Colleagues,

In 2018, South Central College initiated a new strategic planning process, led by our Strategic Planning Committee who examined the institution’s vision, mission, values and institutional priorities. In the first half of 2019, the committee sought internal and external input through a wide variety of methods. I want to take this opportunity thank everyone who participated in this important process.

The result of this work is this strategic plan, which will take us from FY20 through FY24.

This strategic plan will serve as the basis for our work over the next five years. As an active living, breathing document, it may need to be updated as the needs of our students continue to evolve. Whatever iterations it takes, our strategic plan will continue to focus on making a difference Just 1 More student at a time.

Thank you for your commitment to our college, our communities, and especially our students.

Appreciatively,

Dr. Annette Parker
President
Strategic Plan Committee Members

Dr. Narren Brown, Committee Tri Chair and VP of Research and Institutional Effectiveness
Dr. DeAnna Burt, Committee Tri Chair and VP of Student and Academic Affairs
Dr. Marsha Danielson, Committee Tri Chair and VP of Economic Development
Cammi Nordmeyer, Student, Faribault Campus
Vicky Coronado, Student, Faribault Campus
Kyle Cavenah, Student, North Mankato Campus
Taylor Benton, Student, North Mankato Campus
Nort Johnson, President, Faribault Area Chamber of Commerce and Tourism
Steve Jameson, Publisher, The Free Press
Deanna Kuennen, Community & Economic Development Director, City of Faribault
Mike Fischer, City Planner, City of North Mankato
Dick Huston, Faribault Campus Foundation Board Member
Brett Skilbred, North Mankato Campus Foundation Member
Rick Miller, Faribault Campus Alumnus
Larry Kuyper, North Mankato Campus Alumnus
Anne Willaert, Director of Grants and Special Projects
Brad Schloesser, Dean of Agriculture and Director of Minnesota State Southern Agricultural Center of Excellence
Deborah Selbach, Reading Instructor
Wayne Whitmore, Community Social Service Instructor
Kelcye Woods-Nord, Apprenticeship & Internship Coordinator
Brian Yingst, Student Life Coordinator
Joy Hansen, Assistant to Committee Tri Chari Dr. Marsha Danielson
Tracy McAdam, Assistant to Committee Tri Chair Dr. Narren Brown
Becky Miller, Assistant to Committee Tri Chair Dr. DeAnna Burt
Introduction

South Central College's leaders along with the internal and external stakeholders share a desire to establish a unified vision for the college and the programs and services needed to support students at South Central College (SCC), with a current strategic plan for FY20 – FY24. To establish a unified vision, the leaders and stakeholders engaged in ongoing conversations with an external consulting firm to define a plan of action. In addition, the existing Strategic Planning Committee members were engaged in the process to provide insight and feedback as the process progressed to offer direction and guidance. To formulate a working context, existing resources and initiatives such as Achieving the Dream (ATD), the strategic enrollment plan, the Higher Learning Commission (HLC), Minnesota state requirements, and workforce development activities were used to inform development of the strategic plan.

The strategic planning process was conducted in three phases using a cyclical and continuous process: strategic institutional review, institutional visioning, and institutional strategy development.

**Phase I: The Strategic Institutional Review** phase involved a critical review of the college's current state and internal existing practices. Specific tasks during this phase included conducting an environmental scan extensive review of the organization based on existing data, various documents, and specific plans to identify trends and uncover areas of importance. A significant amount of the work conducted during this phase involved the internal environmental scan.

**Phase II: The Institutional Visioning** phase of the strategic planning process concentrated on defining the desired state of the organization, focusing the development and implementation of institutional strategies, and defining the desired goals. The visioning phase involved conversations with the President; Tri-chairs; Strategic Planning Committee; and business, industry, and education stakeholders.

In addition, the visioning phase included specific data collection methods such as focus group sessions, sessions during faculty in-service meetings, and summit meetings with stakeholders. This was an essential phase of the process as it allowed the consulting team, strategic planning committee, and institutional leaders to gain a thorough understanding of stakeholder interests and concerns.
Introduction

Phase III: The Institutional Strategy Development phase of the strategic planning process included formulating institutional priorities based on the organization's strengths and external opportunities to achieve the desired goals within the five-year designated time frame. Specific tasks included a thorough analysis of the data, identification of opportunities, and offering preliminary recommendations.

