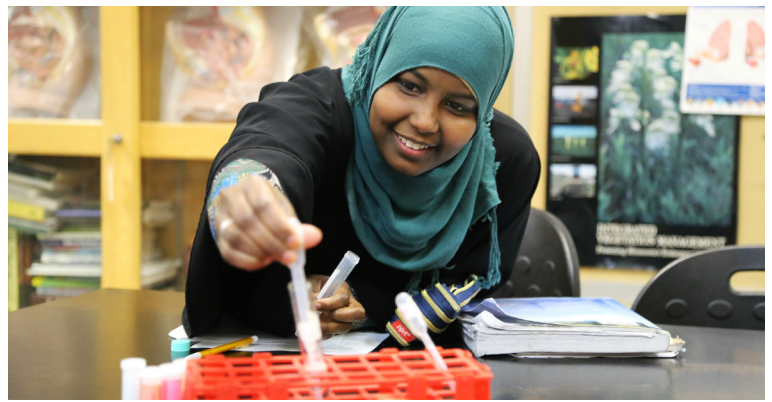
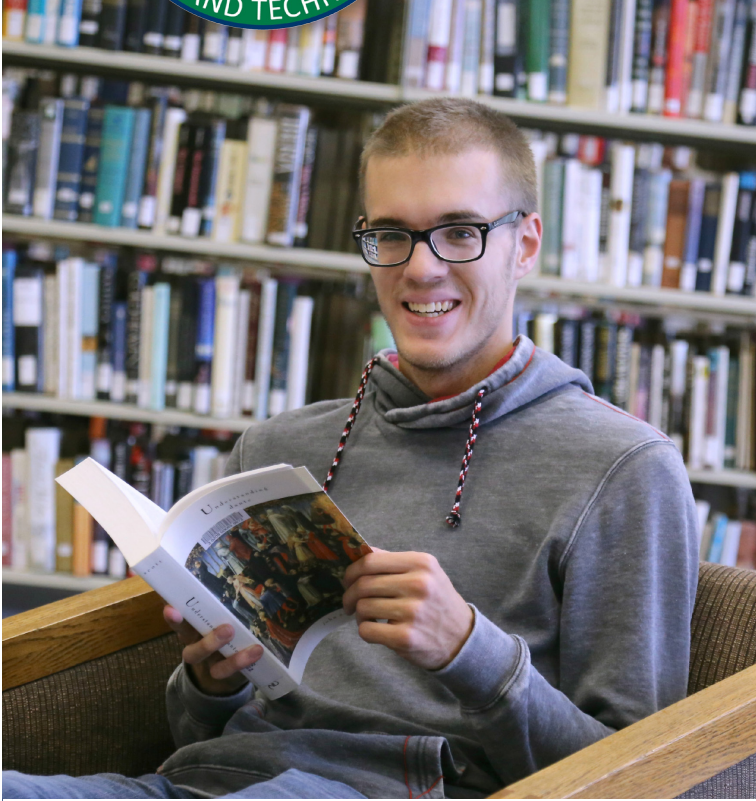




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Academic Quality Improvement Program

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Minnesota State
Community and Technical College

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INSTITUTIONAL OVERVIEW

Minnesota State Community and Technical College (M State) is a comprehensive public two-year college with campuses in four west central Minnesota communities. The College was formed in July 2003 by the merger of Fergus Falls Community College and three campuses of Northwest Technical College in order to better serve the needs of the region by combining strong career and technical programs and liberal arts and science offerings within one comprehensive college. The College's campuses in Detroit Lakes, Fergus Falls, Moorhead and Wadena have been serving students and stakeholders for more than half a century. The Fergus Falls campus was established in 1960 when community leaders sought to develop a college where students could complete the first two years of a four-year degree. The Detroit Lakes, Moorhead and Wadena campuses were established to meet workforce needs through career and technical program options and were founded in 1966, 1965 and 1959, respectively. To continue meeting the region's changing needs, all four campuses offer career and technical programs and liberal arts and science offerings. The College also operates sites in the Minnesota communities of Baudette and Twin Valley in order to meet workforce needs in the trades and health sciences.



