South Central College

Systems Portfolio

Submitted June 27, 2019
# Table of Contents

## 1 - Helping Students Learn

1.1 - Common Learning Outcomes

1P: PROCESSES ........................................................................................................... 2  
1R: RESULTS ............................................................................................................... 2  
1I: IMPROVEMENT .................................................................................................... 2  
Responses .................................................................................................................... 3  
Sources ....................................................................................................................... 9

1.2 - Program Learning Outcomes

1P: PROCESSES ........................................................................................................... 10  
1R: RESULTS ............................................................................................................... 10  
1I: IMPROVEMENT .................................................................................................... 10  
Responses .................................................................................................................... 11  
Sources ....................................................................................................................... 16

1.3 - Academic Program Design

1P: PROCESSES ........................................................................................................... 17  
1R: RESULTS ............................................................................................................... 17  
1I: IMPROVEMENT .................................................................................................... 17  
Responses .................................................................................................................... 18  
Sources ....................................................................................................................... 21

1.4 - Academic Program Quality

1P: PROCESSES ........................................................................................................... 22  
1R: RESULTS ............................................................................................................... 22  
1I: IMPROVEMENT .................................................................................................... 22  
Responses .................................................................................................................... 23  
Sources ....................................................................................................................... 28

1.5 - Academic Integrity

1P: PROCESSES ........................................................................................................... 29  
1R: RESULTS ............................................................................................................... 29  
1I: IMPROVEMENT .................................................................................................... 29  
Responses .................................................................................................................... 30  
Sources ....................................................................................................................... 33

## 2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

2P: PROCESSES ........................................................................................................... 35  
2R: RESULTS ............................................................................................................... 35  
2I: IMPROVEMENT .................................................................................................... 35  
Responses .................................................................................................................... 36  
Sources ....................................................................................................................... 45

2.2 - Retention, Persistence, and Completion

2P: PROCESSES ........................................................................................................... 47  
2R: RESULTS ............................................................................................................... 47  
2I: IMPROVEMENT .................................................................................................... 47  
Responses .................................................................................................................... 48  
Sources ....................................................................................................................... 48

2.3 - Key Stakeholder Needs

2P: PROCESSES ........................................................................................................... 51  
2R: RESULTS ............................................................................................................... 51  
2I: IMPROVEMENT .................................................................................................... 51  
Responses .................................................................................................................... 52  
Sources ....................................................................................................................... 52

2.4 - Complaint Processes

2P: PROCESSES ........................................................................................................... 55  
2R: RESULTS ............................................................................................................... 55  
Responses .................................................................................................................... 55  
Sources ....................................................................................................................... 55
Table of Contents

3 - Valuing Employees .................................................................................................................. 64
  3.1 - Hiring ................................................................................................................................. 65
    3P1: PROCESSES .................................................................................................................. 65
    3R1: RESULTS ....................................................................................................................... 65
    3I1: IMPROVEMENT ............................................................................................................ 65
    Responses .............................................................................................................................. 66
    Sources .................................................................................................................................. 66
  3.2 - Evaluation and Recognition ............................................................................................ 72
    3P2: PROCESSES .................................................................................................................. 72
    3R2: RESULTS ....................................................................................................................... 72
    3I2: IMPROVEMENT ............................................................................................................ 72
    Responses .............................................................................................................................. 73
    Sources .................................................................................................................................. 74
  3.3 - Development ..................................................................................................................... 79
    3P3: PROCESSES .................................................................................................................. 79
    3R3: RESULTS ....................................................................................................................... 79
    3I3: IMPROVEMENT ............................................................................................................ 79
    Responses .............................................................................................................................. 80
    Sources .................................................................................................................................. 80

4 - Planning and Leading .......................................................................................................... 86
  4.1 - Mission and Vision ............................................................................................................ 87
    4P1: PROCESSES .................................................................................................................. 87
    4R1: RESULTS ....................................................................................................................... 87
    4I1: IMPROVEMENT ............................................................................................................ 87
    Responses .............................................................................................................................. 88
    Sources .................................................................................................................................. 88
  4.2 - Strategic Planning ............................................................................................................. 94
    4P2: PROCESSES .................................................................................................................. 94
    4R2: RESULTS ....................................................................................................................... 94
    4I2: IMPROVEMENT ............................................................................................................ 94
    Responses .............................................................................................................................. 95
    Sources .................................................................................................................................. 95
  4.3 - Leadership ......................................................................................................................... 99
    4P3: PROCESSES .................................................................................................................. 99
    4R3: RESULTS ....................................................................................................................... 99
    4I3: IMPROVEMENT ............................................................................................................ 99
    Responses .............................................................................................................................. 100
    Sources .................................................................................................................................. 100
  4.4 - Integrity ............................................................................................................................ 106
    4P4: PROCESSES .................................................................................................................. 106
    4R4: RESULTS ....................................................................................................................... 106
    4I4: IMPROVEMENT ............................................................................................................ 106
    Responses .............................................................................................................................. 107
    Sources .................................................................................................................................. 109
Table of Contents

5 - Knowledge Management and Resource Stewardship ................................................................. 111
  5.1 - Knowledge Management ........................................................................................................ 112
     5P1: PROCESSES ......................................................................................................................... 112
     5R1: RESULTS ............................................................................................................................. 112
     5I1: IMPROVEMENT .................................................................................................................... 112
     Responses ..................................................................................................................................... 113
     Sources ........................................................................................................................................ 117
  5.2 - Resource Management ........................................................................................................... 118
     5P2: PROCESSES ......................................................................................................................... 118
     5R2: RESULTS ............................................................................................................................. 118
     5I2: IMPROVEMENT .................................................................................................................... 118
     Responses ..................................................................................................................................... 119
     Sources ........................................................................................................................................ 125
  5.3 - Operational Effectiveness ....................................................................................................... 126
     5R3: RESULTS ............................................................................................................................. 126
     5I3: IMPROVEMENT .................................................................................................................... 126
     Responses ..................................................................................................................................... 127
     Sources ........................................................................................................................................ 132

6 - Quality Overview ......................................................................................................................... 133
  6.1 - Quality Improvement Initiatives .............................................................................................. 134
     6P1: PROCESSES ......................................................................................................................... 134
     6R1: RESULTS ............................................................................................................................. 134
     6I1 ................................................................................................................................................ 134
     Responses ..................................................................................................................................... 135
     Sources ........................................................................................................................................ 139
  6.2 - Culture of Quality ..................................................................................................................... 140
     6P2: PROCESSES ......................................................................................................................... 140
     6R2: RESULTS ............................................................................................................................. 140
     6I2: IMPROVEMENT .................................................................................................................... 140
     Responses ..................................................................................................................................... 141
     Sources ........................................................................................................................................ 144

If you are reviewing this document in paper format, go to www.southcentral.edu/evidence to find evidence files referenced throughout this document.
Helping Students Learn
1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)
Helping Students Learn

Responses

- **Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution** (3.B.1, 3.E.2)

  South Central College (SCC) is an institution of integrity with its foundation firmly rooted in over fifty years of providing a high-quality community focused higher education. The overriding guiding force of SCC is its focus on assisting students of all academic abilities in their quest for a higher education. Graduates of SCC are workforce prepared, transfer preparation enriched and are thus prepared to meet the new challenges of employment or a baccalaureate journey. The curriculum is enhanced through opportunities including, but not limited to, apprenticeships, internships, and the Global Conference. (3.E.2)

  SCC’s 50 Academic programs support the mission of fostering students’ growth while concomitantly advancing regional economic development. Upon completion of any program at SCC, the exiting student possesses the common learning outcomes, known at SCC as Institutional Core Competencies (ICCs), identified by SCC faculty and staff: ability to communicate, demonstration of critical and creative thinking, civic engagement and social responsibility and skills in cultural competence. (3.B.1)

  SCC delivers quality education through both general education and technical programs and celebrates successful transfer programs, technical programs with strong placement, and core general education appropriate to the mission which ensures all SCC students reflect the core values of the institution. (3.B.1) SCC offers degree programs and certificates aligned to the ICCs. Each program identifies ways in which ICCs are incorporated into the curriculum. ICCs are reviewed by programs as a part of the four-year program review process. The linkage of the ICCs is critical to the continued quality improvement of academic programs as reflected in the yearly Program Assessment Plans.

  Academic Affairs and Standards Council (AASC) has oversight to ensure that programs meet set goals including regular Program Review, assessment of student learning outcomes, persistence and graduation targets, program entry requirements and changes in curriculum including course revision, substitution and wholesale change. This oversight constitutes efficacy across the institution vis a vis program quality.

  Minnesota State System (MinnState) **Procedure 3.36.1** determines degree levels within programs. This procedure mandates all degree awards and provides descriptions, lengths and competencies.

- **Determining common outcomes** (3.B.2, 4.B.4)

  Selected SCC faculty engaged internal stakeholders in determining the common learning outcomes of the college. (4.B.4) SCC had previously identified eight core competencies based on American Association of Colleges and Universities (AAC&U) VALUE rubrics. In fall 2015, during discussions led by the Vice President for Student and Academic Affairs (VPSAA), faculty and staff revisited the ICCs resulting in reducing the college-wide learning outcomes from eight to four. Faculty identified core competencies during two focus groups at Spring In-Service and staff participated in three focus groups during Summer 2016. Review by the Assessment committee occurred fall 2016 with **AASC approval** in March 2017. The following four competencies now constitute the ICCs: Communication, Critical and Creative Thinking,
Helping Students Learn

Civic Engagement and Social Responsibility, and Cultural Competence. (3.B.2, 4.B.4)

- **Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)**

The faculty reviewed and defined criteria germane to the four ICCs and identified how to demonstrate each in programs across the college. Guided by the VPSAA, faculty constructed the criteria linked to each core competency. (3.B.2, 4.B.1) The result was a faculty generated handout providing extensive ICC descriptions as well as examples of how the ICCs might be demonstrated in various academic programs. For example, when demonstrating critical and creative thinking, a student in Culinary Arts might combine ingredients to create a new sauce while a student in Marketing Management might design a campaign for a senior audience. Technical program curricula include general education courses which also serve the purpose of meeting ICCs.

- **Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)**

As a part of the SCC curriculum process, incorporation of ICCs into the curriculum begins with defining student achievement of the ICCs in the Common Course Outlines (CCOs). The CCO is the requisite standard for the course and the backbone for course syllabi. These common core outcomes tie to program level outcomes, goals, materials and overall program assessment. With all programs incorporating and evaluating the ICCs, each student is expected to understand the importance of the core curriculum and master the core components.

Capstone courses/internships also reflect the ICCs. Culminating capstone and internship experiences of SCC’s academic programs have been completed by over 1,000 students since summer 2016. As internships are established, faculty identify area businesses with whom students would benefit from quality experiences. Upon completion of the internship, business leaders and students provide expectation feedback to the faculty.

SCC identifies co-curricular as those activities led by Student Affairs and Student Life which supplement the Academic affairs curriculum. SCC’s co-curricular effort is beginning to identify and incorporate the core curriculum as a fundamental programming process. In the 2018-19 year, a small group of Student Affairs professionals engaged in the first draft of the comprehensive co-curricular plan including student learning outcomes which is cited in the improvement section 1I1.

- **Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)**

SCC ensures outcomes are aligned with student, workplace, and societal needs through a variety of mechanisms including alignment with MinnState goals, advisory committee recommendations, and attention to diversity in society. SCC’s general education curriculum aligns to the Minnesota Transfer Curriculum (MnTC) as defined by MinnState Policy 3.21. By MinnState Operating Instructions, a course must address 51% of the goal area competencies to meet the goal requirements with each general education course aligned with at least one but no more than two goal areas. The SCC curriculum process reviews all courses and their alignment with MnTC.
SCC program outcomes for career and technical education (CTE) programs remain relevant and aligned with workplace and societal needs through CTE Program advisory committees (comprised of area business leaders), which meet twice a year. Advisory committee members and faculty discuss skills and abilities needed by today’s workforce ensuring that students are receiving and practicing workplace ready skills. Suggestions for improvements/changes to program goals and course curriculum are recommended to the college and documented via advisory committee minutes. For example, in fall 2018, the Computer Integrated Machining program had a name and programmatic changes to more accurately reflect the field. The Carpentry advisory committee unanimously approved additional technical credits for the Carpentry diploma.

Alignment is also addressed via Program Review surveys, described in Category 1.2. In the survey, graduates and employers are provided with and rate the importance of the ICCs in their industry and the effectiveness of SCC in preparing for the stated skills. Data from these surveys are collated by the Office of Research and Institutional Effectiveness (RIE) and reported to programs for faculty review during Program Review.

**SCC actively works** to create an environment that is inclusive, welcoming, respectful, and supportive of diverse individuals, experiences, and perspectives. Examples include curricular and co-curricular activities. A broad variety of courses address cultural diversity and respect including ECE1240: Working with Diverse Families and Children which explores “culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society” and PHIL100: Ethics in Society which addresses issues of discrimination. Co-curricular opportunities for diversity include student organizations, events and travel. For example, biannually, SCC hosts the Global Conference for students and community members to gain knowledge about other cultures. SCC offers study abroad opportunities including curriculum-based trips to South Africa and Spain as well as regional trips like a visit to the Pine Ridge reservation. (3.B.4)

- **Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)**

SCC identifies co-curricular activities as the work of both Student Life and Student Affairs. Providing integrated learning support services is the goal of Student Life working collaboratively with students and other stakeholders (e.g. student senate and the diversity committee). Students work with the Director of Student Engagement to establish goals for new co-curricular organizations or events including identifying resources needed (space, budget, materials). Students attending events are surveyed allowing organizers to evaluate and report back to the Director with an annual evaluation of all events. (3.E.1)

The **Student Life Assessment plan** offers a framework that defines goals, outcomes, and objectives, and evaluation demonstrating the connectivity to the ICCs. This ladder approach demonstrates how daily activities support ICCs. For example, the 2016-17 activity survey results indicated students desired more sporting events. In summer 2018, student life reviewed inclusion of more intramural activities. While currently in its infancy, the Student Life assessment plan continues to evolve. (4.B.2)

- **Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)**
The Assessment Committee, through discussions with the Office of Research and Institutional Effectiveness (RIE) and the VPSAA, developed rubrics for assessing the ICCs. (4.B.2) The rubrics were shared widely with program faculty for use assessing ICCs and were applied in an ICC Immersion Experience described in the following section.

Program Faculty are responsible for determining assessment tools based on ICCs. Some programs choose to assess the ICCs using the provided rubrics while others use tools of their own choice. In this case, departments identify which ICCs to assess and discuss tool choices for assessment of competencies. These tools are identified in the Program Assessment plans and include classroom artifact assessment using program rubrics, Technical Skills Attainment (TSA) exams such as NOCTI, national industry-specific board exams and Internship Portfolio evaluation. The tools for evaluation of ICCs by co-curricular activities are still under development.

Career and technical education programs also utilize surveys of advisory committees, employers, and graduates to provide qualitative feedback on student and graduate attainment of ICCs.

- **Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)**

In AY2007, SCC was accepted into the HLC Assessment Academy through which the college created an Assessment Mentor/Mentee program. Faculty members on the Assessment Committee are assigned specific programs to mentor. Revitalized in fall 2017, mentors now assist program faculty in determining how results of assessments are expected to be used and serve as a reminder in the academic year to respect the continuity created in prior years. (4.B.4)

Assessment at the college is a continuous improvement process. The ICC assessment cycle includes faculty determining the means of assessment and incorporating changes in their assessment plans and criteria/measures based upon the previous year’s ICC assessment review. Once each program’s assessment plan is completed and submitted at the end of spring term, the Assessment Committee and mentors review the assessment plans using a checklist providing uniformity across program documentation, adequacy of measurement tools, specificity for the criteria for success, and efficacy of result usage. Based on the results of the assessment, faculty work with their mentor to create an assessment plan for the succeeding academic year. Faculty/staff workshop days have dedicated time for assessment learning sessions to review and enhance current assessment activities and plans. (4.B.2, 4.B.4)

Assessment of ICCs occurs at the program level. In the spring of 2018, programs assessed the first two ICCs - Communication and Critical and Creative Thinking. At the January 2018 Faculty In-Service, all programs were provided with a Communication rubric to use within their departments/courses to collect and review data to be included in their 2017-18 program assessment plans. The use of a common rubric for Communication had uneven results and some faculty took the common rubric and modified it to fit a specific assignment rendering comparison data by programs impossible.

To provide a consistent, college-wide view of ICC assessment, SCC conducted an ICC Immersion Experience at the end of Spring 2019. Sixteen faculty from across the college joined in assessing artifacts from both Liberal Arts and Sciences (LAS) and technical programs using a common Communication rubric and focusing on inter-rater reliability. Before reviewing results, faculty set a benchmark for ICCs
Helping Students Learn

at the institutional level in order to determine if the institution has reached its goal. The faculty selected benchmark is 70% of the students would score a combined average of 3 or above for all subcomponents of the ICC rubric. Two ICCs will be assessed in this manner each year. (4.B.1, 4.B.2, 4.B.4)

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

Though SCC has routinely assessed ICCs, the results presented here reflect the last two years. In 2016-17, SCC conducted institution level assessment using eight ICCs. Individual academic programs selected the ICCs they assessed, set their own goals, assessed students using their own assessment tool, and collected data on those goals, reviewed and discussed that data as a program, and made improvements within that program to address areas of improvement as part of their annual assessment plan. For all data submitted, programs had set benchmarks for their students to reach and programs reported data regarding those benchmarks.

Overall, 62 ICC assessments were planned; 26 met their benchmark; 17 either did not meet the benchmark or provided unclear results, and 18 planned assessments were not administered, or data was not reported. In the absence of an institution-wide comparison and analysis it is difficult for SCC to ascertain if this core competency is being met across disciplines.

In 2017-18, SCC began using the revised ICCs and program faculty were asked to assess two ICCs—Communication and Critical and Creative Thinking. In all data submitted, programs had set benchmarks for their students to reach and most of the programs reported data regarding those benchmarks.

- For the Communication ICC, 26 programs intended to assess the ICC: 10 met their benchmark goal; 3 did not meet their benchmark and listed plans for improvement; 7 provided unclear results, and 6 did not submit data
- For the Critical and Creative Thinking ICC, 28 programs intended to assess the ICC: 7 met their program benchmark; 2 did not meet the benchmark; 9 provided unclear results, and 10 did not submit data

Overall, 54 assessments were planned; 17 met their benchmark; 16 provided unclear data results, 5 did not meet their benchmark and identified needed improvements; and 16 planned assessments were not provided, or data was not reported.

The 2019 ICC Immersion Experience resulted in an evaluation of 492 artifacts from across the college. The results show the average scores out of 5 for each of the four subcomponents of the Communication rubric: Conducts Audience Analysis, Describes Context, Possesses Knowledge and Applies Skill. Averages are shown for the entire college as well as by Division (Agriculture, Allied Health and Nursing, CTE and LAS). This process allows a clearer representation of college wide results and will be continued in the coming years for the other ICCs.

Career and technical education programs consult advisory committees for curricular currency and surveys of advisory committees, employers, and graduates. Upon receipt of this qualitative data, faculty review the findings and share them with advisory committee members during the Academic Program Review process. As an example, the FY18 Employer Survey for the Child Development Careers program
indicated 100% of employers surveyed indicated SCC was effective or very effective at preparing graduates for the ICCs “Civic Engagement and Social Responsibility” and “Cultural Competence” while 88% of employers surveyed indicated SCC was effective or very effective at preparing graduates for the ICC Communication.

Though SCC has built a process for managing, collecting, and analyzing co-curricular student learning outcomes through Student Affairs, the outcomes being measured seem to be unaligned with SCC’s Institutional Core Competencies.

1I1 Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Individual programs continue to make improvements based on their assessment results. As a college, SCC has yet to have a true institution wide view of all the Institutional Core Competencies and will work to do so in the next three years by:

- Having all programs delineate the level of achievement for ICCs by degree/award level.
- Assessing all ICC’s on a cycle and creating rubrics for the remaining ICCs that all programs can apply without modification of the rubric no matter the assignment including capstone and internship experiences.
- Identifying and implementing a means to look at data collected across all programs to examine and discuss data as an entire college.
- Implementing the comprehensive plan for co-curricular assessment in the 2019-20 year including alignment of student life and student affairs outcomes with the Institutional Core Competencies and successful measurement of student outcomes.
Helping Students Learn

Sources

- 1P1_MN Transfer Curriculum Policy 3.21
- 1P1_SCC ICC Review Cycle
- 1P1_Student Affairs Assessment
- 1P1_Academic Program Listing
- 1P1B_AASC Meeting Minutes March 2017
- 1P1B_AASC Meeting Minutes March 2017 (page number 3)
- 1P1C_Faculty Guide for Integrating Institutional Cores
- 1P1D_Capstone and Internship Numbers
- 1P1E_2018 Global Conference Statistics
- 1P1E_Carpentry Advisory Committee Meeting Minutes
- 1P1E_Carpentry Modified Diploma
- 1P1E_CDEV 1240 CCO
- 1P1E_CDEV Graduate Survey Report FY18
- 1P1E_CDEV Graduate Survey Report FY18 (page number 14)
- 1P1E_MTT Advisory Minutes Approval of Academic Awards 1-9-18
- 1P1E_MTT Advisory Minutes Approval of Program Name Chg 12-12-17
- 1P1E_PHIL 100 CCO
- 1P1E_Pine Ridge Reservation Summary Report
- 1P1E_Transfer Curriculum Instructions Policy 3.21.1.1
- 1P1F_Fall 2018 Stud Life Event Survey Responses
- 1P1F_Student Life Assessment Plan 7-26-18
- 1P1F_Student Life Planning Checklist 3.0
- 1P1H_Assessment Plan Checklist
- 1P1H_Communication Rubric Example
- 1R1_2016-2017 ICC Assessment Benchmark Data
- 1R1_2019 ICC Immersion Experience Results
- 1R1_Ch Dev Pr Review Employer Survey Report FY18
- 1R1_Ch Dev Pr Review Employer Survey Report FY18 (page number 10)
- ICCs
- MnTC Goals
- SCC Strategic Inclusion Plan 2016-19
1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)
Helping Students Learn

Responses

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

Program Learning Outcomes (PLOs) focus on the knowledge, skills and abilities expected of each graduate upon program completion. Faculty, with stakeholder input, are responsible for aligning PLOs to graduate skills and expected outcomes. Upon initial program development, outcomes are appropriately aligned to mission, degree level, and stakeholder needs. As program learning outcomes evolve, faculty review to ensure curricular alignment.

Surveys of advisory committee members, employers, graduates, and students are employed in Program Review to assess program outcomes alignment with SCC’s mission and ICCs which is mission critical for program approval at the MinnState level. Alignment of new programs to the college mission was underscored through a policy and related process formalized in AY2018-19. All information/data collected from the advisory committee meetings and Program Review are reviewed by faculty for curricular changes. Stakeholder surveys assist in determining whether program outcomes need to be added, removed, or revised.

• Determining program outcomes (4.B.4)

The cornerstone to the development of program learning outcomes is the expertise of the faculty who gather outcome criteria through sources particular to their program:

- For technical areas with accrediting bodies, such as Nursing, Intensive Care Paramedic, and Medical Assisting, learning outcomes are mandated by external agencies, such the Minnesota Board of Nursing, National Standards Curriculum, and CAAHEP, etc. These agencies are referenced heavily in determining PLOs along with the other sources mentioned below.

- For technical areas without accrediting bodies, faculty use Advisory Committees, employer surveys, benchmarks to other programs, market analysis, external authoritative bodies, and relevant focus groups as necessary.

- Liberal Arts and Sciences faculty examine MnTC criteria. The program outcomes and aligned to MnTC, as mandated by the State of Minnesota.

For the MinnState transfer pathways, SCC follows pathway outcomes as determined by a Transfer Pathway Team composed of college and university faculty from across the state and outlined in the MinnState Transfer Pathways Campus Toolkit and the Program specific MinnState Transfer Pathways Template. SCC faculty control the local curriculum and retain Academic Freedom as the curriculum is not required to be written exactly as the Pathway language states, but alterations must demonstrate alignment with the Pathway outcomes.

• Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

As part of the overall program design, each course within a program includes a course summary and
specific learning outcomes known as a Common Course Outline (CCO). Syllabi reinforce the learning outcomes of each program and articulate the purposes, content, and level of achievement of the outcomes for students and other stakeholders.

CCOs must be approved by SCC's Curriculum Committee under the governance of the Academic Affairs and Standards Council (AASC) with final approval by the College President. The purpose of the AASC is to provide guidance to the College President for all aspects of Academic Affairs. To streamline the process of the changes Worldwide Instructional Design System (WIDS), SCC’s Course and Curriculum Development software, is utilized college-wide, using SCC’s Curriculum Committee Guidelines.

- **Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)**

Outcomes are initially determined and updated with collaborative work between program faculty and stakeholders. Faculty engage key stakeholders in the curriculum development process by means of biannual advisory committee meetings, surveys to assess needs of graduates, and the Program Review process.

Advisory committees for each program include employers (who are often alumni), program faculty, and students as directed by SCC policy. Advisory committees meet biannually and discuss annually Curriculum Review and Development including identifying Emerging Skills/Competencies needed. In addition to advisory committee meetings, stakeholder surveys are used in the Program Review Process to determine appropriateness of program outcomes.

Technical programs with program accreditation utilize national accreditation requirements to remain relevant. For these accreditations as well as grants, programs must meet defined metrics which prescribe student outcomes. Select technical programs are based on stackable, industry recognized credentials. Curriculum design based on these requirements ensures the program and student outcomes meet workforce expectations.

Professional development, including memberships to professional organizations, sabbaticals, and faculty internships, provides faculty with the most current information in the field which is applied to curriculum and programs. Support for professional development is one of SCC’s values and is specifically outlined in the MSCF contract.

- **Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)**

Led by Student Life, co-curricular activities at SCC provide transformative learning opportunities to enhance the collegiate experience, develop interpersonal communication skills and gain practical experience through academic and community collaboration. Certain Co-curricular activities are developed to intentionally supplement select Academic Programs at South Central College.

In the early stage of development, co-curricular assessment began by setting specific learning outcomes for each department within Student Affairs in fall 2018. Targeted assessments were created to evaluate student learning outcomes. From these efforts a comprehensive plan for assessment will be completed in the FY 2020. In collaboration with RIE, Student Affairs and Student Life are developing outcomes
and automated processes to assess their individual outcomes and assure alignment of those outcomes to SCC’s ICC’s. These outcomes and processes will be vetted through SCC’s Assessment Committee which reports to the AASC.