The strategic plan provides the detail for achieving the determined goals. The following information will include updated versions of the mission, vision, and value statements. In addition, the information will include four overarching strategic priorities with a total of seven goals including supportive and measurable Key Performance Indicators (KPIs). The strategic plan is not a static document. When needed, the strategic plan will be modified and augmented to adjust to environmental changes and institutional demands. Within the next five years, SCC envisions a college that is prepared to support student needs, address demographic changes, respond to external stakeholders’ requests, and create educational pathways that will prepare students for productive lives after SCC.

The strategic priorities, related goals, and KPIs are intended to support the overall success of the College as well as to support student academic achievement and personal development. Therefore, a majority of the strategic planning efforts are intended to holistically support students in pursuit of their personal and career goals.
Stakeholder Input

The strategic planning process included students, staff, and faculty as internal stakeholders. The external stakeholders included business, industry, and education partners.

During the strategic planning process, SCC solicited information from internal and external stakeholders to inform the development of the strategic plan. The strategic planning process included students, staff, and faculty as internal stakeholders. The external stakeholders included business, industry, and education partners.

Faculty, staff, students, business, industry, and education partners each were engaged in focus groups, strategic planning meetings, and summit meetings. Faculty were also engaged in an institutional in-service meeting. Through these various forms of data collection, the strategic plan for the next five years was developed.

When developing an organizational strategic plan, intentional activities and requests to include the community are important and essential to thorough and successful completion of the plan.

Community Colleges are designed to meet the needs of the community, warranting the inclusion of multiple voices in the development of the strategic plan. The college’s leaders acknowledged the diversity of needs, opinions, and perspectives that must be heard and considered in order to develop a strategic plan that meets the needs of everyone impacted.
The Strategic Plan

Mission, Vision & Values

The strategic plan is presented as a methodical approach to achieve the desired vision and growth for the college. It is the intent of the college leaders and the strategic planning committee to construct a strategic plan that efficiently meets the short- and long-term needs of students and business, industry, and educational partners. Furthermore, the strategic plan provides insight into how the college plans to address the needs and interests of each stakeholder, describes the areas of importance, and outlines measurable and realistic key performance indicators.

The mission, vision, and value statements articulate the institution's purpose and frames the selected initiatives in a way that is accessible, applicable, and easily integrated in the daily work of the faculty and staff. These statements define standards, expectations, and constructs an identity for the institution that is adoptable for students, staff, and faculty.

In 2019 the Strategic Planning Committee worked with internal and external stakeholders to develop proposed updates to South Central College's Mission, Vision, and Values. College employees were then given the opportunity to provide input on the proposed Mission, Vision, and Values via a survey that ran from 8/19 – 9/16/19 and the Strategic Plan Draft Open Comment Period that ran from 8/26 – 9/16/19. Based on this input, no changes were needed to the proposed Vision and Values and one word was changed in the Mission. On 11/20/19, the Board of Trustees of the Minnesota State Colleges and Universities granted the necessary approval for South Central College to adopt the new Mission and Vision. While the new Values did not require Board of Trustees approval, the college decided to begin using the employee approved version of these on 11/20/19 as well.
MISSION
South Central College provides an accessible and inclusive learning environment that cultivates student success and advances regional economic development.

VISION
South Central College will be the region’s leading institution in preparing students for the global marketplace by creating an inclusive environment and providing academic, technical, and professional resources to pursue their chosen career, educational, and personal goals.