Each campus brings its own unique characteristics to strengthen the College as a whole. Detroit Lakes, in the heart of Minnesota's lakes country, prides itself as a busy destination for summer tourists. Education, health and manufacturing sectors employ a significant number of residents. Students on the Detroit Lakes campus tend to be working adults, busy with school, work and family responsibilities. The campus houses the Detroit Lakes Public School District's Alternative Learning Center.

The Fergus Falls campus exudes a traditional community college feel. The campus enjoys a strong tradition of alumni support for its liberal arts and sciences offerings. Students

on the Fergus Falls campus tend to be more traditional in age and desire opportunities to live in campus residence halls and participate in athletics, fine arts performances and student life programming.

The Moorhead campus serves the growing Fargo-Moorhead region, an urban area with a rapidly expanding economy, an increasingly diverse population and a strong higher education presence of other two- and four-year colleges and universities. The student population on the campus is noticeably diverse, and the campus has increased its workforce development and community outreach efforts and partnerships significantly in recent years.

The Wadena campus is a close-knit, small community with a big heart. Located in a rural area and close to lakes and rivers in surrounding counties, students and residents value the abundance of outdoor pursuits, including hunting and fishing. The campus is best known for its strong technical and trades programs, some unique to the College.

The College offers Associate of Science, Associate of Applied Science, Associate of Arts and Associate of Fine Arts degrees, diplomas and certificates. Thirty-two percent of students are enrolled in AAS programs, 31 percent in the AA program, 19 percent in AS programs, 16 percent in diploma programs and 2 percent in the AFA and certificate programs. The largest programs by enrollment are Liberal Arts/Transfer, Business, Nursing, Dental Hygiene, Dental Assisting and Electrical Line Worker Technology. The College serves more than 8,000 students through its credit offerings and affords students varied delivery modes, including on-campus, online, telepresence and blended instruction. Each campus offers student life programming and leadership and service opportunities through 21 active student clubs and organizations and four student government associations. Student life opportunities focus on engaging students outside of the classroom to advance their learning, personal development and service. Students also have opportunities to enhance their educational experience through band, choir, theatre, athletics and other co-curricular experiences such as competitions, field trips and service projects.

The College takes pride in its partnerships with business and industry employers, secondary schools and foundation board members and donors. Through these partnerships, the College's Workforce Development Solutions division serves 5,400 students in customized training programs. The College also serves over 1,700 students through its Concurrent Enrollment Program, which is accredited by the National Alliance of Concurrent Enrollment Partnerships. College foundation efforts result in the awarding of hundreds of student scholarships totaling more than \$207,000 each year.

Foundation efforts also contribute to special projects which enhance the College's academic programs.

The College operates as a member of the Minnesota State system, a collective of 30 colleges, seven universities and 54 campuses that is governed by a chancellor and 15-member Board of Trustees appointed by the governor. The Minnesota State system is the fourth largest state system of public colleges and universities in the United States, as determined by student headcount. The Minnesota State system sets strategic directions and priorities for its member institutions and has appointing authority for the presidents at each institution. Minnesota State Community and Technical College President Peggy Kennedy accepted the permanent position of president after serving as the College's interim president in 2011. Dr. Kennedy's significant experience in the areas of student success, strategic planning and partnership development guide and support the College's employees to passionately carry out our mission to provide dynamic learning for living, working and serving. Our College vision is a success story for every student and stakeholder, which recognizes the diverse characteristics of our communities and our many different stakeholders. The College focuses on upholding its values of excellence, integrity, respect and innovation by providing:

- Excellence in teaching and service
- An environment conducive to learning and working
- A culture of diversity and inclusiveness
- Responsiveness to communities served
- Respect and civility in communications
- Openness to innovation and change
- Accountability and transparency in decision making

Every student brings a unique identity and story to enrich the College. The student body is 60 percent female and 40 percent male. Part-time students comprise 59 percent of the student population; 41 percent attend full time. Twenty-five percent of the students are 17 or under, 36 percent are 18 to 21 years of age, 24 percent are 22 to 29 years of age, and 15 percent are 30 years of age or older. In 2016, 14 percent of our students were of an ethnic background other than Caucasian/white, an increase of 2 percent from the College's 2013 systems portfolio. Thirty-six percent of the students have high financial need, defined as being Pell-eligible, and 17 percent are considered first-generation. The College has a total of 515 employees – 292 faculty, 205 staff and 18 administrators. Collective bargaining agreements govern the terms and conditions of employment for faculty and staff members. College employees take pride in achieving the mission of the College.