- **Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)**

Program Faculty determine assessment tools based on the PLO. Tools, identified in the Program Assessment plans, include classroom artifact assessment using program rubrics, Technical Skills Attainment (TSA) exams such as NOCTI, national industry-specific board exams and Internship Portfolio evaluation. The Assessment Committee mentors and program faculty (mentees) set specific criteria of success, including the criteria and percentage of students expected to achieve success levels.

- **Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)**

The process for assessment on the program level is the same as outlined for ICCs in Category 1.1. Program faculty assess the PLO under the auspices of SCC’s Assessment Committee. Each program is charged with submitting an annual assessment plan including details of the means of assessment, criteria for success, assessment results, and use of results. Program assessment plans and results are reported on the same document as the ICCs assessment plans and discussed biannually between mentors and mentees.

Program Assessment is documented using an institution-wide standardized template. The template has 5 columns: the first three are to be completed in the spring of the year previous to the assessment and the last two are completed in the second semester of each academic year (second biannual discussion of assessment as noted below):

A checklist, in addition to the mentor’s guidance for completing the assessment plan, provides guidance along with an “Assessment Example Grid” to ensure uniformity. Additionally, the process is codified in standard adopted language.

The Liberal Arts and Sciences (LAS) division of the college maintains the general education curriculum for the entire college. The AA degree PLOs are the MnTC Goal Areas. While the core process remains the same, the timeline varies from that described above. In summary, the Liberal Arts and Sciences (LAS) Assessment Plan addresses and measures student learning of the ten MnTC Goal Areas and sub-goals (learning competencies) and the four ICCs through a five-semester cycle. All 10 goal areas are assessed on a rotating schedule. As each goal area is assessed, all students in all courses covering that goal area will be assessed. After the five semesters are complete, there is a one-semester “break” before the cycle begins again. Faculty complete the “5 Semester Plan Template” form, and the assessment committee mentor converts these documents into the five-column standard assessment plan template used across the college as described above.
Helping Students Learn

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

Technical Program Assessment

As of February 2019, the Assessment Inventory indicates 70% of technical programs have their 2017-18 Assessment Plans completed. Although the process is designed to have assessment plans completed by the end of the academic year, plan results may be delayed to the following year due to faculty workload and release of standardized test scores (NOCTI, etc.).

From the completed 2017-18 plans, 16 of the 27 technical programs (59%) with assessment plan results are considering changes to their assessment plans for 2018-19 based on those results. Of the 16 programs, 13/16 (81%) are considering changing the classroom learning activities, 7/16 (44%) are considering changing assessment tools, and 6/16 (38%) are considering changing the classroom instruction procedures. Of the 34 instances of change considered for in 2018-19, twenty are connected to ICC assessments and 21 to PLO assessments. The instances of change with ICCs and PLOs equal an amount in excess of 34 together, as some assessments are used for both ICCs and PLOs.

These changes can be demonstrated through the example of one program, Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) which is considering all three types of changes mentioned above in their assessment procedures.

Considering the results of the 16 programs that are implementing changes, it appears that the assessment process at SCC is effective.

General Education/LAS Assessment

As of Spring 2019, 3 of the 10 MnTC goal areas have completed the 5 semester assessment cycle, 4 of the 10 MnTC goal areas have completed the 4th semester and will be completing the cycle in Fall 2019 and the final 3 MnTC goal areas will have completed the cycle at the end of Spring 2020. After the cycle has been completed for all 10 MnTC goal areas, all LAS faculty will be able to review and discuss the full data set for a holistic view of the data. To date, however, several themes have emerged during the assessment cycle. As a process improvement, many goal areas have suggested revisions to rubrics. Consistency has also been a concern therefore goal areas are revising assignments or creating supplemental materials that can be used across course sections to increase consistency of student work being assessed.

Co-curricular Program Assessment

All Student Affairs departments have identified their goals and student learning outcomes. Most departments have assessed these outcomes and determined if measures have been met. For example, Counseling’s goal for the Mental Health First Aid training is “90% of students will feel more confident that they can recognize and respond to someone experiencing a mental health or substance use crisis”. Based on survey results, 100% of respondents reported they were both more comfortable recognizing the signs and responding. As a result, the Student Health Advisory Board voted to continue offering Mental Health First Aid training.
112 Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

A standard template for advisory committee meetings increased consistency and assures each advisory committee discusses program health, curriculum review and development including emerging career competencies.

Restructuring the Program Review procedure was a subject of an AQIP Action Project in FY2014 with additional improvements made in FY2018. Through the Strategic Planning Meeting, advisory board members, SCC administration, and program faculty set a four-year Strategic Plan for each program. These Strategic Plans are discussed during SCC’s Cabinet meetings with program faculty. Each suggested improvement on the Strategic Plan has an individual or group responsible for carrying out the improvement.

Continued assessment will include:

- After Spring 2020, when all MnTC goal areas have been assessed, LAS will engage in further discussion regarding the comprehensive assessment results.
1. Helping Students Learn

Sources

- 1P1_Student Affairs Assessment
- 1P2_Curr Comm Guidelines 5-5-17
- 1P2_MN Transfer Curriculum for AA Degree
- 1P2_Program Advisory Meeting Agenda Template
- 1P2B_Campus Transfer Pathways Implementation Toolkit Nov 2017
- 1P2B_Campus Transfer Pathways Implementation Toolkit Nov 2017 (page number 9)
- 1P2B_Transfer Pathways Template Biology Example
- 1P2B_Transfer Pathways Template Biology Example (page number 6)
- 1P2D_Program Advisory Committee Policy
- 1P2D_Program Review Policy and Procedure
- 1P2E_Co-Curricular Activity
- 1P2G_Academic Year Assessment Process
- 1P2G_Annual Program Assessment and Effectiveness Rpt 2018-19
- 1P2G_Assessment Example Grid
- 1P2G_Assessment Plan Review Checklist
- 1P2G_Assessment Timeline for Each Goal Area
- 1P2G_LAS Five Semester Assessment Plan
- 1P2G_PLO Assessment Template Header
- 1R2_Example of HVACR Assessment Procedure
- 1R2_Use of Assessment Results 2017-18
- MnTC Goals
- MSCF Contract 2017-19
- MSCF Contract 2017-19 (page number 82)
- New Program Dev Policy 4000.19
- New Program Dev Procedure 4000.19.1
1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders’ needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders’ needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

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

- **Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)**

  SCC, with the Strategic Enrollment Planning Council (SEPC) assuming primary responsibility, uses a variety of methods to identify and understand student educational needs with three student stakeholder groups defined: prospective students, current students, and alumni. Enrollment trend data are a key component of the review as are student success data (retention, persistence, and graduation rates). Academic departments and RIE review and analyze data disaggregated by race/ethnicity and gender to identify opportunity gaps in these success measures. Program Review, described in 1P2, includes a student survey to assess need. The Strategic Enrollment Management Plan goal drafted for FY2018-22 is to improve the ability to predict and respond to regional, state, and national needs while aligning academic programs to the mission and core values. Key in the process of analysis is the collaboration with university partners, K-12 school districts, and employers.

- **Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)**

  Creation of new programs is guided by Advisory Committees, industry partners, workforce and employment trends, demographic shifts and other community engagement. For example, in fall 2009, SCC created the Mechatronics program in direct response to industry request. Just as new programs utilize data sources, fluctuations in industry need influence closures and reinstatements of academic programs. The Welding program closed in 2007 and at the request of, and with assistance from, SCC’s Workforce Centers, Welding was approved to reopen in the spring of 2014 in Faribault and then approved for replication in North Mankato.

- **Developing and improving responsive programming to meet all stakeholders’ needs (1.C.1, 1.C.2)**

  SCC has a standardized process for developing new programs that meet the needs of stakeholders. The policy and procedure ensure that new programming considers changes in the industry and the diverse needs of the college community, students, four-year receiving institutions, and employers. The New Program Form requires labor market data, information on industry certifications alignment required by the state, evidence that similar programs are not offered at nearby colleges or universities, advisory committee support, and estimated costs and funding plans for delivery. The proposal must gain College-level approval from SCC’s Curriculum Committee with final approval by the College President. Curriculum Committee Guidelines streamline the process of changes. (1.C.1, 1.C.2) The documentation, with evidence of program development and changes, is made available via the SCC website. The AASC structure, which governs all curricular changes, ensures faculty voice and curricular oversight. This includes but is not limited to course outlines, award requirements, academic standards, course and program components and the inventory of course/program offerings. New degrees require state-level approval through MinnState. Once the new program is approved, a second system-wide peer review follows with the lens of alignment with MinnState mission, goals, objectives, policies and guidelines and stakeholder responsiveness.
Helping Students Learn

Programs are designed and updated to meet the requirements of specialized accreditation. SCC programs that are externally accredited include: Automotive Service, Dental Assisting, EMT, Intensive Care Paramedic, Medical Assisting, Medical Laboratory Technician, and Nursing.

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

SCC’s RIE utilizes a variety of methods to assess effectiveness of academic programs such as Economic Modeling Specialist Inc. (EMSI), a robust tool covering more than 99% of the labor market for local, statewide and regional workforce used to plan future academic programs. Through SCC’s established four-year cycle for academic Program Review, systematic improvements and enhancements in instructional programs and program-wide discussion determine the program’s future resource needs and viability.

As part of the Program Review process, surveys of advisory committee members, employers, and graduates gauge the effectiveness of programs. A uniform self-study document assists in codifying the review process across programs.

Program Review, managed by RIE, was the focus of an AQIP Action Project. In 2014-15, outcomes from that action project created greater alignment with MinnState requirements and data usage by programs. Most recently, AASC reviewed the Program Review process to discuss best practices and approved the process changing to a 4-year rotation.

- **Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)**

To ascertain program health/viability, SCC uses multiple metrics, including leveraging transfer success rates for transfer programs and employment data, including market capacity and evaluation of the job market, by technical programs during Program Review.

Program Review has been instrumental in identifying areas that could be strengthened, modified, or eliminated to meet both student and employer needs. An example of a program that implemented changes based on Program Review and analyses, is the Office Administration and Technology (OAT) program. Changes recommended to OAT included the pursuit of Quality Matters (QM) certification for all online courses with 5 of 11 courses reviewed as of Fall 2018. A second example is the revival of English for Academic Purposes (EAP) courses. As non-native students struggled in college readiness courses, the faculty and Dean for Liberal Arts and Science recognized this as an area needing improvement. In the AY17 Program Review Self Study document, a goal listed was “build and promote offers for English language learners...to create trust and rapport with different communities”. As a result, SCC hired a new Unlimited full-time faculty member with courses beginning Spring 2019.

Program Viability is monitored through the MinnState Instructional Cost Study (addressed in Category 5). Costs (instructional/non-instructional) measure each college against system benchmarks. The formula takes an average of expenditures by program and sets the MinnState Instructional Cost Band, a 20% band around the system average (10% above and 10% below). The Instructional Cost Study reveals
areas that lead to suspension, needs for human and physical resources, and cost overrun. Embedded in Program Review, faculty meet with the Vice President of Finance and Operations (VPFO) to review the Instructional Cost Study. With this review, the college identifies changes needed to keep programs within the MinnState Instructional Cost Band and a forecast for the operational plan.

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

SCC utilizes a variety of data to ascertain how programs are meeting current and future needs. Among those valuable data resources are persistence, completion and graduate placement rates. Surveys of graduates, employers, and advisory committees also provide insight and currency status. Through Program Review and continual assessment of data available on dashboards, the college monitors industry needs and student demand. These data provide valuable insight to program health including opportunities for improvement. Examples of data informed institutional action resulting from Program Review include faculty position changes based on enrollment including adding a position to the Culinary Arts program and not replacing a retiring Marketing faculty with a full-time position.

FY17 graduate follow-up survey data indicates 90.5% of SCC graduates available for employment are employed in their chosen careers within one year of graduation which is on par with the five-year trend and average in comparison to other institutions in MinnState.

By closely monitoring SCC internal benchmarks and the comparison to other “like” community colleges, results have met or exceeded internal benchmarks and continue to project positively through innovations in academic, student and equity initiatives. Internal targets are identified and shared through the College’s Strategic Plan dashboard and are a regular topic at Presidential Forums. Academic program design, quality, and student support services all contribute to meeting and exceeding the benchmarks.

1I3: Based on 1R3, what improvements have been implemented or will be implemented in the next 1-3 years?

SCC is examining how to strengthen survey instruments. Though the Student, Graduate, Advisory Committee, and Employer surveys share some common questions, they vary by programs. This variance makes it difficult to provide College level reports about Program Review. In the summer of 2019, SCC will develop a process to create common surveys and present the surveys to AASC in fall 2019.

In FY20, SCC will launch a Program Review Dashboard including measures reflected on the College Scorecard as well as measures specific to programs and faculty engagement. One of the new Program Review measures will focus on faculty engagement on college-wide committees.
Sources

- 1P2_Curr Comm Guidelines 5-5-17
- 1P3A_Prog Review Current Student FY19
- 1P3B_Curr Committee Minutes WELD 11-1-13 AND 12-06-13.pdf
- 1P3B_Curr Committee Minutes WELD 12-5-14.pdf
- 1P3B_New Program Advisory Minutes MECA
- 1P3B_New Program App MECA
- 1P3B_Program Advisory Committee Procedure
- 1P3B_WELD 20145 Cert Request Report
- 1P3B_WELD 20145 Cert Request Report (page number 4)
- 1P3B_WELD Closure 7-11-07
- 1P3C_Curr Comm New Program Form 9-6-17
- 1P3D_AASC Minutes 2-16-18
- 1P3D_AASC Minutes 3-23-18
- 1P3D_Prog Rev Self-Study Template July 2018
- 1P3D_Prog Rev Survey Advisory FY19
- 1P3D_Prog Rev Survey Employer FY19
- 1P3D_Prog Rev Survey Graduate FY19
- 1P3D_Prog Review AQIP Action Project Report
- 1P3D_Program Review Flowchart
- 1P3E_Allocation Framework Components
- 1P3E_LAS Program Review Self Study FY17
- 1P3E_LAS Program Review Self Study FY17 (page number 30)
- 1P3E_OTEC Prog Rev Self-Study 2017
- 1P3E_OTEC Prog Rev Self-Study 2017 (page number 8)
- 1R3_Avg Related Employment of Grads
- 1R3_Five Year Average Related Employment of Graduate Comparison
- 1R3_Grads by Program Major FY17
- 1R3_Program Review Advisory Committee Survey Summary 2010-18
- 1R3_Program Review Employee Survey 2010-18
- 1R3_Program Review Graduate Survey Summary 2010-18
- Mn State College and Universities Organization and Administration Policy 1A.1
- New Program Dev Policy 4000.19
- New Program Dev Procedure 4000.19.1
- Strategic Enrollment Mgmt Plan FY18-22
1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

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

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Academic preparedness requirements of students are developed by program faculty to ensure student success. Faculty examine course curricula, program requirements, and skill sets to determine course outcomes and student expectations. Literature review and national best practices in the field also inform faculty of commonly held industry and academic standards. The program requirements of external accreditation also dictate the preparation of students.

All programs have a clear set of program competencies and course sequencing with approved Common Course Outline (CCO’s). The CCO articulates the course-level competencies, supporting learning objectives, prerequisites, lecture and lab credits, and support for institutional competencies. The program plan and all CCO’s are reviewed by the Curriculum Committee and recommended for approval by AASC. (4.A.4)

Marketing materials for each program in the form of the website, brochures, catalog and handouts assist in the communication to students of the requirements in each program and how they are fulfilled. Student Affairs staff utilize these materials to communicate program requirements including prerequisites.

Prior to enrollment, students admitted to SCC are required to take the Accuplacer exam. During the Advising and Registration (A&R) sessions, the student meets with a professional Academic Advisor who provides interpretation of the Accuplacer placement results and guidance on the program and course selection process. Professional Academic and faculty advisors counsel students on course prerequisites, the need for developmental coursework, and answer general program questions. Prerequisites and other course requirements are articulated in the Course Catalog. For program specific application requirements (Practical and Professional Nursing, Dental Assisting, and Medical Laboratory Technician), students must satisfy prescribed pre-requisites and eligibility. (4.A.4)

- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

SCC has a process for continuous quality review of programs regardless of modality or location. In addition to Program Review, academic deans, AASC, and the Curriculum Committee have a regular cycle of review and recommendation for curricular changes. Rigor across all modalities has primacy and each course must have a CCO identifying student learning outcomes which remains consistent. All offerings of the same course are taught and assessed with clear expectations that uniform student learning outcomes are expected regardless of modality. (3.A.3, 4.A.4)

To ensure dual-credit programs maintain the same rigor as college offered curriculum, SCC’s Concurrent Enrollment (CE) Program handbook outlines expectations and standards including the requirement that high school CE teachers meet minimum qualifications (further addressed in Category 3). (3.A.3)
Helping Students Learn

To maintain quality of rigor in online and hybrid courses, SCC maintains Online/Hybrid (O/H) Course Development and Peer Review processes. Faculty are encouraged and trained to design their courses using the Quality Matters (QM) standards of good course design and are invited to attend online QM trainings funded by SCC for review and certification. (3.A.3)

• Awarding prior learning and transfer credits (4.A.2, 4.A.3)

SCC has defined processes in place to identify previous learning of students and award credit for that learning, either through accepting transfer credits from another regionally accredited college or by awarding Credit for Prior Learning (CPL).

For students with other life experiences, SCC assesses their learning and awards appropriate course credit according to the CPL Policy and Procedure. The student must provide evidence of a body of knowledge by providing certification or “life experience” evidence. Faculty evaluate the evidence provided and accept or reject the request. (4.A.2)

In 2015, SCC convened a CPL Taskforce charged with developing CPL policy and procedure and in 2016 began a Credit for Prior Learning AQIP Action Project. The Action Project results included:

• Organizational Flow chart to visually show SCC’s CPL process
• Establish fee and budget structure for CPL: development, implementation and operation
• Create and update forms for Registrar documentation and student information
• Establish faculty internal assessment mechanisms for awarding CPL credit
• Educate campus community on CPL operation and its impact on retention and recruitment of students

SCC also created a student portal which provides information allowing the student to learn about CPL and enter experiences which can be reviewed by an advisor who then connects the student with their options for earning credit. The portal is now replicated by the MinnState system for use by other colleges.

MinnState Board Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum outline the process for evaluating and accepting transfer credits including the Minnesota Transfer Curriculum.

In 2015 the Minnesota legislature required the MinnState Board of Trustees to develop a plan ensuring that all 60 credits required for a degree (AA, AS, or AFA) from a system college would transfer to a system university baccalaureate degree. MinnState developed the Transfer Pathways where college and university faculty defined content appropriate to the first two years of a baccalaureate degree. SCC currently supports five transfer pathways: Biology, Business Management, Communications, Economics, and Pre-Social Work allowing student’s completion of a 60-credit AA or AS degree with transfer to any MinnState University. (4.A.3)

Public colleges and universities in Minnesota have developed a common liberal arts curriculum called the Minnesota Transfer Curriculum (MnTC) and SCC ensures ease of transfer by offering the MnTC. Completion of MnTC (40 credits) at one institution enables a student to transfer and meet all lower-division general education requirements upon admission. Through a collaboration with MinnState,
SCC also participates in Transferology, a nationwide network designed to assist students in knowing transferability of courses. SCC's Student Transfer Policy and Procedure along with the Transfer Appeal process provide clear and consistent practices for accepting credit for college coursework at SCC. (4.A.2)

For students with military service experiences, SCC uses the Veterans Education Transfer System (VETS) established by MinnState to assist current and former service members find programs that award academic credit for military experience. VETS, located on the MinnState website, identifies how military training counts for college credit in MinnState and SCC. (4.A.2)

- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

SCC pursues and maintains specialized accreditation or certification where indicated by industry employment standards with several SCC programs maintaining outside accreditation or certification by external agencies. Faculty work with Advisory Committees to select appropriate accrediting agencies. (4.A.5)

External Accreditations and Certificates are present in two SCC areas, Health Sciences and Career and Technical Education. This list defines the program, accreditation or certification, and expiration dates.

SCC’s Practical and Professional Nursing Programs were accredited by the Accrediting Commission for Education in Nursing (ACEN) in 2018. One of the requirements for ACEN accreditation is an average pass rate of 75% over a three-year period for graduates taking the National Council Licensure Examination (NCLEX) for the first time. SCC’s average first time pass rate on the NCLEX for 2017 was 97.06% for the Professional Nursing (RN) program and 90.00% for the Practical Nursing (LPN) program. These percentages are well above the national average for first time NCLEX test takers, which are 84.24% for Professional Nursing and 83.85% for Practical Nursing.

- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

MinnState Academic Programs Policy allows SCC to confer undergraduate certificates, diplomas, Associate in Arts (AA), Associate in Fine Arts (AFA), Associate in Science (AS), and Associate in Applied Science (AAS) degrees. MinnState Academic Programs Procedure defines the attributes of these academic awards generally based on the length and purpose of the program as well as the inclusion of general education curriculum. (3.A.2)

When examining outcomes by degree type, SCC leverages measures related to student success defined as Persistence, Transfer or Completion. SCC assesses the level of outcomes attainment by graduates at all levels by leveraging the Technical Skills Attainment exams such as NOCTI and the ICC assessment and disaggregating these data by degree type.

- Selecting the tools, methods and instruments used to assess program rigor across all modalities

Career and Technical Education (CTE) Programs require students to take technical skills assessments (TSAs) such as NOCTI. TSA results, retained in the Office of RIE, are reviewed annually through Program Assessment plans and Program Review. These exams are also used to measure consistency of outcomes in dual-credit programs.
Every two years SCC students participate in the CCSSE which includes a series of questions regarding effective educational practices. The answers to these questions are summarized to determine performance related to Academic Challenge.

Two college-wide practices ensure program rigor across modalities: assessment of program learning outcomes and development of quality in online and/or hybrid (O/H) formats. Employer surveys and advisory committee feedback bi-annually, also support rigor level expected from programs.

Programs are viewed as one comprehensive work effort regardless of location or modality. O/H classes go through a peer review process using a QM rubric prior to initial offerings. Faculty work with Learning Central to implement recommended changes ensuring best practices for the course. All forms for this process include the Development Process, Peer Review Self-Check Rubric, Online Development Worksheet, and Hybrid Development Worksheet.

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

- **Summary results of assessments**

All programs are provided data sources from RIE to ensure continuous quality, areas for improvement, and opportunities for program growth. An example of program improvements in the last three years includes obtaining ACEN accreditation for both RN and PN nursing programs.

SCC ensures program rigor for online courses by incrementally implementing QM Standards into courses. Six courses are currently certified with 21 faculty trained in QM. Once trained, faculty may implement quality standards in all coursework modalities. With two QM coordinators, SCC has a three-year implementation plan developed to help increase QM participation by faculty.

One of SCC's means of examining student outcomes across modalities is to review GPA by course delivery method. When examining the average final grades across modality for FY 19, there is no significant difference between the outcome and delivery type.

However, when examining grade distribution across modality, Face to Face course deliveries award a larger proportion of A's than Online and Hybrid. These distributions indicate that outcomes are similar across distributions.

SCC also uses related employment of graduates as a measure of program rigor.

Through a system grant, Prior Learning Assessments were created for 21 courses. The assessments created for these classes were used to evaluate whether a student could receive credit for prior learning towards the specified course. Upon development of the CPL process and assessments, SCC is awarding more credits via Credit for Prior Learning. Faculty review of military training and experience led to 100 SCC courses cross-walked in the Veteran's Education Transfer System (VETS) providing credit for the experience gained in 704 different Military Occupational Specialty (MOS) codes.

As part of the MinnState Framework of Accountability, Licensure Exam rates are tracked. Rates are reported by calendar year and indicate the percent of a cohort of graduates that passed a state or national licensure examination. For SCC, these rates only include nursing exam passage as reported by the
Minnesota Board of Nursing, however systemwide the measure also includes teaching, peace officer, and radiography rates.

As a means of measuring quality and peer equivalency, SCC monitors transfer rates. Successful Transfer is measured by the MinnState Strategic Framework as the Percent Credits Accepted in Transfer at Receiving Institutions. Credits from SCC accepted by other institutions exceeds the MinnState goal.

When examining outcomes by degree type, SCC leverages its measures related to student success. Between FY16 and FY18, SCC saw relatively similar rates of success by degree types.

Success variation is found within the measure itself, evidenced by the graduation rate of SCC certificate seekers. This is to be expected as a certificate is the first degree that a student could earn and requires the least credits and amount of time to earn in comparison to the Diploma or AA/S.

SCC also assesses the level of outcomes attainment by graduates across degree levels by leveraging the NOCTI, SkillsUSA, and ICC assessments and disaggregating data by degree type. Regardless of degree sought, on average students exceeded the faculty set benchmark of 3 for the ICC assessment.

• Comparison of results with internal targets and external benchmarks

SCC’s regularly exceed that of counterparts and is on par with Minnesota institutions. This indicates that SCC’s programs are providing an education that is in alignment with employer needs throughout the region and state.

• Interpretation of results and insights gained

Overall, SCC has made progress toward meeting MinnState’s goal for related employment of graduates indicating SCC’s grads complete with skills relevant to their chosen career field. Additionally, the lack of significant GPA difference across modality, high percent of credits accepted at transfer, rate of licensure exam pass indicate that the curriculum is aligned with “like peers”.

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

While SCC has made significant progress toward ensuring availability of data to inform decisions about academic rigor and student outcomes, there are areas where continued progress is needed including a uniform, comprehensive approach to Program Review and evidence of consistent program improvement and progress towards improved student outcome achievement.
Sources

- 1P1_MN Transfer Curriculum Policy 3.21
- 1P2_MN Transfer Curriculum for AA Degree
- 1P4_Online and Hybrid Development Process
- 1P4_Peer Review Self-Check Rubric
- 1P4B_CE Faculty Liaison Handbook
- 1P4B_Curriculum Committee Guidelines
- 1P4B_QM Plan Draft
- 1P4C_Credit for Prior Learning Page SCC
- 1P4C_Credit for Prior Learning Policy 4000.07
- 1P4C_Credit for Prior Learning Procedure 4000.07.01
- 1P4C_Military Experience
- 1P4C_Transfer Appeal Process
- 1P4C_Transfer Credit Policy 4000.15
- 1P4C_Transfer Credit Procedure 4000.15.1
- 1P4C_Transfer Rights and Responsibilities Policy 3.39
- 1P4D_Academic Program Accreditation
- 1P4E_Academic Programs Policy 3.36
- 1P4E_Academic Programs Procedure 3.36.1
- 1P4F_Community College Survey
- 1P4F_Community College Survey (page number 3)
- 1P4F_Hybrid Dev Worksheet
- 1P4F_Learning Central Working with Faculty
- 1P4F_Online Dev Worksheet
- 1P4F_What Works Well Online Teaching
- 1R4_Credit for Prior Learning.pdf
- 1R4_GPA Across Modality
- 1R4_Grade Distribution Across Modality
- 1R4_ICC Scores by Degree Type
- 1R4_Licensure Exam Pass Rate
- 1R4_NOCTI Scores by Degree Type
- 1R4_Persistence by Degree Type
- 1R4_Prior Learning Assessment for Select Courses
- 1R4_Related Employment Rate for Graduates
- 1R4_SkillsUSA Scores by Degree Type
- 1R4_Successful Transfers
- MN State Transfer Pathways
1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

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

- **Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)**

SCC is committed to ensuring the Academic Freedom of faculty as well as the integrity of research and scholarly practice for faculty and students. Academic Freedom is a contractual obligation that when violated can be grieved. The college maintains an Institutional Review Board (IRB) to oversee academic research. Student integrity in research and academic dishonesty are addressed in the next section.

