Systems Portfolio
Academic Quality Improvement Program

South Central College

FARIBAULT • NORTH MANKATO

A Member of the Minnesota State Colleges and Universities System
November 2015
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<th>Definition</th>
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<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>AASC</td>
<td>Academic Affairs and Standards Council</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>A&amp;O</td>
<td>Access and Opportunity</td>
</tr>
<tr>
<td>ACPG</td>
<td>Assessment for Course Placement Committee</td>
</tr>
<tr>
<td>AFSCME</td>
<td>AmerAican Federation of State, County, and Municipal Employees</td>
</tr>
<tr>
<td>AI</td>
<td>Appreciative Inquiry</td>
</tr>
<tr>
<td>ALI</td>
<td>Adult Learner Inventory</td>
</tr>
<tr>
<td>AMP</td>
<td>Academic Motivation Program</td>
</tr>
<tr>
<td>ATC</td>
<td>Advanced Technical Certificate</td>
</tr>
<tr>
<td>BOT</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>BPA</td>
<td>Business Professionals of America</td>
</tr>
<tr>
<td>CBI</td>
<td>Center for Business and Industry</td>
</tr>
<tr>
<td>CCO</td>
<td>Common Course Outline</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CERMS</td>
<td>Classroom and Event Resource Management</td>
</tr>
<tr>
<td>CFI</td>
<td>Composite Financial Index</td>
</tr>
<tr>
<td>CQI</td>
<td>Continuous Quality Improvement</td>
</tr>
<tr>
<td>CRC</td>
<td>Curriculum Redesign Committee</td>
</tr>
<tr>
<td>CRLA</td>
<td>College Reading and Learning Association</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>DACUM</td>
<td>Developing a Curriculum</td>
</tr>
<tr>
<td>DARS</td>
<td>Degree Audit Reporting System</td>
</tr>
<tr>
<td>DC</td>
<td>Department Chair</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>EMS</td>
<td>Emergency Medical Services</td>
</tr>
<tr>
<td>FAMA</td>
<td>Faculty Assignment Management Automation</td>
</tr>
<tr>
<td>FBM</td>
<td>Farm Business Management</td>
</tr>
<tr>
<td>FCI</td>
<td>Facilities Condition Index</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>HEAPR</td>
<td>Higher Education Asset Preservation and Replacement</td>
</tr>
<tr>
<td>HLC</td>
<td>Higher Learning Commission</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>ICC</td>
<td>Institutional Core Competency</td>
</tr>
<tr>
<td>ICE</td>
<td>Instructor Course Evaluation</td>
</tr>
<tr>
<td>IRT</td>
<td>Internal Review Team</td>
</tr>
<tr>
<td>ISRS</td>
<td>Integrated Student Records System</td>
</tr>
<tr>
<td>ITV</td>
<td>Interactive Television</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>LMI</td>
<td>Labor Market Information</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>MAP</td>
<td>Master Academic Plan</td>
</tr>
<tr>
<td>MAPE</td>
<td>Minnesota Association of Professional Employees</td>
</tr>
<tr>
<td>MDE</td>
<td>Minnesota Department of Education</td>
</tr>
<tr>
<td>MMA</td>
<td>Middle Management Association</td>
</tr>
<tr>
<td>MnSCU</td>
<td>Minnesota State Colleges and Universities</td>
</tr>
<tr>
<td>MnTC</td>
<td>Minnesota Transfer Curriculum</td>
</tr>
<tr>
<td>MSCF</td>
<td>Minnesota State College Faculty</td>
</tr>
<tr>
<td>NACADA</td>
<td>National Academic Advising Association</td>
</tr>
<tr>
<td>NSF</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>OSHA</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PDP</td>
<td>Professional Development Plan</td>
</tr>
<tr>
<td>PSEO</td>
<td>Post-Secondary Enrollment Options</td>
</tr>
<tr>
<td>PSOL</td>
<td>Priority Survey of Online Learners</td>
</tr>
<tr>
<td>PT</td>
<td>Part-Time</td>
</tr>
<tr>
<td>QM</td>
<td>Quality Matters</td>
</tr>
<tr>
<td>RFP</td>
<td>Request for Proposal</td>
</tr>
<tr>
<td>RSG</td>
<td>Read, Set, Go Plan (for new faculty onboarding)</td>
</tr>
<tr>
<td>SALT</td>
<td>Student Affairs Leadership Team</td>
</tr>
<tr>
<td>SAP</td>
<td>Satisfactory Academic Progress</td>
</tr>
<tr>
<td>SCC</td>
<td>South Central College</td>
</tr>
<tr>
<td>SCUPPS</td>
<td>System wide College and University Personnel Payroll System</td>
</tr>
<tr>
<td>SENSE</td>
<td>Survey of Entering Student Engagement</td>
</tr>
<tr>
<td>SLC</td>
<td>Student Learning Committee</td>
</tr>
<tr>
<td>SOAR</td>
<td>Strengths, Opportunities, Aspirations, Results</td>
</tr>
<tr>
<td>SSI</td>
<td>Student Satisfaction Inventory</td>
</tr>
<tr>
<td>STAR</td>
<td>Student Advising and Registration</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Math</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
</tr>
<tr>
<td>TAACCCT</td>
<td>Trade Adjustment Assistance Community College and Career Training</td>
</tr>
<tr>
<td>TSA</td>
<td>Technical Skills Attainment</td>
</tr>
<tr>
<td>UFT</td>
<td>Unlimited Full-Time</td>
</tr>
<tr>
<td>VPSAA</td>
<td>Vice President of Student and Academic Affairs</td>
</tr>
<tr>
<td>WIDS</td>
<td>Worldwide Instructional Design System</td>
</tr>
</tbody>
</table>
SCC at a Glance
South Central College (SCC) is a comprehensive community and technical college with campuses in North Mankato and Faribault, Minnesota and is a member college of the Minnesota State Colleges and Universities (MnSCU) System. SCC delivers certificates, diplomas, and degrees that prepare students for careers in a variety of settings. Many courses and programs are offered via online or hybrid delivery methods. SCC’s Center for Business and Industry provides businesses, non-profit, and governmental organizations with training, continuing education, and consulting.

SCC has many established partnerships with local, regional, state, and national companies and industries. These external stakeholders populate the college’s advisory committees, provide internship and employment opportunities to SCC’s students, and support the campus foundations. For example, SCC houses the Center of Excellence in Agriculture, and our industry partners are key to its development.

History
The Mankato campus was founded in 1946 as Mankato Vocational School, the first public post-secondary vocational-technical school in Minnesota, and was governed by the Mankato School District. In 1992, the school merged with another institution to become the Albert Lea-Mankato Technical College. The Faribault campus began in the 1940s, offering practical nursing programs aligned with a hospital on the grounds. It became part of the Faribault School District in 1964 and was governed by the district until 1992. It was merged with two technical colleges in Austin and Rochester MN and became eligible to award degrees as Minnesota Riverland Technical College. In 1995, Minnesota legislation combined all public community colleges, technical colleges, and universities (except the University of Minnesota) under a single governing board. The Mankato campus was re-aligned with the Faribault campus and became South Central Technical College. In 2005, approval was granted to expand its mission to become a comprehensive community and technical college under the name of South Central College. This approval allowed SCC to provide an Associate of Arts Degree in Liberal Arts and Sciences in addition to more than 50 career and professional programs.

SCC Mission
The Mission Statements of South Central College was last approved in 2009 by the MnSCU Board of Trustees, and reviewed as part of campus-wide Strategic Planning in 2013.

Mission
South Central College provides accessible higher education to promote student growth and regional economic development.

Vision Statement
South Central College will be the region’s leading institution for transitioning individuals into the college environment, educating student for technical careers, and building student capacity for future study through inclusive student-centered programs and services. The college will be a community partner in the regional economy, helping individuals and organizations complete in the global marketplace.

Values and Purpose Statements
These are located in Category Four: Planning and Leading.

Strategic Goals
SCC has developed and implemented its Strategic Plan under the following goal areas:
• Partnerships and Collaborations
• Marketing and Branding
• Holistic Learner Services
• Quality Education

SCC Today
SCC delivers certificates, diplomas, AAS, AS, AA, and AFA degrees that prepare students for careers in a diverse array of programs, all of which are listed on the SCC website. The AA degree incorporates the Minnesota Transfer Curriculum (MnTC) and is designed for learners who wish to progress to baccalaureate degree completion (see table 0.1).

SCC serves students in career and professional programs and in a Liberal Arts and Sciences transfer curriculum on two sites and online (see tables 0.2 and 0.3).
Institutional Overview

Employees at SCC are represented by several bargaining units (AFSCME, MAPE, MMA, MSCP) and two employment plans (MnSCU Administrator’s Plan and Commissioner’s Plan) (see table 0.4).

South Central College presents this document as its first Systems Portfolio, and has intentionally focused on identifying processes with and without documented results, identifying results that are not tied to established processes, and systematic ways of conducting and implementing planning and operations. The college discovered aspects of the college’s work aligned with the stated SCC mission and strategic plans, and in few instances integrated efforts are present. Representative employees from across the college attended a Strategy Forum to build understanding of the AQIP approach to institutional quality improvement, and learn how to use Action Projects as a way to both accomplish quality improvement and enhance awareness throughout the college.

One completed action project revised the college process regarding requesting funding for capital equipment purchases to enable participation of all employees in a documented process and increase transparency around decision making. A second completed action project was the result of a two-day summer retreat that identified the student first-year-experience as a focus; this project surveyed students and faculty on their perceptions of a “welcoming environment” at SCC. A follow-up action project is currently working to establish a core of student mentors to assist new students as they begin their studies at SCC. A third action project focused on reviewing and revising the academic program review process to incorporate principles of Appreciative Inquiry (a campus strategic priority) and make the process useful and meaningful to all participants. A current project is also investigating reasons why students may not utilize SCC’s Academic Support Center, and implementing interventions to improve the way the college assists students.

The AQIP Steering Committee has emphasized not only the action project process as a path for quality improvement, but has created a quality improvement plan that includes the provision of training to enable any group of individuals to improve specific aspects of work. Although there has been a turnover in administration within the college since approval for the AQIP pathway, SCC continues to espouse this route to the improvement of overall effectiveness in accomplishing the mission to serve learners.

<table>
<thead>
<tr>
<th>Table 0.1 Awards and Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 13</td>
</tr>
<tr>
<td>Associates in Arts</td>
</tr>
<tr>
<td>Associates in Science</td>
</tr>
<tr>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Advanced Technical Certificate</td>
</tr>
<tr>
<td>Diplomas</td>
</tr>
<tr>
<td>Certificates</td>
</tr>
<tr>
<td>Total Awards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 0.2 FYE Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 13</td>
</tr>
<tr>
<td>North Mankato</td>
</tr>
<tr>
<td>Faribault</td>
</tr>
<tr>
<td>FBM/SBM</td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total FYE:</td>
</tr>
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</table>

<table>
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<tr>
<th>Table 0.3 Student Profile</th>
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<tbody>
<tr>
<td>FY2013</td>
</tr>
<tr>
<td>Unduplicated headcount</td>
</tr>
<tr>
<td>Full-time %</td>
</tr>
<tr>
<td>Part-time %</td>
</tr>
<tr>
<td>Student of color %</td>
</tr>
<tr>
<td>Traditional student %</td>
</tr>
<tr>
<td>Non-traditional student %</td>
</tr>
<tr>
<td>Pell-eligible %</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 0.4 Employee Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 13</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Administrators</td>
</tr>
<tr>
<td>Total Employee FTE</td>
</tr>
</tbody>
</table>

Source for all of the above: MnSCU ISRS
Category One
Helping Students Learn

Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution’s credit and non-credit programs and courses.

Category Introduction
South Central College embraces learning as its fundamental focus, from an institutional level to a course level and has worked to develop and implement processes that best address the needs of its students, its community and industry partners, and all invested stakeholders. Efforts to establish, align, and assess learning outcomes inform and direct the work that we do. SCC will continue to mature as it creates and utilize integrated processes to reinforce its core goal of learning.

The Institutional Core Competencies (ICCs) are evidenced throughout the college as outcomes that support the Mission, Vision, Values, and Purpose of SCC. They were thoughtfully and intentionally created to incorporate best practices as well as address the needs of our constituents. At the program level, each academic area has identified student learning outcomes (SLOs) that are indicative of the knowledge, skills, and dispositions that SCC students acquire. These were developed through a collaborative process, aligned with the overarching goals of the college, and connected to the ICCs. South Central College has also established course-level competencies and learning objectives that reflect the focus and subject matter of each class at SCC. Alignment continues throughout the curriculum structure that integrates student learning at all levels.

Each academic area engages in a thorough Program Review process every three years, which is supported by data compiled annually in the academic Program Portfolios. Continuing efforts to measure our learning outcomes is evidenced by the use of an annual program assessment process that consists of three parts: 1) Standing Document Assessment Plan for each program; 2) Bi-annual Assessment Discussion Summary; and 3) Annual Assessment and Effectiveness Report.

By supplementing the academic course and program learning opportunities with a variety of student support mechanisms, SCC is able to provide a fully comprehensive learning experience. Many areas around the college are dedicated to supporting student learning efforts, including but not limited to the Academic Support Center (including Tutoring and Disability Services), the Libraries, and Academic Advising. Non-academic support services, such as TRiO Student Support Services, Veteran’s Services, Career and Counseling Center, and Financial Aid are discussed in Category Two. The college’s commitment to students learning is made evident in the visual representation of the Strategic Plan which places the learner at the center of all efforts.

South Central College utilizes data that is available through the use of a variety of tools and surveys that are administered by our Research and Institutional Effectiveness Office in order to continue to evaluate the college’s efforts to help students learn. SCC is moving from a systematic to an aligned process. The comprehensive use of data is still moving toward becoming fully systematic.
Common Learning Outcomes

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.

Aligning Common Outcomes
In 2010, the SCC Student Learning Committee (SLC), a sub-committee of the SCC Academic Affairs and Standards Council (AASC) evaluated the college’s existing Institutional Core Competencies (ICCs). At that time, the SLC membership consisted of members of faculty from career and technical and liberal arts programs, as well as administrators and staff at the college. Committee members identified the need to create a more robust framework for the assessment of institutional learning that bridged technical and general education, and allowed all programs at the college to assess and demonstrate the learning of essential knowledge and skills.

The SLC began to assemble the input needed to create ICCs. Materials reviewed by SLC with regard to institutional common learning outcomes included:

- Best practices within the MnSCU System and at peer institutions
- Relevant literature, such as the Association of American Colleges and Universities Essential Learning Outcomes
- Knowledge and skills provided to technical and Liberal Arts and Sciences (LAS) students through general education curricula at SCC
- General Education/Minnesota Transfer Curriculum goal areas
- Employer feedback from surveys and direct communication through program advisory groups
- Relevance to the SCC statements of Mission, Vision, Values and Purpose (3.E.2)

Determining Common Outcomes
Following the review and evaluation of prior Institutional Core Competencies and the various inputs, the SLC defined a new set of competencies. These were communicated first with AASC, and then with all faculty, staff, and administrators through campus workshop time dedicated to discussion of assessment and application of ICCs within programs, and outreach through assessment mentoring and informational fliers (4.B.4). The communication and feedback process continued through FY11, and also included discussions with program advisory members and other industry partners. Edits were made based on input received and the final ICCs were adopted via campus-wide vote. The revised ICCs were shared with the entire campus in Fall 2011 (see table 1.1).

Communication of Outcomes
Institutional Core Competencies are communicated to students via the SCC website, through new student orientation.
Common Learning Outcomes

Category One: Helping Students Learn

General education at SCC has a structure rooted in the Minnesota Transfer Curriculum (MnTC), which reflects the mission of the college. It was therefore important that the new SCC ICCs clearly align with and support learning within MnTC goal areas. The purpose of the MnTC is to establish a common standard in Minnesota for introducing students to a broad range of disciplines, and emphasizing the need for acquiring breadth and depth of knowledge. Results from a Faculty Engagement Survey in 3R2 provide specifics regarding faculty/student scholarly work (3.B.5). The MnTC is divided into ten goal areas (see table 1.2).

A list of LAS courses by MnTC goal area is available in the SCC Catalog: Programs of Study, Liberal Arts and Sciences. The MnTC goal areas and the Institutional Core

<table>
<thead>
<tr>
<th>Table 1.1 Institutional Core Competencies (ICC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic knowledge and engagement: understanding the richness and challenge of local and world cultures. Will develop skills attitudes to function as “global citizens.”</td>
</tr>
<tr>
<td>Intercultural knowledge and competence: ability to recognize and understand the complex ways that group and individual inequalities and interactions impact self and society.</td>
</tr>
<tr>
<td>Ethical reasoning and action: develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.</td>
</tr>
<tr>
<td>Foundations and skills for lifelong learning: display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the student and others.</td>
</tr>
<tr>
<td>Teamwork and problem-solving: demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.</td>
</tr>
<tr>
<td>Analysis and inquiry: demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.</td>
</tr>
<tr>
<td>Critical and creative thinking: develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Table 1.2 MnTC Goal Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
</tr>
<tr>
<td>3. Natural Sciences</td>
</tr>
<tr>
<td>4. Mathematical/Logical Reasoning</td>
</tr>
<tr>
<td>5. History, Social and Behavioral Sciences</td>
</tr>
<tr>
<td>6. Humanities and Fine Arts</td>
</tr>
<tr>
<td>7. Human Diversity</td>
</tr>
<tr>
<td>8. Global Perspective</td>
</tr>
<tr>
<td>9. Ethical and Civic Responsibility</td>
</tr>
<tr>
<td>10. People and the Environment</td>
</tr>
</tbody>
</table>
Common Learning Outcomes

Competencies (e.g. Civic knowledge and engagement, Intercultural competence and knowledge) place emphasis on recognizing human and cultural diversity as a core tenet of educational experiences at SCC (3.B.4).

In 2004, SCC replaced its initial general studies courses with transferable Liberal Arts and Sciences courses. This was part of the transition to a comprehensive community college mission, but was also part of integrating general education requirements into all programs. Currently, all Associate of Science degrees must have 30 credits of general education from six of the ten MnTC goal areas, and Associate of Applied Science degrees must have 15 credits from three of the MnTC goal areas (per MnSCU academic procedure 3.36.1). In addition, SCC’s Academic Affairs and Standards Council has recommended that diplomas of substantial length, 45 credits or more, should have at least 6 credits of transferable general education credits.

SCC’s technical programs reflect input from Program Advisory Committees. These committees provide necessary guidance to faculty through regular, formal communication meetings, informal communication, and during the development, evaluation, and revision of programs (1.D.3). Students always serve on Program Advisory Committees, and SCC values student input and feedback when developing learning outcomes and aligning them with institutional goals. The ICCs ensure analysis and communication of information, skill development and experience with various modes of inquiry (3.B.3, 3.B.5).

The process of Program Review compiles student, industry, and workforce needs data for consideration. At SCC this review process is undergoing change through an active AQIP Action Project. Objectives for the Program Review Action Project are:

- Integrate data utilization into the process more seamlessly
- Reduce redundancies for faculty
- Establish a framework for review through an Appreciate Inquiry approach
- Use a Strengths, Opportunities, Aspirations, Results (SOAR) analysis instead of a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis to focus on strengths and opportunities
- Incorporate a forward-looking discussion by means of program strategic planning

MnSCU Policy 3.36 (Ch. 3, Part 7) states that academic programs must be regularly reviewed for the purpose of academic planning and improvement (2014). This is accomplished as faculty members are responsible for gathering program information for the review process according to the redesigned portfolio checklist.

One major revision in the SCC Program
Common Learning Outcomes

Review/Improvement process that resulted from the Action Project work is the change from a single site visit, during which a group of individuals conducted a SWOT analysis and developed a set of recommendations for improvement. The process now calls for an Internal Review Team to examine the electronic Program Portfolio and conduct a SOAR analysis, leading to a Strategic Planning session in which faculty members, the dean, and external reviewers develop a Strategic Plan for their program (more details regarding the Strategic Planning session are provided in Category Four) (1.D.3). The SWOT analysis in the Program Review process, with a focus on past performance, gaps, and challenges, was changed to a SOAR analysis, which is more forward-looking with an intentional focus on identifying aspirational goals.

Steps in the Program Review process include:

- Administering surveys to four stakeholder groups (Employers, Graduates, Advisory Committee, Current Students) and collecting results. Data gathered includes ratings on the efficacy of the program based on student learning outcomes, preparedness of students/job readiness, and evaluation of essential skills
- Posting of completed electronic Program Portfolios by faculty
- Determining Internal Review Team (IRT) members and meeting schedule
  - This IRT consists of the program Dean, faculty department chair, one LAS faculty member, and one technical program faculty member. Students will be included in future reviews.
- Determine the Strategic Planning Team members and schedule the Strategic Planning session. These team members include program faculty, Dean and faculty department chair, the program’s Advisory Committee members, Foundation Board members (optional), and 1-2 additional external constituents (optional)
- Reporting the Strategic Plan to the SCC Cabinet with a one-year follow-up report

Prior to the new process, programs were reviewed at least every 5 years. Beginning in FY15 (the time of the pilot for the new process), programs will be reviewed every 3 years to ensure currency and relevancy of program offerings.

Supporting Learning with Co-Curricular Activities
SCC has multiple co-curricular activities, supports, and opportunities to engage in ways that support learning. Common learning outcomes are considered and discussed in the process of enhancing supportive elements at the college. One example is the GPS LifePlan Workshop series which is designed to enable students to strengthen their study habits, enhance essential skills, explore career options, and build leadership skills (3.E.1, 4.B.2). More
Common Learning Outcomes

information about GPS and other support systems to support student learning are available in 1P5.

Assessing Common Learning Outcomes
Academic departments are assigned approved institutional core competencies to assess on a 3 year rotation. Program faculty members select the means of assessment and criteria for success for those outcomes as it pertains to their program. As long as the tool assesses the ICC and the criteria for success are defined by the program, faculty members have the freedom to utilize a means of assessment that works for their program. However, SCC is still moving towards systemic in its assessment of co-curricular programs (4.B.2).

Historically, two ICCs were assessed by each program annually. Program faculty members were given leeway to choose which ICCs to assess. This led to some ICCs that were assessed by many programs and some that were not assessed at all. Some programs assessed the same ICCS every year, and did not demonstrate that graduating students possessed all of the knowledge and skills identified by the complete list of ICCs.

As a part of the new assessment of student learning process developed by the SLC, a matrix was established so that over time, all programs will assess all ICCs, and ICCs will be assessed in every annual reporting cycle. Programs were assigned one ICC to assess for a three year period (FY14 – FY16). New ICCs will be assigned to all programs by the SLC for the following 3 year assessment cycle in Fall 2015, so that program faculty will have ample time to develop an assessment tool and criteria for success for the FY17-FY19 ICC assessment cycle (see table 1.3).

<table>
<thead>
<tr>
<th>Table 1.3 Number of Programs to Assess Specific Institutional Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic knowledge and engagement</td>
</tr>
<tr>
<td>Intercultural knowledge and competence</td>
</tr>
<tr>
<td>Ethical reasoning and action</td>
</tr>
<tr>
<td>Foundations and skills for lifelong</td>
</tr>
<tr>
<td>Teamwork and problem-solving</td>
</tr>
<tr>
<td>Analysis and inquiry</td>
</tr>
<tr>
<td>Critical and creative thinking</td>
</tr>
<tr>
<td>Written and oral communication</td>
</tr>
</tbody>
</table>

Source: Student Learning Committee 2014

Assessment of ICCs is completed as part of the annual Program Assessment and Effectiveness Report which is inclusive of a wide variety of faculty, staff, students, and community and industry partners (4.B.1, 4.B.2, 4.B.4). More details about the annual program assessment process are available in 1P2.
Common Learning Outcomes

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

SCC’s annual program assessment process includes evaluation of the college’s Institutional Core Competencies. Data gathered includes artifacts and tools used for assessment, how success is measured, what the findings are, and how the interpretations of data will be used to make identified changes in pedagogy, course mapping, and/or curriculum. A template illustrating how that is documented is available in 1P2.

SCC administers student surveys to gather student perceptions on their own learning and course/program quality. Data are gathered from the Instructor Course Evaluations (ICEs) and the Community College Survey of Student Engagement (CCSSE) responses, including questions about rigor of academic programs (see figure 1.1).

Additionally, the Program Review process has established benchmarks and goals that reflect program quality, currency, and relevancy. Employer survey responses provide feedback on satisfaction with various aspects of preparation of students for employment (see table 1.4).

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**Category One: Helping Students Learn**

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Figure 1.1 Academic Rigor

Compared to my own level of effort in other classes, my effort in this course was very high.

The instructor for this course had high achievement standards in this course.

In your experiences at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor’s standards or expectations?
**Common Learning Outcomes**

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

Assessment in both technical and Liberal Arts and Science areas has undergone the comprehensive process change as described above, which has enhanced these efforts at SCC. The college anticipates that efforts will continue as the college seeks full alignment of its institutional outcomes with program outcomes and results (4.B.3).