Through the AQIP Pathway, the College has focused on Action Projects related to assessment of student learning, student orientation, employee recognition, organizational communication, budgeting and preparation for programmatic accreditation in nursing. Other recent continuous improvement efforts involve the College's streamlining of planning processes centered around a more focused set of strategic priorities, including:

- Student success and learning
- Workforce and K12 partnerships
- Distinctive and excellent teaching
- Financial sustainability
- Talent management
- Diversity and inclusion
- Continuous improvement

To improve our student retention and graduation rates, the College has entered the Higher Learning Commission's Persistence and Completion Academy. The College faces both challenges and opportunities related to achieving these strategic priorities, particularly during an era of decreased state funding for higher education. With our multi-campus structure, finding an effectual measure of campus autonomy while we strive to move forward as one College also remains a genuine challenge. Finally, as a member of the Minnesota State system, the College faces potential challenges and opportunities related to working more collaboratively across the entire system to meet the needs of our diverse students and stakeholders.

CATEGORY 1: HELPING STUDENTS LEARN

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

MATURITY STAGE: SYSTEMATIC



CATEGORY 1: OVERVIEW

Minnesota State Community and Technical College places its position as systematic in three of the subcategories and aligned in two of the subcategories. The **Common Learning Outcomes** subcategory is *systematic*, and AQIP Action Projects have been used to guide continuous improvement in this subcategory. In 2013, the College Assessment Work Group facilitated a process to identify a revised set of common learning outcomes, called the College-wide Core Abilities, to ensure continued alignment with the mission of the College. The College implemented an improved process to assess the Core Abilities in the 2015-2016 academic year. The Core Ability assessment process continues in the 2016-2017 academic year, allowing the College to have two cycles of data to utilize for determining next steps with processes, results and improvements. The **Program Learning Outcomes** are *systematic*, with many programs, including Automotive Service Technology, Criminal Justice, Dental Assisting, Dental Hygiene, Health Information Technology/Coding, Nursing and Radiologic Technology demonstrating learning effectiveness data. Additionally, the College used an AQIP Action Project to improve its comprehensive program review process. Sixty-three percent of programs have completed the new process, with the remaining programs to be complete by May 2018. The College's maturity level in **Academic Program Design** is *aligned* and supported by the work of the Academic Affairs and Standards Council and the Academic Leadership Team. The Academic Affairs and Standards Council uses articulated processes for curriculum design proposal, review and approval. These processes uphold the academic program approval requirements of the Minnesota State system. The College's use of an interactive software tool, the Curriculum Design and Management System, provides the College with data and results for analysis and identification of continuous improvement strategies. **Academic Program Quality** processes are *aligned* to ensure rigor for all forms and

locations where instruction occurs. The College uses specific processes for awarding credit for prior learning and for the awarding of transfer credits. **Academic Integrity** processes are *aligned*. The College has developed processes for this subcategory. Future improvements will focus on creating a formal process, data collection and analysis plan for determining results as a future improvement.

1.1: COMMON LEARNING OUTCOMES

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

1P1 Processes to determine, communicate and ensure common learning outcomes

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

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

Common Learning Outcomes

Minnesota State Community and Technical College uses the College Core Abilities and the Minnesota State system's established Minnesota Transfer Curriculum as its common learning outcomes. The College's Core Abilities exist as the learning goals that serve as the foundation of our students' educational experience. The College Core Abilities align with the Minnesota Transfer Curriculum and the College's mission and vision statements. Faculty members assess the Core Abilities annually at an institutional level. The

Minnesota Transfer Curriculum, created in 1991 by joint agreement between the state's public colleges and universities, assures consistent goal areas for the liberal arts and sciences/general education curriculum to help facilitate student transfer throughout the public colleges.