Academic freedom is a tenant of the MSCF contract which states “There is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction” (2.D, 2.E.1, and 2.E.3).

To ensure the integrity of research and scholarly practice of research involving human subjects, SCC has an IRB and associated policy and procedure to protect the rights and wellbeing of said human subjects. (2.E.1) All research involving human subjects, excluding standard educational or institutional assessment, must be reviewed by the IRB prior to any involvement with human subjects including recruitment and consent.

Students have both rights and responsibilities for Freedom of Expression, Ethical Practices, and Academic Honesty. Freedom of Expression allows students to express opinions publicly and privately and shall “be free to support causes by orderly means that do not disrupt the regular and essential operation of the institution.” This policy applies both inside and outside of the classroom. (2.E.3)

- **Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)**

The Student Code of Conduct and the Academic Dishonesty policies identify the parameters of ethical learning and research practices as well as the consequences for violating these parameters. Policies are found on the SCC website, in student and employee orientation materials, and visibly shared on campus. (2.E.2 and 2.E.3)

The Student Code of Conduct Policy specifically cites what is considered misconduct and Student Code of Conduct Procedure directs the implementation of the Student Code of Conduct Policy. The Code of Conduct provides students with specific timelines, methods of communication and the ability to appeal the initial sanction. The VPSAA is the final adjudicator of the process.

SCC’s IT Policy and Procedures prohibits violation of privacy, copyright laws, and improper use of equipment, software, and services. A process has not been established for handling the violations within this policy, which is a known area of needed improvement.

- **Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)**

SCC orients its employees and students to the institutional value of integrity and has sound academic and business practices, which align with professional standards. SCC follows the MinnState Procedure 1C.0.1 Employee Code of Conduct, which is shared college-wide through SCC’s website. In addition to these
policies, training is mandated to ensure policy awareness. By following the IRB policy SCC ensures the ethical research practices of faculty. (2.E.1)

For any policy violations, the MSCF contract outlines, in detail, the protocol for disciplinary procedures of faculty. The progressive process has multiple layers of hearing and stated outcomes.

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

The process for selecting tools to measure efforts surrounding academic integrity is collaborative between RIE, HR and Cabinet. This summarization provides the tools, methods and instruments used in each policy to monitor, measure, and support actions taken within those policies.

1R5 **What are the results for determining the quality of academic integrity?**

- **Summary results of measures (include tables and figures where appropriate)**

Grievances are tracked locally by grievance reps and at the state level by the state MSCF staff. No recent grievances have been filed for violation of Academic Freedom rights as stated in the MSCF contract.

Since 2016, 5 Research proposals were reviewed by the IRB all submitted by faculty as tracked by RIE. As of June 2019, there are no reported violation cases for IRB process and procedures.

During the 2017-18 academic year there were 11 student complaints filed. Because the student can check multiple boxes on their complaint form, 26 complaints were logged. Half of the complaints were concerns for the instructor or class (30.8%) and academic grade (19.2%). In 2018-19, after more advertising of the new online complaint system, the number of complaints increased to 26 students selecting 56 areas of concern. Again, the majority of these were concerns for the instructor or class (39%) and academic grade (23%).

The graph illustrates the number of “Academic Dishonesty” cases over years and the average number of incidents over that period.

This graph illustrates dishonesty cases by semester.

This graph demonstrates the number of appeals received since 2015 and the average number of appeals over semesters as a benchmark.

SCC Human Resources has reported no ethical violations within the last three years.

The PACE survey inquired about ethical behavior on two constructs: “Open and Ethical communication is practiced at the institution” and “Unacceptable behaviors are identified and communicated to me”. Overall the college appears satisfied with the extent to which unacceptable behaviors are identified and communicated however there is a greater level of dissatisfaction with the practice of open an ethical communication.

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

SCC strives to have no Academic Freedom grievances, violations of integrity of research and scholarly
practice, or any student complaints regarding Freedom of expression. SCC has met this target. The college strives to reduce the number of student complaints by being proactive. However, this benchmark has not been tracked, an improvement to be implemented for the 2019-20 academic year.

- **Interpretation of results and insights gained**

SCC will continue and strive to improve current practices as well as strive for declining incidents of academic dishonesty. SCC realizes communication is a concern at the college and has conducted a Communication survey and strives for improvement as further discussed in Category 4.

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

SCC changed the complaints process from paper based to online workflow in 2016. The online system was developed by SCC to ease complaint collection and handling. While now simpler to report complaints, reduction of the number of student complaints needs further attention. In FY20 the complaint form will be modified to include Academic Freedom as a concern type to ensure SCC collects complaints regarding Academic Freedom.
Helping Students Learn

Sources

- 1P5_Institutional Review Board Policy
- 1P5_Student Code of Conduct Policy 3000.10
- 1P5A_Institutional Review Board Procedure
- 1P5B_Academic Dishonesty Policy 4000.02
- 1P5B_IT Policies and Procedures
- 1P5B_Student Code of Conduct Procedure 3000.10.1
- 1P5C_Code of Conduct 1C.0.1
- 1P5D_Instruments Used to Evaluate Academic Integrity
- 1R5_2017-18 Student Complaint
- 1R5_Academic Dishonesty Cases 2010-18
- 1R5_Dishonesty Cases by Semester 2010-18
- 1R5_Number of Student Academic Appeals
- 1R5_SCC 2017 PACE Survey Results
- 2R4_Student Concerns
- MSCF Contract 2017-19
- MSCF Contract 2017-19 (page number 132)
- MSCF Contract 2017-19 (page number 138)
- Students Rights and Responsibilities Policy 3000.12
Meeting Student and Other Key Stakeholder Needs
2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students’ needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?
Meeting Student and Other Key Stakeholder Needs

Responses

- **Identifying underprepared and at-risk students and determining their academic support needs**
  (3.D.1)

As an open access institution, South Central College (SCC) identifies underprepared and at-risk students in multiple ways. One method is the utilization of the Accuplacer exam (reading, sentence skills and math) required of all new students enrolling in general education courses. Through outreach efforts and Accuplacer results, college advisors provide student interventions with appropriate academic support and proper course placement. (3.D.1). Students needing developmental coursework are informed of this requirement prior to enrollment. Students taking the ESL Accuplacer may be placed into English for Academic Purposes (EAP) coursework. (3.D.2)

Students are also defined as “at risk” when returning from suspension or transferring to SCC after being suspended elsewhere. These students are placed in the Academic Probation Program and are required to meet with an advisor prior to registration. These academic success appointments ensure the student understands the Satisfactory Academic Progress policy, the standards they need to meet to improve their academic record (i.e. credit completion rate and GPA) and connects the student with campus resources to help them make these improvements. (3.D.1) SCC monitors the recidivism rate for students placed on suspension to measure the effectiveness of the Suspension process in helping students improve outcomes.

After the 5th day of the semester, faculty report FN (Failure/Never attended) alerts for students who enrolled in the course but have not attended or completed any coursework. As potential “at risk” students, academic advisors contact students to determine their intentions to continue/not continue with the course. Students receiving FN alerts for the entirety of their schedule will be automatically dropped from courses and tuition and fees removed from their account.

During the semester, the student alert referral system is used to identify students who are at risk and to determine their academic support needs. An AQIP Action Project, aligned with SCC’s ATD “Just 1 More” (J1M) effort of persistence and retention, revised the Early Alert process to Student Alert allowing faculty, staff, students, and parents the opportunity to refer a student with academic concerns such as excessive absences, a failing letter grade, or concerning behavior. The Student Alert form can be accessed through the Learning Management System D2L Brightspace (D2L) or from SCC’s webpage. The new process began with a soft roll out in Summer 2018 and full implementation in Fall 2018. SCC’s Advising team assesses alerts and provides referrals to the appropriate campus resources. Historically, these reports have come from faculty identifying students struggling in their courses, however changes to the process allow for anyone with concerns for the student to submit a student alert. (3.D.1)

- **Deploying academic support services to help students select and successfully complete courses and programs**
  (3.D.2)

SCC leverages several academic support services to guide students in course and program selection as well as assistance in their academic needs. Support such as tutoring and advising is addressed in later Category 2. Outreach begins as soon as a student applies to SCC. Steps in matriculation include prompts
Meeting Student and Other Key Stakeholder Needs

to take the Accuplacer, invitation to Advising and Registration (A&R) and viewing Welcome Orientation information.

Through SCC’s Achieving the Dream (ATD) work dubbed “Just 1 More” (J1M), the college has identified Holistic Student Services and Curricular Pathways and Individual Academic Plans as priorities. The J1M Priorities were based on facilitated discussions with faculty, staff and students. The major goals of the Curricular Pathway priority include grouping majors into broad areas of concentration, interlacing LAS courses with technical curricula, providing degree completion roadmaps, and aligning SCC’s advising model to better guide students in selecting and completing courses and programs. (3.D.2)

Career, academic, and personal counseling services align with the J1M priority Holistic Student Services and are available to assist students with a variety of planning and personal development strategies including planning of their academic career and career goals, overcoming personal barriers to success, and practical skills of resume writing and interviewing. Personal counseling has been expanded to include more mental health services as requested by students and funded through a Student Senate approved health fee.

Resources are available in person (individual and group), online through programs such as Focus 2, (online career and education planning system) and Goals + Plan = Success (GPS) Lifeplan, an online resource allowing knowledge acquisition for professional and personal growth and customized to identify SCC’s services and programs allowing students to explore career fields and educational opportunities. SCC staff provide in-person GPS workshops that cover academic (e.g., Study Skills, Math Note-Taking) and non-academic (e.g., Staying Healthy, Finding Your Career Path) topics. (3.D.1., 3.D.3.)

• Ensuring faculty are available for student inquiry (3.C.5)

Faculty hold office hours as required by the MSCF contract to be available to students during the academic year. Office hour availability must be posted on faculty offices and may be contained in course syllabi. The MSCF contract dictates different requirements for General Education and Technical disciplines. Office hours may be held online and/or onsite matching the faculty member’s assignment (3.C.5). Additionally, SCC leverages the Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE) to benchmark faculty availability and engagement.

• Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Student Learning Support Needs

Through Advising and Registration (A&R) sessions and Welcome Orientation, implemented in 2017, the onboarding process assists students in understanding their program and selecting courses to complete their degree. A Welcome Orientation Open House familiarizes students with Student Support Services and essential policies. Professional/faculty advisors assist new and current students to select and successfully complete courses and programs. Professional and faculty advisors continue to meet with students throughout their time at the college to help guide course registration, program completion, and job placement as well as referrals to college and community resources suited to a student’s need. (3.D.3)
Tutoring is available through the Academic Support Center (ASC) or online 24/7 through Tutor.com. To ensure course specific tutoring is provided according to student need, the ASC employs an annual analysis developed from the AQIP Action Project, “Increasing Student Participation in Tutoring.” Through the initiative, SCC’s high-risk courses (those with high rates of D, F, FN, and W) and/or high enrollment gateway courses with low success rates are identified and paired with specific tutoring strategies (CRLA Certified Peer Tutors and Tutors-Linked-to-Classes TLC, a cohort-tutoring approach). (3.D.1) ASC tutoring centers on both campuses provide learning and study spaces replete with resources (e.g. human anatomy models, worksheets, and laptops) to assist students during scheduled hours.

SCC provides both general and program-specific learning facilities. General spaces include food service facilities, social, and recreation spaces (recently enhanced in recent renovation on the Faribault campus and enhancement planned for the N. Mankato campus). Spaces dedicated to specified programs also exist (i.e. shop space for the Auto Body and Collision, Ag Mechanics, Machine Tool Technology, HVAC-R and Mechatronics programs). Nursing has a simulation laboratory and Dental Assisting shares clinical laboratory space at Minnesota State University-Mankato.

To receive support, SCC students are prompted to explore the campus technological infrastructure, including SCC's learning management system, D2L Brightspace (D2L). Many college resources, including department materials and technology training documents, are available to students within Learner Support modules embedded in each D2L class. Moreover, ASC professional tutors are enrolled in specific D2L courses to provide students with information on tutor center hours, special events, and other tutoring center updates. (3.D.4)

Online and hybrid students receive a welcome letter providing course information, assistance accessing instructional technologies, and connection to the Online Learning webpage. Faculty may customize a course memo included within the letter providing course specific, textbook, and instructor contact information. Students can also access SmarterMeasure, an online tool for measuring readiness for online coursework. (3.D.4)

The library supports the information and research needs of SCC’s students by teaching students how to effectively use information. To meet students’ needs, the Library hosts a wide variety of media available through external subscription resources and reserved course materials. The Library subscribes to Learning Express Library, an interactive database with practice exams and skill-building courses for academic development, placement preparation, ACT, SAT, GED training and more. Classrooms visits by librarians are employed to discuss resources in aiding with research and classroom projects. (3.D.5) The library provides professional development materials for employees including faculty sabbatical project assistance. (3.D.4)

Faculty Learning Support Needs

Learning Central, both a physical and conceptual space, supports the learning needs of faculty and staff, partnering with Human Resources to hold workshops and training. Learning Central utilizes an advisory board of faculty and staff to determine needed training. Among Learning Central's repertoire are resources for faculty and staff including information related to D2L, the World-Wide Instructional
Meeting Student and Other Key Stakeholder Needs

Design System (WIDS), Quality Matters training, and technology integration that includes SoftChalk, MediaSpace, publisher resources, and online and hybrid course development. (3.D.4)

Learning Central has worked with SCC leadership to develop a Staff Development Program inclusive of New Hire Orientation, a mentoring program, and a needs analysis to develop appropriate and instructionally sound education and training programs that directly support staff development. Learning Central completed a Faculty Professional development survey in Spring 2018 to inform improvement of the Faculty Development Program for 2018-19. The results of the survey informed Learning Central Staff that Faculty would be primarily interested in Classroom Strategies, Work-Life Balance, D2L, and Captioning professional development. (3.C.6)

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

A Strategic Enrollment Planning Council (SEPC) was created for the purposes of identifying potential additional student audiences from the surrounding communities. Using trend data shown below, the Council has identified the following populations among those to focus efforts: high school students, returning adult students, dislocated workers, adult learners and non-native English speakers.

Between fiscal years 2012 and 2016, SCC credit seeking headcount dropped by 22.5% corresponding to a 24% decrease in Full-Year Equivalent (FYE). Additionally, First-Year Full-Time Student enrollment has decreased by 28.5%. One contributing factor to SCC’s enrollment is the economy. During the recession, enrollment increased, however, as the economy improved enrollment decreased.

SCC’s decrease in enrollment is also correlated to the number of high school graduates available. The percent of Minnesota students graduating from high school has increased since 2008, however the number of students this represents has decreased. The number of potential high school graduates is weighted in all enrollment projections and reviewed by the Strategic Enrollment Planning Council (SEPC) and Cabinet when planning and setting budgets as addressed in Categories 4 and 5.

During the same period, enrollment of Students of Color has grown from 12.7% to 19.2%. Pell Eligible Student enrollment grew from 36.4% to 39.5% and the First-Generation population grew from 22.3% to 23.3%. Collectively, these three groups are known as Underrepresented Students and represent 52.5% of SCC’s population.

The MN Reconnect program, launched in fall 2018, helps returning adults finish their education through a variety of services, including scholarships of $1,000 per semester, funds to pay off student financial holds preventing re-enrollment, and improved campus services and advising. SCC is one of four colleges obtaining continued MinnState program funding through 2021.

- **Meeting changing student needs**

To respond to changing student needs, SCC monitors both the changing demographics, including those identified above, as well as student academic need/interest with concomitant workforce projections. The annual Minnesota State Perkins Indicator Report (Federal markers for local Perkins consortia) indicates potential college improvement in retention and completion of non-traditional populations in specific career fields. One Perkins initiative is focused on supporting individuals outside a traditional gender role
Meeting Student and Other Key Stakeholder Needs

(e.g., males in nursing, females in culinary). Perkins funding allowed SCC to hire a female Culinary lab assistant, supporting female students in a traditionally male dominated field.

Student language background is another emerging trend/need and while SCC has not historically collected data on language backgrounds or their immigrant/refugee status, anecdotally the college acknowledges the needs of these students and now offers English for Academic Purposes (EAP) courses. Previously, students not scoring well on the Accuplacer were enrolled in College Readiness coursework. Upon determining English proficiency, it was identified that course placement was inaccurate. Students needed assistance with English language not developmental education. Therefore, SCC now administers the ESL Accuplacer to non-native English speakers to place students in EAP courses.

SCC embraces diversity and provides a respectful environment for student needs. Actions SCC has taken include implementing the use of preferred names, especially for gender transitioning students, to allow students to select and use a preferred name of choice. SCC also provides mothers rooms and quiet spaces that can be used for prayer or meditation on both campuses. SCC offers a Student Organization development process for students to build social circles around emerging needs. Examples include the development of a new Latino student club, Diversity Club, and implementation of intermural sports.

• Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

Student subgroups identified as having distinctive needs include veterans, students with disabilities, underrepresented students, seniors, online/distance learners, second chance Pell students, high school PSEO/Concurrent enrollment students, and international and ESL students. Students are identified as belonging to a subgroup via information reported on their admission application or self-disclosed. The Office of Research and Institutional Effectiveness (RIE) provides multiple dashboards to the college via SharePoint focusing on enrollment trends including online, hybrid, face to face instruction, enrollment in liberal arts and career and technical programs while extrapolating Student of Color enrollment. The Persistence dashboard explores student success by major, age, entering year term, gender, campus, student load (part-time vs. full-time), Pell eligibility, first generation status, and ethnicity. Disaggregation of underrepresented student groups is central to the ATD philosophy and key to SCC’s development of targeted interventions.

Students meeting at least one criterion (low income, first generation college student, have a documented disability) may qualify for TRiO Student Support Services which includes providing peer tutoring, study groups, effective study skills sessions; academic advising, career planning, help with financial aid applications; College transfer planning; Visits to four-year schools; Financial literacy workshops; Personal counseling; Scholarship workshops; and Cultural enrichment opportunities.

• Deploying non-academic support services to help students be successful (3.D.2)

SCC’s JM1 Priority 1: Holistic Student Services aims to focus college attention on non-academic support services to increase student success. The sub-components of this major goal including Mental Health Counseling, Community Resource Integration, and Student Focused Financial Planning Services speak directly to the issues of students’ physiological needs. Early findings from the Non-Academic Student
Meeting Student and Other Key Stakeholder Needs

Support Survey used to identify student need indicated 80% of SCC students experience food insecurity, 15% of students experienced a form of homelessness in the last 12 months, and 67% of students with children said they would utilize childcare services on campus (if services existed). As a result, SCC has responded by adding a social worker on each campus, increasing available emergency grants for students, providing a clothing and food closet and service management for housing, daycare, and transportation. Additionally, SCC was selected through MN Campus Compact as a VISTA Host-site, allowing a full-time National Collegiate Health Service volunteer to complete a campus needs assessment, establish a Low-income Student Resource and Support Center, and support a community garden.

Resources available to students to support career goals include FOCUS 2 (self-paced, online career and education planning tool), Career Assessments, and GPS LifePlan which provides a framework to assist student's goal setting and connection to resources that assist in goal achievement.

Students are connected to off-campus, community resources through Community Resource Fairs, Domestic Violence and Sexual Assault Awareness Programming and the SCC website.

To assist students with unanticipated, emergency financial needs, the Lifesaver grant program disperses up to $500. Funds are available within 24 hours of submission. Additionally, Emergency Loans provide funds for student use up to $500 during their enrollment at SCC.

• Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Prior to hiring, positions descriptions are reviewed and, if needed, rewritten to accurately reflect job duties. Student support staff members regularly attend MinnState meetings and trainings including system webinars in their respective areas. Certain positions, such as Registrar and Financial Aid Director, are required to attend regular MinnState meetings.

Annual Internal training topics are planned by the Student Affairs Leadership Team (SALT) and connected to current trends within higher education and campus needs. In addition, key individuals of Admissions and Records are members of the American Association of College Registrars and Admissions Officers (AACRAO), the advising staff members of the National Academic Advising Association (NACADA), and the Financial Aid staff members of the National Association of Student Financial Aid Administrators (NASFAA). Further professional development will be addressed in Category 3.2. (3.C.6)

• Communicating the availability of non-academic support services (3.D.2)

During the 2016-17 academic year, Student Affairs reorganized in order to focus on persistence, retention, completion. Previously combined Advisor/Recruiter positions were divided so the Welcome Center staff (recruiters) focus on new admissions and enrollment and the Registration and Advising team focuses on current students. This reorganization intentionally aligns advising with academic programs and physical spaces to improve the student experience.

While the Student Affairs Department takes primary responsibility for informing students about non-academic resources, information is shared to enable other staff and faculty the ability to refer students. Students are invited to the Welcome Orientation through post-cards and an electronic invite.
Boards, TV Monitors, D2L, and SCC’s website are all used to provide information. Upon faculty invitation, non-academic support services staff provide class presentations regarding services. A cell phone app has recently replaced the student newsletter “Illuminate” ensuring students have quick and easy access to information in a manner they prefer.

Students are informed of pertinent policies during their Preparing for College Presentation at A&R sessions. This presentation overviews the Harassment/Nondiscrimination, Access, Accommodations and Rights for Individuals with Disabilities Policy, Crime Victims Rights Policy, Student Rights and Responsibilities Policy, and the Satisfactory Academic Progress Policy. At the beginning of each semester, the Associate Vice President of Students Affairs (AVPSA) sends an all-student Welcome e-mail that includes multiple policies, procedures, and support materials.

- **Selecting the tools, methods and instruments to assess student needs**

The Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE) were selected by RIE based on the ability to provide benchmarks. To administer internal student surveys, departments work with RIE to select proper criteria and survey styles via Qualtrics. For immediate student response Focus Groups are utilized, like those sponsored by the Student Engagement and Success Committee to answer questions such as: “What kept you at SCC?” Additionally, SCC leverages a suite of dashboards such as the Student Alert Dashboard. Student response is also sought through student government and involving students on campus committees.

- **Assessing the degree to which student needs are met**

To assess the degree to which student needs are met, SCC leverages:

- National Surveys—Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE)
- National and state benchmarking reports—Voluntary Framework of Accountability, ATD Transfer Report, MinnState Strategic Performance Measures, and IPEDS Data Feedback Report
- SCC specific tools, Program Review, Graduate Follow-Up, and Student Needs surveys; Disability and Tutoring services; focus groups, Environmental Scans and are employment outlook are leveraged as means of assessing the degree to which student needs are met.
- Consultations with Student Senate on budget, student fees, and tuition
- For Student Alerts, SCC tracks the frequency and type of alert and monitors the letter grade issued for courses associated with a student alert.

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

The college tracks persistence for students who avail themselves of non-academic student services. This graph shows first term success for the Lifesaver grant recipients by term. Lifesaver grant recipients have the highest persistence rate on average of all SCC students.

This graph highlights the average difference in credit completion and GPA for students who received a student alert and those who did not. Students receiving Student Alerts completed fewer credits and had lower GPAs on average in comparison to those who did not receive an alert.
Meeting Student and Other Key Stakeholder Needs

This graph highlights SSI data from 2016 identifying student ranking for the importance of and satisfaction with various campus services.

For the 2016 SSI, respondents indicated the five most important items were:

- Instructional Effectiveness
- Academic Advising/Counseling
- Concern for the Individual
- Registration Effectiveness
- Student Centeredness

The 2016 SSI shows college strengths include “Faculty are usually available after class and during office hours”, “My academic Advisor is knowledgeable about my program requirements”, “Nearly all of the Faculty are Knowledgeable in their fields” and “My academic advisor is approachable.” One challenge uncovered through SSI was “My Academic Advisor is concerned about my success as an individual.”

With student satisfaction a key component of student success, SSI data provide areas of vital concern to SCC. These data elements along with others informed the decision to join ATD as well as what elements were included in SCC’s J1M Priorities.

An April 2017 survey identified students' likes, wishes and reasons for leaving SCC. Identifying causes for departure is informative for student programming. In the case of “Financial Concerns” and “Taking too many classes”, SCC’s J1M efforts to address these causes include Course Planning Software, Curricular Pathways and Financial Support action steps.

Student identifiers were added to the CCSSE administration in 2017 to identify impact on retention. Simply taking the CCSSE was reflective of engagement with respondents experiencing a higher than average rate of success (defined as a MinnState measure that aggregates the Graduation, Persistence, Transfer and Transfer Completion into a construct.) CCSSE scores related to Support for Learners informed the J1M priority of Holistic Student Services.

Each year, special-focus items are added to CCSSE to augment the core survey, helping participating colleges to further explore fundamental areas of student engagement. These results indicate SCC is above average at onboarding new students through Orientation/Registration.

These data show 86% of SCC’s students attended some form of orientation prior to the beginning of the semester. Only 5.4% of SCC’s students were not aware of a college orientation and only 4.2% were unable to attend due to scheduling conflicts. In all four of these categories, SCC far exceeds the national average.

Orientation also led to successful registration. A total of 96.1% of SCC students were registered for most, or all, of their courses by the first day of class compared to the national average of 95.7%.

For the 2016 SSI, only the institutional summary questions are benchmarked to illustrate SCC and Midwestern Community College cohort scores and the difference between.

SCC’s Welcome Orientation reflects positively on student outcome and persistence (returning the second semester). While a small sample size (n=163), 81% of students attending the fall 2017 Welcome
Orientation persisted, transferred, or earned a certificate compared to 70.56% of their peers who did not attend orientation. This finding informed SCC’s continued offering of Welcome Orientation for Fall 2018. For students starting fall 2018, those who attended Welcome Orientation persisted (returned in the Spring of 2019) at a rate of 85.07% compared to a 48.96% persistence rate for those who did not attend Welcome Orientation. SCC will continue to offer Welcome Orientation.