**Table 1.4 Program Review Employer Survey Results**

<table>
<thead>
<tr>
<th>Question</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>q2a. Professionalism - Attitude</td>
<td>2.9</td>
<td>2.9</td>
<td>3.0</td>
</tr>
<tr>
<td>q2b. Professionalism - Work Ethic</td>
<td>2.7</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>q2c. Professionalism - Self-Directedness</td>
<td>2.4</td>
<td>2.7</td>
<td>2.8</td>
</tr>
<tr>
<td>q2d. Professionalism - Punctuality</td>
<td>3.0</td>
<td>2.8</td>
<td>2.9</td>
</tr>
<tr>
<td>q2e. Verbal Communication</td>
<td>2.7</td>
<td>2.7</td>
<td>2.8</td>
</tr>
<tr>
<td>q2f. Written Communication</td>
<td>2.3</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>q2g. Program Specific Skills</td>
<td>2.4</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>q2h. Overall Satisfaction</td>
<td>2.7</td>
<td>2.9</td>
<td>2.8</td>
</tr>
</tbody>
</table>

*Source: Program Review Employer Survey*

*Satisfaction - mean on a 3-point scale*
Program Learning Outcomes

1P2 - Program Learning Outcomes focuses on the knowledge, skills, and abilities 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.

Aligning Program Learning Outcomes
Program outcomes are established by faculty through the following processes:
- knowledge and skills to be acquired by students as a result of program participation
- consideration of Academic Program Review recommendations
- consideration of Program Advisory Committee feedback
- alignment with Minnesota Transfer Curriculum goal area objectives
- alignment with established industry standards
- adoption of or alignment with program specific accreditation and certification outcomes
- alignment with Minnesota Transfer Curriculum goal area objectives
- other stakeholder processes such as the Developing a Curriculum (DACUM) process
- alignment with the Mission statements of the college (3.E.2).

Determining Program Outcomes
The processes for establishing program outcomes allow programs to “prepare students for entry into the workforce, career advancement, and academic transfer opportunities” (SCC Purpose Statement #2). Program faculty members determine outcomes in different ways depending on the needs of the program. Programs that maintain program specific accreditation may adopt outcomes or objectives identified by the accreditation body. These outcomes may change periodically over time to maintain relevance to the workforce needs of the industry served.

In years that faculty engage in technical program accreditation and/or reaccreditation, they examine the student learning outcomes evaluate potential changes to align with accreditation. These changes are typically discussed with Program Advisory Committees, departments, and academic deans. A table of program-specific accreditation is provided in 1P4.

Technical program faculty review industry standards and workforce skills and competencies to determine program outcomes. Program Advisory Committees meet a minimum of twice per year and any curriculum revisions are discussed. Advisory committees also include current students in their membership. Participation at Program Advisory Committee meetings is documented through the meeting minutes (4.B.4). MnSCU System policy can be accessed at: MnSCU Policy 3.30 - College Program Advisory Committees

Documenting Outcome Achievement
General Education faculty members were tasked with establishing student learning
Program Learning Outcomes

outcomes that met the needs of the liberal arts program, that aligned with SCC ICCs, and that adhered to the outcomes and competencies of the 10 goal areas of the Minnesota Transfer Curriculum.

To meet the needs of students, the General Education faculty developed Liberal Arts program student learning outcomes in four areas:

1. Critical Thinking
2. Communication
3. Research Proficiency
4. Global Perspectives and Social Responsibility

The Liberal Arts program requires a capstone course in which these outcomes are assessed. Artifacts utilized for assessment are prepared by students in the capstone course and may include a capstone research project, written and oral presentation of capstone project, personal statement/reflection, and a standardized exam, and/or College Assessment of Academic Proficiency (CAAP): Critical Thinking. Regardless of assessment artifact type, all learning outcomes, including “Global Perspectives and Social Responsibility,” are assessed. (3.B.4).

In FY14, during a regular review of assessment process, the General Education faculty discussed several challenges facing assessment of student learning within the Liberal Arts program:

• The capstone course is labor intensive for students
• The SLOs are broad, resulting in measurement inconsistencies
• Aspects of the MnTC and SCC ICCs are only indirectly captured by the program outcomes. (For example, the capstone project may capture quantitative methods, but doing so depends largely on the research direction chosen by the student.)

Discussion is ongoing

Assessing Program Learning Outcomes

In 2013, following an evaluation of the existing assessment of student learning process, the Student Learning Committee began developing a new process for documenting assessment of program SLOs (see timeline for development and roll-out of the new process in table 1.5). The process consists of three parts: 1) Standing Document Assessment Plan for each program; 2) Bi-annual Assessment Discussion Summary; and 3) Annual Assessment and Effectiveness Report (4.B.1).

The college has worked to develop an all-college assessment plan document. By identifying quantitative criteria for success for each student learning outcome within each program, an overall evaluation of student success can be reported. The college revised its process of SLO assessment and began to align these with benchmarks for student success (e.g. persistence and completion, student satisfaction, employer satisfaction, and placement) (4.B.2). The college is evolving to a systematic approach to this.
Program Learning Outcomes

The standing Assessment Plan for each program at SCC documents the following:
- Department Mission Statement
- SCC Strategic Priority Goal Supported (Appreciative Inquiry Culture, Holistic Learner Support Services, Quality Education, Partnerships and Collaboration, and Marketing and Branding – see Category 6P1) and a brief narrative of how the program supports those Strategies identified
- Program Student Learning Outcomes
- Methods used for collecting and organizing assessment data
- Brief description of the artifacts (e.g. student essay, performance evaluation, student presentation, etc.) used to assess student learning outcomes and the means of assessment (faculty developed rubric, performance based skill checklist/score, exam/licensure test score)
- Faculty-determined description of the Criteria for Success for identified assessment measures (e.g. 80% of students will score at least a 3 on a 1 to 5 point Likert scale)
- Brief narrative of the program-specific process for curricular improvement based on assessment results

The bi-annual Assessment Discussion Summary provides the departments with a means to document discussion of assessment of student learning process and results (4.B.1, 4.B.2). This form serves as an organized place to document the minutes of meetings focused on discussion of assessment so that they may later be used to complete the Annual Assessment and Effectiveness Report. There is an accompanying facilitation guide that departments may use to aid the discussion of student learning outcome assessment. The reasoning behind this step in the process

<table>
<thead>
<tr>
<th>Table 1.5 Rollout of New SLO Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Spring 2013</td>
</tr>
<tr>
<td>Spring 2013 and Fall 2013</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>Spring 2014</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Spring 2015</td>
</tr>
<tr>
<td>AY 2015-2016</td>
</tr>
</tbody>
</table>

- Shaded are complete.
- Unshaded are planned steps in the new process development and roll-out.

Category One: Helping Students Learn
was to best involve all faculty in assessment, rather than relying on a select few within each department to complete the annual report (4.B.4).

The Annual Assessment and Effectiveness Report process indicates the report contains the following:

- Results of program student learning outcome assessment and next actions based on findings
- Results of specific institutional core competency assessment and next actions based on findings
- Results of program effectiveness measures and next actions based on findings
- Budgetary requests based on assessment of student learning results and next actions

See the Annual Assessment and Effectiveness Report example in 1R2.

**Ensuring Relevant, Aligned Outcomes**

As part of the assessment of student learning, SCC has implemented processes by which programs can embed student opportunities for Technical Skills Attainment (TSA). This is mandated by the federal government under the Carl Perkins IV legislation for identifying core skills and assessment tools for students in career programs.

In 2009 the Minnesota Department of Education (MDE) and the Minnesota State Colleges and Universities (MnSCU) collaborated to establish assessment tools for Minnesota’s Career and Technical Education (CTE) programs that meet Perkins IV legislation requirements. The purpose of this work was to provide information useful for improving program quality, creating linkages between secondary and post-secondary programs, and providing a means to communicate the value of career and technical skill programs of study. In the pursuit of many of the AAS degrees, learners are additionally required to take a course from MnTC Goal Area 7 or 8, which helps to enhance global awareness (3.B.4). When combined with TSA and other assessment processes, this helps to ensure that our programs are positioned to be current and aligned with global needs and realities.

Faculty in programs identified for TSA may choose from an approved list of assessment measures that best align with the student learning outcomes of their program. The list of assessment measures were established by workgroups facilitated by the Minnesota CTE assessment project and meet the requirements of Perkins legislation (see table 1.6).

**Supporting Learning with Co-curricular Programming**

SCC recognizes that program learning outcomes are also most effectively achieved when paired with co-curricular activities that support learning. Co-curricular activities are planned for and executed by a variety of groups on campus, including the Academic Support Center; TRiO Student Support Services; Career Development and Counseling; student organizations, such as Business Professionals of America, Campus Activities Board, Collegiate DECA, Speech and
Co-curricular programming is established as a result of requests by faculty, staff, and/or students, as a result of assessment of student learning and/or evaluation of existing programming, through evaluation of best practices at other similar institutions, and in response to work performed in support of SCC’s Mission and Strategic Goal of providing Holistic Learner Services (3.E.1). The contributions to student learning by co-curricular activities are assessed through student satisfaction surveys, and currently a data-gathering process as part of an AQIP Action project on the efficacy of the college’s tutoring services. Although the content and purposes of the SLOs (and ICCs) have been clearly communicated, the college is still moving towards a systematic approach to the assessment of SLOs in co-curricular activities. Student surveys are administered and participation/engagement data/success data is gathered in response to established outcomes (4.B.2).

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

Assessment activities are integral in determining whether students have attained identified levels of knowledge and skills. The results of this process are reviewed annually and documented in the annual Assessment and Effectiveness Report (see example report).
Program Learning Outcomes

Criteria for success are indicated within the annual Assessment and Effectiveness Report. Discussion of results may determine whether there are revisions and/or modification needed to increase effectiveness of academic programs. The college has provided time as part of faculty workshop days to discuss assessment processes, results, and program/pedagogy revisions.

Surveys are sent out as part of the Program Review process, and provide perceptions of employers and alumni on the program’s capacity to prepare graduates for the workforce. As an example, the results for the SCC Child Development program are provided (see table 1.7).

Overall effectiveness across all programs that participate in Program Review in a given year is also available (see table 1.8).

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

The Student Learning Committee, in cooperation with academic departments, the office of the VPSAA, and the Research and Institutional Effectiveness Office will continue to examine the information available as a result of assessment efforts and work to identify ways in which the college can align and improve existing processes (4.B.3).

### Table 1.7 Student Learning Outcomes - Example

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display knowledge of guidance techniques that promote positive adult child relationships.</td>
<td>3.5</td>
</tr>
<tr>
<td>Understand developmental milestones.</td>
<td>3.3</td>
</tr>
<tr>
<td>Demonstrate the ability to choose age appropriate activities.</td>
<td>3.5</td>
</tr>
<tr>
<td>Plan, develop and implement lesson plans.</td>
<td>3.3</td>
</tr>
<tr>
<td>Demonstrate knowledge of appropriate physical environments for learning.</td>
<td>3.4</td>
</tr>
<tr>
<td>Demonstrate techniques for observing, recording and analyzing observations.</td>
<td>3.1</td>
</tr>
<tr>
<td>Identify and implement techniques of collaboration with parents, colleagues, children and community services.</td>
<td>3.3</td>
</tr>
<tr>
<td>Display knowledge of guidance techniques that promote positive adult child relationships.</td>
<td>3.5</td>
</tr>
<tr>
<td>Understand developmental milestones.</td>
<td>3.3</td>
</tr>
<tr>
<td>Demonstrate the ability to choose age appropriate activities.</td>
<td>3.5</td>
</tr>
</tbody>
</table>

*Mean on a 5-point scale, where 5=very effective, 1=not at all effective*

*Source: Child Development Employer Program Review Survey FY 2015*

### Table 1.8 Student Learning Outcomes

<table>
<thead>
<tr>
<th>How effective is SCC in preparing graduates in program Student Learning Outcomes?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very effective</td>
<td>46.76%</td>
</tr>
<tr>
<td>Effective</td>
<td>43.17%</td>
</tr>
<tr>
<td>Not very effective</td>
<td>9.35%</td>
</tr>
<tr>
<td>Not at all effective</td>
<td>0.72%</td>
</tr>
</tbody>
</table>

*Source: Employer Survey - Program Review 2014*
Program Learning Outcomes

Improvements that are specific to programs are also continuing as a result of the assessment process. One example would be in Biology, where recently changes were made to projects that students are required to do as a part of their capstone learning experience; this improvement came as a direct result of the assessment processes. Further such specific ideas will continue to be explored and potentially implemented on an annual basis.

Some specific improvements which will be pursued in upcoming years include the following:

- Improvements in the college’s program SLO assessment, such as consistency of reports and articulated, threaded alignment of Program Outcomes with Institutional Core Competencies
- The new design of the Program Review process has been piloted and will be implemented
Academic Program Design

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.

Identifying Student and Other Key Stakeholders and Determining Their Needs
Faculty and Academic Affairs administrators work collaboratively to design academic programs to meet identified needs of students and other key stakeholders: employers, community members, and external partners such as regional workforce councils. Through the provision of programming provided by the SCC Center for Business and Industry, the college strives to be flexible, adaptable, and supportive of the learning, growth, and support needs of our local, regional, state, national, and international stakeholders.

The SCC Office of Research and Institutional Effectiveness as well as the Registrar and Placement services supports the development and revision of academic programs by identifying data queried from ISRS, such as retention rates, GPA, graduation rates, and placement rates. Queries are also conducted from regional and state databases for workforce data. The Research Office provides information obtained through various surveys (student opinion and satisfaction surveys, employer surveys, grad surveys, and other focused surveys). Some relevant information may come from reported data through Student Life, TRiO, Academic Support Center, Career Services, Counseling, and Disability Services. By utilizing the data, student groups and needs are identified so that efforts can be focused on addressing the academic program needs of learners including those with multicultural, diverse, and varying backgrounds (1.C.1, 1.C.2).

In addition to consulting the data sources above, academic departments at SCC design new programs and improve existing programs by considering:
- Results of strategic planning within the academic Program Review process
- Input on advisory boards
- Focused communication with industry and community partners and evaluation
- Interaction with collegiate partners and evaluation of program arrays
- Opportunities afforded by unique funding sources such as grants that enable the college to meet its mission

SCC’s Mission and Vision highlight the need for access to learning experiences and responsiveness to changing industry needs. Technical faculty may develop new courses or make revisions to existing curricula in response to input from advisory committee members or input from alumni and/or employer surveys. General education faculty must also be responsive to student need with regard to academic transfer, industry desire for general education skills, and support for advanced industry skills and lifelong learning. By considering cultural and socioeconomic background as well, SCC strives to create and
deliver programs that demonstrate awareness of ever-evolving needs of a growingly diverse student population. In both of our campus communities, the needs of new immigrants and culturally diverse groups are considered, as evidence by the development of a pilot cohort model for students with ELL/ESL needs (1.C.1, 1.C.2).

Beginning in FY13, the college engaged in a revision of the curriculum development process. A subcommittee of the Curriculum Committee was formed called the Curriculum Redesign Committee (CRC). The work assigned to the subcommittee was the review of the existing Curriculum Committee processes and procedures. The charge was to recommend improvements to existing process and upgrade access to supplemental documentation and resources available to faculty. Following a review of existing materials and processes, the CRC made the following recommendations:

1. Restructure the flow of items through the Curriculum Committee: A newly designed process is efficient and streamlined and provides multiple points of support for faculty developers. All new and revised curricular proposals progress through the same steps to provide consistency of process.

2. Facilitate initial committee review of curriculum items through the Worldwide Instructional Design System (WIDS): The CRC recommended that the first reading/review of curriculum materials could be conducted in an asynchronous environment, facilitated through WIDS. The reasons for this recommendation are as follows:
   - WIDS is a multifaceted curriculum tool and can be utilized in both the creation and review aspects of the process; WIDS is available in an online storage/usage format so that the most current version of work is available to all involved
   - Existing Common Course Outlines (CCOs) have been uploaded to WIDS
   - An opportunity should be given to the faculty to verify CCOs and program guides within WIDS so that the most current versions are in place
   - The college’s eCatalog is populated by information from WIDS, so facilitating curriculum work in WIDS will contribute toward the most complete and accurate catalog possible
   - Utilizing an online version of WIDS creates an opportunity for curriculum development projects to be reviewed on a more efficient timeline, thus expediting the process

3. Create updated resources for faculty developers and committee members: The CRC recommended that modules be created for faculty in an electronic format. Items that have been updated include: Curriculum Committee bylaws, curriculum process details, example documents; and supplemental information.

These recommendations resulted in the adoption of the new curriculum development process (see figure 1.2).
Academic Program Design

In addition to the internal curriculum process, SCC follows MnSCU Board Policy 3.36 and Procedure 3.36.1 for Academic Programs (new, redesign and program suspension). MnSCU policies ensure program format consistency and compliance with state or federal requirements; the System postings offer a forum for comment on any potential unnecessary duplication across the system. SCC submits the following documentation to MnSCU once it has completed the approval step within the SCC curriculum process:

- Curriculum Committee minutes that include recommendations and membership
- Labor Market Supply/Demand data including items such as wages, employment level, occupations available
- Proposed program guide sheet that includes course numbers, credits and program outcomes
- Documentation of student interest through advisory committees or survey feedback
- Consortium and/or articulation agreements, if applicable
- Letters of support as appropriate

New program proposals made to MnSCU are uploaded as a “Notice of Intent” to Program Navigator – an online system – to allow a ten-day review period open to all MnSCU institutions. Comments of support or concerns regarding the Notice of intent are accepted during the review period. If concerns are expressed, the personnel at the System Office discuss with the involved parties.
Academic Program Design

Responsive Programming to Meet Stakeholder Needs
Customized training programs offered through the Center for Business and Industry (CBI) are designed as a direct response to market demands/business and industry needs. These programs are revenue generators or grant-funded activities that may serve as a pilot for potential new credit-based programs.

Delivery and scheduling of credit-based programs vary, based on specific stakeholder needs and constraints of the program (e.g. equipment, space, or collaborations). However, within all programs, faculty collaborate with a dean to determine schedules that include a variety of course delivery modes (online, hybrid, on-campus, dual campus, ITV) and a wide range of scheduling options (full-term, half-term, day, and/or evening) that best serve the needs of students enrolled in the program (1.C.1, 1.C.2, 3.A.3).

Faculty members have processes in place to identify and address the needs of diverse learners. For example, in College Readiness courses faculty have worked to address a variety of educational, social, and cultural backgrounds by directly embedding work into the curriculum that is reflective of multicultural considerations in areas including but not limited to immigration, LGBTQ community, religious tolerance/religious rights, diversity, racism, special education, and poverty. Research projects and essays for courses include focuses on these topics and provide opportunities for students to share their diverse personal backgrounds while engaging in learning experiences that expose them to finding out more about each other and the world around them. Additionally, presentations about culture and celebration of multiple cultures within the classroom are integrated into the curriculum (1.C.1).

Assessing Effectiveness of Academic Programming
Since the needs of the students at SCC vary greatly, as do those of our community and industry partners, the college implemented an SLO assessment process for academic programs as described in detail 1P2. The review of the annual Program Portfolio, including employer and graduate survey results, and three-year Program Review cycle provides information on program currency and relevancy. TSA and CTE measures also help to inform the college about the effectiveness of academic programming.

Viability of Courses and Programs
As a new AQIP institution, SCC selected as its first Action Project the review and revision of its process of regular academic program review. Specifically, the project has worked to revise the process as a means of enabling programs through data review and planning, to build on strengths to improve the program. The goal was to change the focus from that of a reactive approach to a forward-thinking process. Another goal of the project sought to remove redundancies in the process of Program Review to create a less complex, more useful process for faculty, students and other stakeholders (4.A.1).
Features of the new processes piloted in FY15 include:

• Faculty charged with gathering program information
• Faculty gather information according to the newly redesigned program portfolio checklist, which allows for better integration of data into the information collection stage
• Information is gathered and presented electronically
• Surveys are administered to employers, graduates, advisory committee members, and current students
• The Internal Review Team, consisting of Program Dean, Department Chair, one Liberal Arts and Sciences faculty member (external to program under review), and one Technical program faculty member (external to program under review), examines the electronic portfolio and conducts a SOAR (Strengths, Opportunities, Aspirations, Results) analysis in preparation for a Program Strategic Planning event
• The Strategic Planning event is held with the following team members: program faculty, Dean and Department Chair, Program Advisory Committee members, Foundation Board members (if appropriate), and 1-2 external consistencies
• Results of the Strategic Planning Event, including the 3 year Program Strategic Plan for Improvement, is presented to the SCC Cabinet

• A one-year follow-up report is forwarded to SCC Cabinet

Program metrics are assessed across all delivery modes and locations. Program Portfolios are produced annually for all programs that include information on a variety of metrics including persistence and completion, enrollment, placement, student satisfaction (including the students’ perception of program rigor via the CCSSE) and graduate and employer surveys. Faculty members respond with next actions based on these operational data as part of the Annual Program Assessment and Effectiveness Report.

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

SCC examines the viability of programs by reviewing the following information (found throughout this report):

• Number of graduates
• Students Available for placement
• Awards and Degrees Conferred
• Employer Survey
• Graduate Survey

The graduate data from ISRS, as well as specific portions of the program review graduate survey illustrate how current programs are, as well as how well they meet stakeholder needs (see figure 1.3).
When programs engage in Program Review, graduates are asked how well prepared they feel they were for employment (see table 1.9). (Employer responses to Student Learning Outcome effectiveness is provided in Category Two.)

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

With the revised curriculum development process, new and/or revised academic courses and programs are given a more thorough review from a wider variety of faculty members. With the revised academic Program Review process, integrated data is more accessible prior to and during the meeting of the Internal Review Team and the external Strategic Planning team. The college has also assembled a team of staff members to support these processes, including the Office of Research and Institutional Effectiveness, the academic deans and department chairs.

Since these are recent development, the improvements over the next three years will be to align and integrate these processes throughout the college.

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**Table 1.9 Program Review Graduate Survey - Example**

Listed below are the Student Learning Outcomes taught in the Child Development program. Please rate how well prepared you felt in each when you graduated.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display knowledge of guidance techniques that promote positive adult child relationships.</td>
<td>2.7</td>
</tr>
<tr>
<td>Understand developmental milestones.</td>
<td>2.8</td>
</tr>
<tr>
<td>Demonstrate the ability to choose age appropriate activities.</td>
<td>2.8</td>
</tr>
<tr>
<td>Plan, develop and implement lesson plans.</td>
<td>2.8</td>
</tr>
</tbody>
</table>

*Mean, along a 3 point scale, where 3=Quite well prepared and 1=Needed more training*

Source: Program Review Graduate Survey, Child Development 2014
**Program Quality**

1P4 - Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming.

**Preparation of Students for Learning**

Upon admission to SCC, students must take the ACCUPLACER placement exam in reading, writing, and mathematics unless they meet the following requirements: an ACT subject area score of 21 in Reading and/or 18 in English and/or 22 in Math within the previous 3 years for Reading and English and 2 years for Math; possessing an SAT subject area score of 500 in the Reading, English, and Math areas within the previous 3 years for Reading and English and 2 years for Math; or have earned a grade of “C” or higher (“D” or higher from a MnSCU college) in a College-level (100 or above) English, Reading or Math class verified by official transcript. SCC uses cut scores established through MnSCU procedure 3.3.1 Assessment for Course Placement for all students, including dual-enrollment students. These scores were established by the Assessment for Course Placement Committee (ACPC) with membership consisting of MnSCU college and university faculty, academic and students affairs staff, and students. The ACPC periodically reviews national assessment instruments and submits recommendations to the vice chancellor regarding the appropriateness of ACCUPLACER as a placement tool and the minimum scores for placement into courses at the developmental or college level. Students not meeting the cut scores are then placed at the appropriate developmental (remedial) course level (4.A.4).

Students admitted to SCC first meet with a Professional Academic Advisor who provides guidance on the program and course selection process and interprets college readiness assessment results. Professional Academic Advisors also advise students about course prerequisites and assist students to sign up for a Student Advising and Registration (STAR) session.

Course prerequisites are determined by faculty to ensure that students have the necessary knowledge and skills to achieve success. Course prerequisites are noted in the SCC eCatalog (4.A.4). Prerequisites may include placement test scores, prior course satisfactory completion (or equivalent), and/or an external prerequisite. An example of an external prerequisite is the background check required for all Child Development Careers students.

