising support. **The TRIO Program** assists low-income and first generation youth and adults to enroll in and complete a post-secondary program with additional support for completing financial aid and admissions processes.

TRIO Veterans Upward Bound offers free college prep courses in writing, reading, math, science, computer literacy, Spanish and study skills.

Liberal Arts Students
Transfer Fairs offer information about transferring after you graduate from MCTC to a four-year college or university.

Performing Arts Students
Fine Arts clubs include the Chamber Ensemble, College Choir, Jazz Ensemble, MCTC Animation, Theater, Vocal Ensemble, and Writer's Workshop.

Career/Technical Education Students
Co-curricular groups that support career/technical education students are designed to introduce students to the career field, networking opportunities, jobs and professionals. Programs with a student group component include Addiction Counseling, Photo, Cinema, Collegiate DECA, Community Development, Computer, Engineering, Math, Human Services, Philosophy, Polysomnography, Science, Skills USA, Sound Arts, STEM, Air Traffic Control, Design Collective, Nurses Association, Tech Services, and Welding clubs.

Table 1.1.3 Co-Curricular Activities That Create an Enriched Educational Environment

Context	Who	What
Course-level	Faculty and the Academic Affairs and Standards Council	Work together during course development or revisions to select the tools, methods, and instruments used to assess learning outcomes
Program-level	Faculty, Assessment Coordinator, and Academic Deans	Faculty members within each program/department/division (PDD) work toward continual improvement through a cycle of selection of learning outcomes to evaluate, assessing those outcomes throughout the year, evaluating the data collected, developing an action plan to embed curricular or delivery changes to promote student success, and reevaluation of any changes that were administered. The assessment Coordinator works with PDDs to develop an assessment plan that is meaningful and valuable and leads to student success. The Academic Dean evaluates the assessment report that will be included in the yearly Academic Program Review.
College-level	Faculty and Assessment Coordinator	Embedded assessment process whereby faculty opt in to do an assessment in their courses and results are aggregated up to an overall percentage indicating competency attainment. For example, faculty in FY13 opted in to conduct an individually-designed, classroom-administered assessment of social responsibility in one of their classes. The Assessment Coordinator was responsible for aggregating the results. This was the process reported in MCTC's 2007 and 2011 Systems Portfolios. In 2014, MCTC was invited to participate in the American Association of Colleges and Universities' Minnesota Collaborative Project that provided standard assessments for selected core competencies. These VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics tools assessed Critical Thinking and Written Communication. MCTC participated along with four other MnSCU and five private colleges and universities.

Table 1.1.4 Tool/method Selection Matrix

• **Assessing common learning outcomes**

From 1998 to 2011, the College used a process for assessing common learning outcomes whereby each of the four College-wide learning outcomes was assessed for a period of three years with the first year used for planning assessment, the second for implementation and the third for analysis of results. This process, which we referred to as "embedded assessment of core competencies," was described in previous Systems Portfolios, receiving positive feedback in the 2008 and 2012 Appraisals. (4.B.1, 4.B.2, 4.B.4)

In 2013, in recognition that this process was being engaged in by only a limited number of faculty and didn't allow comparisons to learning outcomes at other institutions, MCTC took advantage of an opportunity to pilot the use of AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics to assess general education outcomes. As part of the so-called "Minnesota Collaborative Project" sponsored by a grant from AAC&U, MCTC elected to utilize the VALUE rubrics to assess LEAP Essential Learning Outcomes comparable to our existing general competencies, specifically critical thinking and communication. Through this project, trained faculty serve as experts on applying rubrics to score student samples to facilitate direct assessment practices on each campus involved. At the national level, close to 80 colleges and universities through the United States are participating in a separate AAC&U-led Multi-State Collaborative Project.
Both projects are designed to provide meaningful evidence about how well students are achieving important learning outcomes (4.B.3). The LEAP initiative foregrounds a distinctly different form of assessment than traditional standardized tests. Instead of producing reports about average scores on tests, the project is piloting the use of common rubrics applied by teams of faculty to evaluate students' authentic college work (e.g., projects, papers, and research). These projects are designed to produce valid data summarizing faculty judgments of students' own work.

The LEAP initiative also seeks to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that will

allow faculty and institution leaders to assess — and improve — the levels of student achievement on a set of cross-cutting outcomes important for all disciplines. Through this project, we will be able to benchmark our scores on Communication and Critical Thinking (LEAP outcomes that parallel two of MCTC's four locally defined common competencies) against other institutions within Minnesota and nationally (4.B.4).

1R1: What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

• **Outcomes/measures tracked and tools utilized**

Knowledge, skills and abilities are currently evaluated via two methods: Related employment of CTE graduates (Table 1.1.5) and student survey results from the Community College Survey of Student Engagement (CCSSE) (Figure 1.1.1)

• **Summary results of measures (include tables and figures when possible)**

Related employment of CTE graduates. MCTC particopates in an annual System-wide survey of graduates that provides data on the related employment of CTE graduates. Results showed that the related employment rate for graduates in FY11 through FY13 ranged from 68% to 81%. Over the last eight fiscal years, the rates have ranged between 62% to 89%.

Results from the Community College Survey of Student Engagement. These results are indirect measures of student learning because they are generated from students' self-reports on the CCSSE survey. Data show MCTC is improving in a number of areas (see also 1R5 and 2R1).

• **Comparison of results with internal targets and external benchmarks**

Related employment of CTE graduates. For the past three years, MCTC has performed The target for at or above the 68% related employment target set by the System Office.

Fiscal Year	FY11	FY12	FY13
Related Employment of Graduates	68%	81%	76%

Table 1.1.5. Trend Results for Related Employment of Graduate

Overall Contribution of College to Acquiring a Broad General Education							
	2007	2009	2011	2013	2015	Sparkline Line Visualization	Sparkline Column Visualization
Acquiring a broad general education	2.85	2.9	2.86	2.94	2.92		

Critical Thinking: Ability to analyze, interpret, and apply learning in order to identify and solve problems, make judgments and decisions, act, and evaluate actions taken.

	2007	2009	2011	2013	2015	Sparkline Line Visualization	Sparkline Column Visualization
Thinking critically and analytically	2.93	2.91	2.92	2.98	3.01		

Life Skills/Personal Responsibility: Possessing the life skills necessary for leading a responsible life.

	2007	2009	2011	2013	2015	Sparkline Line Visualization	Sparkline Column Visualization
Working effectively with others	2.74	2.75	2.77	2.87	2.93		
Learning effectively on your own	2.89	2.93	2.93	2.99	3.01		
Understanding yourself	2.63	2.63	2.63	2.79	2.81		
Developing a personal code of values and ethics	2.39	2.43	2.45	2.56	2.6		

Social Responsibility: Ability and commitment to contribute to one's community as a responsible citizen.

	2007	2009	2011	2013	2015	Sparkline Line Visualization	Sparkline Column Visualization
Contributing to the welfare of your community	2.05	2.08	2.11	2.24	2.23		
Understanding people of other racial and ethnic backgrounds	2.63	2.66	2.62	2.79	2.73		

Figure 1.1.1. CCSSE Trend Results on Items Related to MCTC's Four Common Learning Outcomes

the FY14 cohort is 69% and preliminary results show that the rate is 70%. Although it has been meeting its target, MCTC falls below the system average of 75%.

• **Results from the Community College Survey of Student Engagement**

MCTC has administered the CCSSE biennially from 2007 to 2015. Overall, MCTC students rate MCTC's contribution to their knowledge, skills and abilities similarly to the ratings of students at other two-year colleges (Table 1.1.6). MCTC's score on Solving Numerical Problems has been below the average of large colleges or national colleges for two of the last five survey administrations. Conversely, the College's score on Understanding People of Other Racial and Ethnic Backgrounds has typically been above average.

• **Interpretation of results and insights gained**

Related Employment of Graduates. With respect to related employment, this measure appears to be very sensitive to changes in the economy. The rate fell between FY07 and FY10, as the recession grew, and has since rebounded as the economy has rebounded. Still, MCTC's related employment rate lags the system average, perhaps reflecting the relatively less academically prepared population that the college serves in the state's urban core (2P2).

CCSSE Results. CCSSE results indicate that, from a student's perspective, the College has the opportunity to focus on helping students develop knowledge, skills and abilities in solving numerical problems. Currently, MCTC has no numeracy-related common learning outcome.

1I1: Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years?

Related Employment of Graduates
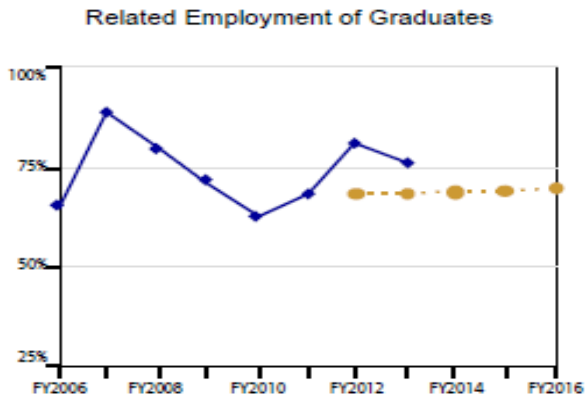
Figure 1.1.3. Trend Results and MnSCU-set Targets
for Related Employment of Graduates

MCTC performs on average as well as other large colleges across the country in helping students acquire a broad general education (see 1R1) and performs on target for related employment of graduates. However, one area where MCTC needs to improve is in helping students solve numerical problems. This finding is

not surprising based on the findings described in 2R2 that show that most MCTC students place into developmental math. Some of MCTC's math-related improvements since the last Portfolio include (4.B.3):

• A faculty-led project to implement the Carnegie Foundation for Excellence in Teaching's statistics curriculum called Statway

• Ensuring advisors are placing students into the appropriate math courses for the students' academic and career pathway.

This fall, the college launched a two-year project to review all of its learning outcomes, map these to the curriculum and map the curriculum to student learning outcomes. The phases of the projects are described in Table 1.1.7.

The curriculum mapping project will use descriptions of each course's learning outcomes to determine how often programs and the entire curriculum emphasize (introduce, practice or reinforce) different learning outcomes. We can then see where opportunities exist

Community College Survey of Student Engagement (CCSSE): How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?					
Writing clearly and effectively	2.65	2.66	2.68	2.76	**2.74**
Speaking clearly and effectively	2.52	2.58	2.57	2.63	2.7
Thinking critically and analytically	2.93	2.91	2.92	2.98	3.01
Working effectively with others	2.74	2.75	2.77	2.87	2.93
Learning effectively on your own	2.89	2.93	2.93	2.99	3.01
Understanding yourself	2.63	2.63	2.63	2.79	2.81
Understanding people of other racial and ethnic backgrounds	2.63	2.66	**2.62**	**2.79**	**2.73**
Developing a personal code of values and ethics	2.39	2.43	2.45	2.56	2.6
Contributing to the welfare of your community	2.05	2.08	2.11	2.24	2.23
Acquiring a broad general education	2.85	2.9	2.86	2.94	2.92
Solving numerical problems	2.4	2.36	**2.39**	2.49	**2.47**

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much
Results that are statistically significantly below average from the national or large college comparison group are shown in red; results that are statistically significantly above average are shown in green.

Table 1.1.6. MCTC CCSSE Results Benchmarked Against National Cohort and Other
Large Colleges on Items Related to MCTC's Common Learning Outcomes

Timeline	Project	Goal
September 2015 - December 2015	Review of Program Learning Outcomes	Faculty departments will clean up existing common course outlines to ensure coherence and accurate delivery of our curriculum Students will have clear understanding of what knowledge and skills they are expected to learn Faculty will have a clear document to make consistent course and program designs decisions Institutions will have complete and accurate information to determine course equivalencies for transfer students
January 2016 - May 2016	Curriculum Mapping - Program Outcomes	Ensure courses within a program allow students to achieve all of the program's learning outcomes
August 2016 - December 2016	Review of Common Competencies	Revisit and revise as necessary MCTC's four core competencies; decide on core competencies; build new or revised competencies into new course and program proposal process
January 2017-May 2017	Curriculum Mapping - College-wide Core Learning Outcomes	Ensure courses within a program allow students to achieve all of the college's core learning outcomes

Table 1.1.7. Curriculum Mapping Project Plan

to strengthen specific learning outcomes. Throughout this project, we hope to leverage learnings from participation in the Minnesota Collaborative Project to determine where we have strengths and where we have opportunities in our common learning outcomes. In Fall 2015, the College will launch a new assessment committee to help guide these and other assessment activities (see 1I2). (4.B.3)

1P2: Program Learning Outcomes focuses on the knowledge, skills, and abilities that graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

• **Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)**

In FY14, the Academic Affairs division and the faculty-led Academic Affairs and Standards Council (AASC) determined that across the curriculum, common course outlines (CCOs) used to document expected learning outcomes had inconsistent formats and in some cases were out of date. No process for ongoing review of these CCOs existed. In response, a multi-phase process was initiated to update CCOs and to develop a system by which program learning outcomes will regularly be reviewed by programs, divisions and departments. The following benefits result from keeping CCOs accurate and up to date over time:

• Students will have a clear understanding of what they are going to learn and the expected skills.

• Faculty will have a clear guideline document to make consistent course and program design decisions.

• MCTC and outside institutions will have complete and accurate information to determine course equivalencies for transfer students.

Through this project, faculty will complete the following steps for each course offered at the college: aligning of major content and outcomes to the AASC-approved course description, consolidating a large number of specific major content or learning outcomes into a more concise set of higher-order learning outcomes, and updating and/or deleting outdated major content and/or learning outcomes to ensure that they meet the course description.

Any changes that are made are required to go through the AASC. This includes updating course descriptions, Minnesota Transfer Curriculum

(MnTC) changes, prerequisites and credit changes, and/or any changes to applicable curriculum revisions. This CCO review will provide the foundation for a College-wide curriculum mapping, during which faculty will align course learning outcomes to program project learning outcomes and to college-wide core competencies. (3.E.2)

- **Determining program outcomes**

MCTC's AASC and the Minnesota State Colleges and Universities System Office have guidelines for faculty, specifying how to define and compose course and program outcomes. Career and technical education faculty at MCTC set program outcomes in conjunction with program advisory committees and licensing requirements, including national benchmarks and standards for accreditation.

For each Perkins-funded program, students must demonstrate technical skills attainment, and these become the program's outcomes. For liberal arts and sciences courses and areas of study, faculty use their area expertise to set the program outcomes. Most programs assess learning outcomes on a yearly basis to determine teaching and learning effectiveness. Articulation agreements with other institutions are reviewed to determine transferability. The MnTC is reviewed to ensure that MCTC meets requirements. Any changes in the curriculum must be approved by the program coordinator, bythe applicable Academic Dean, and AASC. (4.B.4)

- **Articulating the purposes, content, and level of achievement of the outcomes**

The purposes, content, and level of achievement of program outcomes are developed and communicated by each program. Each MCTC Program/Department/Discipline (PDD) Assessment plan includes a list of four to six program-specific Student Learning Outcomes (SLOs), the courses and instructors involved in the assessment of SLOs, the assignment including standards and results, analysis of assessment, and an action plan to improve teaching and learning in the PDD. (4.B.1)

- **Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs**

For career and technical education (CTE) programs, advisory committees are central to ensuring that awards and courses are relevant and aligned with the workplace. In keeping with recommendations established by MnSCU, advisory committees are expected to meet with technical program faculty and the applicable Academic Dean at least twice each academic year, which informs how the program's learning outcomes align with industry and/or transfer and with MCTC's established mission, policies and procedures, and strategic plan, which includes Strategic Priority II, "Be a Leader in Inclusion and Equity." (3.B.4) For liberal arts areas of study, articulation agreements with transfer institutions require that approved awards meet expectations of four-year colleges.

- **Designing, aligning, and delivering co-curricular activities to support learning**

Each semester, the College holds a Student Success Day, where in lieu of regularly scheduled classes, faculty, staff and students offer sessions and activities designed to build skills and knowledge about strategies and resources to support overall academic achievement. MCTC also offers a myriad of program-related co-curricular activities to support learning and student development. For example, many programs have capstone projects to which the public are invited; these projects include the STEM fair, theater productions, choir performances, the multi-year award-winning apparel design fashion show, and the graphic design and interactive media portfolio show. The College also supports student success in seeking employment and transfer with such events as transfer fairs, career expos, leadership workshops, industry field trips, and career internships. (3.E.1, 4.B.2)

- **Selecting tools/methods/instruments used to assess attainment of program learning outcomes**

Selection of tools/methods/instruments are based on the following, depending which program students have selected:

- In general, tools are selected and attainment assessed for liberal arts departments according to standards - e.g., attainnment of a 70% pass rate on an English assignment

- Program standards are also used in CTE programs, but external tools are also used, for example:

  · Licensure exam pass rates

  · Externally-determined assessment of skills skills attainment - e.g. by an industry review board

In the liberal arts and to some extent in CTE, tools/methods/instruments are selected based on individual faculty or by departments. In CTE, tools/methods/instruments may be chosen by industry standard(s), advisory committees, and/or an external review board. (4.B.2)

results and reflect on the effectiveness of teaching and learning in your PDD

• **Action Plan for Improvement:** Describe what you will change to improve the results of student learning in your PDD

The items above are used to create a report
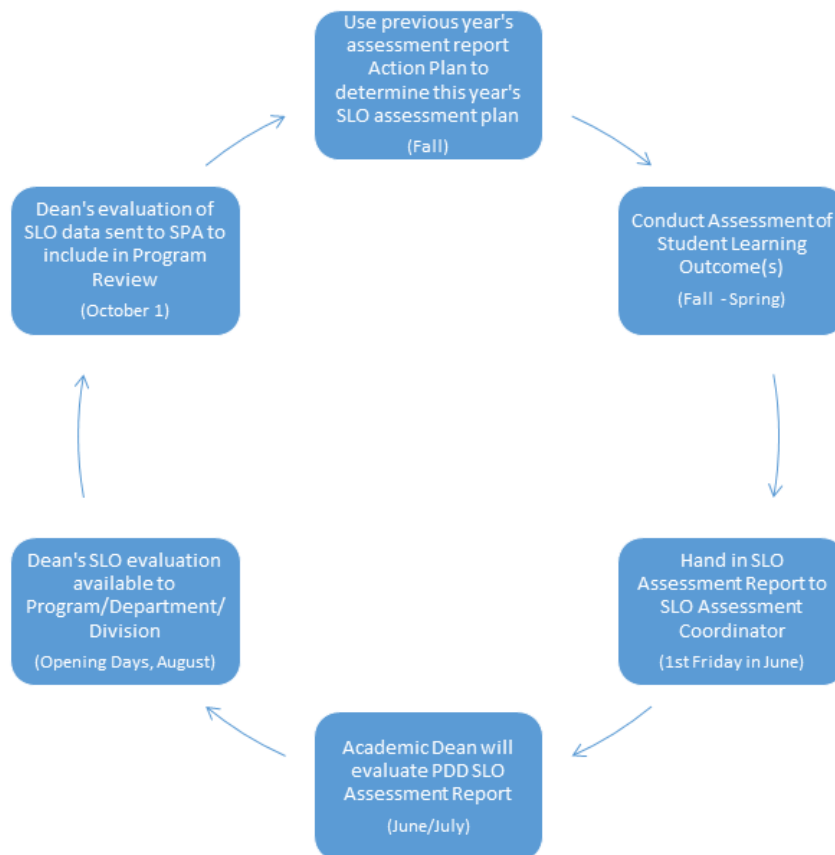
Figure 1.2.1. Program Learning Outcomes Assessment Process(PDD) Annual Assessment Process

• **Assessing program learning outcomes**

The cycle used to assess student learning is cyclical and based on when faculty are engaged in annual planning. The process is shown in Figure 1.2.1 (4.B.1, 4.B.2, 4.B.4):

The PDD faculty process for analyzing SLO results involves the following structure:

• **Assignment:** Describe the product

• **Standard:** List the standard

• **Desired Result:** List the desired result

• **Actual Results:** List actual results

• **Analysis of Results:** Review the actual results to the standard and to the expected

submitted to the Academic Dean. Deans evaluate progress towards developing and implementing SLOs using questions in Table 1.2.2 and criteria in Table 1.2.3.

1R2: What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

• **Outcomes/measures tracked and tools utilized**

Program faculty create standards for student mastery of program learning outcomes and provide data on student mastery in their annual reports to deans. Deans can rate both student mastery of SLOs and program mastery of assessment as "vulnerable," "healthy," or "thriving." Each program receives a

SLOs rating in their annual Program Review.

they were under external accreditation requirements that included assessing SLO activities.

	2010-2011	2011-2012	2012-2013	2013-2014
Number of programs	75	75	75	75
Number of programs not submitting assessment reports	9	16	30	6
Percentage of programs that submitted reports	77%	60%	48%	68%

Table 1.2.1 Trend Data for Deployment of Assessment

• **Overall levels of deployment of assessment processes within the institution**

The level of deployment across the college since the last Portfolio Review is shown in Table 1.2.1.

In FY13, there was not a full-time Assessment Coordinator to manage assessment on campus; thus, there is a decrease in programs submitting assessment results. In FY14, a faculty member with at minimum twenty-four release credits

• **Summary results of assessments**

The percent of programs that had a thriving or healthy rating on student mastery of learning outcomes and mastery of the assessment process are shown in Figure 1.2.2.

• **Comparison of results with internal targets and external benchmarks**

A College-wide target for student mastery of student learning is 70%.

Assessment Characteristics	Assessment Evaluation Questions
• Assignment/Task	• How appropriate and effective is the task assigned to have students demonstrate mastery of the learning outcomes being assessed?
• Standards and Tracking	• How realistic and challenging is the target set by the PDD for student performance? How effectively and thoroughly is overall student performance recorded and tracked?
• Student Mastery	• How did the students perform on the task? Did they meet the target?
• Analysis of Results	• How thoroughly and effectively did the PDD interpret the resulting data on student mastery?
• Plan for Action	• How effective is the plan by the PDD at responding to the data and improving the results for future years?

Table 1.2.2. Academic Deans' Program Assessment Evaluation Questions

has managed the process, and almost all programs participated in assessment in FY15. In the last two years almost all programs have submitted assessment results; they were considered exempt from reporting only if subject to program closure or

As shown in Figure 1.2.2., both student mastery of program learning outcomes and program mastery of the assessment process have decreased in the past three years although reasons for the decrease may be a result of process changes as discussed next.

• **Thriving**	• A program receives two points for each criterion where it it demonstrates most or all of the conditions of a thriving program. If the TOTAL score for all criteria is 9-12 points, it it is considered a THRIVING program.
• **Healthy**	• A program receives one point for each criterion where it demonstrates most or all of the conditions of a healthy program. If the TOTAL score for all criteria is 5-8 points, it is considered a HEALTHY program.
• **Vulnerable**	• A program receives zero points for each criterion where it demonstrates most or all of the conditions of a vulnerable program. If the TOTAL score for all criteria is 0-4 points, it is considered a VULNERABLE program.

Table 1.2.3. Academic Deans' Program Assessment Rating Criteria
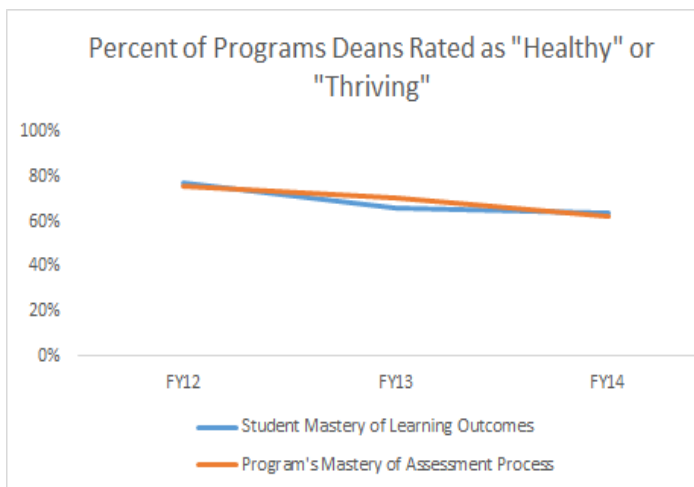
Figure 1.2.2. Trend Results for Student Mastery of Learning and Program Mastery of Assessment Process

Interpretation and insights gained

The College has undergone a change in the process by which assessment results are scored which includes the scoring of student learning mastery. Prior to FY14, programs were labeled as "exempt" if they did not complete an assessment report. Starting in FY14, these programs were labeled "vulnerable" (i.e., not "healthy" or "thriving"). The apparent drop in student mastery ratings of healthy or thriving may have resulted from the change in labels for programs that did not submit assessment reports. This improvement has helped highlight the critical nature of assessment for every program. An additional challenge with interpreting the student mastery scores is that a different subset of programs is included in the analysis each year, i.e., the analysis is cross-sectional rather than longitudinal, so we are less confident in the comparison of these data over time.

1I2: Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years?

The Assessment Coordinator will report out to all faculty the results of aggregated assessment scores to provide insight on MCTC's program learning outcomes and program mastery of assessment. (But see caveat about data interpretation above.) In FY16, the Coordinator will support faculty in setting institutional targets for program mastery of assessment. An assessment committee is set to launch in Fall 2015, which will support this effort. The Assessment Coordinator will provide program faculty with an analysis of student mastery scores

to facilitate continuous improvement of program learning outcomes campus-wide. (4.B.3)

1P3: Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

• Identifying student stakeholder groups and determining their educational needs

MCTC identifies student stakeholder groups in multiple ways. First, we provide data to the College community on the demographic characteristics of students every fall semester in a report called Data Shop. The report shows the average age, level of academic placement, ethnic breakdown, income and first-generation status and other characteristics. Trend data show us how those characteristics have changed over the last ten years and suggest ways we may need to adapt as a College. In addition, we conduct in-depth research projects that focus on student needs (e.g., analyzing developmental education needs by demographics in Charting Student Success I and Charting Student Success II and determining market needs in a Market Demand Analysis). Finally, routine analysis of disaggregated data by program, for example in Program Review helps deans and the Vice President of Academic Affairs as well as other senior leaders determine whether programs are meeting external demands like producing graduates that are employable through our annual program review and Program Prioritization processes. We also determine student stakeholder groups using guidance from community and state agencies, like the Minnesota Department of Employment and Economic Development (DEED), who identify groups across the city and state to target for training. For example, MCTC was recently awarded a $160,000 grant to launch a customized training program to train students for facilities engineering jobs.

• Identifying other key stakeholder groups and determining their needs

MCTC's key stakeholder groups are identified in part via the route our students take from their communities into MCTC, for example

as determined by zip code, and the route they take from MCTC to transfer institutions and to employers. Stakeholders are also determined by the relationships the College has with MnSCU.

In terms of local communities, we focus on the north and south central areas of Minneapolis as key neighborhoods that produced more than 50% of MCTC's students in 2013. Two key partners are the Northside Achievement Zone and Project for Pride in Living (PPL), two non-profits that serve the needs of low-income individuals and families in our target neighborhoods. PPL is included in MCTC's FY15-16 Strategic Action Plan.

A MnSCU strategy is to become the "partner of choice for Minnesota's community and workforce needs." In terms of business and industry, College Policy 3.13 states that all CTE programs are required to have an Advisory Committee that meets at least twice yearly to provide feedback on curriculum and skill development of graduates. In terms of transfer institutions, the top two institutions to which our students transfer are Metropolitan State University and the University of Minnesota-Twin Cities. In addition, MCTC has recently launched a partnership with a private college, Augsburg College, called the Auggie Plan. This new initiative will help MCTC students seamlessly transfer to Augsburg without losing credits and with financial supports similar

to the support offered to MCTC Power of YOU students as described in 2P1. MCTC is working with Metropolitan State University to align transfer pathways for six more bachelor's-level programs.

Finally, the State of Minnesota and the Minnesota State Colleges and Universities are critical stakeholders. MCTC offers unique, signature programs that other MnSCU colleges do not offer (e.g., Addiction Counseling) and also collaborates with other colleges to offer programs of joint interest and need based on community and business needs in the same city/region (e.g., Professional Nursing at Saint Paul College, along the Green Line corridor that links healthcare jobs to training at MCTC and SPC). (1.C.1, 1.C.2, 3.A.1, 3.A.2)

• **Developing and improving responsive programming to meet all stakeholders' needs**

There are multiple systems for ensuring that academic programming is responsive to stakeholder needs. First, program proposals are developed by faculty and deans working together. Second, the Academic Affairs Standards Council (AASC) course/program review process presents a systematic method for ensuring that new programming is responsive to prospective student, business and community needs. Third, program proposals are reviewed by the MnSCU System Office to ensure that the College has sufficient evidence of student interest in proposed
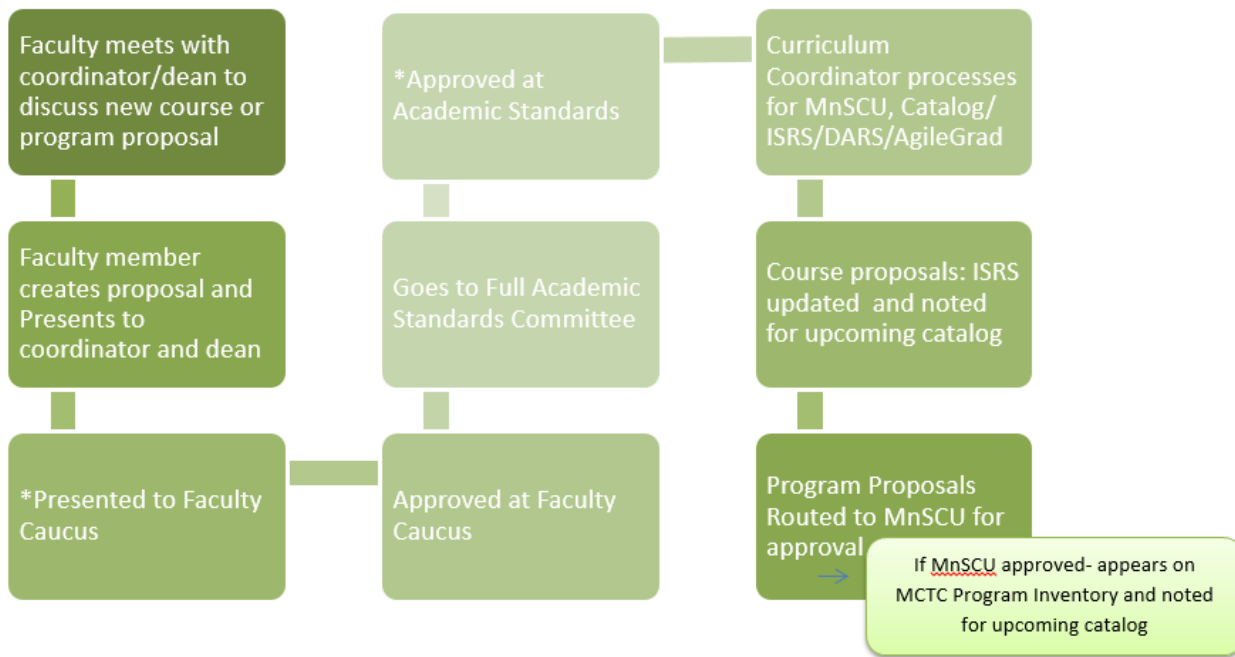
Figure 1.3.1. Course/Program Proposal Review Process

programs and industry demand for graduates, as well as ensuring that the program does not duplicate nearby programs offered by the System (Figure 1.3.) Among the factors considered throughout these three processes include gainful employment rate, ability to articulate to another college/university, ability of current students to complete program under current requirements, appropriate admission requirements based on advisory committee feedback and faculty and department expertise. (1.C.1, 1.C.2, 3.A.1, 3.A.2)

In terms of improving the responsiveness of current programming, a new Program Prioritization Process is conducted by Academic Affairs administrators each year to evaluate whether programs' performance with respect to student outcomes and nancial viability. See 1I4. Additionally, department faculty use Program Review data to review program outcomes to guide improvements. The assessment committee currently being formed will be tasked with developing an approach to integrate these processes and make departmental Program Review more systematic.

- **Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs**

In terms of selecting methods for assessing currency and effectiveness of new programs the process resides in AASC. As stated in the MSCF contract, the AASC has the "fundamental and unique responsibility" in matters related to "the academic well-being of the state colleges." This includes issues related to "course outlines, award requirements, academic standards, course and program components, and the inventory of course and programs offerings." The process for determining the tools/methods/instruments used to assess currency and effectiveness of academic programs rests with the AASC, per the Minnesota State College Faculty (MSCF) contract. The tools used are based on the AASC bylaws (currently in development) and MnSCU Board policies. The MCTC MSCF bargaining unit selects and appoints the AASC chair and the faculty members on the committee.

In terms of methods and instruments used to assess the performance of existing programs, the Vice President of Academic Affairs and the Academic Deans work with faculty to ensure that programs are effective and resource-efficient.

- **Reviewing the viability of courses and programs and changing or discontinuing when necessary**

Currency and effectiveness of existing occupational programs and liberal arts courses are assessed annually through a Program Prioritization Process developed in Fall 2014. The analysis evaluates both efficiency and student outcomes (See 1R3.) In cases where program suspension is recommended, MCTC adheres to the MnSCU system policy and procedure related to program closure and suspension. This is now an annual process and improvements have been made in FY16 to address faculty feedback on the FY15 process.

When faculty propose new programs, they complete CTE Labor Market Analysis Report worksheet to determine what level of award is offered and whether the program is a viable fit for the job market in Minneapolis and the surrounding area. Gainful Employment Analysis data help the College comply with federal requirements to distribute financial aid, an important support that helps MCTC students complete an award. (4.A.1)

1R3: What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

- **Outcomes/measures tracked and tools utilized**

MnSCU System Office Data. At the College's administrative level, MnSCU performance metrics are reviewed by President's Council on an annual basis and provide data that relates outcomes to student and employer needs. These measures are:

- Licensure exam pass rates
- Certificates and Degrees Awarded
- Related Employment of Graduates

Transfer Institutions. MnSCU Performance Metrics also provide information on transferability of MCTC coursework. This measure is:

- Percent Transfer Credits Accepted at Receiving Institutions

MCTC Program Prioritization Data. Within Academic Affairs, continuous improvement is supported by the use of program review data. To make decisions about program continuation or closure, the Academic Affairs administration utilizes program review data that is organized into a scorecard with the following metrics. Programs are grouped into bottom 25%, middle 50% and top 25% quartiles on these metrics.

By academic subject area:

- three-year enrollment trends
- course saturation/"fill" rate
- costs per full-year equivalent student
- costs per full-year equivalent student relative to the system average for that program
- course success rates

By award:

- number of awards per year
- student loan default rates
- median wage

Liberal arts courses are also evaluated relative to their transfer "value" for students (i.e., courses that receive the highest rating by transferology.com are those that transfer as an equivalent course to a four-year institution). (4.A.6)

In Fall of 2014, this process was used to identify six academic programs for suspension: Air Traffic Control, Electroneurodiagnostic Technology, Construction Electricity, Biotechnology, Culinary Arts, and Barbering. Each program is unique, but all six of these exhibited a combination of low enrollment, low efficiency, and/or poor outcomes for graduates. The administration consulted extensively with faculty on both the evaluation process and the data used. A robust communication plan was created to ensure that students, instructors, and other stakeholders received clear and complete information, and had an opportunity to respond with questions and concerns. For each program, a specific teach-out plan was created to give current majors a pathway to complete the degree or certificate. Courses students need in order to complete credentials in suspended programs are being offered over the 2014-2015 and 2015-2016 academic years. (5.B.3)

- **Summary results of assessments**

MnSCU Data. The most recent report available shows the following performance for four MnSCU Performance Metrics data points

related to programming responsiveness.

MCTC Program Prioritization Data. In FY15, MCTC closed six programs using results related to efficiency and student outcomes.

- **Comparison of results with internal targets and external benchmarks**

See Figures 1.3.2 to 1.3.5. Licensure exam pass rates fell in Calendar year 2012 and were 14 percentage points below our MnSCU-determined target pass rate of 91%. A significant portion of the change in this rate was related to changes in standards for the nursing licensure exam. Effective April 1, 2013, the NCLEX-RN exam passing standard was increased. This affected the NCLEX-RN pass rate nationally, as well as in Minnesota, and at MCTC for the 2013 calendar year. The Minnesota Board of Nursing's minimum passing percentage is 75%; MCTC's pass rate was 78%.

Certificates and Degrees Awarded. Every year since 2007, MCTC has graduated more than 1,500 students per year, which is roughly on target with MnSCU-determined performance for the College.

Related Employment of Graduates. Related Employment of Graduates has varied from year to year. While much of this ﬂuctuation appears to be related to economic changes, at least some appears to be due to process issues in collecting the data. These methodological issues include how students are contacted, who is involved in collecting the data and criteria used to determine relatedness of employment.

Percent Transfer Credits Accepted at Receiving Institutions. One of MCTC's two Strategic Goals is to increase student success leading to employment or transfer. MCTC performed slightly below its target in FY14 on successful transfer of credits.

- **Interpretation of results and insights gained**

MnSCU Performance Metrics Data. Licensure exam pass rates fell not only for MCTC students but also for students around the state and the country

Licensure Exam Pass Rate	Certificates and Degrees Awarded	Related Employment of Graduates	Percent Transfer Credits Accepted at Receiving Institutions
CY2013: 78%	FY2014: 1,647	FY2013: 76%	72%

Table 1.3.1. MnSCU Performance Metrics Results Related to Meeting Stakeholder Needs

Certificates and Degrees Awarded
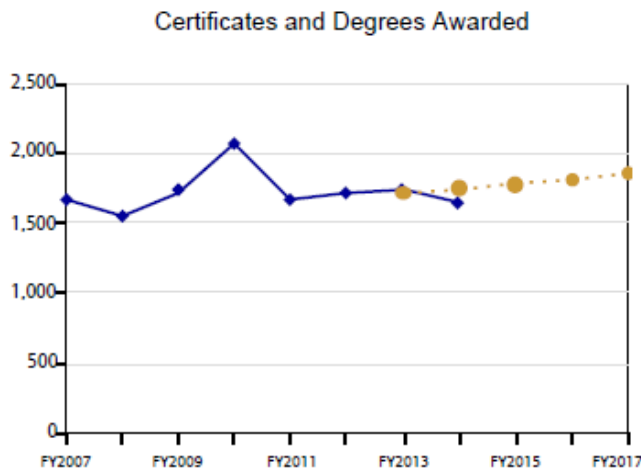
Figure 1.3.2. Trend Results and MnSCU-set
Targets for Licensure Exam Pass Rate

Successful Transfer: Percent Credits Accepted in Transfer at Receiving Institutions

Figure 1.3.3. Trend Results and MnSCU-set Targets
for Certificates and Degrees Awarded

Licensure Exam Pass Rate
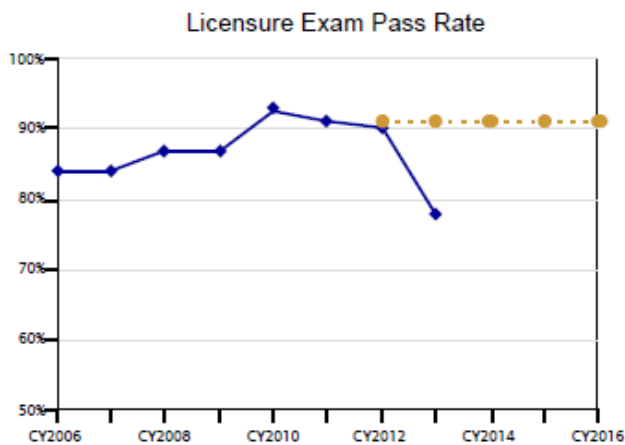
Figure 1.3.4. Trend Results and MnSCU-set Targets
for Related Employment of Graduates

Related Employment of Graduates

Figure 1.3.5. Trend Results and MnSCU-set
Targets for Successful Transfer of Credits

due to a change in the standards for passing the nursing licensure exam, the NCLEX. In terms of other Strategic Performance Metrics, we are close to our target for number of awards granted annually, percent related employment of graduates and percent of credits successfully transferred to receiving institutions. Percent of credits successfully transferred could be increased in order to perform at the level we would like based on our goal of increasing success in transfer. MCTC is launching a number of baccalaureate partnerships to increase acceptance of transfer credits at receiving institutions. (1I2)

MCTC Program Prioritization Data. In the process of suspending six programs, it was evident that each program had a unique combination of factors and history that led to the concerning statistics we observed. In addition, the time period between which communication about possible program closures and notifications sent to departments was necessarily short in order to impact the budget in a timely way. With more time available in FY16, the Academic Affairs administrative team created a longer period of time in the next iteration of the Program Prioritization process, as shown in 1I3.

1I3: Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

Strategic Performance Metrics data suggest that MCTC is largely meeting performance targets set by the MnSCU System Office. In terms of reviewing programs, there are a number of improvements underway (5.B.3, 5.C.1, 5.C.2, 5.C.3):

• Starting in FY15, program review data is available for each program disaggregated by key demographic groups, in an attempt to help faculty gain a more specific understanding of student outcomes based on program and student characteristics. This is related to Strategic Priority II: Be a Leader in Inclusion and Equity.

• The annual Program Prioritization Process was instituted in Fall 2014. This process was designed to maximize faculty input and feedback. An initial rough draft of the decision process and timetable was shared with union leadership, department coordinators, and instructors. Changes and enhancements were made in response to this feedback. The data to be use for program review was also shared in preliminary drafts, and changes were made in response to feedback on metrics used. Departments were invited to submit short statements (600 words) providing additional context about the value of their programs to the mission of the College. Once initial suspension recommendations were made, the relevant departments had another opportunity to respond with short statements disputing the decisions.

• An improvement was made in Fall 2015 to include earlier notification of concerns related to program viability and a process for programs to use to make changes to improve viability prior to being evaluated for suspension or closure.

• There is an opportunity to use Program Review data in a more interactive, systematic process with faculty, and to better integrate it with the Program Prioritization Processes.The charge for the new assessment committee includes reviewing faculty-driven Program Review Process and the administratively-led Program Prioritization Process.

• The AASC chair, the Office of Strategy, Planning and Accountability staff, the Academic Deans and the Curriculum Coordinator will be working more collaboratively with faculty to ensure a more strategic, proactive approach to reviewing curriculum that focuses on categories of curriculum rather than reviewing courses and program proposals independently.