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

As an Achieving the Dream (ATD) institution, major initiatives informing student success are found within the two “Just 1 More” (J1M) priorities. In addition to J1M efforts, SCC’s improvements include:

- Launching an English for Academic Purposes (EAP) Program to support non-native English speakers
- Launching a Student Life mobile app to increase communication and student engagement

Future improvements include:

- Implementing a College Score Card to track student success over time.
- As part of the J1M Holistic Learner services advising model, SCC is assessing and redesigning the Academic Probation process to measure consistency and effectiveness.
- Developing new advising models and course planning tools (through FY21).
Meeting Student and Other Key Stakeholder Needs

Sources

- 2I1_Student Communication Survey
- 2P1_ATD Student Success Action Plan
- 2P1_Satisfactory Academic Progress Policy 4000.13
- 2P1_Student Enrollment by Demographic
- 2P1A_Accuplacer
- 2P1A_Alerts by Alert Type
- 2P1A_Current State of Early Alerts 12-20-18
- 2P1A_Current Student Alert Statistics
- 2P1A_Frequency of Student Alert
- 2P1A_Old State of Early Alerts 4-13-17
- 2P1A_Percent of Letter Grades Issued for Courses Associated with Student Alert
- 2P1A_Probation Suspension Meeting
- 2P1A_Recidivism Rate of Students Placed on Academic Suspension 2016-18
- 2P1A_Student Alert Form
- 2P1B_ATD Priority 1 Timeline Holistic
- 2P1B_ATD Priority 2 Timeline Pathways
- 2P1D_Academic Support Center Tutoring Services
- 2P1D_Fac Prof Dev Survey
- 2P1D_Math - Science - Writing Center
- 2P1D_Online Student Webpage
- 2P1D_Spring 2018 Orientation Agenda Both Campuses Combined
- 2P1E_MN High School Graduation
- 2P1E_Unduplicated Credit Student Headcount
- 2P1F_Starting a New Club
- 2P1H_ATD Priority 1 Timeline Holistic Student Services
- 2P1H_SCC Community Resources
- 2P1J_2019 Quick Reference Student Guide
- 2P1J_Access Accom Rights for Individuals with Disabilities Policy 3000.14
- 2P1J_Crime Victims Rights Policy
- 2P1J_MN State Equal Opportunity and Nondiscrimination in Employment and Education Policy 1B.1
- 2P1J_Previous and New Location of Registration and Academic Advising
- 2P1J_SCC Equal Opportunity – Nondiscrimination Statement
- 2P1J_Welcome Email
- 2R1_2016 SSI Benchmarked with Midwestern Community College Cohort
- 2R1_2016 Student Satisfaction Survey
- 2R1_2017 Survey - Student Likes - Wishes - Reasons for Leaving
- 2R1_Orientation Survey
- 2R1_Outcome Students Who Completed the F-2017 Welcome Orientation
Meeting Student and Other Key Stakeholder Needs

- 2R1_Persistance by Orientation Attendance
- 2R1_Registered Before Class Begin
- 2R1_SSI 2016 Scales Importance and Satisfaction
- 2R1_Student Alert Comparison Fall 2018
- 2R1_Student Success Percentages
- 2R1_Top Performing College Benchmark Scores
- MSCF Contract 2017-19.pdf (page number 45)
- SALT Meeting and Training Schedule.pdf
- Students Rights and Responsibilities Policy 3000.12.pdf
2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)
Responses

- **Collecting student retention, persistence and completion data (4.C.2, 4.C.4)**

Each semester, MinnState's System office compiles and releases the Student Success Accountability Metrics, formerly known as Strategic Framework Measures. SCC leverages the Integrated Statewide Record System (ISRS)--MinnState's statewide Student Information System to produce multiple internally developed dashboards that track retention, persistence, and completion rates. These dashboards represent SCC measures of student success, providing “real time” information to further inform and address gaps in the Strategic Framework of Accountability. Leveraging Office365 tools suite, RIE creates interactive dashboards and shares them with the SCC community via SharePoint. RIE hosts an information series concerning SCC’s data called “Under the Hood”.

The systems definition of student success rate is comprised of three measures: Retention, Transfer, Graduated and Transfer Graduated. Though SCC’s average success rate is 68% amongst entering students, the college strives for “Just 1 More”, the motto of SCC’s Achieving the Dream (ATD) work.

- **Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)**

Targets for retention and completion are identified at MinnState and the institutional level. At the system level, MinnState identifies and tracks student performance in relation to set targets annually through its Strategic Framework Performance Metrics (SFPM) report. SCC’s Strategic Enrollment Management plan sets the college's recruitment, persistence, retention, and completion targets. In addition to these targets, SCC leverages national best practices triangulating the MinnState Systems targets, IPEDs Data Feedback Report (DFR), and the Voluntary Framework of Accountability (VFA).

- **Analyzing information on student retention, persistence and completion**

Student retention, persistence and completion data are analyzed by the MinnState system office and RIE. Data is analyzed and made available through SCC’s dashboards and the RIE SharePoint site. The dashboard is designed to show student outcomes over the first six semesters, or 150% of expected graduation time. There are four possible outcomes for each student, for each semester: graduation, transfer to another college or university, persist in course enrollment, or other.

SCC’s Cabinet reviews and triangulates national, system and internal data to assure that institutional efforts and resources are aligned and deployed to positively impact student success. Dean's council regularly invites RIE to review student success dashboards as part of their meetings.

- **Meeting targets for retention, persistence and completion (4.C.1)**

The Strategic Enrollment Management Plan (SEMP) sets targets and SCC’s Just 1 More Action Plan propels the efforts, by outlining college activities to increase retention, persistence and completion. The SEMP has a stated goal of 0.5% increase in student persistence for Fall of 2021 compared to Spring of 2021 and a 0.5% increase in student persistence by Spring of 2022 compared Fall of 2021. The Strategic Enrollment Management Committee developed a Student Outreach Ambassador to positively impact student success outcomes amongst diverse students. SCC’s Just 1 More efforts focus on two major
priorities, “Holistic Student Services” and “Curricular Pathways and Individual Academic Plans”, leveraging nationally recognized strategies known to positively impact student success and close the Achievement Gap.

• Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

RIE models national best practices leveraging validated systems for benchmarking such as IPEDS, the Voluntary Framework of Accountability (VFA), and the ATD National Student Clearinghouse report. SCC also regularly RIE utilizes only MinnState system provided software to complete queries, dashboards and reports.

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

• Summary results of measures

Between Fall 2012 and Fall 2017, the average student success rate at South Central College was ~68% representing the aggregation of retention, transfer, and completion. ~42% of all SCC students complete (graduate by the end of the third spring after entry).

• Comparison of results with internal targets and external benchmarks

In 2017, White Students were ~9% more likely to succeed compared to students of color. White students were ~7% more likely to complete (graduate) than students of color. SCC’s average Student Success of ~68% rate is higher than the 65.8% average success rate of the MinnState Colleges. SCC’s completion rate is on par with that of the MinnState average of ~46.5% but descriptively lower at 46.2%.

• Interpretation of results and insights gained

Though on par with the comparison group, SCC desires to close the achievement gap and increase student success writ large. Analyses of the data led to SCC joining Achieving the Dream (ATD). This information then guided SCC’s first year ATD efforts known as Just 1 More (J1M) and informed the creation of two priorities and nine initiatives.

2I2 Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Central to SCC improvements is the complete adoption of the ATD Action Plan. When completely integrated, the key components will lead to increased retention, persistence and completion.

Data analyzed by RIE indicates that students who enroll closer to the start of the semester are less successful than early enrolling students. Starting Spring 2019, the SEPC began exploring dates to encourage earlier registration and set a registration deadline. The SEPC will propose policy and procedure recommendations to AASC and Shared Governance for adoption.
Sources

- 2P1_ATD Student Success Action Plan
- 2P2A_Percent Completing in Three Years
- 2P2A_Samples of RIEs Dashboards
- 2P2A_Under the Hood Student Success
- 2P2C_Persistence and Success Dashboard
- 2P2D_Strategic Enrollment Management Plan Activity 3-29-19
- 2R2_SCC Achievement Gap
- 2R2_SCC Completion Rate Compared to Average of the MinnState Colleges
- 2R2_SCC Success Rate
- 2R2_SCC Success Rate Compared to Average of the MinnState Colleges
- Strategic Enrollment Mgmt Plan FY18-22.pdf
2.3 - Key Stakeholder Needs

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

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

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

- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

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

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

The President’s Advisory Council provides key insight for identifying external stakeholders. SCC’s stakeholders include employers represented on the SCC Foundation Boards, elected officials, business and community leaders, and Program Advisory Committees comprised of local employers and faculty. Additionally, SCC’s Strategic Planning process reflects wide external engagement inviting stakeholders from a variety of perspectives. SCC is host to the MinnState Southern Agricultural Center of Excellence and several SCC employees are involved in 7 other MinnState Centers of Excellence.

Partnerships with the local K-12 systems are often defined through participation in the Carl D. Perkins Career and Technical Education Act of 2006 and associated grant funds designed to promote collaborative planning and implementation of career and technical education programs within the region.

The Director of Grants and Special Projects extends outreach to the business community and has created a new procedure to evaluate and determine grant “fit” to the mission of the college. Grant solicitation is critical to the college and is done in collaboration with the Vice President of Finance and Operations (VPFO) and college administration.

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

SCC reviews opportunities with new stakeholders for services and partnerships in a variety of ways to align with the College’s mission. Instrumental to this process is the participation of Executive leadership in several community groups and boards. The President and all SCC Cabinet members serve on boards throughout the region and state as well as nationally and regularly seek new stakeholders to join SCC partnerships.

In FY19, SCC’s Center for Business and Industry (CBI) worked with 72 new businesses including Alumacraft and partnered with the Department of Corrections. With over $1.7 million in revenue, the net profit to SCC was nearly $300,000. In qualitative language, CBI has a presence in multiple state and national events, serves on the Fire Consortium Board as well as the Minnesota Council for Continuing Education and Customized Training (MNCCECT) Board. Conservatively, CBI through contract training serves over 12K students per year.

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

Feedback from advisory committees is one method of ensuring that SCC meets the needs of external stakeholders. Academic Programs connect with key stakeholders through Program Advisory Committees (twice annually) and the committees, along with employers and alumni, are surveyed annually as part of the Program Review cycle. Survey responses allow programs to monitor changing employer needs and how best to meet them. RIE closely monitors the labor market providing departments and marketing with information pertinent to new program development. CBI works to meet the changing needs of key stakeholders by consulting with various partners to assess their needs. CBI staff serve on Advisory Boards.
Meeting Student and Other Key Stakeholder Needs

- Selecting the tools, methods and instruments to assess key stakeholder needs

SCC leverages a variety of data sources to determine if stakeholder needs are being met including surveys administered to students, employers, graduates and advisory committee members. As part of the recent Strategic Planning process existing key external stakeholders participated in focus groups and the Strategic Planning Summit. Insights gleaned from these activities will inform the college’s processes and procedures for determining key external stakeholders and strategically engaging in partnerships.

- Assessing the degree to which key stakeholder needs are met

SCC regularly leverages surveys to determine if stakeholder needs are being met. In addition, SCC seeks direct input from stakeholders through robust advisory committee infrastructure. In 2019, external community members participated in a focus group to support SCC’s Strategic Planning efforts. Key stakeholders, including students, employers, alumni, community members and elected officials, participated in SCC’s Strategic Planning summit held March 13, 2019.

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

SCC provides a Perkins plan and report to the state annually. The State evaluates the plans and reports to
Meeting Student and Other Key Stakeholder Needs

the Federal Government. The five goals of the consortia relationships and how these goals are being met are provided in the SCC Perkins Consortium Goals.

As a result of K12 partnerships, the Secondary Relations Coordinator position was created to centralize communication and guide the concurrent enrollment process. This position partners on educational events including Career Navigator events, where in 2019 over 1000 9th grade students from the SCC Consortium visited SCC to explore the six areas of the “Career Wheel”.

Under the MnAMP grant, SCC built relationships with over 200 industry partners and established partnerships to create apprenticeship programs. Recommended by Advisory Boards, apprenticeships have proved to be of value as an added pathway in serving the adult incumbent workforce. As a result of this success, the college supported a new position entitled Apprenticeship/Internship Coordinator. Working with faculty and industry, this position has created and will oversee a process for all internships and apprenticeships.

Student satisfaction of CBI Contract Training indicates trainees overall are satisfied.

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

SCC will develop and launch a biennial survey seeking input from external stakeholder (non-students and alumni) scheduled fall 2021 to assess stakeholder needs.

Sources

- 2P3A_Award Compliance
- 2P3A_Grant Intent To Apply for External Funding Request Form
- 2P3A_Stakeholder Needs.pdf
- 2P3A_Submission - Management - Compliance of Grants and External Funding Policy-Procedure Draft
- 2P3C_CE Advisory Board Meeting Minutes 12-13-17
- 2P3C_FY19 GPS Grant MOU
- 2R3_Career Navigator Data
- 2R3_CBI Contract Training Course Evaluation Results
- 2R3_MN Career Pathways
- 2R3_SCC Perkins Consortium Goals
2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

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

- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

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

- **Collecting complaint information from students**

  In accordance with MinnState Board Policy 3.8, a student has the right to seek remedy for a dispute or disagreement through a MinnState Complaint and Grievance Procedure. SCC’s Complaint and Grievance Policy and Procedure describe this process. Students are notified of the student complaint policy and procedure at A&R sessions and via the semester compliance email.

  Prior to 2016, responses to complaints were not uniform across departments, nor were records always retained or shared beyond the individual dean's office. In 2016 SCC developed a single standardized procedure for complaints. If the complaint cannot be resolved with the reviewer, the student may proceed to the written grievance procedure. An electronic form and results repository are in development.

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

  Complaints from internal or employee stakeholders are filed via Human Resources or the employee’s union. Concerns filed with Human Resources follow the steps outlined in the HR “Quick Reference List for Employee Concerns”. Complaints of Harassment or Discrimination are considered confidential data under Minnesota Statute 13.39. Additional reporting may occur in order to comply with MinnState policy for Equal Opportunity and Nondiscrimination in Employment and Education and Sexual Violence Policy. Respective unions handle complaints related to the labor agreements. External stakeholder complaints are directed to the appropriate campus community member for research and resolution.

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

  In contrast to the former decentralized system, the new system has allowed centralized tracking and aggregation of data. SCC has learned that complaints fall primarily into the categories of grade concerns and concern regarding faculty or staff.

  A survey is included in the complaint resolution email to collect feedback on the process. Feedback indicated the online form could be a barrier to students submitting a complaint. While reviewing feedback and complaints, SCC discovered many issues are resolved informally however, these informal resolutions are not tracked, and the college cannot capture trends and learn from these complaints.

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

  SCC leverages templated letters for complaint responses to provide consistent information regarding the process, outcomes, and the appeal process. Students making a complaint are responded to directly regarding the outcome of any investigation into the complaint. When complaints require action that is appropriate to share widely, Administration announces relevant information through Student Senate or electronic communications. An Annual Report of Complaints will be submitted to the Dean's Council and Cabinet at the end of the academic year.
• Selecting the tools, methods and instruments to evaluate complaint resolution

The complaint process mapping event led to the creation of an online reporting system which tracks complaints and allows them to be characterized for future evaluation. This selection was made to allow the college to learn from complaints. Student feedback upon the resolution of a complaint is collected via survey. Results from the SSI provide benchmarking data.

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

• Summary results of measures

The 2017-18 Academic Year was the first full year of the new web-based complaint system. There were 11 Total student complaints. In 2018-19 the number of complaints increased to 26. The 2018-19 Annual Report also illustrates the outcomes and areas of improvement.

• Comparison of results with internal targets and external benchmarks

Students have continued to report that the “channels for expressing student complaints” are important. Moreover, students have grown increasingly satisfied with SCC’s ability to provide those channels. SCC rated lower on this measure than the overall campus climate result.

• Interpretation of results and insights gained

The former means of collecting complaints was unsatisfactory to SCC. Though SSI satisfaction scores on this dimension have always been between “somewhat satisfied” and “satisfied”, SCC believes the gap between the level of importance and satisfaction indicate room for improvement. SCC’s new web-based approach leverages a unified form increasing transparency, creating a complaint process that is easier for students. SCC has already seen an improvement in the number of complaints filed with the new system implementation.

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

Improvements will be made to the complaint processes including:

• The promotion of the complaint system to ensure all constituents are aware of and use the online system
• Developing a process for reporting and categorizing the complaints as well as a method for sharing the submitted complaints and lessons learned
• Submission of an annual report of Complaints to the Student Senate, Dean’s Council, and Cabinet
• Holding an annual complaint review meeting with SCC Leadership
• As part of the biennial survey addressed in 2I3, a complaint site will be created and launched by Fall 2021 to capture external stakeholder input and formalize a policy and process for addressing them
Meeting Student and Other Key Stakeholder Needs

Sources

- 2P4A_Complaint and Grievance Policy 3000.04
- 2P4A_Complaint and Grievance Procedure 3000.04.1
- 2P4A_MN State Student Complaints and Grievances Policy 3.8
- 2P4A_MN State Student Complaints and Grievances Procedure 3.8.1
- 2P4B_MN State Equal Opportunity and Nondiscrimination in Employment and Education 1B.1
- 2P4B_MN State Sexual Violence Policy 1B.3
- 2P4B_MN Statute 13.39
- 2R4_Campus Climate Results
- 2R4_Summary 2018-19 Complaints
- Student Complaint and Grievance Process Map.pdf
- Student Concerns
2.5 - Building Collaborations and Partnerships

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

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

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

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

Administrator position descriptions outline the expectation of community involvement. Cabinet member partnerships and external committee participation are assigned based on college priorities and approved by the President. The President’s involvement is determined in the same manner and approved by the System Chancellor. When key external stakeholder groups, including local chambers and boards, need college representation, college members are placed based on appropriate work-related duties.

Academic Programs select partners based on contributions to the Program Advisory Board. These advisory board members are individuals and business representatives who guide program currency and relevancy as well as employment opportunities for students.

SCC’s K12 education partnerships are primarily maintained through the South Central Service Cooperative and Perkins Consortium as discussed in Category 2.3. Partnerships with other colleges and universities are maintained and include several MinnState transfer pathways and articulation agreements.

Partnerships may also be selected in order to provide specific services to certain groups of students. For example, a partnership with the Minnesota Department of Veterans Affairs Higher Education Veterans Program provides a Veterans Resource Coordinator who is available on campus two days a week providing non-college veteran specific services.

- **Building and maintaining relationships with partners**

Partnerships are built and maintained through involvement with local groups and events. Cities, Colleges, and Universities is a local group which holds monthly meetings of key personnel in city government and higher education leadership as well as community leaders. Through participation in this group, SCC supports students and community stakeholders by identifying and addressing the needs on a regional level. For example, Cities, Colleges and Universities has worked to improve public transportation routes to and from SCC. SCC’s President currently serves as the Board of Directors Vice Chair for Minnesota Campus Compact (MNCC). MNCC’s mission is “supports civic engagement and democratic renewal through its diverse network of colleges and universities” which promotes and supports post-secondary service-learning including assignment of the AmeriCorp VISTA to SCC’s North Mankato campus.

Relationships with specific high schools, educational organizations, WorkForce Centers and apprenticeship programs are prioritized based on the cooperation and interest of those who participate in the relationship and role of the employee. When assigned a partnership as part of the employee duties, the employee is responsible for building and maintaining the relationships needed.

- **Selecting the tools, methods and instruments to assess partnership effectiveness**

Most partnership assessment is survey based. However, as part of SCC’s Strategic Planning efforts, community partners participated in focus groups. SCC will continue these efforts on an annual basis,
inviting partners from wide backgrounds to provide input on the partnership effectiveness.

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

In summer 2019, RIE will aggregate the data from program review surveys and disseminate those findings college wide. The Economic Development division, which works with several external partners, establishes yearly goals and these are measured through annual review with required and predetermined Key Performance Indicators (KPI’s).

As with grants, when a partnership involves funding, the partnerships are driven by a written contract or MOU. The type of contract or MOU determines and measures the outcomes and success of the partnership. Since the onset of the 2014 Workforce Innovation and Opportunity Act (WIOA), any partnership where SCC has a subcontract is required to have a contract and is overseen with yearly face to face meetings to determine if contract goals are being met.

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

- **Summary results of measures**

Academic partnerships have led to several articulation agreements or Transfer pathways. The Early Childhood Education (formerly Child Development) program is part of an established consortium of other Child Development programs across the state, allowing co-institutional enrollment. Partnerships exist with 4-year universities including a Birth to 3rd Grade Licensure program at Southwest MN State University for Early Childhood Education associate degree completers and a 2+2 agreement in nursing with Metropolitan State. SCC offers 5 MinnState Transfer Pathways: Business, Communication, Pre-Social work, Biology and Economics.

The MinnState Southern Agricultural Center of Excellence Board of Directors is comprised of community partners who set the goals and mission of the Center. This partnership will be measurable based on the achievement of the mission and goals.

*Cabinet members participate* in local, state and national organizations to build collaborations and partnerships for SCC.

Of academic programs which require advisory boards, 100% have established advisory boards. Of these boards 100% met fiscal year 2019.

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

SCC aims to have 100% of career and technical education programs meeting with advisory boards, twice per year. In FY 19, 83.3% of those boards met twice.

- **Interpretation of results and insights gained**

These results show active involvement between SCC and the community. SCC Cabinet members serving on a combination of local, state and national committees and boards is illustrative of SCC’s ability to work collaboratively and build partnerships across organizations and industries.
2.1.5 Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Improvements will include the development and launch of a biennial stakeholder survey. To increase representation on external/community committees and ease supervisor approval, the college will develop an automated request form in summer 2019.

As part of the ATD Innovation team tasked to develop a comprehensive approach to campus and community resource integration, a new advisory committee will be created consisting of community organizations, students, and SCC staff and faculty to guide implementation of services identified by the J1M work (2019-2020 AY). ATD innovation teams will also increase connections with community organizations, employers, and four-year universities to implement a career services and four-year transfer planning model (AY21-22).
Sources

- 2R5_Cabinet Partnerships
- 2R5_Program Advisory Board Meeting Summary
Valuing Employees
3.1 - Hiring

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. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

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

Responses

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

South Central College (SCC) acquires talent for a variety of reasons. Each open position requires a qualified and diverse candidate pool to carry out SCC’s mission to provide accessible higher education.

Specific credentials, skills, and values are identified at the State, System, and College level. Faculty credentials are also based on HLC guidelines and requirements. Employees at SCC are hired under various contracts/plans, depending on job classification, including:

- Minnesota State Personnel Plan for Administrators
- Managerial Plan
- 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)

Staff and Administrators – Required Qualifications

The Minnesota State System Office (MinnState) has developed guidelines for non-instructional employees. For example, the Academic Professional class series is designed for professionals in academic and academic support programs. Positions within this series are directly involved in performing academic advising, academic program administration, academic program outreach, and/or academic public service responsibilities such as secondary and external partner relations.

SCC uses this class series guide when developing new or re-evaluating existing academic positions for Academic Professionals. (3.C.6) Clerical, technical, and paraprofessional positions have credentials set by Minnesota Management and Budget (MMB).

With local control at the college-level, credentials, skills, and values are identified by the changing needs of the institution. Stakeholders and other system institutions with similar positions are consulted when developing new position descriptions however, descriptions must appropriately reflect SCC job duties. Concurrent to the posting, a job audit is conducted. Position descriptions are reviewed and may be updated during an employee’s performance review.

SCC aims to hire employees who embrace the college mission, vision and values including those who support life-long learning, honor diversity and inclusion, operate with integrity, encourage open and honest communication, value collaboration and teamwork, and embrace continuous improvement as accomplished through selected recruiting and hiring strategies.

SCC has utilized the following hiring process for unlimited full-time and/or part-time positions since 2016. The policy and procedure will be officially approved during FY20 using the new policy and procedure review process described in Category 4.4.
Since 2017, SCC has provided employee orientation to the college for all new employees. New hire onboarding requests are generated by supervisors outlining specific workplace requirements and are designed around three principles:

- Orientation to the job and college
- Relationship building
- Knowledge transfer

Employees are provided with a customized “Onboarding Guide” prior to their first day of employment. Within the first two weeks of employment, all new employees are assigned training modules to complete through the Enterprise Learning Management (ELM) system.

New Supervisors and Administrators are provided training as outlined in this matrix and schedule.

- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs. (3.C.1, 3.C.2)

Individuals offered employment as faculty or assigned to perform faculty work at SCC must meet established minimum qualifications as set forth in MinnState Board Policy on College Faculty Qualifications and MinnState Board Procedure established by the Board of Trustees. Qualifications for each credentialed area include competencies, education levels, and work experience.

The MSCF collective bargaining agreement establishes a joint Credentialing committee, comprised of six faculty members appointed by MSCF and six college administrators appointed by MinnState, for the purpose of making recommendations regarding credential fields and minimum qualifications for two-year faculty which meet the HLC guidelines and assumed practices. This includes alignment of appropriate credential fields with programs and disciplines at the system level. (3.C.1, 3.C.2)

Liberal Arts and Science faculty must have a Masters’ degree in their field or Masters’ degree with a minimum of 18 graduate credits in their discipline field. Technical program faculty must have the appropriate educational level, demonstrated paid work experience of a minimum of 2 years in the credential field, and/or the certification, licensure or other credential required or considered essential for professionals in their respective industry. (3.C.2) For programs that have standards established by a state or national accreditation body, the credentialing established by that body may be incorporated into the minimum qualifications.

Faculty complete an employment verification/work experience form with original copies of educational transcripts/licensure/certifications used to assess faculty minimum qualifications via a Campus Credentialing Module. If not obtained elsewhere, new faculty must successfully complete a series of courses that meet the teaching and learning competencies. These include: Course Construction, Teaching/Instructional Methods, Student Outcomes Assessment/Evaluation and The Philosophy of Community and Technical College Education. Faculty may also complete two optional courses designed to enhance teaching and learning skills: Quality Online Teaching and University and College Teaching.

Once verified, the faculty member is considered credentialed in the field. Faculty members who do...
not meet or complete these requirements cannot remain employed at SCC. 100% of SCC’s Unlimited faculty meet the Teaching and Learning Competencies. 100% of SCC adjunct faculty meet minimum qualifications for their assignments and/or have a qualified exception as provided for in Board Policy.

SCC follows the same faculty minimum qualification evaluation process for Concurrent Enrollment (CE) High School teachers to ensure faculty members teaching dual-credit courses hold the same minimum qualifications as the faculty teaching on SCC campuses. SCC currently has 3 qualified CE teachers being supervised by 2 faculty.

**Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)**

The MSCF Contract contains language regarding faculty hiring practices which requires that the MinnState system employs no less than 70% of the total Full-time Equivalent (FTE) faculty as Unlimited Full-Time (UFT) or Unlimited Part-Time (UPT); and that each state college employ no less than 60% of total FTE faculty as UFT or UPT.

**Workforce planning** is conducted during the fiscal year budget preparatory timeframe and continues as needed to support existing goals and strategies such as expansion of a service program, contraction and/or expansion in an academic program, and transition from grant-funded programming to general college operations.

The process for requesting new positions is similar for faculty and staff. Course enrollments are reviewed by both faculty and Deans prior to each term to determine faculty headcount. Planned vacancies (sabbatical leaves and retirements) and unplanned personnel changes (resignations, long-term absences), require SCC to anticipate changes which might occur and provide cross-training including process documentation to ensure continuation of critical services.

The process includes:

- Supervisor identifies the need for a new or replacement position
  - Faculty Positions
  - Staff Positions
- Supervisor submits position request with rationale
- Financial resources are identified and approved by the VP of Finance and Operations
- Supervisory Cabinet member reviews and approves or denies request
- The President has final approval for all position requests

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

Examples of position descriptions illustrate the result of workforce planning including creation of new and auditing of existing position descriptions to support current and future college goals and strategies.

In the fall of 2018, the Office of Research and Institutional Effectiveness (RIE) along with Student and Academic Affairs and Human Resources (HR) conducted a study of academic advising focused on student to advisor (both faculty and student affairs professional advisors) ratio. Based on the NACADA
Valuing Employees

(2011) National Survey of Academic Advising the median numbers of advisees per advisor is 441:1 at two-year colleges (Carlstrom, 2013) in contrast to research by Jaggars and Fletcher’s (2014) claiming the national average is 1000:1. The average student caseload, regardless of program, for Professional Advisors at SCC, is 615.5 students to one (2462/4) and is not distributed evenly across advisors.

Achieving the Dream (ATD) colleges identified advisor ratios between 1:250 and 1:350 in order to achieve success. Since SCC’s ATD work “Just 1 More” (J1M) is central to SCC’s student success vision, SCC’s goal is to achieve a ratio of 1 to <350 students per student affairs professional advisor. As a result of J1M and examining the current student to advisor ratio, SCC is working to ascertain the best advising model for and additional advisors will be added in 2019-20.

- Tracking outcomes/measures utilizing appropriate tools

SCC and the MinnState system track hiring through the Employee Home in the Integrated Student Record System (ISRS). Goals and outcomes are also set through SCC’s Affirmative Action plan. SCC is measured by MinnState each spring to ensure the college is meeting the contractual requirement of 60% unlimited faculty.

The Human Resources Office utilizes the Staffing Report and the Affirmative Action plan to set goals for and operationalize the appropriate staffing. The Affirmative Action plan creates program goals for Women, Racial/Ethnic Minorities, Persons with Disabilities and Veterans. The HR Office submits a quarterly report on progress toward affirmative action goals as required by Office of the Revisor of Statutes.

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

Full-time faculty are a key to student success and SCC’s history of sustaining a strong Unlimited Full-Time (UFT) faculty group is evidenced by the percent of Unlimited faculty. SCC consistently exceeds the minimum requirements of 60% which ensures adequate faculty involvement in both classroom and non-classroom programs and activities. SCC regularly has the highest Unlimited percentage amongst the MinnState Colleges, a point of pride for SCC.

In 2016, HR and Academic Affairs conducted a full faculty audit to review all current faculty credentials. All Unlimited faculty met minimum qualifications. Those adjunct faculty not meeting qualifications were notified of missing documentation and/or the need to complete requirements in order to continue employment.

SCC recently completed its 2018-20 Affirmative Action Plan. As part of the plan’s development an analysis of utilization/underutilization from 2018 to present was conducted. The college maintained or improved the demographics for women, minorities, persons with disabilities, and veterans. Efforts by SCC to diversify and improve the hiring practices, including reaching the stated MinnState Affirmative Action goals, are imbedded in the College’s Affirmative Action Plan.

The effectiveness of the onboarding process is evaluated through employee retention and feedback to standardized surveys. SCC’s employee turnover rates are lower than the MinnState system average.
The HR Office began formally surveying new employee orientation participants in Fall 2018. 93% of participants considered orientation informative, engaging, and useful and 100% indicated they had a better understanding of the college.

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

Based on the audit of faculty credentials, the following improvements were made:

1. A credentialing exception form was created requiring documentation for the exception as allowed by MinnState Board Policy and approval by the Vice President of Student and Academic Affairs (VPSAA).

2. Training was provided to Academic Deans on the faculty hiring process and how to verify minimum qualifications for the credential fields.

The college is aware of the need to diversify its workforce. HR will develop a plan in 2019-20 to address applicant pools, recruitment, training of search committees/hiring supervisors and other pertinent topics related to increased employee diversification. HR and Marketing will develop an employment landing page on the SCC website and create an enhanced employer profile on sites such as HERC (Higher Education Recruitment Consortium).
Valuing Employees

Sources

- 3P1_Adj - Temp PT Faculty Credentialing Exception Request Form
- 3P1_Affirmative Action Plan 2018-20
- 3P1_Affirmative Action Plan 2018-20 (page number 15)
- 3P1_MN Administrative Rules Reporting Requirements 3905.0700
- 3P1_Percent of Unlimited Faculty
- 3P1A_AFSCME Contract 2017-19
- 3P1A_Academic Professionals Qualifications
- 3P1A_Administrators Plan 2017-19
- 3P1A_Commissioners Plan 2017-19
- 3P1A_ELM Training to Complete First Two Weeks
- 3P1A_Hiring Policy Draft 10-5-18
- 3P1A_Hiring Procedure Draft 10-5-18
- 3P1A_Managerial Plan 2017-19
- 3P1A_MAPE Contract 2017-19
- 3P1A_MMA Contract 2017-19
- 3P1A_New Employee Welcome Letter
- 3P1A_New Supervisor and Administrator Training Program
- 3P1A_Performance Review Form
- 3P1A_Recruiting and Hiring Strategies
- 3P1B_Concurrent Enrollment Info Determining Minimum Faculty Qualifications 7-11-17
- 3P1B_MN State Faculty Credentialing Procedure 3.32.1
- 3P1B_MN State Faculty Qualifications Policy 3.32
- 3P1B_Paid Work Experience Verification Form
- 3P1C_Faculty Position Request Form
- 3P1C_Position Request and Hiring Decision Approval Flows
- 3P1C_Position Request Procedure
- 3P1C_Staff Position Request Form
- 3P1C_Strategic Staffing - Workforce Planning
- 3P1D_Position Description Examples
- 3P1E_Human Resources Staffing Update Sheet Example 5-3-19
- 3R1_2018 Affirmative Action Statistics
- 3R1_SCC Employee Turnover Rates
- MSCF Contract 2017-19.pdf (page number 103)
- MSCF Contract 2017-19.pdf (page number 115)
- MSCF Contract 2017-19.pdf (page number 117)
- SCC Employee Training Schedule 2016-20.pdf
Valuing Employees

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators’ contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees’ contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

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

- Designing performance evaluation systems for all employees

System Board Policy 4.9 covers employee evaluation and states that each college shall have a procedure in place to ensure employees are evaluated on an annual basis. Performance management systems are used to manage employee progress, performance, and development in relation to organizational goals. The performance management system for staff focuses on work related characteristics. By establishing SCC’s commitment to continuous improvement, the performance evaluation process serves as a reinforcement of strengths, identifies development needs, and provides a formal opportunity for open dialogue between supervisors and employees.

All new staff members serve a 6-month to 1-year probationary period with a performance review at the midpoint. All staff participate in annual performance reviews which consist of a discussion about the position description, performance expectations, and individual professional development planning (3.C.6).

Automated performance review reminders are generated prompting evaluation. HR tracks performance review completion and then captures the evaluation of the work-related competencies ratings by person, averages the ratings looking for trends and patterns by employee group (clerical/technical, professional, and supervisory), and plans professional development.

Faculty are evaluated through classroom evaluation, review, and professional development plans. The process for faculty evaluation was revised by faculty union representatives and the VPSAA and approved via Faculty Shared Governance Council. Faculty Professional Development Plans are outlined by the MSCF Contract.

Deans conduct classroom observations for non-probationary faculty once every three years, probationary faculty once per year and temporary faculty once every other semester. The Dean completes an observation form and discusses with faculty. Feedback from the previous observation is used to evaluate and review during the next cycle review.

According to MSCF contract, Unlimited 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 RIE.

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

The requirement of annual employee evaluation is included in Board Policy and Union Contracts which are provided to employees at the time of hire. The new employee checklist for managers reminds managers to explain the review process for their new employee. The actual evaluation process differs for staff and faculty.

Staff evaluations include a self-evaluation to actively engage the employee in self-reflection and the evaluation process. Evaluation is performed by the supervisor and discussed privately with
the supervisee. Communication occurs when a staff member is initially hired, before the end of a probationary period, and annually as part of the staff evaluation process. The evaluation consists of performance goals, provides a rating guide utilized to evaluate employee success with supervisor justification, reviews the position description (making changes in job duties) with employee and supervisor approval of the evaluation. The managerial expectation of evaluation is included in supervisor’s job descriptions with notification of staff review timing.

Communicating expectations of faculty occurs in multiple ways including through the MSCF Contract, faculty course observation and student surveys, discussions between deans and faculty regarding classroom observations and faculty development plans. Upon contact from the dean, faculty respond by selecting a course for observation. Once the dean performs a classroom evaluation, the faculty member and dean conduct a Post-Class Observation Interview to discuss the evaluation and input from the faculty regarding support needs. Annual evaluations for faculty include a professional development report, outlined in the MSCF contract and semesterly student evaluations. RIE contacts faculty to select which courses should be used for the student evaluation. For faculty teaching two or more courses, at least two course sections must be evaluated.

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

Administrators develop a departmental work plan in alignment with the President’s work plan. The work plans address three pillars: Student Success, Institutional Sustainability, and Diversity and include key performance indicators (KPIs). The work plan must also address division enterprise risk. Plans are developed in collaboration with the employees and administrator identifying professional development goals for the year. For Cabinet members, the President meets regularly to review the work plan and progress. Workplans are shared at Fall In-Service to prepare the college for the work ahead and identify how institutional objectives will be met. This also allows a broader understanding of the college community beyond the workplan under which each individual works.

At the end of the fiscal year, individual department work plan results are documented and incorporated into the President’s report to the MinnState System which frames the Chancellor’s annual evaluation of the President. Items not accomplished in the previous plan inform the next year’s work plan along with new goals. The three pillars of Student Success, Institutional Sustainability, and Diversity remain the focus.

• **Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)**

SCC regularly evaluates faculty, staff, and administrators in support of its organizational commitment to continuous improvement and personal learning and in compliance with board policy and collective bargaining agreements.

Staff evaluation consists of performance goals, provides a rating guide utilized to evaluate employee success with supervisor justification, reviews the position description (making changes in job duties) with employee and supervisor approval of the evaluation. The completed evaluation is approved by the next
level supervisor before it is considered complete. The managerial expectation of evaluation is included in supervisor’s job descriptions. The HR department has a strategic goal to provide coaching/training for supervisors to achieve to provide consistent reviews and greater employee success/satisfaction.

Faculty are evaluated through classroom evaluation, review, and professional development plans as outlined in the Faculty Evaluation Procedure and the MSCF Contract. Information collected through Performance Review documents employee performance through probation and annually thereafter. Information may be used in decisions concerning advancement, reassignment, future training needs, performance-related salary adjustments, and as evidence in contested disciplinary actions. Union contracts outline specific requirements of evaluation and subsequent compensation.

Each unlimited employee is encouraged to have a professional development plan to improve present performance, prepare for other job opportunities including promotion, and to undertake new responsibilities and career development goals. Faculty and Staff professional development will be further described in 3P3.

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

As a part of the State of Minnesota and MinnState system, SCC participates in the compensation and benefits systems that are collectively bargained and enjoys the benefits of large group institutional efficiencies.

SCC values its employees through recognition, awards, and employee compensation and benefits. SCC has established various awards and recognition to promote employee engagement and celebrate employee success and college commitment. Every year an employee recognition committee, comprised of faculty and staff, issues a call for nominations and reviews the submissions using a scoring rubric. Annual years of service awards are given to faculty and staff for the first year of completed service, and in 5-year increments thereafter.

Employee Achievement awards for recognition of professional and managerial employees as provided by the union contract support SCC’s efforts to create a culture of high performance and provide a means to reward outstanding employee achievement. The Connections newsletter provides the opportunity to recognize employee contributions and accomplishments.

- Promoting employee satisfaction and engagement

SCC uses the aforementioned employee recognition, compensation, and benefit systems to promote retention, satisfaction, and engagement. In addition to salaries and retirement, SCC provides benefits to employees including insurance, vacation, personal leave, sick leave, holiday pay, and tuition waivers.
Valuing Employees

Through several institutionalized events, SCC has developed a strong tradition of recognizing employees:

- **Spring all college in-service event** that includes various employee awards recognizing outstanding individual and team achievements and service milestones
- **Semi-annual President's reception** for all employees and retirees to honor upcoming and past retirees
- **End of semester potlucks** for all employees on each campus
- **Connections** is the internal College newsletter distributed weekly via email and accessible online to all employees to share College news, updates, announcements, and achievements
- **Management Team’s Monthly Meeting** notes capture the “Gratitude and Recognition” comments and are shared with the college community

SCC measures employee satisfaction and engagement to make improvements. In 2017, both the Institutional Capacity Assessment Tool (ICAT) and Personal Assessment of the College Environment (PACE) surveys were distributed. The PACE survey indicated employees felt communication was less than adequate which resulted in an improved communication plan and explanation of communication frequency. The ICAT indicated employees did not know how decisions were made. This led to having employees vote on the “Just 1 More” goals to engage employees in the decision-making process. Employees are now empowered to make decisions through the ATD Innovation teams as well as provide input for other plans and initiatives. One of the lowest rated items in the 2017 PACE survey was the ability to appropriately influence the direction of SCC. As a result, the college has implemented a new policy procedure development process that includes input and consultation with stakeholders.

- **Tracking outcomes/measures utilizing appropriate tools**

SCC tracks outcomes utilizing tools that collect data and information regarding employee satisfaction and engagement. In 2012 and 2017, SCC participated in the PACE employee survey, where respondents evaluate the college on climate factors using a five-point scale.

In 2017, as SCC began the ATD journey, the ICAT was used to determine employee assessment of the college’s capacity for 7 areas: Leadership and Vision, Data and Technology, Equity, Teaching and Learning, Engagement and Communication, Strategy and Planning, and Policies and Practices.

SCC also tracks employee satisfaction during employee evaluations and exit interviews. The feedback indicates levels of satisfaction and support employees are feeling at that time. To this point, these responses have been individually addressed and themes have not been aggregated.

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

In a 2017 Staff Development Survey, 63% of SCC employees responded that they had received a performance review in the past 12 months. This was below the system-wide average of 68% and slightly below SCC’s 2014 results (65%). In the fall of 2018, managers were charged with ensuring every eligible staff member had received a performance review within the past 12 months. The HR division conducted an analysis of this effort in May 2019 and found the completion rate to be at 75%.
Comparing the 2012 and 2017 PACE survey results, indicates there is opportunity to increase the overall mean however, employees understand the mission better than average which helps to inform college work. In 2017 SCC’s overall mean score was on par with the Norm Base. Moreover, SCC employees rate the relevance of their job to the college mission higher than the norm base.

Employee satisfaction with supervisory relationships, and specifically, the extent to which the employee's supervisor expresses confidence in the employee's work indicates overall satisfaction has decreased compared to 2012; faculty show the most satisfaction with supervisory relationships.

Employee satisfaction with the institutional structure, and specifically, the extent to which the college has positively motivated performance has decreased compared to 2012; faculty show the most satisfaction.

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

As of June 2019, the completion rate of performance reviews is 75%. In order continue to increase completion rates, SCC’s President determined that all managers would be assessed on their timely completion of performance reviews during their own performance review. In addition, managers will be provided performance management training in September 2019.

An HR goal is to improve the employee experience to ensure greater organizational success by investing in training, improving work spaces, and increased rewards. SCC will administer the next employee engagement survey in spring 2020. With a focus on the ‘employee experience’, the Chief Human Resources Officer will reconvene the HR Committee, a diverse group of employees representing various departments and job functions to outline a plan of efforts that garner greater employee experience and satisfaction.

The Employee Recognition Committee is currently identifying options for improving the service milestone award program to improve the timing and quality of the awards. A drafted a policy and procedure for employee achievement awards has been developed with review scheduled for fall 2019.
Valuing Employees

Sources

- 3P2_Faculty Evaluation Procedure
- 3P2A_Classroom Observation Cycle
- 3P2A_Employee Evaluation Policy 4.9
- 3P2A_Performance Evaluation Categories
- 3P2A_Shared Governance Meeting Minutes 9-19-14
- 3P2C_Departmental Work Plan Template
- 3P2D_Staff Evaluation Policy
- 3P2E_Connections
- 3P2E_SCC Employee Recognition Program
- 3P2F_Policy Procedure Development and Review Process Flow Chart
- 3R2_Institutional Structure
- 3R2_PACE Survey Results
- 3R2_Supervisory Relationships
- MSCF Contract 2017-19.pdf (page number 163)
3.3 - Development

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 at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

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

Responses

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

SCC recognizes the value of lifelong intellectual, professional, and personal learning and embraces continuous improvement. SCC provides and facilitates professional development for all employees through three in-service trainings a year, online training for new employees, online safety training, professional development planning, tuition waivers, support for professional conference attendance, opportunities for leadership training, and in-house development opportunities throughout the year. Faculty and student support staff have other professional development opportunities specific to their positions. (3.C.4, 5.A.4) Employees are encouraged to belong to professional organizations as funded through professional/staff development funds.

Professional development planning is required for all permanent employees with resources provided to staff through an application process with SCC’s Human Resource office. Requests for professional development funding must include a description of the development activity and how it will benefit both the employee and the college. Approval is dependent on a direct link between the professional development activity and the professional growth plan. Employees are encouraged to belong to professional organizations with funding available for faculty through MSCF union professional development funds and for staff through SCC internal staff development funds of $200 per year per staff on a first come first serve basis. (3.C.4, 5.A.4)

All SCC employees, regardless of their union affiliation, are provided tuition waiver support as explained in the MinnState Tuition Waiver Matrix.

SCC has a tradition of supporting employees seeking leadership training. From 2004-14, SCC sponsored its own internal leadership program, the Employee Leadership Academy. SCC continues to support leadership development by utilizing local programs to provide quality leadership training and connect SCC employees to the community. Examples include Faribault’s Future, Greater Mankato Leadership Institute (Greater Mankato Growth), and the Elizabeth Kearney Women’s Leadership Program (YWCA). Beginning Spring 2016, SCC implemented the following process for program selection: Employees are emailed with program information and an invitation apply. Applicants are asked to discuss their interest with a supervisor, complete the application, and submit it to HR by the deadline. Cabinet reviews applications and decides to forward one, or in some cases two, participants to the program’s governing body for consideration.

- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

To ensure instructors are current in their disciplines and pedagogical processes, faculty participate in new faculty orientation, complete four teaching and learning courses within the first three years of employment (described in 3P1), participate in faculty workshops, use tuition waivers and professional development funding, take sabbaticals, participate in internships, and are provided curriculum development opportunities through Learning Central. Per MSCF contract, every three years, Unlimited
faculty submit a Professional Development Plan (PDP) to assist faculty in maintaining currency in their credential field and in teaching/learning skills. (3.C.4)

SCC supports faculty wishing to attend professional conferences or workshops, with faculty being eligible for professional leave upon approval from their Dean. There are also system level faculty development funds provided by MinnState used to provide statewide or regional conferences, workshops, and other activities for the development of faculty members.

SCC’s Learning Center, known as Learning Central, supports a mix of pedagogical efforts, technology, and other supports for faculty and staff. Learning Central focuses on enhancing the functional relationships between online learning, faculty development, instructional design, and instructional technologies to positively impact faculty pedagogical practices. In addition, Learning Central provides continual support of asynchronous, self-directed training and learning specifically to faculty and makes knowledge-based materials available.

- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Student support staff are encouraged to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6) In addition to the training mentioned previously, student support staff participate in new employee orientation, create professional growth plans, use staff development funding, and regularly attend meetings and trainings in their respective areas. Departments provide cross-training to staff members to augment improved student support.

As part of annual performance evaluations, student support staff members complete a Performance Feedback and Professional Growth Plan including a self-evaluation, identification of goals and objectives for the upcoming year, and a performance review. Professional Development funds are available to each employee using departmental budgets supporting conference attendance.

Student support staff members regularly attend MinnState meetings and trainings and participate in System webinars. Certain positions, such as Registrar and Financial Aid Director, are required to attend regular MinnState meetings. Respective areas each train in their field of expertise and the Student Affairs unit trains together to support student service and success. Training topics are planned by the Student Affairs Leadership Team and connected to current higher education trends and campus needs. 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 in the National Association of Student Financial Aid Administrators (NASFAA).

- Aligning employee professional development activities with institutional objectives

Employee engagement in development opportunities enhances knowledge, skills, and dispositions in their own areas, aligning professional development with SCC’s value statements of recognizing the liberating effects of lifelong intellectual, professional, and personal learning and embracing continuous improvement. SCC offers various in-house training and professional development opportunities
connected to SCC’s goals of Student Success, Institutional Sustainability, and Diversity. Training is developed to provide up-to-date access to digestible information meeting the goal of developing a stronger student-centered culture and a data informed institution. Trainings include Under the Hood sessions to educate employees on college data as part of SCC’s J1M work. SCC also offers college-wide opportunities for learning about issues of diversity through its Diversity Committee, which guides the Strategic Inclusion plan, and Global Education Committee. One such event is the Global Connections Conference held every other year where faculty, staff, and students (college and high school) learn of worldwide cultures.

Certain professional development activities are directed by the college as they advance institutional objectives. Financial support is provided annually for National conferences such the ATD DREAM Conference, the annual Higher Learning Commission Conference and CAEL Conferences. Attendees rotate to ensure multiple employees benefit from the experience. Upon conference attendance conclusion, employees present information gained such as the annual J1M presentation occurring during April All Faculty-Staff In-Service. The Spring In-Service is planned based on institutional objectives and faculty and staff survey responses and Fall Faculty In-Services are planned for specific institutional objectives impacting faculty.

System-wide professional development opportunities exist and are aligned with system objectives which trickle down to institutional objectives. The bi-annual Academic and Student Affairs (ASA) Conference focuses on Academic and Student Affairs and the Frontline Conference for AFSME, MAPE and MMA employees.

- Tracking outcomes/measures utilizing appropriate tools

HR tracks many of the professional development activities, including participation in area leadership training, utilization of staff development funding, sabbatical reports, faculty internship reports, participation for in-house training (workshops, in-services, orientations), and travel requests for professional conferences and meetings. PACE and ICAT surveys measure employee satisfaction with professional development. Learning Central tracks in-person and online faculty/staff technology training.

Academic Deans retain copies of faculty professional development plans and annually review written progress reports submitted by faculty, while supervisors keep copies of staff professional development plans and annual reviews. Simultaneously, MSCF Professional Development Officers keep track of faculty professional development funding expenditures. Professional and Staff Development Funding forms have sections reserved for reporting outcomes. MSCF retains faculty Professional Development Funding requests, while HR maintains a copy of all Staff Development Funding requests.

During required workshops, in-service trainings, and orientations, surveys are used to determine what value the training had for the employee. HR and RIE collaborate to design pre/post assessments for certain trainings. Results are used by Administration, HR, and Learning Central to plan future training. MinnState also tracks the participation in supervisory and leadership development programs.
3R3 What are the results for determining if employees are assisted and supported in their professional development?

- **Summary results of measures**

Faculty and staff perceptions regarding development and advancement are obtained through the PACE survey. As shown in the [2017 data](#), roughly one-third of SCC employees are satisfied or very satisfied with their opportunity for advancement within the institution while another roughly one-third are neither satisfied nor dissatisfied. Satisfaction decreased from 2012 and shows slightly less satisfaction than 2-year peers which leaves room for improvement in the satisfaction with the opportunity for advancement.

The ATD [ICAT survey](#) was used in 2017 to measure the College's view on college capacity in certain areas including Teaching and Learning, and Strategy and Planning. Scoring ranges from a low of Level 1 (minimal) to a high of Level 4 (exemplary). The “I don't know” responses are not weighted in the calculation of averages. The average rating for Teaching and Learning was 2.7 which translated to an Overall Score of Level 3: Strong level of capacity. When questions were pulled out by subcategory, Professional Development had an overall score of 2.4 out of 4. The average rating for Strategy and Planning was 2.6 which translated to an Overall Score of Level 3: Strong level of capacity. These ICAT data demonstrate the college has room for improvement in both communicating and offering professional development opportunities.

SCC has leveraged pre-post assessments to measure the impact of trainings ([sexual harassment; technology, etc.](#)) offered at Management Team Meetings. Though not all MTMs have a specific training, when they do, HR and RIE work to provide a pre-post-test designed to assess the impact of the training.

In spring of 2017, HR secured funding and approval from the President for five people to attend [leadership training](#) outside of SCC. Support and funding for these programs continued in 2018. [Funded activities for](#) included professional association dues, conference and workshop expenses, additional college coursework, and materials purchases. Additional [employee development funds](#) are spent on groups/teams and/or the entire college such as during the spring in-service.

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

The MinnState System Office conducted a staff development survey as part of a system-wide effort to address training and leadership development needs for staff among the Minnesota State Colleges and Universities. SCC had high rates of participation in staff development with the majority of the activities taking place on campus. 82% of respondents participated in staff development on campus or through MinnState as compared to 76% systemwide. SCC had slightly below average scores when compared to other institutions on questions related to institutional attention to staff development.

- **Interpretation of results and insights gained**

While the college has employee development opportunities for faculty and staff, development programs are not directly aligned to each other nor with the college's strategic priorities. While staff indicated high rates of participation in development activities (likely the result of college workshop days/in-service), the perception is there is no clear policy or process for sponsoring individuals for professional development
opportunities other than provided by labor agreements. Responsibility for funding employee development activities is unclear with funding occurring through both HR and departments. Without the ability to track spending on employee development, the impact of professional development lacks consistency and measurement.

The current method of tracking faculty professional development tracks completion only and does not identify who should be completing a plan. This system hinders SCC’s ability to monitor effectiveness of the professional development opportunities.

