

# **Systems Appraisal Feedback Report**

## **An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by**

**2083 SOUTH CENTRAL COLLEGE**

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## **I. Reflective Overview**

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

### ***Reflective Overview Statement***

The current maturity level as exemplified by the Systems Portfolio spans between Reacting and Systematic. SCC has started analyzing processes and aligning goals of the institution with continuous improvement, but most processes, results, and improvements are unclear or just beginning for the various categories.

### ***Category Summary Statements***

1. **Helping Students Learn:** Processes are not explicitly communicated in the portfolio, therefore causing SCC to not have clear results or improvements based on processes and results.
2. **Meeting Student & Other Key Stakeholder Needs:** SCC recognizes the need to collect and use intentional data, creating Action Projects to address the need. SCC mentions their intention to adopt an enrollment management plan to help align the institution's goals, but the plan is not discussed in detail in the portfolio.
3. **Valuing Employees:** SCC has processes for hiring, development, and training for employees, but currently does not align data collection with its processes causing no results or opportunities for comparisons with peer institutions.
4. **Planning and Leading:** SCC continues to expand their communication efforts, but the institution needs to identify measures for effectiveness and align efforts and measures with core plans. SCC appears to rely on the PACE survey for results.
5. **Knowledge Management & Resource Stewardship:** SCC has multiple plans to implement, such as the Facilities Master Plan and Technology Plan which will help the institution align the budget and institution's goals. The intentional data collection will also help SCC move from reacting to systematic maturity as the institution begins to utilize and align data with its goals.

6. **Quality Overview:** As a new AQIP institution, SCC recognizes its reacting maturity level and seeks to implement multiple quality improvement initiatives to help create a continuous improvement quality culture. SCC plans to use many components learned at the Strategy Forum to identify and align processes, results, and improvements.

## II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

**Strategic Challenge:** Lack of defined processes - Throughout the various categories and related process questions, the College did not describe practices that were expected to be repeated on some type of predictable basis, and the College did not identify measures that were consistently utilized, analyzed, and compared internally and externally to assess the effectiveness of its processes and practices. In the absence of defined processes, it is difficult to effectively use data to inform future improvements. SCC needs to memorialize its practices. Priority might be given to those category topics that link to one or more of the Core Components. The institution may benefit from process maps or other visual tools in order to gain a better understanding of its processes and to see opportunities to achieve alignment with the College's mission, vision, values, budgeting and resource management, leadership, and strategic planning efforts.

**Strategic Challenge:** Lack of CQI structure - There is very little evidence of data gathering which is vitally important to supporting a culture of decision making based on continuous quality improvement. SCC reports CQI processes and structures have begun to integrate with the AQIP process but shows no evidence of data gathering or reporting, even with completed AQIP projects. SCC needs to move from merely reporting its commitment to CQI to having processes, results, and improvement plans that align with the System Portfolio Categories and strategic priorities.

**Strategic Challenge:** Lack of data/inappropriate use of data - Throughout the portfolio, the College reported data which does not always appropriately address the component in question, lacked relevance, and/or seemed to be used outside of its intended use. The figures/charts depicted appear to represent only a small portion of the survey or other data being described. Furthermore, in most results sections, there is no interpretation of results and insights gained. The continuous improvement model implies that data are analyzed, interpreted, and used to create action, and the portfolio is the means by which the College demonstrates its use of data relative to each category. Without the much needed detail, the appraisal team had to conclude that the institution was operating in a reacting mode throughout all of the results sections of the portfolio. In its next portfolio, SCC will benefit from providing a more thorough description of its processes, related measures, and the data that served to inform its improvement efforts.

**Strategic Challenge:** Lack of CQI culture - While SCC's administration indicate they support the AQIP Accreditation culture and evidence shows they are implementing the concepts of continuous quality improvement, it is not evident that they understand their processes or are aligning them and becoming a data informed institution. In most cases, the portfolio did not include any information or data upon which the improvements described by the College were based. The planned improvements could greatly benefit the institution, but without actionable data in order to understand the goals of the improvements and to assess the effectiveness of the improvements, the College may find itself operating in the reacting mode and never see the maturation expected of institutions who fully deploy the principles of continuous quality improvement.

### III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document

which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

***Category One: Helping Students Learn***

SCC presents a number of recent or planned institutional improvement efforts related to helping students learn. Primary among these are the revision of the program review and program assessment processes to ensure more consistent and regular assessment efforts across the institution. Although some of the improvement efforts described were first instituted in 2013, it is still unclear if or how any of these improvement efforts have begun to feed into the broader college culture of assessment and evaluation. This is most pronounced in the results sections, which consistently appear to include data that is collected independent of processes to discuss the results or integrate the interpretation of these results into the institutional decision-making process. The next systems portfolio would benefit from explicit descriptions of its CQI processes and examples of how results collected as part of each assessment process are integrated into the discussions about student learning. SCC might consider mapping its critical student learning and academic support procedures before it adopts new plans. This activity may provide focus for its next steps.

Assessment has been a cornerstone of the accreditation process for many years now, but SCC seems to still be struggling with the major component of the accreditation review. Although SCC states that many individuals are involved in looking at data and making decisions, faculty involvement and engagement were not explicitly stated.

**Category One Strategic Issue:** SCC does not seem to link specific data to decision making. They lack clearly identified processes. Assessment appears to be taking place, yet there is a lack of data provided. Specifically, SCC does not describe its processes in enough detail so as to give the reader a clear understanding of how the institution engages in practices regarding helping students learn that are adopted and implemented consistently across the institution. SCC mentioned multiple pilots but does not address replication to show longitudinal analysis of results. SCC mentioned some direct measures, but they did not analyze and compare internal and external measures. It is not clear from the information provided if the institution's assessment processes are a part of the decision making or

considered separate. Evidence of assessment related activities, including deploying assessment tools across courses, programs, and modes of delivery, analyzing the data and deploying improvements intended to achieve the intended levels of student learning, is critical in maintaining the institution's accredited status. The lack of any meaningful assessment results may rise to a potential accreditation issue at the time of reaffirmation.

### ***Category Two: Meeting Student & Other Key Stakeholder Needs***

Part of SCC's vision statement is to "be a community partner in the regional economy, helping individuals and organizations compete in the global marketplace." The practices outlined in Category Two help illustrate SCC's commitment to its students and community stakeholders. The level of stakeholder involvement is impressive, with student involvement on most institutional committees and employer involvement on all advisory committees. The College also utilizes many different surveys to solicit feedback from student and community stakeholders. SCC has an opportunity to build on its current processes for identifying all stakeholders' needs, tracking trends, and making improvements in building collaborative relationships by streamlining the various activities. The lack of formal processes through which it assesses the effectiveness of its practices makes it difficult to know if those services are accomplishing their intended goals and meeting the needs of all concerned in the most effective and efficient manner. The complaint functions of the College would also benefit from a formalized process for quality improvement. As a new AQIP institution, it is understandable that the development of such processes will take time, but there is an opportunity to formalize and coordinate much of the work that is already being done so as to establish a more cohesive CQI system as it relates to meeting the needs of student and community stakeholders.

### ***Category Three: Valuing Employees***

SCC relies on MnSCU practices and policies for many of its HR operations, but opportunities exist to develop its own internal processes and practices by which it evaluates its employees and maintains adequate levels of appropriately qualified staff and faculty specific to the unique needs of the College. There is an obvious commitment to ensuring that faculty are well-prepared, as evidenced by the required teaching-and-learning competency and the Learning Central support services made available to faculty. However, it does not appear, yet, that there are coordinated processes in place that will allow all of these efforts to help SCC evaluate its practices. For example, the evaluation form has only just recently been revised so as to align employee performance goals to the College's

strategic priorities. The portfolio also appears to indicate a consistent lack of discussion/analysis/interpretation of data collected with respect to Category 3 processes to help improve such efforts. SCC would benefit from defining specific processes and utilizing tools to track and measure professional development needs. Aligning the College's goals with the performance evaluations will also give the College the opportunity to integrate a culture of quality.

**Category Three Strategic Issue:** SCC operates within the framework of MnSCU for its general policies and guidelines and may want to focus on creating systematic and formal processes based on its own and its employees' needs. The institution is still in a reacting stage of maturity since it seems to be still operating on initiatives and activities on an as needed basis in meeting its commitment to the hiring, development, and evaluation of faculty, staff, and administrators. SCC has an opportunity to become more proactive in its practices through a more formal and systematic process of collecting and analyzing campus specific data to inform its decision making.

***Category Four: Planning and Leading***

In the area of planning and leading, SCC has a two-level system: the MnSCU framework and a local campus implementation of the statewide directives. Much of the collected data is gathered through indirect methods, and additional direct measures would assist the College in formalizing its current processes. There also appears to be a need to customize the systems and processes to be consistent and committed to SCC's own mission and vision statements.

SCC used a process for reviewing and revising mission, vision, and values. The College utilized an outside consultant in the 2013 Strategic planning event. These are communicated through various media such as the website. Academic outcomes are reviewed on a formal basis on a three year rotation or through program-specific accreditation requirements. The College would benefit from mapping each process to ensure that they work, to identify data for CQI, and to identify a timeline for the processes. Many processes are handled at the department level and there is a lack of consistent data across programs.

The College has the opportunity to move from developing processes in an ad hoc manner to developing and formalizing a comprehensive system of institutional metrics and in building a culture of data-based decision making.



***Category Five: Knowledge Management & Resource Stewardship***

SCC is beginning to implement institutional plans to ensure the effectiveness of the College's management of resources and alignment with the strategic plan. There are also MnSCU system requirements in place that help facilitate resource management. Expanding the practice of including students' voices into the management of institutional resources, such as is already being done with technology resources, could help with the alignment of such processes with institutional mission and vision. However, the College struggles to define its processes, in general, for Category 5 and relies on activities as evidence that its practices are designed and implemented to ensure effective resource management. Some of the general processes for determining resource management also appear to operate in a "top-down" fashion. For example, budget decisions appear to be made primarily at the cabinet level, and many of the processes related to physical and fiscal resource management appear to be directed by MnSCU. Establishing a data management system or process that will allow SCC to explore and analyze institutional data outside of what is provided by MnSCU represents an opportunity to improve upon the College's current use of results in this area. As SCC further defines its strategic planning and budgeting processes, it could benefit from formalizing a more comprehensive resource and facilities management plan that anticipates short term and long term funding needs (and possible shortfalls) and sets forth the process by which funding will be prioritized and allocated between facilities, technology, and other operational costs. Aligning resource management with strategic planning will be critical to long term financial stability.

***Category Six: Quality Overview***

Participation as an AQIP institution has laid the foundation for the culture of continuous quality improvement at SCC. The institution has focused early CQI efforts on establishing some process maps and developing documentation to guide the identification and selection of AQIP action projects. The institution has also established some processes for communicating CQI efforts and action projects to the rest of the institution. However, there is very little evidence or results provided to indicate if or how early CQI efforts have impacted the institution. More details need to be provided to illustrate this collective impact. SCC will benefit from a focus on data collection, evaluation, and using the results of future improvement initiatives to set priorities and goals for establishing a systematic, sustained quality improvement process. Institutions new to AQIP typically use the concepts, vocabulary, and activities of AQIP to provide purpose, structure, and meaning to strategic

planning and a culture of continuous quality improvement. SCC is using its action projects, this Systems Appraisal, and the results of its Strategy Forum as the foundation for building institutional support and commitment to CQI, but appears to be doing so under the umbrella of AQIP. As the institution evolves, it might consider approaches that emphasize CQI as the model, goal, and methodology of its quality culture.

#### **IV. Accreditation Evidence Screening**

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

***Criterion One. Mission:***

The portfolio contained a number of affirmative statements suggesting that SCC's processes are designed and implemented so as to ensure that the mission is clear, that its programs and services are aligned to the mission, and that its mission is publicly communicated through a variety of means. Without additional information, including descriptions of the processes the College follows to ensure that its affirmative statements are accomplished and examples of its practices and accomplishments with regard to Criterion One, the evidence is unclear or incomplete in several instances.

***Criterion Two. Integrity: Ethical and Responsible Conduct***

SCC relies on the practices and processes dictated by MnSCU. The portfolio did not include a description of SCC's own practices and processes by which it ensures that the core components of Criterion Two are continuously met. Similarly, the portfolio does not include examples, either in the affirmative or in the negative, of ethical practices and enforcement of appropriate prohibitions.

***Criterion Three. Teaching and Learning: Quality, Resources, and Support***

The absence of defined practices and the lack of reported data made it difficult to determine if SCC was engaging in appropriate assessment of programs or services or if it just neglected to include its data and resulting application thereof in the portfolio. Affirmative statements without supporting evidence left the team wondering if SCC was using data in its decision making.

***Criterion Four. Teaching and Learning: Evaluation and Improvement***

A number of issues related to assessment practices were identified as areas that need attention. The team identified a lack of direct measurements and targets related to program assessment and graduates' success. Lack of evidence of direct course level assessment activities for all academic programs was also identified as an area that needs to be addressed. The overall impression in relationship to Criterion Four is that there is a lack of evidence that the College analyzes and interprets assessment data to improve learning.

***Criterion Five. Resources, Planning, and Institutional Effectiveness***

The portfolio described several pilot projects but it did not include a description of the data upon which the decision to move forward with the initiative was based. CQI requires a

certain continuity of practices with improvements that are linked to data informed opportunities for improvement. Without a more detailed description of the processes undertaken by the College, defined measures by which those processes are evaluated and results based decisions, evidence related to this criterion remains unclear or inadequate, but could be improved.

## **V. Quality of the Systems Portfolio**

SCC's first appraisal lacked the detail and nuances that will come with future portfolios. It is critical for SCC to answer every question with an appropriate response in future portfolios. The appraisal team understands the complexities facing new AQIP institutions and believes that this first portfolio did not present a complete picture of SCC. While the College may feel that it is doing far more than has been acknowledged, the appraisal team could only respond to the information that is provided. The portfolio frequently included descriptions of activities (often times seemingly one-time events), which did not in and of themselves demonstrate a maturity level beyond reacting. It appears that some practices were discontinued in an abrupt manner and pilot projects initiated without any reference to the data or circumstances which may have informed the decision-making.

In future portfolios, responses to process questions should include descriptions of the processes the College uses, either in narrative or visual form, and should include details such as who is involved in the process, how is the process initiated, how often the process is repeated and how the process is evaluated from time to time. The maturity of processes will vary and it is appropriate to describe the processes as they currently exist and acknowledge the opportunities that may exist. Data used in the College's processes and used to assess their effectiveness should be included in the results sections. Lastly, planned or completed improvements should be linked back to the data reported whenever possible. SCC is encouraged to review the guidelines for writing the portfolio prior to writing its next document for more information and instruction that might help the College better depict its levels of maturity relative to the various categories and related processes.