VALUES
Learning | Recognizes the effects of lifelong intellectual, professional, and personal learning
Equity | Honors diversity, equity, and Inclusion by recognizing every person’s worth and potential
Integrity | Operates with ethics and transparency in all interactions
Communication | Practices relevant, respectful, timely, and effective communication
Collaboration | Values collaboration and believes that team work promotes unity and shared purpose
Innovation | Embraces continuous improvement and opportunities
The Strategic Plan

Institutional Priorities

Due to existing institutional priorities, interests of the college’s leadership, and state standards, there are four strategic priorities that frame the strategic plan:

1. JUST 1 MORE
2. REGIONAL & CULTURAL PARTNERSHIPS & INNOVATION
3. CURRICULAR PATHWAYS
4. INSTITUTIONAL EFFECTIVENESS

Strategic Plan FY20 – FY24 Institutional Priorities and Goals

<table>
<thead>
<tr>
<th>Just 1 More (J1M)</th>
<th>Regional and Cultural Partnerships and Innovation (RCPI)</th>
<th>Curricular Pathways (CP)</th>
<th>Institutional Effectiveness (IE)</th>
</tr>
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<tr>
<td>Goal 2: Holistically meet the needs of all learners.</td>
<td>Goal 4: Establish and strengthen partnerships and innovative practices.</td>
<td>Goal 6: Develop strategic course scheduling.</td>
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</tbody>
</table>
Institutional Priorities

The goals will be assessed and evaluated using key performance indicators (KPIs). The KPIs will be used to regularly monitor progress towards achievement of the goals. The KPIs will provide a measurable value that demonstrates how effectively the college is achieving goals and ultimately the success of the institutional priorities.

Initially 17 goals were drafted based on findings from the data analysis. The goals were later reduced to seven to focus and streamline institutional priorities and goals in order to adequately manage resources and institutional capacity. The KPIs were developed based on the overarching goal to track and validate progress. In addition, the KPIs must be quantitatively measurable to provide comparative data over time. The KPIs were developed using SMART (Specific, Measurable, Attainable, Relevant, Time Bound) goal setting practices and are written to be accomplished within the length of the strategic plan ending spring 2024. However, some of the KPIs are clearly stated with incremental measures.

<table>
<thead>
<tr>
<th>KPI Alignment Legend</th>
<th>EQUITY 2030</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SP</strong></td>
<td><strong>EQ1</strong></td>
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<tr>
<td>Systems Portfolio</td>
<td>Student Academic Success</td>
</tr>
<tr>
<td><strong>J1M</strong></td>
<td><strong>EQ2</strong></td>
</tr>
<tr>
<td>Just 1 More</td>
<td>Student Success: Engagement and Support</td>
</tr>
<tr>
<td><strong>SEMP</strong></td>
<td><strong>EQ3</strong></td>
</tr>
<tr>
<td>Strategic Enrollment Management Plan</td>
<td>Workforce Diversity and Talent Development</td>
</tr>
<tr>
<td><strong>SS</strong></td>
<td><strong>EQ4</strong></td>
</tr>
<tr>
<td>Minnesota State System Objective of Student Success</td>
<td>Financial Resources and Support</td>
</tr>
<tr>
<td><strong>IS</strong></td>
<td><strong>EQ5</strong></td>
</tr>
<tr>
<td>Minnesota State System Objective of Institutional Sustainability</td>
<td>Enhanced Access</td>
</tr>
<tr>
<td><strong>DV</strong></td>
<td><strong>EQ6</strong></td>
</tr>
<tr>
<td>Minnesota State System Objective of Diversity</td>
<td>Data-Guided Decision Making</td>
</tr>
</tbody>
</table>
SCC Strategic Priority

Just 1 More (J1M)

Just 1 More refers to making a difference one student at a time through intentional acts of planning and integrating mission critical student academic and personal services. Making a difference requires that institutions become student-ready by integrating and enhancing support services into a seamless, timely, and personalized experience for every student.