1P4: Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

• **Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue**

First, all programs must conform to requirements for student preparation included in both MnSCU policy and MCTC policy. For career/technical education (CTE) faculty, preparation levels are determined by CTE faculty who plan their program learning outcomes based on industry standards and advisory committee input. For liberal arts courses, the academic discipline's standards, practices at peer institutions and content expertise are used to determine required preparation levels. Both CTE and Liberal Arts coursework is vetted through the Academic Affairs and Standards Committee (AASC) process. Courses are required to align with program learning outcomes, which are also vetted through AASC. Curriculum Navigator is an online tool we now use to help communicate expectations and uniformity as faculty are developing curriculum. AASC also provides resources to aid faculty in practical matters, such as writing outcomes and developing course outcomes and major content of courses. When faculty develop new program proposals, they are directed to use program planning tools before proposals are submitted for MnSCU approval. The planning process allows faculty the chance to determine the preparation level required of students for living-wage employment. Not all programs are approved, as data in 1R4 show. (3.A.1, 3.A.2)

All programs in MCTC's inventory communicate the preparation level required of students through the College's website via the Course Catalog and Course Schedule and through program pages which contain common course outlines. For examples, see the Philosophy Department page or the Architectural Technology page. The degree audit is the official document used to confer completion of degree requirements and is available on the College's website homepage.

Advisors also help students understand preparation required for programs, a capacity that was enhanced by the recent implementation of the new online degree-planning system, Agile Grad, which is a Hobsons product. Agile Grad incorporates

pre-requisite information and the course-taking recommendations from department faculty, which allows students to plan multiple years of course-taking without taking additional classes or classes for which they do not meet a prerequisite.

Taking the Accuplacer test is a preliminary step students take before orientation so they are prepared to register for the correct classes during orientation with the help of an academic advisor.

• Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

Related to evauating and ensuring the quality of online courses, MCTC has used the Quality Matters standards and completed the following since 2012:

- 29 faculty have participated in the Applying the Quality Matters Rubric introductory workshop
- 8 faculty have received Peer Reviewer Certification
- 2 faculty are Master Reviewers

The faculty evaluation process also provides an opportunity for course quality to be reviewed. An improvement in systematizing online course quality evaluation and assurance is described in 1I4.

In terms of additional locations, MCTC has partnered with Saint Paul College to coordinate and share program offerings that might benefit the students of both colleges. MCTC's Professional Nursing (NPRO) program is offered by MCTC on both the College's home campus and at neighboring Saint Paul College. At both locations, the program is taught by MCTC nursing faculty, thus, the curriculum and the pedagogy are the same as that offered at MCTC. Saint Paul College will begin offering its licensed practical nursing on MCTC's campus in Spring 2016. Program rigor is also ensured by the nursing programs' accrediting body, ACEN. Students who are admitted into the NPRO program at either MCTC or Saint Paul College are dual admission students who complete their two-year degree in nursing through MCTC and go on to Augsburg College to complete a Bachelor's degree in one year. Program quality between the two campus locations is ensured because the same concept-based

nursing curriculum (see 1I3) is used by both MCTC and Augsburg. (The Human Services program, slated for running at Saint Paul College as an additional location taught by MCTC faculty, has not been delivered on that campus due to low enrollment.)

MCTC also offers an Aviation Mechanics program that is delivered at Delta Airlines through MCTC's Continuing Education and Customized Training program. The curriculum used for the program was reviewed and approved by the AASC. Also, the program has to conform to Federal Aviation Administration standards for aviation mechanics. (3.A.1, 3.A.3, 4.A.4)

The high school faculty who teach concurrent enrollment use MCTC's curriculum and are mentored by MCTC faculty. MCTC mentors meet with their high school faculty colleague four times within the term to review the common course outline, the content taught at the high school, learning outcomes and oversight of the actual delivery of the content. MCTC faculty are listed as the instructor of record and so complete grade entry for the high school students. MCTC requires participating high school faculty to meet the same MnSCU credentialing requirements that MCTC faculty must meet.

The college undertook two additional steps in Fall 2015 to ensure the rigor and effective operation of its concurrent enrollment programs. In partnership with the college's faculty union, MCTC established a short-term work team including four faculty receiving release time to work with the dean of academic foundations and K-12 partnership team (called CollegeNOW) to review and improve practices and procedures relating to concurrent enrollment at the college. Additionally, in accordance with a new legislative requirement, the college is establishing an ongoing Concurrent Enrollment Advisory Committee to advise the college on its concurrent enrollment practices and policies. Members of this group will include college faculty, staff and administrators; administrators from school district offices; administrators and teachers from local schools; and a parent of a concurrent enrollment student. In addition to providing input about general college practices around concurrent enrollment, both groups will guide the college as it prepares to seek accreditation for its concurrent enrollment program through the National Alliance of Concurrent Enrollment Partnerships (NACEP).

- **Awarding prior learning and transfer credits**

College Policy 3.02 provides recognition for nationally and regionally recognized credits -- for example, CLEP credits, military coursework, International Baccalaureate (IB) Program and others. MCTC does not currently offer credit for prior learning based on portfolio review.

Also based on College Policy 3.02, transfer credits are awarded based on whether they are "comparable in nature, content and level." Courses carrying a grade of "D" at the previous institution are acceptable if the cumulative GPA at the sending institution is 2.0 or higher or if the course has been previously awarded a Minnesota Transfer Curriculum (MnTC) Goal Area by another institution within the MnSCU system. Technical program courses transfer if the student earned a "C" or above and have been completed within the past five years. (4.A.2, 4.A.3)

- **Selecting, implementing, and maintaining specialized accreditation(s)**

MCTC is approved by the U.S. Department of Education for participation in federal programs, by the U.S. Department of Immigration for international students, and by the Minnesota State Approving Agency for Veterans' Educational Benefits. The Nursing program is approved by the Minnesota Board of Nursing and accredited by the Accreditation Commission for Education in Nursing. The Law Enforcement program is accredited by the Minnesota Board of Peace Officer Standards and Training. The Dental Assistant program is accredited by the Commission on Dental Accreditation of the American Dental Association. The Polysomnographic Technology programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

In the case of nursing, the Accreditation Commission for Education in Nursing (ACEN) is currently the only national entity recognized by the U.S. Department of Education that offers specialized accreditation for nursing education programs at the associate degree level. ACEN has authority and accountability in the application of standards and criteria for associate degree level nursing programs. For MCTC, this accreditation demonstrates the nursing program has appropriate educational objectives and complies with established standards and criteria, as well as current and future nursing practice. MCTC's most

recent ACEN site visit occurred in September 2015.

The college's Polysomnographic Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This accreditation enables students to take the Registered Polysomnographic Technologist (RPSGT) exam immediately upon graduation. The RPSGT credential is required by insurers for reimbursement of clinical sleep studies. To maintain CAAHEP accreditation, the program completes annual reports in addition to a comprehensive self-study and site visit every 7-10 years.

The Dental Assistant diploma program at MCTC is accredited by the American Dental Association - Commission on Dental Accreditation (CODA). It is the only accrediting body recognized in the United States specifically for Dental, Dental Hygiene, Dental Assisting, Dental Laboratory and Dental Therapy programs. In Minnesota, the State Board of Dentistry recognizes for licensure as a dental assistant only graduates of CODA-approved programs. MCTC maintains its CODA accreditation by completing an annual report that addresses six standards for Dental Assisting Education. In addition, a self-study followed by a site visit are conducted every seven years. The next site visit is scheduled for 2019. (4.A.5)

- **Assessing the level of outcomes attainment by graduates at all levels**

At the State consortium level, new and redesigned programs must be approved by MnSCU, which reviews the appropriateness of a program using Higher Learning Commission standards and comparison to similar programs at other colleges. The college's AASC ensures that course outcomes align with program outcomes, that students can complete the program in the appropriate timeframe, and that prerequisites are clearly stated. Once AASC has approved program outcomes, Academic Affairs and the Curriculum Coordinator seeks MnSCU final approval. We follow MnSCU policy 3.36 on academic programs to guide creation of both CTE and Liberal Arts programs. Students must complete a prescribed set of subject goal areas in order to complete the 60-credit associate in arts degree, including a set of goals needed to complete the 40-credit Minnesota Transfer Curriculum. (3.A.2)

MnSCU policy 3.31 requires each MnSCU institution to survey its graduates one year after they complete their credential to determine if they have transferred or if they are employed, and whether their jobs are related

to their MCTC field of study. Institutions are required to get survey responses from at least 85% of graduates who are in the job market (i.e., who did not transfer to another institution immediately after graduation). The System Office sets target for rates of related employment among graduates, as well as for completion (which includes both graduation and transfer). (4.A.6)

- **Selecting the tools/methods/instruments used to assess program rigor across all modalities**

MCTC Office of Strategy, Planning and Accountability tracks course and program outcomes in a comprehensive set of documents collectively called Program Review. These data are reviewed annually by deans and program faculty. The College ensures that programs, modalities and locations operate similarly by reviewing course outcomes -- for example, reviewing an online course and its equivalent face-to-face course to determine whether there are differences across modalities. Courses and programs offered at different locations are reviewed in the same way. Student outcomes are among the factors that are considered when deciding whether to suspend or close programs. These factors include course success, number of awards conferred, employment and wage outcomes for graduates, and student loan default rates.

1R4: What are the results for determining the quality of academic programs?

- **Outcomes/measures tracked and tools utilized**

Existing programs. The scorecard described in 1P3 is the primary tool used to evaluate academic program quality. Other measures, also described in 1P3, include graduate employment rate and transfer credits accepted.

New program proposals. We track how many new MCTC program proposals are reviewed by the AASC after being reviewed by MnSCU.

- **Summary results of assessments**

As discussed in Category 1.3, the College's FY15 Program Prioritization Process resulted in the suspension of six programs on the basis of student outcomes and/or issues related to efficiency, and two foreign languages were discontinued in response to chronic low enrollment. As described in 1R3, licensure exam pass rates are one metric we use to certify program quality against external expectations. The explanation for a drop in licensure exam pass rates

is provided in 1R3. Successful transfer of credits to four-year colleges are generally on track with goals.

We are using a " irst pass yield" measure to determine what percent of new program proposals that go through the AASC process are approved by MnSCU on the first pass with no need for additional information or revisions. In line with Strategic Priority IV: College Sustainability, which involves creating a sustainable structure and budget, MCTC faculty proposed fewer new programs in FY15 and of those that were proposed, a greater percentage were approved (Figure 1.4.1).

- **Comparison of results with internal targets and external benchmarks**
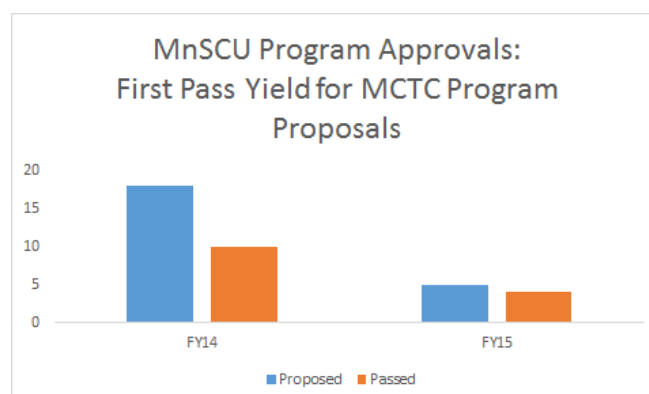
Figure 1.4.1. Number of Proposed Versus Approved Academic Programs Before

Quality of existing programs using MnSCU benchmark data is addressed in 1R3 and 1I3. We do not have benchmark data or specific internal targets for first pass yield of new program proposals. However, a decrease in new program proposals is desirable due to decreased student enrollment over the past three years and the need to constrain program offerings to those that best meet student, community and business needs.

- **Interpretation of results and insights gained**

Reducing the College's inventory of program offerings to those that offer the highest value (e.g., greater likelihood of being employed and earning a living wage) is aligned with MnSCU's Strategic Direction III: Offer the highest value option to students and MCTC's Strategic Priority IV: College Sustainability. Improvements in the Program Review and Program Prioritization processes are needed and are described below. (5.C.1)

1I4: Based on 1R4, what improvements have been implemented or will be

implemented in the next one to three years?

Before FY15, the Program Review Report was an annual document that was distributed to deans, administrators and academic programs but the report was descriptive and not used systematically or diagnostically. In FY15, the Academic Deans and the Vice President of Academic Affairs utilized data from Program Review for a new annual Program Prioritization Process, which linked the data to academic decision-making. Using this process in FY15, the College announced plans to suspend six programs, as well as to discontinue offering courses in two foreign languages that were chronically under-enrolled. The FY15 process had a very short time horizon, designed to improve overall sustainability of the college in a time of decreasing enrollment. In Fall 2016, this process was modified to provide at minimum one year for academic departments to address concerns relating to program viability. Also in FY16, the College will establish an Academic Assessment Committee that will help guide a range of academic assessment and evaluation processes. One of the first projects the group will undertake will be to explore the relationship between the Program Prioritization Process, which focuses on program viability, and the broader program review process, which will engage all academic programs, divisions and departments in a structured self-assessment process to guide ongoing, continuous improvement.

To support the College Sustainability strategic priority and facilitate the above processes, two structural changes were made over the past three years. First, the College leadership hired a Director of Academic Operations and a Curriculum Coordinator to better manage MCTC's curriculum and processes for approving, maintaining and discontinuing curriculum. Secondly, the Office of Strategy, Planning and Accountability, which includes a senior research analyst and a quality director, are now housed in Academic Affairs.

1P5: Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

• **Identifying underprepared and at-risk students, and determining their academic support needs**

MCTC identifies underprepared or at-risk students in three major ways: via in-depth research studies, through formal and informal internal referral processes and by engaging in targeted outreach to specific communities. Students also self-identify as needing academic support.

Research. In the past four years, the College has commissioned multiple research projects from a contract research firm, Asmussen Research, to better understand MCTC's student population. This research has shown that academic under-preparation pf students entering MCTC is more profound than at other Metro-area colleges and that MCTC has had more institutional barriers to placement into college-level courses. (See 2P2 and 2R2.) Based on these data, faculty have undertaken a number of projects to improve students' progression to college-level coursework, including adopting the Community of College of Baltimore's Accelerated Learning Program co-requisite model (in English) and the Carnegie Foundation's Statway program (in Math). (3.D.2)

Staff and faculty referrals. Staff and faculty may refer current students to College-wide academic support services like academic advising or the Learning Center based on students' self-reported needs. MCTC recently put into a place a more robust early alert system whereby faculty are encouraged to initiate alerts as early as the first week of the semester if students fail to attend class or experience challenges. These alerts trigger outreach to students by advisors and emails to students encouraging them to seek out faculty help, tutoring or other supports.

Community outreach. Some MCTC programs, like Power of You and Starting Point, proactively seek students based on student characteristics like income status. Students may be identified either before they enroll through the admissions and recruitment process (e.g., for Power of You, concurrent enrollment) or after enrolling through internal advertising of College-wide services. (e.g., Starting Point, African American Male Empowerment Program[AME]). Community outreach may also mean connecting to local agencies or community groups that work with potential or current students with information about MCTC's programs. For example, multiple TRIO programs have staff housed in high schools and community workforce centers. (1.C.1, 1.C.2) Also, see 2P3 and 2P5.

Student Self-Identification. Students may also be

Program/Service	Population Served	Supports Provided
Testing Center	New students, some transfer students	Placement into appropriate levels of coursework
New Student Orientation	Open to all new students; required for all new first-time students	Introduction to academies and academy advisors Introduction to College policies Registration
Academic Advising	Open to all students; required for all new students in their first semester with fewer than 15 credits.	Selecting appropriate coursework based on transfer/career goals and placement scores
Faculty Advising	Career/technical education students	CTE faculty advise students on appropriate coursework
Learning Center	Available to all students	Tutoring (e.g. math, English courses) Writing Center Computer lab Accuplacer preparation Designated space for individual and group
Library	Available to all students	Access to print, electronic and other media Research study support and coursework Computer lab
TRIO Starting Point TRIO Veterans Upward Bound	Available to first-generation and/or low-income adult students (additional criteria included for some programs)	Depending on program, may include: Designated space for individual and group study Computer access Program-specific events Advising Tutoring Financial aid counseling/support Special orientation

K-12
  • Post-secondary Enrollment Options (PSEO)
  • Concurrent enrollment
  • Destination: Diploma to Degree (D3)
  • TRIO Educational Talent Search (ETS)
  • TRIO High School Upward Bound
	Available to area high school students	Depending on program, may include: Advising
		Registration
		Special orientation Program-specific events

Disability Services	Available to students with documented disabilities	Reasonable accommodations for students with documented disabilities

Table 1.5.1. Deployment of and Population Served by Academic Support Services

referred by an external agency or students may have knowledge about a service on campus based on prior educational experiences. For example, students with disabilities may know that campuses have support for equal access to educational materials and decide to seek out the Disability Services Office. (3.D.1)

• Deploying academic support services to help students select and successfully complete courses and programs

MCTC has both College-wide learning supports and learning supports for special populations (Table 1.5.1). (3.D.1, 3.D.2)

• Ensuring faculty are available for student inquiry

College Policy 3.10: Faculty Expectations states that faculty must publish contact information and office hours in all course syllabi. (3.C.5). Additionally, the faculty contract specifies the minimum amount of time that instructors must be available for office hours: one hour for each 3 credits taught for faculty teaching general education courses, and two hours per week for all other faculty. (3.C.5)

• Determining and addressing the learning support needs (tutoring, advising, library,

laboratories, research, etc.) of students and faculty

Integrated academic advising. Academic advising is a key service that has seen improvements over the last five years. In 2010, the Internal Graduation Task Force Report recommended that advising should be integrated with academic programming where advisors are assigned to a set of CTE programs or to Liberal Arts/General Education and students are assigned an advisor based on their major. These recommendations were implemented in Fall 2011. Improvements since 2011 have included making advisor-faculty communications more systematic, implementing an early alert system, physically locating advisors with program faculty and structurally locating academic advising under Academic Affairs. A key improvement in FY16 is hiring more advising staff to work with first-year students (see 15I). (3.D.3)

Center for Teaching and Learning (CTL). The Center for Teaching and Learning is staffed by five faculty consultants who are provided release credits to support MCTC faculty development; they report to the Vice President of Academic Affairs. Consultants are selected based on their teaching accomplishments and interests. The CTL engages in almost 30 different kinds of programming for faculty. Activities include conducting research, working with new faculty (e.g., new faculty orientation, new faculty seminar), organizing campus-wide faculty development days and helping faculty improve individual teaching methods through one-on-one consults and formative student feedback. They also publish a weekly newsletter focused on supporting student success and equity in the classroom, which is aligned with the College's two goals (3.D.4)

Learning Center. The Learning Center offers a computer lab with computer support, Accuplacer support, and support for writing with a designated Writing Center. Learning Center staff also all provide training for students at the biannual Student Success Day. Like Starting Point, the Learning Center determines and addresses the learning support needs of students by tracking usage of tutoring services and continues offering tutoring where there is a high demand. (Approximately 20 courses account for approximately 75% of tutoring participation in the Learning Center.) The Learning Center also offers training on MCTC's Course Management System (CMS), D2L/BrightSpace. The Learning Center supports faculty by holding focus group sessions with

faculty, tutors and students each spring in order to continuously improve tutoring services. (3.D.1, 3.D.4)

Library. The library staff and faculty determine resources, instruction and space needs by using a collection development policy, an annual assessment of curricular offerings to make sure library resources support the curriculum and by consulting literature on the changing needs of learners. Specific librarians are tasked with maintaining and adjusting the library's collection; this includes removing out-of-date materials and replacing them with materials that support our changing academic programming. Data used to revise the collection include student surveys and regular reports on material check-out. For example, a 2013 library needs survey asked students to rate the likelihood of using an electronic book format. Students said they did not have the skills or the equipment needed to effectively use this new format, thus, librarians decided not to significantly increase their e-book collection. (3.D.5)

TRIO Starting Point and Veterans Upward Bound. Like the Learning Center, Starting Point reviews records of the tutoring participation of students in previous years and continues offering the courses that have the highest participation and also offers courses based on tutors' content expertise. Starting Point also has a resource lending program that includes laptops, books, smart pens and other materials. Veterans Upward Bound provides tutoring and instruction services in basic skills as determined by the goals of the VUB grant program . In addition, TRIO VUB is developing a more targeted needs assessment that will tailor services to cohorts depending on their unique needs (see 15I). (3.D.1, 3.D.3)

The Math Center. The Math center is an informal space located in the atrium area of 2nd floor of the Library building; this area is central and visible and near Math classrooms and faculty offices. The area is equipped with large tables, whiteboards and computer access. The vision for this space was to remove or reduce barriers to students seeking help with math coursework. It is staffed by math instructors and volunteer tutors. Students use the space for individual and group study and tutoring. (3.D.4)

- **Ensuring staff members who provide student academic support services are qualified, trained, and supported**

Advising. Most academic advisors hold Bachelors

or Masters degrees, some of which are in counseling or a related field (although see 3I1). Advisors work closely with faculty in their academies to stay current on curriculum and coursework requirements, attending regular department meetings.(3.C.6)

Library. Staff librarians hold advanced degrees in Library Sciences, attend local, regional and national conferences and are members of a number of professional associations including the Minnesota Library Association. (3.C.6)

Starting Point, VUB, Learning Center. Tutoring staff include volunteers, peer tutors and College Lab Assistants (CLA). Professional development for CLAs includes earning certification membership in Association of Tutoring Professionals (ATP) and attending local and regional conferences and receiving in-service trainings on working with special populations. The Learning Center is certified by the College Reading and Learning Association. Courses for which students seek tutoring most frequently have CLAs assigned to them. Lab assistants have degrees in the fields in which they tutor and provide oversight for peer tutors. (3.C.6)

Math Center. Math Center tutors are current MCTC instructors or current or former students.

- **Communicating the availability of academic support services**

Information about academic support services are located on the external website and on the campus intranet, in print materials available throughout campus on student bulletin boards and in high-traffic areas such as Student Services. Facilities has worked with Marketing and Communications to provide clearer signage across campus. Employees use a paper-based referral process to refer students to other departments. Through MCTC's new early alert process, advisors and faculty more proactively refer to academic support services those students experiencing academic and other difficulties.(3.D.2)

- **Determining goals for retention, persistence and program completion**

TRIO/Starting Point and Veterans Upward Bound, like other campus TRIO programs, set participation, academic progress and retention goals in their multi-year grant application; when the grant is accepted, goals are set until the grant period ends.

The advising department staff set goals for student satisfaction with the advising experience. The Learning Center sets process improvement goals based on end-of-semester focus group feedback. While target-setting exists for individual services/programs, setting targets systematically across the College is an area of opportunity. See 15I. (4.C.4)

- **Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services**

There are three methods used to evaluate effectiveness. At the College level, MnSCU System Office requires administering the CCSSE survey every other year. Staff in the Office of Strategy, Planning and Accountability (SPA), under the leadership of the Vice President of Academic Affairs, determine which programs/services need more comprehensive evaluations – e.g. advising, the Learning Center – and in-depth reports are created on an ad hoc basis. Also, directors of each program/service determine how to measure effectiveness based on data availability and the meaningfulness of measures – e.g., usage, satisfaction, retention.

1R5: What are the results for determining the quality of academic support services?

- **Outcomes/measures tracked and tools utilized**

The College tracks student satisfaction with student services including academic student support via the CCSSE which is administered biennially. Evaluation reports produced by the SPA Office provide data for key strategic initiatives, such as integrated academic advising. Survey and/or focus group data have provide feedback for advising, the Learning Center and the Library. TRIO Starting Point and VUB track federally defined measures such as enrollment, academic achievement and retention. (4.C.2, 4.C.4)

- **Summary results of assessments**

CCSSE Data. Results show that students are more satisfied with academic advising than at any time in the past four CCSSE administrations. Peer and other tutoring is reaching 2007 levels after a decrease in 2011. Services for students with disabilities shows a relatively lower level of service satisfaction (Figure 1.5.1)

Academic advising. In 2013, students who saw an advisor in their first term had a fall-to-fall retention

rate of 52% compared to 28% for students who did not see an advisor. SPA found that seeing an advisor in the first semester for new students is the most important predictor of fall-to-fall retention, more important than other factors that frequently predict success such as income and gender. However, it's not clear that the

Library. Library staff collect a wide array of data on usage of library materials. The most striking change noted in the most recent comprehensive usage report involves media viewing. Drilling down further, these data suggest that traditional media materials such as video tape are no longer relevant

Community College Survey of Student Engagement (CCSSE): "How satisfied you are with these services?"						Sparkline Line Visualization	Sparkline Column Visualization
	2007	2009	2011	2013	2015		
Academic advising/planning	2.11	2.01	2.01	2.17	2.26		
Peer or other tutoring	2.23	2.19	2.09	2.17	2.21		
Skill labs (writing, math, etc.)	2.24	2.16	2.16	2.28	2.24		
Services for people with disabilities	2.03	1.9	1.97	2.11	2.06		

Figure 1.5.1. CCSSE Trend Results for Satisfaction with Academic Support Services

relationship is causal; a more rigorous analysis is being conducted by SPA. Survey data suggest that overall satisfaction with the advising experience has grown since the College instituted by embedded advising model in 2011, but some aspects of the experience including "advisor concern for students" has decreased in the last two years.

for MCTC students. Changes in the materials librarians purchase will need to evolve to meet this shifting demand. (Tables 1.5.2 and 1.5.3)

Type	2007	2008	2009	2010	2011	2012	2013	2014
Group Study*	2,366	2,805	3,027	3,074	3,977	2,922	2,006	1,649
Media Viewing	751	926	595	358	242	100	78	40

Type	2007	2008	2009	2010	2011	2012	2013	2014
General - Cassettes	23	12	13	19	12	7	4	2
General - CDs	30	46	34	31	40	33	24	18
General - DVDs	248	347	324	477	358	165	136	61
General - Video Tapes	335	175	117	175	74	50	11	7

Table 1.5.2. Trend Results for Usage of Select Library Services
Table 1.5.3. Trend Results for Library Usage of Media Materials

TRIO Starting Point. Results for students participating in Starting Point are shown above.

TRIO Veterans Upward Bound. Results for participants in Veterans Upward Bound for the last two program years for which data are available are in Table 1.5.5.

Center for Teaching and Learning. Data on CTL activities have been collected in the form of interviews, online surveys and other methods. However data are not currently in a format that allows for a summary of trends or a global evaluation of effectiveness. This is an area for improvement discussed below in 1I5.

Learning Center. SPA is currently conducting a study on Learning Center effectiveness. Preliminary results suggest that the effect size on course success based on Learning Center usage is small.

• **Comparison of results with internal targets and external benchmarks**

Many MCTC services and programs do not set internal targets or benchmark their results – for example, the CTL, academic advising and the Learning Center review some trend data but have not historically set targets or used benchmarking for improvement. Exceptions to this include CCSSE survey data

	Program Year	Participation in Program	Persistence	Good Academic Standing	Post-Secondary Award	Award + Transfer to Four-Year Institution
TRIO Starting Point	2011	234	80%	74%	37%	32%
	2012	233	79%	75%	48%	54%
	2013	226	74%	73%	26%	68%

Table 1.5.4. Student Outcome Trends for TRIO Starting Point Students

	Program Year	Participation in Program	Enrolled in Post-Secondary Education	Showing Academic Progress	Program Retention and Completion	Post-Secondary Award
TRIO Veterans Upward Bound	2012	159	66%	69%	65%	N/A
	2013	121	67%	46%	29%	N/A

Table 1.5.5. Student Outcome Trends for TRIO Veterans Upward Bound Students

	Program Year	Participation Target	Academic Progress Target	Post-Secondary Enrollment Target	Post-Secondary Award Target	Post-Secondary Award + Transfer Target
TRIO Veterans Upward Bound	2012	Goal met	Goal not met	Goal met	Data N/A	Data N/A
	2013	Goal met	Goal not met	Goal met	Data N/A	Data N/A
TRIO Starting Point	2011	Goal met	Goal met	Goal met	Goal met	Goal met
	2012	Goal met	Goal met	Goal met	Goal met	Goal met
	2013	Goal met	Goal met	Goal met	Goal met	Goal met

Table 1.5.7. TRIO Veterans Upward Bound and TRIO Starting Point Outcomes Compared to Internal Targets

that include comparison data and federally-funded TRIO programs that are required to set targets at the beginning of each grant cycle. Results can be seen in Table 1.5.7.

CCSSE Data. Data in red show where MCTC's mean fell below the mean for other large colleges or the national average of all colleges administering the CCSSE.

Community College Survey of Student Engagement (CCSSE): "How satisfied you are with these services?"					
	2007	2009	2011	2013	2015
Academic advising/planning	2.11	2.01	2.01	2.17	2.26
Peer or other tutoring	2.23	2.19	2.09	2.17	2.21
Skill labs (writing, math, etc.)	2.24	2.16	2.16	2.28	2.24
Services for people with disabilities	2.03	1.9	1.97	2.11	2.06

Table 1.5.6. MCTC CCSSE Results for Student Satisfaction with Academic Support Services Compared to National Cohort and Other Large Colleges

All federally-funded TRIO programs, on the other hand, have annual performance reports (APRs) that compare their performance to internal targets set at the beginning of each grant cycle. Performance data are shown in Tables 1.5.4 and 1.5.5.

• **Interpretation of assessment results and insights gained**

Services measured by CCSSE. Trend and benchmark data suggest that, for the academic support services measured by CCSSE, data are returning to their relatively high 2007 levels, exceeding all previous satisfaction levels or are meeting or exceeding national norms for other large colleges or the national norm. From 2008 through 2011, MCTC saw an unprecedented increase in headcount enrollment. Not having sufficient staff to keep up with the increase may have accounted for lower levels of service satisfaction in 2009 and 2011. Academic advising was the only area where service satisfaction was statistically

significantly lower than for large colleges or all colleges between 2007 and 2015. However, satisfaction with advising has increased as MCTC has taken steps to significantly improve advising services.(4.C.2) Qualitative evaluation data support continued investment in academic advising with some changes needed based on surveys collected by advisors.

Library. By reviewing data on student interaction with different types of materials, Library faculty and staff saw that traditional audio-visual materials were not being used as frequently as in past years, likely due to the rise in internet and smart phone use. (4.C.2, 4.C.3)

Learning Center. More analysis on student outcomes based on Learning Center usage is needed.

TRIO Starting Point and Veterans Upward Bound. Data on TRIO VUB and Starting Point student success in various metrics can differ widely from year to year. These f uctuations suggest that better tracking of data may be an issue and/or that students' needs and goals differ from year to year.

1I5: Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

All academic support programs/services. MCTC has comprehensive services that provide academic support programming for all students and for unique populations. Thus it is possible for students to use academic services in two or more programs (e.g. AME, Starting Point) as well as take advantage of College-wide services like academic advising and Learning Center tutoring. The disadvantage involves an apparent inability to measure student success based on the services of a single program. To redress this concern, in FY16 SPA will conduct a comprehensive evaluation of first-year retention, including the relationship between student success and services the student accesses. (4.C.4) Another critical improvement involves locating student support services in the skyway level of the main campus building, the Technical building, the purpose of which is to increase visibility and student use of support services to promote more student success. (4.C.1)

Advising. As shown above, seeing an advisor in the first term is a key predictor of retention to the next semester. These internal data align with MnSCU data

that suggests almost all students who leave MnSCU colleges without transferring or graduating depart college in their first year. As a result, the College instituted a pilot program in FY16 that shifts advising staffing to first-year students in an attempt to provide more timely and in-depth advising support when students may need it most. This approach is first being piloted in the Liberal Arts Academy, where the overall number of advisors was increased in Fall 2015 from three to six, with four of these serving solely first-year students. Piloting this approach first with students in the liberal arts pathway will enable the College to evaluate whether the increase in support is helping advance persistence of first-year students, as compared to other pathways where student-to-advisor ratios were unchanged. In addition, AgileGrad software will support the advisor-student relationship with a platform for multi-year degree planning and student-advisor communication. AgileGrad is currently in beta testing and will be fully implemented by FY17. (4.C.3)

Center for Teaching and Learning. CTL programming has involved a multitude of activities in the past, ranging from leading new faculty seminar and orientation to planning professional development to hosting book clubs and creating a weekly newsletter. The CTL is currently conducting research to prioritize this programming based on faculty feedback and will then determine how best to evaluate these signature programs. In FY16, CTL consultants will more systematically collect survey data from participating faculty on programming usage, satisfaction and intended behavioral change that results from CTL's work and use the data to plan programming in FY17 and beyond. (4.C.3)

Learning Center, Starting Point, VUB. VUB is working with our centralized data and analysis office, SPA, to increase data accuracy. VUB staff are also revising their intake form to better track students' academic and non-academic needs that can help them adjust programming from year to year for specific cohorts of students. Thus far, success data in both Starting Point and VUB have generated some striking differences from year to year but they have not been connected to documented changes in student needs. (4.C.2) An additional improvement involves using psychological research to better understand student achievement. An MCTC Mindset Work Group formed in FY15 that included Learning Center and Starting Point staff, liberal arts and developmental education faculty and institutional research staff. An outcome

included implementing mindset-related coaching and online resources (TRIO Starting Point) and introducing mindset research in tutor training (Learning Center).

Library. The Library staff used the data shown in 1R5 to transfer resources from physical library materials like DVDs to online streaming services. They also repurposed spaces previously used for physical materials to spaces used for mixed study space/collaborative group work. (4.C.3)

Math Center. The Math center is an informal program currently, but if it becomes more formal and students are tracked for participation, we could conduct an evaluation of its effectiveness. (4.C.3)

1P6: Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

- **Ensuring freedom of expression and the integrity of research and scholarly practice**

MCTC ensures both freedom of expression and the integrity of research and scholarly practice for both students and faculty through policies, labor agreements, and tools and training provided both by specific departments and College-wide. We also embody freedom of expression and integrity through our new College values that include "Inclusion: create a climate that empowers, supports and invites participation in the college and the community" (freedom of expression), "Excellence: work daily to create an outstanding environment for learning and success," and "Integrity: be guided by honesty, fairness, and compassion in all our dealings." (2.E.1)

Students. As stated in College policy 4.04.01, "Minneapolis Community and Technical College believes that every student is accountable for his or her individual behavior especially as it imposes on the freedom, rights and safety of another individual or to the extent that it impacts upon the atmosphere and environment conducive to the educational mission of the College community." The Student Code of Conduct describes specific student behaviors ranging from plagiarism and non-obstruction of teaching to theft or

damage of College property; the Code of Conduct is addressed in both new student orientation (required of all new students) and new faculty orientation. (2.E.3)

Freedom of expression is ensured in multiple ways. First, College Policy 4.09, based on MnSCU System Policy 3.1, states that MCTC endorses students' right to assemble, to select speakers, and to discuss issues of their choice" (2.D). A permitting process and specific places to gather to share information and debate are designated in the Policy. The Student Life Department includes student clubs that meet, hold presentations/panel discussions and conduct other activities where student views can be expressed openly. Student club leaders and Student Senate members are required to be free of Student Code of Conduct violations in order to retain their status as leaders of clubs and of Student Senate. Additionally, obstruction or disruption of teaching and research is a Student Code of Conduct violation.

Faculty. Union contracts ensure freedom of expression. The Minnesota State College Faculty (MSCF) Master Agreement with the Minnesota State Colleges and Universities Board of Trustees (2011-2013) states that the employer shall "maintain and encourage full freedom, within the law, of inquiry, teaching and research" (p. 114). The contract also states that faculty have rights to: freely discuss their subject, choose teaching methods, evaluate student performance and select teaching materials (2.D).

- **Ensuring ethical learning and research practices of students**

The Student code of conduct is provided at new student orientation, a requirement for all new students. The Code of Conduct states that students are subject to disciplinary actions for dishonest activities including cheating, plagiarism and furnishing false information to the College. The Learning Center and Writing Center have plagiarism citation tools that help ensure student research integrity in the classroom. MCTC also offers specific courses that teach research integrity - for example, the 2-credit Information Literacy and Research Skills course that is a requirement for completion of an AA degree. At Student Success Day each semester, participating students can receive extra credit and staff offer presentations on plagiarism and academic integrity (2.E.1, 2.E.2, 2.E.3).

Faculty who teach research writing use APA and MLA style guides. The library provides information

on citing sources on their [website](#) and the [Learning Center](#) houses a Writing Center where students can get research help. Activities, assignments, and assessments allow students to practice ethical research behavior. MCTC's general education requirements are linked to goal areas for the Associate's degree (see 1P1); one of the common learning outcomes is Critical Thinking, specific examples of which include "compares and contrasts...sources" and "gathers, synthesizes and integrates input from diverse sources" (2.E.2, 2.E.3). Faculty partner with the Office of Student Rights and Responsibilities in academic integrity matters. Students who are found in violation of the Student Code of Conduct are upheld to the academic standards of the instructor and the College.

- **Ensuring ethical teaching and research practices of faculty**

The integrity of research and scholarly practice is ensured for faculty in part through the Minnesota State College Faculty (MSCF) Master Agreement with the Minnesota State Colleges and Universities Board of Trustees (2013-2015). This document provides rules for ownership of patents and intellectual property (2.E.1) and states that faculty must "respect the dignity of others" in the defense intellectual honesty, freedom of inquiry and instruction (2.D).

A number of other processes help ensure that faculty use ethical teaching practices. Some of these processes include (2.E.2, 2.E.3):

- A Faculty Handbook is posted online and policy 3.10 states that all faculty are expected to adhere to the policies included in the Handbook.

- Faculty are automatically enrolled in "Code of Conduct" training upon hire.

Processes related to teaching excellence that also ensure ethical teaching include:

- The full-time unlimited probationary evaluation process (3P2 or 3P3) which ensures that faculty provide evidence of excellence in teaching and service to MCTC.

- All new courses go through the Academic Affairs and Standards Committee process so course goals and assessment requirements go through a vetting process.

- The annual assessment process allows faculty to work as a collaborative team to "audit" student

achievement of learning outcomes across courses.

- Policy 3.10 states that syllabi must include the following information:

    a. Contact information for the instructor and office hours;
    b. Course objectives and procedures for reaching the objectives;
    c. Standards for classroom participation and attendance;
    d. Types of assignments and tests;
    e. Due dates of assignments and policies regarding accepting late or inadequate work; and
    f. Criteria for the evaluation of student work and grade determination.

Finally, students have recourse to file a complaint or grievance through the College's Student Complaint Office, a process that has been improved over the last three years as discussed in 2P4.

- **Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity.**

The Office of Student Rights and Responsibilities is responsible for selecting some of the tools/methods/instruments for evaluating the effectiveness and comprehensiveness of supporting academic integrity. Faculty within departments/programs also use processes specific to their disciplines for ensuring effectiveness and comprehensiveness - for example, English faculty use departmental review of student writing that can uncover examples of plagiarism.

1R6: What are the results for determining the quality of academic integrity?

- **Outcomes/measures tracked and tools utilized**

MCTC tracks Office of Student Rights and Responsibilities data on Code of Conduct violations related to academic integrity. The College also includes items on the Noel-Levitz Employee Satisfaction Survey about academic freedom and intellectual inquiry.

- **Summary results of measures**

Trend data for FY13 compared to FY15 shows that the number of academic integrity

violations has gone down somewhat dramatically in the past two and half years.

- Fall 2012: 28
- Spring 2013: 40
- Fall 2014: 8
- Spring 2015: 3

It is possible that changes in the process of documentation of Code of Conduct issues has changed and that that accounts for the dramatic decrease in reported violations.

Noel-Levitz custom survey items provide data on employees' satisfaction with the College's climate for intellectual inquiry and academic freedom. Results show an important increase in satisfaction, in particular for the College's positive climate for intellectual inquiry (Table 1.6.1).

- **Comparison of results with internal targets and external benchmarks**

MCTC does not have targets set for the number of Code of Conduct violations or for satisfaction with climate for intellectual inquiry or academic freedom. These are both areas of opportunity, although, as shown above, recent data show improvement.

- **Interpretation of results and insights gained**

Results for student data. Since the new Student Complaint Officer and Student Conduct Officer positions were created, there has been a downward trend in student conduct issues, the most frequent of which are violations related to academic dishonesty. It may be that changes in the process for documenting Code of Conduct violations is different now than in 2012. In terms of student complaints against employees, the most frequent complaint

Under the leadership of a new president, employee satisfaction with the climate for intellectual inquiry and academic freedom has increased. This may relate to efforts to provide greater transparency in processes related to faculty work (e.g. program prioritization process) as well as to new ways of leading (e.g., holding listening sessions on critical topics that any employee can attend).

1I6: Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

The Student Conduct Officer who handles complaints about academic dishonesty works with the Behavior Intervention Team (BIT) that meets monthly to develop proactive solutions to reducing student conduct issues. The team includes members of MCTC's Public Safety team and other members of the Resource and Referral Office which also handles student complaints.

An opportunity exists to set targets for Code of Conduct violations related to dishonesty and for satisfaction with the College's climate for intellectual inquiry and academic freedom. Through this Portfolio development process, it has become clear that setting targets is an area of opportunity College-wide. MCTC also has an opportunity to audit syllabi for adherence to Policy 3.10.

Category 2 Overview

Processes and results for Meeting Student and Other Key Stakeholder Needs range from reactive to aligned. Feedback from both Systems Appraisals Reports have been used to make improvements, for example to the student complaint

Custom Item	MCTC 2012 Satisfaction Mean	MCTC 2015 Satisfaction Mean
The college has a positive climate for intellectual inquiry.	3.06	3.29
The college has a positive climate for academic freedom.	3.14	3.32

Table 1.6.1. Noel-Levitz Employee Satisfaction Survey Results on MCTC Custom Items
Related to Intellectual Inquiry and Academic Freedom, 2012 and 2015

has involved issues of communication between faculty and students, which is discussed in 2I4.

Results for employee satisfaction data.

process (2P4). On the other hand, 2012 Strategy Forum planning around systematizing partner relationships has not yet been prioritized and is in a reactive stage of maturity. Improvements

to multiple areas of opportunity are described throughout Category 2. Highlights in Category 2 include the non-academic student supports described in 2P1 and in-depth research projects focused on student outcomes described in 2P2.

MCTC has a robust set of programs and services designed to meet students' non-academic needs. Processes for determining, understanding and meeting these needs are mostly aligned although improvements to proactively connect students to resources before they enroll is described in 2I1. Results range from reactive to aligned, with TRIO programs providing aligned data on student outcomes. MCTC's student success initiatives like integrated advising and the AME Center have also produced useful data on student outcomes that have been used to maintain or expand programming. Not all non-academic programs and services can provide clear student outcomes data at this time but a project described in 2I1 aims to redress this concern.