As a result of classroom observations, academic deans report the observations 1) builds supervisory relationship, 2) advocates for budget and equipment allocation, 3) peer to peer mentoring connections, and 4) accreditors expect currency and relevancy of teaching pedagogy.

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

Due to a demanding need for more training, SCC administrators sought additional workshop training days for faculty. Negotiated through the academic calendar process led by the college President and the two local MSCF Presidents, starting in 2018-19, the number of workshop days increased from three to five.

The college hired a new Associate VP of Teaching and Learning Excellence to replace the Director of Curriculum and Faculty Development. This position will oversee the transition of Learning Central to the Center for Teaching and Learning Excellence.
Valuing Employees

Sources

- 3P3A_Tuition Waiver Matrix
- 3P3B_Support and Services Provided by Learning Central
- 3P3D_Global Conference 2018 Brochure
- 3R3_Employee Development Funds Breakdown
- 3R3_ICAT Results
- 3R3_Institutional Structure
- 3R3_Leadership Training Results
- 3R3_Sexual Harassment Pre and Post Test Result
- 3R3_Staff and Professional Development Funding Results
- MSCF Contract 2017-19.pdf (page number 83)
- MSCF Contract 2017-19.pdf (page number 86)
- MSCF Contract 2017-19.pdf (page number 163)
- SALT Meeting and Training Schedule.pdf
- SCC Mission and Vision.pdf
- SCC Strategic Inclusion Plan 2016-19.pdf
4
Planning and Leading
4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

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

- Developing, deploying, and reviewing the institution’s mission, vision and values (1.A.1, 1.D.2, 1.D.3)

South Central College’s (SCC) Mission states “South Central College provides accessible higher education to promote student growth and regional economic development.”

Minneso ta Statutes Section 135A.052 prescribes the mission of public Minnesota postsecondary institutions and further directs the governing board and administration to take actions to support the mission. Minnesota Statutes Section 136F.05 authorizes each college and university within MinnState to develop its own distinct mission as provided by Minnesota Statutes Section 135A.052 and subject to the approval of the Board of Trustees. Board Policy 1A.1, Part 2 requires a distinct mission to each state college and university that is consistent and supportive of the overall mission of the system. Board Policy 3.24 and Procedure 3.24.1 further provide the conditions and processes for the review and approval of college and university missions. The mission statement for South Central College was last reaffirmed during 2016 when the 2015-17 Strategic Priorities were extended to 2019 in accordance with Board Policy 3.24. During a new strategic planning effort, which began in FY2019, the mission was reviewed to ensure that internal and external stakeholders understood and agreed that SCC meets its mission (1.A.1)

In compliance with the College Program Advisory Committees Procedure 3.30.1, SCC also engages Program Advisory Committees to respond to industry needs as the College’s mission and capacity allow. (1.D.3) Program Advisory meeting agendas include the College mission to enhance the discussions with Program Advisory Boards and ensure the college is meeting the mission by promoting both student growth and regional economic development. SCC follows a Program Review Schedule to ensure it is meeting such goals.

Through the annual Instructional Cost Study described in Category 5, SCC ensures resources support the mission with educational responsibilities taking primacy over other purposes. (1.D.2) Data from academic programs is used to calculate the operating cost per FYE (revenue sources: operational costs less expenses, salaries, etc.). Results of the annual study are posted on the MinnState finance webpage. As a state leader, SCC has prioritized employment of a high percentage of Unlimited Faculty. The use of Unlimited Faculty by SCC, while more expensive than using adjuncts, underscores SCC’s commitment to prioritizing educational responsibilities over all other expenditures.

- Ensuring that institutional actions reflect a commitment to its values

SCC operates according to six values provided on the website and in the SCC Strategic Priorities Booklet. As a comprehensive community and technical college, SCC’s value “Recognizes the liberating effects of lifelong intellectual, professional, and personal learning” is demonstrated by offering both transfer and technical programs. The college offers programs including certificates, diplomas, Associates of Arts (AA) degrees, Associates of Fine Arts (AFA) degrees, Associate of Science (AS) degrees, and Associate of Applied Science (AAS) degrees options. The AA, AFA, and AS degrees are “designed to transfer in its entirety to one or more related baccalaureate degree programs.” Transfer is demonstrated through the
**Future Maverick Program**, the MinnState **Transfer Pathways**, and the Metropolitan State University and SCC’s **RN to BSN Transition Program**. All programs are outlined in the Unique **Transfer Opportunities** information sheet.

As discussed in 4P2, SCC’s President meets with the MinnState System Chancellor annually to review the previous year and set the upcoming year’s Presidential Work Plan. This work plan includes trends in college performance, metrics and service to the community. It forecasts the **priorities** (Student Success, Increasing Diversity, and Institutional Sustainability) which are used to determine each Cabinet Member’s individual work plan and divisional/departmental work plans.

Tied directly to SCC’s value statements, the work plans support lifelong intellectual, professional, and personal learning, honor diversity and inclusion, and embrace continuous improvement ensuring alignment with SCC’s values. Reflecting SCC’s priority holistic learner services, response to emerging needs, and “hands on” experience through apprenticeships, specific actions reflecting SCC’s values include:

- As a direct result of rigorous data analyses, the college joined Achieving the Dream (ATD) to place a college-wide focus on student success achievement gap, a critical piece of the value to honor diversity and inclusion.

- A 2018 pilot Food and Housing Insecurity survey informed the development of the Community and Resource Integration ATD major Action Step and led the SCC Student Senate to develop a Mental Health and Social Service Advisory Board and a subsequent survey assessing students’ needs. The advisory board proposed, and students approved, a student fee attached to every academic credit to support 1.5 FTE Social Workers for SCC’s two campuses.

- Through federal grant-funded TRiO Student Support Services, roughly 150 students with disabilities, first generation or low-income are provided services each semester. SCC allocates space and in-kind resources to support TRiO.

- SCC provides employer-driven dual-training and apprenticeship programs allowing SCC students to simultaneously learn in the classroom and on the job while completing an academic or industry credential.

- In fall 2016, through the MnAmp grant, SCC officially enrolled its first Learn Work Earn students in partnership with seven area companies. SCC created a permanent Apprenticeship and Internship Coordinator position directly linking to SCC’s action to mission of providing accessible learning opportunities. SCC also has a robust Credit for Prior Learning (CPL) process.

- **Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)**

SCC’s Mission, Vision, and Values are clearly articulated in various public documents; most prominently, on the college website. SCC’s About webpage is a strategic visual explanation and includes the college’s FY 2015–19 Strategic Priorities, highlighting the connection between the Mission and Vision and SCC actions. (1.B). Internally, the mission is on **meeting agendas** for Cabinet, Dean’s Council, and Management Team and **meeting minutes**. The Dean’s council reaffirms the mission at the beginning of
each meeting. Externally it is shared at standing meetings with stakeholders (e.g., Program Advisory Committee meetings) and legislative events. It is also shared via Connections, the weekly SCC newsletter. (1.B.1)

- **Ensuring that academic programs and services are consistent with the institution’s mission (1.A.2)**

As a comprehensive community and technical college, SCC’s programs are aligned with the mission, vision, purpose and planning for the institution. Program plans include program-level objectives and learning outcomes and the publicly shared documents support the institutional mission. Program-level outcomes are regularly reviewed through several processes, including program-specific accreditation and internal program reviews, assessment of student learning and the curriculum committee process.

Programs are developed through the curriculum process, described in Category 1P2 and 1P3, and the [New Program Development Policy](#) and [Procedure](#). Subsequent to local approval, programs are submitted to MinnState with state-wide review by CAOs. Rationale for new programs requires explanation of market need for the program and clear delineation of promoting economic development with the mission.

The Associate Vice President of Student Affairs (AVPSA), working with Student Affairs staff, develop assessment plans for their respective areas (see 4I1). These efforts help to ensure that operations, academic programs, and student support services are aligned with the overall mission of the college. (1.A.2)

Through SCC’s Center for Business and Industry (CBI), economic development is supported by delivering continuing education and customized training solutions to over 10,000 individuals annually for business, industry, government and non-profit organizations. These training relationships enhance and strengthen existing academic programs and facilitate the development of new credit and non-credit offerings that are consistent with SCC’s Mission.

- **Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values (1.D.1, 1.A.3)**

SCC’s annual budgeting process is informed by college-wide input. This input assures that resources are aligned with the Strategic Priorities of the college. As described earlier in the document, these Strategic Priorities are aligned to the mission with the current year’s work plans and other planning efforts. (1.A.3). SCC’s process for allocating non-salary expenditures ties budget requests to strategic priorities.

A rigorous Program Review process, described in Category 1.1, frames the allocation of resources to academic and student affairs and institutional program needs. Programs analyze student success data, resource allocation, emerging needs and enrollment trends to inform the budget development. Historically SCC has proven that the priority of the college is instruction by investing in programs, equipment, and associated renovation of instructional areas across both campuses.
• Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

SCC leverages several institution-wide and stakeholder surveys and benchmarking tools to support process improvement, decision making, college initiatives and planning efforts selected on national, state, and local standards. Themes from focus groups, listening sessions, and summits are also avenues the college uses to understand student, employee, and external perspectives related to the mission, vision, and values of the college.

In addition, SCC analyzes and shares data across the college as outcomes measurement of the work plans. Reports of such progress are routinely delivered to the college through the Presidential forums, sessions such as “Under the Hood”, the Connections newsletter, and reports from RIE, etc.

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

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

53 faculty, staff, students and external community members participated in SCC’s focus-group based review of the Mission, Vision, and Values. Key findings included a need to “incorporate aspirational language” and “ensure accessibility.”

South Central College's Cost per FYE is regularly higher than the MinnState average. For each SCC program, the results of the past six instructional cost studies are stored in the program portfolio dashboard, embedded on the Research and Institutional Effectiveness (RIE) SharePoint site.

~84 of all non-salary requests are directed toward the Strategic Priorities of Quality Education and Holistic Learner Services. Using IPEDS Program Codes highlights how SCC’s salary expenditures align with the college mission. The greatest percentage of all expenditures focus on a Quality Education and Instruction.

• Comparison of results with internal targets and external benchmarks

SCC’s total FTE distribution is on par with the Data Feedback Report (DFR) comparison group. In several key areas (Instruction, Academic Support, and Student Services), SCC’s FTE distribution exceeds that of the comparison group. The percentage of FTE committed to these provides evidence that SCC allocates resources to support its mission.

The FY17 PACE Survey results illustrate the rate at which SCC’s employees agree or disagree with five key questions regarding the alignment between college actions and mission as compared to the NILIE Normbase and Medium 2-year colleges.

• Interpretation of results and insights gained

The responses to mission related questions in the 2017 administration of PACE were lower than the 2012 administration and both comparison groups. This information led to SCC leveraging qualitative techniques to review mission, vision, and values statements as part of Strategic Planning efforts. The
focus group findings indicate that SCC needs to update its mission, vision, and value statements. Draft statements are currently being reviewed by SCC’s internal stakeholders.

SCC’s mission, vision, and values focus on educating students and nearly 80% of SCC’s total FTE by IPEDS Program Code is dedicated to Instruction, Academic Support and Student Services. When evaluating these three categories using DFR comparison groups, SCC’s percent of total FTE allocation regularly exceeds that of the comparison group.

SCC’s average Instructional Cost is regularly higher than the average of the colleges. Efforts to reduce SCC’s Instructional Cost are tempered by efforts to live the mission of quality education.

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

Improvements will include:

- Launching a Cabinet Workplan SharePoint site to house Cabinet member workplans, provide updates on progress, and alignment of efforts to colleges mission, vision, and values
Sources

- 4P1A_College and University Type and Mission and System Mission Procedure 3.24.1
- 4P1A_College or University Type and Mission and System Mission Policy 3.24
- 4P1A_College Program Advisory Committees Procedure 3.30.1
- 4P1A_Missions MN Statute 136F.05
- 4P1A_Post-Secondary Mission MN Statute 135A.052
- 4P1A_Program Advisory Mtg Agenda Template
- 4P1A_Program Review Schedule 2018-2024.pdf
- 4P1B_Credit for Prior Learning
- 4P1B_Health Fee Support Letter
- 4P1B_Metro State and SCC RN to BSN Transition Program
- 4P1B_SCC Future Maverick Program
- 4P1B_SCC Transfer Opportunities
- 4P1B_Strategic Priorities 2015-19 Three Pillars
- 4P1C_Committee Agenda Template
- 4P1C_Committee Mtg Minutes Template
- 4R1_Comparison Group Average Total FTE by IPEDS Program Code
- 4R1_FY17 PACE Survey Results Related to Mission
- 4R1_Non-Salary Budget Request to Strategic Priority
- 4R1_SCC Instructional Cost Studies
- 4R1_SCC Spring 2019 Strategic Planning Focus Group and In-Service Participation
- 4R1_SCC Total FY FTE by IPEDS Program Code
- Mn State College and Universities Organization and Administration Policy 1A.1.pdf
- MN State Transfer Pathways.pdf
- New Program Dev Policy 4000.19.pdf
- New Program Dev Procedure 4000.19.1.pdf
- SCC Mission and Vision.pdf
- SCC Strategic Priorities 2015-19.pdf
- SCC Strategic Priorities 2015-19.pdf (page number 4)
- Strategic Planning Key Findings
- Summary of Survey Data.pdf
4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

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

- Engaging internal and external stakeholders in strategic planning (5.C.3)

As a member of the MinnState System, SCC works to ensure that the college’s Strategic Plan reflects and supports the goals of the system and meets the needs of internal and external stakeholders.

In the past, the college has used a 3 to 5-year strategic planning review cycle led by the Office of RIE. Upon the arrival of the current President in July 2016, through appreciative inquiry, five Strategic Priority Goal areas were established based on SCC’s Mission and Vision. While drafting the AQIP Systems Portfolio in 2015, additional goals were identified and the Strategic Priorities 2015–17 document was amended with 2015-19 goals. These amended goals include an enhanced commitment to scope, achievability, and measurability.

Updated documents were shared with internal stakeholders at the bi-annual in-services and posted to the Office of RIE’s SharePoint site. (5.C.3)

Beginning in January 2019, the iterative process of guiding the Strategic Plan involving stakeholders from across the institution and community. The current process began with an RFP and the selection of a Strategic Planning Committee (SPC). Upon selection of a consultant, an internal document review began. At the fall 2018 in-service, the consultants hosted a presentation outlining the initial steps of the planning process with subsequent conducting of focus groups with faculty, students and staff. In March 2019, SCC hosted a Strategic Planning Summit. The summit was followed by breakout sessions at SCC all staff Spring in-service. Both internal and external review findings informed the first draft of the Strategic Plan, submitted in April 2019. With additional input from internal and external audiences, the plan will not be finalized and adopted until after an August 2019 presentation to Cabinet. The process was purposely designed to overlap and amalgamate information across several college-wide activities.

- Aligning operations with the institution’s mission, vision and values (5.C.2)

SCC aligns operations with the mission via the President’s and Cabinet’s workplans as well as the institution’s Achieving the Dream Action Plan. Data is used to support alignment. The FY18 Cabinet Work Plans align with SCC’s FY18 MinnState Priorities identified in the President’s Annual Review by the System Chancellor in June 2017. Many of these goals were also included in the Strategic Priorities FY 2015-19 document. The outcome of each work plan is documented in an overall annual college performance report which is sent to the Chancellor.

Of the 25 goals within the FY18 Leadership Work Plan:

- 15 were aligned with goals in the FY18 MinnState Priorities
- 15 were aligned with goals in the Strategic Priorities FY 2015–19 document
- 2 were independent of both priority documents

As a component of ATD efforts and to meet SCC’s purpose statement “Offer student services and enrichment experiences that support academic success”, SCC has opened a food shelf and clothing closet, hired two social workers at 1.5 full-time equivalent (FTE), and has committed to supporting more advisors.
Planning and Leading

- **Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)**

A stated outcome of the current strategic planning process is alignment of various efforts to increase organizational efficiencies. The SCC Strategic Plan 2019 Goals and Objectives document serves as a tool reviewing SCC’s alignment across departments and divisions though the lens of various stakeholders. The goals and objectives that stakeholders shared are mapped to the Strategic Priorities found within the ATD Action Plan. The Strategic Plan aligns the Strategic Enrollment and Master Academic Plans with Achieving the Dream priorities.

- **Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)**

High administrative turnover and an aging homogenous workforce are primary examples of SCC’s weaknesses and potential threats. Both are being addressed through aggressive recruitment for leadership positions and an ongoing campus diversity plan. Declining enrollment also continues to be a threat. Understanding that there are more adult learners (some college - no degree) in the state of Minnesota and informed with demographics, (age, income, racial, and educational information) about SCC’s market, Marketing engages the use of geofencing to target specific audiences. (5.C.5)

SCC’s greatest opportunities include continued and close partnerships with industry and local businesses focusing on new programs. The relationships led to the creation of the Mechatronics program and the Internship/Apprenticeship Coordinator position propelling continued growth for the Center for Business and Industry (CBI). SCC forges close partnerships with surrounding public-school systems enabling students to have greater enrollment opportunities at SCC either concurrently or PSEO. Pursuing NACEP accreditation demonstrates the commitment to these partnerships. In May 2019 SCC had its first application advisor meeting with NACEP to review the application documents with expected accreditation by May 1, 2020.

- **Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)**

The Vice President of Finance and Operations (VPFO) works with stakeholders across the college to create budgets that align with the college’s mission and priorities. The former budgeting process was incremental and informal. The process now being employed represents SCC’s attempt to move toward zero-based budgeting (See 5P2). The budget planning process at SCC considers several factors including enrollment, retention/persistence, and completion rates, available state funding and the current “economic status” of the service region. Thoughtful allocation of resources is done within the context of SCC’s Strategic Priorities. (5.C.4) As of Spring 2019, one of the nine ATD Initiatives has been executed and the remaining are underway. The draft strategic plan is being vetted by the SCC community with approval expected August 2019.
Planning and Leading

- Tracking outcomes/measure utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Throughout the Strategic Planning process, SCC leveraged the tracking/measurement approach most conducive to the activity.

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

A component of the Strategic Planning process included an internal document scan of nearly 30 documents which produces these key findings.

72 students, staff, faculty and community partners participated in the half-day summits.

Key findings from the focus groups and Strategic Planning Summits were nearly identical. From the strategic planning process above, nine goals, across four institutional priorities emerged. Additionally, the process produced recommendations for new mission, vision, and value statements. The draft document, currently out for campus review and comment, identifies Holistic Student Services, Curricular Pathways, Workforce Development, Cultural Partnerships and Innovation as SCC’s priorities. The goals in the draft plan are coupled with Key Performance Indicators (KPI’s) and represent the College Scorecard.

Given the new strategic plan is currently in development, comparisons and interpretations will be made beginning as the plan commences in the AY21 year.

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

SCC is making progress aligning process to outcomes across departments. Plans are being coordinated evidenced by SCC’s Achieving the Dream Action Plan. In August of 2018, SCC began the strategic planning process to continue to align goals, outcomes and deliverables with clear key performance indicators across the college. As SCC builds upon this momentum, additional improvements will include:

- Results of ATD and implications for the college analyzed and shared in the 2019-20 year
- Analysis and adjustments made to improvements in three strategic priorities results
Sources

- 4P2A_SP and Mission Review Schedule
- 4P2A_Strategic Planning 2019
- 4P2B_Presidential Performance Eval 6-8-18.pdf
- 4P2B_Presidential Performance Eval 6-8-18.pdf (page number 2)
- 4P2C_Strategic Plan 2019 Goals and Objectives
- 4P2E_Budget Priorities 2019
- 4P2F_Strategic Planning Process
- 4R2_Internal Environment Scan Key Findings
- 4R2_SCC 2019 Strategic Planning Summit Participants
- SCC Mission and Vision.pdf
- SCC Strategic Priorities 2015-19.pdf
- Strategic Planning Key Findings
4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?
Planning and Leading

Responses

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

SCC is a member of MinnState, a system of 37 colleges and universities governed by a 15-member Board of Trustees (BOT), appointed by the Governor and confirmed by the Minnesota State Senate (2C4). The relationship between the MinnState board of trustees and SCC is codified in a set of long-standing MinnState Policies and Procedures, Delegation of Authority Procedure and MinnState System Administration Policy that allow SCC leadership to maintain oversight of daily operations and institution-specific priorities.

Although part of the MinnState system, SCC is autonomous, following both MinnState policy and internal SCC policies where appropriate. The college's President serves as the Chief Executive Officer, and in collaboration with the Cabinet (VP of Student and Academic Affairs, VP of Finance and Operations, Chief Human Resources (CHRO) Officer, VP of RIE, and VP of Economic Development), is responsible for overseeing all major policy changes and decisions. The President seeks input from members of a President's Advisory Council, consisting of area business and community stakeholders in the college's service regions.

The President meets regularly with the Management Team (Middle Management Association positions, Deans, Directors, and Vice Presidents). These meetings include project updates from departments across the college as they relate to the College's Strategic Plan and Division Work Plan goals. (2.C.4)

- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The MinnState BOT maintains oversight of system-wide procedures such as planning, tuition and fees, legal statutes, and fiscal management. The board is appointed by the governor, with power and duties of the MinnState Board of Trustees established through state law and hence not influenced by external parties. The Board is given authority to in Minnesota Statutes Section 136F.06 Subd.1 to “prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs.” The law also states, “To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions.” (2.C.3, 5.B.1, 5.B.2)

- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The Board’s management responsibilities are delegated to the MinnState Chancellor, who in turn delegates authority to campus presidents through MinnState Delegation of Authority Procedure 1.A.2.2 that outline the scope and limits of delegating authority. Responsibilities are delegated further from each campus president to administrators and supervisors for managing budgets and assigning work to employees. This is operationalized by having all employees with fiduciary responsibility sign Delegation of Authority forms ensuring understanding of their budget and contractual authority. Bargaining unit
leaders hold monthly member meetings to present information and get feedback to bring to Meet and Confer or Faculty Shared Governance meetings with College administrators. Faculty maintain oversight over curricular matters as specified in the MSCF contract, Articles 8.1 and 8.2 which states that “management and faculty will bring proposals regarding academic affairs and standards” to the AASC. (2.C.4)

The leadership organizational chart for SCC outlines responsibilities and delegation of authority.

- Ensuring open communication between and among all colleges, divisions and departments

SCC uses multiple avenues for ensuring open communication across the college. An electronic newsletter is sent out weekly to all campus employees and retirees, and an academic year monthly Presidential Forum held for all employees. Suggestions for topics are sought from the college community and the agenda, determined by the President in conjunction with Cabinet. Regular meetings are held throughout the year with the Cabinet, the Management Team, the Dean's Council, department chairs and with the various union groups including Meet and Confer and Faculty Shared Governance. Union reps share information from Meet and Confer and Faculty Shared Governance meetings with their membership. Department chairs serve as the faculty representatives of AASC to ensure all Academic divisions are represented in pertinent conversations. Updates, pertinent to the greater college community, are shared via email and through individual departments/division meetings. Monthly department meetings occur where deans and/or chairs report on meeting minutes from the various committee and governance meetings (AASC, curriculum, etc.) and academic items, such as scheduling, program budgets and assessment.

- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

SCC involves faculty, staff, students, and administrators in policy creation and administration to ensure a collaborative process and resulting policies reflect the college's mission and vision. As described previously, AASC (and delegated subcommittees) is the representative for all academic matters and Shared Governance is the representative for all non-academic matters concerning faculty. Three areas where collaboration is evident are curriculum development, policy creation and approval, and Academic Program review.

- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

As described in 4P2, SCC's President works with the Cabinet to create a yearly work plan that align with system goals from the Chancellor, and the Strategic Priority Areas identified by the college. Once in place, college initiatives are prioritized and chosen based on which ones best align with the work plan. These initiatives are then shared with the campus community through SCC's organizational, various committee, and shared governance structures. As initiatives are implemented, leadership continually assesses the priorities, their alignment with the work plan, and whether they are enhancing the institution and helping the college meet its mission. (2.C.1) Through the ICAT survey leadership is evaluated and housed on the ATD SharePoint site.
The college seeks external feedback on its leadership in multiple ways:

- The Academic Program review process using employer surveys to seek feedback on if programs are meeting employer needs.
- The President's advisory council and forums with external stakeholders including the Chancellor and business partners.
- The Chancellor evaluates the President using the Strategic Framework metrics and the Vice Presidents are evaluated by the President.

**Developing leaders at all levels within the institution**

SCC is committed to developing leaders throughout the college with professional development offered through the local communities, MinnState, and the college. Included in that commitment is on-going professional development that is both required and recommended to all leaders in the institution. All new administrative employees are provided required New Administrator Training.

The MinnState system provides leadership courses to new supervisors in the system. These leadership courses focus on rules, policies, and procedures for working in a “unionized, regulated work environment.” Employees who are new to a supervisory role in the MinnState system are automatically enrolled in these courses. Minnesota Management and Budget Administrative Procedure 21, ref. Minnesota Statute 43A.21. In addition to the orientation style leadership courses, the system also provides ongoing leadership development courses for supervisors, managers, and, administrators in the form of required and optional training.

The required trainings are remotely administered through the Enterprise Learning Management (ELM) system. Optional training opportunities are accessed through the HR Connect Talent Management system including the Luoma Leadership Academy, a program designed to nurture leadership talent for MinnState. The Academy focuses on individuals aspiring to future leadership positions or current leaders who seeking improved leadership skills.

The college also supports employee participation in Community Leadership Programs as discussed in Category 3. SCC offers professional development funds to employees to help foster leadership skills. One area of funding applies to the collective bargaining units’ annual conference. The Frontline Conference is promoted by the system for staff development. This “annual statewide staff training and development conference for MinnState AFSCME, MMA and MAPE employees offers a broad array of professional development sessions, presented by MinnState employees and outside speakers.”
• Ensuring the institution’s ability to act in accordance with its mission and vision (2.C.3)

MinnState defines parameters to help ensure that SCC’s ability to promote its mission and vision without undue influence of donors, community representatives, and/or industry partners. The Minnesota Statute Code of Ethics for Employees in the Executive Branch delineates appropriate actions regarding items such as giving and receiving gifts and potential conflicts of interest. SCC shares these policies and procedures with employees when they are hired, as well as periodically throughout employment via online training modules.

There are several system and local college policies and procedures to help ensure transparent and public vetting for funds for facilities, projects, and large purchases. The college’s Purchasing Process describes local procedures for non-capital and capital equipment purchases. This procedure is accessible to all employees online and was developed in accordance with MinnState Policies/Procedures for contract and procurement and purchasing. SCC’s President operates with the defined appropriate delegation of authority.