## **VI. Using the Systems Appraisal Feedback Report**

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle,

the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

**APPENDIX A**

**Stages in Systems Maturity: *Processes***

<b>Reacting</b>	<b>Systematic</b>	<b>Aligned</b>	<b>Integrated</b>
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

**Stages in Systems Maturity: *Results***

<b>Reacting</b>	<b>Systematic</b>	<b>Aligned</b>	<b>Integrated</b>
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

## APPENDIX B AQIP Category Feedback

### AQIP Category One

**HELPING STUDENTS LEARN** focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution’s credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	The College adopted new ICCs in the fall of 2011 (Table 1.1) and report that they are aligned with all educational and degree offerings at SCC. However, the processes involved in this activity were not presented. SCC also reported they are only now starting to assess ICCs and not all are assessed annually. This action indicates that they are working in the reacting level of maturity.
Determining common outcomes	There is an indication that the institution has a process that includes significant stakeholders (faculty, staff, Student Learning Committee, and administrators) participation in the incorporation of the new ICCs into the institutional goals and strategic plans. They reviewed best practices, relevant literature, knowledge, and skills provided in general education courses. The Minnesota Transfer Curriculum goals, employer feedback from surveys and meetings, and relevance to SCC’s stated mission, vision, and purpose were also considered. SCC might benefit from formally defining a process through which the ICCs are regularly reviewed since this was not clear in the portfolio. Therefore, it is believed that SCC is presently acting at the reacting level of maturity.
Articulating the purposes, content, and level of achievement of these outcomes	SCC, as a new AQIP institution, reports it has aligned the mission, goals, and review processes since adopting the new ICCs. Communicating these was done in a systematic manner via their website, through new student orientation, and via program specific materials. The outcomes appear to have the intention of being developed with input from its Program Review advisory committees and the AQIP program review project. SCC appears to be moving towards establishing a systematic process for integrating its ICC.s into its CQI process.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	SCC utilizes a capstone course to provide opportunities for students to achieve these outcomes. They also implemented a process by which programs can embed student opportunities for Technical Skill Attainment (TSA) as a result of Perkin’s legislation. The College recognizes the opportunity to improve in this area and through their biannual Assessment Discussion Summary, new program review processes, and strategic planning at the program level, they are moving in the right direction lading to a systematic level of maturity.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	SCC reports that the new ICCs are aligned with the best practices within its own mission, vision, values, and purpose. But SCC did not present any details that would indicate the alignment of the ICCs to its mission and educational offerings as appropriate. SCC’s Program Review process has the potential of taking the institution to a systematic level of maturity, but because the process has only been

	newly adopted, and has not yet been fully implemented and assessed, SCC remains as a reacting level of maturity.
Designing, aligning, and delivering co-curricular activities to support learning	Co-curricular programming is established as a result of request by faculty, staff, and/or students, and they are assessed through student satisfaction surveys. SCC has an opportunity through the new Program Reviews to enhance the data gathered in this area and student learning. This indicates they are functioning at the reacting level of maturity.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	SCC's common learning objectives in general education are focused on Minnesota's transfer curriculum ICCs assessment is completed as part of the annual Program Assessment and Effectiveness Report. Faculty in each college select the means to meet the ICCs in their program and are regularly reviewed every three years. Presently, there is no consistency in this process. SCC now, as a result of an AQIP action project, requires an Internal Review Team to examine the electronic Program Portfolio and conduct a SOAR analysis. This led to a strategic planning session by the Faculty, Deans, and external reviewers. This is a good first step. These actions show a reacting level of maturity. SCC has an opportunity with these new processes to start standardizing their reporting, which would help them gain new tools to illustrate and coordinate student learning outcomes.
Assessing common learning outcomes	SCC self-identifies the assessment of common learning outcomes as at a reacting level of maturity. The assessment of methods and evaluations are determined by department or program. In the absence of more detail, it is difficult to determine if and how assessment of CLOs takes place.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	The processes that are in place are not systematically integrated in all areas of the College, and the limited results presented for the program assessment process appear to be more sporadic than comprehensive. This situation classifies SCC at the <b>reacting</b> level of maturity. In order to move towards a systematic level of maturity, the College may consider developing processes to capture measurable outcomes, assessment tools that are capable of gathering both summative and formative data, and utilizing both direct and indirect assessment measures.
Summary results of measures (including tables and figures when possible)	SCC offered a few measures of indirect data results over a five year period that did not clearly portray the connection of the measured variables to any formalized outcomes, which indicates a <b>reacting</b> level of maturity. Three charts purporting to show longitudinal data (whose relevance to the ICC's is unclear) are included in the portfolio.
Comparison of results with internal targets and external benchmarks	SCC has provided data over five year period derived from CCSSE and a student evaluation survey. It is yet to generate data based on the new ICCs in a comprehensive and sustainable manner for trend analysis and improvement purposes. Through the Program Review and survey outcomes, goals and targets can be set. SCC is <b>reacting</b> in this process. SCC has an opportunity to move from reactive to systematic and be able to compare results to external benchmarks by incorporating some standardized outcomes into the new program review process.



Interpretation of results and insights gained	It is not clear if the data provided over the five year period has provided the means to any evidence based on decision making. No discussion of results of insights is included. SCC is in the <b>reacting</b> level of maturity in this activity.
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111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC, being a new AQIP institution, has data showing perceptions of students, alumni, and employers. They have realized the next steps to move from departmentalization plans and outcomes to systematic will require consistency in data reporting and alignment to the College mission and goals

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

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Without more detail of a systematic and comprehensive process, the checklist of activities and criteria for possible alignment noted in the portfolio suggests a <b>reacting</b> level of maturity.
Determining program outcomes	Program Faculty develop program outcomes but the process is not clear. Liberal Arts is charged with the alignment with and identification of outcomes of SLOs meeting Minnesota Transfer Curriculum. Without more detail of a systematic and comprehensive process that is regularly and consistently utilized by faculty when determining program outcomes, the described activities that appear to be limited to the general education faculty at this point suggest a siloed and thus a <b>reacting</b> level of maturity.
Articulating the purposes, content, and level of achievement of these outcomes	SCC utilizes accreditation requirements, workplace skill requirements required by the federal government, and collaborative MnSCU established assessment tools to determine some outcomes. This is indicative that it is still in the <b>reacting</b> maturity level for the area. The College used their website and catalog to articulate the needs and purpose of assessments.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Capstone coursework is currently used to determine achievement of outcomes as SCC develops a process (Academic Program Review, Program Advisory Committee feedback, Alignment with Minnesota Transfer Curriculum and industry standards, program specific accreditation, and certification outcomes) for documenting assessment and aligning benchmarks. SCC faculty take into account knowledge and skills acquired by students as a result of program participation. The portfolio contains a description of the TSA skills assessment model that is used to ensure alignment of career and technical education curriculum from high school to college. This process is limited to specific Perkins' career wheel industries and pathways. The program review model adopted by SCC might be adapted to provide a comprehensive process for reviewing program learning goals to ensure industry relevance and classifies SCC at the <b>reacting</b> level of maturity.

Designing, aligning, and delivering co-curricular activities to support learning	Co-curricular activities are planned for and executed by variety of groups on campus, including Academic Support Center, TRIO Student Support Services, Career Development and Counseling, and student organizations. The programming is established as a result of request by faculty, staff, and/or students. Some appear to have been established based on various feedback tools and the AQIP action project. The College recognizes the need to move to the systematic approach in assessing SLOs in co-curricular activities, but presently is in the <b>reacting</b> level of maturity.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Several assessment tools are available for faculty to align measurement tools with program outcomes. It is not clear from the information provided the extent to which these tools have been used to effectively assess outcomes and provide data for decision making in a consistent manner. The Assessment Plan, when implemented as anticipated, will help the institution mature in its assessment processes. However, the current plan still allows for a siloed approach to selecting tools, measures, and use of results, and places them in <b>reacting</b> level of maturity.
Assessing program learning outcomes	SCC is trying to move to a systematic approach. The annual Assessment and Effectiveness Report is reviewed annually and discussion of results may determine whether there are revisions and or modifications needed to increase effectiveness of academic programs. Surveys provide perceptions of employers and alumni. The portfolio contains a description of SCC's future plans for assessing program level learning outcomes, but fails to describe whether SCC is actively assessing program specific goals other than via the TSA process which has only limited application. This action identifies SCC in the <b>reacting</b> level of maturity.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Despite having participated in an assessment academy in 2008, the portfolio does not describe any outcomes or measures tracked other than the results of a survey implemented for the Child Development program. The TSAs mentioned in 2P2 are limited in scope and no information is provided that demonstrated that the TSAs used are fully aligned with the learning goals of SCC's programs. This approach shows a <b>reacting</b> maturity level. SCC would benefit from formalizing a comprehensive approach for data management and decision-making in a more collaborative manner.
Overall levels of deployment of assessment processes within the institution	Assessment processes are still emerging sporadically despite an obvious program review process, process to identify outcomes, and collective assessment tools that are in place, presenting at a <b>reacting</b> level of maturity. The College has realized they want to move to more systematic to allow for comparative data and to make the process more transparent. The College has an opportunity to develop a systematic approach that would allow for long-term tracking of outcomes.
Summary results of measures (including tables and figures when possible)	The results reported are still too general to make specific evaluations and improvements to the various processes and programs. One chart with limited results specific to one program is provided. The context and relevance of Table 1.8 are unclear. SCC is at the <b>reacting</b> level of maturity in this area.

<p>Comparison of results with internal targets and external benchmarks</p>	<p>SCC has primarily relied on surveys to provide some tables and data for examples, thus <b>reacting</b> to results. SCC has a survey that is used (Table 1.8) to attempt to compare perceptions across internal program. This data does not lend itself for comparison. No trending data is available either. However, the institution has an opportunity to develop program data that will allow for comparison across internal programs as well as external.</p>
<p>Interpretation of results and insights gained</p>	<p>Comprehensive Collection of data, trend analysis and evaluations of data are yet to be reported. The portfolio places a heavy emphasis on the overall process. Based on the information provided, it is difficult to determine if the data collection and analysis led to any insights or data driven decision-making in a systematic manner. This shows that SCC was functioning at a <b>reacting</b> level of maturity. SCC recognizes they need to work on consistency in reports and aligning outcomes to institutional core competencies. They have a new program review design that has been piloted and will be implemented. The College has an opportunity to align and gain consistency in reporting while implementing this process.</p>

112. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p><b>Evaluation of Improvement Efforts</b></p>
<p>The College appears to be planning to involve the offices of VPSAA and the Research institutional effectiveness office to examine the information gathered thus far to plan the next steps in improving process. Commitment to gathering meaningful data will be important for SCC to come up with details of the processes. While SCC appears to be moving toward a CQI institution, the College has a real opportunity in the coming months to re-evaluate their assessment processes based on the need for comparative data and ensure the assessments align with the mission, goals, and institutional core competencies. This will allow the institution to become more systematic in their efforts and help elevate the institution to a systematic one.</p>

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

<p><b>Process</b></p>	<p><b>Team Comments on Process Maturity and Improvement</b></p>
<p>Identifying student stakeholder groups and determining their educational needs</p>	<p>The College reports that data is gathered through various means and stored in the integrated students' records system, to <b>systematically</b> identify student groups and to determine their educational needs, using internal sources and external stakeholders, including employers, community members, and regional workforce centers. The institution is yet to systematically address the identified needs of learners especially from various multicultural and diverse backgrounds.</p>
<p>Identifying other key stakeholder groups and determining their needs</p>	<p>SCC utilizes internal sources and external stakeholders, including employers, community members, and regional workforce centers, to systematically identify other non-student groups and determine their needs. Those stakeholders who choose to work and serve the students fit best into the selection. Acting in a <b>systematic</b> level of maturity, the College has an opportunity to more fully define the process and who is included in this process.</p>
<p>Developing and improving responsive programming to meet all stakeholders' needs</p>	<p>SCC delivers and schedules courses and programs to meet the needs of students and reports having processes in place to identify students' needs, but no details about the scope or frequency of its</p>

	analysis are provided. Without more information, it is unclear how mature and how effective SCC's practices are in meeting all stakeholders' needs and places the College at the <b>reacting</b> level of maturity. SCC has an opportunity to create system that uses data to improve responsive programming for some stakeholder's needs. They do have in place a Center for Business and Industry where they can pilot potential programs before implementing.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	The review of the annual Program Portfolio, including employer and graduate survey results and three year Program Review reports, help to provide information on program currency and relevancy, which appears to take place in a <b>systematic</b> level. However, details on how data is processed is not clear.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	The portfolio contains a description of SCC's future plans for program review, but fails to describe its current practices, indicating a <b>reacting</b> level of maturity. There is also a list of required considerations for changing or discontinuing programs. Program Outcome data gathered are survey results, graduates, awards, and degrees conferred. In the absence of more information, it is unclear whether SCC is actively reviewing program viability in a meaningful manner other than a random scan of surveys and numbers of awards and degrees conferred, suggesting a reacting level of maturity. The College may benefit from documenting these decisions and the data used to make the decision. This might help them be more proactive in helping the students taking these programs.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	The results presented are limited to indirect assessments of a few variables to determine if the programs are current and that they meet the needs of its diverse stakeholders. This shows SCC is acting at a <b>reacting</b> level of maturity.
Summary results of measures (including tables and figures when possible)	The College primarily uses survey results and numbers of students in courses and programs, number of graduates, and degrees conferred. The context and relevance of either are unclear in determining if programs are current and relevant, suggesting that SCC acts at the <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	SCC has not explicitly set targets based on evidence and offers no external benchmarks for the variables presented. The College relies on data across MnSCU institutions to show comparisons. This action places SCC as functioning at the <b>reacting</b> level of maturity. The College has recently revised their program review process. This new process should help develop internal targets and consistency in data to review.
Interpretation of results and insights gained	SCC did not provide any trend or pattern analysis or interpretation of its results that would indicate any insights or evidence for decision-making. SCC functions at the <b>reacting</b> level of maturity.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Without a more specific course of action that is intended to more systematically assess and evaluate program viability and the institution’s ability to identify and address students changing needs on a consistent basis and in a manner that allows for comparative analysis, SCC will struggle to produce meaningful results. The College now has in place staff to support these processes. SCC rightfully acknowledges that the improvements over the next three years would be to align and integrate the processes for assessing and evaluating data that are involved in helping its student learn.

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

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	The portfolio contains a description of a process for determining and communicating the academic preparation it expects of student admitted to SCC. In addition to various placement exams, students are required to meet with an advisor to discuss program options based on placement results. Specialized programs such as nursing have a separate process. Additional program requirements are publicized through program web pages and the College’s catalog. However, it is not clear how this information is communicated to students to ensure clarity and consistency in this process, indicating a <b>systematic</b> level of maturity.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	SCC utilizes state and national standards for PSEO, AP, and IB eligibility, and faculty teaching dual enrolled students must meet the same faculty qualifications as on campus faculty. The portfolio, however, does not describe the processes for assessing student learning across all modalities to ensure comparable learning experiences for all students. Without a systematic process for ensuring equivalent learning opportunities regardless of course delivery, SCC remains at a <b>reacting</b> level of maturity.
Awarding prior learning and transfer credits	SCC remains committed to recognizing prior skills and knowledge for incoming students including the ones for military courses and skills. The College has established academic policies to communicate to students the process for awarding prior learning and transfer credits. This <b>systematic</b> process follows guidelines established by MnSCU.
Selecting, implementing, and maintaining specialized accreditation(s)	SCC reports that it maintains specialized accreditation as necessitated by industry. However, there does not appear to be any support processes in place to help programs identify such accrediting options unless required for student employment, suggesting a <b>reacting</b> level of maturity. Defining a process through which the College evaluates new and existing accreditation opportunities for the benefit of its students might be a next step for SCC in its maturation process.
Assessing the level of outcomes attainment by graduates at all levels	Program level assessment at SCC is undertaken utilizing indirect (lagging) measures and summative assessments as determined appropriate by each program, resulting in a siloed approach to assessment of learning outcomes of its graduates. As described, it is not clear if SCC has a comprehensive assessment process in place that has the potential for systematically generating student learning outcomes or data collection to evaluate and assess student learning at the course, program, or the institutional levels. Once SCC’s new

	program review process is fully implemented and assessed for results, SCC may mature beyond its currently <b>reacting</b> level of maturity.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	The College portfolio included descriptions for the processes it has in place for development of courses in different modalities and faculty readiness to teach the courses. Peer review at course inception is undertaken for the benefit of faculty offering courses on-line for the first time, and QM rubrics intended to assess course organization are encouraged. There does not appear to be an institutional process for selecting tools or methods of assessing program rigor across all modalities other than the online course internal review team mentioned above. Some data is housed in MnSCU and the same tools used throughout the system. As SCC implements its course and program assessment plans that assesses learning across multiple disciplines and multiple modalities, the College may mature beyond its current <b>reacting</b> level of maturity.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	It appears that SCC's Program quality is determined by assessment outcomes that are based on limited indirect measures obtained from course evaluations and CCSSE and SSI, not from direct measures of student learning outcomes. The data derived from SLOs can be utilized internally to look for opportunities to improve. The processes that are in place are not designed to measure specific program quality, which indicates a <b>reacting</b> level of maturity. SCC may benefit from developing a structured assessment process that has the potential to generate outcomes and measure, track, and evaluate data to make informed decisions about student outcomes.
Summary results of measures (including tables and figures when possible)	The results that were presented in the SCC portfolio are limited to student feedback and CCSSE benchmark scores. SCC may be a new AQIP institution, however, assessment of student learning and data were required for some time. It is unclear how the summary of the results are interpreted or is disseminated throughout the College or how this and other summary information are used in the institutional decision-making process, indicating a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	The benchmark scores were obtained from indirect measures based on CCSSE scores. SCC did not provide external benchmarks. It is also unclear how this information is used at SCC to inform institutional decisions about academic rigor, indicating a <b>reacting</b> level of maturity to this process.
Interpretation of results and insights gained	It is not clear if SCC's intentions to improve as stated, would actually lead to improving student outcomes or just the current processes. There is no further indication of how the student survey feedback information discussed in 1R4 is interpreted to inform the institutional decision-making process, indicating a <b>reacting</b> level of maturity.