In the last Systems Portfolio, a key strategic issue for MCTC was building capacity to better report on and distribute data. Processes and results for collecting, analyzing and distributing data on retention, persistence and completion have moved from, on average, systematic in the last System's Portfolio to aligned in the current Portfolio. A number of improvements to the analysis and distribution of data have been made since 2011, not least of which include completion of multiple in-depth studies of student preparation and outcomes in development education. However, MCTC has not seen strong, positive changes in student outcomes. Data analysis has been focused on understanding low completion rates and analyzing the effectiveness of a relatively limited number of programs and services. Because the data, personnel and processes are now in place to conduct and distribute student outcomes data and analysis, the College's major current initiative, described in 2I2, can be analyzed for effectiveness as it is being delivered and course-corrected where appropriate.

MCTC Portfolio feedback and Strategy Forum work in 2012 suggested that MCTC needed a more systematic approach to understanding stakeholders and partners and assessing the effectiveness of collaborations. While MCTC uses existing data sources (e.g., MnSCU Performance Metrics, K-12 partnership data) to determine whether stakeholder needs are met, this continues to be an area of opportunity. Under the leadership of an Associate Vice President of Strategic

Partnerships both the MCTC Foundation and the Customized Training and Continuing Education function have become more focused on stakeholder needs. This has been accomplished by aligning customized training options to growing occupations in Minneapolis and the surrounding Metro area. A clearer picture of MCTC's relationships with stakeholders should emerge as the College begins to utilize its new mission, vision and values statements. For example, an improvement to the grants management process is using the mission to determine alignment with potential funders to better meet stakeholder and College needs.

Processes for collecting, analyzing and responding to student complaints are aligned as are results. An MCTC 2010 action project on student complaints led to the hiring of a designated Student Complaint Officer who developed a clear process for collecting and reporting on complaints. Subsequent improvements have included better communicating the process to students as well as planning improvements for FY16 to get student complaint data to decision-makers in a more systematic way.

MCTC's processes for aligning and building partnerships is systematic and approaching an aligned level of maturity, whereby specific partners with whom the College shares critical interests are named in the Strategic Action Plan – e.g., Project for Pride in Living, Hennepin County. However, results maturity is between a reactive and systematic maturity level, in part because partnerships are often engaged in informally and evaluation procedures are not outlined when partnerships begin. Key improvements for FY16 include developing and adopting definitions around stakeholders versus partners College-wide; developing a policy and procedure on how the College interacts with each; and developing a systematic process for designing evaluations of partnership effectiveness.

2P1: Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

- **Identifying key student groups**

The President and the President's Council review

data from the annual MnSCU Performance Metrics Report that provides summary trends on demographics, for example number and percent of students who are students of color or low-income. Project teams may also be formed by the President's Council to review data and develop recommendations on specific issues. For example, the FY14 Recruitment and Enrollment Action Team recommended developing deeper partnerships with K-12 schools in order to stabilize enrollment. SPA reports on changing trends in student groups as well, for example showing an increase in online student headcount or part-time student status. Informally, staff and students conducting tabling events also administer surveys and feed these data up to the VP of Student Affairs and the Director of Student Life. (1.C.1)

- **Determining new student groups to target for educational offerings and services**

The FY13 Strategic Action Plan process involved bringing together three groups of bargaining unit leaders and other employees to develop revised strategies for the FY14-15 Strategic Action Plan. (5.C.3) One of the outcomes of this planning process involved identifying specific groups of students to target for educational offerings and services. Over the past three years, the outcome has been a stronger recruiting effort to help Minneapolis Public School (MPS) students to matriculate via structured pathways into career/technical programs. Another population identified in FY13 was veterans. Since then, the College has become a Yellow Ribbon school, designating it has the infrastructure and processes to support veterans returning to college. (1.C.1, 3.D.1)

The annual Trends and Highlights meetings with MnSCU System Office staff and the Academic and Student Affairs fall and spring conferences highlight which demographic trends impact MnSCU System enrollment and success. These data inform initiatives at MCTC. (3.D.1)

- **Meeting changing student needs**

Currently MCTC meets changing student needs using multiple processes, some of which are more reactive and others more systematic. More systematic examples include the annual Student Life budget process wherein students complete a survey ranking their priorities for the next year which drives budget decisions. The Biennial College Student Health Survey, conducted by the University of Minnesota, provides trend and comparative data on MCTC students'

mental, physical and behavioral health. Additionally, the Biennial Drug and Alcohol Review Report, which is mandated by the Department of Education, provides data on students' substance use. These data are reviewed by the Dean of Students and her staff and have been presented at College-wide meetings.

Student Senate leaders work with administrators to charter committees to explore unmet students' needs. For example, student reports of lack of health care coverage led to conducting a survey on student health care needs, from which a partnership with the University of Minnesota Boynton Health System was developed, and a stand-alone health and mental health clinic is now housed in MCTC's Student Center. In FY15 the Student Senate developed a platform of concerns, one of which was lack of student access to childcare. This concern led to formation of an ad hoc committee on childcare needs. Administrators are currently working with multiple childcare services in the Metro area to find a solution for drop-off childcare for MCTC students, which SPA survey results validated was a need for student parents. (3.D.1, 3.E.1, 3.E.2)

Responding to feedback from the 2007 Portfolio suggesting the need for a better student complaint process, the College developed a process described in 2P4 that led to an aligned approach to responding to and utilizing student complaints.

- **Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)**

MCTC's Office of Strategy, Planning and Accountability (SPA) is the centralized hub for student data and data reporting (2P2). Data on changing student demographics are available in a regular, semesterly report called Data Shop (see 2P2) provided to the entire College on the intranet. Data in the report include trends in student age, ethnicity, credits taken, success rates over time as well as K-12 enrollment, online learner enrollment, enrollment in liberal arts versus career/technical education and enrollment in signature programs like Power of You. These data highlight how student demographics are changing. (3.D.1) For example, Data Shop shows an increase in online learners over the last five years. (An improvement in building online learner community is discussed in 2I1.)

SPA also conducts ad hoc reports for College constituents that lead to insights about our students. For example, a request for data on typical zip codes

of MCTC enrollees supported creating clearer, more efficient pathways from Minneapolis Public Schools (MPS) to MCTC because most of our recent high school graduates come from zip codes surrounding the College. These data were also used to support our partnership with the Northside Achievement Zone (NAZ) in North Minneapolis, an area that was a significant producer of new MCTC enrollees in 2013. The partnership with NAZ was captured on our FY15-16 Strategic Action Plan. (3.D.1)

Additionally, the Student Senate President and the College President have biweekly meetings and President's Council representatives and the Student Senate cabinet have joint monthly meetings. Student Senate is composed of representatives of approximately 40 student group. Student Senate representatives provide qualitative feedback on changing student needs.(3.D.1)

- **Deploying non-academic support services to help students be successful**

Non-academic supports available at MCTC have grown in size and scope since our 2011 Portfolio. The College has continued investing in programs like the Power of YOU (POY), African American Empowerment Program (AME) and Career Services while developing new services like the expanded Resource and Referral Of ce, which connects students with donated goods and external services and resources. Federally-funded TRIO programs also contribute to helping students with non-academic needs. A list of these programs, populations they serve and what they offer students are shown below in Table 2.1.1. Links provide more information on each program/service. (3.D.2)

Services are deployed in different ways. Information about all of the services and programs above are made available on the external College website with additional information for current students available on the intranet.

- **Ensuring staff members who provide non-academic student support services are qualified, trained, and supported**

Under our TRIO federal grants, all TRIO directors are required to hold a Master's degree or higher in a Student Affairs area and staff attend in-service trainings and local and regional conferences. Staff in

financial aid attend local and state conferences annually – for example, the annual Minnesota Association of Financial Aid Administrators (MAFAA) – and training is also mandated by the Department of Education. Staff in Student Services have weekly trainings on topics related to service excellence. Monthly MnSCU-related Metro-wide or State-wide operation meetings also provide opportunities to learn from colleagues – e.g., Directors also build professional development funding into their annual budgets or use free or low-cost trainings and webinars on campus. (3.C.6)

- **Communicating the availability of non-academic support services**

Departments that handle non-academic student support have multiple methods of communicating service availability to students:

- Update the intranet site that students have available to them and send a weekly student newsletter about changes to processes or availability of new services

- Weekly emails to students, quarterly newsletter to students, intranet updates, D2L sites

- Links to external websites for services that support prospective students

- Printed materials at strategic locations across campus

- Open Houses three times per year and at other campus-wide events like Welcome Week and Student Success Day. (3.D.2)

- **Selecting tools/methods/instruments to assess student needs**

Student needs are assessed in multiple ways depending on department. For example, data are gathered by:

- Intake interviews in Resource and Referral, Veterans Upward Bound, Education Opportunity Center and Disability Services

- Values, strengths and career assessment in Education Opportunity Center and Career Services

- Student surveys in Student Services

In terms of a systematic method for assessing needs on a regular basis across all departments, see 2I1 for an improvement in this regard.

- **Assessing the degree to which student needs are met (See 2I1)**

Program/Service	Population Served	Supports Provided
TRIO Programs • TRIO Starting Point • TRIO Veterans Upward Bound and other veterans services	First-generation and/or low-income students (additional criteria included for some programs)	Depending on program, may include: Designated space for individual and group study Computer access Program-specific events including special orientation Financial aid counseling/support
Financial Aid Office TRIO Educational Opportunity Center Power of YOU Veterans Certifying Official	Financial Aid Office: all students TRIO EOC: First-generation and/or low-income students Power of You: Low-income students who have graduated from a Minneapolis, Saint Paul or first-ring suburb school	Depending on program/service: Financial aid advising and support Scholarships Veterans benefits
Career Services	All students	Career assessments Resume assistance and review Job Bank and work-study/work experience support Wanted Analytics
African American Male Empowerment (AME) Program American Indian Success Program	African American and other students Native American students	Designated space with computer access in a family-like setting to support non-academic and academic barriers Program-specific events including special orientation, heritage bowl, family literacy night Tutoring and advising, including financial aid guidance
Student Life	All students	Provides opportunities for leadership in student government, student clubs, student newspaper, Phi Theta Kappa
Counseling Department Boynton Health Service Addiction Counseling Club and Operation Recovery Event Campus Recreation and Wellness	All students	Support for mental, physical and behavioral health

Table 2.1.1. Deployment of and Population Served by Non-Academic Support ServiceS

2R1: What are the results for determining if current and prospective students' needs are being met?

• **Outcomes/measures tracked and tools utilized**

The Community College Survey of Student Engagement (CCSSE) is administered biennially although results have not been widely distributed except via the SPA intranet site. Other outcomes tracked are not systematic across departments, however SPA conducts ad hoc evaluations of services and programs depending on the strategic needs of the College. For example, the AME programs was one of four strategic initiatives implemented in 2011 and SPA conducted two evaluations on the program: a process evaluation in 2013 and an outcomes evaluation in 2014. The Power of YOU has been an MCTC signature program since 2007.

Three evaluations have been conducted, the most recent of which was completed by SPA research staff in 2015. Data from Educational Opportunity Center are also provided below. MCTC also has employee satisfaction data from the Noel-Levitz Employee Satisfaction survey on items related to meeting students' needs.

• **Summary results of measures**

CCSSE data. Since 2009, satisfaction has increased in a number of non-academic service areas including career counseling, job placement assistance, financial aid advising and transfer credit assistance. The computer lab has maintained relatively high satisfaction levels since 2007 (Figure 2.1.1).

Data show that satisfaction is consistent for computer labs and either increasing or returning to 2007 levels for other services. (See 1R5 for interpretation.)

TRIO Educational Opportunity Center helps low-income, first-generation students access higher education. Below are the results for the number of students who sought Free Application for Financial Student Aid (FAFSA) support and

ethnicity, age category, and admission status in the first term at MCTC. A matched control group was also created and added to the regression model. Data showed that being a POY student was second only to reading placement in predicting fall to fall

Community College Survey of Student Engagement (CCSSE): "How satisfied you are with these services?"							
	2007	2009	2011	2013	2015	Sparkline Line Visualization	Sparkline Column Visualization
Career counseling	2.02	1.86	1.9	2.03	2.07		
Job placement assistance	1.74	1.67	1.71	1.85	1.84		
Financial aid advising	2.14	2.07	2.05	2.22	2.29		
Computer lab	2.56	2.48	2.52	2.53	2.5		
Student organizations	1.98	1.9	1.92	2.15	2.05		
Transfer credit assistance	2.06	1.88	1.91	1.98	2.11		

Figure 2.1.1. CCSSE Trend Results for Satisfaction with Non-Academic Support Services

the number who enrolled in post-secondary education following participation in EOC.

Data on success rates for students utilizing the AME Center are shown . Both male and female African American AME Center participants who used the

Program Year	Participants	Number Seeking FAFSA Assistance	Number Subsequently Enrolled in Post-Secondary Education
2011-2012	2641	1389	1086
2013-2014	2602	1032	887

Table 2.1.2. TRIO Educational Opportunity Center Results for Overall Participation, FAFSA Services Delivered and College Enrollment

Center for studying, tutoring, and/or connecting to other AME members showed a higher 67% course pass rate and retention rate compared to African American non-participants (Figures 2.1.2, 2.1.3).

A 2015 SPA report showed the following results for students in POY cohorts entering MCTC between 2006 and 2011. These results were then added to a regression model with other predictors of success: reading and math placements, total credits taken in the first term at MCTC, developmental coursework in the first term at MCTC, Pell eligibility, gender,

retention. Being in POY also predicted graduation and transfer rates. We concluded that POY has a positive impact on retention and success. (Table 2.1.3)

Noel Levitz Employee Satisfaction data show that satisfaction with meeting the needs of students has gone down, but probably not significantly, over the past three years (Table 2.1.5). Another custom MCTC item shows the following result for responding to needs of diverse students (Table 2.1.4).

• **Comparison of results with internal targets and external benchmarks**

Internal targets are set by TRIO programs (see 1R5 for results from other TRIO programs) at the beginning of their grant cycles. Benchmark data are available for CCSSE and for the Boynton Health Study.

Based on goals set at the beginning of the EOC grant cycle for the following variables, EOC met or exceeded their goals in each category for the two years listed. (Table 2.1.2) (2012-2013 data were not available.)

College Student Health Survey results show that,
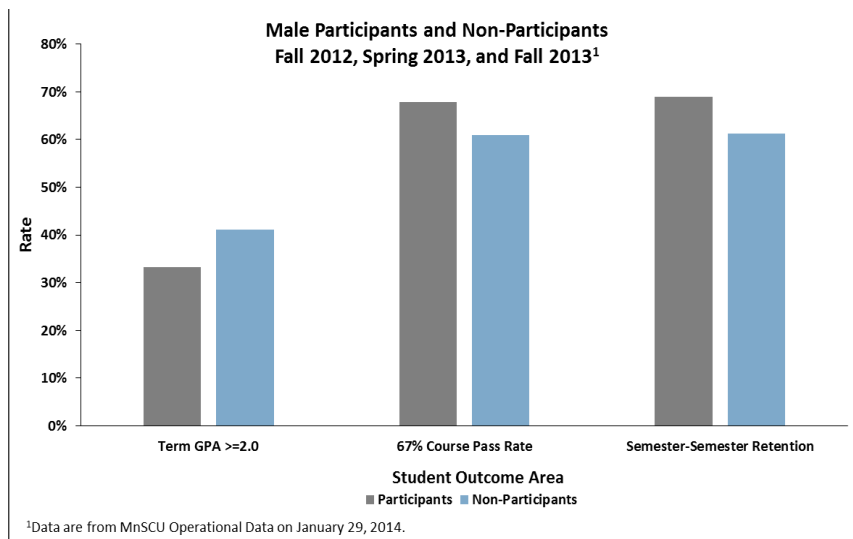
Figure 2.1.2. Success Outcomes for African American Male Participants in the African American Education Empowerment (AME) Program
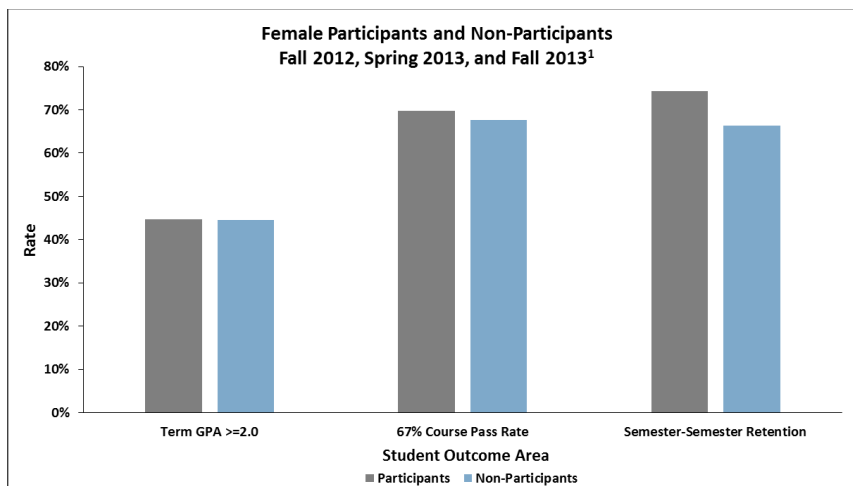
Figure 2.1.3. Success Outcomes for African American Female Participants in the African American Education Empowerment (AME) Program

MCTC POY Student Persistence Rates
Fall 2006 - 2011 Entering Cohorts[1,2]

Entering Cohort[3]	POY Cohort Count[4]	Fall - Spring Retention	Fall - Fall Retention	3-Year Graduation	3-Year Retention	3-Year Transfer
2006 - 2011	1,356	86%	62%	17%	26%	14%

Table 2.1.3. Success Outcomes for Power of YOU (POY) Participants

lower than employee satisfaction at comparison colleges, despite the fact that more services are available to students now than in 2012 (e.g. more students participating in Student Senate, larger Student Support Center, and more peer mentors) (Table 2.1.7).

• **Interpretation of results and insights gained**

CCSSE. Since 2009, student satisfaction has increased in a number of non-academic service areas where the college has made improvements over the past four years such as advising and career services, suggesting that these changes are improving the student experience. In contrast, the computer lab has had relatively high satisfaction, so improvements have not targeted that area and satisfaction has remained steady.

TRIO/Educational Opportunity Center. EOC data suggest that between 40% and 53% of EOC participants are seeking services related to financial aid support. In 2014, 56% of MCTC's students were considered Pell-eligible, thus there is a need for EOC's services at MCTC. TRIO EOC met its program goals which are determined in conjunction with the U.S. Department of Education.

compared to MnSCU colleges in the aggregate (orange boxes), lifetime alcohol and drug use at MCTC is almost twice as high as at other colleges.

This finding was provided to the Student Life Director and the Director of the Student Support Center as well as to faculty in the Addiction Counseling Department.

Noel-Levitz data showed that MCTC employee satisfaction with meeting students' needs was much

College Student Health Survey. The CSHS data show that MCTC students, compared to students at other MnSCU colleges, have struggled more with drug and alcohol use in their lifetimes. These data are supportive of theAddiction Counseling Club's work and MCTC's hosting of the annual Operation Recovery event, as well as for services of the Student Support Center who provide referrals to outside agencies specializing in substance abuse treatment and prevention (Table 2.1.6).

Custom Item	MCTC 2012 Satisfaction Mean	MCTC 2015 Satisfaction Mean
The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students.	3.20	3.24

Table 2.1.4. Noel-Levitz Employee Satisfaction Survey Results on Meeting Students' Diverse Cultural Needs, 2012 and 2015

Item	2012 MCTC Satisfaction Mean	2015 MCTC Satisfaction Mean
This institution does a good job of meeting the needs of students	3.15	3.07

Table 2.1.5. Noel-Levitz Employee Satisfaction Survey Results on Meeting Students' Needs, 2012 and 2015

Those with the highest report frequency		
	Lifetime	Past 12 Months
Alcohol Problems	11.6 5.5%	1.7
Allergies	41.5 ★	12.2 ★
Asthma	20.5	4.3
Drug Problems (Other Than Alcohol)	8.6 4.3%	1.2
High Blood Pressure	10.0	5.3
Obesity	11.8	8.4

Table 2.1.6. Results from the Boynton Health Service College Student Health Survey: MCTC Results Compared to Other Two-Year Colleges

AME. Use of the AME Center predicts a statistically significant difference in term-to-term retention and 67% course pass rate for males but not females. Still, female AME Center users had an eight percentage point higher semester-to-semester retention rate compared to female non-users. The AME Center and its impacts of student achievement deserve more study.

Power of YOU. The average fall-to-fall retention rate for POY students during approximately the same time period is more than 10 percentage points higher than for all first-time students. Because POY students are, by definition, low-income, this result is interesting.

Noel-Levitz data. Employee satisfaction with meeting the needs of students is approximately the same as it was in 2012. This is despite the fact that MCTC now has a Student Support Center, more financial literacy information available, an expanded

Student Center and more involvement of students on the Student Senate. It may be that there are needs employees are aware of that are not being met. The improvement listed in 2I1 may help to improve the current level of satisfaction of employees with meeting students' needs.

In summary, many of the individual programs available at MCTC to meet non-academic student needs are effective. However, there is a no one systematic method for assessing student needs that all MCTC programs and services use. Students may find their way into services or programs after entering MCTC, but there is no pre-enrollment intervention that determines needs before they become problematic. Having a single College needs assessment so connections to resources can be individualized for each student is an area for improvement.

2I1: Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

In 2013, the Educational Equity Task Force recommended finding methods for determining students' resource needs before enrollment and proactively connecting them to those services early in their journey at MCTC. Examples of services to which students could be connected include Resource and Referral for housing, food, parenting and other assistance, the African American Male Empowerment Program for tutoring and social events in a culturally relevant environment and Career Services for

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
This institution does a good job of meeting the needs of students	3.15	3.59	3.07	3.64

Table 2.1.7. Comparative Noel-Levitz Employee Satisfaction Survey Results for Meeting Students' Needs, 2012 and 2015

information on work study opportunities. The Student Affairs division has decided this is a key priority in order to enact the FY15-16 Strategic Action Plan strategy "Re-envision the first-year experience." A pre-enrollment needs assessment survey will be administered through Hobsons. The process for follow-up with individual students is yet to be determined. This improvement project is using project management tools to ensure successful completion (6P2).

2P2: Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision making. This includes, but is not limited to, descriptions of key processes for:

• **Collecting student retention, persistence, and completion data**

As described in 5P1, MCTC has a centralized office, Strategy, Planning and Accountability, that is responsible for routine data reporting and strategic research studies. SPA acts as a clearinghouse for all key data on our students including retention, persistence and graduation data. SPA conducts or initiates in-depth research internally or with outside vendors when data points warrant further study. For example, exploring when students leave MCTC and why (4.C.4).

Three main categories of data on retention, persistence and completion are used in decision-making:

• Graduation rates using national comparison data from the Integrated Post-Secondary Data System (IPEDS) (provided to campuses yearly)

• Completion rate data and persistence plus completion rate data (i.e., retention, graduation and transfer) and ratio of success data for students of color compared to white students (MnSCU Performance Metrics data, provided to campuses yearly)

Two types of comprehensive internal reports:

• Routine comprehensive reports (Program Review and Data Shop, updated yearly and by semester, respectively)

• In-depth, longer-term research reports - e.g., development education student characteristics and outcomes (completed on an ad hoc basis based on College needs)

Our approach to distributing data focuses on producing timely, actionable information for specific groups of stakeholders (see 5P1). For this reason, we have multiple measures in addition to the IPEDS rate and MnSCU performance metrics such that key stakeholders - faculty, deans, College administrators - can use the data in a way that drives improvement based on their needs. For example, we have recently started disaggregating academic program data by semester and by demographics, and provide access to the data through SharePoint at any time. We think this third category of data is important for continuous improvement. For example, lagging indicators like a graduation rate do not tell us where improvements can be made. But by reviewing "in-process" data like course success rates, faculty and deans can propose changes and improvements that can have a real impact on student success and equity. Improvements to the process surrounding how data are actually used are described in 5P1 and 5I1 (4.C.2, 4.C.4).

• **Determining targets for student retention, persistence, and completion**

Targets for retention and completion are set annually for the College by the MnSCU System Office. Three rates included in the Performance Metrics Report are completion rate, persistence plus completion rate and Student of Color/White student success ratio targets for each college and university. These goals are based on prior performance on these metrics, the performance of other colleges. (4.C.1) The College has an opportunity to set additional retention, persistence and completion targets for specific programs and services as well as segments of students. An improvement in this regard is described in 2I2 (4.C.4)

Type of Data	Who Reviews	Process
MnSCU Performance Metrics data	President	Reviews annually as part of presidential performance evaluation process
IPEDS data	President's Council, Deans, specific committees (past: Student Success Steering Committee; current: AQIP Leadership Team and/or Retention Team)	Typically reviewed at annual opening day event; discussed at relevant committee and operations meetings
Comprehensive internal reports	President's Council, Executive Committee, deans, faculty coordinators and specific faculty teams (e.g. math faculty)	Part of Academic Affairs planning

Table 2.2.1. Type of Retention, Persistence and Completion Data Analyzed by Role and Process

• Analyzing information on student retention, persistence, and completion

Data are analyzed in different ways depending on the type of data described Table 2.2.1.

• Meeting targets for retention, persistence, and completion

MCTC's approach to setting targets for retention, persistence and completion is based on the assumption that through intentional commitments, the College can continually improve these rates. (Improvements to these assumptions and the design of programs versus redesign of the College is described in the Portfolio Introduction). In fact, as described in our last Portfolio, our 2010 Strategic Planning Process identified two institutional goals: increase student success (graduation, transfer, employment) and educational equity (success for all students) that provide anchoring points for all of our College's improvement initiatives. An example of target-setting in FY11 involved the President's Council setting a goal of doubling the IPEDS rate from 9% in 2009 to 15% in FY15. (4.C.1) In order to meet these targets, the College initiated a suite of student success initiatives including Integrated Advising and the Student African American Brotherhood, services which have continued and expanded in the last four years. The next wave of innovation at the campus includes redesigning the College for our students' needs and becoming very strategic about implementing structured pathways across the College. Projects related to this, featured on the FY15-16 Strategic Action Plan, include: Re-envision First-Year Experience, Create Liberal Arts Pathways and Deliver and Expand Workforce Partnerships.

When targets are selected, data are contextualized in terms of student population, location and size. For example, MCTC's IPEDS peers were selected based on similarities with these characteristics. We compare graduation and retention rates with other Metro-area MnSCU colleges of a similar size including Century College, Normandale Community College and Saint Paul College but have not set clear targets based on this benchmarking practice, which remains informal. SPA has a practice of disaggregating data in both Data Shop and Program Review to find out how student success differs by program, ethnicity, income and

IPEDS Graduate Rate	IPEDS Transfer Rate	IPEDS Retention Rate (first-time, full-time students)
14%	23%	52%

MnSCU Completion Rate Fall 2011 Cohort	MnSCU Persistence and Completion Rate Fall 2012 Cohort	MnSCU Student Success (Persistence and Completion) Ratio of Students of Color to White Students Fall 2013 Cohort	MnSCU Completion Ratio of Students of Color to White Students Fall 2011 Cohort
36%	62%	0.85	0.63

Table 2.2.2. IPEDS Student Outcomes Data, 2014 and MnSCU Performance Metrics Student Outcomes Results for MCTC, Spring 2015

other factors. These data have fed into the program review process but not in a systematic way that has guided target-setting. An area for improvement exists in administrators setting clear targets for retention, graduation and transfer-out rates for the College overall and for academic programs and non-academic programs and services to set targets as well. (4.C.4)

- **Selecting tools/methods/instruments to assess retention, persistence, and completion**

The IPEDS rate is a rate that is used nationally and provides good comparative data on overall performance. Most colleges use this rate and MCTC uses it too. However, the IPEDS rate does not tell the whole story about student success or equity, particularly since the measure focuses only on first-time, full-time students, which make up only about a quarter of our student body. Thus, the College regards this as only one measure of college success

The MnSCU performance metrics were selected by the MnSCU System Office staff through a feedback process with the MnSCU Board of Trustees and institutional researchers across the MnSCU System, and have been in place for the last three years.

In terms of routine, College-wide reports like Data Shop and Program Review, retention, graduation and transfer data are reported, to meet campus users' needs for consistent data on student outcomes. Fall-to-spring and fall-to-fall retention data are not reported in the IPEDS or MnSCU data so these are included in both Program Review at the program/division level and Data Shop at the college level.

In terms of commissioned and internal reports, we select methods appropriate to the research questions. For example, in 2011 there was still a lack of clarity of the root causes for our low persistence and completion rates. To find systemic causal factors that could improve our persistence and completion rate, we commissioned a comprehensive analysis that revealed academic preparedness as a major factor. That led to another analysis on developmental education at MCTC, which was later replicated at three other system colleges, yielding an insightful comparative analysis, discussed below. (4.C.4)

2R2: What are the results for student retention, persistence, and completion?

- **Outcomes/measures tracked and tools utilized**

One of the most significant measure that the College focused on since 2009 has been the IPEDS rate, or the rate of completion for a selected cohort of fall-entering, first-time, full-time students. Several other measures have been selected by the Board of Trustees to evaluate all Minnesota State Colleges and Universities (MnSCU) institutions. Four of these measures are:

- Persistence and Completion Rate

- Completion Rate

- Student Success (or Persistence and Completion) Ratio of Students of Color to White Students

- Completion Ratio of Students of Color to White Students

In FY15, a data analysis conducted by MnSCU revealed that of those students at two-year colleges who stop out or drop out, nearly 100% do so in their first year at the college. MCTC's SPA Office replicated this analysis looking only at MCTC students and validated that this pattern held at our college. As a result, fall-to-spring and fall-to-fall retention of first-year students has become the key measure of student success on which the college is focusing. This shorter time horizon is helping us evaluate effectiveness of interventions more quickly than by measuring longer-term completion rates. Furthermore, focusing on first-year student retention is allowing us to target resources at students most at risk of dropping/stopping out.

Other research studies and evaluation reports the College has used to determine results for retention, persistence and completion include a number of internal and externally commissioned in-depth research reports, including:

- Charting Student Success I, which focused on identifying the drivers of our IPEDS graduation rate

- Two studies, one a single-institution study and one a comparative multiple-comparative study focused on developmental education outcomes.

- Student Success Initiatives Report, evaluating the effectiveness of the College's retention initiatives

- Retention Forecasting Model

- Conversion Rate Study

- New Student Enrollment Report

- First-Year Retention Report

Routine reports that the College produces and updates on a regular basis include:

Persistence and Completion Rates for All Degree-Seeking Students[1]															
Fall to Fall Rates															
Fall Cohort	Cohort N[2]			Graduated[3]			Retained[4]			Transferred[4]			Persistence & Completion		
	1st Time	Transfer	Both	1st Time	Transfer	Both	1st Time	Transfer	Both	1st Time	Transfer	Both	1st Time	Transfer	Both
Fall 2008	1,599	1,546	**3,145**	5.1%	15.2%	**10.1%**	45.3%	38.4%	**41.9%**	9.3%	17.1%	**13.1%**	59.7%	70.7%	**65.1%**
Fall 2009	1,773	1,761	**3,534**	3.5%	11.9%	**7.7%**	43.0%	40.2%	**41.6%**	9.6%	15.8%	**12.7%**	56.1%	67.9%	**62.0%**
Fall 2010	1,621	1,609	**3,230**	4.8%	7.1%	**5.9%**	41.3%	43.6%	**42.4%**	6.8%	14.4%	**10.6%**	52.9%	65.0%	**58.9%**
Fall 2011	1,535	1,250	**2,785**	3.3%	5.5%	**4.3%**	41.5%	43.5%	**42.4%**	5.3%	13.8%	**9.2%**	50.2%	62.9%	**55.9%**
Fall 2012	1,471	1,454	**2,925**	3.3%	7.6%	**5.4%**	42.1%	42.5%	**42.3%**	6.3%	11.6%	**8.9%**	51.7%	61.7%	**56.6%**
Three-Year Rates															
Fall Cohort	Cohort N[2]			Graduated[3]			Retained[4]			Transferred[4]			Persistence & Completion		
	1st Time	Transfer	Both	1st Time	Transfer	Both	1st Time	Transfer	Both	1st Time	Transfer	Both	1st Time	Transfer	Both
Fall 2005	1,341	985	**2,326**	14.4%	36.0%	**23.6%**	21.1%	14.8%	**18.4%**	17.5%	18.0%	**17.7%**	53.0%	68.8%	**59.7%**
Fall 2006	1,463	1,231	**2,694**	11.7%	31.7%	**20.8%**	20.2%	14.5%	**17.6%**	21.1%	23.2%	**22.0%**	53.0%	69.4%	**60.4%**
Fall 2007	1,557	1,421	**2,978**	12.6%	30.0%	**20.9%**	20.6%	12.9%	**17.0%**	20.5%	25.2%	**22.7%**	53.7%	68.1%	**60.6%**
Fall 2008	1,599	1,546	**3,145**	14.2%	27.0%	**20.5%**	21.3%	12.7%	**17.1%**	20.3%	28.6%	**24.4%**	55.8%	68.3%	**62.0%**
Fall 2009	1,773	1,761	**3,534**	11.6%	24.9%	**18.3%**	17.4%	15.1%	**16.3%**	18.4%	24.5%	**21.4%**	47.4%	64.5%	**56.0%**
Fall 2010	1,621	1,609	**3,230**	12.7%	21.1%	**16.9%**	19.3%	15.6%	**17.5%**	15.5%	23.6%	**19.5%**	47.5%	60.3%	**53.9%**

Table 2.2.3. MCTC Student Outcomes Results, Fall 2014

Charting Student Success I and II (Asmussen Research, 2011-2012)	Developmental Education Comparative Report (Asmussen Research, 2013)	First-Year Student Retention Analysis (Office of Strategy, Planning and Accountability)
First-time, part-time students were the least likely to graduate within three years; these students also were likely to have the lowest levels of math readiness Graduation rate was almost three times higher for students who were college-ready in math compared to students who tested at the lowest levels of math-readiness Students who registered for classes but earned no credits in their first semester had only a 2% chance of graduating within three years Data from first-time students on the 2005, 2006, and 2007 cohorts showed that 98% of students were not college-ready in math The most typical education placement combination was pre-college math and college-level reading African American students were almost twice as likely to have low math scores compared to white students; the gap was similar although less pronounced for low-income vs. non-low-income students	Traditional developmental math sequences simply do not produce good results. Fewer than 10% of the students who were placed three or more developmental levels below College Algebra completed the math sequence and passed a course that satisfied Goal Area 4 (Mathematical/Logical Reasoning) of the Minnesota Transfer Curriculum. MCTC had substantially lower developmental math placements than the three community colleges. It made extensive referrals to ABE Math programs compared to three other Metro-area community colleges. The report recommendation suggested that MCTC (and other colleges) should greatly reduce or even eliminate referring students to Adult Basic Education math courses.	After the second fall, retention rates remain steady at about 60%. 77% of students who withdraw from at least one class in their first term stop out within 1 year, compared to only 35% of those who don't withdraw from any class. There is no significant difference in stop-out rates between first-time students and transfer students. Students who enroll for classes within 3 weeks of the beginning of the term are more likely to stop out.

Table 2.2.4. Research Project Results Related to MCTC Student Outcomes

- Program Review
- Data Shop

These are described in more detail in 5P1.

While all of these reports track outcomes for targeted groups of students (based on demographic group, academic preparation or in specific courses or programs), the summary of results has been used to expand programs, improve services and/or change

employee understanding of student needs.

• **Summary results of measures**

Measures include IPEDS rates for graduation, transfer and retention and MnSCU rates for Completion, Persistence and Completion and Completion Ratios with Students of Color performance compared to White students' performance. (Table 2.2.2)

Multiple internal and external, commissioned reports SPA has undertaken over the last four years show some of the factors involved in results for retention, persistence and graduation and transfer. Highlights of the studies are in Table 2.2.4.

• **Comparison of results with internal targets and external benchmarks**

The MnSCU System Off ce sets targets for the System and for individual colleges and universities. MCTC's internal targets are shown in gold below; performance is shown in blue. (Figures 2.2.1 to 2.2.4)

MCTC is below the MnSCU-set target for both the Persistence and Completion Rate and for the Completion Rate, both for students overall as well as for the ratio of Students of Color to White students. As mentioned in this section and others throughout the Portfolio, the redesign of the College is the major improvement we are undertaking to not only meet but exceed these targets.

In terms of our IPEDS graduation and transfer-out rates, MCTC fares better than a comparison group of similar colleges. However, retention is below the average.(Figure 2.2.5)

One of the studies MCTC commissioned since the last Portfolio was the Development Education Comparative Study. Among other findings, this study showed how MCTC compared with three other Metro-area community colleges on rates of "non-starting students," defined as students who earned zero credits in their first term (Figure 2.2.6). Almost no "non-starting" students come back to college after an initial unsuccessful term. Thus non-starting is a predictor of non-completion.

The same study also showed that MCTC had students with more risk factors, for example, being low-income and having lower math and

reading scores. The study concluded that if MCTC could retain more of the students at risk of non-starting in their f rst semester, the inequitable outcomes across ethnicity would be reduced.

• **Interpretation of results and insights gained**

MCTC has higher IPEDS graduation and transfer-out rates than a selection of peer colleges but a lower retention rate. MCTC did not meet the most recent MnSCU-defined targets for the completion rate, persistence and completion rate or the students of color/white student success ratio for either of these metrics. According to a commissioned report, this may be because MCTC has a higher concentration of students with multiple risk factors, which is related to the rate of "non-starting" or not earning a single credit in the first term. Recent data have shown that at both MCTC and other system colleges, almost all students who drop out/stop out do so in their first year at the college, making the first year a critical time period for students' overall success. These data together suggest that a clear area for improvement is the retention of students in the first two semesters.

2I2: Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years?

The data presented above highlight how critical it is for the College to focus on systematic redesign, both in terms of creating clear pathways for students starting before they take their first classes. Our major campus initiative is to redesign the architecture of our college into career cluster-based "schools within a school," similar to the design of many large universities where students are enrolled in a "college" within the university ("academies"). This is intended to create a more cohesive curriculum, natural cohorting of students and more opportunities for targeted career exploration in order to simplify and support students' path-finding through college. A cross-functional team comprising students and employees is engaged in this redesign effort. (5.B.3)

A second cross-functional team is being formed to design strategies aimed at retaining students in their first year at the college. This two-year effort will be informed by the above-mentioned research study on first-year retention. This study, which will be replicated annually, will identify which student groups are leaving the college and when. To find out why these students

Completion Rate

Student Persistence and Completion

Figure 2.2.1. Trend Results and MnSCU-set Targets for Student Persistence and Completion

Student Success - Students of Color Ratio to White Students
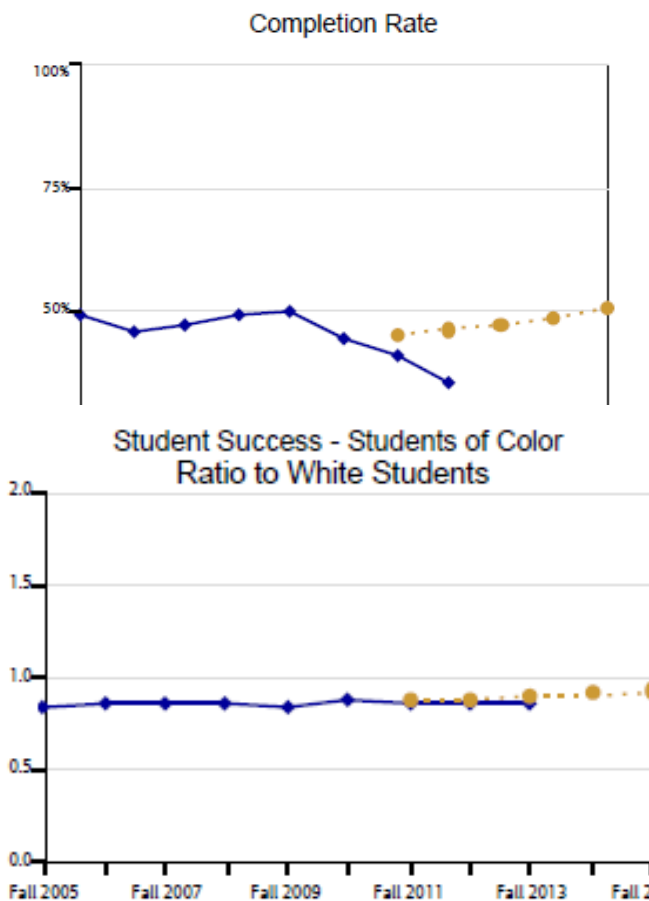
Figure 2.2.3. Trend Results and MnSCU-set Targets for Student Success (Students of Color Ratio to White Students)

Completion Rate - Students of Color Ratio to White Students
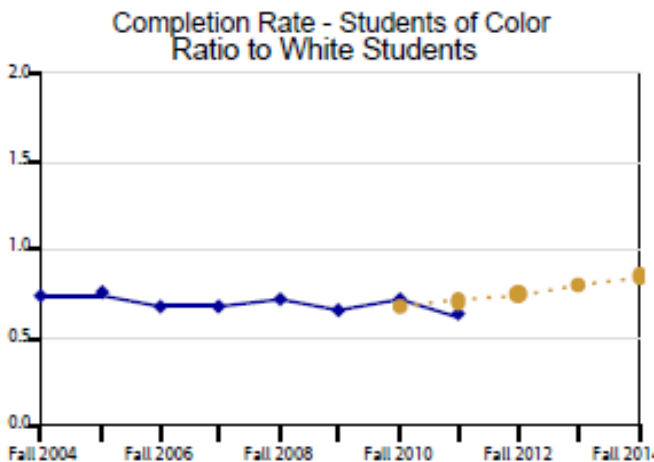
Figure 2.2.4. Trend Results and MnSCU-set Targets for Completion Rate (Students of Color Ratio to White Students)

are leaving, SPA is planning a qualitative study of exiters using focus groups, surveys, and interviews. These quantitative and qualitative data will inform continuous improvement projects aimed at increasing retention, persistence and graduation and transfer, especially among under-represented students. (5.B.3)

One intervention the college has already introduced as a result of this data is a pilot project to test whether shifting advising resources to students in their first year at the college will boost retention. Specifically, more advisers are being added to the liberal arts academy, reducing the student-to-advisor ratio for first year students to 1:250 and in the 2nd year to 1:1100. The change is intended to be not just quantitative but qualitative: Academic advisors who previously focused on academic planning with 1st semester students will also begin to approach first year students from a teaching perspective, helping students learn how to be college students (navigating college processes and procedures). This will include exploring major selection, academic planning, transfer planning, as well as determining supports needed in order to persist through their 1st and 2nd semester. By focusing on a single academy, we will be able to analyze whether this intervention has made a difference relative to other academies where the advising ratios remained unchanged.