J1M Goal 1
Improve student persistence, retention, and completion rates. (SS, IS, DV, J1M, SEMP, SP, EQ1)

**KPI 1.1**
Increase student retention by five percent. (SS, J1M, SEMP, EQ1)

**KPI 1.2**
Increase semester-to-semester persistence by five percent. (SS, J1M, SEMP, EQ1)

**KPI 1.3**
Increase the student degree-seeking graduation rates by two percentage points. (SS, J1M, SEMP, EQ1)

**KPI 1.4**
Increase credit-seeking unduplicated headcount by 10 percent. (SS, IS, J1M, SEMP, EQ1, EQ4)

**KPI 1.5**
Progressively increase non-credit seeking unduplicated headcount year-over-year. (SS, IS, J1M, SEMP, EQ4)

**KPI 1.6**
Expand data collection efforts to capture student race and ethnicity to identify detailed demographics. (DV, J1M, EQ6)

**KPI 1.7**
Increase the number of students who participate in first-year experience opportunities. (SS, J1M, EQ1)
SCC STRATEGIC PRIORITY
JUST 1 MORE (J1M)

J1M Goal 2
Holistically Meet the Needs of all Learners. (SS, IS, J1M, SP, EQ2, EQ4)

KPI 2.1
Achieve or exceed annual metrics set for Achieving the Dream action projects for:
• Data Informed Advising (EQ2, EQ4, EQ6)
• Wrap Around Services (EQ2)
• Financial Literacy (EQ4)
• Mental Health (EQ2, EQ4)
• Campus and Community Resource Integration (SS, J1M, EQ2, EQ4)

KPI 2.2
Increase alignment between departmental and program goals and co-curricular assessment. (IS, SP, EQ2)
Regional and Cultural Partnerships and Innovation refers to the inclusion and thoughtful consideration of desired institutional cultural practices and innovative approaches that are needed to substantiate and ensure the success of institutional priorities. In addition, Regional and Cultural Partnerships and Innovation involves transparency to deconstruct silos, develop internal and external partnerships, ensure continuous improvement, and ensure the implementation of evidence-based decision-making processes that promote student success.

**RCPI Goal 3**
Contribute to the diversity, equity, and inclusion of the regional workforce. (DV, J1M, EQ3)

- **KPI 3.1** Coordinate biannual meetings with regional workforce partners to discuss diversity, equity, and inclusion such as diversity trends, recruiting, and create inclusive cultures. (DV, J1M, EQ3)
- **KPI 3.2** Increase the number of career ready racial and ethnic minority SCC students for the regional workforce annually by three percent. (DV, J1M, EQ3)
- **KPI 3.3** Increase by two percent the number of underrepresented students by gender entering fields traditionally dominated by another gender. (DV, J1M, EQ3)
- **KPI 3.4** Increase the number of racial and ethnic minority faculty by three positions and staff by two. (DV, EQ3)

**RCPI Goal 4**
Establish and strengthen partnerships and innovative practices. (IS, SP, J1M, EQ4)

- **KPI 4.1** Increase partnerships in areas related to high demand sectors to promote internships, apprenticeships, and employment opportunities for students. (IS, SP, EQ3, EQ4)
- **KPI 4.2** Establish at least two innovative practices for each top industry cluster in our region. (IS, SP, J1M, EQ4)
Curricular Pathways, also referred to as guided pathways, is an approach to restructuring community college processes and modifying the curriculum to strategically and proactively outline a pathway for students to complete their program of study without loss of time, effort, or financial investment. Pathways can be designed to give students multiple on-ramps and off-ramps while guiding them toward completion in the least amount of time possible.¹

**CP Goal 5**
Create accessible on-ramps and off-ramps for students in in-demand fields. (IS, SP, J1M, EQ5)

- **KPI 5.1** Increase ability to track and measure impact of curriculum changes on student success. (SS, IS, EQ1, EQ6)
- **KPI 5.2** Increase ability to leverage program review metrics to assess effectiveness, measure outcomes, and identify needs. (SS, IS, EQ1, EQ6)
- **KPI 5.3** Increase percent of non-credit to credit transfer such as industry certifications and stackable credentials. (SS, IS, EQ5)
- **KPI 5.4** Implement broad areas of concentration for all students. (SS, J1M, EQ5)
- **KPI 5.5** Increase engagement, innovation, and student success through the application of evidence-informed and inclusive best practices for instruction. (SS, J1M, EQ1)

SCC STRATEGIC PRIORITY
CURRICULAR PATHWAYS (CP)