Admission to the nursing program is a separate process from admission to the college. Requirements of admission are detailed in the Nursing Handbook and are available in the SCC eCatalog (4.A.4). Requirements were determined by nursing faculty through evaluation of student success rates, licensure pass rates, and best practices of similar programs. The Medical Laboratory Technician also has a separate application process, which is outlined on their program page in SCC’s eCatalog.
Program Rigor in all Modalities – PSEO and Concurrent Enrollment

SCC offers Post-Secondary enrollment options (PSEO) and concurrent enrollment, as well as credit for prior learning. PSEO students can begin career and technical course training starting in grade 10 provided they are enrolled in a public school, have minimum of a “proficient” score on the 8th grade Minnesota Comprehensive Assessment (MCA) test for reading and meet the assessment prerequisites set for the course for which they will enroll. PSEO students can enroll in general education course options beginning at grade 11. Students must additionally be in the upper one-third of their class or earn a score at or above the 70th percentile on a national test such as the ACT, SAT, PSAT, or PLAN. Seniors interested in general education PSEO opportunities must be in the upper half of their class or score at or above the 50th percentile on a national test such as those listed above. Eligible students must also complete the ACCUPLACER and any prerequisites for the course in which they enroll.

With the assistance of the Carl Perkins grant, agreements are in place for students to earn college credits while still in high school at no cost to the high school or to the students. Proof of earned credits must be presented to the college admissions office prior to registration (4.A.2 and 4.A.3). Concurrent enrollment high school faculty must meet the same minimum qualifications as the college faculty members and must be mentored by a SCC faculty member to ensure appropriate rigor and quality of courses (3.A.1, 3.A.3, and 4.A.4).

SCC has assembled a Concurrent Enrollment Handbook that describes the requirements for college mentors and high school faculty credentials. The ‘Rigorous Programs of Study’ expectations from the Minnesota Department of Education (MDE) and MnSCU are incorporated into the college’s design and implementation of PSEO/Concurrent Enrollment processes as well. These efforts continue to support the rigor and quality of these program offerings. More information about Career and Technical Education guidelines at a System level are also available at www.cte.mnscu.edu.

Advanced Placement (AP) or International Baccalaureate (IB) courses are offered at many high schools and provide a rigorous curriculum that prepares students to take college level courses. Students who achieve a 3 or higher on an Advanced Placement test can have that score evaluated by a college or university for a college credit. Students who attain an International Baccalaureate (IB) diploma shall be granted six (6) lower division course credits for scores of 4 or higher on each Higher Level IB examination and two (2) lower division course credits for scores of 4 or higher on each Standard Level IB examination will be awarded college credit at any MnSCU college or university (4.A.2 and 4.A.3).
Transfer and Credit for Prior Learning

Credits for transfer from MnSCU colleges and universities follow the MnSCU Undergraduate Transfer Policy 3.21. SCC reviews transfer credit for courses from colleges and universities from MnSCU and non-MnSCU schools. Credits will be accepted based on comparability and applicability. Course goals, content, and level must be similar. The official evaluation will be completed upon admission to SCC according to the MnSCU procedures (4.A.2 and 4.A.3):

SCC may also accept up to 16 occupational and/or professional credits as electives, or more if they contribute to an educationally coherent program. Accreditation Transfer equivalencies for regionally accredited and non-regionally accredited institutions will follow SCC’s course comparability and equivalency policy. SCC considers credits granted for prior learning or test-out on a case-by-case basis (4.A.2 and 4.A.3). The full SCC Transfer Policy is available on the college website.

In order to review credits granted by institutions outside the United States, SCC requires an official evaluation be done by the Educational Credential Evaluators (ECE). The ECE transcript must be submitted to SCC for review. Waiver for English and Speech requirements will not be made based on coursework completed from institutions outside the United States (4.A.2 and 4.A.3).

SCC also continues outreach by engaging in widespread efforts to enhance the college’s Credit for Prior Learning (CPL) opportunities. These efforts include an alignment of course learning objectives with established military skills and coursework, involvement in a Southern Minnesota regional consortium regarding CPL, and continuing to explore utilizing industry credentialing exams to facilitate test-outs for some courses or coursework. These goals have been articulated in work such as a $15 million TAACCCT grant in Manufacturing as well as by the service of the college president and other key administrators in system-level Credit for Prior Learning efforts. Pursuing additional opportunities to award Credit for Prior Learning is part of ongoing processes at SCC that are designed to serve students by recognizing prior skills and knowledge.

Specialized Accreditation

SCC pursues and/or maintains specialized accreditation or certification where necessitated by industry standards of employment. SCC has several programs that maintain outside accreditation or certification (4.A.5) (see table 1.10).

Assessing Outcomes and Rigor

Assessment of the level of outcomes attainment by graduates is accomplished within departments by identifying a set of student learning outcome common to all degree levels and then specifying additional outcomes relevant to specific degrees and degree levels offered. All program student learning outcomes are assessed annually. In addition, programs report on key operational metrics, such as placement, persistence and completion, graduate satisfaction and employer satisfaction.
Program Quality

during the annual assessment process (3.A.2 and 4.A.6). Student perceptions of program rigor are gathered as part of CCSSE data.

In conjunction with processes outlined in the Program Review and Program assessment process, the quality of online and hybrid courses (and subsequently programs containing these components) is also supported by the use of both internal and external quality review processes. Details about the development of online and hybrid courses can be found at SCC’s online learning website.

SCC has developed and uses many steps of an internal process that supports quality online design and delivery. Steps in the process include the following:

- Instructor meets with the academic Dean to discuss the desire to deliver a course as hybrid or online, and to explore practicality and timelines
- Instructor will complete a portion of the Developer Checklist so the Learning Central staff know what kind of support the faculty will need (details about Learning Central are in 3P3)
- Instructor then meets with Learning Central to create a development plan, and a development course within D2L

### Table 1.10 Accredited Programs at SCC

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Date of Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body and Collision Technology</td>
<td>National Automotive Technicians Education Foundation NATEF</td>
<td>2010</td>
</tr>
<tr>
<td>Automotive Service</td>
<td>National Automotive Technicians Education Foundation NATEF</td>
<td>2013</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>American Dental Association ADA</td>
<td>2013</td>
</tr>
<tr>
<td>Intensive Care Paramedic Technician</td>
<td>Committee on Accreditation of Allied Health Education Programs CAAHEP</td>
<td>2012</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Committee on Accreditation of Allied Health Education Programs CAAHEP</td>
<td>2013</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences NAACLS</td>
<td>2014</td>
</tr>
<tr>
<td>Nursing</td>
<td>Commission for Nursing Education Accreditation CNEA</td>
<td>Seeking Initial Spring 2016</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>American Society of Health System Pharmacists ASHP</td>
<td>2011</td>
</tr>
</tbody>
</table>

Source: SCC website, Dean of Allied Health
Brightspace is created so they can begin work on the course; this would include potentially updating their course learning outcomes, identifying assessment methods, or other first steps

- Once the faculty has at least three modules completed, they complete the self-check and when the course is ready, contact their Dean and Learning Central to move forward with the Peer Review Process
- Learning Central sets up 3 anonymous peer reviewers for the course; the reviewing is usually completed in two weeks
- Learning Central scores and compiles comments from the Peer Reviewer to share with the instructor – a score of 2 or higher in all areas should be achieved prior to the course proceeding

Online course development and evaluation is supported by the Quality Matters (QM) review. Training is offered by QM, and advertised and supported by Learning Central. Additionally all peer reviewers are highly encouraged to complete the Applying the Quality Matters Rubric (APPQMR) course through QM so that they are trained in what to look for when reviewing a course, and how to give quality feedback to instructors. The link to QM information can be found at SCC’s online learning website.

By providing both internal and external support for quality of online and hybrid courses, SCC has committed to providing exceptional distance learning opportunities and supporting instructional endeavors to design and deliver high quality courses and programs.

<table>
<thead>
<tr>
<th>Table 1.11 ICE Student Feedback - Face-to-Face (F2F) and Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012</td>
</tr>
<tr>
<td>Fall 2011</td>
</tr>
<tr>
<td>1. Regarding my personal reaction to this class:</td>
</tr>
<tr>
<td>e. It is very clear how this course applies to my future career.</td>
</tr>
<tr>
<td>g. I learned to value new viewpoints.</td>
</tr>
<tr>
<td>2. The instructor for this course...</td>
</tr>
<tr>
<td>b. stimulated my interest in the course subject.</td>
</tr>
<tr>
<td>g. encouraged critical thinking in addition to memorization of material.</td>
</tr>
<tr>
<td>3. Regarding the organization and management of this course:</td>
</tr>
<tr>
<td>k. Course curriculum incorporated diversity and cultural competency concepts.</td>
</tr>
</tbody>
</table>

Mean (on a 6 point scale, where 6=strongly agree & 1=strongly disagree) (F2F/Online)
Source: Academic Support Center
Program Quality

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

As indicated above, program quality, regardless of modality, is measured in several ways. Student input is solicited through the Instructor Course Evaluations and through the CCSSE and SSI (see table 1.11 and figure 1.4).

1I4 - Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

SCC will focus on the following areas to develop plans for specific improvement:
- Full implementation of new Program Review process (following last year’s pilot process)
- More consistent use made of data provided in Program Portfolios
- Online Education Committee will align their plan with the Master Academic Plan and examine slight differences in summary scores on the ICS between face-to-face and online delivery modes.

Figure 1.4 CCSSE Benchmark Scores

Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents
Student Support

1PS - Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students.

Underprepared and At-Risk Students and Their Needs
There are a range of programs and activities designed to help students be academically successful at SCC. Underprepared and at-risk students may be identified and gain assistance at SCC in various ways. The needs of underprepared and at-risk students are supported through (3.D.1):

- ACCUPLACER Testing
- College Readiness course sequence, including multiple levels of readiness courses in Reading, Writing and Mathematics
- First Year Experience course where students gain understanding of communication and learning styles, and lifestyle risks; learn to identify and use appropriate resources (3.D.5); acquire skills needed to promote study, personal wellness, goal setting and achievement; develop strategies to manage money, time and stress wisely; and in general develop the necessary skills to be a successful college student
- Early Alert System where faculty and Professional Academic Advisors communicate concerns regarding individual student success so that more intrusive advising action can take place for the benefit of the student
- Academic Motivation Program (AMP), an SCC initiative designed to help students who are experiencing difficulty in college. Specifically, AMP is required for students who have been reinstated to SCC on probation after being suspended, or have come to SCC from another college following an Academic or Conduct Suspension. This program is designed to help students achieve their goals and to help students achieve Satisfactory Academic Progress (SAP)
- Academic Support Center (ASC) offers the following: tutoring services for Mathematics, Science, English, Computers, and other topics; study skills training through GPS LifePlan Workshops and on an individual tutoring basis; academic accommodations available to students with documentation of a qualifying disability through the ASC
- TRiO Student Support Services (TRiO SSS) provides additional support to qualifying students including: professional tutoring, study groups, and study skills training; academic advising, career planning, and help with financial aid applications; college transfer planning; financial literacy workshops; personal counseling; scholarship workshops; and cultural enrichment opportunities
- Advising provides services and assistance with college readiness assessment interpretation, degree and program selection, course selection and class scheduling, academic challenges
Student Support

and concerns, degree and graduation requirements, degree audit, and campus available resources for students
• Office of Veterans Affairs provides personalized information about both on and off campus resources available to meet the unique needs of veterans, such as educational benefits and scholarships, veterans’ employment assistance and unemployment benefits, medical benefits, mental health resources, family assistance services, service-connected disability claims, post-deployment transition issues and veterans’ rights regarding residency status, payment extensions, military transfer credits, and accommodations for deployments
• Career and Counseling Center provides career and personal counseling services to assist students with personal, career and education goals

Academic Support Services
Academic support is readily available to students from the Academic Support Center (3.D.2). Three types of services are available to assist students to successfully complete courses and programs: Tutoring Services; Study Skills Training; Disability Services.

Tutoring Services
Staff and Peer tutors are available at the North Mankato (Academic Support Center, Math Center, Science Center, The Write Spot) and Faribault (Academic Support Center) locations. Tutoring is available in the following academic areas: computer skills; keyboarding; college readiness courses; basic math, reading, English and writing; all mathematics courses; composition; business English; financial accounting; science courses, and others as tutors are available. Additional tutoring in college success techniques such as effective time management and understanding learning styles are offered through the Academic Support Center. SCC’s tutors are certified by the College Reading and Learning Association (CRLA). Additionally, all SCC students receive 10 free hours of Smarthinking online tutoring services per semester, which provides access to tutoring services in addition to on-campus tutoring.

Study Skills Training
The GPS LifePlan Workshop series is set up for students to strengthen their study habits, enhance essential skills, explore career options, and build leadership skills. There are various sessions offered each semester. All workshops are free and registration is not required. The GPS LifePlan has staff coordinators on campus. Faculty, staff and students may request workshops on particular topics. For example, College Readiness faculty requested a workshop on the topic of “Reading to Remember;” which was offered on March 23, 2015. Other co-curricular opportunities that enhance and support the student learning
process and anticipated resultant education and experiences is further outlined in Category Two (3.E.1).

**Disability Services**
Academic accommodations are available to students that have current documentation of a qualifying disability. Appropriate accommodations include: alternate format materials, note taking assistance, sign language interpreter, alternate testing, and environmental modifications. Modifications and services will be provided to ensure equal access to all college programs and activities. The Academic Support Center also provides alternate format ACCUPLACER testing for students providing documentation of a qualifying disability.

Academic support services outside of the Academic Support Center made available to students include:
- Library: instructions in information literacy skills, interlibrary loan services, library databases, and research skills
- Career Development and Counseling: assists students to develop and plan academic, career and personal goals, identify and overcome personal barriers such as adjusting to college, chemical dependency, grief, relationship concerns, stress management, and transition to college; create strategies to improve academic success; explore career options and interpret career assessments; and discuss educational options.
- TRiO SSS: provides professional tutoring, study groups, and training in effective study skills, academic advising, career planning, assistance with financial aid applications, college transfer planning, visits to articulating schools, financial literacy workshops, personal counseling, scholarship workshops, and cultural enrichment opportunities

SCC intentionally communicates information about academic support services through consultations with professional academic or faculty advisors, classroom presentations made by service representatives, STAR session information presented to students and parents and through written STAR brochures and informational tabling at STAR sessions, printed literature available throughout campus, SCC web site, special events, web links within syllabi, Welcome Week tables, Financial Aid night, and prospective student events. (3.D.2)

SCC also has processes in place that help to ensure students do not take courses that are not necessary for academic progression or graduation. The Degree Audit Report (DAR) is utilized to review the courses that a student has completed, all transfer coursework, Credit for Prior Learning, degree requirement substitutions or exceptions, and all courses still needed to graduate for a particular academic award.
Student Support

Category One: Helping Students Learn

This DAR report is used by faculty and staff advisors to work with students as they make progress toward completion of their chosen academic award. In supporting students in their academic progression, SCC uses processes to create opportunities to maximize their ability to fully complete a program.

Faculty Availability
Faculty members in technical programs provide formal advising and guidance to students enrolled in their program, per their MSCF contract. In the Liberal Arts and Science areas, faculty make themselves available in on-going ways. All faculty are also available to students for inquiry by appointment and by email. Additional formal opportunities for students to interact with faculty outside of the classroom and faculty office hours (see 3P1) include STAR events, Welcome Week, and student organizations on campus (3.C.5 and 3.D.3).

Determining and Addressing Learning Support Needs
Learning support needs of students and faculty are identified through communication by student and faculty leadership (Student Senate, faculty union representatives, Shared Governance Council (SG); findings from assessment of student learning; input from employers through employer surveys and advisory board communications; alumni surveys; campus surveys such as the Community College Survey of Student Engagement (CCSSE); Perkins grant data; budget requests; large capital equipment purchase requests; technology purchase requests; and through direct faculty and student communication with services areas within the college (3.D.1, 3.D.3, 3.D.4, and 3.D.5).

SCC has established multiple physical areas throughout the college where students are encouraged to engage with learning in hands-on environments, including simulation centers and laboratories. Such support areas include labs in the academic areas of Agriculture, HVAC, Auto Body, Auto Service, Welding, Computer Integrated Machining, Mechatronics, Architectural Drafting and Design, Civil Engineering Technology, Culinary Arts, Nursing, Medical Assisting, Pharmacy Technician, Medical Laboratory Technology/Phlebotomy, Emergency Medical Services, and Intensive Care Paramedic. Spaces are prioritized and technology is purchased in order to design and facilitate these labs on both campuses. Similarly in Liberal Arts and Sciences, designated labs include those in which Ecology, Biology, Microbiology, Anatomy and Physiology, Chemistry, and Physics are taught.

Additional specified learning spaces include designated art rooms and academic computer labs, which are also designed to address various needs of academic instruction and a variety of learners. Physical spaces in which to do this are prioritized through scheduling and
Student Support

purchasing process (as described above) that recognize and support multiple venues in which to convey, receive, and implement skills and knowledge. SCC processes are designed to support the idea that physical spaces give proximity for faculty and students to interact, in order to support the most complete, inclusive, effective teaching and learning experiences (3.D.4).

When physical space is not available on an SCC campus, faculty and staff also explore and establish partnerships by which other community spaces are utilized for teaching and learning. For example, the Dental program has partnered with Minnesota State University, Mankato in order to provide learning experiences for SCC students on the MSU,M campus.

Student support services are widely available, providing services as detailed above and in Category Two. There are designated computer work spaces as well as collaborative spaces for students to work together on projects. Individual and quiet areas are also established to help facilitate student use of one-on-one support and autonomous work or testing. Within the tutoring centers, there are resources available to students which include hands-on and interactive learning objects (3.D.4).

SCC also provides resources, both in physical and electronic form on both campuses. Space is available in which students can work, individually and as small groups.

Electronic resources are provided on the library website which help support student exploration of knowledge and ideas, as well as the facilitation of research and writing for coursework. The Director of Library and Media services utilizes processes to help identify and select materials, which are outlined in the Library Selection Policy.

SCC’s Department of Technology maintains the classroom technology including smartboards, projectors, TEC carts, Interactive Television (ITV) for distance learning, and assistive technology for students with disabilities. Network services include email with spam filtering, wireless internet access throughout both campuses, network file storage, and open computer labs. SCC has established a strong IT involvement in a collaborative process of prioritizing learning spaces and resources in order to provide comprehensive support for students (3.D.4).

Communicating about Academic Support Services
Students may hear about the availability of academic support services in a number of ways, both formally and informally. At the on-campus orientation when students meet with an advisor to go over their desired degree, they are also provided information about the courses they will be required to complete in order to be eligible for graduation. By using the college’s Scope and Sequence documents (updated annually and provided on the college’s website),
students are able to map out a path to their academic success with the help of faculty and staff advising. Students are made aware of the variety of academic support services that are available.

The college also has policies and tools for faculty and staff to utilize related to student performance and student success including standards for Satisfactory Academic Progress and the Student Code of Conduct. Tools such as the Degree Audit Report and attendance tracking, and an Early Alert System are also in place for faculty to engage with academic advisors to ensure that students receive communication as a result of challenges that become evident during their learning experience.

If a student comes to SCC with a documented disability or other specific academic support need, he or she has an opportunity to work with staff from the Academic Support Center, including the Director of Disability Services, to craft a plan of success specific to their needs. Informally, students will receive information and referrals from other students, staff, and faculty if they express a need. South Central College makes the information about services widely available, so often it is conveyed at an informal level from many directions within a comprehensive network of support found around the college.

**Qualified Staff Members**

As presented in 3P1, staff members who provide academic support services are qualified, trained and supported in professional development activities and pursuits (3.C.6).

Qualifications for employees are established in the position description, which provides duties and responsibilities, minimum qualifications, and preferred qualifications. Once an application is submitted online through either NEOGOV or RESUMX, the online System software performs an initial screening for minimum qualifications. A selection committee then interviews those that meet minimum qualifications and once top candidates are selected, reference checks are completed. The hiring committee chair then reviews the finalists with HR, and an offer is made with compensation based on the salary range, years of experience, and educational attainment level.

**Retention, Persistence, and Completion**

SCC refers to the benchmarks within the MnSCU Strategic Framework Performance Measures for program operational metric criteria for success as detailed in 2R2 (4.C.1). Program faculty members are provided with a program portfolio each fall that provides them with several key operational statistics for their program, including persistence and completion.
Student Support

Program faculty members are further asked to determine next actions based on program metrics relative to MnSCU benchmarks as communicated through the Annual Program Assessment and Effectiveness Report. This is a new component of the program assessment process instituted for all programs in FY15. Performance metrics for SCC are calculated following the MnSCU System determined definition of the metric (4.C.4). More details about retention, persistence, and completion are available in Category Two.

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

Student support areas track student use and gather effectiveness information through user surveys. Satisfaction about support services is also indicated by such institution-wide surveys as the SSI.

One example of data tracking in a student support area occurs in the Libraries: a headcount is done every half hour to track student use; interactions at the circulation desk are tracked; anything that is not a circulation transaction goes into that document (including helping people find books, answering basic printing/copying questions, minor software help – especially Microsoft Office products, producing, student cards, and more). SCC’s library software provides more information in the form of circulation, interlibrary loan, and collection management. All of these statistics are made available for the annual Department of IT report.

Libraries
The SCC Libraries had a gate count of 48,479 and a circulation of 7,444 items in FY15.

New acquisitions are as follows:
- FY13: 802
- FY14: 1080
- FY15: 923

There are 46 available databases, with the most frequently searched in FY15 as follows:
- Films on Demand (All Academic and Technical areas) 19,908
- Academic Search Premier (General Academic Resource) 16,891
- EBSCO eBook Collection (General Academic and Technical Resource) 2,987
- Social Services Abstracts (Community Social Services) 1,979
- CINAHL Plus with Full Text (Nursing) 1,896
- Points of View Reference Center (Composition/English) 1,767
- Communication and Mass Media Complete (Communication/Mass Comm) 1,728
- Science Reference Center (Sciences) 1,662
- Health Source Nursing/Academic Edition (Nursing/Allied Health) 1,591
- PSYCARTICLES (Psychology) 1,523
Student Support

The number of physical items related directly to the academic programming offered at SCC is 29,141. Electronic resources are only purchased if directly connected to the curriculum.

The ASC data supports students in a variety of discipline and specific classes as well as more generalized student skills (see table 1.12).

SCC also tracks persistence, retention, and completion. See 2R2 for results (4.C.2)

115 - Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years?

SCC intends to do the following as improvements:
- Continue to develop and implement assessment measure for academic support services
- Focus AQIP Action projects on the first year experience, enhancing tutoring, and building a student mentor core
- Develop and implement a Strategic Enrollment Plan which will incorporate an operational Student Success Plan; persistence, retention, and completion are key components for this planning effort (4.C.3)

| Table 1.12 Academic Support Center – Student Utilization |
|-----------------|-----------------|-----------------|-----------------|
|                 | 2012-13 Students | 2011-12 Students | 2010-2011 Students |
| **Tutoring:**   |                 |                 |                 |
| Disability Students | 167            | 162             | 162             |
| Traditional Tutoring | 1876           | 1663            | 1096            |
| Online Tutoring   | 366             | 414             | 273             |
| Study Groups      | 200             | 284             | 365             |
| **Study Skills Training:** |             |                 |                 |
| Individuals       | 34              | 13              | 33              |
| GPS Study Skills  | 595             | 568             | na              |

Source: Academic Support Center
Integrity

1P6 - Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty.

Ensuring Integrity and Ethical Teaching and Learning
Academic integrity at the core of the SCC Mission and SCC consistently strives to act with integrity. Students are expected to adhere to the Student Code of Conduct, which include policies on academic honesty, cheating, and plagiarism (2.E.2). According to the MSCF contract, faculty members are encouraged to exercise “full freedom within the law of inquiry, teaching and research” (2.D, 2.E.1, and 2.E.3). This includes the ability to “discuss his/her own subject in the classroom, while respecting the dignity of others, and acknowledge differing opinions to defend intellectual honesty, freedom of inquiry and instruction” (MSCF contract pg. 116-117 Article 23 Section 3-4 2013-15).

Established policies define acceptable use of SCC resources, such as IT Policies that prohibit peer-to-peer file sharing and illegal file download (2.E.1 and 2.E.2). Policies may be found on the SCC website, and within student and employee orientation materials, as well as visibly shared on campus. An example of this would be the Copyright Information posted in the Copy Center on campus and available on the Library website.

SCC expects faculty and staff to continually function with the Family Educational Rights and Privacy Act (FERPA) at the forefront of all actions. FERPA requirements are listed on the Current Students web page under Student Policies. The specific policy is stated under Data Privacy on the SCC website. FERPA information is provided in the online orientation and at the on-campus orientation sessions for students. We also provide this information to parents and significant others at the orientation session that is provided for them. Additional information and training for faculty and staff regarding FERPA is provided at workshops and in-services.

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

Occurrences of student academic misconduct are documented in the office of the Vice President of Student and Academic Affairs (VPSAA) (see table 1.13).

<table>
<thead>
<tr>
<th>Year</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>23</td>
</tr>
<tr>
<td>2012</td>
<td>11</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Office of Student and Academic Affairs
Integrity

Statements in course syllabi also contain information about academic integrity, per the discretion of instructors.