The Minnesota Transfer Curriculum goal areas include:

- Goal Area One: Communication
- Goal Area Two: Critical Thinking
- Goal Area Three: Natural Science
- Goal Area Four: Math/Logical Reasoning
- Goal Area Five: History and Social and Behavioral Sciences
- Goal Area Six: Humanities and Fine Arts
- Goal Area Seven: Human Diversity
- Goal Area Eight: Global Perspectives

Following participation in a Higher Learning Commission Assessment Retreat and by using the structure of an AQIP Action Project, the College completed a comprehensive process to update its Core Abilities in 2013. The College's Academic Affairs and Standards Council, the Assessment Work Group and the Academic Leadership Team gathered and reviewed faculty and staff survey input in order to ensure broad-based participation in discussions about the revision of the College's Core Abilities. Additionally, faculty-facilitated conversations took place on each of the College's campuses to incorporate additional input into the Core Ability revision process. As a result of these input opportunities, discussions and meetings of various faculty groups, the updated Core Abilities earned approval in Fall 2013 (**IP1 Figure 1**).

During the 2013-2014 academic year, the College's Assessment Work Group launched another AQIP Action Project to determine how to assess the newly revised Core Abilities. In 2015-16, that project culminated in the spring with the first college-wide assessment of the revised Core Abilities. This Core Ability assessment process continued for the 2016-2017 academic year, and the College looks forward to using the second cycle of Core Ability assessment data to determine its next steps with this assessment process. The institutionalization of the Core Ability assessment process addresses feedback from the 2013 systems portfolio. Prior to completing these AQIP Action Projects on assessing common learning outcomes, the College had a limited set of common learning outcome data. The College now has an articulated process and two cycles of data to use to determine its next steps for continuous improvement with respect to assessing common learning outcomes and improving student learning.

IP1 Figure 1: Minnesota State Community and Technical College Core Abilities

Mission Statement

M State's mission is to provide accessible education with vigor and integrity to diverse learners, preparing them for dynamic living, working and serving.

Vision Statement

A success story for every stakeholder

A. Demonstrate effective communication

Indicators:

1. Learner writes clearly, concisely and accurately in appropriate context and format.
2. Learner speaks clearly, concisely and accurately in a variety of context and formats.
3. Learner comprehends written and verbal communication.

B. Demonstrate critical thinking

Indicators:

1. Learner draws conclusions based on evidence.
2. Learner distinguishes between facts, fallacies, inferences and judgments.
3. Learner considers multiple perspectives in problem solving.

C. Demonstrate quantitative and logical reasoning

Indicators:

1. Learner performs computations using appropriate methods.
2. Learner demonstrates numerical and logical reasoning.

D. Demonstrate personal and social responsibility

Indicators:

1. Learner demonstrates personal integrity and professional ethical practices.
2. Learner demonstrates respect for the rights, views and works of others.
3. Learner demonstrates personal accountability.
4. Learner demonstrates multicultural and global awareness.
5. Learner demonstrates the ability to work as a team.

E. Demonstrate effective use of information technology

Indicators:

1. Learner applies technology to create solutions.
2. Learner uses technology to communicate.

1P1 Table 2: The Assessment of Student Learning Cycle		
	Annual	Every 3rd Year
Comprehensive Program Review		✓
Annual Assessment • Action Plan for Course or Program/Department	✓	
Core Ability Assessment	✓	
Program Outcomes Survey (May not apply to some general education faculty)	✓	
Programmatic Accreditation Assessment and/or External Approval Standards	As Determined by Accrerator	

The Assessment of Student Learning Process

The College developed the Assessment of Student Learning Handbook to address important assessment terminology, the reasons for conducting assessment of student learning, assessment resources and forms and instructions for assessment of student learning processes. The handbook also includes the assessment of student learning cycle which shows how often the various levels of assessment occur (**1P1 Table 2**). Program review, action plans, program outcome surveys, programmatic accreditation and external approval and Core Ability assessment processes all sustain the College's dedication to creating a culture of continuous improvement regarding the assessment of student learning.