Additionally, in FY15, the college implemented an online graduation-planning software tool (AgileGrad, a Hobsons product) to help simplify course-selection for students and advisors. Between this tool and the addition of more advising resources for first-year students, we expect that this will result in helping students get on their educational pathway and consequently lead to greater retention of first-year students. We will be able to start measuring success as early as the end of the students' first semester by analyzing how many students re-register for the spring semester
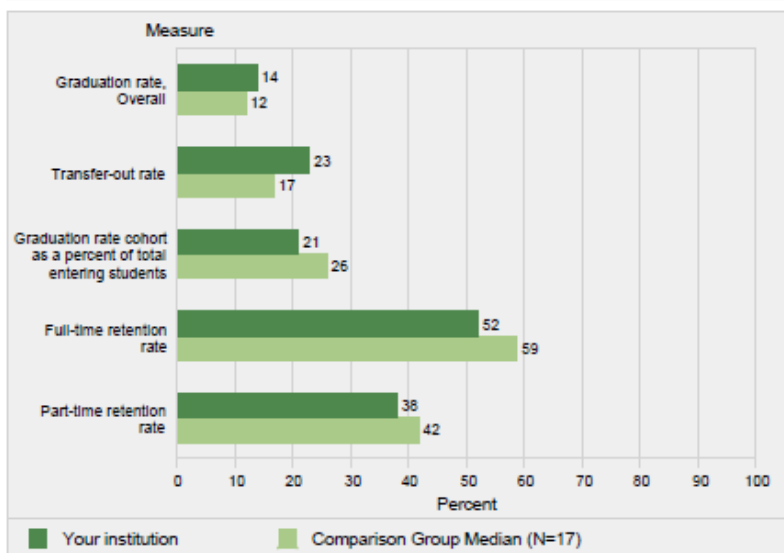
Figure 2.2.5. IPEDS Student Outcomes Data Compared to MCTC Peers, 201

2P3: Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

- **Determining key external stakeholder groups (e.g., alumni, employers, community)**

MCTC has stakeholders in many categories, from employers who sit on the MCTC Foundation Board to foundations that support scholarships to schools that send students to MCTC. The areas of the College that have the most frequent interaction with external stakeholders are our career/technical education (CTE)
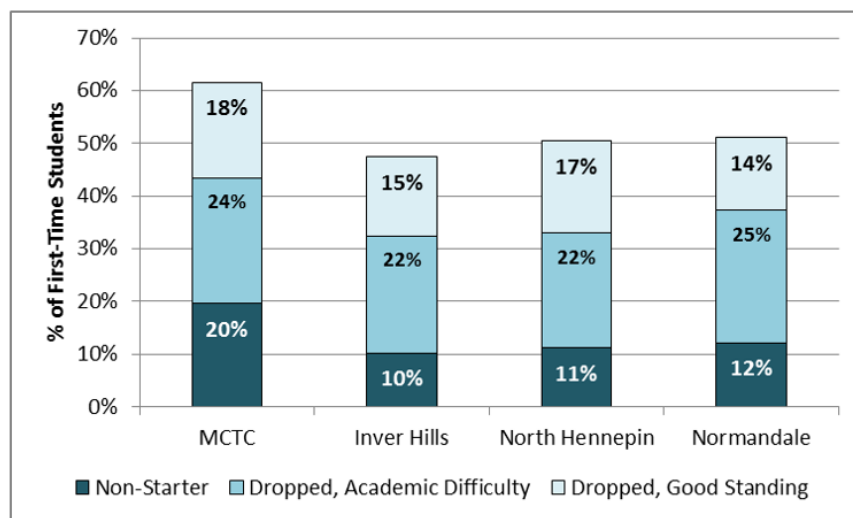
faculty, as well as liberal arts faculty in such disciplines as Fine Arts and Community Development; President's Council members including the President and the Vice Presidents of Academic Affairs and of Student Affairs; the MCTC Foundation; MCTC Continuing Education and Customized Training; the Career Services Department; and the Student Support Center (see 2P1). Stakeholders are determined based primarily on services that they provide to or receive from our students. For example, the Northside Achievement Zone focuses on "permanently closing the achievement gap… in North Minneapolis." MCTC's vision is to "provide pathways to opportunity" in order to achieve the College's goals of creating more educational equity and success for all students. Because our goals are similar, and because hundreds of Northside residents enroll at MCTC every semester, NAZ is a key stakeholder for MCTC.

MCTC's stakeholders represent a broad and diverse group of people and organizations across the Twin Cities, the county and the state. Although we have many stakeholders, only some of these become our partners (2P5). A list of some key current stakeholders by sector is Table 2.3.1.

- **Determining new stakeholders to target for services or partnership**

MCTC Portfolio feedback in 2012 suggested we needed a more systematic approach to understanding stakeholders and partners and assessing the effectiveness of collaborations. While this continues to be an area of opportunity for the College, we are moving toward being more systematic in determining which stakeholders to approach for partnerships and for providing services. The following improvements have been made since 2012:

1. MCTC has new mission, vision and values statements that are guiding our choice of stakeholders to pursue – for

Figure 2.2.6. "Non-Starting" Rates at Four Metropolitan-Area MnSCU Two-Year Colleges, Including MCTC

example, private foundations (e.g., United Way Foundation), educational institutions (e.g., Metropolitan State University) and service providers (e.g., Aeon Housing, Think Small) with whom we are working. The primary interest of each of these organizations is increasing equity in education or physical, mental, social-emotional or other needs of our students.

2. Recruitment of Foundation Board members was informed by the FY15-16 Strategic Action Plan priorities and strategies and the new mission, vision and values statements. Because educational equity and pathways to opportunity in employment are so critical for MCTC, we sought to recruit board members who not only represented diverse communities but also are connected to corporations and organizations in high-growth sectors. We looked at where the majority of jobs in the Minneapolis area are being developed and decided to focus on representatives from the government, healthcare and business/finance sectors. In FY15 we recruited eight new board members (50% of the board), five of whom are women and/or people of color and all of whom represented sectors where we hope to place students in jobs.

• **Meeting the changing needs of key stakeholders**

One of our key stakeholder groups is employers.

Government	Education	Employers	Foundations	Community Partners	Other
City of Minneapolis Hennepin County* State of Minnesota	K-12: Minneapolis Public Schools (MPS)	Healthcare: Hennepin County Medical Center Allina Hospital & Clinics Abbott Northwestern Hospital UnitedHealth Group Fairview Health System	United Way Foundation	Project for Pride in Living*	Higher Learning Commission
Minnesota Department of Education U. S. Department of Education	Two-year colleges; Saint Paul College North Hennepin Community College	Finance: U.S. Bank Wells Fargo	McKnight Foundation	YouthLink*	
Minnesota Department of Employment and Economic Development	Four-year universities: University of Minnesota – Twin Cities* Augsburg College*	Other: Cargill Delta Airlines Target	General Mills Foundation	Northside Achievement Zone	
		Manufacturing: Graco Kurt Manufacturing		Aeon Housing	
				Think Small	

Table 2.3.1. MCTC Stakeholders by Sector

We ensure we are meeting their needs by getting feedback from approximately 40 program advisory committees, which all CTE programs are required to maintain based on College Policy 3.13. Committee members review Program Review data (see 2P2) and make recommendations to faculty and deans for program improvement.

The Career Services Department reviews graduate employment data in our Academic Program Review to inform the kinds of services needed in the coming academic year. Career Services also matches career-ready students with high-demand job opportunities in the Metro area through a software program called Wanted Analytics (WA). Wanted Analytics uses real-time employment data to display job offerings in specific fields with specific degree requirements that fit a student's award level.

Continuing Education and Customized Training (CECT) recently reviewed its portfolio and determined that it is too diffuse, attempting to meet too many different stakeholder needs. In response, CECT reorganized its portfolio to reflect the needs of industry in the central business district of Minneapolis. For example, recognizing that manufacturing and other trade-based companies are not as prevalent in the downtown core of Minneapolis as other industries, it narrowed its programming focus to healthcare and human services, business, and technology - sectors that are have strong degree programs at the college. Because most of MCTC's students come from within the City of Minneapolis, aligning our non-credit offerings, like our credit offerings, more closely with businesses and organizations in proximity of our downtown campus made sense. CECT students themselves are stakeholders, as adult learners who seek professional or personal development opportunities, so tracking their enrollment trends over time is key to meeting changing and emerging needs. This is discussed more in 2I3.

MCTC is implementing multiple transfer partnerships with universities within Minneapolis and Saint Paul to make transfer efficient and effective for students. Metropolitan State University, the University of Minnesota – Twin Cities and Augsburg College have become closer partners over the last three years. To support this, MCTC holds transfer fairs with these key partners. Partnerships to four-year degrees are selected based on data of students' transfer patterns over the last ten years.

- **Selecting tools/methods/instruments to assess key stakeholder needs**

We use existing data sources to determine if needs are being met, for example enrollment of K-12 students becomes an indicator of the success of our relationship with Minneapolis Public Schools and enrollment in special programs funded by our partners (discussed more in 2P5).

Continuing Education and Customized Training uses a number of methods to assess stakeholder needs based on best practice and MnSCU requirements, including training client satisfaction surveys, continuing education student evaluations, and ongoing and comparative measurement of CECT enrollments and revenue.

There is an opportunity to conduct needs assessment with new partners and satisfaction surveys with existing partners in a more systematic way which is discussed in 2P5.

- **Assessing the degree to which key stakeholder needs are met**

Although MCTC has data on stakeholder engagement with MCTC, most of these data are indirect measures and do not directly assess whether stakeholder needs are being met. This is an area of opportunity and is discussed more in 2P5.

- **Outcomes/measures tracked and tools utilized**

MnSCU performance metrics that measure "Developing New Resources" are used annually by the Chancellor during the College President's performance evaluation to evaluate the effectiveness of engaging specific stakeholders: donors, granting agencies and CECT customers. MCTC's President's Council also reviews these data annually. Internally, Data Shop data, including enrollment in Liberal Arts versus CTE majors and concurrent enrollments are reviewed for trends by the President's Council. To measure our effectiveness in partnering with transfer institutions, the system's Strategic Performance Metrics tracks the percentage of MCTC credits accepted by receiving transfer institutions. CECT tracks enrollment and revenue data over time to make decisions related to program development and expansion, as well as the impact of specific outreach and marketing efforts.

- **Summary results of measures**

Majors by Division[1,2]							
Fiscal Year	Degree-Seeking Students	Career and Technical[3]		Liberal Arts[3]		Unknown or Undeclared[4]	
		Students	%	Students	%	Students	%
2009	12,195	8,021	66%	3,817	31%	357	3%
2010	13,785	9,013	65%	4,466	32%	306	2%
2011	13,506	8,173	61%	5,085	38%	248	2%
2012	12,769	6,979	55%	5,565	44%	225	2%
2013	12,469	6,516	52%	5,779	46%	174	1%
2014	11,842	6,334	53%	5,423	46%	85	1%

Table 2.3.2. MCTC Majors, 2009 to 2014

Data Shop data show that more students are majoring in Liberal Arts now, and fewer students in CTE, compared to 2009 (Table 2.3.2). This suggests that a major set of stakeholders should be four-year colleges.

Data on Post-secondary Enrollment Options (PSEO) and concurrent enrollment show that student headcount since 2007 has grown by close to 200 students (Table 2.3.3). This suggests that the sending schools – especially Minneapolis Public Schools which sends more students to MCTC than to any other single college in Minnesota (SPA data, 2013) – is becoming an even more important stakeholder over time. (See 2P5 and 2I5.)

• **Comparison of results with internal targets and external benchmarks**

The MnSCU Strategic Performance Metrics that gauge stakeholder interest in MCTC as measured via grant-making, private giving and CECT enrollment data show that MCTC needs to increase grant-funding to match our MnSCU-determined target and that we are on or above target for private giving and CECT revenues (Figures 2.3.1 to 2.3.4)

• **Interpretation of results and insights gained**

Grant funding has varied since 2007 but the trend is generally positive. MnSCU data show that grant funding is needed to make up a loss in state appropriations, which have decreased in the last 10 years. Generating more grant-funding to support MCTC's Strategic Priorities and Strategic Action Plan are needed.

Continuing Education/Customized Training revenues outperform MnSCU-determined targets; however, these can be impacted by external economic factors, leading to occasional anomalies in reported figures. For example, following the economic downturn, an infusion of federal stimulus funding aimed at expanding training opportunities to address unemployment led to a significant revenue increase over a short amount of time that would otherwise not have occurred.

Successful transfer crediting has generally trended upward since 2007 but showed a decrease for FY14. It is not clear whether this will constitute a longer-term trend. However, several improvements in aligning MCTC program offerings with those at four-year universities are in progress.
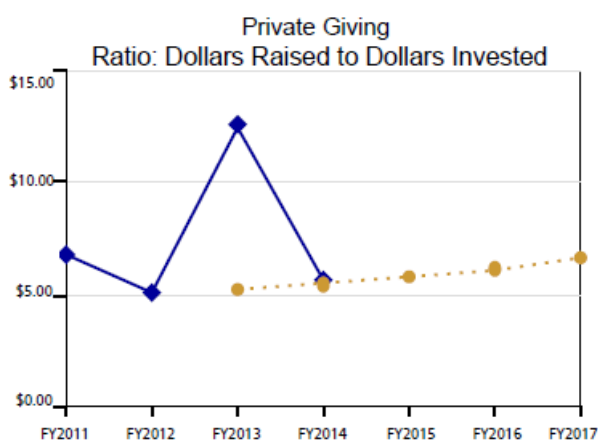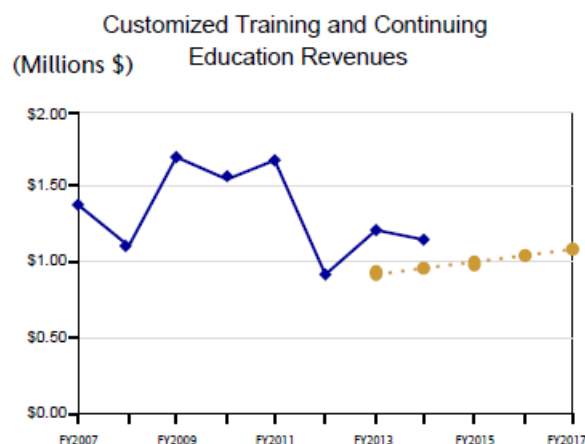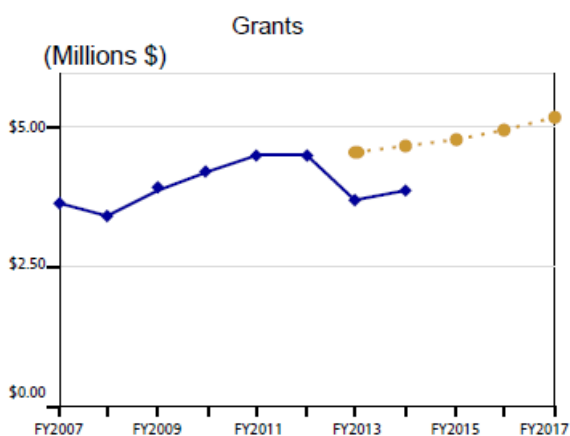
PSEO/Concurrent Headcount[1]						
Fiscal Year	Total FYE	Average Credits	Students	% of Total	Annual Δ	5-Year Δ
2007	85	10	269	2%	23%	
2008	88	9	284	2%	6%	
2009	106	9	347	3%	22%	
2010	87	9	293	2%	-16%	52%
2011	94	10	291	2%	-1%	33%
2012	136	11	361	2%	24%	34%
2013	142	11	407	3%	13%	43%
2014	149	11	457	3%	12%	32%

Table 2.3.3. Trend in Post-Secondary Options/Concurrent Student Enrollment

Grants

(Millions $)

Customized Training and Continuing Education Revenues

(Millions $)

Private Giving
Ratio: Dollars Raised to Dollars Invested
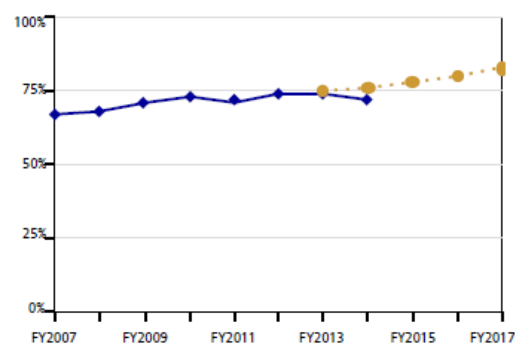
Figure 2.3.1. Trend Results and MnSCU-set Targets for Grant Revenue
Figure 2.3.2. Trend Results and MnSCU-

Successful Transfer: Percent Credits Accepted in Transfer at Receiving Institutions

Figure 2.3.3. Trend Results and MnSCU-set Targets for Customized Training and Continuing Education Revenues
Figure 2.3.4. Trend Results and MnSCU-set Targets for Transfer Credits Accepted

2I3: Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

In terms of leadership on the MCTC Foundation Board, we have recruited more diverse leaders in key economic sectors in the Metro-area for 50% of the positions on the Board.

The College has begun an effort to greatly expand its baccalaureate offerings on campus. By Fall 2016, it will double the number of baccalaureate degrees that can be completed on campus, from three to six. Moreover, all six programs will be delivered through a dual-admission model, which provides guaranteed admission to Metro State for successful MCTC graduates, as well as early advising by Metro advisors to ensure their transfer plan is on track. Rather than being a stand-alone institution that is connected

to four-year colleges and universities because our students transfer, we are seeking to better serve our community and our current students, many of whom are place-bound, by becoming a destination for baccalaureate education, as well as delivering associate's degrees, diplomas, and certificates.

CECT underwent a strategic realignment, shifting the program portfolios of training directors in order to better align them with business and industry needs in downtown Minneapolis as well as the academic pathways offered by the College's degree programs. CECT will be focusing in FY16 on Business, Technology, and Healthcare and Human Services fields. The department will return to reporting to Academic Affairs to systematize its research and development role in the College and ensure strategic transition of noncredit programs into credentialed offerings. An example of this is a noncredit Pharmacy Technician

program that was developed with a community partner (Project for Pride in Living) to meet employer (Target, Walgreens) need, and eventually was converted to a credit-bearing certificate program at MCTC.

Another area for improvement is establishing longer-term tracking of CECT metrics to better understand and predict trends. Additionally, programming offered had not been consistently aligned with business and community needs in Minneapolis and had been more reactive than proactive, leading to a recent realignment of CECT personnel and program focus. To support this structure, two new CECT program directors will be hired, one for IT and Business and one for Healthcare and Human Services. These targeted portfolios of CT clients and CE courses should provide more options for collaborating across the CE and CT functions. Related to this, CECT and the Foundation are now co-located, providing more opportunity to leverage stakeholder relationships where stakeholders can become partners because they can provide opportunities for student internship positions, Foundation giving and employment placement for students; they can also supply members for advisory committees.

Processes around private giving are being improved as well, as staffing in CECT and the Foundation are aligned with each other, with our academic offerings and with the new mission, vision and values statements and Strategic Priorities.

Finally, a new grant-seeking process has been developed in the last year that supports understanding stakeholder needs and aligning them with MCTC needs. In order to ensure that grant-seekers have conducted the appropriate research before applying for a grant, potential funders' missions and specific grant opportunities have to align with the FY15-16 Strategic Action Plan projects as shown in Table 2.3.4.

The grant opportunity must also align with MCTC's mission, vision and values, have a long-term funding plan and answer the following questions so anyone at the College can understand the alignment:

• How does the grant match the interests between MCTC and funding agency?

• How does grant support MCTC's Mission/Vision/Values listed above?

• How does grant support the Strategic Priorities?

The Grants Management Team (GMT) reviews the RFP, how the grant is aligned with MCTC's strategic plans and evaluates the feasibility of grant implementation. Feedback is offered by the GMT before the grant application is brought to the President's Council for review. The GMT meets monthly to review with the AVP of Strategic Partnerships both current and future opportunities.

MCTC Strategic Action Plan Driver	Grant-Funding Priority
OVERARCHING INSTITUTIONAL GOALS OF STUDENT SUCCESS AND EDUCATIONAL EQUITY	Scholarships
Strategy I.2: SUCCESS PATHWAYS. Guide and support prospective and current students through each phase of a personalized yet structured route to transfer or employment.	Advisors
1.2. A. SECONDARY PATHWAY: Collaborate with K-12 partners to increase college success by creating a pre-college pathway and leveraging existing TRiO programs to create a stronger pipeline to MCTC.	Pre-college centers that connect neighborhoods to MCTC
1.2.B. INITIAL STUDENT EXPERIENCE: Develop a remarkable initial student experience that empowers students to begin each term with the tools and understanding to navigate their academic pathways.	Space or centers that improve the tangible student experience
1.2.E TRANSFER AND EMPLOYMENT PATHWAYS: Build strategic relationships with colleges, universities and employers to support successful student pathways for work-based learning, employment, and transfer.	Instructional equipment (leveraged equipment)
ADDITIONAL CAPACITY-BUILDING STRATEGY	Training for MCTC community in systems thinking/design thinking

Table 2.3.4. Alignment of MCTC Strategic Action Plan and Grant-Seeking Strategy

2P4: Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

- **Collecting complaint information from students**

MCTC used feedback from its 2007 Portfolio review to develop a more robust complaint process. MCTC now has a Student Complaint Officer position, a standard process whereby students can file complaints and a standard report on the most frequently-filed types of complaints. The Student Complaint Officer is housed in the Office of Student Rights and Responsibilities (OSRR). The steps in the process, the complaint form and the Complaint Officer's information are all housed on the external website, so both current, prospective and former students have the information needed
if they have a complaint. Through the webpage, students can file a complaint electronically; this same form can be filed in-person in the OSRR. If the complaint is at first provided verbally, students are requested to complete formal documentation through the complaint form. Students may find out about the complaint process on the website or through written marketing materials available in key locations across the campus. The Student Complaints Officer attends leadership meetings (Executive Committee, Faculty Coordinators) to describe the process. Employees refer students who have a complaint to
the OSRR or to the information on the website.
Complaints follow the following standard process:

1. Student files Concern/ Complaint/Grievance Form

2. Form is received by the student complaint officer (SCO); acknowledgement of receipt is sent to student via email.

3. SCO contacts the complainant and relevant department and others about event – called a fact finding inquiry (FFI).

4. Upon receipt of any supporting documentation, interviews with the complainant or others, the SCO forwards a report to the department administrator. Student complainants approve the summary prior to sending.

5. Department administrator meets with the respondent.

6. Department administrator makes decision and alerts SCO of decision.

7. SCO forwards a final findings & closing resolution to student and other party.

8. File is closed.

9. Student has right to appeal within 10 days.

[Depending on the initial review, the SCO will prepare a report that will be forwarded to a department administrator to make a decision or the SCO will solve the problem internally or the SCO will determine that there is no basis to proceed further (and close the file).]

The OSRR also offers mediation services, aimed at reducing the number of student complaints and creating a more informal problem-solving process for students and employees. This process is called Resolving Our Own Troubles (ROOT) and is offered before the complaint process is initiated or after a student has filed a formal complaint as an alternative the formal complaint process. In FY16, the OSRR plans to communicate proactively with students and employees about the mediation process. ROOT is also available without filing a complaint.

Through the complaint process, the Student Complaint Officer also requests feedback about strengths or positive feedback the student has about the campus or specific employees. In this way, students also have a chance to reflect on what is working at MCTC as well as have their complaints resolved.

- **Collecting complaint information from other key stakeholders**

Employees can file a complaint through the Human Resources department or through their respective bargaining unit. (Any student or employee can submit a complaint about student conduct which is described here.) If the stakeholder is a parent, he or she is asked by OSRR staff to have their student submit a formal complaint as parents cannot submit complaints through the student complaint process.

- **Learning from complaint information and determining actions**

Each semester, OSRR produces a report summarizing types of complaints and characteristics of complainants. The Student Complaint Officer creates a report for

the President's Council and other interested parties on campus who request the data (e.g. Office of Strategy, Planning and Accountability, Academic Deans and other supervisors). While we think the complaint process is aligned, reporting complaint data is systematic and is still a strategic opportunity for MCTC to communicate and use these data. To begin to address this problem, OSRR and SPA staff recently conducted a joint presentation entitled "The Role of Complaint Data in Continuous Improvement" in order to help all of our campus supervisors understand that complaint data represent important indicators of student satisfaction.

Further, to be proactive about gathering complaint information, the Student Affairs and Finance and Operations division are planning a project to collect service quality data at the point of service (see 1I5 and 2I1; addresses core component 3.C.6). Additionally, the Academic Affairs division is re-launching its course evaluation process in Fall 2015.

- **Communicating actions to students and other key stakeholders**

A final findings report is sent electronically to the student and the individual that is the subject of the complaint at the end of the process.

- **Selecting tools/methods/instruments to evaluate complaint resolution**

The OSRR has used a satisfaction survey for all participants in the process. These data have been compiled into a database. The survey should be modified; therefore, this is an area of opportunity. The OSRR uses the efficiency metric of number of open cases versus number of closed cases at any point in time.

2R4: What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

- **Outcomes/measures tracked and tools utilized**

The Student Complaint Officer (SCO) tracks the types of complaints students bring to the SCO.

- **Summary results of measures (include tables and figures when possible)**

Figure 2.4.1 shows that the highest number

of student complaints occurs in employee to student communication, instruction quality and assignment grading.

- **Comparison of results with internal targets and external benchmarks**

We do not have internal targets set or external benchmarks. This is an area of opportunity.

- **Interpretation of results and insights gained**

From multiple semesters of data it is clear that the primary issue underlying many student complaints involves some type of interaction between the student and an employee, most often between students and a faculty member. This is probably not surprising given the fact that student time on campus is likely spent more in the classroom than elsewhere.

2I4: Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?

In terms of better utilizing data for continuous improvement, the OSRR plans to continue to expand its practices of holding annual meetings with key leadership groups across campus. These groups include the Executive Committees (completed for FY16), the Academic Deans, faculty coordinators and other groups in order to communicate the most pressing concerns, especially around improving employee-to-student communication. The OSRR is also participating in MCTC's first annual Data Summit (5P1) in order to communicate to the broader College community the results shown above. Emphasis will be placed on how effective communication between employees and students is in line with our recently updated College values.

In terms of internal targets and external benchmarks, the OSRR plans to set a target for the number of student complaints filed. If this target is communicated in the key stakeholder meetings described above, the OSRR will be able to help shape improvements focused on communications with students and, by extension, we hope that the number of student complaints can be reduced. Another improvement that focuses on service quality is discussed in 1I5.

There is a further opportunity for the College to leverage the OSRR reports to create a formal and systemic feedback and accountability loop in
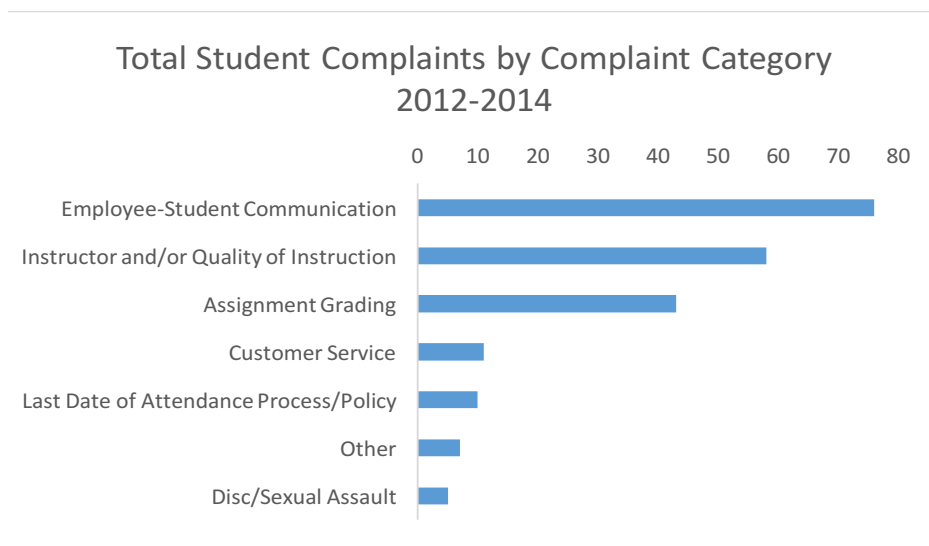
Total Student Complaints by Complaint Category 2012-2014

	0	10	20	30	40	50	60	70	80

Employee-Student Communication

Instructor and/or Quality of Instruction

Assignment Grading

Customer Service

Last Date of Attendance Process/Policy

Other

Disc/Sexual Assault

Figure 2.4.1. Total Student Complaints by Complaint Category, 2012-2014

which a team at the college, such as the President's Council, Executive Committee or another designated group, creates annual action plans to respond to trends in the data and then tracks outcomes.

2P5: Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

• **Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)**

MCTC stakeholders are diverse and spread across a large geographic region. They range from individual students and parents to employers, and community members. A draft of MCTC's stakeholders and some we currently consider partners is shown in Figure 2.5.1. (But see 2I5.)

The process MCTC sometimes uses and aspires to use more systematically to select partners involves better understanding our student, employer and community partner needs through data and connecting these needs in strategic ways.

An example of a partnership identi ed using data involves our Project for Pride in Living (PPL) partnership. In reviewing the number of MCTC students who are Pell-eligible and/or live in lower-

income neighborhoods, the President's Council determined that Project for Pride in Living (PPL) should be a key partner as a provider of short-term training opportunities and affordable housing options for lower-income Twin Cities residents. Currently, PPL and MCTC partner to deliver grant-funded training to low-income adults. (1.C.1,1.C.2)

Other organizations also contact MCTC for services which can be the catalyst for a long-lasting partnership. For example, the Department of Human Services (DHS) contracted with MCTC in 2005 to offer training in addiction counseling topics. Since then, MCTC CECT has become a critical partner for DHS in delivering motivational interviewing (MI) training to DHS providers.

• **Building and maintaining relationships with partners**

Building partner relationships is accomplished at an administrative level through the College President, Vice Presidents and other administrators who work directly with representatives at partner organizations. For example, regular meetings occur between MCTC's Vice Presidents of Strategic Partnerships and Student Affairs and with the CEO of YouthLink, a key partner listed in MCTC's Strategic Action Plan. MCTC engages in fundraising for and grant opportunities with YouthLink which helps maintain the partnership. Sharing workforce programming, staff and grants with other MnSCU institutions also helps maintain partnerships, an example of which is the C3 Fellows program MCTC operates with Saint Paul College. MCTC's program advisory committees include industry professionals who link MCTC's programs to trends in the field as well as student internships and employment. The MCTC Foundation Board is made up of chief officer-level professionals from targeted industries that hire our students (2I3).

Partnerships with K-12 organizations. MCTC began a more systematic concurrent enrollment partnership with Minneapolis Public

Stakeholders

Suburban K-12 Schools Minnesota Department of Education Saint Paul Public Schools
U.S. Department of Education
Higher Learning Commission
MnSCU System
Public & private universities
Education advocacy organizations, Local community organizations Customized
Training Clients, Continuing Education Students
Program Advisory Committees, Students and parents
Private Foundations

PARTNERS*

Minneapolis Public Schools   Saint Paul College

University of Minnesota Twin Cities   Augsburg College   Metropolitan State University

Project for Pride in Living   YouthLink   Northside Achievement Zone

Hennepin County   General Mills   Hennepin County Medical Center   US Bank

McKnight Foundation   General Mills Foundation   United Way Foundation

Figure 2.5.1. MCTC Draft Stakeholders and Partners List

Schools in FY14 with the hiring of a Dean of Academic Foundations. The partnership involved identifying specific CTE program pathways for each of MPS high school based on their curriculum and student population/student interests.

Partnerships with Employers. The CECT function engages many external stakeholders, some of whom become the College's partners. For example, programs offered in partnership with PPL have grown significantly in recent years. In 2016, at least seven cohorts of students will go through various career pathways programs through that partnership. This requires consistent communication, regular meetings between staff, protocols for how we work together and collaborative program evaluation. In this partnership, PPL's role is to provide extensive

wraparound services to students who have been challenged to find education and employment success, and MCTC's role is to provide a high-quality educational experience informed by employer needs.

- **Selecting tools/methods/instruments to assess partnership effectiveness**

We use existing data sources like Data Shop and Program Review as well as ad hoc reports to assess partnership effectiveness. We select tools that have meaning in the context of a specific partnership. For example, we use data from Data Shop (LINK to 5P1) on high school student enrollment at MCTC to evaluate partnerships with Minneapolis Public High Schools. A SPA ad hoc report using data on placement test scores of recent MPS graduates provided data
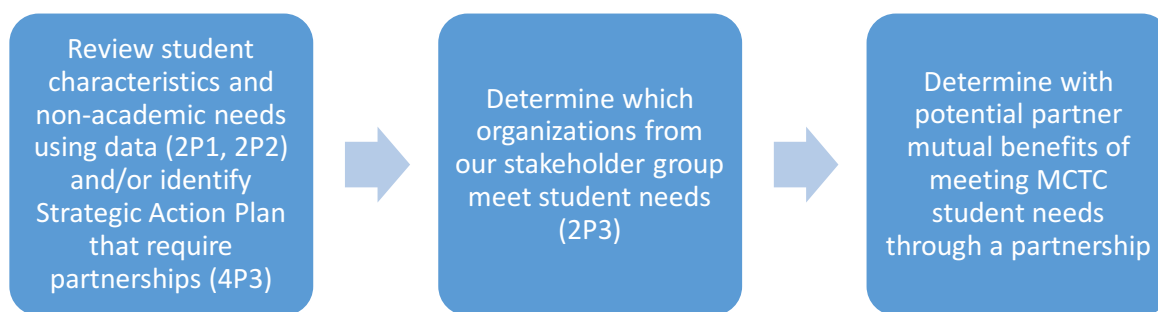

Figure 2.5.2. MCTC Partner Selection Process

to both MCTC and MPS about the lack of alignment between MPS's curriculum and standards for college-readiness tested on the Accuplacer. The MnSCU Performance Metric "Successful Transfer" provides indirect data on the effectiveness of partnerships with universities. The C3 Fellows program has produced participation data showing an increase over time.

These examples show that partnership effectiveness with our key partners is assessed, but MCTC does not have a standard measure we use with partners that assesses their perception of partnership effectiveness. This area of opportunity was first identified by AQIP Leadership Team members at the 2012 Strategy Forum. While SPA analyses of individual partnerships have produced actionable data (e.g. MPS graduate college readiness), systematic use of a partnership survey tool or other instrument remains an opportunity.

- **Evaluating the degree to which collaborations and partnerships are effective**

This could be accomplished by first clearly understanding out partners' needs, setting shared goals aligned with both organizations' missions and reviewing outcome data together to determine if the partnership is producing the intended effects. MCTC does this, but not yet systematically.

2R5: What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

- **Outcomes/measures tracked and tools utilized**

MCTC currently does not formally or in policy differentiate between stakeholders and partners thus there are no systematic data on number of partnerships or success of partnerships is indicated by measures of success in areas where the College has placed a focus: increasing enrollment of recent high school graduates and improving relationships between the College and employers and between the College and four-year institutions. The data we use, respectively, are:

- Enrollment of students younger than 21 and enrollment in post-secondary enrollment options (PSEO) and concurrent enrollment

- Employment placement with partner organizations

- Student major (CTE versus Liberal Arts)

- Number of transfer students to specific institutions

- **Summary results of measures**

K-12 data. Table 2.5.3. shows that enrollment is down for students in age categories 21 and over while students under 21 are enrolling in higher numbers.

Additionally, enrollment in the post-secondary enrollment options (PSEO) program for high school students grew by 75% and concurrent enrollment has grown from less than a dozen students in FY14 to over 200 students in FY16.

Employment data. Table 2.5.1 data for two employment pathways show that students are finding internships or employment by participation in these career pathways.

Transfer student data. Internal SPA reports have suggested that MCTC should create stronger relationships with the four-year colleges to which our students transfer. Data Shop data show that majors in liberal arts/transfer are trending up (see 2R3). Additionally, an FY13 SPA report showed that the two colleges to which students transfer are Metropolitan State (Metro) and the University of Minnesota (UMN). Together these data suggest that two critical partners for MCTC are the University of Minnesota and Metropolitan State University. Thus, systematic partnerships should be in place with both institutions. (Figure 2.5.4)

- **Comparison of results with internal targets and external benchmarks**

We do not have internal targets for enrollment by age category or for employment with partner organizations. Setting targets for enrollment by age and for employment, internship and volunteer placement with employer partners is an area of opportunity. An area where we do have comparison data is in enrollment overall at the College. MCTC enrollment compared to Metro-area MnSCU college enrollment is reported every semester in the College's Weekly Enrollment Report. Data for the most recent semester, like data for other semesters over the past three years, show that MCTC is down in enrollment compared to other Metro-area colleges.

While the data above do not tell us specifically about our partnership with MPS, these data make clear that an increase in our population of students under 21 is particularly interesting.
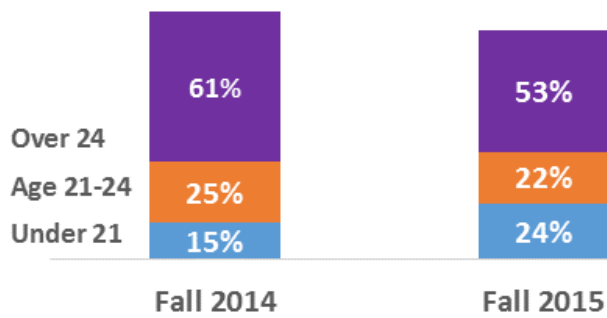
Figure 2.5.3. 2014 and 2015 Enrollment by Age Category

2I5: Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

Concurrent enrollment partnerships. MCTC has made important structural changes in the last three years to support building effective partnerships. A Dean of Academic Foundations position was created to help the College engage strategically with K-12 institutions. An Associate Vice President of Strategic Partnerships position was created to provide more structure for partnerships with employers and community organizations. And the K-12 Coordinator role was moved from Student Affairs to Academic Affairs where the role can work with the Dean of Academic Foundations to create pathways into specific MCTC programs. This aligns with the President's Council priority of taking "collective responsibility for the youth of Minneapolis."

Employment partnerships. MCTC's partnership with Saint Paul College and healthcare organizations on the central corridor in Minneapolis-St. paul has resulted in concrete career placements for students. An expansion of this program is planned through a grant to the College from Hennepin County. MCTC's partnership with Hennepin County has resulted not only in internship placements for students but also in new opportunities for collaboration. For example, the County and MCTC are submitting two collaborative grants in FY16 to support more work

opportunities for MCTC students. Even without grant funding, up to 28 more IT interns are slated to be hired by the County in FY16. Finally, the Grant Management Team's new process for approving grants ensures that these grants are also meeting the needs of our stakeholder funding agencies (2I3).

Transfer partnerships. In FY14, MCTC worked with the Office of Institutional Research at UMN to review major data and outcomes data for MCTC students transferring to UMN. These data suggested that liberal arts pathways from MCTC to UMN are needed; this project was included on the FY15-16 Strategic Action Plan. Metro State has career programs to which our students transfer including business administration and human services. MCTC and Metro State began a process in FY15 to improve articulation agreements between the two institutions; this project was also included on the Strategic

	MCTC-Hennepin County Partnership	C3 Fellows Partnership
Goals	Create multiple pathways from MCTC to employment with Hennepin County	Place 100 students in healthcare-related jobs or volunteer positions with select healthcare organizations on the Green Line
FY14-15 Outcomes	9 Human Services student internships completed 5 Human Services work-study positions filled 23 IT student internships completed	393 students engaged in programming (resume-building, workshops) 112 students placed, 96 of whom were placed in jobs

Table 2.5.1. Internship and Placement Outcomes for Employment Pathways Project: C3 Fellows and Hennepin County

Action Plan. MCTC has recently created a space on campus for Metro and UMN advisors to meet with MCTC students to plan the transfer process early in a student's journey at MCTC. Housing of staff at MCTC has strengthened our transfer pipeline.

Partnerships. MCTC currently uses a MnSCU Memorandum of Understanding (MOUs) template to document partner agreements including partnership objectives, scope, responsibilities, duration and terms of the partnership. These memoranda are not used systematically, however. Additionally, we do not have a way to assess partnership satisfaction. MCTC plans to survey our key partners in FY16 using Eastern Arizona's partnership survey. Survey results reports include benchmark data.

Category 3 Overview

MCTC's last Systems Appraisal in 2012 suggested that efforts to improve human resources were not
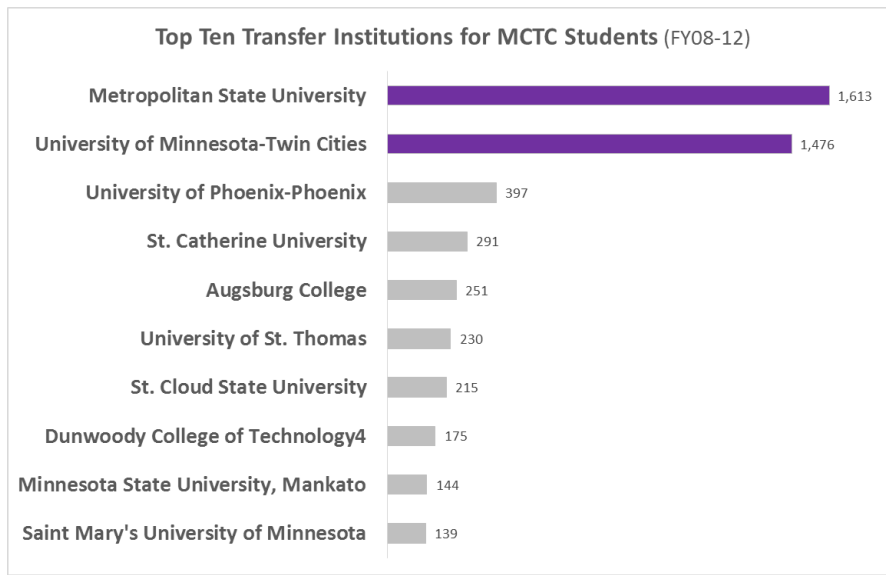
Top Ten Transfer Institutions for MCTC Students (FY08-12)

Institution	Count
Metropolitan State University	1,613
University of Minnesota-Twin Cities	1,476
University of Phoenix-Phoenix	397
St. Catherine University	291
Augsburg College	251
University of St. Thomas	230
St. Cloud State University	215
Dunwoody College of Technology4	175
Minnesota State University, Mankato	144
Saint Mary's University of Minnesota	139

Figure 2.5.4. Top Ten Transfer Institutions for MCTC Students, FY08-FY12

Director and Assistant Director and having the HR Director report directly to the President.