Results of the PACE survey items that pertain to integrity indicate that there is opportunity for improved communication at the college (see table 1.14).

**1.16** - Based on 1.16, what improvements have been implemented or will be implemented in the next one to three years?

SCC is developing a plan of regular learning for faculty and staff on FERPA, acceptable use, and academic honesty procedures. Previously this has been done at in-services and in other communications; SCC looks forward to establishing a clearly articulated training process that will be implemented on a regular basis. Increasing numbers of reported student academic misconduct will need to be addressed.

<table>
<thead>
<tr>
<th>Table 1.14 PACE - Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Structure:</strong> The extent to which open and ethical communication is practiced at this institution</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Administrator/Supervisor</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>SCC</td>
</tr>
<tr>
<td>Norm Base</td>
</tr>
<tr>
<td><strong>Supervisory Relationships:</strong> The extent to which unacceptable behaviors are identified and communicated to me</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Administrator/Supervisor</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>SCC</td>
</tr>
<tr>
<td>Norm Base</td>
</tr>
</tbody>
</table>

*Mean on a 5-point satisfaction scale*

Source: PACE 2012
Category Two

Meeting Student and Other Key Stakeholder Needs

Category Introduction

South Central College serves students pursuing an education that results in specified training, certificates, diplomas, and degrees that vary in length from single courses to multiple semesters. SCC’s Center for Business and Industry (CBI) offers a broad range of workforce education options, with an emphasis on training, establishment of foundational knowledge, and pursuit of updates, certifications, and licensures. See 1P3 and 1P4 for details about how stakeholder needs are considered in the design of academic offerings.

Some learners pursue terminal programs which are designed to lead to specific certification and/or licensure and result in immediate employability upon completion. Other learners pursue two-year degrees designed for transfer, either in conjunction with the Minnesota Transfer Curriculum (MnTC) or in a designed articulation program that leads to continued education at a four-year university. Each of these educational choices involves learners with specific as well as shared needs. As expressed in the institutional mission, purpose statements, and goals, the college explicitly aims to identify and subsequently support the needs of each of these student groups.

In order to provide access to higher education and promote growth and regional economic development, as stated in its Mission, SCC plans for inclusivity and acceptance of a variety of students and has in place the means to meet the needs of a broad student base. The college utilizes several tools and has in place an array of student services to identify student groups and needs, serve diverse student groups, and assess the degree to which student needs are met. College efforts are designed to take into account alignment of SCC Strategic Priorities, current capacity, and potentially competing resources.

The embodiment of the college’s Purpose Statements is evidenced at SCC through coordinated efforts on campus. For example, efforts to target and support underrepresented and diverse students, dislocated workers, and other groups and subgroups is aligned and made intentional through SCC’s planning documents such as the Strategic Plan, the Master Academic Plan, Operational Plans, and the Diversity Plan. These efforts are then executed by service areas, committees, and work groups such as Academic Admissions and Advising, TRiO, Global Education Committee, Diversity Committee, and AASC.

SCC is working to improve student persistence and completion. Focused initiatives have been put in place in recent years. Two recent initiatives are particularly focused on proactive change versus reactionary response – selection of the Action Project regarding First Year Initiative (FYI) and the ‘Ask Anyone’ student engagement initiative, in which all employees should be prepared to answer students’ questions or refer them appropriately.
Current and Prospective Student Need

2P1 - Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students.

Identifying Key Student Groups

Prospective Students
Groups of prospective students are identified in a number of ways through the college’s efforts with recruitment and enrollment. Academic and/or career interest, college preparedness, need for enhanced language skills, status as an adult learner or diverse learner all may trigger the delivery of appropriate advising and services.

Potential students are tracked as they progress towards affiliation with SCC through Enrollment Management Funnel Report. Use of the funnel report allows implementation of targeted communication with prospective students in order to discuss educational opportunities and potentially transition applicants to enrolled student status (see figure 2.1).

Other ways prospective students are identified include the following: collaboration with area secondary schools including informational visits and discussions regarding Post-Secondary Enrollment Options (PSEO) and Concurrent Enrollment; Open House events where Program Information Sessions are held and tours are provided by SCC Admissions representatives; non-credit college engagement such as through CBI or summer camps. Each of these activities has built-in methods for gathering prospective student information.

The Program Review process includes discussion with faculty/program coordinators to determine how potential students in specific program areas are identified, recruited, and served.

Current Students
Current student groups are identified initially at Student Advising and Registration (STAR) sessions and during the financial aid application process. Some groups that are identified as a result of these processes include underrepresented

Category Two: Meeting Student and Other Key Stakeholder Needs

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Inquiries</th>
<th>Applications</th>
<th>Admits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>1783</td>
<td>909</td>
<td>370</td>
</tr>
<tr>
<td>FY14</td>
<td>1682</td>
<td>976</td>
<td>415</td>
</tr>
<tr>
<td>FY15</td>
<td>1800</td>
<td>1052</td>
<td>546</td>
</tr>
<tr>
<td>FY16</td>
<td>1840</td>
<td>1025</td>
<td>440</td>
</tr>
</tbody>
</table>

Figure 2.1 Enrollment Funnel Report

Run March 4 2015, for semester Fall 2015
Current and Prospective Student Need

To be considered underrepresented by MnSCU a student must meet at least one of the following criteria:

- Be a first-generation college student (neither parent received any postsecondary education)
- Be a low-income college student (based on whether the student is Pell Grant eligible)
- Be a student of color

In specific instances, other groups of students may be considered underrepresented. For example, in traditionally female disciplines, males may be considered underrepresented.

Despite the importance of these sources in driving programmatic decisions and initiatives, the college continues to work to support the broader range of diversity on its campuses. An important function of this plan is to ensure that SCC continues to support underrepresented students and expand programming and services to create an environment that is inclusive for all.

By utilizing multiple methods to identify key student groups, South Central College is better able to refine processes that enable the college to create and deliver services that address the needs of specific groups.

Determining New Student Groups
South Central College employs cyclical
Current and Prospective Student Need

processes in order to continually examine the information available regarding the needs of students. Using repeated measures such as surveys provides points of reference and comparison allowing SCC to determine new student groups to target for educational offerings and services.

A process of administering regular surveys has been established by SCC; it maximizes the opportunity to gather information from students and leads to the thoughtful use of data to inform college efforts. These are:

- The Community College Survey of Student Engagement (CCSSE)
- The Student Satisfaction Inventory (SSI)
- The Priority Survey for Online Learners (PSOL)
- Instructor Course Evaluation
- Graduate Follow-up Survey

SCC utilizes an alternating-year schedule in the administration of the CCSSE and the SSI; identified needs can allow the campus to identify new student groups and target services appropriately.

Meeting Changing Student Needs

As demographics and workforce demands change, SCC is responsive to the evolving needs of students. The Program Review process includes key internal and external constituents - faculty, staff, students, and employers/advisory board members – coming together to discuss the health, currency and relevancy of the programs.

Support structures are reviewed at this time to ensure that students’ needs are met.

Meeting student needs also includes offering professional development activities to students enrolled at SCC, such as Business Professionals of America (BPA) State Leadership Conference Competition, DECA Career Development Conference, SkillsUSA competitions, and the Postsecondary Agriculture Student Organization conference. Many of these events are sponsored by student organizations on campus. Participation in these events allows students to hone relevant skills, gain exposure to employers, and network with future colleagues in industry and academia. Additionally, as industry and professional needs change, students have a direct involvement in the shifting landscape.

Identifying and Supporting Student Subgroups with Distinctive Needs

Student subgroups are identified usually in one of four main ways: self-identification; application processes; referral, or registration (course work selected). Examples of the subgroups identified through these processes at SCC include veterans (self-identification, referral, application/GI Bill), Distance Learners (application, registration in online and hybrid courses), underrepresented students such as low-income, first generation (application including financial aid, self-identification). Students with disabilities may be identified in a number of these
Current and Prospective Student Need

ways, and the services available to meet students’ needs on campus are facilitated by SCC’s Academic Support Center (3.D.1).

Non-Academic Support Services
SCC is committed to providing support services to all students and makes concerted efforts to employ processes that are specific to subgroups with distinctive needs. During application and registration, students are guided to ensure they make choices in regards to courses and programs that are both appropriate to their learning level as well as aligned with their academic goals (3.D.2) Other support services vary based on which individual, group, or subgroup is being served. Processes in place are triggered when students are identified and departments around the college provide communication and support. Referrals are also made campus-wide to the department who specializes in support.

Student Life and Leadership
Student Life and Leadership is designed to engage and support students with co-curricular activities and student government. Faculty members often facilitate these activities. Weekly communication is sent out campus-wide in a digital publication titled Illuminate which provides details about campus events or services that are available to students to support their success. Students may also participate in leadership programs such as the Society of Leadership and Success, Sigma Alpha Pi, and other student organizations.

Veteran Services
Veterans are another group supported by SCC. These individuals often self-identify as they are returning to school following service in the U.S. Armed Forces or entering school while serving in the National Guard or Reserves. Veterans are provided with options for services by the college’s Assistant Registrar/VA Certifying Official and the Southeast Regional Coordinator of Higher Education Veterans Programs for the Minnesota Department of Veterans Affairs. The Assistant Registrar and SE Coordinator are listed on the SCC website as points of contact where education benefits, campus resources, and information about the Veterans Club are also available.

Beyond these resources, the college recognizes the need to educate our campus community about the experiences of veterans. In Fall 2015, SCC hosted “Always Lost: A Meditation on War” – an exhibit that is part of a statewide tour made possible by the Minnesota Humanities Center – that includes photos as well as literary reflections of students, veterans, and their families. Another recent effort was made to specifically address the needs of veterans to have
Current and Prospective Student Need

their work and experiences recognized by being granted appropriate college credit. This culminated in a Credit for Prior Learning workshop where faculty worked to cross-reference their course objectives with Military Occupational Specialties. Efforts like the recent exhibition and transfer of skills workshop are examples of ways SCC provides non-academic support to this group of students.

Disability Services
Coordinated processes to support students with documented disabilities are to provide non-academic support to students. The office of Disability Services works with students to identify their needs based on documented disabilities. Needs are then communicated to faculty so that classroom and online learning experiences are ensured to be inclusive and accessible. In accordance with state and federal disability law and MnSCU policy 1B.4 Access and Accommodations for Individuals with Disabilities, SCC provides access to its programs and services for all students.

Diverse Students
The work of the Diversity Committee further embodies processes by which underrepresented and diverse students are supported in non-academic ways at SCC. The Diversity Committee, which is comprised of faculty, staff, and students, developed the Diversity Plan. The plan is informed by the Higher Learning Commission’s Statement on Diversity, the MnSCU definition of diversity, concepts of cultural competence and multiculturalism, and SCC’s Strategic Priorities. More information about this can be found on the SCC website. The goals of the plan reflect SCC’s Diversity Statement: South Central College is committed to fostering a campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect individual differences that enrich our college community.

Curricular and co-curricular programming occurs as a result of the plan including opportunities open to students, faculty, staff, and often community members. Examples of recent programming include a discussion with David Shipler, author of SCC’s 2014-2015 Common Read The Working Poor: Invisible in America and the 2014 Global Connections Conference featuring Hmong culture.

Distance Learning
Distance Learners who enroll in hybrid or online courses are also provided with support systems that are embedded in the Learning Management System (LMS) - D2L Brightspace. A Student Lounge is provided where there is linked information and opportunities to communicate in asynchronous discussion with fellow distance learners. Other support systems provided within this System to distance
Current and Prospective Student Need

learners (as well as often to all students) include technical information and contact information, academic resources, and a Student Support and D2L Brightspace Introduction module (see table 2.1 and figure 2.2).

### Table 2.1 SCC Student Support and D2L Brightspace Introduction

<table>
<thead>
<tr>
<th>Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Support and Resources</td>
</tr>
<tr>
<td>Tips for Online Learning Success</td>
</tr>
<tr>
<td>Is Online Learning Right for You?</td>
</tr>
<tr>
<td>Library Resources</td>
</tr>
<tr>
<td>How to Conduct Online Research and How to Write a Research Paper</td>
</tr>
<tr>
<td>Guidelines for APA/MLA/Chicago Style/ Kate Turabian Format of paper and Citations</td>
</tr>
<tr>
<td>South Central College Academic Support Center</td>
</tr>
<tr>
<td>Technical Help Information</td>
</tr>
<tr>
<td>Netiquette Guidelines</td>
</tr>
<tr>
<td>D2L Intro Module</td>
</tr>
<tr>
<td>Navigating with Desire2Learn</td>
</tr>
<tr>
<td>Course Homepage</td>
</tr>
<tr>
<td>Content Tool</td>
</tr>
<tr>
<td>Email in Desire2Learn</td>
</tr>
<tr>
<td>Discussion Tool</td>
</tr>
<tr>
<td>Quizzes Tool</td>
</tr>
<tr>
<td>Dropbox Tool</td>
</tr>
<tr>
<td>Calendar of Events</td>
</tr>
<tr>
<td>Grades</td>
</tr>
<tr>
<td>Notifications</td>
</tr>
<tr>
<td>Module Summary</td>
</tr>
</tbody>
</table>

For on-campus students, SCC provides sufficient on-site computer access for our students, as per the college’s Technology Plan.

![Figure 2.2 Student Computer Availability](image)

**Additional Support**

Other support systems that are part of systemic processes to support students in non-academic as well as academic endeavors include but are not limited to the following: GPS LifePlan; Smartthinking Tutoring Services; TRiO Program; IT Help Desk; Atomic Learning; Library and Media Services; the Online Education and the Student Engagement Committees; Tutoring and Math, Science, and Writing Centers.

**Qualified Support Staff**

MnSCU provides guidelines for hiring that include minimum qualifications for various professional positions that are engaged in providing student support services (3.C.6). South Central College also provides Annual
Current and Prospective Student Need

Evaluations and opportunities for staff to engage in Professional Development Plans. Staff are also encouraged to participate in professional development activities.

All faculty and staff additionally receive disability and diversity training in the following ways: online trainings; faculty and staff development workshops/in-service; targeted disability and/or diversity training opportunities; and orientation trainings.

Ongoing professional development resources and opportunities are detailed in Category Three.

Communicating about Non-Academic Support Services

In addition to the communication indicated above via SCC’s Illuminate e-newsletter, there is also an all-campus weekly e-newsletter sent out titled SCC Connections. Both of these publications, as well as visible postings on the physical campuses and postings in the Learning Management System (LMS), are available to students continually.

Communication about disability and diversity services is also widespread and part of collaborative and comprehensive efforts college-wide. Students receive online orientation, followed by in-person orientation during STAR sessions, when verbal and printed information are provided. Staff from the Academic Support Center and the Library make themselves available to deliver presentations and distribute brochures, bookmarks, and maps that highlight their services. Faculty include links to services, activities, events, and resources in their syllabus and/or LMS course build. Tables are available to students with information during Welcome Week and STAR sessions, Financial Aid Night, and prospective student events. Additionally, faculty, staff, and professional academic advisors directly communicate services to students with disabilities or to those who may qualify for specific student services (such as TRiO/SSS).

Events on campus also enrich student experiences and help students connect with resources available to them, providing opportunities to engage with other students and learn about the world around them. These events are designed to support holistic learner success. Examples include, but are not limited to, the following:

- Student Success Day – includes a keynote and breakout sessions that provide access to personal, professional, and college success skills including study strategies, career planning, financial advice, and more
- Welcome Week – tables and events that allow students to learn how to get involved, learn about services at SCC, and visit with local business and community members
- One Day without Shoes – donation drive and barefoot walk to raise awareness about children’s health and education as
well as the challenges of poverty

- The Sharing Tree – community holiday gift giving to those in need
- Synapse Series – variety of speakers and information sessions throughout the year that educate and communicate about many topics; coordinated and provided by SCC’s Psychology Club
- Common Read – annual college-wide book read that coincides with events and speakers, sponsored in part by the Diversity Committee and often included in coursework
- Oxfam America Hunger Banquet – an opportunity to learn about global food shortage issues and poverty
- Global Connections Conference – hosted in alternate years, with a culture of focus and multiple activities and events

Communications to students are made available in print and electronically, through other mediums as requested. They are distributed by email and posted on electronic screens around the campuses, and are also visible on the website and bulletin boards. Students in First Year Experience courses also receive specifically designated materials in conjunction with the course learning outcomes. Dissemination of information and communication of resources is a comprehensive process that includes the entire campus and is a result of concerted efforts by faculty, staff, administrators, and students.

Assessing Student Needs

SCC has multiple tools that it uses to gather data in order to assess student needs. Currently, there are tools such as the CCSSE, SSI, and PSOL that are used in alternating years. Tools such as the Adult Learning Inventory (ALI) and Survey of Entering Student Engagement (SENSE) are relatively new to SCC and will help define needs and established processes as outlined above. Additional valuable information is gathered via instructor course evaluations, graduate and employer surveys, the use of the ACCUPLACER, and program review components. Some data gathering is defined or required by MnSCU while some efforts are done in-house as per expressed needs from various departments.

Information garnered from the use of these tools is used in conversations that occur regularly as a part of comprehensive efforts of the Student and Academic Affairs Team that consists of representatives from Student Affairs (Registrar’s Office, Financial Aid, Career Placement, Counseling, Academic Support Center, Student Life and Leadership, Perkins Office), as well as Faculty Development and the academic Deans. Both teams are coordinated by SCC’s Vice President for Student and Academic Affairs (VPSAA) and meet regularly.

SCC’s Research and Institutional Effectiveness Office evaluates whether additional data are needed when requests are processed; the requester or requesting
Current and Prospective Student Need

Program Review, Program Portfolios, Current Student, and Employer survey results are all collected on a regular basis. Institutional surveys – CCSSE, SSI, PSOL, ALI, and now SENSE – are utilized as well. The MnSCU Strategic Framework Performance Measures are reviewed on an annual basis. Additional items that are gathered include information from the Library – gate count, number of items circulated, laptops circulated, interlibrary loans – and usage data from the Academic Support Center. Additionally, the use of technology is tracked by the department of Institutional Technology.

Items on the SSI that give results of SCC’s efforts to meet student needs are seen in table 2.2.

CCSSE survey items that provide results of SCC’s efforts to meet student needs are from the Support for Learners Benchmark (see table 2.3).

Program Portfolio data includes: Full Year Equivalent (FYE); Faculty Full-Time Equivalent (FTE); Fall to Fall persistence and completion; course enrollment – course section saturation (seats allowed, seats filled, percent of capacity filled); DFW-FN percent; degrees awarded; graduates available for employment and placed in related employment; graduates continuing education; SCC cost per FYE; MnSCU cost per FYE; MnSCU band; employment outlook?
Current and Prospective Student Need

Table 2.2 SSI

<table>
<thead>
<tr>
<th></th>
<th>SCC College Results</th>
<th>National Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>1187</td>
<td>1102</td>
</tr>
<tr>
<td>Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising/Counseling</td>
<td>6.03</td>
<td>6.08</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.87</td>
<td>5.91</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>5.88</td>
<td>5.96</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.88</td>
<td>5.94</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.28</td>
<td>5.38</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>6.01</td>
<td>6.07</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.02</td>
<td>6.07</td>
</tr>
<tr>
<td>Responsiveness to Diverse Populations</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.72</td>
<td>5.82</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.83</td>
<td>5.86</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>5.91</td>
<td>5.97</td>
</tr>
</tbody>
</table>

Mean on a 7 pt scale, 1=very important/very satisfied 1=not important/not satisfied at all.

Data – job numbers, openings, hourly earnings; SSI scores; CCSSE benchmark scores. All of this information is compiled and presented to the college annually, and can be used for academic and non-academic planning.

Program Portfolio data is used in program review and improvement planning, but also by student support areas, including IT for information on updating or purchasing new and/or emerging technologies to help students to be successful. More details about use of technology resources are outlined in Category 5.

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

Like other institutions of higher education, SCC collects a large amount of data. Our processes range from systematic to integrated and use of results range from reacting to aligned. SCC looks forward to using the AQIP Action Project model to assist us in planning for more intentional data collection and use.

Utilizing new tools and adding to the information already available will also
Current and Prospective Student Need

Table 2.3 CCSSE Support for Learners - Individual Questions

<table>
<thead>
<tr>
<th>How much does this college emphasize each of the following?</th>
<th>SCC</th>
<th>Small Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 point scale, where 4=very much, 1=Very little)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b. Providing the support you need to help you succeed at this college</td>
<td>Very much</td>
<td>Quite a bit</td>
</tr>
<tr>
<td>9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>29%</td>
<td>44%</td>
</tr>
<tr>
<td>9d. Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>18%</td>
<td>32%</td>
</tr>
<tr>
<td>9e. Providing the support you need to thrive socially</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>9f. Providing the financial support you need to afford your education</td>
<td>24%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents

Specific efforts in the next one to three years include the following:
- We will be redesigning the ways to meet the needs of new immigrants, particularly ESL/ELL offerings
- Student Affairs and the Research and Institutional Effectiveness office will be working together to create a Strategic Enrollment Management Plan
- The Research and Institutional Effectiveness office will be working on a more systematic approach to analysis of existing data sources, which will include constructing reports that may be replicated year after year in order to evaluate trends
- Student support areas will include planning as part of the Master Academic Plan, with stated goals and measurable actions related to identified student needs.

enhance SCC’s ability to determine formal processes for future use of data. This will, in turn, assist in evaluating how student needs are being met. Additional information from SENSE (we have not received the results yet, but anticipate the data will be available during this academic year) will help to fill a need for first-year student information.
Retention, Persistence, and Completion

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.

Student Retention, Persistence, and Completion Data
SCC student retention, persistence, and completion data are collected in various ways as part of the processes of student registration and program enrollment. ISRS can be queried by SCC staff to provide details regarding specific SCC students or identified student cohorts. Retention and persistence data are reported in the MnSCU Strategic Framework Performance Measures, developed and disseminated by the MnSCU System office. The SCC annual Program Portfolio also reports student retention, persistence, and completion data by program each fall.

Determining Targets for Retention, Persistence, and Completion
Through the examination of available data, student retention, persistence, and completion goals for upcoming years are determined. SCC is committed to improving in these areas, and works to meet the MnSCU Strategic Framework Performance goals. Benchmark performance metrics for persistence and completion for the System are also set to increase in successive years. In Fall 2012, the persistence benchmark was 66.6%. For Fall 2013, the goal was set at 68.3% persisting, transferring, or graduating by the second fall. The Fall 2015 cohort benchmark will be 71.4%. Completion benchmarks similarly rise, with Fall 2011 completion rate benchmark set at 49.5% and Fall 2014 set at 54% (4.C.1).

Based on rising persistence and completion benchmarks, SCC has put initiatives in place during the past few years and focused two of our first set of Action Projects on efforts that are designed to positively contribute to these goals.

The First Year Initiative Action Project was developed as the result of a two-day planning event focused on building informed processes to improve persistence and completion rates at the college. The planning team consisted of faculty, staff, and students who determined that a campus priority should be to enhance how new students are welcomed and “find community” on campus. This work aligned with research and best practices that indicated that students who feel engaged on campus will be more holistically successful. As this Action Project closed, SCC began a follow-up project that works to implement initiatives identified from the results of data and interpretations from phase one of the project (4.C.2).

‘Ask Anyone’ was another initiative, spearheaded by the Student Engagement Committee, aimed to raise awareness of student services areas on campus for
Retention, Persistence, and Completion

the campus community. The goal of the initiative was to enable students to ask anyone a question and have the question answered in an informed manner that minimized confusion and misdirection. As a part of the initiative, forum sessions were available to all faculty and staff to allow service units on campus to answer questions and share common processes in place for assisting students. This is one example of a number of collaborative and campus-wide initiatives with persistence and/or completion specifically indicated as a desired outcome.

Other persistence and completion initiatives are designed to positively affect persistence, retention, and completion (see table 2.4).

Analyzing Information on Retention, Persistence, and Completion
The administration reviews data from a variety of sources, including comprehensive data available through the MnSCU Strategic Framework Performance Measures. Deans and program faculty are encouraged to review all data in the annual academic Program Portfolio, which is produced by the Research Office and disseminated in the Fall Semester. The Program Portfolio is also used in the Program Review process as described in Category One (4.C.2).

Meeting Targets for Retention, Persistence, and Completion
The Degree Audit Reporting System (DARS) used by academic affairs, faculty advisors, and students shows degree progress and can assist in advising students in successfully meeting their completion goals. DARS provides a framework to which students, in conjunction with faculty and staff, may refer as they establish a plan for their success. Additionally, as students approach graduation, the DARS report can help to facilitate conversations between academic and faculty advisors and students about steps to take to apply for graduation; completion is affected if students do not complete these processes.