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC shows some signs of creating the continuous quality improvement culture. Although data collection is happening, it is more sporadic rather than pervasive. Noted improvements include the launching of several plans, which if fully implemented will likely provide a structure through which services might be assessed and evaluated, reviewing student learning outcomes data, program data, employer, and graduate data to compare and contrast both internally and externally. Establishing a

systematic and aligned data collection system would help in the completion of establishing a CQI process in this category. Otherwise, SCC faces the risk of getting trapped in the “planning to make plans” cycle, which does not lead to actual improvements.

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

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	SCC appears to have a range of programs to identify, address, and support underprepared and at risk students. Based on the information provided, the College appears to rely on the Early Alert System for most communications about student academic support needs. The College also does not present information about the effectiveness of the existing processes in meeting the needs of the students. The institution may be <b>reacting</b> rather than proactively engaging students to assess their needs.
Deploying academic support services to help students select and successfully complete courses and programs	The College describes structured process to respond to students who may need academic support services. The detailed description of services did not include how those services are assessed and evaluated. It is still unclear, however, how the process of deploying academic support services is evaluated to ensure that all students’ needs are being met, which indicates a <b>systematic</b> level of maturity to this process.
Ensuring faculty are available for student inquiry	Career and technical faculty are required by their contracts to provide formal advising to students. It appears that other faculty “make themselves available” on a voluntary basis. Although the College reported CCSSE results in this area, there was no discussion of the results despite changes shown in the years reported. SCC does not appear to have a systematic process for evaluating how well students’ needs are being met with respect to faculty. Faculty availability for student inquiry indicating a <b>reacting</b> level of maturity to this process.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	SCC lists many formal and informal methods for determining learning support needs such as surveys and communications. However, it is not clear how the data and communications through student and faculty leadership is assimilated and used to make decisions, indicating that SCC is in the <b>reacting</b> level of maturity to this process.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	SCC’s hiring policies, support services, and professional development activities appear to use the industry standard to ensure that qualified faculty are hired and continued to be supported in their professional pursuits. No information is provided that describes the process by which support staff qualifications are continuously evaluated in terms of changing student support services and assessed for ongoing training. Screening for minimum qualifications is an essential first step, but an ongoing process of assessing student needs and ability to meet those needs may be a next step in moving beyond <b>reacting</b> as SCC’s level of maturity.
Communicating the availability of academic support services	SCC communicates the availability of academic support services to its students in formal and informal ways. SCC may consider aligning its current processes to move forward to enable data collection and analysis for a systematic feedback loop to set targets and enable data driven decision making for improvements. For example, the College might benefit from a survey to find out how much students know about

	the support services to determine if the messages are getting to the students who need them. SCC's current approaches indicate the existence of <b>systematic</b> practices for communicating the availability of academic support services to its students.
Determining goals for retention, persistence and program completion	SCC utilizes the MnSCU Strategic Framework Performance Benchmarks to determine retention, persistence, and completion goals. However, it is still unclear what processes are in place for the institution to discuss the relevance or appropriateness of such benchmarks as the institution's goals or to identify other goals or targets outside of those determined by MnSCU. SCC current practices as stated appears to be that it addresses the goals established for it by MnSCU, which indicates a <b>reacting</b> level of maturity.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	SCC uses the MnSCU systems mandate for the selection of tools to evaluate the effectiveness of support services. While these may be relevant in a broader discussion of support services impact, it is unclear whether SCC has any other processes in place to determine tools or outcome measures that are more specific to the various support services offered by the college, indicating a <b>reacting</b> level of maturity to this process.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	SCC offers a report of academic dishonesty incidents as one of its measures. It also relies on PACE results. SCC might consider adopting additional tools that measure the effectiveness of its practices for other student services mentioned in 1P5, or if there is other information besides usage data available, as a next step in its maturation process. Use of generic and primarily lagging measures suggests a <b>reacting</b> level of maturity.
Summary results of measures (including tables and figures when possible)	Summary results for student support services include trend data regarding usage of various tutoring and study skills training services. It is unclear how such data are used by SCC to determine the quality of its academic support services which indicates a <b>reacting</b> level of maturity. SCC would benefit from implementing institution-wide outcomes/measure to summarize and analyze.
Comparison of results with internal targets and external benchmarks	Although SCC sets its metrics based on MnSCU system, there were no comparative data provided which indicates a <b>reacting</b> level of maturity.
Interpretation of results and insights gained	Although the SCC portfolio included number of different results and summary data, it is not clear from the data presented if SCC was able to gain insights from any lessons learned through this process. The process by which the results presented in 1R5 are interpreted is unclear, indicating a <b>reacting</b> level of maturity to the use of these results. The Institution may benefit from institution-wide processes to regularly discuss such results and incorporate the interpretation into the institutional decision-making process.

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
SCC has determined that assessment measures for academic support services should be developed over the next 1-3 years, while also developing an AQIP action project focusing on the first-year experience, tutoring, or the development of a student mentor corp. SCC discussed plans for the future for assessment and action; however, It is not clear what results presented in 1R5 would lead to such conclusions. Noted improvements include the implementation of several plans which if fully



implemented will likely provide a structure through which services might be assessed and evaluated. The projects may need to be staggered and scoped to be manageable and provide meaningful results in a timely fashion. SCC faces the risk of getting trapped in the “planning to make plans” cycle, which does not lead to actual improvements. Establishing a systematic and aligned data collection system would help in the completion of establishing a CQI process in this category.

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

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	SCC refers to the Student Code of Conduct, MSCF contract, and policies to ensure the freedom of expression and integrity of research and scholarly practice, but no processes for using or implementing these items are discussed. Relying solely on the faculty contract without additional processes/practices adopted by the institution suggests a <b>reacting</b> level of maturity. As a contractual element, discussions concerning the improvement or revision of this process will need to happen within the context of appropriate contract negotiations.
Ensuring ethical learning and research practices of students	SCC has an established policy on academic honesty and plagiarism that is published in the student code of conduct handbook and included in all course syllabi. SCC <b>systematically</b> communicates its academic integrity policies through a variety of means, including orientation, the College website, and in visible locations on campus. SCC may be able to systematically assess and evaluate its current policies, FERPA, and the Student Code of Conduct to ensure ethical learning and research practices.
Ensuring ethical teaching and research practices of faculty	The faculty contract includes language concerning academic freedom, but the institution does not discuss how the two, namely the faculty contracts and its academic freedom policies, have been implemented to ensure ethical teaching and research practices. Information on the College’s practices for enforcing its ethical guidelines and contract provisions such as the students’ complaint process might demonstrate that the institution is more mature than <b>reacting</b> at this time.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Data is presented in 1R6 regarding the number of academic dishonesty incidents, but there is no mention of how such information is utilized or interpreted by the College in selecting tools, measures, and goals in evaluating its student support services. It may be useful for SCC to define a process through which goals are set for improvement and identifies measures useful in evaluating the effectiveness and comprehensiveness of its student and faculty ethical practices. Taking this next step forward will greatly enhance SCC’s efforts to mature beyond its <b>reacting</b> status.

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	SCC offers a report of academic dishonesty incidents as one of its measures. It also relies on PACE results. It is unclear whether the information presented of the employee survey is indicative of employee perceptions about communication or perceptions about integrity within the institution. Use of generic and primarily lagging measures suggests a <b>reacting</b> level of maturity. SCC might consider

	adopting additional assessment tools that measure the effectiveness of its practices as a next step in its maturation process.
Summary results of measures (including tables and figures when possible)	SCC presented a table of Academic dishonesty incidents over a three year period and PACE survey results from 2012. SCC would benefit from collecting more details about the incidents than just tracking the frequency to be able to make informed decisions. As such, it is unclear how such data are used to assess ethical integrity, which indicates a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	The PACE employee survey results presented include norm data to be used as an external benchmark. However, there is no indication of how or if such benchmarking data is used in institutional discussions about these results, indicating a <b>reacting</b> level of maturity in the use of these results.
Interpretation of results and insights gained	The results presented from the PACE employee survey shows that SCC has an opportunity to improve communications pertaining to integrity of data. However, SCC portfolio did not include insights or interpretations which indicates a <b>reacting</b> level of maturity.

116. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
The portfolio described planned improvements without acknowledging its current practices and processes, making it difficult to focus efforts on short term and long term goals. The planned training changes do not seem to be inspired by the data reported. Efforts to respond to increasing student academic misconduct, however, are informed by the results reported. Gaining an understanding of the root causes of the increases reports may be a first step for SCC to undertake relative to this planned improvement.

**AQIP Category Two**

**MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS** focuses on determining, understanding and meeting needs of current and prospective students’ and other key stakeholders such as alumni and community partners.

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

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Identifying key student groups	SCC undertakes a number of activities and events to identify new student groups. The <b>systematic</b> process includes the tracking of students through typical demographic analysis. The College has defined how they are defining the underrepresented student and review each candidate in relation to this definition. However, the College provides no information on how this definition came to be. It does not appear that there are processes in place to use data or internal discussions to identify key student or at-risk student groups outside of these standing definitions, which might enable the College to mature beyond its current state.
Determining new student groups to target for educational offerings and services	SCC undertakes a number of activities and events to identify new student groups. The <b>systematic</b> process includes the tracking of students who have contacted the College and identification of students through collaboration with area high schools, summer camps, and open houses. Efforts are inherently limited to traditional age students and an opportunity to identify other student groups,

	such as adult learners, may exist. However, how and when these surveys are given are not discussed, nor are processes for how the data is used discussed. The College may have an opportunity to identify additional groups seeking training or career enhancements.
Meeting changing student needs	SCC reports that it uses its program review process as the means of identifying changes in student need. The program process uses lagging data (3 – 5 years old) that may limit the institution’s ability to respond in a timely fashion. The College does not discuss specifics on how it meets changing student needs, which suggests a <b>reacting</b> level of maturity. The College could take the opportunity to formalize these processes.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	The College appears to use a <b>reacting</b> level of maturity, relying on self-identification (through applications, course registration, etc.) or referrals. The College might benefit from a more formal, proactive identification process which captures data from survey and other instruments to ascertain particular student group needs. The analysis of the data and set targets for improvement of services would provide for a more systematic approach to supporting student needs.
Deploying non-academic support services to help students be successful	Based on the information provided, students’ nonacademic needs are initiated via referrals to specific departments that are specialized to meet the needs of the students and aligned with their academic goals. It is unclear specifically how SCC identifies services that are needed. SCC does not describe the processes nor outcomes by which the services are identified and/or evaluated for ongoing relevance and success. Without more information, it appears that SCC is at a <b>reacting</b> level of maturity.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	SCC’s reports that its processes for hiring nonacademic support services staff are based on MnSCU’s guidelines. The portfolio does not include a description by which support staff positions are aligned with the needs of students, evaluated for ongoing relevance, and supported through trainings designed to respond to changes in student need. Without more information, it appears that SCC is at a <b>reacting</b> level of maturity. There is an opportunity to improve upon the College’s practices by incorporating methods of tracking and evaluation into the current professional development process.
Communicating the availability of non-academic support services	SCC uses the website, catalog, and many other methods including e-newsletters to get the word out about non-academic support services. Data showing the number of people who learned about the service from each source and the number who used the services as a result might provide some insight to the effectiveness of communication and the services. The <b>systematic</b> approach might be improved by assessing the communication strategies for effectiveness and utilizing the results for strategic improvement.
Selecting tools/methods/instruments to assess student needs	SCC reports using information from its various surveys, admission test scores, some of which is reported to be mandated by MnSCU while some others are in house, but the institution does not discuss how these tools are selected or what SCC does with the information collected. Based on the information provided, student needs appear to be assessed via indirect measures and never or rarely reported from direct measures such as forums or focus groups, indicating a <b>reacting</b> level of maturity. The College might benefit from clearly defining additional data points, when and how information is gathered from surveys, and how trend data are used to evaluate the effectiveness of non-academic services.

Assessing the degree to which student needs are met	SCC relies exclusively on lagging indicators such as the results of the SSI which do not provide timely and actionable results, and it means that SCC is likely to be <b>reacting</b> rather than proactively seeking opportunities to assess the effectiveness of their specific support service offerings and design data informed improvements. The College could benefit to use their own data to set targets and track improvements.
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2R1. What are the results for determining if current and prospective students' needs are being met?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	SCC utilizes CCSSE, SSI, PSOL and other student surveys and which may help them move to a more systematic level of maturity. In order to mature beyond its current <b>reacting</b> state, SCC can benefit from data gathered from the surveys and other indirect measures that are in place, and systematically also gather data from direct measures such as open forums and focus groups as a follow up. The richness of the direct measures would be useful for the College in gathering meaningful data that would help in setting goals and targets for improvements.
Summary results of measures (including tables and figures when possible)	SSI survey data over a 5 year period and CCSSE data were presented but did not include any descriptions of a gap analysis or interpretations of bench mark data on how the College intends to use the results in setting targets for improvement. Several charts are noted in the portfolio with several years of data, however, no discussion or explanation of the data or use for decision-making is noted, which indicates a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	Benchmark data for CCSSE was provided without the year of administration. However, there is no indication that SCC has had discussions about the data presented in the context of comparing their results to the national comparison benchmarks. No internal targets are highlighted for any of the metrics discussed either. Only limited results from CCSSE are provided which indicates a <b>reacting</b> level of maturity.
Interpretation of results and insights gained	There are no interpretation of results presented in 2R1, indicating a <b>reacting</b> level of maturity in this use of results. 2I1 indicates that SCC has determined that new immigrant student offerings need to be redesigned and that the College needs to create a strategic enrollment management plan, but no results are provided to indicate why those improvements were deemed to be the next necessary steps in SCC's CQI process as it relates to student services.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC appears to believe that they are systematic in nature because they “do” use tools and surveys to gather data. However, how they use the data in making decisions is not clearly noted and could use more formalization of processes. SCC states an increase in ELL/ESL, but does not discuss a process or results. Nor does SCC discuss the Enrollment Management Plan. Over the next 1-3 years, SCC intends to redesign program offerings for ELL/ESL students, create a strategic enrollment management plan, develop replicable reports through the research office, and including a section on planning in the updated Master Academic Plan. However, there is no information provided in 2P1 or 2R1 to support the conclusion that there are any of such problems that these improvements are intended to alleviate. SCC plans to utilize AQIP action project model to assist in planning for more intentional data collection. The College has an opportunity to create a

data repository for departmental and cross-departmental information to allow multiple uses for data and comparisons. Without a more specific course of action that is intended to more systematically assess and evaluate the quality and effectiveness of services being rendered with direct measures (including actual user satisfaction data) on a consistent basis and in a manner that allows for comparative analysis, SCC will struggle to produce meaningful results.