Under new leadership, several improvements have taken place over the last year to improve processes in HR. Among the projects launched in FY15 were developing a new hiring philosophy and automating HR processes, starting with the process by which managers communicate new staffing requests to HR. The new hiring philosophy takes into account applicant strengths, passions and volunteer and other experiences in determining job qualifications, rather than using only educational history and work experience. This philosophy supports the College's goal of equity, not only for students but for employees. This process is aligned with the College's mission, vision and values and is included on the FY15-16 Strategic Action Plan. It supports the College's Strategic Priority, "Empower Employees." The new staffing request automation project increases HR efficiency on a process that is typically cumbersome, error-prone and frustrating for supervisors.

In terms of performance evaluation and employee recognition, MCTC's processes have ranged from reactive to systematic. Recognition processes have been determined primarily by MnSCU System-wide recognition programs. Evaluation processes have been somewhat systematic for faculty but have not been systematically used to recognize staff contributions to the College as our Noel-Levitz survey results show. Performance evaluation has been identified by College leadership as a key area of opportunity and a project focused on more systematic employee evaluation was included in the FY15-16 Strategic Action Plan and is now underway.

systematic. Since that time, Human Resources has been the subject of numerous institutional change initiatives to address this area of need. In 2012 a new onboarding process was rolled out to supervisors, which resulted in increased ability to start working on an employees' first day. Deans and faculty engaged in an action project on probationary faculty development (6P1). Despite these improvement efforts, by 2013, HR processes remained relatively reactive. As a result, in 2013, MCTC's President charged the Task Force on Human Resources and Supervision Practices with developing recommendations to improve employee morale. In response to the task force's report, in 2014 and 2015, the college began making a series of structural changes to HR, including hiring a new

Professional development includes systematic processes, however employee satisfaction results show there is room for improvement. Improvements planned for FY16 include using an online State of

Student FYE[1]
Metro Alliance Same-Day Comparison

College	Fall 2015	Fall 2014	% Difference
Anoka Ramsey Community College	2,630.4	2,499.6	5.2%
Normandale Community College	3,180.0	3,119.0	2.0%
Century College	2,921.4	2,988.8	-2.3%
St. Paul College	2,114.1	2,164.8	-2.3%
Dakota County Technical College	939.3	965.0	-2.7%
North Hennepin Community College	2,023.1	2,112.1	-4.2%
Hennepin Technical College	1,734.0	1,812.0	-4.3%
Inver Hills Community College	1,594.4	1,697.3	-6.1%
Minneapolis Community and Technical College	**2,640.9**	**2,842.2**	**-7.1%**
Anoka Technical College	656.4	726.7	-9.7%

Table 2.5.2. MCTC New Student FYE Enrollment in 2014 and 2015: Comparison to Metro-Area MnSCU Colleges

Minnesota Employee Learning Management (ELM) System to advertise free trainings in employees' areas of interest, documenting training participation and alerting supervisors when employees have completed a training. Currently MCTC provides biannual all-College employee development days and also provides trainings in continuous improvement, effective meetings, change management and project management; however, employee participation is not documented. In Summer 2015, the Vice President of Academic Affairs tasked the Center for Teaching and Learning, which facilitates and leads faculty professional development, with developing a strategic plan for CTL by end of Fall 2015 aimed at faculty engagement that is more systemic and universal. Additional release time was provided to CTL faculty to conduct research and planning to support this effort.

3P1: Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

- **Recruiting, hiring, and orienting employees**

MCTC is committed to recruiting and hiring diverse candidates who can contribute to the College's programming, services and reputation. This project is included on the FY15-16 Strategic Action Plan: "FY15-16: Create a hiring philosophy and framework that attracts and retains employees that embody the College's values and mission." The next section on designing hiring processes describes this philosophy.

Recruiting. MCTC advertises its positions in a variety of venues to recruit from diverse communities. Currently, jobs are posted on the MCTC and State of Minnesota job boards, HigherEdJobs.com, jobvertise.com, Minnesota Council of Non-Profits website, the University of Minnesota job postings site as well as job listings through Comunidades Latina Unidas En Servicio and the State of Minnesota's Workforce Diversity Email List.

Hiring. The specific hiring processes used by MCTC differ based on whether a classified position or unclassified position is being filled. Classified staff hiring is controlled through the Minnesota

Office of Management and Budget, which uses resume-matching and priorities such as Veteran status to select appropriate candidates who meet requirements of the position. For unclassified positions, including faculty, some professional staff and administrators, we comply with collective bargaining agreements and use the NEOGOV software system to manage the process. Unclassified searches use a traditional search committee format.

The HR Division is in the process of leveraging technology to streamline hiring processes. It has begun putting key forms into an electronic format, beginning with a new online staffing request form launched in early FY16. This helps to expedite the process of obtaining the multiple signatures needed to establish a new position or fill a vacancy; eliminates chances that the paper form will get lost; and speeds the overall process.

Onboarding. In 2012, a Kaizen event was held with the goal of improving College onboarding processes. Since only supervisors are able to hire employees, this collaborative effort identified education of supervisors as a critical step in improving the process. This resulted in the creation of a comprehensive supervisor handbook that outlines all of the processes and materials needed to ensure smooth entry of new employees. This handbook provided clear instructions and checklists to ensure timely computer and office set-up, a first-week agenda template and a communication template announcing the new employee to the College.

As with efforts to streamline the hiring process, the College is increasing leveraging technology to streamline the onboarding process. In particular, HR is developing the process map on which an automated onboarding process will automatically assign tasks to different departments so that offices, keys and other items that new employees need prior to their first day are in place on employees' first day. This process would be triggered by the hiring of the new employee by the supervisor. Likewise, upon being hired, new employees are now automatically enrolled in MnSCU trainings on such topics as the employee code of conduct, sexual harassment and data privacy (See 3P3).

Likewise, at the system level, MnSCU has systematized onboarding of new supervisors and administrators by offering a set of trainings available to all new supervisors and/or administrators throughout the system. Both supervisors and

administrators are required to participate in a two-part training entitled the "The Art and Science of Supervision," which include both online and in-person components. Topics include employee ethics, leaves, performance management, classification and compensation and overall labor relations as well as topics related to MnSCU's leadership competencies. Upon being hired, all new Administrators are automatically enrolled in an all-day New Administrator Orientation held by the System Office.

• **Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values**

Each time a position is posted, the hiring manager must supply the HR Division with an up-to-date position description (PD) and an organizational chart that shows the reporting line for the position. For new positions, both MCTC and MnSCU HR divisions analyze the PD to determine the appropriate classification for the position. Each job classification in the State of Minnesota includes the requisite knowledge, skills and abilities for the position. MCTC establishes the minimum and preferred qualifications for each position consistent with State of Minnesota and MnSCU guidelines. (3.C.6)

Once a position is classified, the PD is used to create a posting to advertise the position, which outlines minimum and preferred qualifications and a salary range for the position. All permanent positions are posted publicly in accordance with each respective collective bargaining agreement. The HR Division screens incoming applications to ensure that applicants forwarded to search committees for consideration meet minimum qualifications. Search committees are encouraged to develop questionnaires or scoring rubrics to screen applications and record assessments during interviews. These search committees are responsible for identifying finalists for consideration by the hiring manager, who conducts the final interview and makes hiring decisions. For dean and vice president positions, each finalist also participates in an on-campus open forum that allows students, employees, and community members to evaluate candidates. Written feedback from forum attendees is provided to the hiring manager to help inform final hiring decisions. Unlike the hiring of other employees, which is conducted by the College, the hiring of new presidents is conducted by the MnSCU System Office, but also involves search committees with local

members and open forums for community input.

Because the majority of students who attend MCTC are from populations historically underserved by higher education, both MCTC and MnSCU are committed to diversifying its employee base to better reflect the population the College and System serves. Hiring goals are established through the biennial Affirmative Action plan process, by comparing data regarding the availability of employees in certain protected classes to the number of employees in each category.

Over the past year, under the leadership of a new interim president and a new chief human resource officer (CHRO), significant steps have been taken to further advance the goal of diversifying the College's workforce. The College has instituted a process of reviewing each PD prior to classification and posting to ensure that it doesn't contain excessive minimum qualifications, with respect to both experience and education levels, that create unnecessary barriers to consideration for employment. One goal of this process is to increase the number of positions that are "associate's degree friendly." This has four intended outcomes: identifying candidates with the best overall set of talent, skills, experience and attributes for a position; diversifying hiring pools; expanding job opportunities to MCTC graduates who are in an excellent position to relate to our student body; and demonstrating to external employers the College's confidence that its graduates are job-ready. This improvement is further explained in Section 31I below.

• **Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs**

Faculty credentialing is governed by MnSCU Board of Trustees policy {http://www.cfc.mnscu.edu/} and codified in the Minnesota Stage College Faculty contract. {http://www.hr.mnscu.edu/contract_plans/documents/MSCF_Final_2013_2015.pdf}. Specific qualifications for each credentialed area include competencies, education levels, and work experience. General education faculty must have a Master's degree in their field or a minimum of 16 graduate credits in their discipline field. (This requirement will be increased to 18 graduate credits in September 2017, in compliance with HLC's newly revised Assumed Practices in Faculty Qualifications.) Technical faculty must have the appropriate educational level, demonstrated paid work experience of a minimum

of two years in the credentialed field, and/or the certification, licensure or other credential required or considered essential for professionals in the industry in which they are teaching (3.C.2). Additionally for those programs that have standards established by a state or national accreditation body, the credentialing established by that body may be incorporated into the minimum qualifications. If not obtained elsewhere, new faculty must successfully complete a series of courses that meet the teaching and learning competencies. These include the following classes: Course Construction, Teaching/Instructional Methods, Student Outcomes Assessment/Evaluation and The Philosophy of Community and Technical College Education.

Credentials for each discipline are established by a joint committee with representatives from the MnSCU System Office and the Minnesota State College Faculty (MSCF) union, which was established by the Board of Trustees. (3.C.1, 3.C.2)

- **Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities**

The maximum teaching workload for each faculty member is outlined in the Minnesota State College Faculty union contract, which establishes maximum credit hours or student contact hours that may be assigned to faculty members. The contract specifies that work expectations extend beyond classroom teaching: "student advising, course evaluation, classroom preparation, the evaluation of student performance, committee assignments, classroom research and community service as part of the overall work assignment." The contract specifies that this is not just expected of full-time faculty; as the contract states, "the work assignments of part-time faculty include similar duties performed on a proportional basis."

The contract further specifies the proportion of faculty who must be unlimited (tenured), full-time faculty. This is referred to in the system as the "hiring practices" threshold, and is set at seventy percent (70%) system-wide and sixty percent (60%) at each college.

In terms of ensuring the College has sufficient faculty to carry out classroom and non-classroom activities, the college's course registration system is programmed to ensure that classes are not enrolled beyond the course caps that have been established by College administration. (3.C.1)

- **Ensuring the acquisition of sufficient numbers of staff to provide student support services**

Based on recent Noel-Levitz results, fewer staff indicate that they are satisfied with the levels of staffing in their departments. This is not surprising given that decreased enrollments over the last two years have resulted in several rounds of layoffs. Thus, ensuring the acquisition of sufficient numbers of staff to provide student support services is an area of opportunity, an improvement around which is being implemented in FY16.

3R1: What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

- **Outcomes/measures tracked and tools utilized**

The College tracks its effectiveness in recruiting and retaining employees using multiple measures.

To measure its success in diversifying its employees bases, the College uses a Board of Trustees-established performance metric that tracks employee diversity at each MnSCU system institution. In addition, the HR Division uses a management report called the Under-Utilization Report, populated with data from the Census Bureau and the Minnesota Office of Management and Budget, to set hiring goals for each type of position at the college relative to diversity categories.(Table 3.1.1)

The College uses an annual report from the System Of ice to ensure it meets a contractual requirement (established between the System Of ice and statewide faculty union) to ill at least 60 percent of its faculty FTE with unlimited (tenured) full-time faculty.

The IPEDS Feedback Report provides comparative data on expenditures by functional area.

In terms of qualitative measures, the College administers an employee survey, the Noel-Levitz Employee Satisfaction Survey, that measures importance of and satisfaction with work environment. This survey was irst conducted in 2012 and conducted again in 2015. While Noel-Levitz aggregates that data across all employee groups, the College commissions additional external analyses that break down responses by employee classi ication, college division, and such demographic factors as race/ethnicity of employees.

• **Summary results of measures (include tables and figures when possible)**

The MnSCU Performance Metric data show that MCTC's employee base comprises 24% employees of color, up one percentage point since 2011.

With regard to meeting the contractual requirement that 60% of our faculty FTE be filled by unlimited (tenured or tenure-track) faculty, MCTC continues to meet this obligation. This figure was 63.4% in FY12, 64% in FY13, 64.8% in FY14, and 65.2% in FY15.

• **Qualitative Data**

The Noel-Levitz survey shows how satisfied employees are with MCTC's performance on items related to hiring practices and work conditions.

Responses to these items show that employees are less satisfied now than they were in 2012. Budget cuts in FY14 and 15 led to three rounds of lay-offs that may have impacted the level of employee satisfaction. Employees are somewhat more satisfied with the process of selecting new employees now than they were in 2012.

Data presented at the college's annual "Trends and Highlights" meeting with administrators at the System Office shows how MCTC's staffing levels have changed over time. These results show that while the number of faculty FTE dropped between 2009 and 2014, staffing levels in other categories have held steady or grown slightly.

• **Comparison of results with internal targets and external benchmarks**

MCTC uses external benchmarks to determine employee satisfaction with hiring and orientation processes. Noel-Levitz data on employee satisfaction show that in both 2012 and 2015, MCTC scores are statistically signi icantly below the comparison group average satisfaction rating (Table 3.1.4) Recent rounds of layoffs in FY14 and FY15 may account for a decrease in scores on items related to staff resources. In any case, these data strongly suggest that hiring and orientation for new employees represents a critical opportunity for MCTC, one that a new HR staff and processes are being designed to address.

Noel-Levitz data were also analyzed by three demographic factors. Results related to 3P1 show that there are important differences between employee types in how satisfied employees are with the item:

	Women	Racial/ Ethnic Minorities	Individuals With Disabilities	Veterans	Women	Racial/ Ethnic Minorities	Individuals With Disabilities	Veterans
Officials/Administrators	---	---	---	2	---	---	---	1
Professionals	---	---	---	4	---	---	---	2
Faculty	---	7	1	5	---	3	1	2
Protected Services: Non-sworn	6	---	1	---	2	---	1	---
Office/Clerical	---	---	---	2	---	---	---	2
Technicians	---	1	---	---	---	1	---	---
Skilled Craft	1	---	1	1	0	---	0	0
Service Maintenance	8	---	---	---	3	---	---	---
Paraprofessionals	---	---	1	2	---	---	1	1

Table 3.1.1. Human Resources Under-Utilization Report and Hiring Goals

Item	2012 MCTC Satisfaction Mean	2015 MCTC Satisfaction Mean
This institution consistently follows clear processes for selecting new employees	2.46	2.61
This institution consistently follows clear processes for orienting and training new employees	2.42	2.45
My job responsibilities are communicated clearly to me	3.53	3.55
This institution makes sufficient staff resources available to achieve important objectives	2.59	2.51
My department has the staff needed to do its job well	2.87	2.69

Table 3.1.2. Noel-Levitz Employee Satisfaction Survey Results on Items Related to Employee Hiring and Orientation, 2012 and 2015

"This institution consistently follows clear processes for orienting and training new employees." Drilling further into the data show that the lowest scores on this item were for Academic Affairs staff, followed by Student Affairs staff and then by Finance and Operations staff (Table 3.1.5).

MCTC experienced a 16.5% decline in employee headcount from 2009 to 2014, a much steeper

year colleges nationally show that MCTC had an approximately equivalent number of employees categorized as teaching staff compared to our peer group, but had more employees than our peers in other categories, most notably instructional support, where we had approximately twice as many employees as our peer group. (Figure 3.1.1)

- **Interpretation of results and insights gained**

Employee Type	Change from 2009 to 2014
Instructional Faculty	-9.1 percentage points (57.9% in 2014)
Support and Service	3.8 percentage points (21.5% in 2014)
Professional Staff	4.5 percentage points (14.2% of total in 2014)
Managers and Supervisors	.4 percentage point (4% of total in 2014)
Administrators	.4 percentage points (2.3% of total in 2014)

Table 3.1.3. Changes in Employee Staffing Levels by Employee Type, 2009 to 2014

decline than the MnSCU System college average of 5%. In terms of employee diversity, twenty-four percent of MCTC's are employees of color; the average for other MnSCU colleges is 9.4%. In terms of rowth, 17.9% of new hires were people of color while the System college average is 14.7%. Hiring of new staff of color has increased more dramatically than hiring of new faculty of color.

Data the College presented at its annual "Trends and Highlights" meeting with System Office shows that MCTC's employee profile relative to job classifications is similar to that at other MnSCU colleges.

Data from the IPEDS Feedback Report for 2014 which allows us to compare ourselves with two-

Although the biggest decline in staffing was seen among faculty between 2009 and 2014, this reduction was primarily driven by the necessary reductions in class sections as enrollments declined and fewer sections needed to be offered. These reductions were accomplished by reducing use of adjunct faculty and decisions not to fill open positoins. Prior to Fall 2014, budget-related layoffs primarily were focused on cutting staff positions. In Fall 2015, the college determined that it could not continue this practice of cutting staff while not reducing its portfolio of academic programs.

MCTC's campus is more diverse in terms of percent employees of color in the institution than other MnSCU colleges. However, the diversity of

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
This institution consistently follows clear processes for selecting new employees	2.46	3.15	2.61	3.22
This institution consistently follows clear processes for orienting and training new employees	2.42	3.03	2.45	3.17
My job responsibilities are communicated clearly to me	3.53	3.71	3.55	3.73
This institution makes sufficient staff resources available to achieve important objectives	2.59	3.11	2.51	3.14
My department has the staff needed to do its job well	2.87	3.06	2.69	3.09

1 = *Not satisfied at all* / 5 = *Very satisfied*

Items that showed MCTC had a statistically significantly *lower* mean than the comparison group of at least .05 in both 2012 and 2015 are shown in **bold.**

Table 3.1.4. Comparative Noel-Levitz Employee Satisfaction Survey Results for Items Related to Employee Hiring and Orientation, 2012 and 2015

the employee base lags that of the student body, which comprised 60% students of color in 2014. However, the college is making progress towards diversifying its workforce: The percent of new hires that are staff of color was at a six-year high of 40%.

Employee survey data suggest that the College has an opportunity to improve employee satisfaction with its hiring and onboarding practices.

POSITION	Not satisfied at all	Not very satisfied	Somewhat satisfied	Satisfied	Very satisfied
Faculty	18.6%	24.3%	31.4%	20.0%	5.7%
Staff	35.1%	30.6%	19.4%	9.7%	5.2%
Admin	25.0%	12.5%	43.8%	12.5%	6.3%

Table 3.1.5. Noel-Levitz Employee Satisfaction Survey Results by Employee Type for Items Related to Employee Hiring and Orientation, 2015

3I1: Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

Perhaps the most important change in HR, which began in FY15 with a change in HR leadership, is related to MCTC's hiring philosophy and practices. MCTC used a traditional approach to hiring until that point, whereby supervisors selected the minimum qualifications and experience for new hires. Supervisors were focused on attracting the best candidates based on the requirement of Bachelor's degrees or Master's degrees along with multiple years of experience in a specific role. Now, MCTC's philosophy has shifted from focusing on

Employee Type	MCTC to System College Average in 2014
Instructional Faculty	57.9% to 59.1%
Support and Service	21.5% to 20.9%
Professional Staff	14.2% to 13.6%
Managers and Supervisors	4% to 3.3%
Administrators	2.3% to 3.1%

Table 3.1.6. Changes in Employee Staffing Levels by Employee Type and Compared to MnSCU System College Averages, 2014

degrees and professional experiences as the primary qualifications to focus on applicants' skills, abilities, interests attributes, and informal work, volunteer or lived experiences. By changing the philosophy on minimum qualifications, MCTC will be able to attract more candidates from diverse educational and work backgrounds who fit MCTC's mission and roles. This change may give rise to having more employees who better match MCTC's student demographics as well.

To improve the effectiveness and quality of programs and student supports, the College has begun a process of co-locating all Student Service functions in the main College building. Key TRIO service units

were recently moved to this high-traffic area, which also houses Financial Aid, the Registrar, Academic Advising, Career services and Businesses Services. By housing non-academic supports and academic supports together, colleagues can share information, hold joint meetings, provide referrals to adjacent offices, thereby increasing efficient use of time and effective use of referrals for students. This may also address issues of low employee satisfaction, like satisfaction with training, because staff will be able to work together and share information more efficiently.

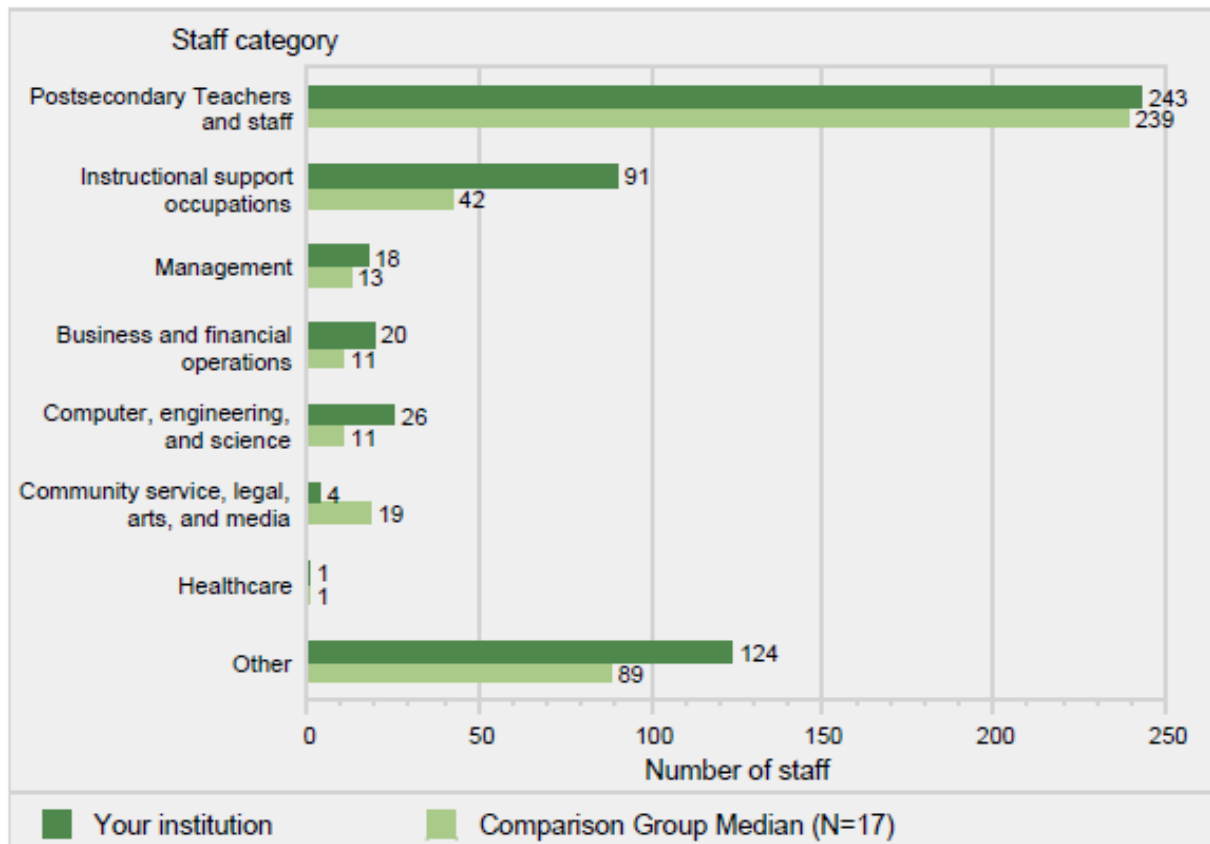A newly-hired assistant HR director is currently working on a project to enhance the

Figure 3.1.1. IPEDS Results for Number of Employees by Employee Type Compared to MCTC's IPEDS Peers, 2014

new employee onboarding process to better orient employees to MCTC's history; its mission, vision and values; its student population; and future employee development opportunities.

3P2: Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

- **Designing performance evaluation systems for all employees**

MnSCU Board Policy 4.9 states that each MnSCU college and university should have a procedure for ensuring performance evaluations on an annual basis. Each campus HR department determines how to design and implement a performance evaluation system. The FY15-16 Strategic Action Plan includes a project to "Improve employee engagement by creating a performance management system that brings clarity to roles and goals and ensures regular feedback for employees." As the first step in this process, the HR Department is leading an initiative to ensure that all staff have an accurate and current position description on file based on results that show that less than half of MCTC employees have an up-to-date PD (3R2).

- **Soliciting input from and communicating expectations to faculty, staff, and administrators**

Supervisors have responsibility for communicating evaluation expectations to and collecting input from their employees. HR will be developing an improved communication tool to ensure that supervisors are kept abreast of the obligation and deadline for completing timely performance evaluations.

MCTC faculty were involved in a multi-phase AQIP action project in 2012-2013 that resulted in a new evaluation process for probationary faculty. The competencies to be evaluated are outlined in an extensive rubric developed as part of the Action Project to ensure that both faculty and evaluators are using a common set of standards.

- **Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services**

MCTC's goals along with our new mission, vision and values and the College's goals of student success and equity predate the development of skills in the staff performance evaluation form. The skills on which employees are evaluated currently include:

- Customer Relations/Service
- Adaptability
- Initiative
- Mutual Respect and Ethics (includes language on "fostering diversity")
- Reliability
- Teamwork
- Safety & Security
- Communications
- Creativity

We have not aligned our objectives with our performance evaluation process since developing the new Strategic Action Plan or mission, vision and values.

- **Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators**

Minnesota Management and Budget, which governs human resources practices for all Minnesota state agencies, uses Procedure 20 to ensure "a continuous process of reviewing, analyzing and evaluating employee performance. The system is based upon individual position descriptions, established performance indicators, formal performance review and individual development planning." (3.C.3)

Below are the processes for different employee types.

The Minnesota State College Faculty (MSCF) bargaining unit does not specify an evaluation process. Thus the following process was developed by faculty and deans. Once every three years, the full-time unlimited faculty evaluation process follows these steps:

1. Administrator/evaluator meets with faculty to review evaluation plan steps

2. Faculty member collects data on teaching using the following sources

   a. Student Evaluations
   b. Peer Evaluations

c. Administrator Classroom Observation

3. Faculty develops a portfolio including data from 2a-2c

4. Faculty reviews data and conducts a self-evaluation; sends to administrator

5. Administrator creates evaluation report for faculty

6. Faculty and administrator meet for final evaluation meeting

7. Administrator writes formal letter to faculty; sends copy to HR

The steps for evaluating probationary faculty are similar to the steps listed above. Unlike full-time faculty, however, probationary faculty are evaluated every year in their first three years. To be considered for tenure, they also need to show evidence of teaching excellence, collegiate citizenship and commitment to MCTC and professional and artistic engagement. The rubric used to evaluate probationary faculty focuses on development of these three areas of engagement, especially excellence in teaching. The probationary faculty evaluation process was the subject of a 2012-2013 AQIP action project.(3.B.5)

Staff evaluations follow these steps:

1. Staff member and supervisor meet to review performance evaluation form and process

2. Staff member conducts self-review using standard evaluation form

3. Supervisor conducts evaluation of staff member

4. Supervisor and staff member meet to review and revise final performance evaluation document; signed copy sent to HR

The process for non-president administrator review includes the following steps:

1. Administrator compiles data on all strategic projects for the fiscal year, aligned with the Strategic Action Plan and the President's work plan

2. Administrator and president meet to review and set goals for next fiscal year

3. Administrator accomplishments are included in the president's self-evaluation letter to the MnSCU Chancellor

4. The Chancellor reviews the President's projects and provides feedback on priorities

5. The President finalizes his work plan for the next fiscal year and assigns responsibilities to administrators on campus

• **Establishing employee recognition, compensation, and benefit systems to promote retention and high performance**

Benefits and position-specific salary ranges are established through the collective bargaining process at MnSCU or through the Minnesota Management and Budget agency. Therefore, MCTC does not have latitude to negotiate benefits. The College has latitude to negotiate salaries of new employees within the contractually negotiated salary ranges . However, to promote equity in comparable positions across its system institutions, MnSCU's HR Division further constrains each institution's ability to negotiate starting salaries to narrower bands within each of these ranges. Once a salary of a new employee is set, future salary advancement is limited to contractually specified step increases or raises for all employees resulting from newly negotiated bargaining unit contracts.

In terms of recognition, the College hosts an annual, formal employee recognition event where employees are recognized for their length of service as well as for System-wide achievements. Each year, the President names two to four outstanding educators, who are identified by a committee comprising faculty and one dean. These names are forwarded to the System Office for system-level achievements and consideration for a system-wide Outstanding Educator Award. The president also names faculty and staff who will participate in a systemside leadership program called the Luoma Leadership Academy.

• **Promoting employee satisfaction and engagement**

Employee engagement and satisfaction are promoted through regular meetings with bargaining unit leaders to get feedback from members. Policy recommendations go through every bargaining unit-leadership meeting where bargaining unit leaders take recommendations, bring them back to their members and get feedback for future bargaining unit-leadership meetings. Some bargaining units administer staff surveys to gather feedback. An example of changing a policy with bargaining unit member feedback involves a recent decision to extend dual appointment rights to professional employees based on survey results that indicated their support for the policy change.

Recent leadership changes will allow MCTC to design processes for promoting employee satisfaction and engagement in the future.

3R2: What are the results for determining if evaluation processes assess employees' contributions to the institution?

• **Outcomes/measures tracked and tools utilized**

The Noel-Levitz Employee Satisfaction Survey data are used to assess employee satisfaction with items in this category.

• **Summary results of measures (include tables and figures when possible)**

Noel-Levitz Employee Satisfaction Survey results reveal average satisfaction data in Table 3.2.1. for recognition and evaluation items are approaching the "satisfied" mark, but there is room for improvement. MCTC also uses custom items on the Noel-Levitz survey to hone in on items that we think are important to employees. (Table 3.2.2). Results show that employees are somewhat more satisfied now than in 2012 with the level of recognition they are receiving for their work; still this result shows that employees in general do not feel satisfied or dissatisfied with this item so there is room for improvement. Scores on satisfaction with reviewing performance objectives annually have not changed.

• **Comparison of results with internal**

targets and external benchmarks

In terms of comparative results, Noel-Levitz data are compared to a comparison group of colleges that take the same survey. Results show that in terms of designing compensation and benefits systems, which are reliant on MMB and MnSCU policies and procedures, MCTC employees are not significantly less satisfied than employees in the comparison group. However, helping employees feel recognized and appreciated for the work they do provides a clear area of opportunity (Table 3.2.3).

• **Interpretation of results and insights gained**

MCTC has a clear opportunity to improve the performance evaluation process and recognition systems for employees. For this reason, an improvement project focused on a robust performance management process was assigned to the HR director and added to the FY15-16 Strategic Action Plan.

3I2: Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

According to an internal HR analysis in FY15, approximately 40% of employees had a up-to-date, accurate position description (PD) on file. The Division responded by establishing a project that required supervisors to review PDs with their employees and update or confirm their accuracy. That project was "Phase I" of a two-phase project to ensure all employees have meaningful performance evaluations

Item	2012 MCTC Satisfaction Mean	2015 MCTC Satisfaction Mean
This institution consistently follows clear processes for recognizing employee achievements	2.69	2.62
My supervisor helps me improve my job performance	3.34	3.42
The work I do is appreciated by my supervisor	3.76	3.61
The work I do is valuable to the institution	3.80	3.65
My supervisor pays attention to what I have to say	3.64	3.69
I am paid fairly for the work I do	3.03	3.20
The employee benefits available to me are valuable	3.81	3.97

1 = Not satisfied at all / 5 = Very satisfied

Table 3.2.1. Noel-Levitz Employee Satisfaction Survey Results on Items Related to Employee Evaluation and Recognition, 2012 and 2015

annually. The new assistant HR director will be tasked in FY16 with developing a policy and standard process for conducting staff evaluations, while deans and the Academic Affairs Vice President will continue to be

Additionally, "Be a leader in inclusion and equity" is one of the MCTC's four strategic priorities. For this reason, new and revised MCTC position descriptions will include enhanced language about cultural

Custom Item	MCTC 2012 Satisfaction Mean	MCTC 2015 Satisfaction Mean
There is an appropriate level of recognition at the College for innovative and high-quality teaching/work performance.	2.77	2.93
At least once a year my supervisor and I review my performance against established work objectives.	2.98	2.97

1 = Not satisfied at all / 5 = Very satisfied

Table 3.2.2. Noel-Levitz Employee Satisfaction Survey Results on MCTC Custom Items Related to Evaluation and Recognition, 2012 and 2015

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
This institution consistently follows clear processes for recognizing employee achievements	2.69	3.09	2.62	3.19
The work I do is valuable to the institution	3.80	3.90	3.65	3.99
My supervisor helps me improve my job performance	3.34	3.72	3.42	3.75
The work I do is appreciated by my supervisor	3.76	3.85	3.61	3.89
My supervisor pays attention to what I have to say	3.64	3.87	3.69	3.89
I am paid fairly for the work I do	3.03	3.22	3.20	3.15
The employee benefits available to me are valuable	3.81	3.82	3.97	3.81

1 = Not satisfied at all / 5 = Very satisfied

Items that showed MCTC had a statistically significantly *lower* mean than the comparison group of at least .05 in both 2012 and 2015 are shown in **bold**.

Table 3.2.3. . Comparative Noel-Levitz Employee Satisfaction Survey Results for Items Related to Evaluation and Recognition, 2012 and 2015

responsible for ensuring the faculty evaluation process is used consistently. We describe in 3P3 how the State of Minnesota's new Enterprise Learning Management System fits into the performance evaluation process.

competency skills. This change is planned for FY16.

3P3: Development focuses on processes for continually training, educating, and

supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

• **Providing and supporting regular professional development for all employees**

MCTC provides and supports professional development for employees in three ways: 1) directing employees to trainings that are either required or recommended for new employees by MnSCU, 2) providing on-campus professional development training, 3) directing employees to off-campus and online, free State of Minnesota employee trainings. Additionally, the MSCF faculty union contract requires the College to set aside $250 for each faculty member to utilize for professional development each year. (3.C.4)

MnSCU required training. The MnSCU System Office requires or recommends training for all MnSCU employees on four topics. These topics are baseline trainings for any employee working within MnSCU, from administrators to classified staff. (5.A.4) These trainings are: Code of Conduct, Sexual Harassment, Public Jobs-Private Data, and Employee Right-to-Know (for designated employees).

In addition, all new MnSCU supervisors are required by state statute to attend a two-part supervisory training that includes topics such as ethics, data practices and performance management. All new MnSCU administrators also are strongly encouraged to attend New Administrator Orientation. (5.A.4)

On-Campus Professional Development Trainings. There are multiple kinds of on-campus training opportunities for employees, in particular for faculty. The College's faculty-led Center for Teaching and Learning (CTL) provide professional development sessions on non-teaching duty days. Staff are included in some of these training sessions (for example, an all-College Opening Day session that includes staff and faculty training). CTL also hosts teaching circles on topics related to curriculum and pedagogy, organizes mentoring opportunities, and conducts optional peer observations of courses. Other administrators and staff members (e.g., chief diversity officer, director of quality initiatives) organize and lead one- to two-hour trainings for all faculty and staff on topics that relate to the Strategic Action Plan -- for example, continuous improvement training and diversity/equity/inclusion training. (3.C.4, 5.A.4)

MnSCU colleges recently adopted the State of Minnesota's Enterprise Learning Management (ELM) system, which is a tool for planning, scheduling, delivering, tracking, and reporting on learning activities such as training, e-learning, on-the-job training, independent assignments, testing, and survey results. Employees will register for courses and have access to their individual training record through the State's self-service site. MCTC trainings will also be available for registration through ELM in FY16. (3.C.4, 5.A.4)

Online or Off-Campus State of Minnesota Employee Trainings. The Director of Quality Initiatives, the Chief Diversity Officer and HR as well as other department notify employees when free off-campus courses are delivered that relate to MCTC's Strategic Action Plan goals and strategies. For example, the FY12-13 Strategic Action Plan included a strategy to build continuous improvement capacity among employees. This led to connecting employees to trainings offered by the State of Minnesota Office of Continuous Improvement. In FY16, the Assistant HR Director will compile a list of all free trainings offered through ELM that support the College's current Strategic Action Plan and will advertise these opportunities to employees and supervisors through the employee newsletter. (3.C.4, 5.A.4)

• **Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes**

MCTC demonstrates that instructors are current in their instructional content in their disciplines and pedagogical processes through both following the MnSCU policy on faculty training and credentialing as well as using specific MCTC processes that guarantee faculty development is ongoing.

MnSCU Policy 3.32.1, Subpart D states that faculty must meet minimum qualifications which include "the educational requirement and the teaching and learning competency requirement; they may also include related occupational experience, state and/ or national industry licensure/certification, and other requirements as appropriate for each assigned field, license field, or credential field." In order to advance to tenured status, faculty are required to have completed the following coursework:

1. course construction

2. teaching/instructional methods

3. student outcomes assessment/evaluation

4. philosophy of community and technical college education

The first three of these courses may be waived for faculty who have a degree in education or documented evidence of successful completion of equivalent coursework in the specified teaching and learning content areas or who have completed three years of successful, full-time (or equivalent) secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are being hired. If during their probationary period faculty do not complete courses and are not waived from taking them, they cannot receive the credential required to continue in an unlimited faculty position. Data on course-taking is available through HR and the deans and HR staff monitor completion or waiving of required courses.

As mentioned in 3P2, probationary faculty go through an evaluation process during the three-year probationary period and are required to submit an individual professional development plan (PDP), which are reviewed by deans to ensure implementation of plans. These plans may include additional training, piloting a new instructional method or other activities that enhance their development in teaching excellence, collegiate citizenship and commitment to MCTC and professional and artistic engagement.

Unlimited full-time (UFT) faculty have access to a paid sabbatical once they have served the equivalent of six academic years in the MnSCU system. Sabbatical pay depends upon the year of hire, but all sabbaticals are taken with full benefits included. Salary support during the sabbatical increases as faculty member serves longer at an

institution. Sabbatical leaves offer the faculty the opportunity to secure additional education, training, or experience which will better prepare them for carrying out their teaching responsibilities, support their professional development, meet the development needs of academic, departments or areas or help achieve instructional priorities of the College. Faculty must apply for a sabbatical, receive approval or revise the plan and submit a written report to the VP of Academic Affairs at the conclusion of the sabbatical. Tuition waivers including graduate coursework are available for faculty at institutions within MnSCU. Faculty interested in leadership may pursue an Ed.D. or continue graduate work in their field.

Faculty who teach online in FY16 will be provided with information on effective course construction and delivery based on Quality Matters guidelines. (3.C.4)

• **Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)**

MCTC offers employee professional development opportunities as well as requiring on-going training. Some professional development is built in to employees weekly routines. For example, the College closes student services offices every Friday morning for two hours to conduct training and development activities for staff in student-facing services positions. On an individual level, employees and their supervisors agree on action steps related to their professional goals, which include professional development stemming from performance evaluations (but see 3P2). In addition, the College traditionally closes for a half day the week prior to the start of each semester to enable staff to attend training and development. Although we no longer have dedicated professional development funds to allocate to each staff member, supervisors have the discretion to send staff to conferences and other

Ongoing Employee Development Trainings	
Diversity/equity/cultural competency	**Continuous Improvement**
• Managing Diversity Flashpoints in Higher Education • Empowering Students: Engaging Stereotype Threat MCTC Students: Who are we? Where do we come from? What do we bring to MCTC? • Managing A Diverse Workforce • Discovering Diversity Profile • White Disadvantage	• Introduction to Project Management: Feasibility Study • Introduction to Project Management: Project Charters • Introduction to Change Management • Introduction to Innovation • Introduction to Continuous Improvement • Introduction to Lean Process Improvement • Visio Process Mapping

Table 3.3.1. Select MCTC Employee Development Trainings, 2012-2015

Listening for Understanding: Professional Development Day, February 2015
• The Art of Listening • Theater of the Oppressed-Listening across Differences • Mindfulness: a teaching strategy in the classroom • Be Here Now: listening to the present moment • It's not what you say, it's how you say it! • Strengthening communication and engagement with students using a 'Motivational Interviewing style' • How to get work done so you don't feel crazy • Mindful Listening: Understanding Social Identities and Reducing Stereotype Threat • Metacognition and Listening for Understanding • Safe Zones: Building an Inclusive LGBT Community • How do data speak?

Table 3.3.2. All-College Professional Development Day Trainings, February 2015

professional development opportunities. (3.C.6)

Annual training opportunties include:

• Local and regional financial aid conferences

• Midwest Association of Student Employment Administrators annual conference

• Ad hoc training and development opportunities include:

• Introduction to project management

• Participation or observation of kaizen events

• Strength Quest training

• National Alliance on Mental Illness (NAMI) Mental Health and First Aid Training

• TRIO grant-writing workshops

• Student success webinars

• ISRS training

• Hobsons Agile Grad training

• **Aligning employee professional development activities with institutional objectives**

Voluntary training opportunities. Topics that pertain to the College's Strategic Action Plan objectives (e.g., Empower Employees, Build Community, Become and Employer of Choice) are used to inform trainings that are offered to employees. Examples of trainings held at MCTC since 2012 include the following:

College-wide training opportunities. When MCTC's new interim president began leading the College in August 2014, he and the President's Council used feedback from faculty to develop a professional development theme for the year. That theme was "Listening for Understanding." This relates to our Strategic Action Plan Strategy Build Community. Through multiple rounds of listening sessions on topics like the vision and values, the

President found the theme of "community" was addressed repeatedly by employees.The theme "Listening for Understanding" was a natural outgrowth of those conversations. Thus, in spring 2015, the all-employee professional development activities including breakout sessions on the following topics.

3R3: What are the results for determining if employees are assisted and supported in their professional development?

• **Outcomes/measures tracked and tools utilized**

The primary methods for determining if employees are satisfied with professional development opportunities include:

1. Funds distributed by supervisors for professional development

2. Evaluation surveys of professional development day activities

3. The Noel-Levitz Employee Satisfaction Survey

• **Summary results of measures**

Results in Table 3.3.3 show that employees are less satisfied now than they were in 2013 with the teamwork and communication during professional development days even though programming was improved for every event using employee feedback from evaluation surveys. The number of employees responding to the evaluation survey fell by about half after 2013. Other 2015 survey results showed that 82% were equally or more satisfied with the FY15 February professional development day that included a clear leadership theme compared to similar events in the past that did not have a theme (LINK to 4P1 and 4P3). However in 2013, 92% of employees responding to the survey said they were equally or more satisfied compared to similar events in the past.