Related processes also support student retention, completion, and persistence. An example is the process established

Table 2.4 Persistence and Completion Initiatives

- STAR Session
- Welcome Week
- Student Success Day
- Student communications - Illuminate newsletter and Spotlight Student newspaper
- FYE courses
- TRiO Program
- Advisors
- Student Mentor Program
- GPS LifePlan
- AMP
- Early Alert
- Student Life Clubs
- Math and Writing Centers
- Student Leadership Training
- "Return Eligible" Student Calling Campaign
for selecting Foundation scholarship recipients. Distribution of awards is geared toward retention of students in awarding scholarships on a multi-term basis; on North Mankato campus, approximately 75% of scholarships are awarded to returning students.

Assessing Retention, Persistence, and Completion

Department specific tools are utilized, such as with our Licensure Exam Pass Rate for Nursing students. Similarly, SCC pays close attention to specific benchmarks in the areas of Student Success, Diversity, Affordability, Related Employment and Continuing Education Enrollment, and Certificates and Degrees Awarded. All of these serve as additional ways to examine the overall retention, persistence, and completion rates.

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

The Strategic Framework Performance Measures and Program Portfolio Persistence and Completion rates (by program) are tracked regularly (4.C.2).

Annually since 2011, South Central College met or exceeded its performance measures established collaboratively with the System Office. In Fall 2013, the most recent reporting period, the percentage of full-time students persisting, transferring, or graduating by the second fall SCC surpassed the goal of 68.3% with an actual persistence and completion rate of 70.4% (see table 2.5).

<table>
<thead>
<tr>
<th>Table 2.5 Student Persistence and Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric: Percent Persisting, Transferring or Graduating by Second Fall</td>
</tr>
<tr>
<td>FY 2011</td>
</tr>
<tr>
<td>SCC Actual</td>
</tr>
<tr>
<td>SCC Goal</td>
</tr>
<tr>
<td>MnSCU</td>
</tr>
<tr>
<td>MnSCU Goal</td>
</tr>
</tbody>
</table>

Source: MnSCU Accountability Framework

SCC has been slightly below or above its goal for completion in the last two reporting periods, but lower than the System average (see table 2.6).

<table>
<thead>
<tr>
<th>Table 2.6 Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric: Percent Completing in Three Years</td>
</tr>
<tr>
<td>FY 2010</td>
</tr>
<tr>
<td>SCC Actual</td>
</tr>
<tr>
<td>SCC Goal</td>
</tr>
<tr>
<td>MnSCU</td>
</tr>
<tr>
<td>MnSCU Goal</td>
</tr>
</tbody>
</table>

Source: MnSCU Accountability Framework

Other indicators of student success were above the targets set collaboratively with the System Office with a completion rate of 47.1% (MnSCU benchmark of 46.8%). The cost of college attendance may be a factor in non-completion, and our tuition and fee increases are below the System affordability targets, with our full-time tuition and fees increasing an average of only $8.

Another measure of student success include Licensure Exam Pass Rate in Nursing, for example, improved significantly with the most recent pass rates on the RN-NCLEX.
state boards of 87.5%, near MnSCU’s FY15 target of 88.8%. With continued work in this area, SCC is on track to meet the System goal in the near future.

SCC has a persistence and completion ratio of students of color to white students of 0.85, but a completion ratio of students of color to white students of 68%.

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

In addition to continuing to implement and measure the success of initiatives in the areas of student success, SCC is also seeking to enhance performance in this area.

Improved and intentional data collection and review for planning purposed is an area of opportunity for the campus. In some cases, these processes are fully aligned and even integrated, while in others the maturity level is reactionary. Better data collection and analysis will help the college to plan interventions to help meet our benchmarks for the number of certificates and degrees awarded and related employment and/or continuing education enrollment.

Our efforts toward developing a comprehensive strategic enrollment plan are set to continue during the 2015-2016 academic year, which we are optimistic will help us to target specific populations of students in even more effective ways in terms of recruitment, enrollment, retention, and completion. Additionally, AQIP Action Projects such as the First Year Initiative will continue to provide information from which we can determine next steps.

We will continue to work toward closing the achievement gap between the college’s student of color and white students through our Access and Opportunity advisors, our tutoring programs, our TRiO grant program, and student clubs and organizations (4.C.3).
Key Stakeholder Needs

2P3 - Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners.

Determining Key External Stakeholders
To meet SCC’s Mission and Vision, the college continually seeks to form relationships and be responsive to external stakeholders. This helps to strengthen our learner experiences while simultaneously creating partnerships in the regional economy and supporting competition in the global marketplace.

Employers and community members are regular participants in surveys, advisory boards, and college initiatives. Through their involvement and feedback, as well as our Program Review process, we are able to identify our stakeholders and their needs. Grant work, such as the recently received Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant and the National Science Foundation (NSF) grant also help us to identify key stakeholder groups and engage them in creative and productive ways.

Faculty, staff, and students are actively engaged in local community and commercial groups and build relationships and partnerships. Beyond our industry partners, collaborators include K-12 school systems, Adult Basic Education programs, workforce councils, community education groups, local and regional arts groups, and regional Chambers of Commerce. Our Center for Business and Industry and SCC Foundations also regularly engage with the community; each identifies, builds, and strengthens relationships with key stakeholders.

Determining New Stakeholders
When opportunities for engaging new stakeholders arise, college leadership evaluates potential and capacity. This process is outlined in 2P5. SCC recently combined efforts with existing and new stakeholders as the result of receiving the TAACCCT grant for the enhancement of manufacturing. The college was able to engage many existing stakeholders and developed new relationships on behalf of the college statewide consortium partners.

Meeting the Changing Needs of Key Stakeholders
Regular interaction with key stakeholders largely informs the college of changing needs. Student and alumni activity on committees, Foundation Board meetings, CBI efforts, collaborative grant projects, the President’s Advisory Council, program Advisory Boards, the Center for Agriculture, MnSCU System initiatives, and interactions with primary and secondary schools all keep South Central College poised and ready to respond to emerging needs of stakeholders.
Key Stakeholder Needs

Providing educational options that prepare students for entry into the workforce, career advancement, and academic transfer promote the economic, cultural, and intellectual development of the community.

Once information is gathered about changing needs, processes are in place which allow the most appropriate department to determine how those stakeholder needs will be met. The evaluation of requests and subsequent interactions are described in 2P5.

Assessing Key Stakeholder Needs
Tools and instruments to assess key stakeholder needs and whether these needs are met include surveys of students (graduate, perspective, and current), employers, and community members. Additionally, Labor Market Information (LMI) is crucial information when we engage with our industry stakeholders. The college uses information available through LMLwise and iSEEK when seeking to create a new academic program or award offering. This information informs faculty and administrators and provides data for consultation with Advisory Committees.

Assessing How Key Stakeholder Needs are Met
The same tools that are used for determining needs are often utilized to determine if needs are met – surveys, opportunities for feedback, Program Review processes, and LMI are all valuable in determining whether or not the needs have been met. Continuing engagement with the college by key stakeholders and regular employer and alumni surveys are other indicators of whether needs have been met. Evaluating the ongoing interaction with key stakeholders can provide valuable insight as to the effectiveness of college efforts.

2R3 - What are the results for determining if key stakeholder needs are being met?

Outcomes that are tracked are effectiveness of programs, strength of ongoing relationships, service, and placement of students in employment within their fields. As a result of the DOL Healthcare Grant awarded to SCC in 2010, 38% of incumbent workers who successfully completed training in the Oct – Dec 2012 timeframe entered a new position as a result. As of June 2013, 894 participants were served, 638 completed training and received a credential, and 60% had been placed in employment.

SCC consults the MnSCU Strategic Framework Performance Measures reports and employer/graduate surveys for information in regards to measurements of success. Placement in related employment
Key Stakeholder Needs

of graduates is very close to the overall System actuals, serving alumni and employer needs (see table 2.7).

<table>
<thead>
<tr>
<th>Table 2.7 Related Employment of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY11</td>
</tr>
<tr>
<td>SCC Actual</td>
</tr>
<tr>
<td>MnSCU Actual</td>
</tr>
</tbody>
</table>

Employer satisfaction with overall skills of SCC graduates is high, as shown in 1R1 – Program Review Employer Survey Results. Employers also rate our graduates on Student Learning Outcomes, and SCC students are well regarded.

As part of Program Review, employers evaluate student preparation in terms of the program Student Learning Outcomes. In FY2014, evaluation scores ranged from 3.14 – 3.50 on a 4-point scale where “4” = “very effective” and “1” = “not effective at all”. These results reflect positively on student preparation for the workplace.

The SCC Center for Business and Industry (CBI) serves a large number of the college stakeholders with programming designed to meet the expressed needs of those stakeholders, although SCC did not meet its goal FY14 (see table 2.8).

<table>
<thead>
<tr>
<th>Table 2.8 Customized Training/Continuing Education Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY</td>
</tr>
<tr>
<td>SCC Actual</td>
</tr>
<tr>
<td>SCC Goal</td>
</tr>
<tr>
<td>MnSCU Actual</td>
</tr>
<tr>
<td>MnSCU Goal</td>
</tr>
</tbody>
</table>

Stakeholders surveyed about their satisfaction with CBI rate this unit highly. (see table 2.9)

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

SCC is committed to examining the processes that are in place to determine our key stakeholders and the effectiveness of addressing their needs. Current measures to assess the success of our efforts will be maintained while the college proactively establishes new communication avenues and partnerships. The Student Affairs offices will be working with the Research and Institutional Effectiveness office to create a dynamic, data-driven enrollment management plan. In related efforts, the Research and Institutional Effectiveness office will be working on a more systematic approach to analysis of existing data sources.
Key Stakeholder Needs

Table 2.9 CBI Satisfaction Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Center for Business and Industry (CBI) staff respond quickly to my initial request for service</td>
<td>4.8</td>
</tr>
<tr>
<td>2. The training and/or other services provided by CBI were delivered in a satisfactory time frame.</td>
<td>4.8</td>
</tr>
<tr>
<td>3. Overall, I was satisfied with the timeliness of the service deliver/response.</td>
<td>4.8</td>
</tr>
<tr>
<td>4. The CBI staff took the time to understand the needs of my organization.</td>
<td>4.7</td>
</tr>
<tr>
<td>5. The CBI staff worked to identify the right solution for my organization.</td>
<td>4.7</td>
</tr>
<tr>
<td>6. The CBI staff was flexible in meeting the needs of my organization</td>
<td>4.8</td>
</tr>
<tr>
<td>7. The training and/or other services provided by CBI resulted in a benefit to my organization.</td>
<td>4.8</td>
</tr>
<tr>
<td>8. Overall, I was satisfied with the solution for my organization.</td>
<td>4.7</td>
</tr>
<tr>
<td>9. This project was of good value.</td>
<td>4.7</td>
</tr>
<tr>
<td>10. I would consider using SCC for future training and/or service needs in my organization.</td>
<td>4.8</td>
</tr>
<tr>
<td>11. I would recommend SCC to other organizations.</td>
<td>4.8</td>
</tr>
<tr>
<td>12. Overall, I was satisfied with the service provided by SCC on this project.</td>
<td>Agree 98.40%  Disagree 1.60%</td>
</tr>
</tbody>
</table>

Source: SCC CBI Evaluation 2015

to help inform SCC actions and initiatives. Our industry partners are involved in the planning and implementation of the $15 million TAACCCT grant, which will directly address workforce needs in our region and statewide. CBI will increase breadth of service provided. SCC’s Cabinet will also be reviewing programs, as it does every year, for potential changes based upon enrollment data and workforce needs as determined by the data above. Efforts to identify stakeholders – existing and new – and ensure that they are involved at every level will continue to be strengthened, while processes will continue to be examined based on data, input, and feedback.
**Complaint Process**

**2P4 - Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups.

**Collecting Student Complaint Information**

SCC has an established Complaint/Grievance Policy which is posted on the college website and complies with MnSCU Board Policy 3.8 Student Complaints and Grievances. Students are encouraged to seek assistance from the office of Student Affairs, their advisor, or another member of the faculty or staff in filing a complaint following the established process. The first level encourages students to direct a complaint to the person or persons whose actions or inactions have given rise to the complaint. The second level gives details about what appropriate academic or administrative office will process a complaint that is unresolved. If a complaint cannot be resolved in a given timeframe, the student proceeds to the written grievance procedure.

Details of all written complaints and appeals are recorded and processed through WebNow software for resolution and documentation by the Dean of Student Affairs. Formal grievances are reviewed by a Grievance Committee called as necessary by the Vice President of Student and Academic Affairs. Assistance is available to students by the Dean of Student Affairs. All proceedings are audio-recorded and housed in the office of the VPSAA.

**Collecting Other Stakeholder Complaint Information**

Other stakeholders can submit complaints by means of employer and Advisory Board surveys, via the college President’s Advisory Council, or direct communication with the campus. The Office of Human Resources is available for the processing of complaints relating to any of our college’s bargaining units (MAPE, AFSCME, MMA, MSCF) and for violations involving protected classes, discrimination, or equal opportunity. MnSCU Board Policy 1B.1.1 addresses reporting/complaint of discrimination/harassment investigation and resolution and is strictly adhered to by South Central College.

The primary tool to evaluate complaint resolution is examination of the log kept by the Dean of Students where complaints are recorded, in which there is information regarding how long it took to reach resolution and whether/how the resolution was communicated.
Complaint Process

2R4 - What are the results for student and key stakeholder complaints?

Tracking of written complaints/appeals through WebNow and grievances show the following results (see table 2.10); specific reasons for complaints and resolution dates can be found in the campus log.

All complaints/appeals and grievances were resolved except one appeal in 2014, due to student’s choice to not pursue the issue.

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

Although there are methods in place to collect comments or complaints from students, employees, and external stakeholders, the campus will continue to seek input in different ways to best engage all stakeholders in conversation.

Table 2.10 Student Grievances

<table>
<thead>
<tr>
<th>Student Appeals/Complaints</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Grievances</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Building Collaborations and Partnership

2P5 - Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

Selecting Partners for Collaboration
SCC cultivates relationships with all sectors of its communities. However, partnerships are built based intentionally on the Mission of the college and the mutual needs of the college and the community it serves. Some areas and programs at the college that actively engage in these processes leading to collaborating with partners include the academic program areas, K-12 partnerships, CBI, grant work, and the Foundations. Often an articulation agreement (with other higher education institutions) or a Memorandum of Understanding (MOU) is key to the establishment of partnerships.

Academic Programs
Partnerships are often built as a result of faculty and students within an academic program area working closely with other institutions of higher education, the community, and industry on articulation agreements, projects, internships, community service, summer camps, and readiness programs. Faculty develop close relationships with employers and community members in their program areas, often as a result of continuing involvement in industry or other pursuits. As a result of those relationships, opportunities develop.

In the 2015 Academic Year, 591 students enrolled in Farm Business Management (FBM) courses, over 79 percent were enrolled FT, and 93.8% completed a whole farm financial analysis. During the process it was identified that in Southern MN, the typical farm operator spends and invests $1,039,772.19 in their surrounding communities for production purposes – fuel, repairs, seed, feed, fertilizer, taxes, equipment, interest, utilities, labor, land rent, capital purchases and family living needs. FBM education is noted for major strengths such as: a student focused education program; faculty as a substantial asset to the success of this program; and real-life education because all students are self-employed entrepreneurs/business owners in their communities. FBM students at SCC are community members, leaders, and supporters of South Central College.

MnSCU’s Centers of Excellence promote connectivity and collaboration between industry and colleges and universities. South Central College hosts and operates one of two Centers of Agriculture in Minnesota. Funded by MN Public Law, Chapter 107, Article 2, Section 31, M.S.136F.31. The agriculture center was formed in 2013 in response
Building Collaborations and Partnership

to MnSCU’s 2012 Workforce Assessment Initiative, sponsored collaboratively with the Minnesota Department of Employment and Economic Development and the Minnesota State Chamber of Commerce. The mission: The Southern Minnesota Center of Agriculture will align students with the resources of academic institutions and industry to develop and sustain the workforce needs of agriculture in Southern Minnesota.

K-12 Partnerships
SCC engages in varied partnerships with K-12 entities including efforts in the areas of recruitment, Post-Secondary Enrollment Options (PSEO), Concurrent Enrollment Options, and collaboration of activities and events. The Perkins Office at SCC engages in ongoing efforts including Minnesota College Credit Agreements as outlined on the SCC website. Information regarding 10th grade technical PSEO options is also disseminated to students as part of the agreement and the process of enrolling includes submitting an application and a Postsecondary Enrollment Options Program Form.

Center for Business and Industry
SCC’s Center for Business and Industry offers service to many sectors of the community. Other areas of specialty influence choices and the processes by which CBI engages in partnership. CBI is expected to be a revenue generator for the college. Active participation in civic organizations, especially those related to their offerings is key. From those relationships, opportunities are identified and responsive options are created.

Grants
The process at SCC for selecting grant partners is based on the roles they will serve in the project. Depending on skillsets, programming, and past partnership involvement, collaborators are approached concerning their interest in participating. The Request for Proposal (RFP) often outlines the type of organization SCC needs as a partner—for example, workforce system, community organization, industry. In addition, industry partners often approach SCC to express an interest in a specific type of training they need.

Foundations
SCC Campus Foundations look for board representation from various sectors in the community including government, agriculture, manufacturing, education, finance, and real estate. The process SCC employs to establish Foundation membership includes a recommendation by current members for new members, a potential member application, and a vote on membership by current members.

Additional volunteers are used to help with fund raising and the scholarship selection process. Special committees are gathered as needed.
Building Collaborations and Partnership

– Ag Symposium, Scholarship, Online America, Golf, and Board Nominating.

The SCC Foundations identify prospective donors by reviewing current academic programs and locating employers in the community who will hire graduates of these programs. The SCC Foundations also look at who the college does business with, and pursues partnerships based on that information. Individuals are approached if they are retirees of the college, serve on advisory committees, are recognized leaders in the community, are recognized supporters of education in the community, or if they know a board member or are themselves an alumnus or the parent of an alumnus. A shared vision of change or purpose is developed, and support or involvement is sought from potential partnerships.

Building and Maintaining Relationships with Partners
Processes by which SCC builds and maintains relationships with partners are based on the fact that SCC recognizes and accepts the need and/or opportunity for partnership to enhance the learning experience for students and impact external communities. Then, the college must be willing to mobilize people and resources to create change. A shared vision of change or purpose is developed, and support or involvement is sought from potential partnerships. Choosing and employing an effective partnership structure (location of meetings and events, scheduling, agendas, leadership, and communication) is a key component to the process of building and maintaining successful relationships.

Relationships are maintained through partner involvement in projects, advisory boards, input and feedback throughout any process. Recognizing partner involvement is another key component to the process of building and maintaining relationships with partners. The Foundation shows appreciation, for example, by a process that consists of thanking donors for their donation, providing donors with an annual report with their name listed, and publicly recognizing the support in publications and at scholarship events.

Assessing Partnership Effectiveness
Processes that evaluate the effectiveness of our partnerships include:
• Grant work products and reports
• Foundation work on behalf of SCC

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

There is an SCC Foundation for each campus of the college. As independent 501c3 organizations, each raises funds for a variety of college needs, including student scholarships (see table 2.11).

The ratio in private giving of dollars raised to dollars invested is below our MnSCU benchmark with a variance of $ -4.46.
Building Collaborations and Partnership

When assessing the value of our grant partnerships, clear outcomes are established (results in 2R3). SCC partners engaged in the DOL Healthcare grant included the National Council for Urban Indian health, the University of Minnesota, North Dakota State University, May Health Systems, the South Central Minnesota Workforce Council, and Workforce Development, Inc.

In the academic program area of manufacturing in 2014, the college also received significant in-kind and cash donations for manufacturing equipment valued at $219,836 which was then leveraged to receive $161,136 in MMB Matching Funds (the maximum available). This resulted in supplemental funding for equipment at SCC as a direct result of successful collaborations and partnerships.

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

While there are many relationships with K-12 entities in the area, the college is still working toward the implementation of a tracking system to identify and assess the effectiveness of all K-12 partnerships at the college. Additional mechanisms for evaluating effectiveness of all partnerships will be explored.

### Table 2.11 Foundation Information

<table>
<thead>
<tr>
<th>Benefits paid to SCC:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship funding</td>
<td>$206,862.00</td>
<td>$208,150.00</td>
<td>$181,238.84</td>
</tr>
<tr>
<td>Programs</td>
<td>$68,781.00</td>
<td>$58,962.00</td>
<td>$48,229.98</td>
</tr>
<tr>
<td>Capital</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>In-Kind</td>
<td>$21,000.00</td>
<td>$2,347.00</td>
<td>$102,974.92</td>
</tr>
<tr>
<td>Other</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$296,643.00</strong></td>
<td><strong>$269,459.00</strong></td>
<td><strong>$332,443.74</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits paid to SCC:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship funding</td>
<td>$95,346.00</td>
<td>$110,295.00</td>
<td>$88,375.00</td>
</tr>
<tr>
<td>Programs</td>
<td>$2,711.00</td>
<td>$6,204.00</td>
<td>$1,128.00</td>
</tr>
<tr>
<td>Capital</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>In-Kind</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$98,057.00</strong></td>
<td><strong>$116,499.00</strong></td>
<td><strong>$89,503.00</strong></td>
</tr>
</tbody>
</table>

Source: North Mankato and Faribault Foundations

Category Two: Meeting Student and Other Key Stakeholder Needs
Category Three
Valuing Employees

Valuing Employees explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Category Introduction
The goal of the 2013 strategic plan for the System Human Resources division is to “Attract, retain, and develop employees to meet current and future educational needs.” To that end, the office provides support, resources, and guidance to the SCC Human Resources (HR) department to accomplish the hiring of effective, appropriately qualified/credentialed faculty, staff, and administration. SCC also prioritized a commitment to the hiring, development, and evaluation of faculty, staff, and administrators in its 2015-2017 Strategic Priorities. This is demonstrated through the implementation of an in-depth onboarding process for new employees with a clear focus on identification of development resources and definition of responsibility (Goal – Appreciative Inquiry Culture), as well as coordinating intentional faculty and staff development opportunities (Goal – Quality Education).

Employees at SCC are hired under various contracts/plans depending on job classification, including the following:

- MnSCU Personnel Plan for Administrators
- Minnesota State College Faculty (MSCF)
- American Federation of State, County, and Municipal Employees (AFSCME)
- Commissioner’s Plan
- Middle Management Association (MMA)
- Minnesota Association of Professional Employees (MAPE)

<table>
<thead>
<tr>
<th>Table 3.1 Employee by Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Clerical</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Paraprofessional</td>
</tr>
<tr>
<td>Professional-MAPE</td>
</tr>
<tr>
<td>Professional-MMA</td>
</tr>
<tr>
<td>Service Maintenance</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
</tr>
</tbody>
</table>

Source: ISRS FY16

SCC’s bargaining unit structure creates additional processes that are integrated into HR practices, including processes for filing complaints and grievances.

Several processes are in place to support the professional development of college employees, including allocation of professional development funding, use of annual evaluations and professional development planning tools, and recognition of performance. These efforts are collaborative and involve many parties, which speak to the systematic nature of efforts in this area. Some processes are fully aligned with institutional priorities and goals, such as workshops, in-services, and campus-wide events and activities that promote engagement and learning.
Hiring

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.

Key Hiring Processes
South Central College believes that its processes for hiring and orienting qualified faculty and staff are aligned with contractual obligations, MnSCU requirements, and the Strategic and Diversity goals of the campus. It further believes that all applicants should be ensured fair and consistent treatment in the SCC selection process.

Throughout the hiring process, SCC adheres to federal and state law, as well as Board of Trustees policies and MnSCU System procedures and guidelines in the employment of faculty and staff. Steps in the SCC search process are designated by the Human Resource office and outlined in the ‘Handbook for Managing Searches’. In addition, training videos on confidentiality, equitable treatment, and Affirmative Action are required viewing for all search committee members.

Once hired, the new employee receives employment materials and notification of the new employee orientation date. Orientation is provided to all new employees and includes such items as a discussion of the history of SCC, SCC mission statements, information on public data, personnel file, Code of Ethics, campus security, payroll and budgets, workplace injury, diversity training, harassment, and discrimination.

New faculty also engage in an orientation specific to teaching and learning, which includes discussion of academic resources, roles of the department chairs in assisting faculty, active learning, technology access, ASC and Disability Services, and resources for students. In 2014, a new process of onboarding new faculty was designed and facilitated by Learning Central and implemented for incoming new faculty in Fall, 2015. More information regarding Learning Central is provided in 3P3. The process includes identifying new faculty, and inviting them to participate in a day of orientation designed just for faculty. At that time, they are presented with a Ready, Set, Go Plan (RSG) which includes a self-survey in regards to instructional design, curriculum and course creation, and academic technologies along with information about their programs, common course outlines, and resources for instructional success.

Staff and Administrators - Required Qualification, Skills, and Values
MnSCU credentialing requirements and union contractual obligations guide SCC hiring practices, enabling the college to employ staff and administrators who are qualified for their positions. SCC Human
Resources department reviews credentials, skills and experience required for staff and administrators at the college (3.C.6). Some positions at the college are specific to MnSCU and as such have a defined list of credentials set by MnSCU. Other positions have credentials set by the Minnesota Management and Budget office (MMB); these are largely clerical, technical and paraprofessional positions.