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

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	SCC reports that it <b>systematically</b> collects retention, persistence, and completion data at the institutional level as well as at the program level. Aggregate student retention and completion data is reported through the MnSCU system office for all MnSCU institutions, and also reported internally through the program portfolio process. While employees involved with the program review and portfolio processes have <b>systematic</b> access to this data, it is unclear how the information is regularly disseminated across the rest of the College.
Determining targets for student retention, persistence, and completion	SCC is presented with data by MnSCU which they review and react to. They appear to work with other MnSCU colleges and universities to set targets across the system. It is not clear if these data measures are being disseminated across the College and/or include college and department level goals for student retention, persistence, and completion, suggesting a <b>reacting</b> level of maturity. The institution may benefit from defining a process by which the institution evaluates and establishes its own program specific goals for retention, persistence, and program completion might be a next step in SCC's maturation process.
Analyzing information on student retention, persistence, and completion	The systems portfolio indicates that administrators review data to analyze institutional retention and completion metrics, and that deans and faculty are encouraged to review this data as a part of program review. It is unclear if there are any other processes in place to ensure that this information is reviewed in a systematic and coordinated manner from year to year, indicating a <b>reacting</b> level of maturity to this process. As SCC evolves a culture committed to CQI, the regular review of such data is a possible next step in the institution's maturation process.
Meeting targets for retention, persistence, and completion	The process that is in place at SCC as described appears to be arbitrary, and setting targets for retention, persistence, and completion is not occurring as a result of an outcome of an established CQI process, which indicates a <b>reacting</b> level of maturity.
Selecting tools/methods/instruments to assess retention, persistence, and completion	SCC reports using tools to assess retention, persistence, and completion in its nursing program and benchmark data for some key variables as additional data. Without more information SCC is at a <b>reacting</b> level of maturity.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	SCC has tracked the outcome measures that are aligned with MnSCU and comparative data has been generated. Licensure examination pass rates are also discussed, although it is unclear

	how such results can be used to discuss institutional retention and completion rates. Based on the information included it is not clear if the data used has had an impact on decision making at the SCC level regarding student completion. Data by demographic group and/or program are not provided which indicates a <b>reacting</b> level of maturity.
Summary results of measures (including tables and figures when possible)	Summary data is provided for SCC and MnSCU retention and completion, as well as just completion rates for new students. It was indicated in 2P2 that this information was shared with administrators and programs conducting program review, but it is not clear how such summary data are disseminated across the rest of the institution. Data provided are several years old which indicates a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	External benchmarks are provided by MnSCU's retention and completion reporting metrics, as well as SCC-specific goals, for each year. It is unclear how such targets were determined, why SCC has different established goals than the MnSCU system, or how these goals are compared against the actual metrics to inform institutional decision-making. SCC has the opportunity to compare data with other MnSCU System institutions. Limited comparative results are provided which indicates a <b>reacting</b> level of maturity.
Interpretation of results and insights gained	SCC reported persistence and completion rates for students of color to white students but did not offer any insights or explanations of the results, which indicates a <b>reacting</b> level of maturity. The brief discussion of MnSCU system data compared to annual goals indicates that SCC costs to students may be a factor in retention and completion rates that are below recent targets. However, the opposite conclusion would seem to be more appropriate (lower SCC costs compared to other MnSCU institutions should mean higher completion/retention rates). It is not clear, in general, how the results discussed above are interpreted and included into the institutional decision-making process.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC plans to improve data collection, implement a strategic enrollment plan, and create an opportunity for advisors, but the implementation of these improvements is not discussed. SCC says that improved and intentional data collection and review for planning purposes is an area of opportunity for the campus. Based on the intended improvements provided by SCC in the portfolio, the expected improvements were still in the form of generality and not specific to interpretations of the data that was gathered and included in the document. Adopting its own targets, particularly those at the program level, is likely something that could be undertaken as part of SCC's existing program review process.

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

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Determining key external stakeholder groups (e.g., alumni, employers, community)	SCC utilizes the input from industry, advisory committees, and community organizations to determine needs of external stakeholder groups. The <b>systematic</b> approach might benefit from a

	process to coordinate the efforts of the individuals involved in this determination.
Determining new stakeholders to target for services or partnership	The College indicates they evaluate new potential stakeholders based on the College's mission and mutual needs of the College and the community. SCC reports being engaged with many of its existing stakeholders and develops new ones on behalf of the college-wide consortium partners. It was not clear how SCC would proactively expand the pool of its stakeholders and continue to improve the process, suggesting a <b>reacting</b> level of maturity. SCC has the opportunity to collaborate with their academic units in reviewing and decision making on these issues.
Meeting the changing needs of key stakeholders	The portfolio mentions that there are processes in place which allows the appropriate department to determine how stakeholder needs will be met, but there are no further details provided about those processes (even in the later section that is referred to in 2P3), indicating a <b>reacting</b> level of maturity to this process.
Selecting tools/methods/instruments to assess key stakeholder needs	SCC utilizes surveys of graduates, prospective and current employers, and labor market information. The System also provides tools that are used system-wide for creating or revising programs. The portfolio does not contain a description of the processes or practices by which it selects the tools, measures and goals used in the evaluation of the manner in which SCC assesses its key stakeholder needs which indicates a <b>reacting</b> level of maturity. There is an opportunity to improve upon the maturity level of this process by building in a method of evaluating how well various tools are serving to generate information about stakeholder needs.
Assessing the degree to which key stakeholder needs are met	Random, ad hoc, and potentially infrequent practices for assessing the effectiveness of the College's efforts is <b>reacting</b> in nature. SCC recognizes that to get to the next level of maturity, the institution has to evaluate their own processes. The survey tools and feedback during committee work from key stakeholders serves to indicate the degree to which key stakeholder needs are being met. The feedback, by itself, is important, but not the only consideration in assessing how well needs are being met. There is an opportunity to improve this level of maturity by incorporating systematic and coordinated methods of analyzing and interpreting feedback from stakeholders in order to inform institutional decision-making.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	SCC uses the MnSCU strategic framework measure reports and employer/graduate survey to determine to track its success. Based on the results reported in the area of customized training/continuing education enrollment, SCC and MnSCU overall did not meet the established goals. There is an opportunity to improve upon the <b>reacting</b> use of results by incorporating a systematic process for evaluating whether these metrics serve to inform how well stakeholder needs are being met.
Summary results of measures (including tables and figures when possible)	It is unclear how the seemingly random, indirect results reported measure how SCC is meeting the needs of its stakeholders which indicates a <b>reacting</b> level of maturity. Summary results are presented for graduate employment and continuing education enrollment, but it is unclear how any of this information is disseminated to the rest of the College or how it is used to determine if key stakeholder needs are being met.

Comparison of results with internal targets and external benchmarks	No comparative results provided which indicates a <b>reacting</b> level of maturity. SCC would benefit from setting their own targets and tracking their improvements. SCC is yet to make comparisons based on consistent data tracking for its internal processes and has not shown evidence of aligning itself in a meaningful way to the MnSCU framework.
Interpretation of results and insights gained	The interpretation of results provided is simply that SCC prepares students for the workplace and continuing education stakeholders rate the CBI highly. It is unclear how the information and results described above are regularly interpreted by the College. No interpretation or insights provided indicates a <b>reacting</b> level of maturity.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>	
<p>SCC was recently awarded a multi-million dollar TAACCCT grant, which will help to address workforce needs. The College will also work to develop a data-driven enrollment management plan over the next 1-3 years, while continuing to strengthen efforts to identify stakeholders and examining processes based on data and feedback. However, the results presented did not appear to logically lead to these mostly general and perfunctory planned improvements. SCC currently has limited data to review that is related to stakeholder needs. It is in the College’s best interest to work on processes for selecting data to review for improvement and identify those involved, the data to collect and review and for all programs and student groups. SCC has mentioned the need to assess its current processes and streamlining its efforts by involving student affairs and Institutional Research and Effectiveness office to create a dynamic, data driven enrollment management plan and to systematize its approach to existing data sources to help inform SCC actions and initiatives. As part of the College’s plans to expand data collection, it is imperative that SCC consider developing a formal documented process for determining needs of current stakeholders that includes relevant measures, an analysis of those data, and the timely use of results to inform future improvements. SCC shows signs of gathering data that would be beneficial to making decisions about their programs and college overall. However, they do not share the steps of the processes used when decisions are made. It is not clear in the portfolio is the decisions come from administration or collaboratively with all stakeholders internal and external of the College.</p>	

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

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Collecting complaint information from students	SCC has a <b>reacting</b> process whereby complaints that are not informally resolved and are formally submitted are compiled for review by the Dean of Students and/or subject to further appeal. The process for collecting student complaints follows the MnSCU board policy regarding student complaints and grievances. There was no indication that SCC tracks any patterns in the grievances collected, to follow up and make changes accordingly to its internal structures.
Collecting complaint information from other key stakeholders	Complaints submitted by other stakeholders are administered on an ad hoc basis without the benefit of a formal system of data collection and analysis similar to the processes in place for student complaints. Adopting a centralized complaint tracking process, particularly for



	external stakeholders, might be a strategy to enable SCC to move beyond its current <b>reacting</b> state.
Learning from complaint information and determining actions	SCC examines the log book primarily to look for specific information regarding complaints and the follow up by the grievance committee. It is not clear if this process is evaluated for its efficiency and effectiveness, which indicates a <b>reacting</b> level of maturity without more information. There is an opportunity to improve the maturity level of this process by establishing a systematic method of analyzing complaint information for content and resolution.
Communicating actions to students and other key stakeholders	SCC's grievance policy is posted on its website, but it is not clear how the various stakeholders are trained in its implementation and the decision making process. Further, the portfolio does not describe how the College communicates the results of its complaint resolution process to critical stakeholders, which indicates a <b>reacting</b> level of maturity.
Selecting tools/methods/instruments to evaluate complaint resolution	WebNow is used to capture complaints electronically, and the Dean of Students tracks complaint information using a log of submitted complaints. The portfolio does not describe how the College selects the measures through which it analyzes its complaint resolution practices for improvement purposes, which indicates a <b>reacting</b> level of maturity without more information.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Webnow is used to capture complaints/grievance information electronically. The only outcome measure discussed was the total number of complaints. There does not appear to be any examination of complaints by type, which would indicate potential issue areas. Only limited data are provided which indicates a <b>reacting</b> level of maturity.
Summary results of measures (including tables and figures when possible)	The tables included two separate kinds of entries for student appeals/complaints and student grievances. It does not appear to track the specific nature of the complaints except the broad categories presented in the summary table. The limited data provided indicates a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	No comparative data is presented or discussed, indicating a <b>reacting</b> level of maturity to this process.
Interpretation of results and insights gained	The interpretation of the results presented indicates that nearly all complaints and grievances have been resolved. However, there is no examination of the reason for submitted complaints to identify potential areas of concern for the College, indicating a <b>reacting</b> level of maturity to this use of results.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
The College needs to identify processes and documentation that will help them provide data for improvement purposes in regard to their stakeholder's complaints. There may be other matters that are of greater priority at this point, but SCC is encouraged to consider ways by which it will document all processes, including complaint related processes, through which it analyzes patterns and trends and identifies opportunities for improvement. Student complaint and Grievance

information can be very enlightening and offer many opportunities to evaluate how the College is “Performing”. SCC is just beginning to consider this area of data collection.

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

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	SCC is <b>systematic</b> in its efforts to identify and select partners to support its academic program areas. Formalizing the process for identifying new relationships and becoming more proactive in identifying collaborations, rather than waiting for partners to seek out SCC, may be next steps in its maturation process.
Building and maintaining relationships with partners	SCC builds and maintains relationships with partners to enhance the learning experience for its students, but the systems in place do not appear to have the structures to assess its effectiveness within the framework of a CQI process. In the absence of formal processes by which SCC evaluates whether the College is meeting the needs of its partners and identifies new ways to support those relationships, it will remain at a <b>reacting</b> level of maturity.
Selecting tools/methods/instruments to assess partnership effectiveness	The portfolio does not contain a description of the processes or practices by which it selects the tools, measures, and goals used in the evaluation of the manner in which SCC assesses its partnerships, which indicates a <b>reacting</b> level of maturity.
Evaluating the degree to which collaborations and partnerships are effective	SCC currently reports using grant reports and work done by the foundation, but does not clearly state how it utilizes the information to evaluate the effectiveness of its collaborations and partnerships, which it evaluates the effectiveness of its partnerships which indicates a <b>reacting</b> level of maturity.

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	No outcomes are highlighted in 2R5 to indicate the effectiveness of aligning and building partnerships, indicating a <b>reacting</b> level of maturity to this use of results. This section references outcomes highlighted in 2R3, but the results in 2R3 do not seem to be related in any way to the effectiveness of community partnerships.
Summary results of measures (including tables and figures when possible)	Summary results provided indicate the trend in dollars donated to the SCC foundation. It is unclear, however, how this information can be synthesized to evaluate the effectiveness of partnerships, or how this information is disseminated across the College, or how this information is regularly used to further discussions about community partnerships, indicating a <b>reacting</b> level of maturity to this use of results.
Comparison of results with internal targets and external benchmarks	No external benchmarks or internal targets are provided, indicating a <b>reacting</b> level of maturity to this process.
Interpretation of results and insights gained	No interpretations or insights are provided which indicates a <b>reacting</b> level of maturity.

215. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>SCC does acknowledge that there is a need for a systematic approach to analyze its effectiveness in its efforts to build collaborations and partnerships. SCC plans to implement a tracking system to identify and assess the effectiveness of all K-12 partnerships and plans to adapt the same in other areas as well. SCC will benefit from integrating all its current processes and evaluating their effectiveness in data driven decision making in its future pursuits for building collaborations and partnerships. There are no details, however, about what specifically will be implemented or when this implementation will be expected to occur. SCC is encouraged to consider ways by which it will document its practices and processes for identifying new and maintaining existing partnerships.</p>

**AQIP Category Three**

**VALUING EMPLOYEES** explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

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

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Recruiting, hiring, and orienting employees	SCC’s <b>systematic</b> approach to hiring employees includes search committee training, the use of a search handbook, and new employee orientation. The portfolio does not include a description of the process by which candidates are recruited. If a process for doing so does not yet exist, having a defined recruiting process, particularly one intended to meet diversity goals, might assist the college in moving to an aligned level of maturity.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	The MnSCU credentialing requirements guide the overall hiring process at SCC, but there does not appear to be any further practice or action in place by the College, based on information provided, to ensure that employees possess the required qualifications, indicating a <b>reacting</b> level of maturity to this process.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	SCC enforces common academic credentialing standards established by the MnSCU system and program accreditation requirements. The College has an additional requirement that all faculty are required to meet a teaching-and-learning competency either through past experience or SCC professional development coursework, indicating a <b>systematic</b> level of maturity to this process.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Deans and department chairs are responsible for ensuring that the College has sufficient faculty to meet classroom and non-classroom needs. This work is done under the guidance of the VPSAA, but the portfolio does not include a description of the process by which SCC determines and maintains the number of faculty sufficient to support teaching and non-classroom activities. Without more information, it appears that SCC is at a <b>reacting</b> level of maturity.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	The Dean of Students, the Student Affairs Leadership Team, and the VP of Students and Academic Affairs are involved in making decisions in this area. However, the process and/or guidelines used to assure sufficient staff to meet student needs was not discussed, indicating a <b>reacting</b> level of maturity to this process.

	The College may have an opportunity to define or identify their process to be more proactive in its staffing practices.
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3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	A number of data sets are mentioned as being tracked by the College, but there is no indication that anything is being done with these data, indicating a <b>reacting</b> use of these results. SCC may consider the consistent implementation of data gathering using direct and indirect measures so it can track the results, evaluate patterns systematically, set targets, and make improvements as needed.
Summary results of measures (including tables and figures when possible)	SCC includes tables reporting gender, ethnicity, and faculty to FYE as its summary of results, but the institution does not discuss this information, which indicates a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	The portfolio mentions that the SCUPPS system data is used for tracking hiring metrics, but there is no indication that internal or external targets or benchmarks are available within this system. There is an opportunity to improve the use of these results from the current <b>reacting</b> state with the utilization of benchmarking data that may be available within the reported system.
Interpretation of results and insights gained	No interpretations or insights are provided which indicate a <b>reacting</b> level of maturity.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The institution’s proposal to improve its process in retaining employees of color and succession planning appear to be of importance to SCC, but is does not appear to be intentionally driven by the data provided. Although SCC provided a list of intended improvements, the College may consider developing formal and systematic processes and systems to collect, understand, and apply data driven results to continuously improve performance.