Curricular Pathways, also referred to as guided pathways, is an approach to restructuring community college processes and modifying the curriculum to strategically and proactively outline a pathway for students to complete their program of study without loss of time, effort, or financial investment. Pathways can be designed to give students multiple on-ramps and off-ramps while guiding them toward completion in the least amount of time possible.¹

CP Goal 6
Develop strategic course scheduling. (SS, IS, J1M, SP, EQ6)

<table>
<thead>
<tr>
<th>KPI 6.1</th>
<th>Implement a revised course scheduling policy to increase metrics such as course saturation and time to completion. (IS, SP, EQ6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 6.2</td>
<td>Increase the number of weekend, online, night, and summer classes by 10 percent. (IS, J1M, SP, EQ6)</td>
</tr>
<tr>
<td>KPI 6.3</td>
<td>Increase the number of abbreviated and modularized semester course offerings by five percent. (IS, J1M, SP, EQ6)</td>
</tr>
<tr>
<td>KPI 6.4</td>
<td>Meet or exceed Minnesota State targets for the redesign of developmental education courses. (SS, EQ1, EQ6)</td>
</tr>
</tbody>
</table>

Institutional effectiveness is defined as an institution’s ability to efficiently respond to the fluidity of current trends and those yet unimagined shaping the institution’s future. To be effective, institutions must be able to harness their resources to achieve their priorities, goals, and objectives to solve problems and ensure continuous growth. In order to do so, institutions must assess their current status, design and uphold a change process, develop and educate senior leaders, and ensure nimbleness to make significant widespread change at all levels.2

### IE Goal 7
Identify and overcome barriers to overall organizational health. (IS, SP, EQ4, EQ6)

**KPI 7.1** Integrate strategies to strengthen the organizational culture. (SS, IS, SP, EQ6)

**KPI 7.2** Meet and exceed compliance with Minnesota State directives. (SS, IS, DV, EQ4)

**KPI 7.3** Increase the percent of faculty and staff participating in professional development by 50 percent. (SS, IS, SP, J1M, EQ6)

**KPI 7.4** Increase percent of completion and submission of assessment plans and results by 25 percent. (SS, IS, SP, EQ6)

**KPI 7.5** Increase the number of peer-reviewed online courses applying the Quality Matters (QM) rubric. (SS, IS, EQ4)

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Implementation and Development

In order for the Strategic Plan to be effective, all stakeholders must be engaged in the implementation of the plan and development of intentional practices to achieve the outlined goals. Stakeholders are strongly advised to identify individuals, departments, and/or divisions who will guide specific areas of the Strategic Plan to ensure that the appropriate steps are taken to achieve the short-term or long-term key performance indicators. Equally important, the strategic plan must be supported by a communication plan that engages all members of the community to include students, staff, faculty, and external partners who represent business, industry, and education fields. The communication plan should include a constant reminder of the vision, mission, and value statements as well as the four institutional priorities to guide the work for the next five years.
The following information is designed to identify the external partners who directly influence policies and practices that guide the work and vision of the college. The principles, initiatives, requirements, and recommendations by external partners must be considered when implementing the strategic plan, measuring institutional success, and modifying the institutional goals. The external partners and areas of consideration include Minnesota State Requirements, the Minnesota State Combined Plan 2016-2020, Achieving the Dream, the Higher Learning Commission, and the AACC 21st Century Initiative Recommendations.

**Minnesota State Combined Plan 2016-2020**

**Vision of the state plan**
To have a healthy economy where all Minnesotans have – or are on a path to – meaningful employment and a family-sustaining wage and where all employers are able to fill jobs that are in demand.

**Goals of the state plan**

i. To reduce educational and employment disparities based on race or disability to provide greater opportunity for all Minnesotans.

ii. To build employer-led industry sector partnerships focused on better understanding of the skills that employers need and connecting skilled workers to those opportunities.

The Mankato campus is located in Region 5 of the Workforce Innovation and Opportunity Act (WIOA) Regional Workforce Development Area and Faribault is located in Region 6.

Region 5 workforce development is overseen by the Southwest Minnesota Private Industry Council, Inc. (SW MN PIC) and the South Central Workforce Council. This region is comprised of 23 counties in southwestern Minnesota. Their goals include aligning administrative processes and local workforce development policies, stakeholder engagement through regional forums and events, providing staff professional development and responding to grant opportunities.