**Faculty - Academic Credentialing Standards**
Specific credentials and skills are identified at the campus with approval from the MnSCU System office, or may be specifically identified by MnSCU. While the System is discussing revisions to its credentialing requirement in light of the HLC clarification on minimum credentials, currently General Education faculty must carry a Master’s degree in field or possess a minimum of 16 graduate level credits in the discipline for which they are being hired to teach. Technical faculty must have the education level appropriate to the discipline, two years of documented paid work experience in field, and/or hold certification, licensure, or other, similar credential required or considered essential for professionals in the field for which they are being hired to teach. Faculty may be credentialed in more than one area and/or program. In addition to these standard credentialing requirements, new faculty being hired may need to document additional credentials required by state or national program accreditation for the program for which they are being hired to teach. Dual enrollment instructors are evaluated for the same qualifications (3.C.2).

Once hired, new SCC faculty must register credentials through a credentialing system – details about the MnSCU credentialing policy and procedure can be found on the [System website](#). Faculty are also required to complete the teaching-and-learning competency. If prior education required to meet the teaching-and-learning competency is not present, faculty can meet this competency by completing a series of courses designed to promote new faculty teaching and learning. These courses consist of:

- Course Construction (2 credits)
- Teaching/Instructional Methods (2 credits)
- Student Outcomes Assessment/Evaluation (2 credits)
- Philosophy of Community and Technical College Education (non-credit based, required of all new faculty)

Faculty may also complete two additional optional courses designed to enhance teaching and learning skills: Quality Online Teaching; and University and College Teaching. The credentialing process is supported by the MnSCU System Office and endorsed by the Minnesota State College Faculty (MSCF) union established by the Board of Trustees.
Sufficient Faculty
SCC ensures that it has sufficient faculty to cover classes; this is the responsibility of the Deans and Department Chairs, under the guidance of the Vice President for Student and Academic Affairs. Requests for Unlimited Full-Time (UFT) faculty are presented as part of planning and budgeting processes each year (except in the case of unplanned events), while Part-Time (PT) faculty and adjuncts are requested on a semester-by-semester basis. Additionally, Deans and Department Chairs help to coordinate additional involvement of faculty in committees, advising of student groups, creation/modification of curriculum, and assessment (3.C.1). Processes by which Professional Development Plans (PDP) are created help in the coordination of the non-classroom activities.

According to the MSCF contract, technical faculty are expected to perform advising duties and all faculty are expected to maintain one office hour each week for each three credits of teaching load. Online instructors are to maintain availability to students through designated online office hours.

Sufficient Staff
Departments at SCC engage in organizational efforts to ensure that necessary services are provided. The joint efforts of the Dean of Students, the Student Affairs Leadership Team, and the Vice President of Student and Academic Affairs (VPSAA) ensure that student needs are met and there are sufficient numbers of staff necessary to provide student support services. The organizational/employee structure of support areas such as Academic Support Center (ASC), Counseling, Financial Aid, Tutoring, Student Life and Leadership and others are reviewed by the VPSAA and Directors regularly to ensure they are staffed sufficiently to meet student needs (3.C.6).

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

SCC utilizes systems such as MnSCU’s System wide College and University Personnel Payroll System (SCUPPS), and is preparing to use Faculty Assignment Management Automation (FAMA) to track the results of hiring and load assignment. The SCC instructional cost study (see 5P3) tracks financial indicators for efficient assignment of faculty. MnSCU performance metrics and SCC track total employees by classification, employees of color as a percentage of total employees, credentials, retention, retirement, reallocation, and promotion of employees. The college also tracks employee Full-Time Equivalency (FTE) to student Full-Year Equivalency (FYE)
Hiring

...to assist with planning for staffing college operations.

Our results of the hiring process show the following:

The college tracks the student FYE-Faculty FTE ratio to gauge whether the college has hired faculty in appropriate numbers and credential areas relative to the enrolled students (3.C.1).

SCC processes for hiring and orienting appropriately qualified faculty and staff are aligned with contractual obligations, MnSCU requirements, and the Strategic and Diversity goals of the campus. SCC will continue to improve our processes to recruit and retain employees of color.

As retirements occur with greater frequency at the college, succession planning and review of organizational structures will be increasingly necessary.

Table 3.2 Employees by Gender

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Clerical</td>
<td>2</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Faculty</td>
<td>77</td>
<td>100</td>
<td>177</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Professional-MAPE</td>
<td>19</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td>Professional-MMA</td>
<td>5</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Service Maintenance</td>
<td>17</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>131</strong></td>
<td><strong>195</strong></td>
<td><strong>326</strong></td>
</tr>
</tbody>
</table>

Source: ISRS FY16

Table 3.4 FYE - FTE Comparison

<table>
<thead>
<tr>
<th>Measure</th>
<th>SCC (All)</th>
<th>SCC (Fbo)</th>
<th>SCC (NM)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Full Year Equivalent (FYE)</strong> - Source: ISRS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>2722</td>
<td>316</td>
<td>1605</td>
</tr>
<tr>
<td>FY14</td>
<td>2588</td>
<td>439</td>
<td>2150</td>
</tr>
<tr>
<td>FY15</td>
<td>2490</td>
<td>374</td>
<td>2116</td>
</tr>
<tr>
<td><strong>Faculty Full-Time Equivalent (FTE)</strong> - Source: Deans' Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>165.24</td>
<td>20.38</td>
<td>92.21</td>
</tr>
<tr>
<td>FY14</td>
<td>153.12</td>
<td>18.63</td>
<td>90.48</td>
</tr>
<tr>
<td>FY15</td>
<td>144.64</td>
<td>20.85</td>
<td>100.01</td>
</tr>
<tr>
<td><strong>Student-Faculty (FYE/FTE) Ratio</strong> - Source: ISRS/Deans' Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>16.47</td>
<td>15.50</td>
<td>17.40</td>
</tr>
<tr>
<td>FY14</td>
<td>16.90</td>
<td>23.56</td>
<td>23.76</td>
</tr>
<tr>
<td>FY15</td>
<td>17.22</td>
<td>17.94</td>
<td>21.16</td>
</tr>
</tbody>
</table>

Table 3.3 Employees by Ethnic Descriptor

<table>
<thead>
<tr>
<th>Category</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Faculty</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>172</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Professional-MAPE</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>43</td>
<td>47</td>
</tr>
<tr>
<td>Professional-MMA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Service Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
<td><strong>311</strong></td>
<td><strong>326</strong></td>
</tr>
</tbody>
</table>

Source: ISRS FY16
Hiring

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

Specific efforts toward improvements have been:
- The development and implementation a ‘Handbook for Managing Searches’ and concomitant training videos
- Restructured on-boarding sessions for all employees

In the future, SCC will need to continue to find ways of implementing improvements such as:
- Improve processes to recruit and retain employees of color
- Implement a succession planning strategy
- Continued refinement and use of financial and personnel data in planning and decision-making
3P2 - Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators’ contributions to the institution.

**Employee Performance Systems**
SCC supports performance appraisals as an important aspect of its continuous quality improvement process. The process serves as a reinforcement of strengths and identification of development needs, while also providing a formal opportunity for open dialogue between supervisors and employees. Employee performance appraisals occur annually and generally consist of a discussion about the position description, expectations, performance quality, and an individual development plan. Faculty performance review processes are discussed in the college’s Shared Governance meeting.

**Expectations and Communication - Faculty, Staff, and Administrators**
Evaluation is performed by the supervisor and is discussed in a private meeting with the supervisee. The evaluation lists annual performance goals and provides a rating guide that the supervisor uses to evaluate employee success with regard to each goal or responsibility identified. Justification for the rating is provided by the supervisor. The supervisor works with the employee to set goals for the future and outline an employee professional development plan. The evaluation process also includes a review of the position description so that any changes in job duties may be reflected in the position description. Both the employee and supervisor approve and sign the evaluation. Training for supervisors is available through the MnSCU HR department with the goal of providing consistent reviews that promote greater employee success and satisfaction.

**Evaluation and Institutional Objectives**
Currently, the Strategic Priorities identify supporting employees in order to develop a culture of Appreciative Inquiry (AI) to improve services. A process of evaluation that aligns the evaluation tool with the college Strategic Priorities was piloted with the Cabinet last year and will be implemented with other administrative staff this year.

**Evaluation of Faculty, Staff, and Administrators**
SCC supports MnSCU policy 4.9 Employee Evaluation which requires the college to have evaluation procedures in place for annual evaluation of employees. The procedures are outlined in SCC’s policies. Faculty hired as unlimited full-time (UFT) serve a three-year probationary period that requires classroom visits by the appropriate Dean, as well as a self-reflection, and a written performance evaluation. Observations made by the Dean during classroom visits are discussed with the faculty with a focus on building on strengths and providing resources for teaching and learning improvement. Adjunct faculty members are similarly reviewed by the Dean through classroom visits.
Evaluation and Recognition

According to the MSCF contract UFT faculty also maintain an individual Personal Development Plan (PDP), which is reviewed with the Dean annually. Faculty members receive additional feedback on teaching and learning through indirect student assessment from Course Instructor Evaluations, an SCC developed survey administered once per semester to students by the Office of Research and Institutional Effectiveness.

Performance evaluation for staff and administrators is implemented as follows: The supervisor is given the appropriate paperwork by HR and is notified of individual dates for employee review. Staff and administrators are evaluated annually (3.C.3). As discussed above, SCC has additionally piloted a new administrator evaluation format that will be expanded in FY16.

Recognition, Compensation, and Benefits Promoting Employee Satisfaction and Engagement

SCC values its employees and honors that through recognition, reward, compensation, and benefits for employees. SCC has established various awards and recognition to celebrate employee success and commitment to the school, and to promote employee satisfaction. Recognition awards are given each year to faculty and staff members. A committee comprised of faculty and staff issues the call for nominations and reviews the submissions using a scoring rubric. The award categories are: engagement, innovation, excellence in teaching, teamwork, service excellence, and employee engagement.

Specific accomplishments are given recognition in the weekly electronic SCC Connections e-newsletter. Annual service awards are given to faculty and staff for years of service with the first year of completed service, and in 5-year increments thereafter.

Compensation for faculty is driven by contract and is based on education and experience, utilizing a column and step system. Staff hired above 3rd step requires approval from MnSCU. Staff salary is based upon education, experience, market value, and other market issues such as difficulty of recruitment. Faculty and staff are provided with identical optional retirement plans as well as mandatory plans that differ based on contract. Faculty members and staff opportunities for overload pay are driven by contractual agreements and college need.

In addition to salaries and retirement, SCC provides benefits to employees including insurance, vacation, personal leave, sick leave, holiday pay, and tuition waivers. These are determined by job classification (see table 3.5).

3R2 - What are the results for determining if evaluation processes assess employees’ contributions to the institution?
Evaluation and Recognition

Table 3.5 Employee Benefits

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Faculty FT</th>
<th>Faculty PT</th>
<th>Adjunct</th>
<th>Staff</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Retirement</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Vacation</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Personal Leave</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sick Leave</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Holiday</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tuition Waiver</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Voluntary Retirement</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sabbatical</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Health Savings Account</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

The performance evaluation procedure for faculty was approved in Shared Governance; evaluations are completed, and documentation is archived in Human Resources. The Professional Development Plans serve to engender conversations between the Dean and the faculty member about quality improvement; these are housed in the office of the VPSAA.

South Central College tracks the engagement of faculty in scholarly and creative activities, involvement in related community service, and the active integration of students into each of these activities. It also tracks faculty affiliation with professional organizations. Table 3.6 illustrates this involvement.

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

The faculty evaluation procedure was revised in 2014, and the college is looking forward to extending an evaluation process aligned with its Strategic Priorities. The next climate survey will be conducted in FY16.

Table 3.6 Faculty Engagement Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past 3 years, outside of the classroom, have you:</td>
<td></td>
</tr>
<tr>
<td>been involved in any scholarly or creative activities?</td>
<td>84%</td>
</tr>
<tr>
<td>worked with your students in any scholarly or creative activities?</td>
<td>55%</td>
</tr>
<tr>
<td>been involved in any community service projects or other types of community engagement?</td>
<td>85%</td>
</tr>
<tr>
<td>been involved in any community service projects or other types of community engagement?</td>
<td>67%</td>
</tr>
<tr>
<td>In the past 3 years have you been involved in a professional association?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>94%</td>
</tr>
</tbody>
</table>
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.

Professional Development for All Employees
SCC provides training and development to help employees achieve their professional goals. The college recognizes the liberating effects of lifelong intellectual, professional, and personal learning (SCC Value statement #1). As such, SCC provides and facilitates professional development through funding for external development training, sabbatical opportunities for faculty, tuition waivers, in-service development opportunities, in-house and online discussions and trainings focused on lifelong learning and professional development, faculty development in Learning Central (3.C.4, 5.A.4).

As a part of performance evaluations, staff members prepare a professional development plan for the coming year. To help accomplish goals set in the plan, SCC’s Human Resource office makes development funds available through an application process (3.C.6, 5.A.4). One example of the college’s commitment to provide qualified, trained, and supported staff members are the campus tutors who are certified by the College Reading and Learning Association (CRLA). Similarly, faculty members submit a PDP (see 3P2). To help accomplish goals set in the PDP, faculty may utilize faculty development funds, managed by the contractual union. Part-time and adjunct faculty also may utilize faculty development funds on a pro-rated scale. Additionally, technical faculty summer internships are supported by the college.

SCC also offers various trainings and opportunities to meet, discuss, and learn with colleagues on campus. For example, during FY13, the Office of Research and Institutional Effectiveness, in support of an SCC Strategic Goal Area, coordinated a lunch and learn series on incorporating an Appreciative Inquiry approach into work and personal lives (5.A.4).

The Diversity Committee also hosts a variety of workshops and discussions on various topics. These events are typically open to students as well as employees and may be co-sponsored by Student Life and Leadership. Recent diversity training titles include:

- Black History from a Generation X Perspective
- Safe Zone LGBT Ally Training
- Hijab Tube (Mixed Blood Theater production)
- Cinco De Mayo Panel
- Coming Together for Diversity

Similarly the Global Education Committee provides opportunities for faculty, staff and students to engage in lifelong learning. In addition to producing a Global Education newsletter, the committee hosts workshops, such as the recent Art in Mexico presentation. The committee also hosts a two-day Global Connections Conference every other year during which faculty, staff, and students have the opportunity
to learn about a variety of cultures from around the world. The most recent 2014 conference culture of focus is Hmong, which was highlighted in events throughout the conference.

Faculty – Instructional and Professional Development

Unlimited Full-Time (UFT) faculty members have access to paid sabbatical once they have served the equivalent of six academic years within the MnSCU system. Sabbatical pay is based on the year of hire. Full benefits are included with sabbatical pay. According to the Board of Trustee’s Policy on Sabbatical leaves, the purpose of sabbatical is to:

‘Maintain the high level of academic excellence necessary to meet the missions of the Minnesota State Colleges and Universities and its institutions. Sabbatical leaves may be awarded for various reasons related to scholarly or professional growth, development, or renewal, including creative endeavors that promise to enhance the professional effectiveness of the applicant. Typical sabbatical undertakings include, but are not limited to, activity that enhances teaching or research, writing, work related to the visual and performing arts (creation or performance), post-terminal degree study, and travel for the purpose of study or research.’

Faculty must submit a plan for sabbatical to be considered. Once approved and completed, faculty members submit a written report at the conclusion of the sabbatical. In the last year most sabbaticals were used to work towards the attainment of a higher credential, while others submitted curricular developments, and scholarly or creative work products. One SCC sabbatical project received recognition in a report to the MnSCU BOT on 2014 projects.

The MSCF union contract stipulates that each faculty member be provided with $750 per year for professional development.

SCC has also recently established Learning Central, a teaching and learning center that supports a mix of pedagogical efforts, technology, and other supports for faculty and staff. This new center enhances the functional relationships between online learning, faculty development, instructional design, and instructional technologies to impact faculty pedagogical practices. Learning Central’s structures and goals have been approved by AASC and the center is currently coordinating an advisory committee.

The process by which the center was approved and established involved support from college administration including the President’s office, communication with MSCF, identification of needs, approval and filling of key positions in the area (Faculty Development Specialist and Instructional Technology Designer), and co-sponsorship by the VPSAA and the VP of Technologies (CIO).

Student Support Staff – Professional Development

Student support staff members attend
regular MnSCU meetings and trainings in their respective areas as well as participate in System webinars. Each functional area trains in respective areas of expertise and the Student Affairs unit trains together in support of student service and student success. In addition, the Registrar and Director of Admissions and Advising are provided memberships in the American Association of College Registrars and Admissions Officers (AACRAO), the advising staff are provided memberships in the National Academic Advising Association (NACADA), and the Financial Aid staff have memberships in National Association of Student Financial Aid Administrators (NASFAA) (3.C.6, 5.A.4).

SCC provides each non-faculty member with $200 for professional development. The request for funding must include a description of the development activity and how it will be beneficial to both the employee and the college.

Professional Development and Institutional Objectives
Because employees most often engage in development opportunities to enhance the knowledge, skills, and dispositions in their own areas of responsibility, the professional development can be said to align with college objectives. In some specific cases, employees are encouraged to engage in activities that strengthen the college, such as faculty summer internships in industry. However, SCC is poised to move forward with initiatives around data use and student success, such as the development of the Strategic Enrollment Management Plan, and community partnerships, such as Credit for Prior Learning with Vets and other adult learners, that will require intentional processes for encouraging professional development. Some examples of development activities that have already occurred include efforts regarding Credit for Prior Learning, apprenticeships, and career pathways as part of our industry partnerships. In addition, development activities such as faculty workshops, all-campus in-service days, videos of the AQIP process, and workshops targeted on specific quality improvement tools to engage the campus community in the AQIP Pathway for continuing quality improvement have begun.

3R3 - What are the results for determining if employees are assisted and supported in their professional development?

Sabbatical reports, summer internship reports, sign-in sheets at workshops and in-services, travel requests for professional conferences and meetings, and utilization of funding are all tracked by HR in order to determine the level of assistance and support provided to employees for professional development. Responses on a 2014 Faculty Development Needs Assessment were consulted to review the level at which faculty were interested in certain topics for training and development, as well as what they were currently doing to maintain professional development outside of college efforts. Responding faculty ranked five primary topics as most valuable to them in terms of faculty
development opportunities: strategies for actively engaging learners; motivating students to take responsibility for learning; utilizing D2L to support or enhance courses; online instruction; and curriculum creation or modification. Additionally, the survey resulted in information about the desired structure of faculty development opportunities including interactive workshops, demonstrations by other faculty, and individual consultation with staff from Learning Central. These responses were shared with AASC and utilized to establish a series of Teaching, Learning, and Technology training sessions.

Table 3.7 shows the number of awarded sabbatical and summer industry internships, the number of staff and faculty that accessed available development funding, and the number of promotions or reallocation per year.

Faculty members accessed a total of $178,734.49 of available development funding in this reporting period. Funded activities included professional association dues, conference and workshop participation, additional coursework, and materials purchases.

<table>
<thead>
<tr>
<th>Table 3.7 Employee Support</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabbatical leaves</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Summer Industry Internships</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>n/a</td>
</tr>
<tr>
<td>Staff Development Funds</td>
<td>29</td>
<td>21</td>
<td>28</td>
<td>20</td>
<td>n/a</td>
</tr>
<tr>
<td>Faculty Development Funds</td>
<td>61</td>
<td>70</td>
<td>63</td>
<td>69</td>
<td>n/a</td>
</tr>
<tr>
<td>Promotions</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Reallocations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

3I3 - Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

SCC has experienced staff changes in leadership in Human Resources. A new Director and Assistant Director have joined the team and efforts will be reviewed and enhanced during the next one to three years. Including the administration of a new campus climate survey, other areas to be examined for improvement include continuing staff development to meet specified campus needs and provide support for our students.

Learning Central will continue to develop and provide more options for faculty to engage in pedagogical and other teaching and learning areas. Surveys developed and administered by Learning Central will allow SCC to match development opportunities with perceived areas of need for individuals and the college.

Category Three: Valuing Employees
Category Four
Planning and Leading

Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Category Introduction
SCC values its Mission in its planning processes, initiatives, and operations. After campus-wide input, SCC developed new Mission statements, including Mission, Vision, Values, and Purpose. The proposed Mission statements met the criteria identified within MnSCU Board policy 3.24 and procedure 3.24.1. The Executive Committee sets direction for strategic planning based on the MnSCU Strategic Framework.

The college has affirmed the Strategic Plan based on the current mission statements through 2017.

Table 4.1 SCC Vision and Mission

<table>
<thead>
<tr>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Central College will be the region’s leading institution for transitioning individuals into the college environment, educating students for technical careers, and building student capacity for future study through inclusive student-centered programs and services. The college will be a committed partner in the regional economy, helping individuals and organizations compete in the global marketplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Central College provides accessible higher education to promote student growth and regional economic development.</td>
</tr>
</tbody>
</table>

SCC’s Mission Statements were reviewed as a part of the 2013 Strategic Planning event for the college. The Strategic Planning event was a campus-wide initiative, facilitated by an outside consultant to inform planning with an Appreciative Inquiry foundation.

The visual representation illustrates SCC’s learners as the centerpiece of all aligned planning efforts. This focus drives subsequent operational planning and implementation strategies throughout the college. When appropriate, these priority areas have been embedded throughout this document because each is at the foundation of all college efforts.
Mission and Vision

**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.

**Developing, Deploying, Reviewing – Mission, Vision, and Values**

As work is done at the college for the benefit and improvement of SCC, Mission statements are reviewed so that improvement efforts remain aligned with and reinforce the Mission of the college. The Mission statements are the foundation for all work done at the college. Building on the Mission statements are the strategic plan, diversity plan, operational plans, institutional core competencies, and program student learning outcomes; competencies at the course level are also prepared in such a way as to align with the Mission statements of the college (1.D.2, 1.D.3).

Review of the institution’s mission, vision, and values is also part of the processes that are involved in Strategic Planning, as outlined in detail in 4P2 (1.A.1).

**Commitment to Values**

SCC has established values which are shared on their website. They are as follows:

- Recognizes the liberating effects of lifelong intellectual, professional, and personal learning
- Honors diversity and inclusion by recognizing every person’s worth and potential
- Operates with integrity in all interactions
- Encourages open and honest communication that respects individual opinions
- Values collaboration and believes that teamwork promotes unity and shared purpose
- Embraces continuous improvement

Recently, an updated Master Academic Plan (MAP) was drafted and part of the process for doing so was to align the content with the Strategic Plan. While not all aspects of the 2015-2017 Strategic Priorities are directly related to the content of the MAP, the process of alignment with content of the MAP was essential to continuing to support the commitment to institutional values as a part of ongoing academic efforts. The full Master Academic Plan Framework is available as a PDF.

SCC also employs processes by which the values of the institution are embedded through campus activities such as recognizing the liberating effects of lifelong intellectual, professional, and personal learning. This is accomplished through: customized training for identified industry needs and continuing professional education for external constituents; workshops and seminars such as the annual Agriculture Symposium and the bi-annual Global Conference; discipline-specific
Mission and Vision

academies for high school students; and development activities for faculty that improve both pedagogy and curriculum as well as professional expertise.

The college honors diversity and inclusion by recognizing every person’s worth and potential, as evident in the Diversity Committee work, inclusive hiring, diverse student organizations, and Access and Opportunity (A&O) funded advisors. Integrity is involved in all operations at SCC, including fiscal responsibility in a time of decreasing enrollments, support of academic freedom, accurate and public disclosure on academic programs and requirements, financial aid processes, sexual assault and harassment training, safety training, and the crime statistics disclosure (Cleary Act).

SCC encourages open communication that respects individual opinions, as evidenced in campus meetings, Shared Governance structure, the President’s Fireside Chats, and the SCC Connections e-newsletter. Standing committees, Department Chairs, Student and Academic Affairs’ shared projects, and the AQIP Steering Committee are all illustrations of SCC’s valuing of collaboration and teamwork promoting unity and shared purpose. SCC embraces continuous quality improvement, particularly through the AQIP Pathway and the resulting Action Projects, as described in detail in Category Six.

Communicating Mission, Vision, and Values
SCC’s Mission and Vision Statements are communicated in a wide variety of ways including at meetings, on the website, at legislative events, workshops, student/faculty/committee meetings, forums, via electronic communication, at Student Success Day, and in-service events (1.B.1, 1.B.2, 1.B.3). The mission is posted on a wall at the North Mankato campus. Since renovations are being completed following a successful bond request, the Faribault campus has not yet placed art or informational postings on walls; this will be done when all other aspects of construction are completed.