• Tracking outcomes/measures utilizing appropriate tools

Leadership measures are tracked using the ATD Institutional Change Assessment Tool (ICAT), findings from SCC’s internal communication survey and participation in leadership trainings.

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

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

SCC’s scored average rating of 2.7 indicating a strong level (3) of capacity on Institutional Change Assessment Tool (ICAT) on the Leadership and Vision measure.

SCC’s most effective forms of communication were emails and presidential forums. ~68% of respondents found the Connections to be a somewhat to very effective communications tool.

~77% of respondents found Presidential Forums to be a somewhat to very effective communications tool.

Administrator participation in Leadership development opportunities is ongoing. The Vice President of Economic Development is currently participating in MinnState’s Executive Leadership Development Program. The Vice President of Research and Institutional Effectiveness recently attended the Lakin Institute.

• Comparison of results with internal targets and external benchmarks

SCC will administer the ICAT in 2020 after which the college will have comparison/trend data to review.

• Interpretation of results and insights gained

SCC’s ICAT results illustrate the college is on the right path as it relates to Leadership and Vision. A level 3 according to the ICAT means that there is a strong level of capacity in place. However, the ICAT rounds its response up, the raw score of 2.7 is part to the reason why SCC adopted the ATD Innovation Team structure. These teams are empowered to lead and execute the nine initiatives associated with ATD. As of
Spring 2019, their progress has been impressive with two of the nine teams completing their work. Effective but rarely used (Star Emergency Alert) or operationally unsound (All Campus Emails) were not addressed as improvements. Instead SCC’s focused improving the Connections and Presidential Forum formats. Beginning in These improvements included a new submission deadline, ordering articles based on areas of employee interest from the survey and adding a “This week on Campus” section to report events occurring on campus. Per the Internal Communication Survey Priorities, improvements made in Q1 and Q2 of FY19 include modifications to the Presidential Forum including requesting agenda items from faculty and staff in advance of the Presidential Forum, adding “state of college,” enrollment updates, enabling Presidential Forums to be viewed electronically off-campus live or late (initiated with September 2018 forum), and adding a question and answer function after each forum (began with October 2018 forum).

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

- The College will continue enacting the findings of the Internal Communication Survey Action Plan and conduct an internal communication survey on a biannual basis.
Sources

- 4P3_Delegation of Authority for Board Policy Procedure 1A.2.2
- 4P3A_Board of Trustees Policy 1A.2
- 4P3A_System Administration and Chancellor Policy 1A.3
- 4P3B_Powers and Duties MN Statute 136.06
- 4P3C_SCC Organizational Chart
- 4P3G_Luoma Leadership Academy
- 4P3G_MMB Administrative Procedure 21
- 4P3G_New Administrator Training
- 4P3G_Training Programs MN Statute 43A.21
- 4P3H_Code of Ethics for Employees in the Executive Branch MN Statute 43A.38
- 4P3H_Contracts and Procurements Policy 5.14
- 4P3H_Purchasing Procedure 5.14.5
- 4P3H_SCC General Purchasing Procedure 2018
- 4R3_Current Communication Efforts
- 4R3_Current Connection e-Newsletter Communication Efforts
- 4R3_Current Presidential Forum Communication Efforts
- 4R3_ICAT Leadership and Vision Results
- 4R3_SCC Internal Comm Survey Priorities
4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

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

• Developing and communicating standards

South Central College follows the MinnState Code of Conduct and Ethics Procedure. Upon hire, each new employee is provided a copy of the Employee Code of Conduct and assigned the associated training module in ELM. Managers also review this with new employees. The code of Conduct and Ethics describes both allowed and prohibited behavior ranging from conflicts of interest to alcohol and drug use.

In addition to direct D2L communication, the ELM training system and face-to-face training of employees, policies and standards are communicated by division (i.e., academic policies through Academic Affairs and HR policies through the Human Resources (HR) office, etc.) Under this structure, all policies were vetted through respective shared governance bodies. For example, academic policies were vetted through the Academic Affairs and Standards Council (AASC), and other policies through the Shared Governance and Meet and Confer union representation. In Spring 2019, SCC revised the process and launched a policy and procedure review protocol beginning with Cabinet, advancing through the shared governance process, then an open campus review period and finally ending with Cabinet revisions and approval. The process is managed by the Office of the President and features automated reminders to policy “owners” at scheduled review times.

Policies/Procedures advance the College’s Mission whether necessary to implement Board policy or directive or to achieve compliance with laws, rules, or regulations and meet one or more of the following criteria:

- Address a risk to the institution that cannot be adequately addressed otherwise
- Have significant impact on a college office, department, division or college-wide operations
- Promote operational efficiency and effectiveness

SCC communicates the standards outlined in the College’s Policies and Procedures in various ways, including but not limited to emails sent to students and employees announcing new or updated policies pertinent to them, Shared Governance meetings, and SCC’s website, including links to Student and Academic Policies, HR, and Finance and Operations.

• Training employees and modeling for ethical and legal behavior across all levels of the institution

SCC trains employees on legal and ethical behaviors leveraging in-person trainings replete with pre-post-test assessments and digital modules. Some of the digital modules, namely the code of conduct D2L module were assigned to all employees upon hire date and repeated every three years thereafter. In FY 2018, SCC converted to ELM System as the software for conducting, hosting and communicating digital training modules.

The MinnState System Office provides training requirements and resources that specifies who needs to take which types of training and when to all colleges. SCC’s HR and Security and Safety offices work together to ensure employees access the right trainings at the appropriate time by creating a training
matrix and schedule based on these requirements. This system allows employees and their supervisors to monitor their required training and completion date.

- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff

As previously addressed, SCC takes care to ensure that new employees receive effective ethical training and that all employees keep current with ethical procedures. The finance division, including the business office, bookstore, and other related entities, operates with integrity through a separation of duties process for all money handling and internal and external auditing practices. The college has a process for determining individual employee contract and spending limits via a Delegation of Authority Process and Form. Board Policy 7.3 Financial Administration establishes general provisions for sound financial administration to safeguard the resources of the state of Minnesota, the system, the colleges and universities, and the constituencies they serve. System Procedure 7.3.2 Auxiliary Operations regulates auxiliary enterprises that are part of the college or university for proper and efficient management and System Procedure 7.3.5 Revenue Fund Management establishes parameters for management of the revenue fund.

- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents

SCC disseminates clear information relative to programs, requirements, faculty and staff, cost to students, control, accreditation, and specialized accreditation publicly. Biannually, Student Senate is consulted regarding proposed tuition and fee changes. Student Senate Presidents provide a letter to MinnState verifying the college consulted with them and their response to the proposal. Information on SCC's public website is monitored and updated regularly. SCC provides information on current and projected job markets and earning potential on program promotional sell sheets.

SCC uses email, app-based messaging/announcements, social media, and the webpage to communicate with constituents. SCC's Marketing and Public Relations Office ensures public integrity in the media and press.

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

- Summary results of measures

Understanding of sexual harassment concepts/laws, improved as a results of a pre-post test assessment issued as component of Sexual Harassment Training. ~60% of SCC employees are completing the ELM training modules. SCC has no Gainful Employment compliance concerns.

- Comparison of results with internal targets and external benchmarks

SCC’s target for Gainful Employment compliance is to have all programs in compliance. SCC continues to meet this benchmark. The goal for ELM training is one hundred percent completion. SCC has not yet achieved this goal.
• Interpretation of results and insights gained

Thus far, SCC has accomplished the goals of increasing leadership knowledge surrounding key issues like budgeting and sexual harassment. Gainful Employment programs are those that grant diplomas or degrees and have 30 or more graduates. To pass a graduate must have less than an 8% debt to income annual ratio and less than a 20% discretional income rate. SCC has never failed a Gainful Employment (GE) audit. SCC struggles to achieve the goal of 100% ELM compliance.

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

While SCC has increased its frequency and types of communication to improve quality, there is an opportunity to communicate more broadly with all employees and students regarding SCC’s policies, procedures and community standards.

Additional improvements will include:

• Full implementation of the recently developed policy and procedure for creation and communication of all college policies (fall 2019).
• Conducting usability study by June 2021 to measure if the college is “Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents.”
Sources

- 4P4A_MN State Code of Conduct and Ethics Procedure
- 4P4B_ELM Tool
- 4P4B_MN State Training Requirements and Resources
- 4P4C_Auxiliary Operation 7.3.2
- 4P4C_Financial Administration 7.3
- 4P4C_Revenue Fund Management 7.3.5
- 4P4D_Auto Body and Collision Technology Placement and Employment Outlook
- 4R4_ELM Course Completion 5-21-19
- 4R4_MTM Sexual Harassment Training - Pre-Test and Post-Test Results
- SCC Employee Training Schedule 2016-20.pdf
Knowledge Management and Resource Stewardship
5.1 - Knowledge Management

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.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution’s knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

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 results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

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

• Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making.

At South Central College (SCC), key units of the College responsible for knowledge management include the Office of Research and Institutional Effectiveness (RIE), Student and Academic Affairs, and President's Cabinet. The Vice President of RIE (VPRIE), hired in 2016, was elevated to a Cabinet level position at SCC indicative of the importance of data and data informed decision making at the college. To support planning, process improvement and decision making, data and performance information are identified through process outcomes from state-wide rubrics and internal initiatives originating from institutional questions requiring informed answers.

SCC has selected a series of surveys and benchmarking tools to support process improvement, decision making, college initiatives and planning efforts. The surveys selected by SCC are based on national, state, and local standards. The results of these surveys are shared with the College and President's Cabinet.

SCC's Data Feedback Report (DFR) combined with the Voluntary Framework of Accountability (VFA) and the National Student Clearinghouse Report (NSC) are released on RIE's SharePoint site. The VFA gauges student progress and outcomes including pre-collegiate preparation, academic progress and momentum, completion and transfer rates, and workforce outcomes for career and technical education. In July 2017 the DFR comparison group was customized to include eleven other two-year colleges in Minnesota and Iowa. Recently, SCC became a Tier Two VFA participant, giving SCC additional data and benchmarking capabilities.

MinnState identifies 21 measures under eight categories for comparison. SCC reviews these data comparing performance across MinnState Colleges and providing performance analytics for college-level planning processes and embedded benchmarking capabilities against “like” MinnState institutions. As a direct result of these and other performance measures, in 2017 SCC joined Achieving the Dream (ATD) for a college-wide focus on persistence, completion, and the achievement gap with the expressed goal to align SCC's strategic priority “Quality Education” to improve student success.

• Determining data, information and performance results that units and departments need to plan and manage effectively

The process for determining data needed for effective planning and management is collaborative and meets the needs of college personnel at all levels of the organization. RIE collaborates with departments to ensure these areas have the data needed to plan and manage effectively.

In 2017, as a result of an AQIP Action Project, RIE collaborated with Academic Affairs to analyze Program Review. RIE maintains a Program Portfolio dashboard utilized by faculty as part of program self-study and planning. In FY18, new dynamic reports became available to provide visualization allowing faculty and administrators to interact and filter variables based on relevant criteria. Through the Enrollment, Saturation, and Application Report Dashboards, RIE supports Student Affairs with data analysis and planning needs, particularly pertaining to Strategic Enrollment Management, retention,
and student engagement. Planning and program management are driven by data and information at the institution. By providing a single, consistent and reliable source of data, decision makers are poised to make informed decisions regarding programs and services.

Concomitantly, based on the need for better workforce projection data for academic planning, SCC switched from Economic Modeling Specialist Inc. (EMSI) to Chmura JobsEQ. Academic administration and faculty review this data as part of program review course evaluations, EMS room utilization data, HR and finance data.

- **Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements**

A [form](#) developed by RIE, allows the campus community to make data requests, including those for program accreditation needs. The form allows RIE to better plan, assess, and evaluate the overall process for data requests. RIE manages requests ensuring accuracy, reliability, and analysis of data while maintaining flexibility for high-priority requests. Reports and data provide relevant, reliable and timely data for the purposes of planning instructional/non-instructional programs and services.

Using SharePoint and PowerBI the process for making data, information, and performance results readily available has recently improved. This software allows data validation by RIE and for use by others without high-level technical skills in an ad hoc manner. Dashboards include real-time enrollment information for decision-making including unduplicated headcount and full year equivalent by term; enrollments by division, department and course; enrollment by delivery method; and year-to-year credit comparisons.

Academic Program Portfolios include program health metrics (enrollment, FYE, FTE, course saturation, persistence, number of graduates and graduate placement, employment outlook data, CCSSE benchmark scores, SSI scale data, and cost per FYE). These data provide the ability to structure a semester course schedule based on enrollment trends, develop a unit- and college-wide budget, and make Cabinet level infrastructure and facilities decisions.

A [SCC Fact Book](#) is updated annually and made available on the RIE webpage. A rich source of detailed information about the college, it is designed to support SCC’s planning activities, assessment efforts, grant and reporting requirements, and accreditation needs.

- **Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system/s and related processes**

The online information request form has greatly enhanced the ability of RIE to deliver data/reports in a timely fashion. The [Data Governance Policy](#) and [Procedure](#) delegate appropriate levels of responsibility within the organization for integrity, management, and appropriate access and security of college data.

To ensure security of SCC’s management systems, assignment of role-based access to data systems is accomplished by individual data custodians, systematic utilization of suppression and secondary suppression rules, and secure file transfer. SCC’s President identified data custodians responsible for each type of data (e.g. Financial Aid Director for student financial record). Though data custodians primarily
share data with internal stakeholders, external data sharing, such as grant reporting, is done with “MoveIT” Securely to safely share data without compromising student privacy.

The accuracy and reliability of SCC’s knowledge management systems are also influenced by MinnState which manages the Institutional Student Records System (ISRS). System IT (Information Technology) and RIE staff ensure the accuracy and reliability of data which SCC utilizes for internal analysis, reporting, and planning. The centrality of an ISRS creates structure, support, and efficiency across the system, but also limits the timeliness of data, means of accessing data tables, and, at times, lacks flexibility for data and report customization. Dynamic data exchanges between campuses and the System data warehouses are not allowed per policy however, SCC established an “on premises” SQL based server to improve reporting automation.

The technology that supports student and financial data (ISRS) and the system that supports online learning (D2L Brightspace) are housed in the MinnState System Office. These systems are monitored by System staff and disaster recovery tests are done regularly. Locally, data integrity for student information is monitored in the Registrar’s office and financial data by the Business Office staff and the Vice President for Finance and Operations (VPFO) who serves as the CFO.

In the event of a suspected data breach, MinnState requires that their office handle the breach. The system office has contracts in place for investigations, mitigation, etc. The Breach Notification Procedure is shared on MinnState’s website. Internally, SCC’s process for security focuses on prevention.

- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

RIE leverages a robust portfolio of data tools, surveys, and analytic software to support planning and decision-making. These include ISRS, PowerBI, SharePoint, CCSSE, SENSE, SSI, PACE, VFA, Chmura JobsEQ, IPEDS, ICAT, course evaluation reporting, EMS, SPSS, Qualtrics, and Gravic Remark.

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?

SCC’s Data Feedback Report (DFR) is triangulated with the Voluntary Framework of Accountability (VFA) and the National Student Clearinghouse Report (NSC). Since 2017 all three reports have revealed retention as the variable on which SCC must focus, supporting internal analyses and further informing the J1M Action Plan.

The success ratio shows the ratio of persistence and completion rate for students of color to white students is less than 1.0 indicating SCC experiences an Achievement Gap between majority culture and students of color. The data also indicate SCC has not yet met the goal set for student Persistence and Completion.
Review of the Strategic Framework Measures led SCC to explore outcomes in more depth. This exploration and data triangulation of national reports informed SCC’s Strategic Enrollment Management Plan and the decision to join ATD. SCC’s J1M and Strategic Enrollment Management work is designed to improve these metrics. As part of ongoing Strategic Planning process, the College is developing a Scorecard replete with Key Performance Indicators (KPI’s).

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

SCC has made significant improvements to data availability and how data are used in planning and operational processes. External benchmarking improved as SCC became a Tier Two Voluntary Framework of Accountability (VFA) Participant. Benchmarking has become more relevant with use of a custom comparison Data Feedback Report instead of using the IPEDS default benchmarking. Incorporating automated processes and reports will improve access, availability, and accuracy of data. Given these results, college wide data use should enhance in planning and daily operations.
Knowledge Management and Resource Stewardship

Sources

- 5P1A_IPEDS DFR 2018
- 5P1A_SCC Comparison Categories for Performance.pdf
- 5P1C_Fact Book 2017
- 5P1C_Mach Form Data Summary 7-17-18
- 5P1D_Data Breach Notification
- 5P1D_Data Governance Policy
- 5P1D_Data Governance Procedure
- 5R1_Student Persistence and Completion Rates
- Strategic Enrollment Mgmt Plan FY18-22.pdf
- Summary of Survey Data.pdf
5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

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

- **Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)**

SCC maintains, assesses and improves fiscal and physical infrastructure supporting operations by aligning resources with the Strategic Priorities, Goals, and Objectives identified within the College’s Strategic Plan and Academic Master Plan (5.A.3). SCC manages an annual operating budget of approximately $47 million including state and federal grants and student financial aid. The VPFO provides leadership in oversight of both financial and physical plant resources by analyzing and anticipating future financial needs and maintenance of a highly effective fiscal infrastructure. The oversight includes addressing short and long-range needs, accommodating new and changing revenue and expense scenarios, and maximizing efficiency of resources.

Through FY19 the college employed an incremental budgeting approach. During FY19, the college transitioned to an adaptive zero-based budget strategy for FY20 to ensure the college’s operating needs are fully met. The budget must respond to changing conditions (for example, enrollment increases and/or declines in program areas) and provide the opportunity to maximize reallocation of existing resources.

The VPFO and staff are responsible for executing SCC’s fiscal operations. The Business Office maintains all financial operations including accounts receivable and accounts payable, purchasing and employee reimbursements, setting up and monitoring of the chart of accounts, bank and financial statement reconciliations, and general and grant accounting. The recent transition to the Marketplace e-procurement system moved the college to an electronic purchasing process. A system of approvals for purchases, contracts, and reimbursements is in place based on official delegations of authority, maintained jointly by the Business and President's Offices.

While comprising 5.6% of the general operating costs, auxiliary services are instrumental to the student experience, providing direct services to students such as the bookstore and food service. The Bookstore Supervisor is responsible for oversight of the bookstore and food service operations, inventory, buying, and long-term planning for these operations.

SCC also seeks external funding opportunities to support operations including MinnState leveraged equipment and Foundation funding. MinnState's [leveraged equipment program](#) matches private donations with academic programs to provide institutions with state-of-the-art equipment for industry currency. SCC has historically exceeded the state benchmark and received additional funds. Additionally, each campus Foundation, as a separately-organized legal and financial entity apart from the college, provides direct support to the college in key areas including scholarships and the North Mankato building renovation.
Facility and Capital Management and Planning

SCC has various venues to address capital investment needs for the campuses. For projects related to health, safety, access, preservation, and code compliance, the college participates in the Higher Education Asset Preservation and Repair (HEAPR) program managed by MinnState. The goal of HEAPR funding is to provide resources to campuses to continue to keep system facilities safe, warm, and dry.

As a result of an AQIP Action Project, SCC implemented a Capital Equipment Request process in FY15 to allow academic and student support programs to request and obtain funding for equipment to maintain currency.

Capital projects (construction that exceeds $2M) focus on addressing regional and statewide academic programming needs identified as more efficient or effective uses of resources including the demolition or integration of spaces to create more flexible footage. Capital projects and HEAPR are financed, in whole or in part, by general obligation bonds from the state; the MinnState system pays 1/6 of the debt service on the bonds and the college or university requesting the project pays another 1/6 of the debt service. The College wraps debt service into the overall long-term financial planning activity.

Every four to five years a Comprehensive Facility Plan is developed to support SCC’s mission, vision, strategic goals, and priorities. The last Comprehensive plan was completed in FY15 and is slated to be updated in FY20. To construct the plan SCC engages in an open, collaborative, and inclusive process by utilizing interviews, feedback sessions and open meetings with internal and external stakeholders. Cabinet and MinnState provide oversight, support, and guidance to the long-term capital planning process. Additional facility needs are addressed regularly and are incorporated into the budget process ensuring SCC’s infrastructure investment adequately maintains operations. During the annual budget development process, funds are allocated to facilities at a minimum of $1 per square foot for Repair and Betterment, ensuring adequate resources to address deferred maintenance needs.

SCC’s physical infrastructures are overseen by the Physical Plant Supervisors who are responsible for maintenance (e.g. custodial and general maintenance, environmental safety and grounds). For remodeling project, a Building Steering Committee with cross-functional representation (faculty, facilities staff, IT, student affairs and student representatives) advises the design development of campus projects and facilities through internal and external focus groups. Funding is ultimately the responsibility of the President and Cabinet, with committee input. The VPFO is responsible for public safety, crime reporting, and emergency planning documentation.

Facility stewardship is managed using a variety of tools and methods. SCC FixIt is an email process used to report facilities issues and/or request repair. The data captured inform future planning and ensure adequate resources are identified during the budget cycle. As required by MinnState Emergency Management Procedure, a Continuity of Operations plan is in place, defining all processes for emergency operations recovery. Facilities Reinvestment and Renewal Model (FRRM) is a system-wide database that tracks and forecasts building lifecycle needs and estimated replacement costs for buildings and infrastructure components. The FRRM data is integral to both the Comprehensive Facility Plan and annual budget planning.
A building energy management system has been used to monitor and manage aspects of building equipment operations and environmental conditions. This tool monitors real time operations 24/7, alerts management to malfunctions and potential operating threats, and allows staff to adjust systems to ensure safe, effective, and efficient building operations. With these tools, facility management utilizes annual repair and betterment funding to plan for larger asset repair, preservation, and capital investment.

Technology and Information Services

The Department of Information Technology engages in college-wide consultation to ensure emerging technology needs are met. SCC’s Technology Master Plan, developed by a representative committee (students and staff), aligns with SCC’s Strategic Plan, MinnState Information Technology Strategic Plan, and the SCC Online Education Committee Action Plan.

The annual budget process sets aside funds to maintain and upgrade IT equipment. In consultation with the Technology and the Technology Fee Committees, these funds are used to upgrade and replace equipment as well as to maintain annual contracts for both hardware, software, and other mission critical services. SCC classrooms are equipped with multimedia technology relevant to teaching and learning. Equipment and computers in the multimedia classrooms, data center, and employee offices are replaced on a 3-5-year cycle with newer technologies acquired, installed, and implemented as needs arise. The IT department has a dedicated Helpdesk (responsive within 24 hours) to provide user support to faculty, staff, and students.

• Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

In Spring 2019, SCC undertook a comprehensive strategic planning process to update the 2015 strategic priorities. The collaborative process involved both internal and external stakeholders. While a comprehensive strategic plan is not new to SCC, the most recent process included a focus on the identification of key performance indicators (KPIs) to inform a college Scorecard. Data analyzed for the development of the plan include stakeholder survey and focus group data, benchmark and trend data, external environmental data such as labor market trends, enrollment management metrics, and student success outcome data such as graduation, persistence, and completion.

SCC determines institutional budget goals annually and works to reduce expenditures. MinnState sets fiscal goals regarding Institutional Support Expenses, Space Utilization, Instructional Cost per FYE, Composite Financial Index (CFI), and Facilities Condition Index (FCI). SCC is expected to work toward each goal and determine the process that best allows the college to achieve these goals. Institutional support and instructional expenses are recorded and reported by IPEDS category code.

Cabinet Work Plans outline obtainable, realistic goals and accountability measures. Plans are created annually in collaboration with the President and are designed to align to the President’s work plan. All plans seek to advance the institution’s mission and MinnState priorities of Student Success, Institutional Sustainability and Diversity (5.A.3). MinnState accountability measures, Strategic Enrollment and Just 1 More goals are embedded within these Work Plans. Cabinet members regularly discuss work plan progress with the President. Departmental level work aligns with the Work Plan of the Cabinet.
member responsible for supervising that unit. For example, the work plan of the VPRIE includes the goal of “increase tracking for related employment of graduates” so the Graduate Follow-up Survey work transferred from the Placement Office to RIE.

Academic department goals are set through the Academic Program Review process which includes the creation of a three-year Strategic Operational Plan. Aligned with the college mission, each program sets goals, strategies to achieve those goals, and measurable results to indicate goal attainment. The process is repeated with input from stakeholders every four years to ensure the goals are meeting opportunities and emerging needs.

- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

SCC uses an annual budget development process through which department resource needs are identified using a Budget Development Tool (BDT) housed in SharePoint. The BDT allows requestors to align budget requests with Strategic Priorities to ensure that operating costs directly impact students and that the core of the College's Strategic Plan is not adversely affected by elective resource allocations. Requests for additional resources, such as new initiatives or strategic investment in existing programs, are reviewed, prioritized, and approved by the President's Cabinet. Cabinet deliberates the annual budget by analyzing the central resource allocation to the specific Strategic Priority. In addition to disaggregated data demonstrating the relationship among cost categories, more detailed financial information by expense categories is made available to decision makers. The process also allows for identification of gaps in the annual plan, reduction of duplicative efforts, and facilitates opportunities to combine initiatives and projects to be systematic and sustainable. Further details on the budget process are found in 5P3.

On May 10, 2019, RIE and HR partnered and led a Workforce Planning conversation with SCC’s Management Team. Human resources were identified to achieve organizational goals. As addressed in Category 3, position requests require connectivity to student success or other strategic projects and initiatives. Unlimited faculty are also prioritized as evidenced by SCC’s high percentage of unlimited faculty.

- Tracking outcomes/measures utilizing appropriate tools

General fund expenditures are primarily Instructional academic and student support services. With oversight by the VPFO, financial status is monitored monthly via revenue and expenditure reports compared to the annual operating budget. Budget information is shared at formal meetings such as Faculty Shared Governance, union Meet and Confers, Student Senate, and as a dashboard on the SCC Finance and Operations SharePoint site.

Per Board Policy 7.3.16 Financial Health Indicators, SCC monitors a number of health indicators that require direct reporting of oversight and certification of objectives such as enrollments, receivables, budget, fund balance, cash management, net operating margin, personnel expenses, capital project execution, reconciliations, and financial reporting.
Information Technology uses monitoring tools to track network, server, and email statistics, storage use, and IT Help Desk requests. DoIT released a report in 2016, describing the year’s highlights for each area within the department.

5R2: What are the results for resource management?