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

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	SCC reports that employee performance appraisals occur annually and discusses the importance of performance evaluation, but the portfolio does not include any other information about how the appraisal process is designed or evaluated from time to time suggesting a <b>reacting</b> level of maturity.
Soliciting input from and communicating expectations to faculty, staff, and administrators	The systems portfolio indicates that the evaluation process is managed by the employee’s supervisor. However, institutionally, it does not appear that there is any formal process for soliciting employee input or feedback about evaluations, indicating a <b>reacting</b> level of maturity to this process.
Aligning the evaluation system with institutional objectives for both instructional and non-	A new evaluation form was developed this year which reportedly aligns the annual employee evaluations with the College’s strategic priorities. This process was piloted with cabinet members and will be extended to other administrators this year. This <b>reacting</b> process

instructional programs and services	has the opportunity to evolve in maturity as the anticipated alignment between annual evaluations and the College's strategic priorities progresses to the point where it applies to all employee evaluations.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	SCC describes its practices for evaluating faculty members and adopting the professional development plans in accordance with the terms and conditions of the MSCF contract. The performance evaluation practices for staff appears to be in a pilot phase. There is an opportunity to evolve institutional practices above the current <b>reacting</b> level of maturity by adopting processes that allow the institution to evaluate its employees on a consistent basis and then assess the effectiveness of those practices from time to time.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Compensation and benefits are <b>systematically</b> determined as per applicable bargaining unit contract and MnSCU standards. Annual recognition awards are awarded as determined by the campus, and compensation includes a number of fringe benefits above and beyond salary. SCC may benefit from feedback and satisfaction surveys of its employees to be able to assess the effectiveness of the benefit system in promoting retention and high performance.
Promoting employee satisfaction and engagement	SCC promotes employee satisfaction and engagement through annual recognition awards. The process by which the awards are determined and evaluated is not described. It is also unclear if there is a process in place to solicit employee feedback about satisfaction or engagement on a regular and consistent basis, or to do anything with such information if it is collected, indicating a <b>reacting</b> level of maturity to this process.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	SCC tracks faculty engagement in research and involvement in the community, as well as student integration into these activities, but it appears, though, that such metrics are only obtained via self-reports through a faculty engagement survey. It is also unclear how such metrics are utilized by the College to determine the effectiveness of their employee evaluation process, indicating a <b>reacting</b> level of maturity to the use of these results. It may benefit the College to identify tools such as surveys and feedback questionnaires for use in its improvement efforts.
Summary results of measures (including tables and figures when possible)	The Tables in 3.5 and 3.6 lists benefits that are available to various employee groups and provides the response rate to a faculty engagement survey. It is unclear whether or how this information is relevant in assessing the evaluation practices of the College, how it is disseminated to the rest of the College, and how these data are used by SCC to determine if evaluation processes effectively assess employees' contributions to the College. In order to move from the current <b>reacting</b> stage, the College may consider a formalized process that includes relevant data, summarized for purposes of evaluation and identification of improvement opportunities.
Comparison of results with internal targets and external benchmarks	No targets or benchmarks for comparison are presented or discussed in the portfolio, indicating a <b>reacting</b> level of maturity to the use of these results.
Interpretation of results and insights gained	No interpretation of results are presented or discussed, indicating a <b>reacting</b> level of maturity in the use of these results. As the College moves forward in implementing its pilots to other areas, it may want

	to consider moving from the data collection reactive stage to a more systematic approach to the evaluation of the processes and initiatives that are in place now to gauge its employees' contribution to the institution.
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3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Formalizing and expanding the evaluation process, if implemented as planned, is a first step towards being able to identify measures and begin gathering data for analysis and informed decision making.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Providing and supporting regular professional development for all employees	SCC <b>systematically</b> creates a variety of professional development activities for faculty and staff. It is unclear the extent to which employees utilize these opportunities or how satisfied they are with these activities. A formal process through which utilization of and satisfaction with professional development is tracked and evaluated might assist the College in its maturation process.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	SCC offers to its faculty a number of professional opportunities. There is limited funding available under the terms of the faculty contract. There is also a process in place to ensure that faculty have appropriate credentials, experience, and/or training in the classroom at the time of hire. These opportunities appear to be voluntary and it is unclear how many instructors take advantage of such opportunities. Also, it is unclear if there is a process in place to ensure that all instructors are current in their discipline as curriculum evolves and programs change, indicating a <b>reacting</b> level of maturity to this process.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	SCC support staff are offered professional development opportunities through MnSCU meetings and training sessions. The College also provides funding for each staff member to use if needed to pursue these professional development opportunities. There do not appear to be any mechanisms for evaluating the effectiveness of such professional development opportunities or what proportion of support staff take advantage of them, indicating a <b>reacting</b> level of maturity to this process.
Aligning employee professional development activities with institutional objectives	SCC reports that it is moving forward with a process to formally align professional development with institutional goals. Pending the implementation of this plan, SCC remains at a <b>reacting</b> level of maturity.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Only limited results are mentioned and it is unclear how such results are shared across the rest of the College, if at all, and/or how they are used to evaluate professional development

	opportunities in general, suggesting a <b>reacting</b> level of maturity in its use of results.
Summary results of measures (including tables and figures when possible)	The results of items tracked by Human Resources are presented in Table 3.7 and are limited in their use and application which indicates a <b>reacting</b> level of maturity.
Comparison of results with internal targets and external benchmarks	SCC does not provide benchmarks internal or external or any comparative results in this area. A process to collect and analyze comparative data might enable the College to move from its current <b>reacting</b> level of maturity to a more systematic level of maturity.
Interpretation of results and insights gained	The portfolio indicates that faculty engagement survey results are shared with the AASC and used to develop a faculty training session. It is still unclear, though, how this information was interpreted to lead to such decisions. SCC might improve upon the current <b>reacting</b> level of maturity by through repeated and formalized instances of similar discussions about professional development data in the future.

313. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC has recently experienced significant turnover in HR administration, but it is unclear if this turnover was coincidental. The College plans to conduct a new campus climate survey as part of its renewed data collection efforts. In the meantime, SCC might consider identifying a few measures by which its current practices may be assessed and evaluated as part of its review process.

**AQIP Category Four**

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

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Developing, deploying, and reviewing the institution's mission, vision, and values	SCC recently went through a process of developing/reviewing their mission, vision, and values and aligned their strategic priorities with these, and they plan to align the academic plans. The College did not describe a formal process by which the mission is regularly reviewed in a consistent and predictable manner, which indicates a <b>reacting</b> level of maturity; instead the review appears to occur in conjunction with strategic planning. Reviewing these systematically might assist SCC in evaluating its effectiveness in meeting its mission, vision, and values.
Ensuring that institutional actions reflect a commitment to its values	SCC’s portfolio includes a variety of activities through which their values are demonstrated, but there is not a description of a practice or process by which SCC ensures that actions consistently reflect a commitment to its values or closed the loop, i.e. aligning expenditures and budget planning with their planning. It is not clear how measurable outcomes of its values are set, assessed, and evaluated, indicating SCC is at a <b>reacting</b> level of maturity. This is an area of opportunity for the college.

<p>Communicating the mission, vision, and values</p>	<p>Communication is systematic through meetings, on website, legislative events, workshops, student/faculty/committee meetings, forums, electronic communication, and student orientation, but whether such methods are effective cannot be assessed without a process through which the efficacy of these methods are evaluated, indicating a <b>systematic</b> level of maturity. Adopting a process by which the methods of communication are assessed is a possible next step in the maturation process.</p>
<p>Ensuring that academic programs and services are consistent with the institution's mission</p>	<p>SCC relies on the program review, curriculum committee, and accreditation processes to ensure alignment of programs, course competencies, and student learning outcomes with the College's mission. It is not clear how these processes are systematically aligned at the course, program, and institutional levels to assess if they are meeting the College's mission by the established educational outcomes of SCC's students, indicating a <b>reacting</b> level of maturity.</p>
<p>Allocating resources to advance the institution's mission and vision, while upholding the institution's values</p>	<p>SCC relies on the program review, curriculum committee, and accreditation processes to ensure alignment of programs, course competencies, and student learning outcomes with the College's mission. It is not clear how these processes are systematically aligned at the course, program, and institutional levels to assess if they are meeting the College's mission by the established educational outcomes of SCC's students, indicating a <b>reacting</b> level of maturity.</p>

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

<p><b>Results</b></p>	<p><b>Evaluation of Results and Systems Improvement</b></p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>SCC provided results from the most recent PACE survey and indicated another one is going to be implemented in 2016. It is not clear, however, what outcomes are established that are being assessed and evaluated by the survey or if it is just the frequency counts of viewers for its mission, vision, and value page. This is very limited in scope and shows a <b>reacting</b> level of maturity.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>SCC is at the <b>reacting</b> level of maturity and data presented in 4R1 from the most recent PACE Survey and the number of website viewers of mission, vision, and values are both indirect measures, and it is not clear if SCC met the target satisfaction levels for the various groups listed or how the results are going to be used for making changes. The College has an opportunity to create tools to track mission and actions to support the mission and resources allocated. The use of the employee professional evaluation process being tied to mission, vision, and values should be explained more fully in order to show how this tool could be used appropriately to measure and respect privacy of the individuals.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>SCC is at the <b>reacting</b> level of maturity. No comparative results with internal targets or external benchmarking was included in this portfolio. The College may want to consider a systematic process of assessing the mission, vision, and values and explicitly define outcomes that are measurable and subject to improvement.</p>



<p>Interpretation of results and insights gained</p>	<p>SCC's portfolio indicated the College is committed to reviewing the currently embedded processes. But is it not clear what results and insights are going to be direct this activity in 2017, indicating a <b>reacting</b> level of maturity. The College may consider evaluating the current results from the PACE survey and other frequency data and develop a sustainable CQI process that is capable of assessing its effectiveness in meeting the mission, vision, and values.</p>
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411. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p><b>Evaluation of Improvement Efforts</b></p>
<p>The College has recently affirmed the mission through 2017. It is unclear how resources are prioritized to help meet the mission. The performance evaluation could be a good tool if appropriately tied to mission and available to track and help personnel reach targets. However, the College did not explain this enough to determine the processes and how targets are set and who is involved.</p> <p>SCC may benefit from mapping their processes and data and assessing the effectiveness of these processes before initiating improvement efforts. The proposed changes appear to be reactive and not based on consistent and comprehensive data, assessment, and evaluation.</p>

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<p><b>Process</b></p>	<p><b>Team Comments on Process Maturity and Improvement</b></p>
<p>Engaging internal and external stakeholders in strategic planning</p>	<p>SCC describes its current efforts to engage a diverse group of internal and external stakeholders in strategic review of its mission, vision, and values. The portfolio does not describe a formal process through which participation will be determined in the future, indicating SCC is in the <b>reacting</b> level of maturity. The next steps for SCC may be to adopt a formal process by which the mission and who is involved are reviewed so that it occurs in a consistent and predictable manner and to set measurable goals to assess the existing mission, vision, and values.</p>
<p>Aligning operations with the institution's mission, vision, values</p>	<p>SCC indicates they use a template to align strategic plan/priorities in many areas of the College. The departments include this in outcome assessment, annual work plans, and goals in their departments. SCC refers to its appreciative inquiry model of 2013 as a good illustration of a process employed for strategic planning and its alignment to institutional mission, vision, and values. This indicates a silo effect and a <b>reacting</b> level of maturity.</p>
<p>Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency</p>	<p>The template provides some consistency across departments in support of the College's strategic goals. This is not a process that regularly and consistently ensures alignment of efforts that result in institutional efficiency on an ongoing basis. This siloed approach in the absence of a formal process indicates a <b>reacting</b> level of maturity. SCC has an opportunity to create a database with information that can help the College set goals for improvement that are consistent across departments.</p>
<p>Capitalizing on opportunities and institutional strengths</p>	<p>The 2013 model called for identification of strengths, opportunities, aspirations, and results (SOAR), the previous</p>

and countering the impact of institutional weaknesses and potential threats	planning called for SWOT that included weaknesses. SCC did not provide information regarding threats or weaknesses and how they address opportunities and processes to address these. The College is yet to determine the effectiveness of this approach and it is in the <b>reacting</b> level of maturity.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	SCC reports that it relies on its Master Academic Plan and departmental plans to identify needs and create responses, but the portfolio does not include a description of the process or practice by which this is done in a coordinated effort across the institution which indicates a <b>reacting</b> level of maturity. Budget planning appears to be based on anticipated performance in key areas of student enrollment and state funding. To the extent that such a practice does not exist, adopting a formal process by which budgeting and planning are reviewed and aligned in a consistent and predictable manner might assist SCC as it matures in this regard.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	SCC indicates this is documented in the President’s evaluation document that is submitted annually to the System Chancellor. Goals for the next fiscal year are communicated through the cabinet and administrative team. The results presented in Table 4.4 are mostly anecdotal notes and did not include data collected from formal measures and tools that can be useful for the College to track its results based on established goals and targets. As of the time of this portfolio submission, SCC appears to be in a <b>reacting</b> stage of maturity.
Summary results of measures (including tables and figures when possible)	Summary results provided by SCC were mostly anecdotal and some data that were provided lacked details such as the total N. The presentation of the results can be enhanced by providing details that would have helped the reader determine the meaningfulness and context of the data. The College is in the <b>reacting</b> stage.
Comparison of results with internal targets and external benchmarks	SCC appears to track the progress of its strategic plan to document its effectiveness in the overall MnSCU system of evaluation for funding purposes each fiscal year. It is not clear if the targets are set from within SCC or just aligned with the MnSCU system. SCC is in the <b>reacting</b> state of maturity and does not provide quantified data of internal targets or external benchmarks.
Interpretation of results and insights gained	Although SCC states that it tracks progress of the strategic plan as well as of the MnSCU system, the statements that are included in this section do not appear to be interpretations of results or insights gained from existing data analysis. SCC has an opportunity to formalize a system for data gathering, evaluation, and report its findings in a consistent manner. SCC is in the <b>reacting</b> stage of maturity.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>SCC acknowledges that gaps continue to exist because even the limited data that is being gathered appear to have not been evaluated for meaningful decision making. The College may have to even reconsider the processes that are in place for their effectiveness.</p> <p>It is also not clear if the processes clearly align with its mission, vision, and values or only with the MnSCU requirements. The College is still reactive, has limited data in this area, and really needs to focus on strategic plan alignment across departments and measures to illustrate how they meet each criterion without perpetuating the silo approach. Coordination of plans is a first step toward a more systematic level of planning.</p>

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Establishing appropriate Board-institutional relationships to support leadership and governance	Demonstrating a <b>systematic</b> level of maturity, the MnSCU system of which SCC is a part is governed by an appointed Board of Trustees. The Chancellor reports to the Board of Trustees, and the individual campus President's reports to the Chancellor providing a clear chain of command. SCC's internal governance and leadership that is established appear to be reporting to the MnSCU Board of Trustees. Based on the information provided, it is not clear if SCC has established an appropriate Board-institutional relationships internally to support its own leadership and governance apart from the overall MnSCU mandated protocol. The processes as described are said to be in place but not explicitly defined.
Establishing oversight responsibilities and policies of the Governing Board	SCC portfolio states that its own internal system is based on a shared Governance model that allows frequent updates to be made to the BOT about campuses monthly and follow ups of recommendations through its own leadership; the Chancellor, Vice-Chancellor, Academic Vice-President, and others meet to present or discuss issues. SCC has an opportunity to move from its current <b>systematic</b> level of maturity to aligned by evaluating the current gaps and strengthen its autonomy while still aligned to the overall MnSCU system and it requirements.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	SCC reports that it is autonomous within the MnSCU system with its own college leadership, namely the campus President, the cabinet members, and a shared governance that drives its operations. Academic matters are reserved to campus faculty through the system's master faculty association contract which indicates a <b>systematic</b> level of maturity. However, it is not clear if the SCC's Board and members experience the same autonomy from the MnSCU BOT as several areas of the College as stated in this and other categories appeared to be driven by the MnSCU requirements.
Ensuring open communication between and among all colleges, divisions, and departments	SCC states the current processes in place are intended to obtain maximum inclusion and involvement among all divisions and departments in designing its course offerings, policy revision, and creations. The portfolio does not describe how communication is undertaken as to all other aspects of college operations. SCC has

	an opportunity to define its communication processes and identify goals and measures to assess the effectiveness of its communication methodologies. SCC is at the <b>systematic</b> level of maturity.
Collaborating across all units to ensure the maintenance of high academic standards	SCC states that the current processes in place are intended to obtain maximum inclusion and involvement among all divisions and departments in designing its course offerings, policy revisions, and policy creations. It is unclear how this works. It appears SCC invites comments and participation in both electronic and face-to-face communications. It is not clear if the systems in place is evaluated for its effectiveness in its effort to maintain high academic standards. SCC can move from the current <b>systematic</b> level to an aligned level by formalizing the processes and evaluating its effectiveness in a sustainable manner.
Providing effective leadership to all institutional stakeholders	SCC indicates the priority of the system is balanced with the priorities of the institution. SCC has autonomy within the leadership structure to develop strategies that meet the needs of their constituents. However, SCC does not indicate the process and how decisions are made and assessed to determine if the resulting leadership initiatives and outcomes are appropriate for the College's identified stakeholders' needs and expectations. SCC may consider assessing its current processes for effectiveness to move from the <b>reacting</b> stage of maturity to a systematic level.
Developing leaders at all levels within the institution	SCC's President is reported to have the authority to manage and develop all leadership initiatives within the College without the MnSCU requirements. The Leadership Academy that has been established and has its own succession planning process. However, it is not clear how effective this process has been in addressing the recent employee turnover in administration since the institution entered the AQIP process and the submission of this portfolio, indicating SCC is at <b>reacting</b> level of maturity. Establishing practices and processes that evaluate current leadership development initiatives and encourage and promote leadership development may help to ensure continuity of operations and leadership succession. This may be a good next step in SCC's maturation process.
Ensuring the institution's ability to act in accordance with its mission and vision	SCC relies on MnSCU policies and support services as its means of ensuring its ability to fulfill its mission and for funding, guidance, and assistance which indicates a <b>reacting</b> level of maturity. The effectiveness of this process for SCC in accordance with its own mission and vision appears to be undetermined. As SCC formalizes its planning processes, it might consider adopting additional proactive elements through which governance and budgeting are internally assessed and evaluated from the perspective of the institution's viability.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	SCC gets feedback on the President's annual evaluation. These are shared with administrators and executives of the College. Campus survey questions provide information on effectiveness. Leadership of the institution reports only limited results from the 2012 PACE survey (Table 4.5). The College has an opportunity to strengthen this process by adding other direct and indirect methods of assessment to determine the effectiveness of its leadership, and