Assessment of Student Learning Cycle

Comprehensive Program Review

Comprehensive program review occurs every three years. During the first year of the comprehensive program review, the review process uses a committee of faculty and administrators to examine the academic program's successes and challenges. The comprehensive program review results in the generation of specific action items for student learning and other identified areas of improvement to guide the work of the program for the next two to three years. Program deans and faculty members review and assess progress on an annual basis. The annual assessment action plan process, described below, serve as a supportive process programs may use to complete the action items from their comprehensive program review. The comprehensive program review process receives more attention in 1:2, Program Learning Outcomes.

Annual Assessment Action Plan

The annual assessment action plan for course or program/department process supports the comprehensive program review process and/or other departmental or course assessment action plans. College faculty members meet

annually with their academic dean to discuss the annual assessment action plan and other program factors. During the annual assessment meeting, discussion centers around action items from the last comprehensive program review or from other departmental assessment efforts. Annual assessment action plans may build upon previous years' assessments.

Program Outcome Surveys

Students in AAS, AS, diploma and certificate programs receive a program outcome survey just prior to their graduation. This method of indirect assessment helps programs to understand student perceptions about meeting program outcomes. Because these surveys yield limited data, the Assessment Work Group plans to review the process during its upcoming summer retreat.

Programmatic Accreditation Assessment and Certification Assessment Standards

These processes assess student learning of the program outcomes and their alignment with programmatic accreditation and/or external approval standards.

Core Ability Assessment Process

This annual process assesses student learning of the College's Core Abilities. Each program of significant length, defined as requiring 30 or more credits, conducts Core Ability assessment. On an annual basis, faculty members select which Core Ability to assess. The College dedicates time during one of its annual in-service days for faculty members to consult with colleagues and to develop plans for Core Ability assessment. The Core Abilities align with rubrics selected from the Association of American Colleges and Universities Value Rubrics (**1P1 Table 3**). Faculty members typically utilize a capstone or end-of-term assignment as an artifact and then align it with the Core Ability they have selected to assess. The faculty members then use one of the Association of American Colleges and Universities

1P1 Table 3: Alignment of the College's Core Abilities with the Association of American Colleges and Universities (AAC&U) Value Rubrics						
		Minnesota State Community and Technical College Core Abilities				
		Effective Communication	Critical Thinking	Quantitative and Logical Reasoning	Personal and Social Responsibility	Effective Use of Information Technology
AAC&U Value Rubrics	Written Communication	✓				
	Oral Communication	✓				
	Reading Value	✓				
	Information Literacy	✓				✓
	Creative Thinking		✓			
	Critical Thinking		✓	✓		
	Inquiry and Analysis		✓	✓		✓
	Problem Solving		✓	✓		✓
	Quantitative Literacy		✓	✓		✓
	Civic Engagement				✓	
	Ethical Reasoning				✓	
	Global Learning				✓	
	Intercultural Knowledge and Competence				✓	
	Teamwork				✓	

Note: Members of the Assessment Work Group reviewed and recommended the alignment of the AAC&U Value Rubrics and the College's Core Abilities.

1P1 Figure 4: Core Ability Scoring Tool												
Faculty Name:	Sandy Shore			NOTES: You must score 3 or more categories of the AAC&U rubric. If you are not using a category, please leave it blank. Only integers 1, 2, 3, and 4 can be used for scoring (see score in rubric column headings). RESOURCES: Click on the "Assessment Resources" tab below.								
AAC&U Rubric:	Problem Solving											
Core Ability:	Critical Thinking											
Course:	CHEM 1101 Principles of Chemistry, ID 000968											
Term:	Spring 2016			Student ID	Name	Define Problem	Identify Strategies	Propose Solutions / Hypotheses	Evaluate Potential Solutions	Implement Solution	Evaluate Outcomes	Row Status
111111	Doe, Jane	3		4	3			2				Ok
222222	Doe, John	4		4	4			4				Ok
333333	Student, Sample	1		2	2			1				Ok
												Incomplete

Note: The Core Ability Scoring Tool allows faculty members to report student levels of learning and performance on the selected Core Ability

Value Rubrics and the student artifact to position the level of student performance along the performance descriptors of the rubric – Capstone, Milestones or Benchmark (**1P1 Figure 4**).