- **Summary results of measures**

These measures illustrate SCC’s ability to manage resources effectively: Institutional Support, Space Utilization, Debt Service, Instructional Cost per FYE, and Private Giving. Institutional Support is represented by the ratio of expenses for institutional support divided by expenses. Space Utilization represents the percent of available academic rooms utilized for credit courses. Debt service, as a ratio, measures the amount of cash available for debt service compared to total interest/principle payments. Instructional Cost per FYE is the ratio of actual instructional costs to be expected per FYE. Private Giving compares the ratio of funds raised by the foundation to net funds provided by the institution to the foundation.

SCC’s average **Institutional Support Expenses** are ~12.5% and have fluctuated over time. SCC’s average **Space Utilization** is ~45.8%. SCC has maintained a **debt service** coverage ratio of less than 1.0, providing evidence of strategic and sustainable growth.

SCC **Instructional Costs** are higher than desired. In FY18, SCC’s ratio of Actual vs. Expected cost per FYE was 0.98 indicating progress toward cost reduction.

SCC has a strong ratio of dollars raised to dollars invested. In FY18, SCC raised $8.30 per dollars invested in comparison to the $6.61 average of MinnState colleges.

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

SCC benchmarks many performance measures against the MinnState system and adopts system goals for the above-mentioned measures except private giving.

SCC has on average a slightly higher rate of Institutional Support expenses 12.5% than the average of the colleges 11.85%. Moreover, SCC has a higher average rate of Space Utilization 45.8% than that of the colleges 41.7%.

- **Interpretation of results and insights gained**

SCC has made progress in reducing its higher than average instructional cost per FYE. In FY18, SCC’s reduction in state allocation due to a high instructional cost was $380,000 less than the $1.1 million FY16 indicating SCC’s efforts to decrease these costs while maintaining quality educational are progressing positively.

SCC’s debt service ratio, strong history of private giving, and regularly positive fund balance allows for strategic growth, development and investment in student success. Moreover, when these measures are coupled with the Composite Financial Index (CFI) as presented in 5R3 they collectively indicate SCC manages financial resources effectively. SCC is on track to meet all MinnState targets.
512 Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

The College intends to focus on:

- Investment of college resources to supplement the state bond funds for facilities renovations at North Mankato including an estimated $400,000 towards construction and an estimated $800,000 toward non-bondable short-life items such as technology and specialized academic equipment in college resources.
- Continued migration towards a zero-based budget process to assure that the budget aligns with strategic priorities.
- Improved space utilization beginning with class scheduling and room assignment changes. The ATD Curricular Pathway Priority is also a key component.
Knowledge Management and Resource Stewardship

Sources

- 5P2_COOP Recovery Manual April 2017
- 5P2_Financial Health Policy 7.3.16
- 5P2_Tech Lab Rotation Schedule
- 5P2A_Budget Strategy Timeline
- 5P2A_Emergency Management Procedure 5.24.3
- 5P2A_Leveraged Equipment Program FY18
- 5P2A_OEC Strategic Plan 5-15-17
- 5P2A_SCC Capital Equipment Requests Procedure
- 5P2A_Technology Master Plan 2016-19
- 5P2B_College-Wide Strategic Plans
- 5P2B_Program Review Strategic Operational Plan Template
- 5P2B_Program Review Strategic Operational Plans Examples
- 5P2B_SCC Leadership Work Plan 2018
- 5P2B_Work Plan Flow Cycle
- 5P2C_Strategic Priorities Alignment
- 5P2D_DoIT Annual Report 2016
- 5P2D_IT Monitoring Tools
- 5P2D_Spring 2019 Budget Report
- 5R2_Debt Service FY2016-20
- 5R2_Institutional Support Expenses
- 5R2_Instructional Cost per FYE
- 5R2_Private Giving
- 5R2_Space Utilization Table
5.3 - Operational Effectiveness

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. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/ measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?
Responses

- **Building budgets to accomplish institutional goals**

In previous years’ budgets were based on incremental increases or decreases based on state allocation predictions. For FY20 SCC launched a new budget process designed to directly tie spending to strategic priorities and institutional goals. Budget assumptions and parameters are set by the VPFO and the President to ensure the financial health of the college and future financial strength incorporating potential unanticipated costs. The annual budget cycle incorporates budget history, adjusted budget information, year-to-date spending, prior year financial projections, and current revenue and spending projections, allowing SCC to forecast the impact of both varying appropriation plans and enrollment. Budget assumptions support needed flexibility in resource allocation and autonomy to ensure operating needs are being met. Training and education are done throughout the cycle to build a common understanding of the financial landscape including historical spending patterns, highlights of prior budgets, planning scenarios, and to clarify parameters for upcoming budget submissions.

Vice Presidents reviewed the requests in a summarized manner and “drilled down” to better understand the request or ask clarifying questions. Requests for non-operating resources, such as new initiatives or strategic investment in existing programs, are reviewed and prioritized by the President’s Cabinet for final approval.

College employees have access to information and reports about the budgets through an online dashboard built in PowerBI and shared via SharePoint. Once requests are completed, operating budgets are rolled into the complete college budget to address one-time spending needs, capital needs, equipment needs, and planned programmatic investments (such as program start-up). Budget managers are notified of the status of their non-salary request after the Cabinet retreat and close of the legislative session. Budgets are uploaded once the final allocation from the state legislature is known.

- **Monitoring financial position and adjusting budgets (5.A.5)**

Budget allocations are done at the beginning of the fiscal year for salary and non-salary expenses, and then adjusted for unanticipated circumstances. Revenues, encumbrances, and year-to-date spending variances are reviewed monthly by Cabinet. Budget reports are prepared with recommendations for adjustment (i.e. actual enrollment compared to projected), review of unanticipated needs, comparison of allocated budget to actual expenditures, and highlights of other financial impacts (such as the closing of the fiscal year). By monitoring financial positions monthly, SCC may adjust assumptions in long-term forecasts based on actual results and reallocate to current year unanticipated changes.

Budget and financial reports are presented by the VPFO at Management Team Meetings, Faculty Shared Governance, MAPE and AFSCME Meet and Confer meetings and all campus Presidential Forums. The college’s fund balance is dedicated to strategic investment, coverage for long-term liabilities including outstanding liability as well as contingency funding. While contingency funding remains untouched, its purpose is to protect the college from exigent and unforeseen circumstances.
• Maintaining a technological infrastructure that is reliable, secure and user-friendly

SCC’s Department of Information Technology Services (DoITS) provides support for students and employees in all aspects of technology across the institution. DoITS maintains and supports classroom technology services, network services (including email with spam filtering), wireless internet access throughout both campuses, network file storage, and open labs for students. Additional equipment such as laptops, clickers and cameras are maintained and made available via the Help Desk for students and employees. DoITS also maintains the infrastructure of the college’s online presence on the SCC website and Facebook.

SCC IT infrastructure is strategically prioritized for security and reliability while preserving usability. With the increase in spam, malware, phishing, and viruses, it is critical to safeguard the networking environment yet ensure that it does not adversely affect the services available to the college community.

SCC has procedural safeguards in place, including:

• A structured process to apply security patches and updates
• Timely provisioning and de-provisioning of user accounts
• Role-based network segmentation to separate student, employee, and IT administrator access to the campus and system networks
• Management VLAN which separates and restricts traffic based upon usage and functionality
• Systematic detection of unauthorized devices
• Default passwords and SSIDs are changed and unnecessary scripts and applications are removed
• Administrative rights are used sparingly
• Communication of security processes via emails and training sessions
• Operating systems and software are kept updated to minimize security risk
• Compliance with the MinnState Security Plan.

Training and awareness are the most important security safeguards. All employees are required to complete data security training through the MinnState Event Management System (EMS Campus). All new employees receive online training regarding data protection practices. Training on technology platforms is an area where the college has excelled where faculty are trained in D2L basics during their Human Resources-facilitated orientation and additional training scheduled through Learning Central, a conceptual and physical space offering faculty support and services outlined in Category 2.

• Maintaining a physical infrastructure that is reliable, secure and user-friendly

Institutional Sustainability is a component of the President/Cabinet workplans. Included in Institutional Sustainability is maintaining a physical infrastructure that is reliable, secure and user-friendly with resources dedicated to meet this goal. The physical campus is maintained through proactive safety measures and systems to ensure the security of both the campus and the campus community members. A recent bond has provided funding for renovation to the North Mankato campus that will improve classroom and lab spaces and more user-friendly student engagement spaces.
Scheduled physical plant inspection and monitoring provides an inventory of buildings and equipment which may require upgrade. Priorities are established each year as to what deferred maintenance and equipment replacement need addressing. The Physical Plant Supervisors utilize a Facilities Repair and Reinvestment Management system to oversee and maintain the facilities upkeep and repair.

As part of SCC’s continual improvement commitment, the college has examined its safety and security duties. OSHA compliance and emergency planning/preparedness training are delivered by SCC’s Center for Business and Industry, which has multiple OSHA-certified trainers.

- **Managing risks to ensure operational stability, including emergency preparedness**

To identify and mitigate risks that threaten SCC’s operational stability, reputation, and resources, SCC undergoes ongoing enterprise risk management assessments. These risk management assessments are contained in each Cabinet member’s annual work plan. To maintain transparency and mitigate risk, a security incident log and data for the Annual Campus Crime report, including required Clery Act data, are shared publicly on the website and annually noted to students as part of the safety orientation information.

SCC has an extensive emergency preparedness process, including the development of an All-Hazards Guidance Plan for immediate responses and a Continuity of Operations Plan (COOP), which details longer-term impacts to daily operations and operational recovery plans with essential backup locations. IT helps develop and update COOP minimizing risk associated with cyber security and data system vulnerability. The combination of the All Hazard and COOP plans ensure that operational stability is maintained in the event of unforeseen emergencies.

SCC maintains multiple communication channels for messages to students and employees about emergencies, shelter-in-place, and evacuation with individual evacuation plans for students with special needs as part of their accommodation plans. Documents related to Campus Safety, Campus Security, and Emergency Planning, including a Communication Reference Guide are all available on the SCC Campus Safety webpage. Safety Maps and Emergency Response Procedures are placed in highly visible locations in classrooms and around both campuses. SCC utilizes Star Alert, a free web and text-based emergency notification system, notifying students and employees of (cell phone and/or email) campus-related emergencies.

The college’s standing Safety Committee, composed of faculty and staff, meets at least quarterly. The committee is an advocacy and review advisory panel to the President and VPFO for safety, security, and emergency preparedness issues.

- **Tracking outcomes/measures utilizing appropriate tools**

The Composite Financial Index (CFI), a core MinnState requirement for financial review of revenues, expenditures and reserves, is monitored annually to provide support for and ensure maintenance of financial sustainability. MinnState includes this metric in the President’s annual evaluation. SCC’s internal goal is to maintain a CFI of 3 or higher and regularly meets the benchmark and is monitored per the MinnState Financial Health Policy 7.3.16.
The Facilities Repair and Reinvestment Management (FRRM) database is used by MinnState and SCC to identify the condition of building systems and allows facility management to identify existing and projected building system failures over time. The information is updated annually and provides a dashboard on facility condition assessment and forecast for future building system component repair and replacement. The FRRM informs decision-making related to capital investment and supports capital requests to the legislature. The facilities software (EMS) is a data piece employed by academic and student affairs for the purposes of appropriate course and program scheduling. Utilities and water usage data are also tracked to identify efficiencies in energy use and cost.

The VPFO maintains Excel and web-based analyses of various operational aspects of the college, including staffing and salary expenditures, instructional and institutional costs, academic program non-salary expenses, etc. These reports are shared regularly with the college via SharePoint and all-college meetings.

A security incident log is maintained and used by public safety, the behavioral intervention team, and leadership to analyze trends in incident types and locations to identify areas for improvement. These systems are also used to compile data for the annual campus security report required by the Federal Clery Act.

IT uses a variety of tools to enhance operational effectiveness and measure ongoing security risks listed above, including a network vulnerability scanner and Cisco Internet Guardian. IT uses an email-based ticketing system called Manage Engine Service Desk to track IT support needs and trends through help desk requests. Surveys, including program review surveys, track satisfaction to measure user-friendly technology.

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

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

SCC is financially stable as indicated by the Composite Financial Index (CFI), end of year additions to the fund balance, budget requests, and the facilities condition index (FCI). State appropriations comprise 33% of revenues, with the remaining 67% coming from tuition and fees. The CFI is calculated by combining the outcomes of the Primary Reserve Ratio, Return on Net Position Ratio, Viability Ratio, and Net Margin Ratio and is indicator of an institution’s financial health. SCC’s CFI is consistently higher than three, the goal adopted by SCC. In FY18, SCC’s CFI was 3.40. SCC calculates and reports the CFI both with and without deferred future outflow, per HLC standards.

SCC has added to its fund balance in four of the previous five fiscal years. Currently, SCC has a total fund balance $12.2 million dollars.

Non-salary budget request for FY20 were 25% less than those for FY19. As addressed in 5P2, 56.39% of FY20 Non-salary budget requests aligned with the Quality Education Strategic Priority with another 27.62% aligning with Holistic Learner Services clearly indicating SCC’s budget is dedicated to college goals and priorities.
SCC’s physical infrastructure is well maintained. The Facilities Condition Index (FCI) is the ratio between the dollar amount of deferred maintenance on all facilities and the current replacement value of the facilities. SCC’s average FCI is 0.103.

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

For the past 5 years SCC’s CFI has been above both the SCC and MinnState goal. SCC’s six-year average CFI of 3.62 is 1.5 points higher than the average of the colleges. SCC is within +/-10% spending within previous years based on the revenues being within that same range. SCC strives to have a budget that is reflective of actual needed expenditures instead of regularly adding to its fund balance, therefore one of the places targeted for reduction was in non-salary budget requests. In the FY20 budget cycle, non-salary budget requests were reduced by 25% in comparison to the FY19 budget cycle.

SCC’s average FCI (0.103) is also lower than the average of the MinnState colleges (0.107).

- **Interpretation of results and insights gained**

SCC maintains a strong financial position. The CFI, additions to the fund balance, reduction in non-salary budget requests and FCI indicate SCC has been managing its financial resources effectively.

In FY19 SCC will draw from its fund balance to help offset the cost of the North Mankato remodel.

Review of utilities and water usage data led to a change in summer hours beginning in Summer 2016. Closing on Friday afternoons decreased electric, gas and water usage. Employee satisfaction was high with mandatory summer schedule; however, students who didn’t check the schedule before coming to campus were unable to receive assistance on Friday afternoons. In August 2018 to remedy student access, Student Affairs remained accessible while the HVAC and maintenance schedules remained in savings mode.

**5I3 Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?**

Future improvements will include:

- Using a number of measures, including ratios, financial and facility indexes, and spending patterns such as expense per square foot on facilities and utilities, SCC will set targets for ratios and indexes which are compared to actuals annually to adjust annual financial budget as needed in the upcoming budget cycle.
Sources

- 5P2_Coop Recovery Manual April 2017
- 5P2_Financial Health Policy 7.3.16
- 5P2_Tech Lab Rotation Schedule
- 5P3A_Budget Outlook Projections and Assumptions
- 5P3A_Budget Projection Tool
- 5P3A_FY20 Budget Cycle Timeline
- 5P3C_Data Security Classification Procedure 5.23.2
- 5P3C_Equipment Available for Checkout SCC Help Desk
- 5P3D_Maintenance Schedule
- 5P3E_Administration Emergency Notification Procedures
- 5P3E_Emergency Response Notification and Evacuation 8-10-10
- 5P3E_Emergency Response Procedures Dec 2016
- 5P3E_Safety Committee Charter and Bylaws
- 5P3E_Safety Maps
- 5P3F_2017 Crime Log
- 5P3F_2017 SCC Campus Crime Report
- 5R3_Budget Requests
- 5R3_Composite Financial Index
- 5R3_Facilities Condition Index (FCI)
- 5R3_Gain and Loss to End of Year Balance
Quality Overview
Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

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

- Selecting, deploying and evaluating quality improvement initiatives

AQIP Action Projects

South Central College (SCC) has a formal process for quality improvement through AQIP Action projects. The AQIP Action Project Selection Process Map and the SCC Action Project Guide outline the processes used for selection, deployment, and evaluation of Action projects. With multiple-department membership, the AQIP Steering Committee leads the action project process. The Steering Committee solicits new Action Project ideas from the college when ongoing action projects are near completion. The campus community contributes ideas via a form on the AQIP website with requests for proposals shared via the Connections Newsletter with submission deadline. The Steering Committee then evaluates the project submissions using a rubric which evaluates the ideas for their alignment with the SCC Mission, Strategic Plan, or previously identified focus areas. The top scoring project is submitted to the college President for final approval. Project ideas not selected as Action Projects are forwarded to the most relevant supervisor for departmental determination and continuous improvement.

Mid-cycle and annual updates are required from Action Project teams, as well as a final report at conclusion of the project. Action Project completion and success is shared and celebrated with staff and faculty at college workshop days. Baseball-style trading cards for each project are distributed recognizing the work of the team and notifying the campus of process/practice improvements.

Process Mapping as a Quality Improvement Initiative

Beginning Summer 2016, the AQIP Steering Committee expanded quality improvement initiatives to include the use of swim-lane process mapping to define and improve processes.

Ideas for processes needing improvement were solicited from the campus community during an in-service session Spring 2016. Departments interested in making improvements via process mapping were invited to participate in the project. The Systems Portfolio signaled selected projects. Upon examining the process for student complaints, it was discovered that multiple different processes existed with no central location for housing complaint information. As a result, the system of student complaints was identified as one key project.

As process mapping progressed, other departments signaled interest in making improvements and while those aligned with the Systems Portfolio and ATD “Just 1 More” projects took priority, all interested departments were all supported in mapping. Work was evaluated based on a project’s ability to meet the outcomes outlined in the project Action Register which outlined the goals identified by the group mapping the process.
• Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

SCC reviews its work in light of the AQIP pathway with alignment to the Systems Portfolio categories, MinnState strategic goals, and the SCC Strategic Plan. Action Projects and Process Mapping efforts are identified based on the needs identified in the 2015 Systems Portfolio and/or Systems appraisal. Writing the 2019 Portfolio also identified gap areas, such as Strategic Planning, Student Affairs assessment, and uniformity across Program Review surveys. The Action Project selection rubric prioritizes projects which align with Strategic Goals and the Systems Portfolio.

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

This table identifies Action Projects since the last Systems Portfolio and identifies the key improvements made.

<table>
<thead>
<tr>
<th>Action Project</th>
<th>Key Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Process for Implementing Credit for Prior Learning (CPL)</td>
<td>Developed the necessary structure for college-wide CPL implementation including policies, procedures, concept maps and fee structure.</td>
</tr>
<tr>
<td>First Year Experience (FYE) Reimagined</td>
<td>Open Educational Resources (OER) were collected, created and consolidated into a central resource for instructors both teaching FYE and those wishing to use the resources in their courses and programs.</td>
</tr>
<tr>
<td>Creation of a Continuous Improvement Hub</td>
<td>A centralized site was created to share Continuous Improvement resources and highlight the improvements being made across the college.</td>
</tr>
<tr>
<td>Improving and &quot;Early Alert&quot; Process to Positively Impact Student Success</td>
<td>The revised process reaches beyond Academic concerns and aligns with the Holistic Learner Services SCC provides as part of the &quot;Just 1 More&quot; Innovation team work.</td>
</tr>
</tbody>
</table>
This table identifies processes which have been mapped, shows the involvement across the college, and denotes key improvements of the project.

<table>
<thead>
<tr>
<th>Mapped Process</th>
<th>Department(s) Involved</th>
<th>Key improvements made or in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Student Affairs</td>
<td>Mapping the process created a more user-friendly process to simplify the process and remove the application fee.</td>
</tr>
<tr>
<td>Student complaints and grievances</td>
<td>Student Affairs</td>
<td>A uniform process was created that allows tracking and classifying of complaints.</td>
</tr>
<tr>
<td>Disability services</td>
<td>Academic Support Center</td>
<td>The process was mapped to identify ways to streamline the process and reduce the burden of responsibility on students.</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Business Office</td>
<td>The process was defined to facilitate the transition of purchasing to the online MarketPlace software.</td>
</tr>
<tr>
<td>Surveys</td>
<td>Office of Research and Institutional Effectiveness (RIE)</td>
<td>The process was defined to centralize all surveys in RIE to reduce survey fatigue.</td>
</tr>
<tr>
<td>Catalog Production</td>
<td>Student and Academic Affairs, Marketing</td>
<td>The goal of releasing the Catalog prior to the first Advising and Registration session was met—something which had not occurred in the memorable past.</td>
</tr>
<tr>
<td>Employee Onboarding</td>
<td>Human Resources</td>
<td>Mapping clarified the roles and responsibilities of stakeholders involved in onboarding new faculty.</td>
</tr>
<tr>
<td>Course Scheduling</td>
<td>Student and Academic Affairs</td>
<td>The process was defined which allowed the Just 1 More ATD Innovation team to begin the work of Curriculum Pathways.</td>
</tr>
</tbody>
</table>

A process map and an action register for all of these projects detailed steps and responsibilities to ensure improvements were made.
6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

As addressed in Category 2, for Student complaints, the college now has a formal complaint process. The policy and procedure have been written and approved. The college will continue quality improvement initiatives through the Innovation team work of Just 1 More, increased co-curricular assessment through Student Affairs and work as outlined in SCC’s new Strategic plan to be finalized in fall 2019.
Quality Overview

Sources

- 6P1_Action Project Call
- 6P1_Action Project Call (page number 2)
- 6P1_Action Project Selection Rubric
- 6P1A_Action Project Proposal Form
- 6P1A_AQIP Action Project Guide
- 6P1A_AQIP Action Project Recognition Cards
- 6P1A_AQIP Action Project Selection Process Map
- Admissions Process Map
- Catalog Process Map - current state - May 2017
- Student Complaint and Grievance Process Map
6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

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

• Developing an infrastructure and providing resources to support a culture of quality

After the last Systems Portfolio and Appraisal, SCC recognized that the college had limited the definition of continuous improvement to AQIP Action Projects. In order to support a culture of quality, more tools and resources are needed and shared college-wide. The addition of Process mapping to the CQI toolkit has provided individual departments resources for making improvements in their areas. The Process Mapping sessions also inform departments of direct application of continuous improvement.

To document Continuous Improvement work for the entire campus and a central repository of continuous improvement resources, the AQIP Steering Committee began the Continuous Improvement Hub (CI Hub) Action Project Spring 2017. The goal was to develop a Continuous Improvement Hub on SharePoint for reporting and documenting continuous improvement efforts. The CI Hub houses reports from Action Projects. The documented Swim Lane Process maps and associated Action Registers, detail initiatives for reporting on improvements undertaken in departments across the college.

Budget resources are allocated to support both the Steering Committee and Action Projects including AQIP Steering Committee chair release time, an annual strategic planning retreat for the AQIP Steering Committee, and funding for Action Projects.

• Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

The AQIP Steering Committee has kept the use of CQI language in front of the college through communication via SCC Connections Newsletter and presentations at all college events such as In-Service and Presidential forums. As discussed in 6P1, Action Project completion and success is shared and celebrated with staff and faculty at college workshop days through the distribution of baseball-style trading cards for each project. All of these communication efforts support the role and scope of Action Projects as a part of continuous quality improvement.

Communication during AY17-18 focused on the AQIP Categories. Each month a new Category was highlighted through posters, category cards, and a memory-triggering item associated with the cards such as a penny for Category 5: Knowledge Management and Resource Stewardship.

The AQIP Steering Committee changed the focus for AY18-19 to the Criteria for Accreditation to help the college see the connection between Categories and Criteria and introduced an Accreditation “pre-test” fall 2018 to evaluate the college's understanding of Accreditation to better customize messaging. From this, critical information was shared through an Accreditation 101 series in the Connections newsletter. At the end of the year, a “post-test” was conducted to determine if understanding increased.

Institutional actions are now also viewed by the college as forms of CQI. As can be seen throughout the Portfolio, Assessment of Student Learning, Program Review and the work of the “Just 1 More” initiatives are all processes which have been improved over time and processes which have led to continuous improvement in their outcomes.
6 Quality Overview

- **Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)**

The AQIP Steering Committee solicits reports from Action Project teams. If an Action Project requires more than one year to complete, a midterm report is required. The Steering Committee also asks Action Project teams to report at least once a semester during Steering Committee meetings allowing the Steering Committee to remain informed and provide feedback to the Action Project teams. Upon completion, project results are shared with the college for collective learning.

In 2018, the AQIP Steering Committee added 4 questions to the Action Project final report to assist the college in implementing the project and learning post-Action project.

- As this project finishes, to what department/position should the continuation of this project be moved?
- Why do you believe this individual/program should be responsible for this project on an ongoing basis?
- Is ongoing funding needed to sustain this project? If so, what amount of funding is recommended and for what purpose?
- If this continuation plan does not take place, what would be the disadvantage to that decision?

- **Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution**

Each year, the AQIP Steering Committee reviews its Charter and Bylaws to ensure relevancy to the college and to ensure the Steering Committee is still acting in accordance with its charge. South Central College also demonstrates its commitment to the AQIP Pathway by allocation of financial and human resources including faculty release time for the AQIP Steering Committee Chair. SCC also commits funds for an average of 8 individuals to attend the HLC Annual Conference, many of whom are first time attendees. Funds are also available for the work of action project teams.

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

The AQIP Steering Committee pre-test and post-tests asked, “Using the scale below, how would you rate your understanding of the Higher Learning Commission’s Criteria for Accreditation?” As this graph shows, overall understanding was rated higher in the post-test. The percentage of participants ranking “no” to “little” understanding decreased from 34.4% to 25.6% and those ranking themselves “knowledgeable” to “very knowledgeable” increased from 26.8% to 34.7%.

The pre-test and post-test also asked, “South Central College is accredited through which organization?” Knowledge of HLC as the accreditation body increased from 75% to 87% among survey respondents. The idea that AQIP was the organization decreased from 21.7% to 12.8% however there are still individuals who are unclear that AQIP is a pathway for reaffirmation through the HLC.
Other questions, all showing improvement, included:

- How many criteria for accreditation are there?
- Which of the following is NOT a criterion for Accreditation?

Open ended questions included “Why is accreditation important?” for which a word cloud of responses showed “Students” being the number one response. For SCC, this reaffirms the student-centered focus of the college mission.

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

The AQIP Steering Committee will continue to promote a culture of quality through integrating Action Projects into the college as appropriate when the projects conclude. A process for integration has been developed and will be implemented summer and fall 2019.
Quality Overview

Sources

- 6I2_ActionProjectIntegrationProcess_Approved05032019
- 6P2_Connections Accreditation 101.pdf
- 6P2_Process Mapping Sessions
- 6R2_TestResultsAgencyQuestion
- 6R2_TestResultsCriteriaQuestion
- 6R2_WordCloudAccreditationImportance