	use the results to formalize a process that is sustainable and effective in making data driven decisions. This will help SCC to move from its current <b>reacting</b> state to a more systematic one.
Summary results of measures (including tables and figures when possible)	SCC provided a summary of its PACE survey results. It is not clear if the data was the feedback that the President shared with the cabinet and the administration team to evaluate the effectiveness in regards to board-institutional relationships. SCC must consider using results to track and look for patterns in order to make informed decisions in the future to be able to move from a <b>reacting</b> to systematic stage of maturity.
Comparison of results with internal targets and external benchmarks	PACE is the only data provided, and SCC did not provide comparison results for internal targets and external benchmarks. The College is in the <b>reacting</b> level of maturity.
Interpretation of results and insights gained	SCC states that the previous survey results indicate that SCC employees generally believe that the leadership of the organization supports their work and has the needs of the students as a priority. The connection between the results included in Table 4.5 and this interpretation is not clear. SCC has a need and an opportunity to clearly identify and formalize the process to align its leadership initiatives with identified needs of its own stakeholders and set targets for improvements. SCC is in the <b>reacting</b> level of maturity.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC states that campus priorities and work plans are revised to align with the ongoing emerging system and campus priorities. There are several processes mentioned that are considered to be aligned with the mission, vision, and values of the College. SCC does not clearly articulate how this alignment has been established or its effectiveness in ensuring a sound leadership of the institution. As SCC formalizes its planning processes, including operationalizing its mission, vision, and values, it might consider adopting additional proactive elements through which leadership, governance, and communications are internally assessed and evaluated for future improvement opportunities.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Developing and communicating standards	SCC states that the standards of ethical practices are part of the institution's values and core competencies and include a goal by which the institution operates. Based on the information provided, it is not clear how the College operationalizes the goals, although it states that there are procedures in place to achieve them. SCC appears to be in the <b>reacting</b> stage and may consider clearly articulating the goals and aligning them with a formalized process of data gathering that can provide valuable information for evaluating the effectiveness of its efforts.
Training employees for legal and ethical behavior	Training appears to be limited to new employees and those requiring safety training or on an as needed basis. The portfolio does not include a description of the process by which training regarding legal and ethical matters for all employees is developed and the manner in which SCC ensures that all employees complete such training. Without more information, SCC is at a <b>reacting</b> level of maturity.

Modeling ethical and legal behavior from the highest levels of the organization.	SCC states that the leadership demonstrates ethical and legal behaviors by following MnSCU policies, procedures, and practices. It is not clear even from this systems requirement approach if that conclusion is based on a process driven outcomes and data or is an implication based on anecdotal observation. SCC is in the <b>reacting</b> level of maturity and has an opportunity to expand their demonstrations of integrity in researching and implementing best practices.
Ensuring the ethical practice of all employees	SCC makes information and policies available for employees to ensure ethical practices in all areas followed up by training in key areas identified by the College. But SCC does not appear to track the effectiveness of the initiatives that are in place to encourage ethical practices or have a process for inappropriate behavior of all employees. It is in the <b>reacting</b> level of maturity.
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.	SCC states that policies and procedures for fair ethical practices are based on its own operations while it observes the MnSCU system's policies, and the policies are made transparent to the public via their website. SCC does not clearly articulate how it generates policies and procedures that are germane to SCC and its alignment to its own mission, vision, and values. It is in the <b>reacting</b> stage of maturity.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	SCC's program requirements are stated to be readily available to students and others seeking information on its own website as well as the MnSCU website for all of the institutions. It is not clear if these approaches are clear and available to all constituents. SCC may benefit from assessing its efforts in reaching out to its constituents and is in the <b>reacting</b> stage of maturity.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The portfolio only includes a narrative of progress which indicates a <b>reacting</b> level of maturity. SCC appears to track the information pertaining to institutional integrity that are required (costs, program requirements, transfer processes, program design and delivery, reporting and publication of crime statistics, and other helpful information) through the website and publications. This does not include information based on target setting and identified outcomes.
Summary results of measures (including tables and figures when possible)	SCC is in the <b>reacting</b> level of maturity. The portfolio includes a summary of its existing data gathering for the MnSCU requirements and a narrative of progress, not an actual table. SCC would benefit from setting goals and determining data to show progress and plan improvements.
Comparison of results with internal targets and external benchmarks	SCC provides no comparative results indicating a <b>reacting</b> level of maturity.
Interpretation of results and insights gained	The existing data collection does not appear to have yielded reportable data for analysis and interpretation indicating a <b>reacting</b> level of maturity.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
As SCC formalizes its evaluation and operation related processes, it might consider adopting additional proactive elements to address through which efforts to ensure ethical behavior and integrity are internally assessed and evaluated for future improvement opportunities. SCC reports the need for enhanced data management and compliance tracking as a future possibility in its quality improvement efforts. While that may be helpful, it is important for SCC to consider starting with well-defined outcomes that are aligned with its own mission, vision, and values to formalize its process to gather data in a consistent and sustainable manner

**AQIP Category Five**

**KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP** addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	SCC uses data that compares performance across colleges and universities in the MnSCU System. Utilizing system data in this manner will allow for a unique opportunity to provide comparative benchmark information to use in the institutional decision-making process. It is unclear, however, whether or how such benchmarking information is used, indicating a <b>reacting</b> level of maturity to this process. This process could benefit from the development of an internal data management system that would support planning and decision making activities.
Determining data, information, and performance results that units and departments need to plan and manage effectively	SCC reports administering several surveys that appear to provide data and performance results for departmental planning and management via Academic Program portfolios and academic program review that occur every three years. The College reports that this data helps in developing course schedules based on enrollment trends and college-wide budget and for establishing benchmarking data. However, SCC does not describe the process by which it determines the measures needed for departmental level planning and assessment. This indicates a <b>reacting</b> level of maturity.
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	MnSCU has identified 21 measures under 9 categories that compares performance areas for their colleges and universities. This data is distributed at SCC and used for goal setting by the College. However, it is unclear from the information provided the manner in which SCC makes data available for departmental planning and day to day decision making. Some data seem to be updated annually and other data may only be available on a multi-year basis. SCC acknowledges that it is at a <b>reacting</b> level of maturity in this regard. A critical first step in its improvement process will be the need for SCC to identify relevant measures and data sets that will enable timely and data-informed decision making.
Ensuring the timeliness, accuracy, reliability, and security	There are security processes in place, established by MnSCU, in the event of a data breach. SCC has also installed encryption software on all computers for additional protection, indicating a <b>systematic</b> level of

of your knowledge management system(s) and related processes.	maturity to this process. However, the College appears to be closer to a reacting level of maturity in its processes for ensuring the accuracy and reliability of management systems. SCC did not indicate that it maintains a centralized data management system that would perhaps increase the efficiency in ensuring timeliness, accuracy, reliability, and security of its knowledge management systems and still be within the guidelines of the MnSCU data breach protocol.
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5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	SCC states that overall campus effectiveness indicators, referenced in earlier portions of the report, are foundational to decision-making at the College. However, no detail is provided to illustrate how these metrics indicate that the information referenced earlier in the portfolio is actually being used to drive the institutional decision-making process at all levels and units. This appears to be a <b>reacting</b> use of results.
Summary results of measures (including tables and figures when possible)	No summary data is presented to illustrate how SCC is able to determine that institutional data and information is used throughout the College to make decisions. SCC responded to this topic by providing cross references to the limited results that were mentioned in other areas of the portfolio which indicates a <b>reacting</b> level of maturity. SCC may benefit from clearly stated outcomes and measures that would enable reliable and valid data in order to move towards become more systematic and formalized in its efforts to focus on increasing the efficiency of its current system and its processes.
Comparison of results with internal targets and external benchmarks	Comparative trend data is discussed as being available to SCC through the MnSCU state system, but it is unclear if or how such external benchmark information is used by the College in this <b>reacting</b> use of results. There is an opportunity to evolve in this use of results by establishing criteria and methods to be utilized for selecting comparative data and information within and outside of the MnSCU System.
Interpretation of results and insights gained	SCC acknowledges they have room to improve from the current <b>reacting</b> level of maturity in this area. They are beginning to train and get personnel used to the CQI culture.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC has implemented training of deans on various data tools, and the College plans to develop an enrollment management plan. SCC also plans to develop a data fact book and a strategic enrollment management plan. However, the connection between the results that led to these improvement plans is not clear. If these are linked to the academic plan and the strategic plan, this might help the college to become more systematic. The College would greatly benefit from incorporating data that can be compared and contrasted both internally and externally. This could help with efforts to build a culture of data-based decision making.



5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	SCC reports on a number of investments made to improve its infrastructure, including funding from HEAPR funding and bonding dollars to update/renovate its campuses. The portfolio, however, does not include a description of the process or processes by which facilities and technical infrastructure are managed and monitored for short-term and long-term planned uses. This suggests a <b>reacting</b> level of maturity.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	SCC is in the process of aligning the Facilities Master Plan, Technology Plan, and Master Academic Plan. However, the systems portfolio does not include a description of the process or processes by which resource needs are aligned with the College’s strategic priorities and educational outcomes of students. This suggests a <b>reacting</b> level of maturity.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	SCC states that they are having conversations with the campus community to help them understand and monitor budget decision-making. However, the portfolio is unclear about the process or processes by which resources are actually allocated to ensure that academic and student support needs are met, particularly at times of declining enrollments and other budget constraints. This suggests a <b>reacting</b> level of maturity. Until the College has fully adopted CQI process and aligned it with institutional goals, the community conversations discussed may result in making decisions based on incomplete data.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The portfolio states that information is shared appropriately through consultative groups, but there is no discussion of what such information is or how it is used by the institution to track resource management. It is in the <b>reacting</b> stage and may want to consider a systematic approach to assess its effectiveness in managing College resources.
Summary results of measures (including tables and figures when possible)	SCC did not explicitly provide summary results of measures but provided a description of some of its practices. It is in the <b>reacting</b> stage of maturity.
Comparison of results with internal targets and external benchmarks	SCC did not provide any comparison of results with internal targets and external benchmarks, which indicates a <b>reacting</b> level of maturity. Although its practices are supported by the MnSCU policies and contractual obligations for employee compensation and treatment, SCC could benefit from formalizing existing processes to allow for setting targets for effective management of its resources.
Interpretation of results and insights gained	No results are presented or discussed in 5R2, thus no interpretation is presented, indicating a <b>reacting</b> level of maturity.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>SCC plans to implement the strategic direction as outlined in the MnSCU “Charting the Future” document and HLC accreditation standards. The College will also create a campus budget committee once a new CFO is hired. The hiring of a new CFO may provide the opportunity for SCC to review its current processes to ensure they are systematic and comprehensive and align with MnSCU framework and Strategies. The College could benefit from developing outcomes/measures concerning resources management.</p>

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
<p>Building budgets to accomplish institutional goals.</p>	<p>SCC’s College Cabinet members each receives a dollar amount to distribute to their programs/departments. They indicate that alignment with mission as well as financial benchmarks are taken into consideration, but the specific process by which budgeting is aligned to the College’s strategic plans and funding priorities is not described. Without more information, SCC appears to be at a <b>reacting</b> level of maturity. There is an opportunity to improve the level of maturity to this process through the development of processes to ensure consistency and collaboration across College units in building budgets to accomplish institutional goals.</p>
<p>Monitoring financial position and adjusting budgets.</p>	<p>SCC reports that the CFO is responsible for monitoring the College’s financial position and possibly unilaterally adjusts the budget. MnSCU instructional cost study data is used during this process, but it is still unclear what the process is that the CFO uses to make determinations about the financial position and how often decisions are made in this regard. It is also unclear how stakeholders are involved in making those adjustments. Without a more systematic approach to monitoring the College’s finances, SCC remains at a <b>reacting</b> level of maturity.</p>
<p>Maintaining a technological infrastructure that is reliable, secure and user-friendly.</p>	<p>SCC developed a Technology Plan, implementing a college-wide Technology Committee for oversight, but how the College maintains the infrastructure process is not discussed. No information is provided concerning past planning processes and there is no description of the process by which the plan is implemented to ensure that its technology infrastructure is reliable, secure, and user-friendly. This suggests a <b>reacting</b> level of maturity. The institution has taken positive steps to improve the maturity level of this process by having the VP of Technology regularly meet with the student senate to seek input and feedback regarding the College’s technology resources.</p>
<p>Maintaining a physical infrastructure that is reliable, secure and user-friendly.</p>	<p>The systems portfolio indicates that there are established processes to assist in maintaining a reliable and secure physical infrastructure. However, there is no mention or discussion of what these processes are. Without more explicit detail about the processes used to maintain physical infrastructure, this process can only be determined to be at a <b>reacting</b> level of maturity. SCC reports that it completed a Master Facility Plan in 2015 but it offers no information about past planning processes. Software is used to track capital building projects and classroom scheduling, but it is unclear what processes are in place for general campus maintenance and security.</p>

<p>Managing risks to ensure operational stability, including emergency preparedness.</p>	<p>SCC undertakes a number of activities in order to manage its risks, but the specific process by which such risks are anticipated and planned for are not described. For example, there is no mention of managing and preparing for risks from a technology standpoint (i.e., data loss). Without more information, SCC appears to be at a <b>reacting</b> level of maturity.</p>
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5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Limited institutional level results are provided. Many institutional metrics are mentioned at a generic level, without any detail about the actual measures tracked or outcomes examined. The tracking systems do not appear to be centralized, nor are they being assessed for effectiveness on an ongoing basis. SCC is required to report on these data, and it offers no other results used in its planning efforts. These data are not actionable for purposes of assessing discrete operating divisions within the College, which suggest a <b>reacting</b> level of maturity.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Summary results are provided for a number of MnSCU data system measures of effectiveness, indicating a <b>systematic</b> level of maturity. SCC provided the summary of its Composite financial index in table 5.2 and offers a brief analysis to indicate that the College’s CFI is above the MnSCU college average. Trend data is presented for each outcome, although the space utilization outcome is described as trending in the right direction even though there is only one year’s worth of actual data presented.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>SCC targets are presented for each of the outcome measures obtained through the MnSCU data system. However, no external benchmarking data is presented in these same tables, even though the opportunity to benchmark MnSCU is mentioned throughout the systems portfolio. This appears to be a <b>reacting</b> use of these results.</p>
<p>Interpretation of results and insights gained</p>	<p>SCC analyzes results, discussing how the fluctuation in numbers affects the College, but the insights are limited. SCC observed that its instructional cost study indicates a need for improvement, but offers little by way of interpretation suggesting a <b>reacting</b> level of maturity. Interpretation of results, as in the case of instructional cost study, appears to be ad hoc rather than based on systematic tracking of data over a period of time in key areas done through prioritizing and tracking. SCC could benefit by formalizing discussions about insights that could be gained from such results and how that information can be used to guide the College’s future decisions about resource management.</p>

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>SCC plans to continue monitoring space usage and faculty loads over the next 1-3 years, but it is unclear what information has been used to guide such decisions. Part of SCC’s improvement plans depend on state bond funds, but there is no discussion of what alternative solutions would be sought if the bond is not awarded. As SCC defines its strategic planning and budgeting processes, it will benefit from formalizing a more comprehensive budgeting process anticipating short term and long term funding needs (and possible shortfalls) and sets forth a more systematic process by which facilities, technology, and risk management are monitored.</p>

**AQIP Category Six**

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

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	As SCC begins the AQIP implementation process, the institution has committed to documenting the process for identifying and selecting quality improvement projects, including the development of a process map and rubric. SCC's cross-functional steering committee is an initial step toward integrating the culture of continuous quality improvement across all sections of the College through representation by faculty, staff, and administration. The institution has also illustrated a commitment to this process through the allocation of budgetary resources to support the work of this committee in identifying institutional improvement initiatives. Examples of other initiatives are offered, but the systems portfolio does not describe how these initiatives were selected, assessed, and evaluated. The breadth of SCC's efforts suggest a <b>systematic</b> level of maturity, but the institution might benefit from a more comprehensive selection process as it seeks to mature in this regard. It will also be important to establish a process that outlines how all improvement initiatives will be evaluated and the information then incorporated into institutional decision-making.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	SCC acknowledges that it is currently <b>reacting</b> and is moving towards a systematic of maturity in aligning AQIP activities. The institution reports revising the master academic plan (MAP) to align with AQIP categories and campus strategic priorities, which is intended to help the College follow up on feedback received on their first systems portfolio submission. SCC has begun to document most AQIP processes through the use of process maps. While the documentation of these processes is an important step toward aligning AQIP work with strategic priorities, there are few other processes presented to describe how SCC aligns the systems portfolio, action projects, and quality check-up. Having only recently adopted AQIP as its pathway, the institution is in the early stages of using the AQIP tools and activities to benefit the College's planning processes. There is an opportunity to improve upon the maturity level of this process through the continuation and expansion of the alignment between AQIP tools and activities and any other CQI activities.