The average item means for two Noel-Levitz items related to professional development are Table 3.3.4.

Most results on the Noel-Levitz survey do not show significant differences in satisfaction between 2012 and 2015; thus this result deserves attention.

- **Comparison of results with internal targets and external benchmarks**

Results below show that MCTC employee satisfaction scores are significantly below average for 2012 and 2015 on items related to professional development opportunities (Table 3.3.5)

- **Interpretation of results and insights gained**

professional development. After budget cuts in FY14, MCTC's allotment of $350 in professional development funds per year per staff member was suspended. While we offer a dozen or more free trainings across the campus every year, not including sessions provided at professional development days, survey results show that employees are less satisfied with the event now than in 2013. At the same time, participation rates at some events such a Diversity Summit have included as many as 50 employees which represents about one-tenth of the permanent employee base. Thus, it is not clear whether we are meeting employee training needs because we have not, to this point, offered an employee training needs assessment and we have no standard evaluation measure outside of the surveys used for three all-College events: Opening Day, February

Noel-Levitz Satisfaction Item	Employee Development Day February 2013	Employee Development Day February 2014	Employee Development Day February 2015
How satisfied were you with the spirit of teamwork and cooperation on Employee Development Day?	85%	59%	60%
How satisfied were you with the lines of communication between departments on Employee Development Day?	74%	62%	54%
How satisfied were you with the communication between faculty, staff and administrators on Employee Development Day?	75%	50%	51%

Table 3.3.3. Employee Satisfaction with Cooperation and Communication at Employee Development Days, 2013-2015

Item	2012 MCTC Satisfaction Mean	2015 MCTC Satisfaction Mean
I have adequate opportunities for training to improve my skills	3.18	3.00
I have adequate opportunities for professional development	3.16	3.03

Table 3.3.4. Noel-Levitz Employee Satisfaction Survey Results Related to Professional and Skills Development, 2012 and 2015

Although specific MCTC departments and teams have attempted to develop more training opportunities for employees over the last four years, we have not seen an improvement in employee satisfaction scores on either event-specific surveys or overall employee satisfaction items related to professional development. This may be influenced by reductions in spending on

Professional Development Day and May Employee Appreciation Event. An employee training needs assessment and standard evaluation questions used for all trainings on campus are important next steps.

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
I have adequate opportunities for training to improve my skills	3.18	3.41	3.00	3.43
I have adequate opportunities for professional development	3.16	3.43	3.03	3.45

1 = Not satisfied at all / 5 = Very satisfied
Items that showed MCTC had a statistically significantly *lower* mean than the comparison group of at least .05 in both 2012 and 2015 are shown in **bold**.

Table 3.3.5. Comparative Noel-Levitz Employee Satisfaction Survey Results for Items
Related to Professional and Skills Development, 2012 and 2015

3I3: Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

To better understand Student Affairs staff training needs, a pilot survey was sent out in Fall 2014 on training and technology needs that would enhance work performance. The Student Affairs division has since offered various webinars and in-service trainings to address the needs identified in the survey. However, we do not have a standard evaluation tool yet in place to measure whether we have indeed met training needs through the trainings provided. Thus, an improvement HR will lead is using a standard training event evaluation so we can continue or discontinue on-campus trainings based on employee feedback. And with the hiring of a new HR director and new assistant director, we plan to create a more robust professional development system based on specific job needs and employee interests and build training participation into the annual performance review process. Human resources also plans more systematically to advertise all free State of Minnesota trainings, which provide a critical resource in a time of budgetary constraints. The College will also explore pooling department professional development funds to plan advanced trainings for specific employee groups (e.g., front-line staff, advisors).

The Academic Affairs division is planning to develop a committee of faculty and deans to review and revise its faculty evaluation processes for both probationary and unlimited (tenured) faculty. This improvement will occur in the next one to two years.

A recently-completed AQIP action project, Structuring and Empowering Committees, proposed that the President's Council establish an official College committee for employee professional development that integrates staff training with faculty training in a systematic way. For example, all faculty as well as front-line staff may need training in working with students who have experienced trauma or who come from backgrounds of poverty. Training could be developed or contracted for this group of employees based on everyday work concerns and self-identified needs.

Category 4 Overview

MCTC has undergone several leadership changes in key positions since FY14. Both the structure and philosophy of the President's Council has changed since the last System's Portfolio. Two chief officer positions were added to the Council and the team has focused both in practice and on projects in the Strategic Action Plan on building more collaborative relationships, internally and externally. Consistent with previous Systems Portfolio descriptions, bargaining unit leaders and President's Council members meet monthly to discuss important matters of the College, such as enrollment trends, improvement project plans and outcomes and employee concerns. MCTC's processes and results for leading and planning are systematic.

The process for reviewing, developing and deploying MCTC's mission, vision and values (MVV) is systematic. MCTC's initial process to incorporate employee and student input on the MVV statements was done systematically, but collective bargaining unit leaders took issue with some elements of the statement. Rather than send the final draft to the MnSCU Board for approval, the President's Council developed new

drafts on which employees voted in multiple rounds of surveys. Final mission, vision and values statements were adopted by the MnSCU Board of Trustees in Spring 2015. The MVV statements are available on the College's external website and a comprehensive internal marketing campaign to make them more visible across campus is in process for FY16. Alignment of the MVV and Strategic Goals and Priorities with College operations is evident in the Program Prioritization Process (1P3, 1P4), in the budgeting process (5P2, 5P3), in a new grant funding proposal process (2I3) and other processes described throughout the Portfolio.

Strategic planning at MCTC is systematic and becoming more aligned. Since our last Portfolio, MCTC instituted a new strategic planning process designed to be highly collaborative and representative of bargaining unit and other constituent groups. In FY13, the Office of Strategy, Planning and Accountability (SPA) developed a planning process that involved three cross-functional teams that identified new strategies to pursue based on their members' feedback and personal experiences. For example, student involvement on one planning team led to a new set of projects focused on transfer. The FY15-16 Strategic Action Plan contains many of the same projects as the FY13-14 Plan. However, with a reorganized President's Council comprising 50% new members, the planning process for FY15-16 focused on aligning the Interim President's goals with new administrators' plans for their departments based on MCTC's strengths and opportunities. For example, the Strategic Action Plan was amended to add a new priority on budgeting and structure so specific projects could align with this goal. Employee satisfaction with employee involvement in planning has increased somewhat since 2012, and employees of color were more satisfied with institutional planning than white employees in 2015, a result which is aligned with the College's Priority, "Be a Leader in Inclusion and Equity."

Leadership and governance processes at MCTC are aligned. MCTC is part of the MnSCU System; the 15-member MnSCU Board of Trustees is appointed by the governor and confirmed by the State Senate. The Board of Trustees has authority to set tuition, approve programs of study, enter into contracts and other issues, while campus autonomy is provided for in all other matters. At the campus level, the leadership and governance of MCTC involves a process of shared governance between College administrators and four bargaining units: Minnesota State College Faculty

(MSCF), Minnesota Association for Professional Employees (MAPE), the American Federation of State, County and Municipal Employees (AFSCME) and Middle Management Association (MMA). In terms of middle management, MCTC supervisors are provided authority through the delegation of authority process according to MCTC Policy 5.01. The student voice is also part of the oversight process. The Student Senate President makes recommendations to the College President on issues of concern to students via joint biweekly meetings. Communication is ensured through Board of Trustee open meetings, via the MnSCU Leadership Council, through MCTC President's Council-bargaining unit leader meetings, and through more informal communication vehicles like the employee newsletter, blog and the College's website. An improvement project aimed at increasing employee satisfaction with communication involves College leaders sending regular planning and project updates via the employee newsletter. Another important improvement in FY15 was the completion of the SECAP action project, which resulted in a new College policy on committees, the initiation of new committees (e.g., an assessment committee), and a Web-based site where committee chairs will share committee information with the College community (e.g. meeting minutes, committee charge, etc.) Leadership opportunities are provided to employees in multiple ways: through membership on MCTC and MnSCU committees, through participation in MCTC improvement project including action projects, and through formal leadership development programs like the Luoma Leadership Academy.

MCTC's processes for ensuring ethical behavior are systematic. State statutes and MnSCU Board of Trustees policy outline ethical behavior expectations – e.g., use of private data, use of State property, conflicts of interest. MnSCU policy states that all MnSCU employees receive required ethics-related trainings, including sexual harassment and code of conduct training. Results in this category are at a reactive maturity level as MCTC employee completion rates for these trainings hover around 50%. An improvement started in FY16 involves using a more systematic onboarding process that requires training completion within a specific period of time for all new employees. In addition to trainings, audits also provide a check on integrity-related behaviors. For example, a recent audit by MnSCU Office of Internal Auditing on MCTC's IT and Finance departments (part of a larger

System-wide effort to standardize processes and reduce risks to institutions) resulted in several findings. These findings were followed up immediately with improvements and more improvements are scheduled for FY16. MCTC provides a follow-up report on improvements-to-date within one year of the audit. These results and process are systematic or aligned.

4P1: Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

• **Developing, deploying, and reviewing the institution's mission, vision, and values**

Before 2014, MCTC's mission, vision and values statements had not been revised for almost a decade. That mission statement was long, comprehensive and included information on how education was delivered (through general education, customized training, etc.). However, because of its length and breadth, it was not helping to focus the work of the college and it was not memorable. MCTC, therefore, began a process in FY14 to review and revise the mission, vision and value statements of the College in order to organize and drive the FY15 strategic planning process. When the College's long-time president departed the College in August 2014, the new Interim president decided it was important to continue to move this process forward.

At that time, the College had been working to draft its mission statement for the past year with input from employees and students. Although there had been widespread input on the initial drafts, feedback from leadership of the College's faculty bargaining unit leadership suggested that some faculty had significant reservations about the August 2014 draft's emphasis on offering a fun atmosphere, as opposed to academic excellence. In response, the President's Council reviewed previous drafts and developed several new statements that incorporated this feedback. Multiple surveys and a presidential address at Employee Development Day in 2015 informed the final mission, vision and value statements, which were presented to the MnSCU

Board of Trustees and approved in April 2015 (Tables 4.1.1 to 4.1.3). (1.A.1)

MnSCU Board policy 3.24 states that "Mission means the distinct purpose of the college or university, the constituents served and the expected outcomes…" State Statute 136F.05 states that a distinct mission should be developed for each campus. As such, the statement "transformative power of education" coupled with "diverse and dynamic downtown environment" highlights MCTC's unique position as the most affordable provider of general and occupational education for Minneapolis, the state's largest urban center serving one of the most diverse communities in the Upper Midwest. (1.A.2, 1.D.2, 1.D.3). Furthermore, the new mission/vision/values are aligned with the MnSCU system's Strategic Framework. The emphasis on the "transformative power of education" is aligned with Part One of the Framework, which highlights the importance of "ensuring access to extraordinary education" by serving as a "place of opportunity" and "preparing graduates to lead." (1.A.2, 1.D.2, 1.D.3). The emphasis on service in a "diverse and dynamic downtown environment" emphasizes that the college will leverage its location to meet the goals of Part Two of the Strategic Framework, which focuses on being the "partner of choice" in helping their community "solve real-world problems," keep "Minnesotans at the leading edge of their professions" and increase "the number of Minnesotans who complete certificates, diplomas and degrees."(1.A.2, 1.B.2, 1.B.3, 1.D.1)

• **Ensuring that institutional actions reflect a commitment to its values**

Our values are reflected in all of our Strategic Action Plan activities as these were developed simultaneously with the mission, vision and values in FY15. Examples of key projects and goals that align with our values are shown in Table 4.1.1.

• **Communicating the mission, vision, and values**

MCTC's mission, vision, values and Strategic Action Plan goals and priorities are available to internal and external audiences on the College website (http://www.minneapolis.edu/About-Us/Leadership/Mission-Vision-Values; http://www.minneapolis.edu/About-Us/Leadership/Strategic-Priorities) along with information about our College leaders and accreditation. The Marketing and Communications Department developed
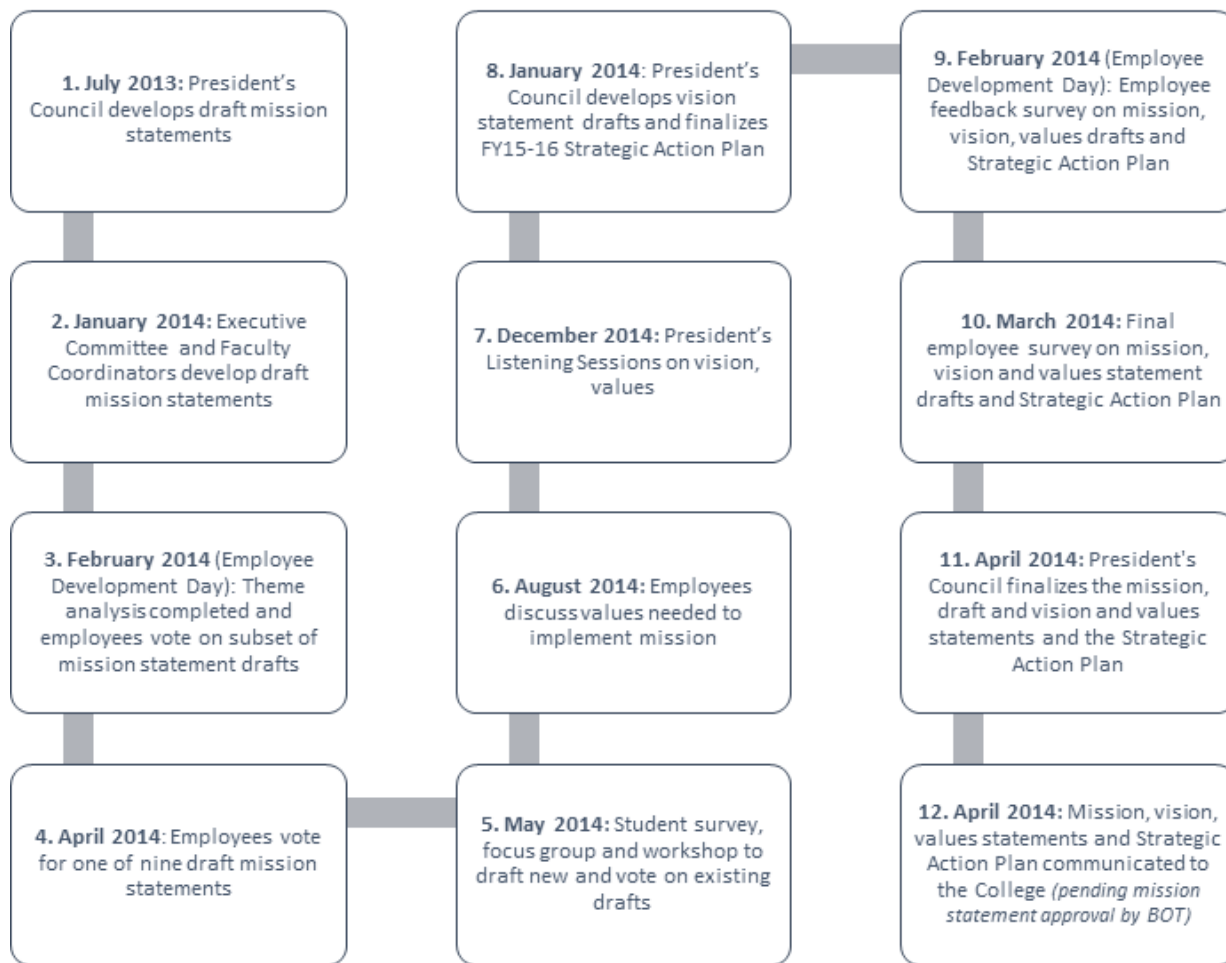
Figure 4.1.1. Mission, Vision and Values Development Process

a plan to deploy the completed mission, vision and values statement based on different stakeholder groups' types of interactions with the College. These FY16 activities include creating desktop card tents for all employees, using display monitors to highlight the statements across campus and incorporating them into stories featured in the employee newsletter and on the external College website.(1.B.1)

• Ensuring that academic programs and services are consistent with the institution's mission

The Program Prioritization Process (1P3) is a key vehicle through which academic programs are reviewed for consistency with MCTC's mission and vision of providing "access to the transformative power of education" and "access to excellence and pathways to opportunity," respectively. Program prioritization ensures that liberal arts courses are designed to transfer to four-year colleges while the prioritization process for occupational programs takes into account

critical measures such as related employment rate after graduation. The process is designed, and will be further refined, to allow faculty access to data on their programs and given the opportunity to respond to suspension/closure recommendations and contextualize their results before decisions about program closures or improvement plans are finalized.

• Allocating resources to advance the institution's mission and vision, while upholding the institution's values

MCTC's annual budgeting process is informed by a college-wide committee whose members include representatives from Student Senate and each of the College's bargaining units. Each administrator who controls a budget must annually develop and present a budget request, which the committee evaluates based on the College's mission, vision and values and strategic goals and priorities. The Budget Committee makes recommendations to the President's Council,

which approves a final budget every spring.

Multiple examples show how the new mission, vision and values were taken into account in the FY16 budgeting process. Due to enrollment declines, the Interim President set a priority of controlling these declines through efforts to support recruitment and retention of under-served populations, for example through outreach to the Latino population. This strategy embodies the mission and vision of access to education and opportunity while proactively operating out of our values of inclusion and community. Another example involves the decision of the Academic Affairs VP and the Director of Academic Operations and the deans to aggressively manage course saturation (i.e., fill rates) in order to manage costs in a time of declining enrollments, a topic that has also been a concern to

Value	Strategic Action Plan Project
Student-centered	Sustaining the budget through program prioritization that resulted in the suspension of academic programs based on criteria related to student outcomes as well as financial viability
Inclusion	Development of a new hiring philosophy and practices aligned with this value
Community	Partnering with community organizations such as Project for Pride in Living and Northside Achievement Zone to better understand, advocate for and leverage resources for our students
Excellence	Continued commitment to funding faculty professional development despite budget cuts; honoring faculty selected as Outstanding Educators through a campus reception and at Commencement
Integrity	Engaging in listening sessions and reconciliation; providing a transparent process for program suspension decisions

Table 4.1.1. MCTC Values and Strategic Action Plan Project Alignment

the faculty union since enrollment began declining in 2012. Through savings from suspending programs and managing saturation, the college was able to reinvest in strategic initiatives like increasing advising personnel to improve student selection of academic pathways in the first year (1.D.1, 1.A.3).

4R1: What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

• **Outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)**

Three avenues were used through FY14-15 for understanding student and employee perceptions

of the College's mission, vision and values.

1. Multiple employee surveys on mission, vision, values and the Strategic Action Plan provided information on employee's preferences regarding the mission statement.

2. Themes from listening sessions conducted by the interim president around vision and values also provide information about what employees see as important related to the College mission, vision and values.

3. The Noel-Levitz Employee Satisfaction Survey (FY15) provides evidence of employees' perceptions of the College's mission, communication about it and employee support for it.

• **Summary results of measures (include tables and figures when possible)**

Mission, Vision and Values Surveys. Results from multiple employee surveys that gathered quantitative and qualitative feedback on employee perceptions of mission, vision and values statement options showed that employees slightly preferred the statement containing the phrase "transformative power of education."

Employees also commented on improvements - for example, replacing the term "empowerment" with a more concrete term. The President's Council made the changes suggested in the employees survey, and the values in 4P1 became the new values statements presented to the MnSCU Board of Trustees.

Vision and Values Listening Sessions. In FY15, multiple listening sessions were held by the Interim President to better understand employee and student views of MCTC's future and the values that should guide the College going forward. He organized the qualitative comments into themes based on words mentioned repeatedly throughout the listening sessions.

1. Community (trust, inclusion, cohesiveness)

2. Excellence (creativity, innovation, risk-taking)

3. Safety (empathy, compassion, respect)

These themes provided the baseline information, along with other qualitative information gathered at Opening Day 2015, that the President's Council used to develop draft values statements which employees improved via face-to-face and survey feedback. These statements became the values statements listed in 4P1.

"Which mission statement do you prefer? "	Percent Selecting Statement
MCTC serves its diverse community by providing access to the transformative power of education.	53%
MCTC transforms lives through high-quality, affordable education.	47%

Table 4.1.2 Employee Mission, Vision, Values Survey Results: Mission Statement Preferences

Survey Item: "What do you like about these values or the way they are stated?"
I like the focus on students' needs and the way in which the list of values leads us to "Change agents."
I like them as is. Love that it starts with Student centered.
Excellent word choices!
very wonderful values hope we can live up to them
The first five seem obvious, but fine.
Excellent
I think these are powerful values.
They seem inclusive of respect for staff, students, faculty and administration
They at least move towards saying something with actual content.
I agree with all of the value statements.
[I like] everything if we will provide services congruent to the values.
Strong list overall

Table 4.1.3. Employee Mission, Vision, Values Survey Results: Feedback on Proposed Values Statements

Item	MCTC 2012 Satisfaction Mean	MCTC 2015 Satisfaction Mean
Most employees are generally supportive of the mission, purpose, and values of this institution	3.31	3.24
The goals and objectives of this institution are consistent with its mission and values	3.06	3.13
The mission, purpose, and values of this institution are well understood by most employees	3.06	3.06

1 = Not satisfied at all / 5 = Very satisfied

Custom Item	MCTC 2012 Satisfaction Mean	MCTC 2015 Satisfaction Mean
I understand how my work relates to the college's strategic priorities and action plan.	3.43	3.51

1 = Not satisfied at all / 5 = Very satisfied

Table 4.1.4. Noel-Levitz Employee Satisfaction Survey Results Related to Mission, Vision and Values, 2012 and 2015

Table 4.1.5. Noel-Levitz Employee Satisfaction Survey Results for MCTC Custom ItemsRelated to Mission, Vision and Values, 2012 and 2015

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
Most employees are generally supportive of the mission, purpose, and values of this institution	3.31	3.50	3.24	3.61
The goals and objectives of this institution are consistent with its mission and values	3.06	3.54	3.13	3.62
The mission, purpose, and values of this institution are well understood by most employees	3.06	3.43	3.06	3.55

1 = Not satisfied at all / 5 = Very satisfied

Items that showed MCTC had a statistically significantly lower mean than the comparison group of at least .05 in both 2012 and 2015 are shown in **bold.**

Table 4.1.5. Comparative Noel-Levitz Employee Satisfaction Survey Results for Items Related to Mission, Vision and Values, 2012 and 2015

Noel-Levitz Employee Satisfaction Survey. Noel-Levitz data are provided in Table 4.1.5. Even though the process to develop the College's mission was highlighted multiple times throughout FY14 and FY15, the satisfaction items on support for the mission, purpose and values of the College went down. The Noel-Levitz survey was administered in April, a few weeks before the Board of Trustees approved the new mission statement. Since MnSCU policy precludes marketing new mission statements until they are approved by the Board, communication of the new mission had not yet started at the time of the survey. This may be the reason for less satisfaction on this item in 2015. In contrast, satisfaction scores went up for items related to goals and objectives being consistent with mission and understanding how one's work relates to the Strategic Priorities. This result may stem from the mission-aligned planning conducted in FY15, as described in 4P2.

• **Comparison of results with internal targets and external benchmarks**

MCTC employees' satisfaction scores on items related to mission are lower than comparison group scores.

• **Interpretation of results and insights gained**

Results suggest that there is room for improvement in communicating the new mission, vision and values statements back out to the College community, and engaging in further dialogues about how we will live out these statements as a College. Additionally, aligning our budgeting, program decisions and strategic planning with these statements is an undertaking for FY16. In FY17 and 18, these statements should become more a part of our culture, processes, planning, programs and services and satisfaction with the College's mission, vision and values should grow. They also could be embedded in other processes, such as employee performance reviews.

4I1: Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

FY15, the Interim President and the Vice President of Academic Affairs held interactive "listening

sessions" to discuss issues of concern to employees: the budget, propgram suspensions, and finalization of the mission, vision and values. One of the President's four goals for MCTC was to to improve campus climate and culture. The Strategic Action Plan includes a project called "Create infrastructure for community-building through dialogue and informal approaches to problem-solving." Listening sessions are an example of a more transparent, informal and inclusive process for administrators to receive feedback from employees across the College. Listening sessions are slated for continuation on issues of importantce to employees for FY16.

The President's Council will also initiate more frequent communications to the College on Strategic Action Plan project progress and outcomes, linking them to the mission, vision and values. Incorporating these values into operations is already occurring - e.g., by adopting a set of guiding principles for MCTC's Shared Governance meetings that support a clear student focus and fairness and compassion in communication (4I3). At the College-wide level, during the FY16 Opening Day/Convocation, breakout sessions on Strategic Action Plan projects were held with faculty and staff across the College to kick-off a year-long process of redesigning the college. Using MCTC's values of being student-centered, inclusive, a cohesive community, an excellent environment for learning and success, and being guided by honesty, fairness and compassion (i.e., integrity) are a key part of the collaborative redesign process.

4P2: Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Engaging internal and external stakeholders in strategic planning**

Since our last Portfolio, MCTC instituted a new strategic planning process designed to be highly collaborative and representative of constituent groups across campus. In FY13, the Office of Strategy, Planning and Accountability developed a planning process that involved the use of three teams - one per

strategic priority - to review and suggest new strategies that could be used to impact the College's strategic goals of student success and educational equity. The three teams were organized around the priorities Empower Employees, Engage Students and Build Capacity; each team comprised a representative group of bargaining unit members. (The MSCF faculty union was invited to participate but declined to do so because of a vote of no confidence for the president's college president at that time. A small number of faculty participated, but not as representatives of their union.) Students also participated on the Engage Students team. The result was an FY13-14 Strategic Action Plan.

To ensure that team members felt well-prepared to contribute to the dialogue, regardless of their prior familiarity with strategic planning, each team's work began with a training session. Topics included strategic planning terms and methods, e.g., how to distinguish between strategies and tactics/activities, and a review of existing mission/vision/values and strategic plans at the College and MnSCU level. Teams then reviewed existing strategies developed in FY12 and proposed changes, deletions and additions based on their content expertise from different areas of the College and on representing their bargaining units. (5.C.3). Multiple strategies were added including:

- Small College Feel, which addressed improving teamwork and communication across campus (an action project in FY13-14)

- Strengthening of transfer relationships, a suggestion provided by student members of strategy teams

- Employer of choice, designed to increase employee satisfaction with HR processes

- Strengthening teaching and learning, a suggestion from the Center for Teaching and Learning

The FY15-16 Strategic Action Plan contains many of the same projects as the FY13-14 Plan. However with the change in president and a President's Council comprising 50% new members, the planning process for FY15-16 focused on aligning the new interim president's goals with new administrators' plans for their departments based on MCTC's strengths and opportunities (see below).

- **Aligning operations with the institution's mission, vision, values**

MCTC aligns operations with mission, vision and values and the Strategic Action Plan priorities

and supports this alignment using data. The MCTC Foundation is focused on an improvement in aligning operations with the mission and the Strategic Action Plan based on data. This is described in 4I2.

Over the past year, the Foundation Board has added a number of new members with an eye to better aligning the Foundation's membership with the college's Strategic Priorities and key academic programs. These include chief executives or chief human resource officers from the county, a large urban medical center, a community-based organization and a large local school district. (5.C.2)

- **Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency**

In FY15, as a new interim president was appointed, the College was facing many of the same challenges as other colleges across the country: declining enrollment and stagnant results in student success and educational equity. Additionally, the college was also experiencing a fractured College climate, following several years of conflict between the administration and its faculty. Given these challenges, the interim president used his Opening Day address to employees to outline four goals for the College that would provide structure and clarity for the next two years. The four goals involved improving the campus climate, increasing retention and closing the attainment gap, stabilizing enrollment and creating a sustainable College structure and budget. (5.B.3)

In the past year, communications from the president and vice presidents have highlighted these goals in describing projects, improvements and goals at the unit level. All President's Council members framed their work in terms of the four goals in the annual progress report to the Chancellor. While affordability has been a longstanding priority of the college, the Strategic Action Plan was amended to add a new priority on budgeting and structure, so specific projects could be aligned with this goal. Partnerships with high schools were strengthened through multiple initiatives described in 2P5, in keeping with the commitment to taking collective responsibility for Minneapolis' youth. These efforts culminated in a $1 million grant from the United Way to advance college completion among at-risk youth who previously had been on a path to "age out" of the public K-12 system without a high school diploma. (5.B.3)

In addition, the College has a long-standing commitment to increase college attendance among Minneapolis high school graduates. In 2006, it was one of the first colleges in the country to create a free-college program, called The Power of You, offering free tuition to recent MPS graduates using funds raised by the college's Foundation. The new interim president reaffirmed the importance of this relationship with the city's public schools by making a college commitment to take "collective responsibility for the youth of Minneapolis."

As a new permanent president in FY16, an opportunity will exist to determine how to provide continuity with existing strategies while transitioning to new leadership.

- **Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats**

Secondary Partnerships. Despite its long-standing commitment to Minneapolis Public School graduates, the College recognized an opportunity in FY14 to deepen its relationship with the Minneapolis Public Schools. It created a position for an academic dean with the goal of leveraging dual enrollment options to create structured curricular pathways between school districts, particularly Minneapolis, and MCTC. Specific career pathways in six MPS high schools were developed to help put students on pathways to specific college credentials rather than just amassing college credits without a clear goal. Additionally, the College was one of the first institutions in the state to take advantage of a change in state law governing funding for K-12/college partnerships to allow funding for dual enrollment programs to be used for developmental education courses, in specific circumstances. The result was a program called Diploma to Degree (D3) that helps Minneapolis youth at risk of not earning a high school degree to complete not just their high school diploma, but also a college credential. This program subsequently resulted in a $1 million grant from the local United Way. (5.C.4)

Academic Advising. A key project in the College's Strategic Action Plan is to "re-envision the first-year experience." The importance of this project was affirmed in FY15, when the MnSCU System Office released data showing that almost 100% of students who drop out or stop out of system colleges do so within their first year in college. In response, the

vice president of Academic Affairs initiated a pilot project in Fall 2015 to increase the ratio of academic advisors to students in the first year. The aim is to increase access to advising for first-year students and use the year to teach them how to self-advise once they transition beyond the first year, an approach advocated by researchers from the Community College Research Center. This project is being conducted as a pilot project, initially focusing only on liberal arts students, prior to being evaluated for scale-up to the whole college. The launch of an online degree planning tool (Hobsons AgileGrad) and module that creates a communication link between advisors and students (Hobsons AgileAdvisor) is intended to streamline the advising process, eliminate course choice errors, and enable students to self-advise.

Developmental Education. A 2012 longitudinal, comparative research study commissioned by the Office of Strategy, Planning and Accountability (SPA) showed that 98% of MCTC's first-time students place into developmental education, and compared to comparable institutions, it had more barriers to developmental students to access college-level courses (e.g. higher Accuplacer cut scores, more stringent course and program pre-requisites). These findings helped spur acceleration efforts across all developmental education subject areas. In FY13, the English faculty adopted the Accelerated Learning Program co-requisite model first develped by the Community College of Baltimore County, the Math Department adopted the accelerated statistics curriculum called Statway, designed by the Carnegie Foundation for Excellence in Teaching, and the Reading department has created advising practices that allow many students to cut their time in developmental reading in half. (5.C.5)

Employer Partnerships. MCTC's Associate Vice President of Strategic Partnerships recognized in 2013 that Hennepin County's workforce was aging and a large number of jobs in county agencies like Human Services and Information Technology would be coming online in the next five to ten years. In a partnership with MCTC, Hennepin County reviewed its minimum qualification across multiple job titles, changing requirements for many internships and entry-level jobs from a bachelor's degree to an associate's degree. This opened these jobs to MCTC graduates. Subsequently the county has announced an expansion of benefits to enable these associate's level employees to complete a bachelor's degree with full tuition reimbursement from the County. This

led to creating a partnership with Hennepin County whereby the County now hires Associate's degree earners for entry-level human services jobs instead of requiring a Bachelor's degree. (5.C.4, 5.C.5)

Transfer Partnerships. CCSSE data from 2007 to 2011 indicated that more students were coming to MCTC with the intention of transferring to earn a four-year degree. MCTC data also showed that more students were transferring to four-year colleges compared to five years ago. Also, the strategic planning process described above included an initiative to increase the ease of transfer, at the urging of students involved in the planning process. Taken together, this information has led to a unique partnership with Augsburg College that involves structured and streamlined pathways to over 50 majors, supplemental advising by Augsburg advisors, guaranteed admissions, and significant scholarship support. Work is also under-way to replicate this program with our sister institution Metropolitan State University, and to create dual-admission options that will double the number of baccalaureate degrees Metro State offers on MCTC's campus by Fall 2016. (5.C.1, 5.A.3)

• **Creating and implementing strategies and action plans that maximize current resources and meet future needs**

MCTC uses its Strategic Action Plan to focus on the critical opportunities the College faces and to hone in on activities intended to change the culture of the College and change outcomes for our students. For example, one of the most critical strategies MCTC has undertaken in the last year is strengthening partnerships with K-12 (see 2P6) and with external stakeholders like community agencies and transfer institutions (see 2P1) which are highlighted on the FY15-16 Strategic Action Plan. The College used savings from managing course saturation (5P2, 5P3) to hire the additional advisors it needed in FY16 to pilot its new first-year advising model (1P5).

MCTC also responds to future needs by learning from and collaborating with other MnSCU System colleges and universities. For example, in FY15, two students and five staff were involved in a System-wide initiative called Charting the Future. The students and employees worked on multiple implementation teams with people from across all MnSCU campuses to develop strategies and action plans that would advance the Chancellor's three Strategic Directions:

deliver extraordinary education to students, become a partner of choice for business and communities across the State and deliver the most affordable/highest value to students. Part of these teams' process involved reviewing how collaboration across campuses would improve the student experience, allowing for things like seamless transfer across campuses. As part of the Charting the Future project, MCTC also sent four employees to a "change leaders forum" sponsored by the System Office. Employees from implementation teams and those trained as "change leaders" will now be represented on a committee that helps inform decisions about future strategic initiatives.

MCTC also instituted the Project Management Action Project (PMAP) that continues to inform how we work on strategic initiatives. Ten employees were trained in project management (PM) through this action project in FY12. Members of this team have since developed PM tools, trained 75 other employees (more than 10% of the employee base) on PM techniques, and served as PM consultants on multiple projects college-wide. In FY11, the only departments routinely using project management tools were Information Technology Services and Marketing and Communications. Today the key principles - using charters to organize projects, using project sponsors to approve changes in scope and budget throughout the life of a project - are being used in numerous projects across the college, including many of the college's Strategic Action Plan projects.

MCTC is also developing a more stable model of reallocating resources. In FY15, money saved through the Program Prioritization Process was reallocated to funding for strategic projects, such as funding for more advisors in the first year. The Re-envision the First-Year Experience project on the FY15-16 Strategic Action Plan is discussed more in 1P5. (5.C.1, 5.C.4)

4R2: What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

- **Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)**

There are multiple ways that we measure our effectiveness in communicating, planning, implementing, and reviewing the institution's operational plans. We use:

- Noel-Levitz Employee Satisfaction data to understand how satisfied employees are with college communication and planning processes

- Quantitative and qualitative evaluations of projects on the Strategic Action Plan (e.g. student success in accelerated developmental education)

- MnSCU Performance Metrics and the MnSCU Chancellor's evaluation of the President's achievement of the previous years' objectives

- **Summary results of measures**

In terms of employee satisfaction with planning processes, we found the following results from 2012 to 2015

Employees were more satisfied in 2015 than in 2012 with the College's involving employees in planning for the future. Employees are approaching a score of neutral on this item, thus there is clear room for improvement. Employees are about equally satisfied with careful institutional planning as they were three years ago. This is another area of opportunity (Table 4.2.1). Drilling down by ethnicity, we see that more Employees of Color are satisfied with careful planning compared to White employees (Table 4.2.2).

In terms of aligning our strategies and results, the Interim President reported to the system Chancellor on progress to FY15 goals. Some of the results presented next are process "inputs" while others are the outcomes of improvements.

I. Stabilizing enrollment by taking collective responsibility for the youth of Minneapolis with our K-12 and non-pro t partners

- Launched Destination Diploma to Degree Program and received $1 million grant from the United Way to support its operation.

- Created career pathways for all six Minneapolis Public Schools high schools

- Expanded participation in PSEO in FY15 by 32%

II. Creating a sustainable College structure and corresponding budget

- Balanced FY 2015 Operating budget even after a 7% enrollment decline

- Saved a projected $600,000 in FY16 ($1.2 million annually thereafter) by suspending six academic programs

• Saved an estimated $720,000 in FY15 by

As shown below, the college has begun to show

Item	2012 MCTC Satisfaction Mean	2015 MCTC Satisfaction Mean
This institution involves its employees in planning for the future	2.71	2.89
This institution plans carefully	2.60	2.57

Table 4.2.1. Noel-Levitz Employee Satisfaction Survey Results Related to Planning, 2012 and 2015

"The institution plans carefully."

RACE	Not satisfied at all	Not very satisfied	Somewhat satisfied	Satisfied	Very satisfied
White	21.1%	30.5%	26.8%	19.7%	1.9%
Employee of color	27.1%	16.5%	21.2%	27.1%	8.2%

Table 4.2.2. Noel-Levitz Employee Satisfaction Survey Results Related to Planning, by Employees of Color Compared to White Employees, 2012 and 2015

carefully managing course saturation

III. Improving the campus climate and culture

• Engaged campus community in a year-long set of conversations around mission, vision, values and strategic direction resulting in a new, collaboratively-developed mission statement for MCTC

• Expanded institutional racism conversations across campus with trainings throughout FY16

• Celebrated excellence in teaching and leadership by recognizing three 2015 Outstanding Educators and four 15-16 Luoma Leadership Academy participants

IV. Improving student retention and closing the attainment gap

• Expanded accelerated developmental education options in math, reading, and English

• Partnered with Augsburg College to provide scholarships and an Associate's degree with a clear, structured curriculum that ensures that students who complete the so-called "No Regrets AA" will have a choice of over 50 majors they can complete in 2 years at Augsburg without losing credits in transfer

• Doubled number of Metropolitan State baccalaureate degrees that will be offered on campus from three to six

• Expanded program review to include multiple equity measures

• **Comparison of results with internal targets and external benchmarks**

progress in closing the gap between MCTC and comparison colleges with respect to involving employees in planning. Satisfaction with the institution's ability to plan carefully shows a clear gap between MCTC and comparison colleges (Table 4.2.3)

• **Interpretation of results and insights gained**

MCTC has found new ways to balance the budget by managing course saturation and suspending programs that are not performing based on clear criteria (1P3 and 1P4). The College has launched new partnerships with K-12 and four-year partners (2P5) and involved more employees in planning these projects. Employee satisfaction with planning for the future has increased by almost .18 which is an important change, however a score of 2.89 on a five-point scale still indicates room for improvement. Importantly, while satisfaction with careful planning is relatively low, more employees of color are satisfied with the College's careful planning than white employees. This is an interesting finding in light of other results related to the direction of the College's leadership (4R3).

4I2: Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

A key challenge to planning throughout the College was the almost two years that faculty were declining to participate in committees and College-wide planning, outside of bargaining unit meetings, as a result of a faculty vote of no confidence for

the College's then-president. With changes in both the College and faculty leadership over the past year, the faculty bargaining unit is formally participating in College activities and committees.

Specific projects that engage not only faculty but other bargaining units have been launched in the past year that support clearer, more transparent planning processes. To help clarify participation in formal College committees, a cross-functional team of employees from the four bargaining units participated in an action project that is resulting in the creation of the college's first-ever college policy and procedure governing how committees will be launched and operate. Each committee will have a charter that outlines the composition of the committee and its mission; all committees will be responsible for electronically posting agendas and minutes in an common, accessible location. This is resulting in the FY16 re-chartering of several

of Human Resources for Hennepin County Medical Center, the CEO of Project for Pride in Living, and an Associate Superintendent from the Robbinsdale School District. Each represents an external partner that can be an important link between K-12 students and MCTC as well as between MCTC and future employers. (2P5)

An opportunity also exists for the college leadership to create consistent and ongoing channels of communication about progress on the College's key strategic projects. To this end, President's Council members will share updates on strategic projects with employees through our the weekly employee newsletter, InsideMCTC, starting in FY16.

4P3: Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
This institution involves its employees in planning for the future	2.71	3.08	2.89	3.11
This institution plans carefully	2.60	3.21	2.57	3.20

Table 4.2.3. Noel-Levitz Employee Satisfaction Survey Related to Effective Leadership (MCTC Custom Items), 2012 and 2015

existing committees, and the creation of at least 10 new committees, greatly expanding opportunities for collaborative planning college-wide and increasing transparency of committee activities. (4I4)

The MCTC Foundation is focused on an improvement in aligning operations with the mission and the Strategic Action Plan based on data. The Foundation Board has been appointed based on the College's Strategic Action Plan strategy I.2:" Success Pathways: Guide and support prospective and current students through each phase of a personalized yet structured route to transfer or employment" and our vision to create "access to opportunity." We used data on grant-funding where we are below the goal set for us by MnSCU and data on career/technical programs to recruit the CEO of Hennepin County, the head

and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

• **Establishing appropriate board-institutional relationships to support leadership and governance**

MCTC is part of the Minnesota State Colleges and Universities (MnSCU) System, a consortium of 31 public colleges and universities with 54 campuses across the State. MnSCU is governed by a 15-member Board of Trustees appointed by the governor and confirmed by the State Senate. The Board is responsible for developing policies that apply to all MnSCU colleges and universities on the following: system planning, academic programs, fiscal management,

personnel, admissions requirements, tuition and fees, and rules and regulations. According to Minnesota State Statute 136F.06, the Board is given authority to set "conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions." For example, although the Board can make policy decisions on behalf of all colleges, policy changes are sent to institutions to comment on before being changed. Delegation of authority for specific actions to the Board, the Chancellor and college and university presidents is shown here.

At the campus level, the leadership and governance of MCTC involves a process of shared governance between College administrators and four bargaining units: Minnesota State College Faculty (MSCF), Minnesota Association for Professional Employees (MAPE), the American Federation of State, County and Municipal Employees (AFSCME) and Middle Management Association (MMA). These groups, with the President's Council, lead the work of the College. In terms of faculty oversight, two groups, Faculty Shared Governance Council ("Shared Governance") and the Academic Affairs and Standards Council (AASC), play the fundamental role in overseeing academic matters of the College as outlined in the MSCF-MnSCU Master Agreement. (2.C.4) The President's Council, which includes eight administrators, meets monthly with MSCF and also regularly with MAPE and AFSCME so that these groups can provide input into policy and procedural issues of concern to their memberships.