Academic Program and Services Aligned to Mission
Course competencies and program student learning outcomes are reviewed within departments through communication between students and faculty and through consultation with program advisory committee members. They are reviewed formally through program-specific accreditation requirements or through the SCC program review process that occurs on a three year rotation. Any changes to outcomes and competencies are reviewed through the Curriculum Committee process that also evaluates alignment with Mission statements. Details about academic program development are provided in Category One.
Mission and Vision

Allocating Resources to Support Mission, Vision, and Values
Resource allocation at SCC is based on the primacy of learners and learning in the Mission statements and the Strategic Plan. Budgeting for such things as technology, equipment, and facilities focuses on our students as learners (1.A.3). SCC Mission statements are reinforced through academic programs, student support services, and enrollment at the college. SCC’s Mission is to provide accessible higher education to promote student growth and regional economic development. SCC’s Values include: recognizing the liberating effects of lifelong intellectual, professional, and personal learning; honoring diversity and inclusion by recognizing every person’s worth and potential; and embracing continuous improvement. The Mission and Values are met through the following:

- Academic programs that create pathways to prepare students for employment in agribusiness, health, business, trades, and manufacturing, and computer careers (1.A.2)
- Customized educational offerings for incumbent workers in agribusiness, business, computers and technology, health care, manufacturing and trade, public safety and driving, and workplace safety
- Identification of and support for first-generation, underrepresented, non-traditional college students
- Access to education for learners requiring specific support systems to be successful, including support offered through TRIO programming, ELL/ESL offerings, and A&O advisors, among other holistic learner support services (1.A.2)

SCC’s Mission Statements are supported through SCC’s individual Strategic Plan goal areas:

- Appreciative Inquiry: SCC practices Appreciative Inquiry growing a positive culture of collaboration and innovation
- Holistic Learner Services: SCC provides comprehensive, holistic services to support learner success
- Quality Education: SCC delivers excellence in academic programming that is relevant, accessible, and responsive, and effectively prepares learners for living and learning in a global marketplace
- Partnerships and Collaboration: SCC builds partnerships to meet the diverse learner and industry needs through the region (1.D.1)
- Marketing and Branding: SCC presents consistent, coherent and well planned marketing and branding that results in broad recognition at the local and state level, reinforcing partnerships and generating increased enrollment, completion and placement

SCC’s Mission statements provide the foundation for continuous improvement at the college. Work progresses through strategic initiatives, committees, and
Mission and Vision

through academic and non-academic units on campus all in support of mission (1.D.1). Mission statements are reiterated and reinforced by leadership and in general practice, as improvements at the college are made.

4R1 - What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

The results of our most current PACE survey show that SCC employees largely believe that the actions of SCC reflect its mission. The survey will be administered again in the Spring of 2016 (see table 4.2).

SCC fully redesigned the college website in recent efforts to enhance communication, including in regards to the Mission, Vision, and Values. Since January, 2015 when the new web design was rolled out, there have been 260 unique page views of the SCC Mission, Vision, and Values page.

4I1 - Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

The Mission, Vision, and Values are included in our new employee performance evaluation process, which was piloted by SCC’s Cabinet this past year and is intended for expansion to the college deans.

Discussions with the Director of Marketing and PR as well as the Director of Admissions and Advising indicate that additional communication efforts as part of the process of sharing the mission, vision, and values in a regular way include:

- HR will add the Vision, Mission and Values to the new employee orientation
- The Mission will be included in the SCC Connections e-newsletter
- The Mission will be added to the new student orientation presentation, framed as “this is our commitment to you”

SCC embedded the review of the institution’s missions, vision, and values into the strategic planning processes during the 2013 academic year and have committed to reviewing it again in FY17.

Table 4.2 PACE Mission Alignment

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Administrator / Supervisor</th>
<th>Staff</th>
<th>SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75</td>
<td>3.8</td>
<td>3.82</td>
<td>3.77</td>
</tr>
</tbody>
</table>

*Mean on a 5-point satisfaction scale
*Source: PACE Survey, 2012
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.

Engaging Stakeholders in Strategic Planning
The most recent strategic planning team was comprised of a diverse group of individuals including college administrators, community members, representatives from unions (MMA, MSCF, MAPE and AFSCME), representatives of the North Mankato and Faribault campus foundations, and SCC students (including Student Senate President, Student Senate Vice President, and Student Senate of Director of Communications). It is important to South Central College to ensure that a variety of stakeholders are involved in this planning opportunity that will inform efforts college-wide (5.C.3).

Once dates and times were confirmed for a 2-day retreat, an invitation was sent to SCC employees, students and community members (SCC stakeholders) inviting them to take part in South Central College’s strategic planning retreat.

Aligning Operations with Mission, Vision, and Values
South Central College focuses on aligning the Strategic Plan/Priorities in many different areas of the college; however, most of those efforts are determined by and included in the description of outcome assessment, annual work plans, and goals within those areas. The use of the Appreciative Inquiry model at the 2013 Strategic Planning event is one good illustration of a process employed for Strategic Planning that aligned with institutional mission, vision, and values (5.C.2).

Aligning Across Departments and Divisions
An SCC Strategic Planning Template was provided to document each goal, which included input from all areas of the college. The template included the following:

- Goals – Strategy
- Core Team Coordinator
- Planning Team members
- Recommend Core Team Members, i.e. Stakeholders
- Timeline and Recommendation High Level Actions or Projects – Stakeholders or Stakeholder Groups to Involve – Date or Timeframe
The separate templates were merged into one collective document and the draft of the plan was returned to the committee for review. One more meeting was held to discuss feedback and finalize the plan. All aspects of the process of strategic planning include people from across the college, thus supporting the alignment of the plan to college-wide perspectives and work being done in individual departments and division and thereby creating opportunities for collaboration (5.B.3).

**Capitalizing on Opportunities and Strengths – Countering Weaknesses and Threats**

Analysis done during previous strategic planning activities included identifying Strengths, Weakness, Opportunities, and Threats (SWOT). At the 2013 Strategic Planning event, the AI model used called for the identification of Strengths, Opportunities, Aspirations, and Results (SOAR). The SOAR model allows aspirational planning and analysis of potential impacts to the campus, such as enrollment and demographic trends, while developing proactive strategies. The planning activity places emphasis on identifying these aspects of planning and ensuring that they are addressed in the evaluation of ideas and construction of the Strategic Priorities (see table 4.3) (5.C.4, 5.C.5).

### Table 4.3 SOAR (Strengths, Opportunities, Aspirations, Results) Analysis

A strengths, opportunities, aspirations, results (SOAR) analysis is a strategic planning tool that focuses an organization on its current strengths and vision of the future for developing its strategic goals.

This tool differs from the commonly used SWOT (strengths, weaknesses, opportunities, and threats) analysis. SOAR engages all levels and functional areas of an organization, while SWOT is typically a top-down approach. With SOAR, the focus is on the organization and enhancing what is currently done well, rather than concentrating on perceived threats and/or weaknesses.

When conducting a SOAR analysis, the basic questions to be answered are:

1. What are our greatest strengths?
2. What are our best opportunities?
3. What is our preferred future?
4. What are the measurable results that will tell us we’ve achieved that vision of the future?

### Benefits

- Engages representatives from every level of the organization to have shared conversations and input on strategy and strategic planning. Resistance to change is minimized and employees are more likely to commit to goals and objectives they helped create.
- Flexible and scalable, so planning and decision making can be adjusted to fit an organization’s needs and culture.
- Building on the organization’s strengths produces greater results than spending time trying to correct weaknesses.

Source: [http://asq.org/service/body-of-knowledge/tools-SOAR](http://asq.org/service/body-of-knowledge/tools-SOAR)
Strategic Planning

Strategies for Maximizing Current Resources and Meeting Future Needs
The Master Academic Plan (MAP) and Organizational Plans of the academic departments are part of processes for identifying needs and creating responsive strategies for addressing those needs. These plans are aligned with the Strategic Plan and therefore are part of the consideration that informs the structure and content of all plans.

Budget planning processes at SCC are structured with components that seek to anticipate the effects of lowered enrollment, lower state subsidies, and a tuition reduction in the second half of the biennium. Ramping up recruiting and retention efforts, planning to offer the most efficient mix of classes, and meeting contractual obligations for faculty loads are part of the process as we seek to create and implement sustainable practices and actions that will simultaneously support maximum utilization of resources and meet future needs. Thoughtful allocation of resources will need to be done within the context of SCC’s Strategic Priorities (5.C.1, 5.C.4).

4R2 - What are the results for communicating, planning, implementing, and reviewing the institution’s operational plans?

Program Portfolios and the Program Review system provide valuable data for reviewing the operational plans of the college. Additionally, the alignment of the Strategic Priorities (and AQIP categories) to the Master Academic Plan and Operational Plans provides a system by which we can identify effectiveness of efforts and achievement of goals that will be indicative across the college’s efforts in a systemic manner.

Progress on the goals of the Strategic Plan as well as the MnSCU System are tracked and documented in the President’s Evaluation document that is submitted annually to the System Chancellor. The campus goals for the next fiscal year are communicated through the Cabinet and the Administrative team (see table 4.4).

4I2 - Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

SCC is evolving toward the alignment of core plans; that alignment will need to be accomplished in upcoming years. One aspect of the Operational Plans at the department level that will need to be reinstituted is the use of evaluation of previous years’ efforts (this was a component of the plans that was not
utilized during the most recent years so no comparison information is available at this time). The college will need to continue to identify measures for effectiveness and utilize them in thoughtful and intentional ways.

### Table 4.4 Strategic Plan Implementation

<table>
<thead>
<tr>
<th>Goal</th>
<th>Representative Accomplishments</th>
</tr>
</thead>
</table>
| 1. Enrollment/Financial Plan                   | • Significant savings due to course restructuring  
• CFI reduced as recommended  
• New Dean of Students has Enrollment Management skill set  
• New Assoc. VP of Research has strong statistical background  
• Dean of Students, Assoc. VP Research will develop Enrollment Mgmt Plan |
| 2. First Year Initiative                        | • AQIP Project - data collection and evaluation  
• AQIP Project - focus on services delivery & implementation |
| 3. AQIP Systems Portfolio                       | • Systems Portfolio due Nov 2015 to Higher Learning Commission  
• VP of SAA has divided the work among departments |
| 4. Partnerships - Faribault campus and Northfield Public Schools | • PSEO enrollment is up  
• Concurrent enrollment with Faribault continues  
• Exploring option for a Mechatronics and Automotive Learning Site in Northfield |
| 5. Grant/Other Support for Manufacturing Initiatives | • Received a 3-year $15 million TAACCCT grant  
• Received multiple in-kind donations from local manufacturing partners |
| 6. Pilot purchasing process, secure private giving to support its implementation | • AQIP Project - pilot a capital purchasing process which is now being implemented through the business office and departments  
• Received multiple in-kind donations from local manufacturing partners |
| 7. Nursing Accreditation                        | • Brought in 3rd-party evaluator to help identify & rectify opportunities for improvement  
• Made significant progress in accreditation requirements - most recent pass rate for state boards (NCLEX-RN) was 87.5%, which is above the national average |
4P3 - Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes.

**Board-Institutional Relationships**
SCC has processes by which appropriate collaboration between leadership and governance has been established that positively contribute to the established relationships and joint work (2.C.4). The Governing Board is the MnSCU System Board of Trustees (BOT).

MnSCU’s Board of Trustees is comprised of members who are appointed by the state Governor and confirmed by the State Senate. Statues specific to the authority of the BOT can be found in Ch.136F.06, subd.1 (2009). The BOT is sufficiently autonomous to act in the best interests of the System and its individual institutions (2.C). A President for each college also serves as the Chief Executive Officer (CEO), and reports to the MnSCU Chancellor. The Chancellor is the CEO for the System and is responsible for providing leadership to all of the colleges and universities within it.

**Establishing Responsibilities and Policies of the Governing Board**
Updates to the BOT about the campuses occur on a monthly basis; the Chancellor, Vice Chancellor, Academic Vice Presidents, and others meet to present information or discuss important issues. This structure ensures open communication. While guidance, information, and policies are provided by the BOT, SCC is also supported by the System office to function independently and utilize its own structure of leadership and management (2.C.3, 5.B.1). As an institution that fully embraces a shared governance model, SCC utilizes its internal structure to promote and ensure partnership and equity throughout the college (5.B.2).

**Maintaining Balance of Board Oversight and College Responsibility**
South Central College enjoys autonomy within the Minnesota State Universities and Colleges system, utilizing leadership on campus that consists of the President of the college and her executive team – the Cabinet. Cabinet membership includes: the Vice President of Student and Academic Affairs; the Vice President of Finance and Administration; the Vice President of Technology; the Director of Marketing and Public Relations; the Director of Human Resources; and the Senior Associate to the President for Global Outreach and Strategic Partnerships. Faculty members oversee academic matters, including AASC and its delegated committees (Online Education, Learning Central, Student Engagement, Assessment, Curriculum), and Shared Governance. Deans and Directors lead their respective units and implement campus operations (2.C.4).

SCC has an academic process in place that encourages maximum inclusion and involvement in the creation and modification of programs and courses. This is outlined in detail in Category One. The emphasis is on the involvement
of administrators, faculty, staff, and students, and advisory committees (when appropriate) in designing academic offerings.

**Collaboration and Communication**
SCC has an academic process in place that encourages maximum inclusion and involvement in the creation and modification of programs and courses. This is outlined in detail in Category One. The emphasis is on the involvement of administrators, faculty, staff, and students, and advisory committees (when appropriate) in designing academic offerings.

Policy creation and review/revision is comprehensive, facilitated by processes which include the creation and utilization of teams for initial review followed by public posting of the proposed new versions of policies. Students, faculty, staff, administration, and the community are encouraged to review the proposed policies for viability; they are provided with opportunities to provide feedback and input. By employing a process that includes many stakeholders, SCC works to ensure that the academic standards put into place are of the highest quality (5.B.3).

**Effective Leadership**
The System BOT works to align the interests of the students and the interests of external constituents including the legislature, industry, K-12 partners, and others. Processes are in place by which the BOT and Chancellor work directly with the campus presidents, and the Cabinet members are supported in their work by the MnSCU System Office personnel. The President and Cabinet members ensure that the goals and direction of local, regional, and statewide levels are communicated and considered (2.C.1) The priorities of the System are balanced with the priorities of the institution and SCC has autonomy within that leadership structure to develop strategies that meet the needs of their distinct constituents (2.C.2).

**Developing Leaders at all Levels**
SCC’s college President has delegated authority from the MnSCU BOT and Chancellor to manage all campus operations. The president hosts an annual college leadership program and additionally supports faculty and staff in community leadership programs as well as leadership opportunities within professional organizations. Faculty and staff are encouraged to chair committees (faculty can also be Department Chairs in academic areas) and engage in college leadership roles. The System office supports a leadership academy and has its own succession planning process, enabling staff members to serve in interim positions and gain valuable experience and knowledge as a result of those opportunities.

Details about talent management are available on the [MnSCU website](#).

**Ensuring Ability to Act in Accordance with Mission and Vision**
The MnSCU System office provides support of the college’s Strategic Priorities, Mission, and Vision by reviewing them with the college. Additionally, the System office help to define parameters for such policy and
procedure items as giving and receiving gifts, vetting publicly for matching funds for facilities, projects, and large purchases. The System office helps to define ways in which the college must submit bids in such cases as well. These aspects of guidance are in place to assist in ensuring that the institution is promoting its mission and vision without any undue influence of donors, community representatives, and/or industry partners (2.C.3).

**4R3 - What are the results for ensuring long-term effective leadership of the institution?**

Feedback from the President’s annual evaluation is shared with the Executive Committee (Cabinet) and the Administration Team, including Academic Deans. Additional campus survey questions contribute to evaluation of effectiveness in regards to board-institution relationships.

The leadership of the organization reports results of work on strategic goals in the report to the System Chancellor (see 4R2).

Key findings in the PACE survey address the college leadership (see table 4.5).

The previous survey results indicate that SCC employees generally believe that the leadership of the organization supports their work and has the needs of students as a priority. The survey will be administered again in the Spring of 2016.

**4I3 - Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?**

Annually, campus priorities and work plans are revised to align with on-going or emerging System and campus priorities.

### Table 4.5 PACE College Leadership

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Administrator / Supervisor</th>
<th>Staff</th>
<th>SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which this institution is appropriately organized</td>
<td>2.96</td>
<td>2.70</td>
<td>2.99</td>
<td>2.94</td>
</tr>
<tr>
<td>The extent to which administrative leadership is focused on meeting the needs of students</td>
<td>3.21</td>
<td>3.15</td>
<td>3.59</td>
<td>3.35</td>
</tr>
<tr>
<td>The extent to which institution-wide policies guide my work</td>
<td>3.55</td>
<td>3.63</td>
<td>3.48</td>
<td>3.52</td>
</tr>
<tr>
<td>The extent to which decisions are made at the appropriate level at this institution</td>
<td>2.97</td>
<td>2.85</td>
<td>3.00</td>
<td>2.96</td>
</tr>
<tr>
<td>The extent to which my work is guided by clearly defined administrative processes</td>
<td>3.06</td>
<td>3.05</td>
<td>3.39</td>
<td>3.17</td>
</tr>
<tr>
<td>The extent to which information is shared within this institution</td>
<td>2.81</td>
<td>2.85</td>
<td>2.90</td>
<td>2.84</td>
</tr>
</tbody>
</table>

*Mean on a 5-point satisfaction scale
Source: PACE Survey, 2012
**Integrity**

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.

**Developing and Communicating Standards**
SCC has implemented standards of integrity into their values and Institutional Core Competencies (ICC). One value includes the goal that the college “Operations with integrity in all its interactions,” while an ICC addresses “Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.” The processes by which this is integrated into college policies and goals consists of prioritizing the action and providing procedures by which these driving goals are achieved.

**Training Legal and Ethical Behavior**
Trainings at SCC are required on onboarding and for updating compliance in areas such as Code of Conduct, Right-to-Know, harassment, safety, and security. Training is also provided on approvals for requests to use college funds, and the reporting and processing of purchase requests.

**Modeling Ethical and Legal Behavior at the Highest Level**
Leadership at the college demonstrates integrity by following MnSCU System policies, procedures, and practices.

**Ensuring Ethical Practice of all Employees**
Information and policies are made available by SCC to employees in regards to Intellectual Property, Copyright, Use of Computers and Technologies, Family Educational Rights and Privacy Act (FERPA), as well as other compliance and conduct issues. By pairing the availability of this information with the trainings outlined above, SCC encourages the ethical practices of all employees within the institution (2.A.).

**Operating with Integrity**
SCC values transparency and integrity in its operations. Information is readily available to the public on the SCC website including:

- Academic programs
- Program requirements
- Faculty/staff
- Costs to students
- Affiliation with MnSCU

(Also noted at the bottom of each page of the website)

- Affiliation with The Higher Learning Commission
- Program accreditations

Academic program information for all MnSCU institutions is also accessible through its program inventory.

SCC observes System policies and has
developed policies and procedures germane to SCC operations. These include academic, student, safety and security, and technology policies. Examples include the use of delegation of authority forms for financial transactions, transparency to students and the public, admission process that support integrity, disclosure and regulation of costs, transfer processes, academic program design and delivery, reporting and publication of crime statistics. (2.A., 2.B.)

4R4 - What are the results for ensuring institutional integrity?

Information on academic programs, requirements, costs to students, affiliation with MnSCU, and accreditation status is available to students through the SCC website and in MnSCU publications as seen in 4P4.

Participation in mandatory trainings is tracked by HR and SCC’s safety and security officer, and involvement in other campus efforts (e.g. FERPA training at an in-service) is tracked via sign-in sheets. Financial, financial aid, and academic audits help to inform the effectiveness of SCC’s efforts toward institutional integrity.

4I4 - Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

South Central College will continue to review processes for ensuring and documenting institutional integrity, as per the college mission. Enhanced data management and compliance tracking may be considered as a future quality improvement project.
Category Five

Knowledge Management and Resource Stewardship

Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Category Introduction

SCC has placed emphasis on developing systems of relevant, robust, and consistent identification and collection of data to inform key decision-making. The college Office of Research and Institutional Effectiveness reviews current data collection and reporting practices with the intent of making data meaningful to its consumers and provide both predictive and comparative data to campus decision makers. SCC’s processes for knowledge management are evolving and range from reactionary to systematic and aligned.

The Office of Research and Institutional Effectiveness as well as Academic and Student Affairs is committed to the development of a Strategic Enrollment Plan based on consistently collected and analyzed data. The college is in a reactionary stage in terms of its predictive abilities for student enrollment – recruitment, admissions, persistence, and completion. Use of System-generated comparative data to inform strategic direction and operational planning is aligned with the goals for the college.

SCC has a Facilities Master Plan, informed by academic and student support needs as well as the state of the college’s physical plant. Documentation of the need for programs and services for students is key to annual budget requests and alternate-year capital bonding requests. Asset preservation is included in the bonding requests MnSCU makes to the state legislature. Both within the college and the System, regular processes are in place to analyze data and present a strong case for facilities funding. The college has developed a Technology Plan; technology is supported at both the local and the System levels and the relevancy and currency of both hardware and software systems are reviewed as needed. The college is systematic in its planning, moving towards an aligned status.

Budget planning at the campus level is informed by local and system-wide data. Budget proposals are developed after reviewing a variety of fiscal, demographic, and student trend data. Campus planning includes executive leadership, deans, directors, and department chairs. SCC is in the early stages of designing a budget and finance committee to assist with budget recommendations as well as awareness and training on the campuses. Budgets are developed in alignment with Strategic Priorities. The campus is systematic in its budget processes and use of results, and evolving towards aligned in terms of documentation and data use.
Knowledge Management

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.

Data, Information, and Performance Results to Support Institutional Planning, Process Improvement, and Decision-Making
SCC uses data that compares performance across colleges and universities. MnSCU has identified 21 measures under nine categories:
1. Quality of graduates
2. Student success
3. Affordability
4. Diversity
5. Meeting Workforce and Community Needs
6. Efficient Use of Resources
7. Stewardship of Financial and Physical Resources
8. Development of New Resources
9. Collective success of MnSCU in Service, State, and Region

This data is used for college-level planning processes and as a way of benchmarking SCC with similar colleges in the System. SCC Strategic Priorities express an explicit commitment of the college to providing a Quality Education and Holistic Learner Services for our students. System measures of persistence and completion, the achievement gap between the majority culture and for students of color, as well as licensure pass rate speak to those SCC Priorities. In a period of declining enrollments and decreasing allocations, the college is committed to the stewardship of its human and fiscal resources. In conversations with campus governance groups and management teams, this information is shared and made actionable.

Data, Information, and Performance Results for Departmental Planning and Management
The college gathers data through several processes including nationally normed surveys (CCSSE and SSI). New to the campus this Fall is the Survey of Entering Student Engagement (SENSE) and the Adult Learner Inventory (ALI). We also regularly administer surveys to graduates and employers. All of this data is presented in annual academic Program Portfolios and used as part of the Academic Program Review process every three years. A campus climate survey will be administered this year.

Readily Available – Timely, Accurate, Reliable, and Secure Information
Meaningful data and information is presented through the Academic Program portfolios. The impact of timely, accurate, and reliable data collection and dissemination includes the ability to structure a semester course schedule based on enrollment trends, develop a unit- and college-wide budget, and make Cabinet-
Knowledge Management

level infrastructure and facilities decisions – all central to the mission of the college. The college is not yet in a systematic stage for all of its processes but is preparing for advancements in this area. Some data are collected and used systematically, such as Academic Program portfolio and Program Review data, as well as System benchmarking data. These processes are aligned with college and System priorities. Less systematic is the distribution of survey results to all units of the college.

Data Security
The technology that supports our student and financial data, as well as the system that supports our online learning (ISRS and D2L Brightspace) are housed in the System Office. These systems are monitored by System IR staff and disaster recovery tests are done regularly. Locally, data integrity for student information is monitored in our Registrar’s office and financial data by the Business Office staff and the CFO Data input errors or coding errors are addressed there. The college has a process in place if a data breach is suspected.

SCC follows processes that MnSCU has outlined for everyone in the System to follow if there is a data breach. The Breach Notification Procedure can be found on MnSCU’s website. Questions for Data Breach:

- Who is affected – just an individual, employees, or students?
- What data was stored on this computer?
- Who has access to this computer?
- What data was accessed on this system – non-public, financial?

SCC also has internal processes that include potentially preserving technology from further access or changes, contacting campus security, and/or requesting an investigation from MnSCU’s department of Information 5. The college has also installed Bitlocker encryption on all laptops and desktops that access and store private data.

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?

The college has outcomes and measures that are tracked and disseminated with consistency. Many of these data pieces are presented as comparative trend data. These include MnSCU Performance metrics, campus generated data, normed survey data such as the CCSSE, the SSI, and the ALI, and campus-generated survey data such as the Employer and Alumni surveys. These are used through this document in “Results” sections.
Knowledge Management

Data are collected and used specifically for such processes as Program Review (see 1P1), budgeting and technology purchasing (see 5R3), hiring (see 3P1), and Initiatives for Student Success (1P5; 2P2). Indicators of overall campus effectiveness are foundational to decision-making, including CFI; the Instructional Cost Study; measures of persistence, retention, and completion, and placement, and achievement gap indicators.