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	The portfolio contains examples of institutional efforts that demonstrate a commitment to process improvement, but these examples do not demonstrate how the results were assessed, evaluated, and used to further inform SCC's planning processes, indicating a <b>reacting</b> level of maturity in the use of CQI results. A revised and aligned Program Review Process (piloted), a new Capital Expenditure Proposal/Approval Process, and a survey of faculty, staff, and students on perceptions of the needs of first-year students are all provided as examples of such results. These projects were described as leading to institutional improvements, but there

	are no results presented to indicate how or why such decisions were made. There is an opportunity to improve upon the maturity level of this use of results with a documented assessment and evaluation process, as well as a discussion of in-depth results that may not yet be available at this early stage of the institution’s involvement in AQIP.
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6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>SCC’s implementation of AQIP is helping the institution review processes, results, and improvements for planning and implementation strategies. SCC has implemented an Action Project submission process to systematize the manner in which quality improvement initiatives are developed and selected at the institution. Recently-completed action projects have led to a revised academic program review process, a new capital expense process, and a new master academic plan that better aligns with the institution’s strategic priorities. As SCC continues to review and document the culture of the institution, implementing a continuous improvement approach beyond the scope of AQIP will help align and integrate the idea of continuous improvement across the institution. While it is obvious that the Continuous Quality Improvement culture has led to many new activities and procedures, there is limited data at this time to demonstrate such alignment.</p>

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Developing an infrastructure and providing resources to support a culture of quality.	SCC recognizes the importance of documentation to show evidence of continuous quality improvement performance. The College has instituted a method of process-mapping to document how CQI initiatives are developed and selected. SCC has also committed financial resources to its AQIP efforts in order to support CQI efforts, which is a critical step in the maturation of this institutional process. Leveraging process maps and other tools may help the institution fulfill the requirements of AQIP, but may also propel the institution forward in its quality journey beyond AQIP and beyond the current <b>reacting</b> level of maturity in this process. There is an opportunity for this maturity level, as SCC moves further along with their CQI efforts, by establishing a process for documenting CQI initiative results and how they have been/will be incorporated into the institutional decision-making process.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	The internal culture of CQI is beginning to take form as evidenced by the activities of SCC's steering committee, summer retreat, the logo contest, weekly e-newsletter, and poster sessions. SCC has begun the work to change the overall culture to continuous quality improvement by integrating the language and thinking into such efforts, but these early efforts appear to be more of a “top-down” approach than collaborative efforts. It is also still unclear what impact CQI activities have had on the institution or how well-understood this impact is, indicating a <b>reacting</b> level of maturity to this process. SCC may benefit from building a culture of CQI as a process that is needed to strengthen its own efforts in meeting the institution’s mission, vision, and values, in addition to meeting accreditation requirements.
Ensuring the institution learns from its experiences with CQI initiatives.	The portfolio contained the College’s motto, “Learning from yesterday, applying today, improving tomorrow”, but SCC did not provide any direct examples of these concepts in practice. It is indicated in other portions of 6P2 that the institution has incorporated questions as part of all campus

	committee meetings that encourage committees to consider what institutional processes were/could be impacted and what data was used. However, there is no evidence to indicate that this, nor any other, process for CQI initiatives that has been integrated into existing priorities and structures has been assessed for effectiveness in a systematic manner. As it matures beyond <b>reacting</b> in the process of learning from CQI initiatives, SCC should be able to offer examples of other processes and practices that have been adopted to ensure the “learning” that can be associated with CQI initiatives (as was done throughout the portfolio when describing SCC’s new program review process, for example).
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	SCC has dedicated resources in support of their AQIP responsibilities and offered workshops in an effort to build a broad base of understanding as a new AQIP institution. However, no evidence is provided to indicate how these efforts have fared during SCC’s early involvement with AQIP, nor how these processes feed back into the institution’s decision-making process, indicating a <b>reacting</b> level of maturity for this process. The next four years will likely provide more tangible examples of the College’s success in building understanding of the AQIP Pathway and the opportunity to improve upon the current level of maturity for this process.

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

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
What are the results for continuous quality improvement to evidence a culture of quality?	SCC indicates that early AQIP efforts have led to increased awareness across the institution to document and map processes and results. However, no actual evidence from the efforts that led to this increased awareness are presented or referred to, indicating a <b>reacting</b> level of maturity to this use of results. The institution has not clearly articulated how the current AQIP systems and processes for data collection, distribution, and evaluation are going to provide evidence for a culture of quality. Participation in AQIP is a limited measure of the impact of the principles of CQI on SCC’s planning efforts. As the College’s leadership evaluates future planning efforts, it might consider measures that will be used to assess the effectiveness of such planning efforts. This will provide more direct evidence of the efficacy of those processes.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
SCC indicates that it will use this systems appraisal to inform its short term improvement efforts. The institution plans to develop training for the recently-developed project management plan. The institution will also begin to gather survey feedback from the rest of the institution concerning the impact of AQIP action projects. This approach is appropriate within the structures of AQIP, but SCC should seek to identify other practices and processes to inform opportunities for improvement that are self-directed.

## APPENDIX C

### Criteria for Accreditation & Core Component Evidence Screening

**Criterion One. Mission**

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p><b>1.A.</b> The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<ul style="list-style-type: none"> <li>• SCC utilized an outside consultant in the 2013 Strategic planning event and appreciative inquiry method as a process for strategic planning and its alignment to institutional mission, vision, and values.</li> <li>• The Mission and Vision were reviewed with input from many stakeholders, but finalized by administration, and shared with all when completed. A two-day, public retreat was used to further garner consensus and to solicit input from the broader community of stakeholders.</li> <li>• It had taken the type of school and programs offered into consideration when written.</li> <li>• A template was used to align strategic plan/priorities.</li> <li>• Although SCC reports it devotes resources first in support of students and learning, there is not enough information on budget to truly assess this, however, grants and monies discussed in the portfolio appear appropriate for areas discussed.</li> <li>• SCC intends to institute a campus budget committee once a new CFO is hired. The budgeting committee will seek to align budgeting priorities with the College’s mission.</li> <li>• Overall, the portfolio did not contain a description of the process by which the mission will be reviewed and updated from time to time.</li> <li>• Despite affirmative statements saying that alignment exists, the portfolio did not contain a description of the process by which programs and services are aligned with the College’s mission.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>
<p><b>1.B.</b> The mission is articulated publicly.</p>	<ul style="list-style-type: none"> <li>• SCC communicates their mission systematically through meetings, on website, legislative events, workshops, student/faculty/committee meetings,</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p>

<p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>forums, electronic communication, and student orientation.</p> <ul style="list-style-type: none"> <li>• Mankato and Faribault campuses became South Central Technical College in 2005 with an expanded mission as a community and technical college allowing the college to provide Associate of Art Degree in Liberal Arts and Sciences in addition to career and professional programs.</li> <li>• SCC reviewed and revised mission, vision, and values in 2013. The mission statement was last revised and approved by the MnSCU board of trustees in 2009. SCC has developed and implemented its strategic plan under goal areas: partnership and collaborations, marketing and branding, holistic learner services, and quality education.</li> <li>• SCC indicates they use a template to align strategic plan/priorities in many areas of the college. The departments include this in outcome assessment, annual work plans and goals in their departments. The portfolio, however, did not provide examples of how the templates were used to create and support alignment of planning efforts.</li> </ul>	<p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>1.C.</b> The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<ul style="list-style-type: none"> <li>• The College's vision demonstrates the institution's commitment to preparing students to compete in the global marketplace.</li> <li>• SCC is sensitive to creating and delivering programs and demonstrates awareness of its growingly diverse population of students from various cultural and socio-economic backgrounds, utilizing its student demographic data to design programs and services intended to meet the needs of its diverse students as exemplified by the College's pilot cohort model for its ELL students.</li> <li>• SCC offers a variety of course delivery models to serve the needs of its students.</li> <li>• The SLO process for academic programs include employer and graduate surveys results helps SCC gauge the currency and relevancy of its programs with</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>



	<p>reference to the diverse needs of its constituencies.</p> <ul style="list-style-type: none"> <li>• Faculty members have access to processes that help identify and address the needs of diverse learners with varying educational, social, and cultural backgrounds.</li> <li>• Contents reflecting diversity are directly embedded into the curriculum, providing opportunities for students to share as well as learn about each other and the world around them, including such topic areas as immigration, LGBTQ, religion, racism, and poverty.</li> <li>• Hiring practices that support its commitment to diversity and information responding to students' evaluation of the College's efforts to demonstrate commitment to diversity was not discussed in the portfolio.</li> </ul>	
<p><b>Criteria 1.D.</b> The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<ul style="list-style-type: none"> <li>• SCC reports that it uses the program review process, curriculum committee, and accreditation processes to ensure alignment of programs, course competencies, and student learning outcomes with the college's mission, but the actual processes used were not described in the portfolio.</li> <li>• The portfolio shows that stakeholders of the College, internal; and external do participate in some manner in making decisions and SCC describes its current efforts to engage a diverse group in reviewing mission, vision and values. However, the processes are not clear.</li> <li>• Students and community members always serve on program advisory committees. Most institutional committees described in the portfolio also include student representation.</li> <li>• The College has various advisory boards for programs which meet at least yearly.</li> <li>• The actual process by which the institution's educational responsibilities take priority over other purposes is not described.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

**Criterion Two. Integrity: Ethical and Responsible Conduct**

The institution acts with integrity; its conduct is ethical and responsible.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p><b>2.A.</b> The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<ul style="list-style-type: none"> <li>• SCC employs practices intended to protect student data as required under FERPA.</li> <li>• SCC is bound by the MnSCU standards and offers training regarding financial reporting, use of technology, public finance, Right-to-Know, Code of Conduct, harassment, safety, and security.</li> <li>• The portfolio, however, does not describe the manner in which the institution enforces and/or ensures that College and system standards are met.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.B.</b> The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<ul style="list-style-type: none"> <li>• SCC reports that the standards of ethical practices are part of the institution's values and core competencies and include a goal by which the institution operates.</li> <li>• SCC indicates they have procedures in place to operationalize the goal. The Portfolio, however, does not describe the manner in which this occurs.</li> <li>• SCC uses the website, catalog, email system, orientation, brochures and many other methods including e-newsletters to communicate academic support services.</li> <li>• SCC follows MnSCU guidelines for presenting public information about the institution, which requires information about programs, requirements, faculty and staff, student cost and accreditation to be available on the College's website.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.C.</b> The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board's deliberations reflect priorities to preserve and enhance the institution.</p> <p>2. The governing board reviews and considers</p>	<ul style="list-style-type: none"> <li>• SCC is a member of the Minnesota Colleges and Universities System. The system is governed by a board of trustees who are appointed by the state's governor. The Board of Trustees has autonomy to act in the best interests of the system in accordance with state law.</li> <li>• The MnSCU CEO is the chancellor and he is responsible for providing overall leadership for the campus members of the system.</li> <li>• The system Board of Trustees meet with the campus presidents on a regular basis</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</p> <p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>to communicate and discuss matters affecting system institutions.</p> <ul style="list-style-type: none"> <li>• Each member college, including SCC, functions independently and is subject to its own individual management and leadership structure. Day to day operations are the exclusive responsibility of the campus leadership that consists of the campus president, the executive team, and a cabinet who individually and collectively, as appropriate, manage the operating divisions within the College.</li> <li>• It was unclear from the information provided in the portfolio how the College ensures its own autonomy.</li> </ul>	
<p><b>2.D.</b> The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• SCC is bound by its faculty contract; academic integrity is at the core of SCC’s mission, and according to the MSCF contract, faculty members are encouraged to exercise “full freedom within the law of inquiry, teaching and research.”</li> <li>• Established policies define acceptable use of SCC resources, for example, the IT policies in place prohibit peer-to-peer file sharing and illegal file download.</li> <li>• The MSCF contract that is in place, includes the ability for faculty to “discuss his/her own subject in the classroom.”</li> <li>• The portfolio does not include examples of the ways in which the College has demonstrated its commitment to freedom of expression.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.E.</b> The institution’s policies and procedures call for responsible acquisition, discovery and application of</p>	<ul style="list-style-type: none"> <li>• SCC adopted a student code of conduct which includes policies regarding honesty, cheating, and plagiarism.</li> <li>• IT policies define acceptable use of SCC technology, including prohibitions against peer to peer file sharing and illegal file downloads.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>knowledge by its faculty, students, and staff.</p> <ol style="list-style-type: none"> <li>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</li> <li>2. Students are offered guidance in the ethical use of information resources.</li> <li>3. The institution has and enforces policies on academic honesty and integrity.</li> </ol>	<ul style="list-style-type: none"> <li>• Faculty and staff are expected to follow FERPA at the forefront of all actions.</li> <li>• The portfolio does not include examples of how the student code of conduct is communicated to students and how it is enforced at the course and institution levels.</li> </ul>	<input checked="" type="checkbox"/> Unclear or incomplete
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**Criterion Three. Teaching and Learning: Quality, Resources, and Support**

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p><b>3.A.</b> The institution's degree programs are appropriate to higher education.</p> <ol style="list-style-type: none"> <li>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</li> <li>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</li> </ol>	<ul style="list-style-type: none"> <li>• Admissions process is the same for all students.</li> <li>• SCC offers a variety of delivery modes specific to the demands and requirements of its academic programs.</li> <li>• Faculty teaching dual enrollment courses must meet the same faculty credentialing standards as SCC faculty.</li> <li>• Program learning outcomes have been adopted for all programs.</li> <li>• Program level learning goals and are reportedly assessed annually, but the portfolio did not contain an examples of assessment data or results so as to demonstrate equivalence of learning across all modes of delivery.</li> <li>• SCC submits all final approvals for curricular changes or new approvals through MnSCU process for ensuring consistency and compliance with state and federal requirements.</li> <li>• Online courses and programs are reportedly evaluated for quality as part of</li> </ul>	<input type="checkbox"/> Strong, Clear, and well presented <input type="checkbox"/> Adequate, but could be improved <input checked="" type="checkbox"/> Unclear or incomplete