In terms of establishing the rights of supervisors and managers to oversee budget and other issues, MCTC Policy 5.01, Part 1, states that "[T]he overriding principles of the College's policies and procedures shall be to provide sufficient autonomy to individual departments to administer the resources under their control to achieve their mission and to have accountability for their decisions." (2.C.4)

MCTC Policy 4.03 states that the MCTC Student Senate "has the exclusive right to recommend the chartering of clubs and organizations for approval by the College president." In practice, the Student

Senate also makes recommendations and discusses matters of concern to students. The Student Senate Budget Committee makes recommendations on the use of funds from student fees.

- **Establishing oversight responsibilities and policies of the governing board**

The power and duties of the Minnesota State Colleges and Universities Board of Trustees are established through state law as stated here. Through this law, the Board is given authority to "prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs." The law also states, "To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions." (2.C.3, 5.B.1, 5.B.2)

- **Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty**

The Board's management responsibilities are delegated to the MnSCU Chancellor, who in turn delegates authority to campus presidents through MnSCU Procedure 1.A.2.2 "Delegation of Authority" that outline the scope and limits of delegating authority. Responsibilities are delegated further from the each campus president to institutional administrators and supervisors for managing budgets and assigning work to employees based on MCTC Policy 5.01, Part 1. This is operationalized by having all employees with fiduciary responsibility sign Delegation of Authority forms to ensure they understand the extent of their budget and contractual authority. Bargaining unit leaders hold monthly member meetings to present information and get feedback to bring to shared governance meetings with College administrators. Faculty maintain oversight over curricular matters as specified in the MnSCU Board of Trustees-MSCF contract, Articles 8.1 and 8.2, which states that "management and faculty will bring all proposals regarding academic affairs and standards" to the AASC. (2.C.4)

- **Ensuring open communication between and among all colleges, divisions, and departments**

Board of Trustees. The Board posts meeting agendas and live-streams public portions of Board meetings; these meetings are also open to the public. Information about the Board is maintained by the System Of ce on their website.

Communication across MnSCU campuses. The System Office hosts system-wide conferences, listservs and SharePoint sites for functional groups (e.g., chief academic officers, chief student affairs officers, deans). Charting the Future, an innovation initiative across campuses, also connects campuses through a website and blog. The MnSCU Leadership Council (comprising presidents, Chancellor, Vice Chancellors) meets monthly to coordinate the direction of the System. The presidents and chief academic officers, respectively, of the system's 11 metropolitan institutions hold monthly meetings to discuss opportunities for collaboration and to share best practice.

Communication within MCTC. Communication has been improved in a number of ways since the last Systems Portfolio in 2012 and more improvements are planned (4I3). A number of vehicles exists for communication. Through the "InsideMCTC" weekly employee and student newsletters, available on the intranet and through email, the College community has access to information on campus events and announcements. A recent action project on committees involved recommendations to make the work of official College committees more visible and transparent. In FY15, the Interim President and other administrators held "listening sessions" to get feedback from employees (e.g., on College vision statement drafts). These listening sessions influenced projects included on the Strategic Action Plan. (5.B.3)

Communication across MCTC bargaining unit leaders and the President's Council. Before FY16, each MCTC bargaining unit leadership team met separately with the President. Communication guiding principles were not in place for shared governance meetings. Two improvements are described in 4I3.

- **Collaborating across all units to ensure the maintenance of high academic standards**

MCTC's Student Code of Conduct includes a comprehensive set of behavioral standards against which conduct violations are evaluated. In terms of academic standards, behavior that is subject to sanction includes plagiarism, cheating and disruption of teaching. In terms of curriculum, the AASC

which includes 2/3 faculty and 1/3 administrators approves all new courses and programs so curriculum is vetted through a thorough peer review process. Regular meetings of two key teams - the Executive Committee that includes supervisors, deans and administrators and the Faculty Coordinators - ensure that policy and procedure changes are discussed at the appropriate level and can be communicated to staff and faculty across the College. (5.B.3)

- **Providing effective leadership to all institutional stakeholders**

As described in 4.I.2, the College has had a limited committee structure due to a lack of policies and procedures governing committees and recent decisions for the faculty and some staff to participate in committees. As the result of a FY15 AQIP Action Project, the College is now poised to enact the policies and procedures and to launch nearly a dozen new standing committees providing input on such areas as policy review, academic assessment and evaluation, developmental education and assessment for course placement, sustainability, retention, disability services, and transfer policies and procedures. (2.C.1, 5.B.1)

Key contractually defined committees, including bargaining unit shared governance committees and the curriculum committee (Academic Affairs and Standards Council or AASC) have continued to meet to provide a venue for employee groups to give input to the college Administration on decisions. Additionally, the College holds meetings of all supervisors and administrators as well as faculty coordinator meetings quarterly to provide a venue for training, input and information-sharing. (2.C.1, 2.C.2, 5.B.1)

- **Developing leaders at all levels within the institution**

The College accesses a number of training opportunities through the System Office. The Art and Science of Supervision trains all MCTC supervisors on compliance issues and on leadership competencies established by the MnSCU Board of Trustees. The Luoma Leadership Academy is an 18-month leadership development program for select employees nominated by the president. The System's Charting the Future initiative gives students and employees opportunities to participate in system-wide strategic planning; nine MCTC employees and two students have been involved over the last two years in this effort.

Within the College, bargaining units having leadership teams elected by their memberships. Additionally, action projects provide employees from all areas and levels to lead the College in critical improvements. For example, the Project Management Action Project (PMAP) Core Team has continued to meet monthly to develop and run trainings for other employees even though the action project closed two years ago. A new action project on committees will offer opportunities to members of all bargaining units the chance to lead the development of initiatives, policies and procedures in the context of official College committees. Numerous informal groups such as the Professional Development Planning Team and the Mindset Meet-Up Group provide leadership opportunities for employees to gain new skills and informally influence the direction of the College. A robust Student Life Department provides opportunities for students to engage in leadership opportunities as discussed in 2P1. (5.B.1)

• **Ensuring the institution's ability to act in accordance with its mission and vision**

MCTC creates biennial Strategic Action Plans to guide the College's investments in specific strategic projects. MCTC's Budget Committee, made up of a cross-functional team that includes bargaining unit representatives, uses the Strategic Action Plan to prioritize resources.

A new Grants Management Team, formed in FY15, developed a set of priorities that will guide all

MCTC Custom Item	MCTC 2012 Satisfaction Mean	MCTC 2015 Satisfaction Mean
I understand how my work relates to the college's strategic priorities and action plan.	3.43	3.51
MCTC's policies and practices are implemented fairly across all employees, regardless of ethnicity.	3.06	3.14
The extent to which I feel comfortable voicing my concerns or ideas to my supervisor or dean.	3.30	3.38
The extent to which I believe the College leadership is moving MCTC in the right direction.	2.82	3.06
The extent to which the college is improving its effort to involve me in major college decisions and initiatives i.e., Strategic Plan, Budget, Master Academic Plan.	2.97	3.07
I am treated with respect by peers and colleagues outside my program/department.	3.76	3.79
The extent to which I take advantage of opportunities to participate in institutional-level decision making.	3.35	3.35
The extent to which my supervisor, dean or administrator keeps me informed about important matters of the college.	3.25	3.22
I am treated with respect by peers and colleagues in my program/department.	4.05	3.99
The extent to which I feel informed about College budgeting decisions.	3.18	2.99

1 = Not satisfied at all / 5 = Very satisfied

Table 4.3.1. Noel-Levitz Employee Satisfaction Survey Results Related to Effective Leadership, 2012 and 2015¬

grant-seeking across the College. This will ensure that outside interests do not influence how and for what we seek grant funding. For example, the team decided on a select number of priorities for funding - e.g. more advising resources, especially centered in community spaces in low-income neighborhoods - that are based on MCTC's mission, vision and Strategic Action Plan rather than other interests (2.C.3).

"The leadership of this institution has a clear sense of purpose"

RACE	Not satisfied at all	Not very satisfied	Somewhat satisfied	Satisfied	Very satisfied
White	15.6%	21.7%	30.2%	23.1%	9.4%
Employee of color	17.4%	10.5%	25.6%	23.3%	23.3%

Table 4.3.2. Noel-Levitz Employee Satisfaction Survey Results Related to Leadership Sense of Purpose, by Employees of Color Compared to White Employees, 2012 and 2015

4R3: What are the results for ensuring long-term effective leadership of the institution?

• **Outcomes/measures tracked and tools utilized**

The Noel-Levitz Employee Satisfaction Survey provides data on employees' perceptions of leadership and communication.

• **Summary results of measures (include tables and figures when possible)**

The Noel-Levitz results for 2012 compared to 2015 are shown in Table 4.3.1.The items on leadership having a clear sense of purpose, spirit of teamwork and cooperation and good communication between faculty and administration show substantial progress since 2012. The results for clear purpose is even more pronounced when we compare responses for White employees and Employees of Color (Table 4.3.2).

Noel-Levitz items measure satisfaction with other aspects of leadership. While a number of items were trending in a positive direction, the increase in ratings for an item on "leadership moving MCTC in the right direction" was particularly significant. These data, coupled with the data above about leadership having a clear sense of purpose, are signs of improved satisfaction with leadership between spring 2012 and 2015. In terms of communication across departments, no change is evident from 2012 to 2015, but differences are found when we disaggregate by employee unit (Table 4.3.4).

• **Comparison of results with internal targets and external benchmarks**

Results from standard Noel-Levitz items are shown below, enabling the College to compare its performance to other colleges that participated in the survey (Table 4.3.5). However, because fewer than 40 colleges of the country's more than 1,100 two-year colleges participate in the survey annually, these colleges are not necessarily comparable to MCTC in size or other key characteristics, comparative data must be interpreted with caution.

The gap between MCTC and the comparison group for satisfaction with teamwork and cooperation has lessened considerably since 2012. In 2012 we began implementing a series of all-College professional development days that were intended to introduce employees to each other and to the services on campus, part of an AQIP action project called "Small College Feel." However, evaluation surveys of professional development events that include the items below do not show a positive change in satisfaction. Thus, the spirit of teamwork and cooperation may be resulting from other aspects of campus life.

• **Interpretation of results and insights gained**

MCTC underwent a faculty

"I am treated with respect by peers and colleagues outside my program/department."

CLASSIFICATION	Not satisfied at all / Not very satisfied	Somewhat satisfied	Satisfied/ Very Satisfied
Academic Affairs - Liberal Arts Faculty	13.2%	13.2%	73.7%
Academic Affairs - Career/Tech Ed Faculty	10.9%	17.4%	71.7%
Academic Affairs - Other (e.g. staff, administrator)	8.7%	13.0%	78.2%
Student Affairs	27.3%	22.7%	50.0%
Finance and Operations	15.7%	12.5%	71.9%
Other	10.6%	10.5%	79.0%

Table 4.3.4. Noel-Levitz Employee Satisfaction Survey Results Related to Colleague Respect, by Employee Unit (MCTC Custom Item), 2012 and 2015

Item	2012 MCTC Satisfaction Mean	2012 Comparison Satisfaction Mean	2015 MCTC Satisfaction Mean	2015 Comparison Satisfaction Mean
The leadership of this institution has a clear sense of purpose	2.74	3.39	2.99	3.39
Administrators share information regularly with faculty and staff	2.67	3.12	2.77	3.12
There is good communication between the faculty and the administration at this institution	2.42	3.12	2.74	3.11
There is good communication between staff and the administration at this institution	2.63	3.11	2.73	3.10
There is a spirit of teamwork and cooperation at this institution	2.39	3.02	2.63	3.08
There are effective lines of communication between departments	2.43	2.81	2.41	2.87
I have adequate opportunities for advancement	2.67	3.09	2.73	3.07
It is easy for me to get information at this institution	2.81	3.31	2.89	3.33

1 = Not satisfied at all / 5 = Very satisfied
Items that showed MCTC had a statistically significantly lower mean than the comparison group at least .05 in both 2012 and 2015 are shown in **bold.**

Table 4.3.5. Comparative Noel-Levitz Employee Satisfaction Survey Results Related to Effective Leadership, 2012 and 2015

vote of no confidence of the College president in 2012. The faculty and one of its staff bargaining units subsequently declined to participate in College-wide initiatives and committees until a new president was named at the end of FY14. The data presented above shows that satisfaction with MCTC leadership has risen since that time, and faculty have resumed participation in College-wide activities. These results have prompted leadership to commit to continuing its practice of listening sessions and other forms of communication and collaboration with faculty. There are also very clear areas of opportunity that need to

be addressed, such as the wide gap in satisfaction seen across different units of the College.

4I3: Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

In FY16, under the leadership of the Interim President, bargaining unit leaders were asked to form a joint bargaining unit team to improve collaboration on issues of joint interest. This is an example of an initiative that could result in more satisfaction with

the College's spirit of teamwork and cooperation.

A recent action project, the Structuring and Empowering Committees Action Project (SECAP), formalized policies and procedures for committees, identified issues/topics where committees would be beneficial but don't yet exist and created mechanisms to make committee work as effective as possible and make work outcomes and decisions more easily accessible to all members of the MCTC community. Using these new procedures, there are plans to launch or re-charge at least a dozen college-wide committees to guide College work. This includes a new policy committee and a re-charged budget committee. All of these committees will include at least one member from each bargaining unit as well as a student and an administrator, contributing to a foundation for distributed leadership at the college. (5.B.1)

A critical improvement in terms of increasing effective internal communication and collaborative decision-making has involved the creation of a set of guiding principles used in Shared Governance meetings. These principles have been stated as follows:

• The question to ask prior to finalizing any decision or during a discussion is how does this impact and/or benefit students.

• All members of governance are encouraged to share their perspective so long as the focus is the issue at hand. The language used should not be personal but general to the situation and concern being discussed.

• We need to make sure we are giving each other our full attention and waiting respectfully for the opportunity to share.

• The meeting participants shall respect the time allotted and the things planned to be addressed.

• Our goal is to have all materials relevant to the meeting distributed no less than a week prior to the meeting.

• Our goal is to use quantitative data and qualitative data in decision making, looking to make improvements on process and policy.

These principles are included on all Shared Governance meeting agendas. (5.C.3) This should enhance the College's ability to provide effective leadership to faculty. (1.A.3, 1.D.1)

4P4: Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

• **Developing and communicating standards**

MCTC has a College Code of Ethics policy in place that outlines employee behavior expectations:

"Minneapolis Community and Technical College employees are expected to perform all duties with honesty and integrity and to comply with all
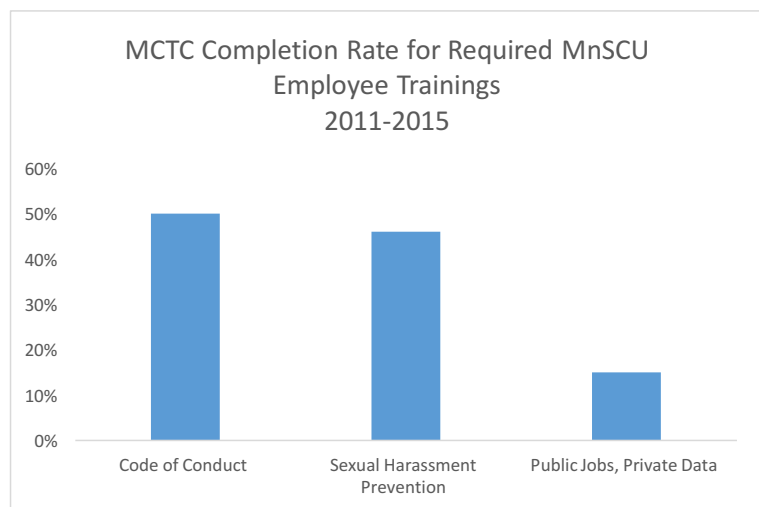

Figure 4.4.1. MCTC Employee Completion Rate for

policies and statutory provisions governing ethical obligations of state employees. The College has zero tolerance for unethical or dishonest behavior, and violations of this policy or statutes governing state employment will result in appropriate discipline." The policy is available publicly on the internet.

Both the State of Minnesota and the MnSCU Board promote ethical behavior through policies and procedures including:

• State Statute Section 15.054 (2010): Conflict of Interest

- [MnSCU Board Policy 5.22: Acceptable Use of Computers and Information Technology Resources](#)
- [State Statute Section 10.47 (2010): Misuse of State Telephone Service](#)
- [State Statute Section 13.09 (2010): Minnesota Government Data Practices Act](#)
- Training employees for legal and ethical behavior

New employees are automatically enrolled in Employee Code of Conduct training, described in 3P3. Starting in FY16, all employees were also required to complete a MnSCU training on Title IX and state laws regarding sexual discrimination and harassment.

- **Modeling ethical and legal behavior from the highest levels of the organization**

MCTC has an on-campus Legal Affairs Department that works closely with the General Counsel at the MnSCU System Office. The System Office ensures that the System-level Leadership Council which includes all college and university presidents provide careful oversight for areas that may be liabilities, including ensuring that: 1) campuses adhere to contract language; 2) online data and information are secure (see 5P1, 5P2, 5P3; 3) Family Medical Leave Act and benefits are distributed correctly; and 4) cash management is secure.

Beyond policies, however, ethical behavior is ensured by building a College culture that communicates clearly the expectation that we hold each other accountable; that decision-making processes are collaborative at President's Council level; and that decisions are documented and people have access to the President to share concerns.

- **Ensuring the ethical practice of all employees**

The Board of Trustees has a [policy](#) on employee code of conduct that applies to all MnSCU employees regardless of classification or status. Employees are automatically enrolled in the required, online code of conduct training when hired. Other required trainings are listed in 3P3. Complaints about employee misuse of state resources are investigated by the chief legal officer of the College. Steps taken in any investigation include reviewing documents such as timesheets and computer use records and conducting interviews. Findings go into HR file of employee and/or supervisor file. (2.A.)

- **Operating financial, academic, personnel, and auxiliary functions with integrity,**

including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff

There are numerous avenues for training employees in integrity-related practices. State law requires that new supervisors, which all deans and managers in every unit of the College, complete 48 hours of training upon appointment (see 3P3). New presidents do additional training (3P3). The MnSCU Office of Internal Auditing conducts audits on internal controls related to finance and assets; MCTC underwent its first audit since 2002 in 2015. Findings are shown in 4R4. MnSCU Board Policy [1B.1: Equal Opportunity and Nondiscrimination in Employment and Education](#) governs such issues as discrimination, sexual harassment and retaliation. MCTC has a Legal Affairs department that regularly communicates with the MnSCU General Counsel about policies and procedures governing College operations.(2.A)

- **Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)**

MCTC's Marketing and Communications Department led a website redesign process from 2009-2011 using an external consultant to gather data from student and employee interviews. Information is categorized as external website material which was designed for prospective students and external stakeholders and internal which is for current students and employees. In this way, prospective students have information available that is relevant to them. Information about programs and requirements including required courses, common course outlines, articulation agreements and gainful employment information are available on MCTC's website on individual program pages. Information about our relationship to HLC and our accreditation pathway is included on a page under "College Leadership." Student Right to Know information and College costs is on the website. (2.B.)

4R4: What are the results for ensuring institutional integrity?

- **Outcomes/measures tracked and tools utilized**

We can track employee completion of code of conduct and other required trainings through our learning management system (LMS), D2L/BrightSpace. These data currently reside in Informational Technology

Services (ITS) and can be requested by Human Resources. The Portfolio process offered MCTC the opportunity to connect data housed in ITS with the HR employee training process, and involved discussion about reviewing data more systematically.

We also review audit findings from audits conducted by the MnSCU System Office's Office of Internal Auditing. The most recent audit included finance data for fiscal years 2013, 2014, and 2015 through November 30, 2014. The audit included review of bookstore inventory balances, employee payroll, expense reimbursement and other finance data.

• **Summary results of measures**

Data from our LMS over the last four-year period shows that MnSCU-required employee training has been completed by 50% or less of our total employee population (Figure 4.4.1).

Audit findings show that there are a number of areas where MCTC needs to improve. The findings, from the final report by MnSCU's Office of Internal Auditing, the College "generally had adequate internal controls," however there were seven audit findings:

The college had errors that resulted in three faculty members being overpaid and other errors that did not impact pay.

1. The college needs to improve its processes over staff and faculty leave.

2. The college did not have some controls to ensure receipts were safeguarded in the business office, bookstore, and parking ramp operation.

3. The college did not have a process to review waivers for accuracy.

4. The college did not adequately manage its asset inventory records.

5. The college did not obtain proper approval for two purchases that exceeded $100,000.

6. Computer access was not removed timely for two employees who left the college.

A positive result of the audit was control over our computer inventory using an efficient online process. MCTC was asked to share this process with other campuses.

• **Comparison of results with internal targets and external benchmarks**

A target for required trainings is 100% as they are required by the System Office for all new employees. This target is far from being met. In terms of audits, a number of the findings on MCTC's report signify important risks to the College that need immediate correction. Measures to counteract the priority risks are in place or in progress. Some of these improvements are listed below.

• **Interpretation of results and insights gained**

MCTC needs to ensure that all new employees complete their required training. MCTC also needs to exert more control over some of its processes related to finances.

4I4: Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

MCTC has an opportunity to ensure 100% participation in its required employee trainings, including for Code of Conduct training. With the addition of a new assistant HR director, trainings and performance management will have more oversight and training completion will be reviewed and feedback communicated more proactively to supervisors of new employees. This is a planned improvement for FY16 and beyond.

We also have an opportunity to communicate broadly our Code of Ethics policy to all employees and our Student Code of Conduct to all students as (1P6, 2P4). A joint communication from the College President and the Student Senate President focused on our new College values (4P1) and our student (1P6, 2P4) and employee (4P4) codes of conduct is planned for fall 2015.

In terms of audit findings, Human Resources, the Finance and Operations unit and Information Technology are responsible for responding to audit findings within one year but a number of the audit findings are in the process of being resolved or are resolved. For example, audit finding 3 resulted in moving a supervisor's office in closer proximity to the campus safe and physical access to the space was limited to Business Office employees only. Additionally, related to audit finding 5, a new process and timeline was created for managing inventory in the Bookstore and staff are using the process to audit inventory each year instead of once every

three years as specified in the previous process.

Category 5 Overview

Key units of the College that have responsibility for knowledge management include the Office of Strategy, Planning and Accountability (SPA) and Information Technology Services (ITS). Departments involved with resource stewardship primarily include Finance, Facilities and ITS. Processes for knowledge management and resource stewardship range tend to be systematic or aligned.

Processes for organizing, analyzing and sharing strategic information, such as program outcomes data, come from SPA and tend to be aligned. SPA creates and publishes two major reports each academic year for the College community: Data Shop and Academic Program Review, both of which are used for planning and improvement. Data Shop is revised every semester and Program Review is revised every year. The Finance and Information Technology Services (ITS) departments also provide standard reports to the community through, for example, monthly budget reports to supervisors and administrators. These departments have begun more systematic collaborations since the 2012 Systems Appraisal, when the College was given feedback on making data more accessible for planning and improvement. For example, SPA now has a referral process with ITS to ensure the timely completion of data requests; SPA has also worked collaboratively with Student Affairs and Finance to develop an enrollment projection model. MnSCU and MCTC procedures ensure that those who have access to data have a legitimate business need, have access only to the data required based on their role and complete data privacy training; this process is managed by Information Technology Services (ITS) and the MnSCU System Office.

MCTC's processes and results for resource management are systematic and aligned. Many of the College's processes for managing resources are governed by MnSCU Board policies and procedures – for example, annual "Trends and Highlights" meetings provide an opportunity for MnSCU System Office staff to review with MCTC leaders and staff MCTC's financial statements and other key data. MnSCU performance metrics include space utilization, composite financial index (FCI) and the facilities condition index (FCI) and performance targets are set for each these annually. In FY15,

rigorously managing section offerings saved the College approximately $800,000, which was then reinvested in positions that furthered Strategic Action Plan projects – e.g. Improvements to resource management include aligning the new mission, vision and values and specific Strategic Action Plan priorities and projects to new budget requests, facilities master planning and technology master planning (5.C.1), strategically utilizing the grants management process to seek external funding (2I3) and expanding the use of a return-on-investment tool in making program and service decisions.

The College's operations management processes and results range from systematic to aligned. These processes are sometimes governed by MnSCU Board policies and procedures and include using System-wide performance data like Facilities B3 reporting process. System audits of processes are also conducted, for example of financial statements, IT functionality and other issues. MCTC has a secure infrastructure and processes for maintaining campus physical security. Improvements include expanding participation in MnSCU's shared services effort, in which MCTC currently participates.

5P1: Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

• **Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making**

MCTC's Office of Strategy, Planning & Accountability (SPA) is responsible for organizing, analyzing and sharing much of the reporting on institutional performance and student outcomes research (2P2). The SPA Office transforms the data collected into strategic information and communicates this to College leadership, the MCTC community, and external stakeholders through the (SPA) website, distributed reports and

presentations. SPA includes institutional researc, strategic planning, accreditation and process improvement functions, thus the College is able to undertake a holistic and comprehensive approach to institutional effectiveness that is aligned with the College's major strategic priorities and initiatives.

In broad terms, MCTC uses our major planning document, the Biennial Strategic Action Plan, to select, organize, analyze, and share data and performance information to support planning, process improvement, and decision-making. The Plan is updated yearly to ref ect new areas of improvement or concern based on data from the prior year. The process is represented in Figure 5.1.1.

An example of how this process has worked involves the use of data on retention in the f rst year at MnSCU colleges. Recent MnSCU reports suggest that almost all of the system's two-year college students who are not retained leave within the f rst year. These data supported the addition of a project on the FY15-16 Strategic Action Plan called "Re-envision the f rst year experience." Leaders were committed to ensuring excellence in the f rst-year experience, but decided to make it an off cial College project when the data supported it.

Some performance information is selected for the College by the MnSCU System Off ce and are documented in the Strategic Performance Metrics Report (see 5R1, 5R2 and 5R3 below). Data are used primarily by the President to determine which new projects belong on the Strategic Action Plan. For example, a performance metric on grant funding showed that MCTC needed to increase its grant-funding in FY15. The President created a new Strategic Action Plan project called "Re-energize Philanthropy Efforts" and assigned the work to the new VP for Strategic Partnerships.

In terms of student demographics, enrollment, outcomes and program data, SPA creates and publishes two major reports each academic year: Data Shop and Academic Program Review. Data Shop provides a single location for reports, grant applications, media requests and various stakeholder communications. Data Shop is provided to the campus to ensure data are accessible and used consistently. Academic Program Review contains program-related data that faculty, staff and administrators can use to better understand program and department performance.

The number of data points included in the Program Review document has grown over the years as SPA has collected feedback from stakeholders through their online ticketing system about how data are typically used (e.g., for grant-writing or to understand outcomes for specific student populations).

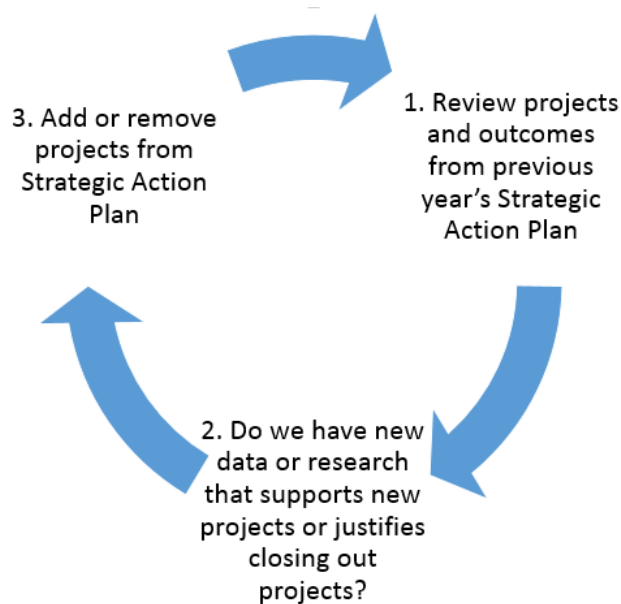The following data sources are used to plan, make decisions about or engender process improvement

Figure 5.1.1. Strategic Action Plan Planning Process

projects for specific department operations.

• In terms of the process for sharing these major data documents, there are multiple methods in place.

• The SPA intranet site is the major repository for student- and program-related reports

• Links to presentations and reports are sent through the weekly employee newsletter

• SPA holds monthly "Data and Donuts" presentations during the academic year to encourage feedback and questions about reports

• Research is presented at key management meetings including Executive Committee (all managers on campus), Faculty Coordinators, Deans Leadership Team, President's Council and through bargaining unit-management meetings.

SPA receives data requests weekly and at

specified times to take inventory of the types of requests received. In 2013, SPA improved the data in-take process by requiring that requestors tie each request for data to the Strategic Action Plan. SPA also refers requesters to other sources for data, depending on the user's needs. While SPA responds to requests for reports, ITS often can meet a business need for an application. Both departments increase user access to data.

In summary, the data that are selected and communicated related to planning, process improvement and decision-making have been developed over a period of the last nine years since SPA was created. SPA reports are more available to the community through the intranet site, monthly College-wide presentations, and through presentations to leadership groups like the Academic Deans. Additionally, ITS and SPA have established a referral process over the last three years to improve timeliness of user access to data. (Tables 5.1.1 and 5.1.2).

• **Determining data, information, and performance results that units and departments need to plan and manage effectively**

Much of the data/information used to determine performance results for departments comes from our MnSCU's Integrated Statewide Record System (ISRS). ISRS is broken into various modules that support the work and data for each department on campus. Other data sources used to effectively manage performance results include other state-wide systems that interact with ISRS as well as some third party products that utilize a combination of ISRS data coupled with data that resides in the product that provides the department with more useful information to effectively offer their services.

Data Product	Department/Unit	Planning, Improvement or Decision-Making Process
Annual Program Review Data	Academic Affairs	Program prioritization Departmental improvements to retain specific demographic groups
Semesterly Data Shop Report	Multiple departments/roles	Grant applications and reports, compliance reporting, media reports, internal data requests
Weekly Enrollment Reports	Multiple departments/roles	Planning for recruitment strategies and staffing
Annual Strategic Performance Metrics Report	MCTC President	Revising the biennial Strategic Action Plan
Noel-Levitz Employee Satisfaction Survey (2012, 2015)	Office of Strategy, Planning and Accountability	Designing training, planning action projects, revising the biennial Strategic Action Plan
Biennial Community College Survey of Student Engagement	Office of Strategy, Planning and Accountability	Planning action projects and other continuous improvement projects
Monthly Budget Reports	Finance Department, President's Council, cost center managers, assistants	Ensuring small problems are corrected early
Annual Budget Book	Finance Department, President's Council, cost center managers, assistants	Allows for tracking expenditures and containing costs
As-needed Internal and Commissioned Research Projects and Reports	Office of Strategy, Planning and Accountability Academic Deans Faculty (e.g. development education faculty)	Improving academic offerings Strategic Action Plan project planning Enrollment management planning

Table 5.1.1. Data Products, Processes and Affected Departments/Units

Departments use the various ISRS modules or other data tools/repositories to generate data that enables them to track and inform their work. The processes for determining which data should be reviewed, used and generated occurs at the department level. Some examples include the following:

• Our Business Office publishes monthly reports that include a list of "triggers" that are monitored. The triggers help to focus the department on specific measures that signal certain actions that may need to be taken in order to keep the college on solid financial footing.

• ITS provides data, from which Academic Affairs generates a daily course saturation report to assist the academic deans in understanding how the courses in their departments and programs are being trafficked. College-wide saturation targets assist the deans' in better understanding what opportunities might exist to ensure the college is being efficient in their course offerings.

SPA also serves as data consultants to the college. Anyone from the campus can submit a data request to SPA if they require assistance in better understanding what data sources exist, what data could be used to inform processes or if further research is required. Data requests are reviewed weekly and prioritized based off the college's strategic plan/initiatives.

• **Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements**

Being part of the Minnesota State Colleges and Universities system, much of our data infrastructure is hosted, maintained and developed with system-wide input. MnSCU has a robust process for users to request and the local campus to assign security rights to users based off their position at the college. Rights to data and reporting are made available to those with a business purpose as well as to managers in order to be able to assess various data points that inform their departmental work. MnSCU also produces a number of reports and data resources for campuses to utilize, and provides accountability data on all system institutions on the system website.

Locally, SPA partners with Information Technology Services to make both system and campus-based resources available to the college. SPA routinely meets with various campus stakeholder groups to either present research or data resources or better understand data users' needs, but the infrastructure for allowing access to MnSCU-maintained data resides with ITS.

For example, access to the Consolidated Access Point (CAP) server is provided via ITS. In addition, ITS manages the Operational Data Security Request process.

SPA also maintains a data request system that allows any campus employee to request data assistance/support for a question they might have for their area, department or division. New requests are reviewed weekly and prioritized. When possible data requests are reviewed with an eye toward how they can be built into our standing processes for producing and making data available to the campus. When users need ongoing data, the request is referred to ITS.

• **Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes**

Much of the data infrastructure is developed and maintained by MnSCU with campus input. MnSCU has a number of user groups (i.e. finance, registrar, financial aid, human resources, etc.) in order to provide campuses with avenues for feedback in how data, tools and resources can be improved. Recommendations from the user groups are collected annually and then ranked by the MnSCU division of Information Technology and Services. Ideas for information management that arose in these user groups include the Faculty Workload Management Automation (FAMA) project whereby the Human Resources User Group developed an automated process for building faculty information in the Human Resources module of ISRS, and Course Registration Communications Project led by the Finance User Group that automates the communication to students about payment after the student has registered for courses. At the local level, SPA convenes ad hoc groups as needed to help explore variety of topics to ensure our data is accurate, reliable and timely. A recent example of this is the formation of a Data Users Group (DUG) that convened data users across campus to document the various data tools and resources employees currently use or have developed to improve access to data and information (e.g. data pulling apps developed by ITS for occasional data users).

In terms of overall data security, MnSCU ensures data security by:

• requiring every employee to take online data privacy training after being hired

• ensuring users request access to replicated data based on role and business need; data are accessed through single sign-on procedures (StarID)

And MCTC ensures the security of our data locally using the following mechanisms:

• Users have to request access as designated by roles and not individuals;

• Data access is limited to meeting specific business needs; and

• Establishing legal contracts with other

about FERPA is found on the external website. MCTC also has a Records Retention Schedule.

5R1: What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

• **Outcomes/measures tracked and tools utilized**

SPA has three-year trend data available on the number of requests and number of completed projects that come through the ticketing system annually.

Data Product	Availability for Decision-Making	Planning, Improvement or Decision-Making Process
Program Review	Annual updates with ongoing improvements and additions	Program prioritization Departmental improvements to retain specific demographic groups
Data Shop	Every semester	Grant applications and reports, compliance reporting, media reports, internal data requests
Weekly Enrollment Reports	Weekly before each semester starts	Planning for recruitment strategies and staffing
Strategic Performance Metrics Report	Annually	Revising the biennial Strategic Action Plan
Noel-Levitz Employee Satisfaction Survey	2012, 2015	Designing training, planning action projects, revising the biennial Strategic Action Plan
Community College Survey of Student Engagement	Biennally	Planning action projects and other continuous improvement projects
Monthly Budget Reports and Annual Budget Book	Monthly and annually	Department budgeting
Internal and Commissioned Research Projects and Reports	As needed	Improving academic offerings Strategic Action Plan project planning Enrollment management planning

Table 5.1.2. Data Products, Processes and Delivery Cycle

entities such as Hobsons (with MCTC) or Microsoft (with MnSCU).

MCTC has an "Online Privacy Statement" that discloses to users what data are collected including user search terms used to find the site, sites visited prior to MCTC site and web page visited during the user's session. These data are used to determine if users can smoothly access the information they need. MCTC has a Student Records Data Privacy Statement in the Faculty Handbook and information

• **Summary results of measures**

Figure 5.1.2 shows that the number of requests sent to SPA and the number of completed requests have both dropped since FY13.

• **Comparison of results with internal targets and external benchmarks**

SPA does not have internal targets or external benchmarks for the measure shown above, but the

goal is to decrease ad hoc reports each year.

- **Interpretation of results and insights gained**

This drop in the number of requests and completed tickets received by SPA coincided with making data more accessible via the employee intranet, creating more interactive and/or expanded standard reports and proactively getting data to employees through monthly "Data and Donuts" sessions and via the employee newsletter. Also, the fact that ITS has been creating applications for users has likely had on impact on the decreased number of data requests.

5I1: Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

- **Many of the improvements that have been implemented involve strengthening the integrity of our data as well as improving accessibility to data for decision-making.**

Improving Data Integrity. The MnSCU System Office recently implemented ISO 27002 to ensure that we are following standards for data security. To ensure that employees remain up to date on their knowledge of data privacy requirements, starting in FY16, data privacy training will be required annually as a refresher to all employees.

Making Data Accessible for Planning, Process Improvement and Decision-Making. Two critical documents that have been improved over the last three years include the annual Program Review document, which was a static file produced yearly and is now a continually-improved storehouse of data files that employees can access and manipulate through
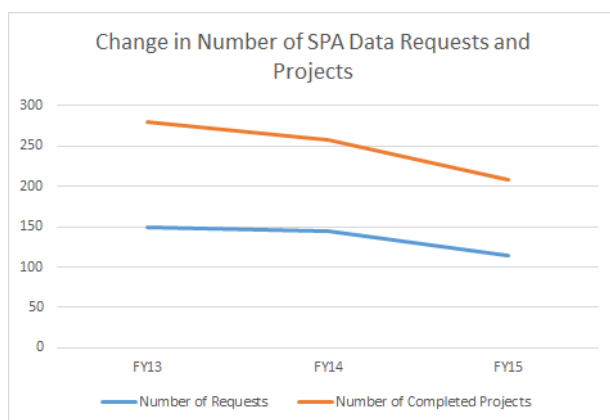

Figure 5.1.2. Change in Number of SPA Data

the use of pivot tables. An additional improvement involved condesning Program Review data into a brief "scorecard" of the key Program Review metrics, increasing the accessibility of the data. Another improvement involves reducing the number of tickets for frequently-requested data points and building them into standard reports. For example, frequent requests for data by special populations (e.g. graduation rates by ethnicity) resulted in building equity measures into Program Review. This increases employee's access to data while reducing the number of research request tickets that must be handled.

Finally, the College will be publishing a set of key performance indicators (KPIs) so all internal and external stakeholders have access to a simple set of metrics on MCTC performance that can be tracked over time (Figure 5.1.3)

5P2: Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Maintaining fiscal, physical, and technological infrastructures sufficient to support operations**

Finance

The College maintains its fiscal infrastructure in the following ways. Annual Financial Statements are prepared according to Generally Accepted Accounting Principles (GAAP) in August and September. The MnSCU System is audited in September and the College is asked to present on its financial statements including its net assets at the annual Trends and Highlights Meeting hosted by the system office and the Vice Chancellor of Finance. Targets for improvement are set at or after this meeting.

The College's fiscal infrastructure is reviewed regularly by the Operations Working Group via monthly budget-to-actual reports to identify any unexpected financial activity. Unrestricted net assets are reviewed, with a focus on growing them at a reasonable and sustainable rate while

Goals		Key Performance Indicators
I.	Improve retention	Successful course completion (MCTC data) Fall to fall retention (MCTC data)
II.	Close achievement gap	Student success of students of color and white students (MnSCU Performance Metrics data)
III.	Stabilize enrollment	Enrollment trend, semester to semester, FYE and headcount (MCTC data)
IV.	Create balanced budget	Budget to actual within 3% for revenue and expense

Table 5.1.3. MCTC Presidential Goals and Associated Key Performance Indicators

strategically reinvesting back into the College.

One of the financial measures that track the College's reinvestment into its physical infrastructure is the College's Investment in Capital Assets. This number represents the outflow of expense on capital expenses less depreciation, and is prepared annually during the preparation of the College's financial statements.

Finally, according to Board Policy 5.9, each college/university president in the MnSCU System is accountable for the institution's budget performance. The President receives monthly budget-to-actual reports for review and communicates concerns to the Vice President of Finance and Operations. Each institution's performance is also reviewed on an ongoing basis by the System Office, which provides an added level of accountability. (5.A.1)

Facilities

The College's physical plant needs are addressed in the biannual Capital Appropriations bill and the annual request to the MnSCU system office for Higher Education Asset Preservation (HEAPR) funds that are allocated to individual schools on a revolving basis. The Capital Appropriation request is a robust process where project summaries are submitted to the MnSCU System Office and then graded by peers based on established criteria. Additionally, the College's Director of Facilities and Chief Financial Officer update the Facilities Condition Index (FCI) of the College in order to determine areas of deferred maintenance that need reinvestment. The College's FCI is one of the criteria the Chancellor uses to assess an institution's facilities performance. Every MnSCU institution must have a Master Facilities Plan in operation; MCTC's

new MFP will be approved by the Board of Trustees in FY17 based on FY16 plans centering on the institution's mission, vision and values and the priority Strategic Action Plan projects for FY16 and beyond.

Information Technology

A technology lifecycle schedule ensures stability of all hardware components for business operations. Measures in place include UPS (uninterruptable power system) units that respond whenever a power outage occurs. Support maintenance agreements are in place for operational needs. The College uses enterprise-wide standards for equipment purchasing and has a lifecycle plan for all user devices to ensure performance over time while using the State of Minnesota purchasing contracts to reduce cost. IP360 reports from MnSCU score the College on a range of security risks; the CIO determines how the level of risk and the ability to reduce risk can be managed with existing budget. IT manages and maintains desktop and laptops using tools (e.g. System Center Configuration Management) and SECUNIA to ensure devices are properly patched, updated and operational.

• **Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs**

Finance

Three processes govern how resources are aligned to strategic goals. First, the System Office sets targets on a set of performance metrics aligned with the Chancellor's three Strategic Framework goals. Trends and Highlights meetings are held between the Vice Chancellor of Finance and Operations, her staff and

the individual campuses. At these meetings, targets for the next year are discussed, including those for the Composite Financial Index (CFI) and net restricted asset balances. During this annual performance review, institution shortcomings are reviewed and remedial action is outlined. Targets are based on policies, previous trend data for an institution and expected outcomes based on other MnSCU institutions' performance. Data on the relevant MnSCU Strategic Performance Metrics are shown in the Results section.

The other process that governs how the budget is aligned with mission, resources, opportunities and emerging needs is through Second, the annual budget process, as shown below.