Region 6 workforce development is overseen by Workforce Development, Inc. (WDI) and the Winona County Workforce Development Board. This region is comprised of 11 counties in southeastern Minnesota. Their priorities are 1) higher education and community career pathways, 2) career planning efforts including K-12 schools, and 3) outreach and support services to special populations including veterans, older workers, offenders, persons with disabilities, and minorities.

**Just 1 More (ATD) Initiatives**

**PRIORITY 1**

**Holistic Student Services**

- Expand ability to provide mental health counseling
- Develop a comprehensive approach to campus and community resource integration
- Provide a comprehensive package of wrap around services that is easily accessible and navigable to students
- Establish a data-informed advising model to ensure a consistent student experience
- Implement student-focused financial planning services

**PRIORITY 2**

**Establish Curricular Pathways and Individual Academic Plans**

- Create broad areas of concentration/curricular pathways
- Implement a career services and a four-year transfer planning model
- Identify a course-planning tool/advising software package to assist in timely degree completion and reduce unnecessary credit accumulation
Higher Learning Commission Accreditation Criteria

CRITERION 1
Mission
The institution’s mission is clear and articulated publicly; it guides the institutions operations.

CRITERION 2
Integrity
Ethical and Responsible Conduct - The institution acts with integrity; its conduct is ethical and responsible.

CRITERION 3
Teaching and Learning
Quality, Resources, and Support - The institution provides high-quality education, wherever and however its offerings are delivered.

CRITERION 4
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.

CRITERION 5
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.

REGIONAL RACIAL AND ETHNIC TRENDS (2010-2018)

Across the state of Minnesota there has been an increase in the racial/ethnic minority composition of the population. For example, over an eight year period from 2010 – 2018, Black or African Americans, Asians, individuals of two or more races, and Hispanic Latinos (of any race) had a steady increase. In SCC’s surrounding regions, there was an increase in Black or African Americans from 2010 to 2017, then a 0.4% decline in 2018. Similarly, the representation for Asians remained constant from 2010 to 2014, 2015 to 2017, then declined in 2018. The population for American Indians and Alaska Natives remained constant at the state level from 2010 to 2013 at 1.1%, then decreased in 2014 to 1.0% and remained constant for the next four years (2014-2017). However, in 2018, this population increased by 0.4%. In the surrounding regions this racial group had a slight increase beginning in 2011 although it remained constant at 0.4% up to 2017, then increased by 0.3% in 2018.

The rates of individuals of two or more races within the surrounding regions fluctuated over the eight years, with 2017 seeing the greatest representation (1.7%) and 2018 (1.2%) the lowest. During the same period rates for the White population fluctuated in SCC’s surround regions and at the state level. Notably, the population included 86.6% of this racial group in 2010 but only 84.4% in 2018, accounting for an approximately 3% decline.
ASSOCIATION RESOURCES

- Faribault Area Chamber of Commerce
- Greater Mankato Growth, Inc.
- MN Directory of Local Chambers of Commerce & Visitor Bureaus
- South Central Service Cooperative
- Southern MN Initiative Foundation
- SoMN SourceLink
- New Business Growth Business 101

EDUCATIONAL INSTITUTION RESOURCES

- Faribault Area Adult Basic Education
- HealthForce Minnesota
- Mankato Area Adult Basic Education
- MN Center for Engineering & Manufacturing Excellence (MNCEME)
- MNCEME - Project Lead the Way
- Minnesota State University, Mankato - Extended Learning

GOVERNMENT RESOURCES

- Bureau of Labor Statistics
- Department of Labor - Employment and Training Administration
- Department of Labor - Occupational Safety & Health Administration (OSHA)
- MN Department of Employment and Economic Development (DEED)
- Region 9 Development Commission-Small Business Development Center
- Rice County - Economic Development
- U.S. Small Business Administration

WORKFORCE DEVELOPMENT RESOURCES

- Faribault Workforce Center Mankato Workforce Center
- National Work Readiness Credential Program
- South Central Workforce Council