<p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>	<p>the program review and program assessment process, but no data are provided to support this assertion.</p> <ul style="list-style-type: none"> <li>• SCC has established a curriculum development process that is designed to evaluate and ensure that programs that are developed not only follow the MNSCU policies but they also meet the state and federal requirements.</li> <li>• However, the portfolio did not include program level student outcome data and/or articulate how student outcomes assessment data were used to determine student performance at the course or the program levels.</li> </ul>	
<p><b>3.B.</b> The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in</p>	<ul style="list-style-type: none"> <li>• SCC reports that its Student Learning Committee reviewed its institutional common learning outcomes and best practice, relevant literature, general education curricula at SCC, and Minnesota Transfer Curriculum goal areas, employer feedback relevance to the SCC statements of Mission, Vision, Values and Purpose.</li> <li>• General education at SCC was reviewed and revised to meet the mission and to align with and support learning within the Minnesota Transfer Curriculum (MnTC). The purpose of the MnTC is to establish a common standard in Minnesota and to introduce students to a broad range of disciplines, and emphasize the need for acquiring breadth and depth of knowledge.</li> <li>• The institution does articulate the purposes, content, and intended learning outcomes of its general education program with students on the website and reviews these in the orientations to the College.</li> <li>• Programs review the ICC's of the College and proposed how they would be met within its specific program.</li> <li>• Programs work with the Liberal Arts Program for the general education criteria. Civic knowledge and engagement emphasis in the programs recognizes human and cultural diversity of the world as identified in the ICC's.</li> <li>• SCC states that the results of the Faculty Engagement Survey provides information on scholarship, creative work, and discovery of knowledge appropriate to the program, however, the specifics on this was not shared.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<ul style="list-style-type: none"> <li>• SCC's annual program assessment process is determined by program faculty members who have the freedom to utilize a means of assessment that works for their programs. The assessment includes evaluation of the college's Institutional Core Competencies.</li> <li>• SCC reports that the data gathered includes artifacts and tools used for assessment, how success is measured, what the findings are, and how the interpretations of data will be used to make identified changes in pedagogy, course mapping, and/or curriculum. However, no actual data are analysis of results are included in the portfolio.</li> <li>• One of SCC's Core Competencies is Analysis and Inquiry, which requires that all students are able "to demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information".</li> <li>• Two of SCC's core competencies include Civic Knowledge and Engagement and Intercultural Knowledge and Competence. These skills require that students understand the richness of global cultures and understanding the ways that individual inequalities and interactions impact self and society.</li> <li>• The Program Review process is undergoing change through an active AQIP Action Project. Objectives of this project include: integrate data utilization into the process more seamlessly, reduce redundancies for faculty, establish a framework for review through an Appreciate Inquiry approach, use a Strengths, Opportunities, Aspirations, Results (SOAR) analysis instead of a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis to focus on strengths and opportunities, Incorporate a forward-looking discussion by means of program strategic planning. Actual results from its existing program review process were not included in the portfolio.</li> </ul>	
<p><b>3.C.</b> The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and</p>	<ul style="list-style-type: none"> <li>• The College claims to have adequate faculty by tracking positions yearly and following MnSCU standards.</li> <li>• Deans and department chairs are responsible for ensuring that the College has sufficient faculty to meet classroom and non-classroom needs. The Dean of Students, the Student Affairs Leadership</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>Team, and the VP of Students and Academic Affairs are involved in making decisions that ensure the acquisition of sufficient numbers of staff to provide student support services.</p> <ul style="list-style-type: none"> <li>• SCC’s reports that its processes for hiring is based on MnSCU’s guidelines. SCC primarily relies on job descriptions for ensuring employees have the qualifications and certifications needed.</li> <li>• SCC does have an additional requirement that all faculty are required to meet a teaching-and-learning competency either through past experience or SCC professional development coursework.</li> <li>• The institution’s proposal to improve its processes in retaining employees of color and succession planning appear to be of importance to SCC, but, is not intentionally driven by the data provided.</li> <li>• Based on the Portfolio, students’ nonacademic needs are initiated via referrals to specific departments that are specialized to meet the needs of the students and aligned with their academic goals.</li> <li>• Dual-credit faculty are required to have the same teaching credentials as SCC faculty, and are also required to complete a mentoring program under the tutelage of an SCC faculty member before teaching a dual credit course.</li> <li>• Staff are encouraged to participate in professional development opportunities that are provided on an ongoing basis along with training in diversity and disabilities issues.</li> <li>• SCC offers to its faculty a number of professional opportunities. These opportunities appear to be voluntary and it is unclear how many instructors take advantage of such opportunities.</li> <li>• SCC offers limited monetary support for conferences and certification reviews that individuals can apply for and attend to maintain currency as needed. SCC also offers professional development opportunities for faculty through the <i>Learning Central</i>.</li> <li>• Faculty and staff are evaluated yearly by established procedures set by the College.</li> <li>• Faculty are available through the e-mail system of the school or office hours should they need to contact students.</li> </ul>	
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<p><b>3.D.</b> The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<ul style="list-style-type: none"> <li>• SCC undertakes a number of activities and events to identify new student groups, and reports that it uses its program review process as a means of identifying changes in student need.</li> <li>• SCC provided numerous examples of activities it is undertaking regarding helping students learn, but it did not describe practices or more formal processes by which these activities are initiated, monitored and/or evaluated.</li> <li>• SCC offers a first-year experience course to help new students adjust to college expectations, an early alert system to identify at-risk students, and support services such as tutoring through the Academic Support Center.</li> <li>• The College has tools such as ACCUPLACER with cut scores to assist with placement, advisors, to assist students, advance placement testing and other tools.</li> <li>• They appear to rely on the Early Alert System for most communication about student academic support needs.</li> <li>• SCC refers to the Student Code of Conduct, MSCF contract, and policies to ensure the freedom of expression and integrity of research and scholarly practice, but no processes for using or implementing these items are discussed.</li> <li>• Students are guided to choose programs that are aligned with academic goals. Based on the information provided, students' nonacademic needs are initiated via referrals to specific departments that are specialized to meet the needs of the students and aligned with their academic goals.</li> <li>• There are appropriate services available for students at SCC and supports activities involved in these services. The importance of this is emphasized with students on admission to the College through testing done. Specifics on processes used once the student is involved in this process was not shared.</li> <li>• Career and technical faculty are required to provide formal advising to students, per the SCC contract. All faculty have office hours and are available for student inquiry via email and appointment.</li> <li>• SCC has many formal and informal methods for determining learning support needs such as surveys and</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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	<p>communication. However, it is not clear how data and communication through student and faculty leadership is assimilated and used to make decisions.</p> <ul style="list-style-type: none"> <li>• SCC has established multiple work areas across campus for student use, and many academic programs have their own dedicated lab space. The Department of Technology maintains classroom and instructional technology and ensures that any needed technological infrastructure is in place.</li> <li>• SCC refers to the Student Code of Conduct, MSCF contract, and policies to ensure the freedom of expression and integrity of research and scholarly practice.</li> </ul>	
<p><b>3.E.</b> The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<ul style="list-style-type: none"> <li>• Co-curricular programming is established as a result of request by faculty, staff, and/or students and they are reportedly assessed through student satisfaction surveys.</li> <li>• SCC reports that the ICCs are aligned with the best practices within the MnSCU system, state requirements, and its own mission, vision, values, and purpose. SCC did not present any details that would indicate how the ICC’s are aligned with that mission, vision and values.</li> <li>• The Student Learning Committee reviewed the link between SCC’s mission, vision and values and the College’s general education requirements when recently developing the Institutional Core Competencies.</li> <li>• SCC offers workshops such as the GPS Lifespan Workshop and Holistic learning services to students as they continue their education to assist them as students encounter trials throughout their life in school. These offerings are aligned with the mission and purpose of the College.</li> <li>• The College administers graduate follow up surveys to assess their programs while at the College.</li> <li>• They also gather information at their Advisory board meeting and community events. Support areas and Programs assessments are reviewed by Directors and the VPSAA regularly. However, what information specific or what occurs after the review was not shared.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

**Criterion Four. Teaching and Learning: Evaluation and Improvement**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p><b>4.A.</b> The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized</p>	<ul style="list-style-type: none"> <li>• SCC uses PSEO placement, international policies, and prior credit as per state policy to evaluate transcripts. SCC has policies and procedures in place through which it evaluates AP, IB, CLEP, and ECC credits/scores.</li> <li>• SCC uses Accuplacer and state standards to place students.</li> <li>• SCC faculty undertake an annual review of their programs.</li> <li>• The newly piloted program review process includes surveys of program graduates, employers, advisory board members, and current students.</li> <li>• A cross-functional, internal review team conducts a SOAR analysis through which the program's strengths and opportunities are analyzed, which analysis leads to a program improvement plan.</li> <li>• According to MnSCU policy, credits earned at other colleges and universities are evaluated based on course content and credit equivalency at the time of admission to SCC.</li> <li>• SCC is currently exploring the use of industry exams to facilitate course test outs for some courses.</li> <li>• SCC is participating in a regional consortium regarding its credit for prior learning practices.</li> <li>• SCC maintains specialized accreditation through the NATEF, ADA, CAAHEP, NAACLS, CNEA and ASHP.</li> <li>• SCC's mission and vision highlights the need to learning experiences and responsiveness to changing industry needs.</li> <li>• SCC selected its first AQIP project to revise and improve the program review process and to implement a pilot process in FY 15 to be less reactive and more forward thinking.</li> <li>• As part of the newly created program review process, SCC uses the results of its strategic planning event and the three year program strategic plan for</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>	<p>improvement and follow up plans are presented to its cabinet.</p> <ul style="list-style-type: none"> <li>• The portfolio lacked graduate data so as to demonstrate the College's practices regarding the level of preparation of its graduates.</li> <li>• SCC has program metrics for persistence, completion, enrollment, and placement, but does not appear to assess courses and programs to demonstrate responsibility for the quality of its educational programs.</li> <li>• The portfolio lacked assessment data so as to demonstrate the equivalency of learning for students enrolled in dual credit courses/programs.</li> <li>• The student on-boarding process is described in great detail, but the portfolio lacked the same level of detail in regards to its pre-requisite evaluation and outcomes assessment processes.</li> </ul>	
<p><b>4.B.</b> The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained</p>	<ul style="list-style-type: none"> <li>• SCC program faculty develop program outcomes but the process by which the outcomes are developed is not clear.</li> <li>• Co-curricular programming is reportedly assessed through student satisfaction surveys.</li> <li>• SCC reports preparing an annual Assessment and Effectiveness document and its results are shared with the College bi-annually.</li> <li>• Achievement of the learning outcomes is departmentally based and determined by faculty of that department.</li> <li>• Student surveys are given with each course.</li> <li>• The Research and Institutional Effectiveness Office, which is a fairly new department, reports that it examines this information. This department also provides guidance to faculty and students for effective use of research.</li> <li>• Each program completes an annual Assessment Plan to document the program learning outcomes tracked, the results of these assessments and a brief narrative of the process for curricular</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>	<p>improvement based on the assessment results, but no results or analysis from the reported assessment activities were included in the portfolio.</p> <ul style="list-style-type: none"> <li>• SCC reports that its academic departments assess ICC's every 3 years.</li> <li>• The College has updated its infrastructure and resources necessary for teaching in looking to become an AQIP institution.</li> </ul>	
<p><b>4.C.</b> The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence,</p>	<ul style="list-style-type: none"> <li>• SCC utilizes the MnSCU Strategic Framework Performance Benchmarks to determine retention, persistence and completion goals.</li> <li>• SCC uses the MnSCU systems mandate for the selection of tools to evaluate the effectiveness of support services. It is unclear if SCC has any other processes in place to determine tools or outcome measures that are more specific to the various support services offered by the College.</li> <li>• The annual Program Portfolio reports prepared for each program and institutional Assessment and Effectiveness report include retention and completion information. These are shared with administrators, deans and instructional coordinators for use during the program review process.</li> <li>• Although SCC portfolio included numbers of different results and summary data, it is not clear from the data presented if SCC was able to gain insights from this.</li> <li>• The College due to Perkin's legislation, must track retention, completion, and employment in the field for certain career programs, yet they do not address or indicate targets for themselves. Instead, SCC, based on the portfolio, appear to rely exclusively on lagging indicators such as results of SSI which do not provide timely and actionable results.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>		
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**Criterion Five. Resources, Planning, and Institutional Effectiveness**

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

<p><b>Core Components (sub-components noted)</b></p>	<p><b>Evidence</b></p>	<p><b>Screening Feedback on Core Component</b></p>
<p><b>5.A.</b> The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p>	<ul style="list-style-type: none"> <li>• SCC uses its Cabinet to discuss budget; deans and department chairs manage the process for the budget.</li> <li>• SCC supports professional development through in-service and other institution sponsored training and workshops, faculty sabbaticals, and tuition waivers.</li> <li>• As required by the faculty contract, SCC provides each faculty member \$750 each year for professional development. SCC supports and allocates resources for faculty members to pursue professional development, and adjunct and part time faculty could also utilize faculty development funds.</li> <li>• Non-faculty members are provided with \$200 per year for professional development.</li> <li>• SCC utilizes the Learning Central tool to facilitate professional development.</li> <li>• SCC regularly maintains and proactively refreshes its buildings and technology infrastructure. For example, the College had undertaken significant repairs costing in excess of \$5.0 mil for office, classroom, building, and restroom repairs and</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>renovations. Additional requests totaling \$8.6 mil are pending funding approval.</p> <ul style="list-style-type: none"> <li>• The Facilities Master Plan, the Master Academic Plan, and Technology Plan inform resource management to ensure that resources are adequate to support operations. The new Masters Facility Plan developed in May 2015 is expected to guide the College to obtain the funds needed for remodeling the North Mankato campus and using the E-builder software for managing HEAPR and capital bonding projects.</li> <li>• SCC engages its community stakeholders in its budgeting and planning processes.</li> <li>• SCC's CFI is stronger than most of its MnSCU sister institutions and even though it has been trending downward, its FY 2014 CFI remains at 3.79.</li> <li>• SCC's FCI demonstrates that it is managing its deferred maintenance at a manageable pace.</li> <li>• System indices are used by the College leadership in its budgeting process to ensure sufficient operating funds and capital improvement costs.</li> <li>• SCC has recently made renovations to both its campuses and provides several examples such as of its classroom space, student support areas, and library.</li> <li>• The portfolio did not contain a description by which the budgeting process supports the academic needs of the institution and to what extent the Master Academic Plan informs the budgeting process.</li> </ul>	
<p><b>5.B.</b> The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.</p>	<ul style="list-style-type: none"> <li>• SCC has a Strategic Plan template for each goal, then each goal is reviewed by a committee. SCC 's strategic plan/priorities is intended to align several areas of the College and the use of the appreciative inquiry model in 2013 is offered as a good illustration of a process employed that aligned with SCC's institutional mission, vision, and values.</li> <li>• During the 2013 strategic planning event, the participants were asked to use the SOAR for aspirational planning and analysis of potential impacts on the campus.</li> <li>• SCC utilizes a planning template to support alignment and integration of institution-wide planning efforts.</li> <li>• SCC is a member of the Minnesota Colleges and Universities System which is governed by a system level board of</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>trustees. The campus president is employed by the system but the institution reports that it is autonomous in terms of its governance, budgeting, and operations.</p> <ul style="list-style-type: none"> <li>• SCC utilizes a policy adoption/review process that is designed to promote participation and input by students, faculty, staff and its community partners.</li> <li>• SCC employs the shared governance model of decision-making.</li> <li>• SCC has a process for policy creation/revision which include the creation and utilization of teams for initial review followed by a public posting of the proposed new versions of policies, and students, faculty, staff, administration, and the community are encouraged to review the policies for viability.</li> </ul>	
<p><b>5.C.</b> The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as</p>	<ul style="list-style-type: none"> <li>• SCC's 2013 strategic planning team included representatives from the bargaining units, community members, administrators, and students. The two-day retreat included a review of the College's mission, vision, values, and goals.</li> <li>• The portfolio describes what appears to be a onetime strategic planning event and there is no information that suggests that this event will be repeated at regular intervals. The alignment of the appreciative inquiry model with the strategic planning event is said to be aligned with institutional mission, vision, and values. No information was provided about the details of this alignment.</li> <li>• SCC utilized a SOAR analysis of enrollment and demographic trends at its 2013 planning retreat, but there is no indication that student outcomes assessment was a factor in its planning process. The SOAR model is utilized and included to identify and priority anticipated impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</li> <li>• The Master Plan and organization plans developed by SCC along with the academic departments play a part in creating responsive strategies for addressing identified needs. However, the details of how the analysis is operationalized is not very clear.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>		
<p><b>5.D.</b> The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<ul style="list-style-type: none"> <li>• SCC states they adopted the AQIP Pathway to help insure that the culture of CQI is integrated into the college.</li> <li>• The College has participated in an HLC AQIP Strategy Forum using a cross-campus, multi-departmental team. They committed to use of process maps as a way to move to a system of CQI. Although examples of process maps SCC may have developed were not included in the portfolio.</li> <li>• The College has dedicated financial resources for HLC Annual Conference and on-campus activities related to AQIP, Summer Institute, Steering Committee planning retreat, release time for related activities, alignment, and work to integrate and operationalize planning.</li> <li>• SCC indicates they have a growing awareness of the need to develop, and document processes, results, and improvements in a systematic and aligned way across all planning and operations.</li> <li>• Departments determine how their students meet the goals and share a report with the College every 3 years.</li> <li>• Data presented in the portfolio has not been helpful in looking across departments in the College but presented a view of the College overall in the MnSCU system.</li> <li>• The portfolio did not contain descriptions of data informed decision-making so as to support this core component.</li> </ul>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>