The College uses program saturation data as part of its Program Prioritization Process and thereby connects growing programs to the budget process for new requests for resources. This saturation data is then used as an aid in budget projections. In the most recent planning cycle, the College targeted a 0.5% increase in saturation in order to help fund programming, e.g., adding advisors to improve first-year student retention (1I5). (5.A.3) Additional funds were allocated based on this projection in increased revenue.

Third, tuition and fees charged by colleges are governed by MnSCU and State policies.

In terms of engaging the College community in understanding how the budget is aligned with the College's plan, Finance has held town-hall meetings, gathered anonymous budget suggestion submissions, attended individual departmental meetings and ensures every year that the Budget Committee membership includes bargaining unit representation and inclusion of employee volunteers with an interest in the budgeting process.

Facilities

The Facilities Department develops a Master Facilities Plan every five years as mandated by the Board of Trustees. The Board's policy states that facilities planning is used "primarily for purposes of fulfilling the institution's missions of teaching, research, and public service." Each institution is required to have an ongoing Facilities Plan. Space use assessment as well as "plans for modernization, renewal and improved sustainability" and the System Office facilities-related performance metrics are used to determine capital requests.

Information Technology

The CIO reviews data on equipment usage, computer life cycles, customer ticket types, IP360 reports and other data to determine where resources need to be allocated. The CIO meets with the Student Senate President on a regular basis and a student team reviews the IT annual budget and provides feedback in line with their priorities. The CIO also has an IT advisory council that includes faculty, students and staff that helps prioritize IT projects for the year, and the CIO now sits on the College's President's Council, where College-level decisions are made.

- **Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected**

Finance

The Budget Committee consists of a broad group of members including subject matter experts and representatives from all bargaining units who use an annual process to make recommendations to the President's Council (Figure 5.2.1). The Budget Office provides IPEDS data to the Budget Committee in order to help them make decisions about staffing requests. The College's Academic Affairs division uses its annual Program Review and Program Prioritization Process to review individual programs and ascertain which areas need additional investment. Academic Affairs interfaces with the Budget Committee and makes a formal request that is evaluated and then passed on to the President's Council. Also, the College publishes saturation levels of classes during the registration period and those classes that don't meet enrollment targets are canceled by academic deans. Funds saved from reducing teaching credits are reallocated for the next budget cycle. (5.A.2)

Information Technology

The College is continually reviewing technology use in light of the critical nature of security risks. Through working on continuous improvement in customer service, the IT team is re-evaluating how resources can be re-deployed to maximize data security and ensure a safe and effective environment for technology use. For example, three IT positions focused on face-to-face customer problem-solving are being reassigned to positions in IT security, mobile-device management and "Bring Your Own Device" management. The dynamic environment of technology faced by colleges is requiring continuous reassessment of how personnel and other resources are being used.

Facilities

The College regularly anticipates its fixed physical plant costs, and is adept at projecting such costs for the next year. MnSCU policy requires that contracts are in place for no longer than five years and costs may increase when n

Maintenance of physical plant infrastructure is more variable and contingencies are built within the budget. The College has an opportunity to better align students' academic and support needs with Facilities planning and will use the Systems Appraisal to aid in collaborative planning discussions in FY16 as a new Master Facilities Plan is created. (5.A.1, 5.A.2)
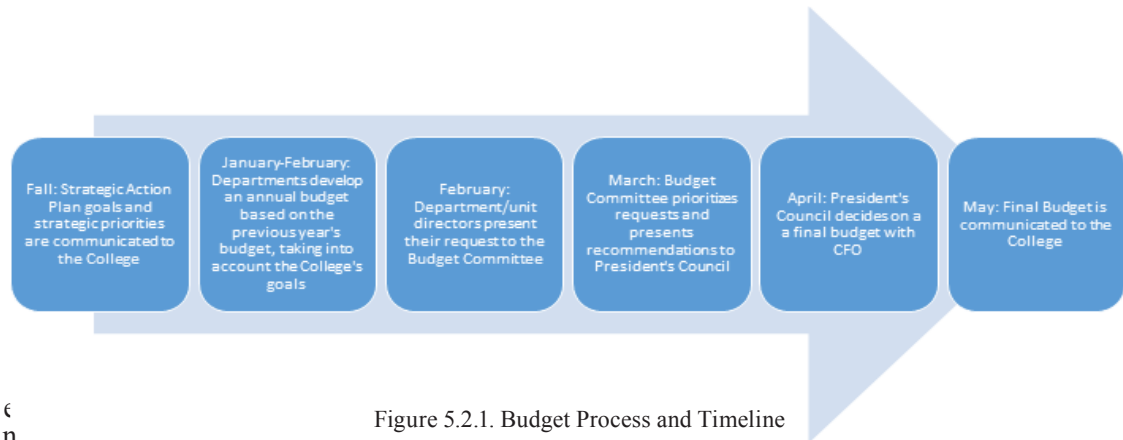
5R2: What are the results for resource management?

- **Outcomes/measures tracked and tools utilized**

Finance

- Net Operating Budget

- Monthly budget-to-actual – robust monthly financial reporting is created using Access and Brio queries and distributed to Presidential Cabinet Members and Business Office Operations Working Group members. The reports are reviewed regularly by the Business Office at the monthly Operations Working Group meeting and the Director of Finance and the Vice President of Finance and Operations collaborate to investigate noteworthy variances.

- MnSCU Performance Metrics include the Composite Financial Index measure.

Facilities

- The Hillyard Space Survey audits the current state of product use and processes on campus and helps the Facilities Director find quality improvements and cost savings opportunities.

- Space utilization is part of the MnSCU Performance Metrics data that measures affordability to students through efficiency in operations.

- The Facilities Condition Index is a MnSCU Performance Metric.

Figure 5.2.1. Budget Process and Timeline

Informational Technology

- IP360 Reports quantify the degree of risk of various threats to security at a campus.

- Critical Security Controls Assessment identifies key issues and scores 20 critical security controls. The scoring methodology provides information to assist in the decision to fix the deficiency or accept the associated risk.

- **Summary results of measures (include tables and figures when possible)**

Efficient Use of Resources, a category of measures in the MnSCU Strategic Performance Metrics Report delivered to MCTC annually, includes: Institutional Support Expenses, Space Utilization and Instructional Cost Per Full-Year Enrollment (FYE). Another category of measures is Stewardship of Financial and Physical Resources and this includes the Composite Financial Index (CFI) and the Facilities Condition Index. MnSCU Performance Metric data are shown below along with their targets which are set by the MnSCU System Office of Institutional Research.

- **Comparison of results with internal targets and external benchmarks**

All comparisons with MnSCU targets are shown in Figures 5.2.2 to 5.2.5. Institutional support expenses are within range based on our MnSCU-set target. The Space Utilization Metric did not have targets set before FY16; data will be collected in FY16 and next year's Strategic Performance Metrics Report will provide the comparison between MCTC's performance and the target.
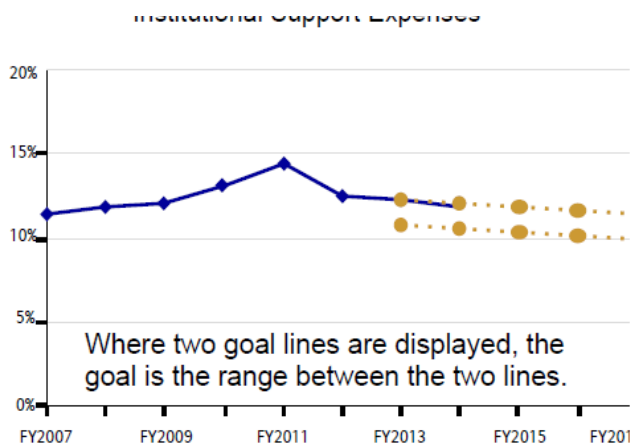
Instructional cost is close to the MnSCU-

Figure 5.2.2. MnSCU Performance Metrics Results and MnSCU-set Targets for Institutional Support Expenses
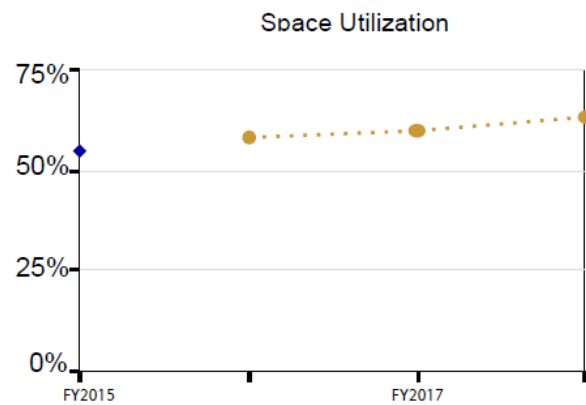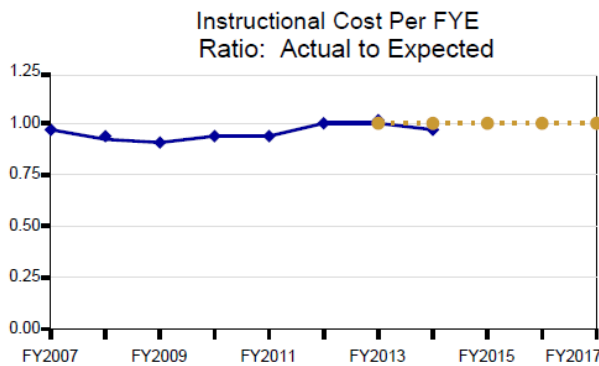

Figure 5.2.5. MnSCU Performance Metrics Results and MnSCU-set Targets for Composite Financial Index
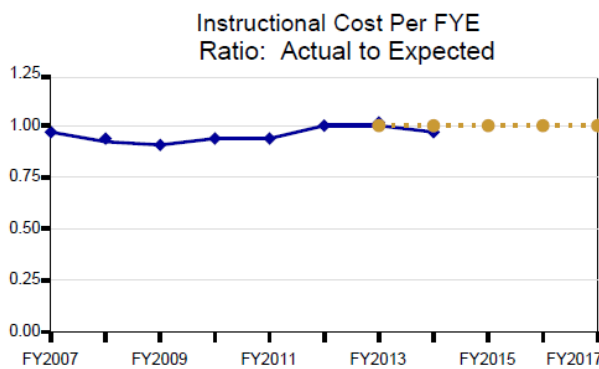

Figure 5.2.4. MnSCU Performance Metrics Results and MnSCU-set Targets for Instructional Cost Per FYE set target and should be further reduced in FY15 (reported to MCTC in May 2016) due to an increase in course saturation.

The College had a net operation margin of ($1.l) million during fiscal year 2014. Its long-term target is zero. The College's CFI at the end of fiscal year 2014 was 1.40. MCTC's goal is to reach 3.0 in FY17 which is also the MnSCU-set target for the College.

Figure 5.2.3. MnSCU Performance Metrics Results and MnSCU-set Targets for Space Utilization

• IPEDS data show that MCTC's costs for expenses for instructional and other services are higher compared to our IPEDS peers in most categories but not in "Other Core Expenses" (Figure 5.2.6).

Facilities

MCTC's performance falls within MnSCU's FCI target range for the College.

• **Interpretation results and insights gained**

Accrual expenses must be planned for during the College's cash basis budget cycle in order to positively impact CFI, namely the net operation margin component thereof. While the College has a long term target of $0 for its net operating margin, in order to raise its CFI to 3.0, a consideration for short term positive net operation margins is part of the administrative planning at the institution.

The College also anticipates an improvement in its CFI from its Program Prioritization Process (5P3) as efficiencies derived from that lead to a reduced cost per FYE at the College. Over the course of FY15 and FY16, the College anticipates a net reduction of $1.2 million in its costs.

5I2: Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

The Interim President's four College goals include stabilizing enrollment and developing a sustainable College structure and budget. To accomplish this,

Facilities Condition Index (FCI)

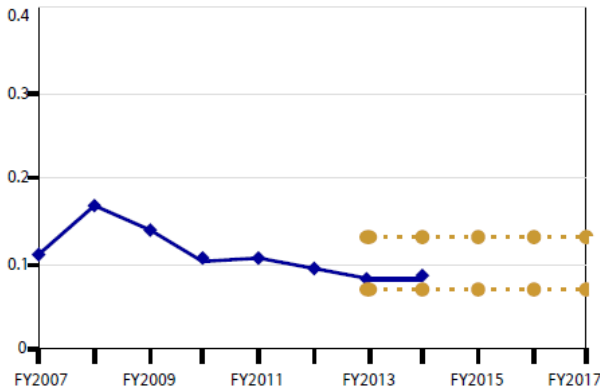FCI goal is the range between the indicated lines.

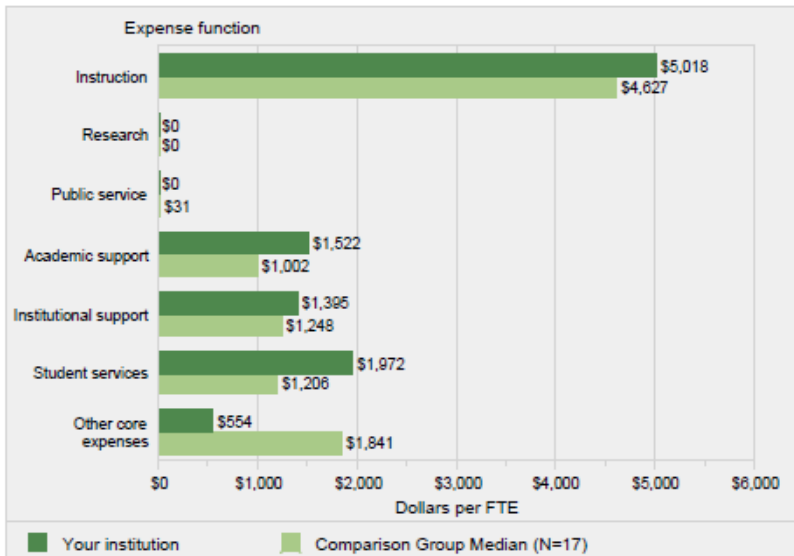Figure 5.2.5. MnSCU Performance Metrics Results and MnSCU-set Targets for Composite Financial Index

Figure 5.2.6. IPEDS Results for Cost of Services Per Full-time Equivalent Employee Compared to Peer Group, 2014

include an allocation for non-cash expenses, most notably depreciation. Using this methodology, the College is hopeful to raise its CFI to the 3.0 level in the coming years. Also, the College evaluates new programs and initiatives by their prospective returns on investment. This process allows the Vice President of Academic Affairs and the Academic Deans to assess the direct and indirect costs and revenues associated with such investments and helps to determine potential long term viability before any funding is allocated. Using this tool resulted in not running a proposed Industrial Design degree at MCTC which the projections showed would have had a negative ROI.

Data from the SPA Data Shop shows a growth in online enrollments over several years and surveys of students from a recent AQIP action project showed that students wish to receive communications electronically but the mechanisms for reaching students are used differently across departments that issue College-to-student communications. The College invested in a D2L administrator who supports improvement for our learning management system and in a SharePoint administrator who will work on structuring College to student communications included in our advising software, AgileGrad.

5P3: Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- **Building budgets to accomplish institutional goals**

The College's Budget Committee consists of representatives of all of the campus bargaining units as well as subject matter experts (e.g., Information

the budget process will better linked with details of the College's Strategic Action Plan, in particular by linking requests to specific projects on the Plan rather to just the goals and priorities. This will reduce redundant requests, make the reason for budget expenditures clearer and ensure funding of key projects. For those projects that do not have the necessary resources in the College's budget, outside funding via grants and major gifts can be sought. For example, because budget was needed for advising staff to improve the initial student experience funding was sought through grants for FY16-17.

System office and the Higher Learning Commission use a target CFI of 3.0 for planning purposes and the College has adopted this number as its target. As this metric is based off the College's accrual basis of accounting, its cash basis budgeting process must

Technology staff). This composition is designed to solicit feedback regarding funding priorities from a broad array of perspectives while disseminating information out to the various stakeholders within the College. (5.C.3)Since FY15, the College's new mission and Strategic Action Plan priorities and strategies are incorporated as criteria for qualitative analysis of budget proposals and are prioritized based on their alignment with the direction of the College. A report on the Budget Committee's findings is delivered to the Vice President of Finance and Operations and the President after the budget process has been completed. (1.A.3, 5.A.1)

- **Monitoring financial position and adjusting budgets**

MCTC Policy 5.05 outlines the process and timeline for adjusting budgets. The College's Business Office prepares monthly financial reports for members of the President's Council. The Business Office conducts its own monthly review of the statements during its Operations Working Group meeting with an eye on variance from prior year and variance to budget. Items of interest are researched and, if necessary, key variances are forwarded to the Vice President of Finance and Operation. For example, when recent layoffs of part-time faculty did not result in budget savings based on budget reports, the team investigated and found that the time period for realizing savings was truncated, thus savings were not realized in our reports. This was communicated to upper-level administrators. (5.A.5)

The College's accounting system, ISRS, has view only access that allows cost center managers and their support staff to monitor budgets in real time. Budgets can be adjusted to allow for additions and subtractions to individual cost centers per the approval of the respective cost center manager. ISRS also contains systematic business rules which creates an audit trail of budget adjustments. This ensures that original budgets are preserved and any adjustments are reported on. (5.A.1, 5.A.5)

- **Maintaining a technological infrastructure that is reliable, secure, and user-friendly**

At the MnSCU level, the Office of Internal Audit conducts various financial compliance audits and MnSCU has an IT Risk Management Steering Committee that identifies the key risks at colleges and universities in the System. For example, they may conduct a "horizontal audit' focusing on user-level security in FY16 across all institutions. The most recent IT audit at MCTC involved 172 questions answered on business needs and functionality of devices, hardware and software. On the MCTC campus, all requests for computer software or hardware must be approved by the CIO or delegate. This internal control ensures that, for example, software will not be purchased that can't be coordinated with or provide requisite security for enterprise level IT systems. A goal for FY16 and beyond is to make the College's website more mobile-responsive. The Auxiliary Services Department and the Office of Information Technology use Payment Card Industry (PCI) standards to ensure data security for all campus users, for example through tokenized credit card transactions. The next project that will be undertaken is Point to Point encryption. Changes in compliance are required as the technology environment becomes more complex. The overall campus goal is to reduce the number of platforms used across campus to minimize the number of potential points of failure. Using more features of the course management system, D2L, is an example of extracting as much utility as possible from existing platforms and discontinuing those that are redundant. Another example is using only the College's Blackboard system for parking and not the POS software used in the bookstore.

- **Maintaining a physical infrastructure that is reliable, secure, and user-friendly**

MCTC's physical infrastructure is monitored on a daily basis using customer tickets for repairs and qualitiative input from trades workers "in the field" across campus. In 2007-08, a cost analysis study was conducted and changes made to staffing based on results. Energy tracking is done through B3, a third party database where energy usage is tracked against benchmarks in order to identify opportunities for efficiency. For example, in the last five years, a switch was made to fluorescent and/or LED lighting to cut energy usage and more aggressive temperature set points were put in place for times of low- or no-usage of campus buildings. A database that includes life cycle information on all physical systems – roofs, painting, elevators, etc. – is maintained and reviewed monthly and trades employees working in the field report back when equipment needs repairing. Equipment and physical assets are not changed based on life cycle date if they are working well and there is no risk associated with non-replacement.

In terms of building security, multiple security patrols are conducted daily by professional State of Minnesota Campus Security Officers. Security cameras are installed in 270 locations campus-wide. The security desk is strategically located in the Parking Ramp building where the majority of individuals move from the ramp to the main campus building. The campus is continually assessed for increased security measures through several assessment tools including crime prevention through environmental design, landscape assessments, financial audits, lighting surveys, incident report reviews, and security audits. Through these assessment tools the campus is continually making adjustments to provide for a safe campus. Areas on campus that handle cash transactions have priority security measures such as panic buttons, CCTV, dual locking mechanisms, non-routine cash retrieval procedures and limited access. MCTC contracts with several technology vendors to ensure the security of user information, for example parking ramp data security is compliant with PCI regulations.

Managing risks to ensure operational stability, including emergency preparedness

MCTC has a continuous process to assess risks and ensures effective management of its operations through several assessment tools. Overall risk is assessed by reviewing historical data as well as audit assessments. MCTC has developed an operations plan that has been reviewed and developed by many leaders both internally and externally to MCTC. Through physical security assessments using Crime Prevention Through Environmental Design concepts our campus continues to thrive as a safe and inviting place to work and learn. MCTC performs annual emergency preparedness drills at least twice per year. Through these emergency preparedness drills we plan for and develop processes to mitigate potential threats; we do this by surveying employees after drills about their experiences and make improvements based on their feedback.

5R3: What are the results for ensuring effective management of operations on an ongoing basis and for the future?

- **Outcomes/measures tracked and tools utilized**

The Primary Reserve component of the CFI measures the unrestricted funds the College has at its disposal in order to meet any unforeseeable expenses or hardships. The College's non-academic spending is taken into

consideration with the Strategic Performance Metrics data and tracked against fellow MnSCU schools for variance. Space utilization is an example of a metric that is compared across all MnSCU colleges. The State of Minnesota has a database called B3 where data on operational efficiency is housed – for example, funds spent on repair and betterment. The data are updated monthly by Business Services which are reviewed by Facilities. The State of Minnesota creates standards for spending which are based on national benchmarks.

- **Summary results of measures MnSCU Data**

At the end of fiscal year 2014, the College had $xx.x million is funds that counted toward the Primary Reserve component of the CFI. Additionally, the MnSCU board procedure 5.10.1 requires that institutions maintain 5-7% of the prior year's expenses as a reserve fund for contingencies.

Public Safety data show that incidents have fallen from 589 in 2011 to 422 in 2014. While some of this decrease can be accounted for by a decrease in enrollments, incidents have fallen more sharply than enrollments, suggesting other causes.

- **Comparison of results with internal targets and external benchmarks**

For CFI data, see 5R2.

- **Interpretation of results and insights gained**

The College has used data to allocate resources where they are most needed, the first-year experience for students at the College (1I5). It is hoped that improved retention rates will ensue. The College took proactive steps to stop the steady rise of the costs of its programs relative to other MnSCU schools and formulated a robust Program Prioritization Process within its Academic Affairs unit. In terms of public safety data, increased security awareness and security infrastructure through community policing efforts may have resulted in proactive problem-solving prior to incidents happening. This reduction in incidents has happened around the same time that campus Green Dot efforts were implemented although we don't know if the relationship is causal.

5I3: Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

The College will continue to design its Program Prioritization Process to balance maximum efficiencies with positive student outcomes. As an example, financial aid loan default rates were incorporated into the process in FY16, to help convey the programmatic outcomes, thus not limiting the College's purview of programmatic success to completion and/or award.

Public Safety will continue using a community policing philosophy as well as support and be involved in Green Dot efforts to prevent incidents through problem-solving and creating a sense of community; these efforts are in line with MCTC's values of Inclusion and Community.

Additionally, the College's Budget Committee will continue to improve its process to align resources strategically. While institutional priorities were strongly weighted in the past year, the Budget Committee will be overlaying the MnSCU system's Charting the Future Work Plan in its upcoming budget cycle. Chief among the considerations in the Work Plan will be leveraging the College's resources with those of its sister institutions. The College recognizes the substantial resources available through shared services with other MnSCU schools and MCTC has been a leader within the system in all manner of collaboration and currently processes the payroll for four fellow institutions while performing reconciliation work for three others and IT support for two more. The College has also been pivotal in the movement toward centralized communications of MnSCU schools, as indicated by its promotion of an automated registration confirmation to students that is targeted for implementation in in 2016 and the creation of a common Business Office Communications Plan for the ten metro schools. Moving the College's Budget Committee to champion these initiatives is the next step.

Category 6 Overview

MCTC's journey on the AQIP pathway started in 2003 and the College submitted a Systems Portfolio in 2007 and 2011. Between 2007 and 2015, MCTC has used Systems Appraisals, Strategy Forums and internal and external data to create improvements, which have been structured as AQIP action projects, kaizen events and Strategic Action Plan projects. MCTC has completed 14 action projects since 2004. MCTC's processes and results for Quality Improvement Initiatives are systematic.

In terms of specific initiatives, recent projects that have helped build MCTC's capacity for CQI work were the Project Management Action Project (PMAP) and Structuring and Empowering Committees Action Project (SECAP). These and other projects like new employee onboarding and the New Transfer Student Enrollment kaizen project have shown success in their results; results are sometimes communicated out on the College's Strategy, Planning and Accountability (SPA) intranet site. Nevertheless, the processes for selecting projects and systematically communicating results to the College community remain areas of opportunity. The MCTC Project Management Core Team and the Director of Quality Initiatives will be working more closely with project teams in FY16 to ensure that communication plans when new projects are initiated. In addition, Project Management Core Team members will facilitate effective meetings training for project team managers/leads, committee chairs, supervisors and executive assistants throughout FY16.

Processes for integrating continuous quality improvement into MCTC's culture are systematic. CQI projects are included on the College's Strategic Action Plan, a Director of Quality Initiatives coordinates quality projects via the SPA Office, trainings to develop understanding of CQI topics are available to employees on a monthly basis and SPA hosts a CQI FAQ along with quality tool templates (e.g., A3 templates, training materials) to support employee understanding of CQI. However, MCTC employees' satisfaction with the College's quality efforts shows that there is room for improvement. For FY16, key improvements include development of a CQI newsletter that features individual employees describing quality in their departments/functional areas. Starting in July 2015, the Director of Quality Initiatives began conducting face-to-face information sessions with departments and functional groups to increase understanding of CQI and its relationship to accreditation and employees' everyday work. These sessions will continue through FY16.

6P1: Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who is involved in those

processes. This includes, but is not limited to, descriptions of key processes for:

• **Selecting, deploying, and evaluating quality improvement initiatives**

The College has used multiple processes for selecting quality improvement projects, including AQIP action projects (Table 6.1.1.). For example, some projects have been selected by administrators based on Strategy Forum or Systems Appraisal Report feedback (see below). Others have been selected using a voting process in the AQIP Leadership Team or because an administrator recognizes an area of frustration among employees that needs a solution. Selecting every AQIP action project in a more systematic way, thus this represents an area of opportunity.

Evaluation of continuous quality improvement

Process	Identified Improvement	Improvements Including AQIP Actions Project
2009 Quality Check-up Report	Evaluators identified using quality tools including project planning and process mapping to strengthen our CQI capabilities	1. Hired Process Improvement and Evaluation Coordinator/Director of Quality Initiatives in FY11 2. Conducted process mapping initiative in FY12 and FY13 that resulted in completion of twenty process mapping projects, five kaizen events and training of approximately 100 people in lean process improvement 3. Implemented FY13 Project Management Action Project (PMAP)
2012 Systems Appraisal	Evaluators identified the following three issues as strategic for MCTC: 1. Sustaining enrollment growth 2. Better distribution of data for decision-making 3. Stakeholder engagement in planning	1. In FY14 the College launched two action teams to develop an enrollment management plan including both recruitment and retention plans; in FY15 the College added College Sustainability as a fourth strategic priority (4P2) 2. In FY14, Strategy, Planning and Accountability (SPA) began distributing data more broadly by: holding monthly data sessions open to all employees, updating intranet content to house more reports and presentations and using the College's employee newsletter to advertise new findings (5R1) 3. In FY13, SPA involved bargaining units and other employees in strategic planning sessions and revised the FY13-14 Strategic Action Plan to reflect employee and student priorities (4P2) In FY15, Interim President Mills-Novoa began holding listening sessions to get employee feedback about strategic issues that influenced projects included on the FY15-16 Strategic Action Plan (4P1 and 4P2)

2012 Strategy Forum	The MCTC Strategy Forum Team created two improvement campaigns focused on: 1. Creating clear, shared, transparent, focused College priorities and selecting or cultivating key stakeholders/partners based on these priorities 2. Providing ample and regular opportunities for relationship-building	In FY14, the College created an Associate Vice President of Strategic Partnerships position; in FY15, the AVP of Strategic Partnerships sponsored an improvement to re-organize grants management to better align with the College's goals (2I5); also in FY15, key partners were named in the FY15-16 Strategic Action Plan (2P5) In FY13, a new Strategic Action Plan strategy was identified called "Small College Feel" which led to events like all-College fairs, department open houes and more collaborative activities on annual all-College development days (3P3, but see 3R3 for results) In FY15, the President's Council added the Strategic Action Plan strategy "Create infrastructure for community-building through dialogue and informal approaches to problem-solving" which has included administrator-employee listening sessions that influenced projects on the FY15-16 Strategic Action Plan (4I3)

Table 6.1.1. Processes Used to Identify Improvement Projects

(CQI) initiatives is tailored to the goals, timeframe and anticipated outcomes of each project and is a joint effort between the project sponsor and the Director of Quality Initiatives and may involve input from project team members. The timing of the evaluation depends on the scope and intended impact of the project. For example, the Chief Diversity Officer oversees diversity/equity/inclusion/cultural competence training and he reviews training improvement opportunities with employees once per year in an annual "Diversity Summit." Other professional development events are evaluated three times per year via employee surveys (3P3). For student-focused projects, evaluating project impact may not be possible for one semester, a year or even up to four years depending on the outcome (course success, employment rate) and when results for standardized measures like CCSSE (1P5, 2P1) or IPEDS (2P2, 5P1) are available.

• **Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums**

Systems Appraisal Reports, Strategy Forums and Quality Check-Ups all influence which improvement projects the College undertakes.

In summary, the Comprehensive Quality Review, the AQIP appraiser feedback and Strategy Forum activities have all led to multiple improvement projects over the last six years. In the last two rounds of Strategic Action Plans, AQIP action projects have been included in order to link the College's plans to continuous quality improvement initiatives.

6R1: What are the results for continuous quality improvement initiatives?

The results for selected projects are below. Table 6.1.2 does not capture all improvement projects but highlights those that have been part of the AQIP or lean process improvement infrastructure of the campus.

6I1: Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Project Type	Title	Project Years	Pre-project	Post-project
Kaizen event	Onboarding Kaizen	2011	In FY11, 16% of new employees had access to their online accounts (e.g., email) on first day; 74% said they were ready to start working on their first day	In FY12: 64% of new employees had access to their online accounts (e.g., email) on first day; 94% said they were ready to start working on their first day
Kaizen event	College Catalog Kaizen	2012	Before FY12, the College catalog was printed and distributed in June or July for the upcoming year No identified curriculum repository, process owner or content owner	In FY15, the Catalog was published by May 1, one to two months before Process and content owners identified, Curriculum Coordinator position hired, curriculum data repository and review processes established through Catalog and Curriculum Navigator Projects
Kaizen event	New Transfer Student Enrollment Process Kaizen	2012	Before FY13, the number of steps taken *before* evaluating a transcript was 92 Communication about results of evaluation sent to student within one month CCSSE satisfaction scores for transfer services were significantly below the national average in 2011	After FY13, steps taken were reduced by more than 50% to 42 steps, including completed transcript evaluation Communication about results of evaluation sent to student within three business days CCSSE scores have increased since 2011 and are now on par with the national average
Kaizen event	Course Scheduling Kaizen	2013	In FY13, the schedule was developed sometimes less than six weeks before registration started The course schedule was built in our data warehouse using multiple rounds of paper edits The ownership of the schedule was in Finance and Operations	In FY16, the course schedule will be developed for each semester approximately five months before registration starts The course schedule is built in a Web-based curriculum database

				The ownership of the schedule is in Academic Affairs
Action project	Project Management Action project (PMAP)	2012-2014	Before FY12, there were no standard definitions, tools or trainings related to project management; ITS and marketing were only staff departments to use project charters	Through FY15, more than 100 people have received training on one or more project management tools; many but not all project teams use standardized project charter document
Action project	Small College Feel	2013-2015	See 3R3	See 3R3
Action project	Structuring and Empowering Committees Action project (SECAP)	2015	Before FY15, MCTC had no definition of, policy for or process supporting the creation or functioning of official College committees	In FY16, definitions and a policy for committees was created; a process for initiating committees was created and including in the policy's procedural section

Table 6.1.2. Improvement Project Results, 2011-2015

While MCTC has seen success in many of its CQI projects as shown in Table 6.1.2, how projects are selected and the process for reporting out to the College community on project results remain areas of opportunity.

MCTC's major quality initiative will involve redesigning the College to meet students' needs by creating specific structured pathways to completion and transfer or employment. Examples of creating more structure include: approving new curricula in "packages" of related courses and programs in growing employment sectors (1I4); tailoring career/technical education pathways to specific student groups like MPS students (Overview); developing more and clearer pathways to employment modeled on current partnerships with Hennepin County and healthcare providers on the Green Line (2P5); and expanding dual enrollment options that facilitate baccalaureate completion.

In terms of specific projects, a key CQI initative involves following up on the opportunity identified in the 2012 Systems Appraisal Report to better assess and respond to partner needs. We do not currently have a measure of partner satisfaction or a definition or policy around engaging partners; MCTC also does not differntiate between "stakeholders" and "partners." MCTC's Associate Vice President of

Strategic Partnerships will sponsor a project in FY16 to put these improvements in place (2I5) which will support efforts to create more structure for students.

Other important improvement initiatives are described throughout the Portfolio, and include the VALUE Rubrics project, the Program Prioritization Process, a new philosophy of employee hiring, more collaborative leadership processes and development of College KPIs (1I1, 1I3, 3I1, 4I3 and 5I1, respectively).

In terms of building capacity to lead improvement projects, there are multiple initiatives planned for FY16. Because projects that have utilized project management tools like charters and feasibility analysis have been more effective in meeting project goals, the Director of Quality Initiatives will be working more closely with action project team project managers and project sponsors to ensure the use of project management tools and techniques as son as projects are chartered. In addition, the Project Management Core Team will hold regular trainings on communication plans and stakeholder needs assessments and will deliver effective meetings training to project team managers/leads, committee chairs, supervisors and executive assistants to make project and committee work more effective across the campus.

6P2: Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

• **Developing an infrastructure and providing resources to support a culture of quality**

In terms of infrastructure and resources, there are four primary ways that a culture of quality is supported. First, the College hired a Director of Quality Initiatives housed in the Office of Strategy, Planning and Accountability (SPA). This position frequently interacts with institutional research staff and College leadership to help determine how AQIP, strategic planning, data and evidence-based decision-making work together and reinforce each other. In addition, this position reports to the Vice President of Academic Affairs, which helps ensure that continuous improvement is linked to the central work of the College: teaching and learning. Second, The Quality Director and others offer trainings in continuous quality improvement.

In terms of resources, Employee training in CQI methodologies also supports this work. Tables 6.2.1 and 6.2.2 show current and previous MCTC and State of Minnesota trainings in CQI methods. These trainings are optional. Employees can also opt to attend more in-depth CQI trainings or affinity group meetings through the State of Minnesota's Office of Continuous Improvement. These trainings are free.

MCTC Continuous Improvement Trainings
Lean 101
Project Management 101
Innovation 101
Change Management 101
Process Mapping 101
Visio 101
Effective Meetings
A3 Problem-Solving
5S Workspace Organization

Table 6.2.1. MCTC Continuous Improvement Training Offerings, 2011-2015

State of MN Office of Continuous Improvement Trainings
Introduction to Lean
Introduction to Continuous Quality Improvement
Kaizen Facilitator Training
Continuous Quality Improvement affinity group meetings

Table 6.2.2. State of Minnesota Office of Continuous Improvement Training Offerings, 2011-2015

Third, SPA's intranet site includes overviews of the continuous improvement philosophy and the relationships of the plan-do-check-act cycle to AQIP's process-results-improvement cycle. The site also includes pages devoted to frequently asked questions (FAQs) about process improvement, training materials for running effective meetings and project management tools and templates.

Finally, MCTC ensures that the College has three action projects running at all times. AQIP action project teams generally include five to ten employee members that represent employees from across the College from unclassified staff to senior leaders and typically include bargaining unit representatives.

• **Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations**

An FY13 action project on project management has probably produced the most visible impact on our culture and operations. The project management action project (PMAP) team findings resulted in the Project Management Core Team developing multiple PM templates (6P1) and training MCTC employees on the most basic tools between FY14 and FY15. (More trainings, both basic and advanced, are planned for FY16.) In comparison to 2011, when our last Systems Portfolio was submitted, project management has gone from the practice of IT and Facilities staff to leaders beginning to demand "chartering" of large projects, ensuring that timetables, roles and specific outputs are documented before projects begin. (5.D.1) Project charters are being used for at least a dozen College-wide improvement projects across the campus including updating common course outlines (1I1), developing a strategic enrollment management plan and improvng the College's grants management process (2I3).

• **Ensuring the institution learns from its experiences with CQI initiatives**

Two qualitative reviews of improvement initiatives, the first in FY11 and the second in FY13, suggested that many action projects and other improvement initiatives are planned but the hand-off between the improvement team and the implementation team was not always clear and implementation of changes suffered. For example, The Director of Quality Initiatives noted that despite using process mapping as an improvement technique with more than ten campus departments (e.g., Finance, Financial Aid, Student Life), most process maps did

not inform day-to-day operations but served rather as a training tool for lean process improvement. Based on this feedback, the Vice President of Strategy, Planning and Accountability initiated an FY13-14 AQIP action project on project management (called PMAP) to ensure that improvement project teams could identify the people, tools and timeframe needed to successfully follow up on and sustain improvement plans.

The PMAP project team also recommended using "Lessons Learned" sessions to capture improvement

FY16 MCTC Continuous Improvement Plan

KEEP
Focus on student and employee success
Kaizen events, process improvement projects
Professional development opportunities, trainings
Cross-functional collaboration

STOP
Thinking by reporting lines only
Keeping process knowledge/documentation on a "need-to-know" basis
Starting initiatives without knowledge about sustainability and resources; not following up
Seeing CQI as a single project or reactionary solution

START
Create a compelling CQI narrative and strategy – put it at the core of life at MCTC
Communicate what's happening in CQI
Show how to participate
Reward participation
Collect data and make it available

Figure 6.2.1. CQI Lessons Learned Data

ideas to use for future planning. Lessons learned sessions have been used to inform diversity, project management and CQI improvements. In Spring 2015, the Director of Quality Initiatives used this process to review institutional progress on CQI with employees with training and interest in CQI; results of this session are shown in table 6.2.1. This feedback has informed improvements to CQI processes as shown in Table 6.2.2. (5.D.2)

- **Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution**

We use multiple processes to reaffirm the AQIP pathway within the institution. The first process we use to disseminate CQI principles and methods across the campus is voluntary CQI training. In FY15-16, four main trainings are offered which include introductions to project management, change

management, CQI and innovation. These trainings align with the needs of the Minnesota State Colleges and Universities (MnSCU) System as shown in the Charting the Future System Incentives and Rewards Team Report and also support our employees in implementing the AQIP Pathway. The second way we reaffirm AQIP participation is by including action projects in our Strategic Action Plan.

6R2: What are the results for continuous quality improvement to evidence a culture of quality?

Trend results show that MCTC employees are approximately equally likely now as in 2012 to be satisfied with the pay-off for quality efforts and employee suggestions used for improvement. We do not have statistical significance results for the trend data.

Peer comparison results for MCTC compared to 49 other two-year colleges show that MCTC has an area of opportunity in ensuring that efforts to improve quality are paying off and in ensuring that employee suggestions are used to improve the institution. Items in bold indicate a statistically significant difference between MCTC and comparison group satisfaction scores.

These two results show that quality efforts need to be more visible and/or involve more employees from across the campus. Alternatively it may be that employees view "quality" is an issue that resides in their day-to-day work and not in large cross-functional projects like AQIP or other College-wide improvement projects. In that case, improved supervisor-employee relationships and accountability structures and employee rewards might be what drives perceptions about quality (see Lessons Learned results). In any case, broad communication of quality improvements across the campus and more

SATISFACTION	2012 MCTC Satisfaction Mean	2015 MCTC Satisfaction Mean
Efforts to improve quality are paying off at this institution	2.96	2.85
Employee suggestions are used to improve our institution	2.56	2.64

1 = "Not satisfied at all" / 5 = "Very satisfied"

Table 6.2.3. Noel-Levitz Employee Satisfaction Survey Results for Quality and Employee Suggestions, 2012-2015

SATISFACTION	MCTC Satisfaction Mean	Comparison Group Satisfaction Mean
Efforts to improve quality are paying off at this institution	2.85	3.42
Employee suggestions are used to improve our institution	2.64	3.03

1 = "Not satisfied at all" / 5 = "Very satisfied"
Items in bold indicate a statistically significant difference between MCTC and comparison group satisfaction scores

Table 6.2.4. Comparative Noel-Levitz Employee Satisfaction Survey Results for Quality and Employee Suggestions, 2015

encouragement of participation in action projects and other process improvement efforts could impact employee satisfaction with quality at MCTC. (See 4I3 for description of committees-related action project.)

6I2: Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

A number of improvements are planned for FY16 that have resulted from the CQI "lessons learned" session with employees. Chief among these improvements is the development and delivery of an MCTC CQI newsletter that features stories of MCTC employee and department efforts to improve quality at MCTC.

An additional improvement is piloting an online employee suggestion box. In FY16, the Director of Quality Initiatives began visiting departments and functional groups across the campus to conduct AQIP information sessions. These meetings started in July 2015 and resulted from faculty suggestions to connect the AQIP pathway and quality improvement projects with faculty work on assessment. Finally, the Project Management Core Team, the Faculty Assessment Coordinator and Institutional Research staff will begin connecting their work with employees to the PDCA/AQIP PRI cycle to show how AQIP is relevant to all work conducted at the College.

	FY15 Employee Feedback	FY16 CQI Plan	Status
KEEP	Focusing on student and employee success	Link CQI activities to new College mission, vision and values including values of excellence and inclusion	Throughout FY16; build into new CQI newsletter
	Leading Kaizen events, process improvement projects	With CQI-trained team, train employees on leading process improvement events in conjunction with Project Management Core Team	To be completed by June 30, 2016
	Offering professional development opportunities, trainings		
	Championing cross-functional collaboration	Engage Finance/Operations and Student Affairs in joint service quality project	In progress; student survey to be administered by February 2016
START	Creating a compelling CQI narrative and strategy – put it at the core of life at MCTC	Create and deliver faculty and staff department training that links AQIP to PDCA cycle and existing processes (e.g. student learning assessment)	In progress
	Communicating what's happening in CQI	Develop CQI newsletter	First edition to be delivered on or before Jan. 1, 2015
	Showing how to participate	Advertise trainings through bargaining units; work with HR to build into prfoessional development (3I3)	In progress
	Rewarding participation		TBD: Build with HR as HR has capacity
	Collecting data and make it available	Develop CQI newsletter	First annual Data Summit scheduled for November 4, 2015 First edition to be delivered on or before Jan. 1, 2015

Figure 6.2.2. CQI Lessons Learned Data