The College first utilized this as its process for College-wide Core Ability assessment in the 2015-16 academic year. The first-year goal was to determine if the process fits appropriately with career and technical programs and transfer programs. Furthermore, the goals included establishing an initial set of data to review in order to establish next steps with this significant assessment of student learning process. Various groups, including the Assessment of Student Learning Work Group, the College division chairs, the Academic Affairs and Standards Council, the Academic Leadership Team and the Shared Governance Council offered input about data points to use to display the data and to determine future goals for the assessment of student learning of the Core Abilities and for improving the assessment of student learning process.

Core Components for Criteria for Accreditation

3.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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

- **The general education program is appropriate to the mission of a comprehensive community college.**
- **The College articulates the purpose of the general education program through its General Education Policy.**
- **The College follows the Minnesota Transfer Curriculum goal area definitions as established through a 1991 joint agreement between the Minnesota State universities and colleges and the University of Minnesota to appropriately offer a general education.**

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.

- **The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements through its General Education Policy, adherence to the Minnesota State Transfer Curriculum goal areas and alignment of general education with the institutional learning outcomes, the College Core Abilities. Policies are published on the website, along with the College Core Abilities and information about the Minnesota Transfer curriculum.**

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

- **The College assures that degree programs engage students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments through its articulated academic program design processes, assessment of student learning processes, comprehensive program review processes and co-curricular programs and services.**
- **College faculty members design program outcomes to prepare students for employment or transfer.**
- **The Academic Affairs and Standards Council reviews all course and program outcomes through well-established processes**

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

- **The education offered by the College recognizes the human and cultural diversity of the world in which students live and work through its General Education Policy, adherence to the Minnesota State Transfer Curriculum goal areas and through the College Core Ability of Personal and Social Responsibility, in addition to providing co-curricular programs and services designed to expose students to human and cultural diversity.**

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.

- **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 through daily instruction, participation in co-curricular programming, participation in discipline- and program-based competitions, clinical experiences, internships, performances and practicums.**
- **Several College teams and Councils exist to ensure the appropriate discovery of knowledge, including the College's Academic Affairs and Standards Council, the Shared Governance Council, the Center for Teaching, Learning and Technology, the division chairs, the Assessment of Student Learning Work Group, Student Government Associations, the Academic Leadership Team, the Academic and Student Development Leadership Team and the President's Cabinet.**

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

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.

- **The College demonstrates the claims it makes about the entirety of a student's educational experience and internships, clinicals and experientials, and offers students a diverse array of opportunities for co-curricular experiences through student clubs and organizations, programmatic skills competitions, varsity athletics and fine arts involvement, and student government leadership. These opportunities align with the College's mission.**

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student

learning and effective processes for assessment of student learning and achievement of learning goals.

- **The College has clearly stated assessment of student learning processes and cycles. The formal Assessment of Student Learning handbook articulates these processes and offers relevant terminology, tools and resources to support those processes.**
- **The Academic Affairs and Standards Council reviews all course and program goals for student learning.**

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

- **The College's assessment processes include course, program and institutional-level assessment of student learning and ongoing analysis of co-curricular effectiveness.**

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.

- **The College utilizes the appropriate work groups, committees and input processes to ensure employee engagement in the assessment and improvement of student learning. There is substantial faculty involvement in all of these groups and processes.**

1R1 Results to determine if students possess the knowledge, skills and abilities at each degree level

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

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

The results from the College Core Ability assessment of student learning process offer introductory data to help the College evaluate levels of student learning and performance, in addition to helping us identify opportunities for improvement in our assessment of student learning processes. This data, along with the data that will soon be compiled from the 2016-2017 cycle, will guide future goals regarding improving student learning of the College's Core Abilities.