5I1 - Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

Although SCC has begun to make improvements in how available data is used in planning processes and has revised some processes and dissemination methods to enable the campus to make meaning of the data for their areas, there is room for improvement in this area. The Deans have received training on the Instructional Cost Study, the Office of Research and Institutional Effectiveness has collected and assembled Program Portfolios for the academic areas and will do a workshop in Fall 2015. As a result of an AQIP Action Project, the Program Review process has been revised to include a strategic planning session with program Advisory Committees (when appropriate.) Future work will include the development of a Data Factbook and a Strategic Enrollment Management Plan.
Resource Management

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.

Maintaining Fiscal, Physical, and Technological Infrastructures
SCC has two campuses: the campus in North Mankato is situated on 45 acres and has 302,000 sq. feet. The campus in Faribault is on 5 acres and has 106,647 square feet. A recent $13.3M project supported by a capital bond on the Faribault campus allowed the renovation of classroom space, student support areas, the library, and the administrative offices, and added an event center that is used by the campus and the community. The college received Higher Education Asset Preservation and Replacement (HEAPR) funding in North Mankato in 2012 for a restroom remodel ($224,762.00), reroofing ($1.5M) and administrative office remodeling ($552,629). Faribault received HEAPR funding for a renovated restroom and HVAC system in 2012 ($290,067.00), a transfer of funding from the North Mankato HEAPR to complete a remodeling of the Computer Integrated Machining space in 2013-14 ($350,000), and a new roof in 2014 ($1,100,000.00).

SCC has submitted a request for bonding dollars totaling $8.6M to support renovations on its North Mankato campus in Science, Technology, Engineering, Math (STEM), Healthcare, Agribusiness, and computer program areas. This will impact approximately 1700 students through 12 new labs, 2 new agribusiness classrooms, a testing center, a veteran’s resource center, and offices. It is currently ranked as #2 on MnSCU’s list, after System HEAPR requests. The legislative session in Spring, 2016 will make decisions on this request. The Facilities Master Plan, required by MnSCU, was updated in 2015 (5.A.1).

The Facilities Master Plan, which is updated following both internal and external input has the following Strategic Goals: Provide a Quality Education – particularly in terms of the provision of excellent classroom and student support facilities and purchasing of capital equipment for SCC learners; Partnerships and Collaboration – particularly focused on the provision of resources to support sustainability of existing grants, all of which are in support of academic programs or student success initiatives; Securing grants to advance manufacturing initiatives; Securing resources to support K-12 collaboration initiatives; Marketing and Branding – emphasizing a revised website, and the development of physical space to enhance marketing and awareness efforts. The Technology Plan aligns with the Facilities plan in terms of support for the provision of a physical plant that can support the necessary technology infrastructure for the college. The new Master Academic Plan is aligned with the Facilities Plan in terms of its Stewardship of Resources goal, and physical space to support the academic endeavor (5.A.3).
SCC leadership has developed methods for creating more awareness of the college’s fiscal position through public fora, shared governance meetings, and the plan for a campus budget committee. This investment in campus conversations enhances the community participation in and monitoring of budgetary decision-making (5.A.2). As enrollment and state allocations decline, this understanding by the campus community of the varied inputs into budgetary decisions is vital.

**5R2 - What are the results for resource management?**

As a Minnesota state institution, SCC adheres to all state policies for human and fiscal resource management. As an institution accredited by the Higher Learning Commission, SCC supports and adhere to the policies of the commission. It also maintains programmatic accreditation in several areas and makes those relationships clear.

The Mission and Strategic Priorities of SCC align with its operating practices. All costs and fees are published on our website (as referenced in 4P4) as are other SCC practices that support MnSCU policies and contractual obligations for employee compensation and treatment. Additionally, information is shared appropriately through contractually affirmed governance and consultative groups. **Union contracts** can be found on the South Central College website, as posted by Human Resources.

**5I2 - Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?**

SCC is searching for a new CFO. When this hire is accomplished, the development of a campus budget committee (5P3) will begin. The college plans to continue to have financial information available to all, as a widening circle of employees receive training in budgeting processes.

As the college begins to implement the strategic direction for MnSCU outlined in its “Charting the Future” document, its planning efforts are focusing on a number of initiatives that will involve consideration of resource allocation: an improved degree-completion timeline; a reduction in the achievement gap; a deeper integration of industry needs and goals with educational efforts; a financial model based on positive results of a variety of measures; improved and better integrated technology; student success initiatives like the establishment of competency-based learning where appropriate, credit for prior learning, and the enhancement of academic advising. These are important in any economic climate but as mentioned in 5R2, with declining enrollments and state allocations, stewardship of resources for the most impactful strategy implementation is essential.
Operational Effectiveness

**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.

**Building, Maintaining, and Adjusting Budgets**

As a member of the MnSCU System, the Finance and Facilities division of the System Office sets performance levels for member colleges and universities. The MnSCU Strategic Framework Performance Measures, including the Composite Financial Index (CFI), the Facilities Condition Index (FCI) Ratio, enrollment data, student persistence and completion data, and licensure exam pass rates are key to financial benchmarking across the System.

The college Cabinet works collaboratively to prepare a balanced cash flow budget. Each Cabinet member receives a dollar amount to be distributed to their programs/departments for non-salary dollars; each cabinet member determines the best process for this task. In areas such as Academic and Student Affairs, Deans and Department Chairs or Directors manage the process. The Cabinet determines the compensation portion of the budget, using the instructional cost study, and reviewing upcoming retirements and vacant positions. The budget proposals are reviewed for alignment with mission as well as financial benchmarks. Financial models are used to ensure sufficient operating funds and handle capital expenses (5.A.5).

Once the budget is reviewed and approved in Cabinet, it is submitted to the MnSCU System Office to be reviewed, and submitted to the System Board of Trustees, which has final approval of the System budget.

In an effort to make this process transparent locally and to educate an increasing number of faculty and staff on the process, the college is developing a structure and purpose statement for a Budget and Finance Committee to present recommendations to the President and Cabinet for the FY 17 budget.

The Chief Financial Officer is responsible for monitoring the financial position of the college and making necessary adjustments in the budgets. Oracle Management Reports provide information to Cabinet, Student Affairs, and Academic Deans to make administrative decisions. An Instructional Cost Study is used to provide comparative data among MnSCU institutions; this is reviewed when making administrative decisions about academic program costs and effectiveness. As a member of a state system, an Allocation Formula is used to allocate state funding to individual colleges and universities.

Financial, registration, and financial aid
Operational Effectiveness

data is entered and retrieved through the Integrated Student Records System (ISRS) management tool. This data is used to prepare anticipated fund balance reports, enrollment, and student status for both financial and academic holds. The two foundations use Raiser’s Edge software to record gift giving and alumni updates.

Technology Infrastructure – Reliable, Secure, and User-Friendly
A Technology Plan was developed and shared with the college. To maintain a technology infrastructure that is reliable and secure, a Technology Fee is collected from students based on registered credits. The VP of Technology reports to the students through student senate in the fall and spring on the budget and discussed students’ requests for the use of the technology fee dollars. The college-wide Technology Committee was developed for input on technology issues, standards, and budget. A variety of hardware and software is used around the campus (see table 5.1).

Physical Infrastructure – Reliable, Secure, and User-Friendly
Established processes assist in the maintenance of a physical infrastructure that is reliable and secure. The college completed a new Master Facility Plan in May 2015. This Master Facility Plan will guide the college through the upcoming Capital Bonding cycles including both projects and HEAPR requests. The college currently has a 2016 capital bonding request for remodeling on the North Mankato campus.

The use of E-builder software for managing HEAPR and capital bonding projects – for architects, contractors, owners rep and the college to have one spot that contains all the financial, facility, drawings, change orders, prevailing wages, and schedule.
Operational Effectiveness

This information is useful to the college facility staff and the System office facility department. The college uses Classroom and Event Resource Management software (CERMS) to schedule rooms for academic and non-academic purposes. The academic schedule is used to calculate space utilization. That calculation is used to review scheduling efficiency and to highlight any need for additional space in the Master Facility Plan or to describe facilities needs in the capital bonding project. The college reviews the room scheduling during the non-traditional academic time to determine best use of the space for annual cleaning/maintenance and energy use.

Managing Risks
SCC leadership believes safety and security are high priorities for our campuses. The college manages risk through the installation of security cameras in various places on both campuses, and employs Blackboard Connect as a campus emergency notification system which includes weather updates and potential intruders in the building. The college has been active in doing Occupational Safety and Health Administration (OSHA) consultation visits on the two campuses; the report provides a list of items that need to be replaced, fixed, cleaned to meet OSHA standards and avoid issues as well as fines as a result of the process. The college has completed two OSHA Consultations and will continue to work with OSHA. The college provides First Aid kits and defibrillators throughout the two campuses. The First Aid Kits are updated with an outside vendor and the defibrillators are checked on a regular cycle by our Safety and Security department. In addition, as the college offers Emergency Medical Service (EMS) programs, first responders are on campus.

5R3 - What are the results for ensuring effective management of operations on an ongoing basis and for the future?

The financial position of the college is monitored using Oracle Management Reports which provide financial information. The Instructional Cost Study is reviewed for comparative costs of academic instruction. The Allocation Formula is reviewed as part of the budget formulation. The two foundations use Raiser’s Edge software to record gift giving and alumni updates.

The use of the Technology Fee dollars are tracked and recorded in IT. E-builder software is used to manage HEAPR and capital bonding projects. The use of CERMS software to schedule rooms is intended for academic and non-academic purposes. The academic schedule is used to calculate space utilization. The college has initiated two OSHA consultation visits.

SCC ensures the effectiveness of its operations through monitoring its CFI and
Operational Effectiveness

FCI, Institutional Support Expenses, and Space utilization. The CFI is a measure of overall college financial health. The 2014 CFI is 3.79 (see table 5.2).

The CFI at SCC is excellent. HLC requires better than 1.0 and MnSCU has set 1.5 as their floor. The current downward trend mirrors the nation, but our CFI is stronger than most and above the MnSCU college average.

The FCI MnSCU Strategic Framework Performance Measures describes the value of the deferred maintenance as a proportion of the facility replacement value (see table 5.3).

SCC’s FCI is trending in the right direction. Below .10 is considered a manageable backlog and the college was at that point in FY14.

The Institutional Support Expenses represent non-instructional expenses as a percent of total expenses (see table 5.4).

The college was trending down (positive), but spiked in FY14. Review of this finding indicated that this increase was due to administrative retirements, administrative hires, separation pay, and consultant fees that do not occur annually, in addition to a data input error. This is likely a one-time increase.

Space Utilization tracking gives the college another effectiveness indicator; it reflects the percent of available academic room time that is used for credit classes (see table 5.5).

This trend is also moving in the right direction. Space utilization is important when applying for capital bonding monies to ensure that the college is maximizing its current space.

### Table 5.2 Composite Financial Index (CFI) Trends

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC Actual</td>
<td>4.53</td>
<td>4.73</td>
<td>3.79</td>
</tr>
<tr>
<td>SCC Goal</td>
<td>n/a</td>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Source: MnSCU Accountability Framework

### Table 5.3 Financial Condition Index (FCI) Trends

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC Actual</td>
<td>1.8</td>
<td>0.13</td>
<td>0.10</td>
</tr>
<tr>
<td>SCC Goal</td>
<td>n/a</td>
<td>0.07-0.13</td>
<td>0.07-0.13</td>
</tr>
</tbody>
</table>

Source: MnSCU Accountability Framework

### Table 5.4 Institutional Support Expenses Trends

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC Actual</td>
<td>13.6%</td>
<td>11.5%</td>
<td>15.8%</td>
</tr>
<tr>
<td>SCC Goal</td>
<td>n/a</td>
<td>10.8-12.3</td>
<td>10.6-12.1</td>
</tr>
</tbody>
</table>

Source: MnSCU Accountability Framework

### Table 5.5 Space Utilization Trends

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCC Actual</td>
<td>52.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCC Goal</td>
<td>56.1%</td>
<td>57.9%</td>
<td>61.4%</td>
<td></td>
</tr>
</tbody>
</table>

Source: MnSCU Accountability Framework

Category Five: Knowledge Management and Resource Stewardship
Operational Effectiveness

The Instructional Cost Study reflects the college’s general fund operating expenditures including chargebacks, but not including federal State, and private grant funds or auxiliary enterprises, and calculates the cost per student for programs and courses.

The instructional cost study indicates a need for improvements. The college is monitoring faculty loads and is revising its course scheduling to ensure classes are filled and appropriate numbers of sections are offered.

**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 work aggressively to offer the best mix of academic program courses each semester and monitor course/section saturation (fill) rates, and space utilization. The college will continue to monitor faculty loads and FYE-FTE ratios for faculty and support staff. If bonding monies are awarded by the state legislature, improvements for the physical plant (including deferred maintenance) will be made during the next fiscal year.
Category Six

Quality Overview

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Category Introduction

The key Strategic Priority for 2015-2017 is the provision of a quality education for our students. In addition to the completed and current AQIP action projects, SCC is moving from reactionary to systematic or less frequently, aligned status for quality improvement. As one way of implementing that priority, the college’s newly developed master Academic Plan (MAP) includes the following goal: “Ensure a culture of continuous quality improvement in academic affairs.” Objectives under this goal as stated in the review documents on program delivery and effectiveness include exploring methods to create, develop, and track quality improvements in a systematic way. The SCC AQIP Steering Committee has undertaken the task of piloting the use of new tools for quality improvement, specifically an A3 process - part of the LEAN (Kaizen) approach.

Since its acceptance as an AQIP institution in 2013, South Central College has completed two action projects, and has three projects in progress now. SCC recognizes that this process allows our institution to directly address desired improvements in areas identified by campus faculty and staff. A team of cross-functional, collaborative faculty and staff from the college attended a Strategy Forum.

Through administrative and staff changes, SCC has continued to embrace AQIP processes and Continuous Quality Improvement (CQI) efforts. We are continually evolving our quality improvement efforts on campus to make them more comprehensive, inclusive, and effective.
**Quality Improvement Initiatives**

**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.

**Selecting, Deploying, and Evaluating Quality Improvement Initiatives**

South Central College has a formal process for quality improvement through its AQIP Action projects. The Process Map and the SCC Action project Process Guide ([current guide](#) and [future guide](#)) outline the processes used for selection, deployment, evaluation of Action projects. The AQIP Steering Committee, with cross campus, multi-departmental membership, leads the action project process; [complete membership](#) (see figure 6.1).

Budget resources are allocated to support both the Steering Committee and the action projects: chair release time; a summer campus institute (during which input was invited and captured regarding a first-year initiative for SCC); and a strategic planning retreat for the AQIP Steering Committee. Mid-cycle and annual updates are required from teams, as well as a final report at conclusion of project.

![Figure 6.1 AQIP Project Selection Process](image)
Quality Improvement Initiatives

The initial AQIP projects were selected from 30+ submissions to the Steering Committee by determining alignment with strategic priorities and a direct link to one of the AQIP categories. Those interested in submitting a proposal use an online form as part of the process. A rubric was developed to assist in the selection of project. The Steering Committee continues to recognize that the success of integrating the CQI approach within the AQIP pathway is the development of a culture around processes, results, and improvement. The AQIP Steering Committee recognizes a shared language for this work is essential.

Action Project completion and success is shared and celebrated with staff and faculty at college workshop days. Trading cards for each project are distributed in order to recognize the work of the team as well as notify the campus about improvements to our processes and/or practices. These cards will serve as reminders about the role and scope of action projects as a part of continuous improvement efforts at the college.

As SCC reviews its work in light of the AQIP pathway, the alignment of the Systems Portfolio categories, the MnSCU strategic goals, and our Strategic Planning Priorities, other planning efforts such as the campus Master Academic Plan (MAP) has occurred. Details regarding the alignment of the MAP can be found in previous categories.

Faculty and staff with varied campus roles, including the College President, attended the HLC AQIP Strategy Forum. At that time, the participants determined the college area of focus – persistence and completion. Through the Strategy Forum work, a First Year Initiative was recommended to the campus for consideration. The campus followed up with a summer institute to discuss this initiative and two Action Projects resulted from this work.

Through the efforts of the President and Cabinet members, the college is leading the development of work plans and projects that operationalize the planning efforts. Cabinet members bring potential improvements identified for their areas to the College President and, if appropriate, to Cabinet for vetting. A workgroup under the Cabinet member reports out on progress and completion. These are communicated to the campus community through Shared Governance and Academic Affairs and Standards Council. Several improvement projects have been accomplished through this process in including a re-design of the campus website and the use of new technology to better serve our students (Oracle Cloud ‘Ask Us’ project).
Quality Improvement Initiatives

As part of its growing quality improvement culture, the President and Cabinet are working to ensure that processes are in place to examine college activities in light of mission and strategic priorities. For example, the college reviews its role in providing educational and awareness events for its internal and external communities.

As a result of revised processes to vetting and approval, the college hosted two major exhibits on our campuses in Fall of 2015: the “Treaties Matter” exhibit on Indian treaty history and the “Always Lost” exhibit on the effects of war.

Another quality improvement resulted from a revision of the colleges processes for determining how external funding opportunities fit mission and strategic directions. Potential grant submissions are first reviewed by cabinet through an Intent to Apply that determines the level of alignment with mission or strategic direction, capacity, timing, and sustainability. If approved, the request for external funding moves forward for development and submission. The $15 million TAACCCT grant SCC was awarded is an example of the successful deployment of that process – details regarding the grant are provided in Category Two.

A third example of quality improvement is the collaborative work with our Adult Basic Education (ABE) partners to align the college’s developmental education outcomes with the high school graduation standards and the new ABE outcomes. The aligned outcomes are of benefit to students progressing through the two programs.

Quality improvements are made through a variety of other processes. The College uses a process called Quality Matters (QM) in conjunction with an internal development and peer review process to ensure academic rigor and quality control and improvement in its online courses. A core group of faculty, staff, and administration worked to completely redesign our processes for curriculum development, incorporating a Worldwide Instructional Design (WIDS) program as well as an electronic submission and review process. Our initial AQIP participation then led the campus to produce process maps to summarize current process and lead future efforts. A process map of curriculum development was provided in Category One.

Aligning System Portfolio, Action Projects, Quality Check-up, and Strategy

SCC has always engaged in strategic planning and implementation of Strategic Priorities at all levels. As a result of our AQIP participation, the College is moving toward a systematic and aligned approach to these efforts.
Quality Improvement Initiatives

Action Project proposals must align with AQIP categories and campus Strategic priorities to be approved. As an example, a Project has been designed to review and revise our Academic Program Review process within the context of building a culture of Appreciative Inquiry (one of five identified Institutional Goals). This project met an identified need for review and revision but was designed to improve processes with an overt threading back to strategic directions.

The newly revised and updated Master Academic Plan (MAP) was developed to include intentional alignment with both the appropriate AQIP category and the campus Strategic Priorities. The subsequent Academic Department Operational Plans were derived from the MAP and thus, from each of these guiding documents. This design will allow feedback on our first Systems Portfolio in our Systems Appraisal to easily align with efforts that should be highlighted in this planning and implementation process.

6R1 – What are the results for continuous quality improvement initiatives?

Results of intentional processes demonstrate the College’s ability to move to a more systemic method of approaching quality improvement. The results of the new Action Project process enabled three Action Projects to be completed by the end of 2015, with two new Projects in progress in Fall, 2015 and a third new Project beginning in January 2016.

Improvements included a revised and aligned Program Review process (piloted for one year), a new Capital Expense proposal/approval process, and a completed survey of faculty, staff, and students on perceived needs of first-year students. The Action Project process also went through a quality improvement process itself (LEAN). From the beginning map to the Future State we went from 48 to 36 steps, a reduction of 25%. Just as important, we have a standardized workflow now for this process, and may reduce a few more steps as we complete the Action Register.

LEAN focuses on reducing the “waste” that is present in all processes. This waste is “non-value added steps” that do not change the fit, form, or function and have no value to the customer or the process. Removing these wasted process steps will speed the process, and lead to improved outcomes due to the standardization of the process by eliminating deviation. Creating standardization assures consistent outcomes for the process and gives everyone a clear understanding of the
Quality Improvement Initiatives

process so improvement opportunities can be identified.

Other results included: planning efforts that aligned mission and strategic priorities with Academic Affairs planning and departmental work planning; the development of process maps for newly developed processes outside of the Action Project model; and an AQIP steering Committee decision to pilot and provide training for a concomitant process (the LEAN A3 process).

6I1 – Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

The campus has implemented an Action Project submission and selection process and guideline for faculty and staff, a revised and aligned Academic Program Review process in four program areas, a Capital Expense submission and selection process, and Master Academic Plan that aligns Strategic Priorities and AQIP categories with work plans, and the incorporation of other quality improvement tools on our campus.

A developing culture of quality improvement has led to revisions in the selection of educational and awareness activities offered by the college, the review and selection of external funding requests, an intentional alignment of outcomes for developmental courses with high school standards and Adult Basic Education outcomes. Future implementations will include revisions to several aspects of our first-year student experience and the organization of campus efforts to best serve all students.
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.

**Culture of Quality and CQI Initiatives**

SCC’s Leadership has set an agenda of continuous quality improvement and the participation in the AQIP Pathway as a means of ensuring the integration into the planning and implementation strategies of the campus. Our participation in the HLC AQIP Strategy Forum highlighted for us the importance of starting with the identification and documentation of the extant processes on campus. The AQIP Steering Committee is committed to identifying results and improvements that were a direct result of our documented processes, while honoring the results and improvements that came as a result of efforts not yet aligned with the AQIP approach. The two completed AQIP projects are good examples of how SCC applies learning to improve operational excellence. The Steering Committee also committed to the use of process maps as a way to more systematically archive our campus knowledge of these processes.

**Ensuring CQI is Making an Impact on the Institution**

During its 2015 Summer Retreat, the Steering Committee discussed at length how a shift to a culture of continuous quality improvement would look and feel, as well as how it would be evidenced. As identified earlier in this category narrative, it acknowledged that consistent use of the language provided through the AQIP Pathway was as essential as the tools and methods in establishing culture change. As a result of this conversation, the Chair of the Steering Committee now communicates with the campus through the SCC Connections weekly e-newsletter (5.D.1).

The Steering Committee also held a contest to design a logo and tagline that represented quality improvement at SCC. Poster sessions were held on both campuses. Two videos were also developed – “What is AQIP?” and “What is continuous quality improvement?” Mini-workshops were held on LEAN, project management and Action Projects. An AQIP email address was established for communication to the Steering Committee members.

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**Learning from yesterday, applying today, improving tomorrow.**
Culture of Quality

The AQIP Steering Committee has also discussed the importance of documentation to show as evidence of performance. This evidentiary documentation is presented throughout this Portfolio, particularly in the ‘Results’ sections (5.D.1).

**Reviewing, Reaffirming, and Understanding the AQIP Pathway**

Updates on Action Projects occur during all faculty and staff workshops. The campus Academic Affairs and Standards Council approved the inclusion of the “Three Questions” as a concluding element of campus committee meetings:
1. What processes did you discuss? (a process is the way you do things)
2. Did you use data or results? (data can be quantitative or qualitative)
3. Did you improve any processes? (any change that makes things better)

Financial resources are allocated for attendance at the HLC annual conference for faculty and staff on the AQIP Steering Committee as well as for representative faculty and staff at the AQIP Strategy Forum. Funds were allocated for Action Projects, if appropriate, and a Summer Institute and Steering Committee planning retreat.

Release time or funds are allocated for a faculty Steering Committee Chair and for faculty members to assist with the development of the Systems Portfolio. Alignment of MnSCU Performance Measures (established in 2012), SCC Strategic Priorities, AQIP categories, and planning and operational work has also begun as a way to integrate continuous quality improvement language and thinking into all efforts.

**6R2 - What are the results for continuous quality improvement to evidence a culture of quality?**

SCC’s participation in AQIP has resulted in a growing awareness by faculty, staff, and administration of the need to develop and document processes, results, and improvements in a systemic and aligned way across all aspects of our planning and operations.

**6I2 - Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?**

In addition to continuing activities such as those above, SCC has a Project Management template. A LEAN A3 process will be piloted and training will be offered for more localized, short-term improvement projects. Data gathering, synthesis, and dissemination will be a larger part of our accountability and predictive efforts.

The AQIP Steering Committee will also gather feedback on its Action Projects. Quality improvement is the goal of disseminating results from our student, graduate, and employer surveys; making the best use of these tools is a goal of the Office of Research and Institutional Effectiveness.

As the College presents its first Systems Portfolio, we look forward to our Appraisal and recommendations for future quality improvement action.