The available data (**1R1 Figure 1**) shows some preliminary indications that the Effective Communication Core Ability may be a strong area of student learning/performance for Minnesota State Community and Technical College students, particularly with respect to Indicator 2 for the Effective Communication Core Ability - the learner speaks clearly, concisely and accurately in a variety of contexts and formats. In addition, the data available shows some preliminary indications that the Personal and Social Responsibility Core Ability may be a strong area of student learning/performance, particularly for Indicator 5 - the learner demonstrates the ability to work in a team. The initial data on Quantitative and Logical Reasoning shows preliminary indications that using quantitative data in the computation of problems may be a stronger area of student learning and performance, while using quantitative data in logical reasoning may present more challenge and opportunity for improvement. With respect to the Critical Thinking Core Ability, some of the areas also indicated stronger student learning and performance, while others related to problem solving, Indicator 3 of that Core Ability may present more challenge and opportunity for improvement of student learning. The College did not have a large enough sample to draw any initial impressions regarding the Effective Use of Information Technology Core Ability.

1I1 Improvements that have been, or will be implemented in one to three years

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

The College has opportunities for improving its processes for assessing common learning outcomes and for utilizing the data from the 2015-2016 and 2016-2017 cycles to determine goals for the improvement of student learning. With the leadership of the Assessment Work Group and guided by broad input and incorporation of assessment of student learning resources and literature, future improvements include assessing faculty views of the Core Ability process and using faculty input to guide the continuous improvement of the process. Finally, the College sees an opportunity to incorporate guidance from the Association of American Colleges and Universities Value Report 2017 "On Solid Ground" to inform the refinement of our Core Ability assessment process, including how we report and share data about the assessment of student learning. In addition, the College plans to implement the TK20 assessment information system to improve its Core Ability data collection, storage and reporting capabilities.

Core Components for Criteria for Accreditation

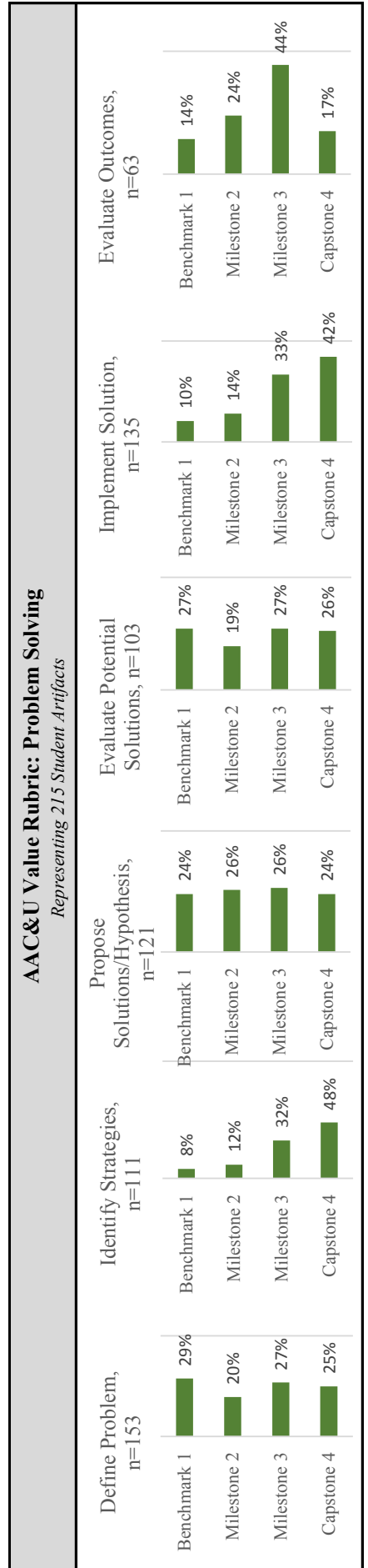
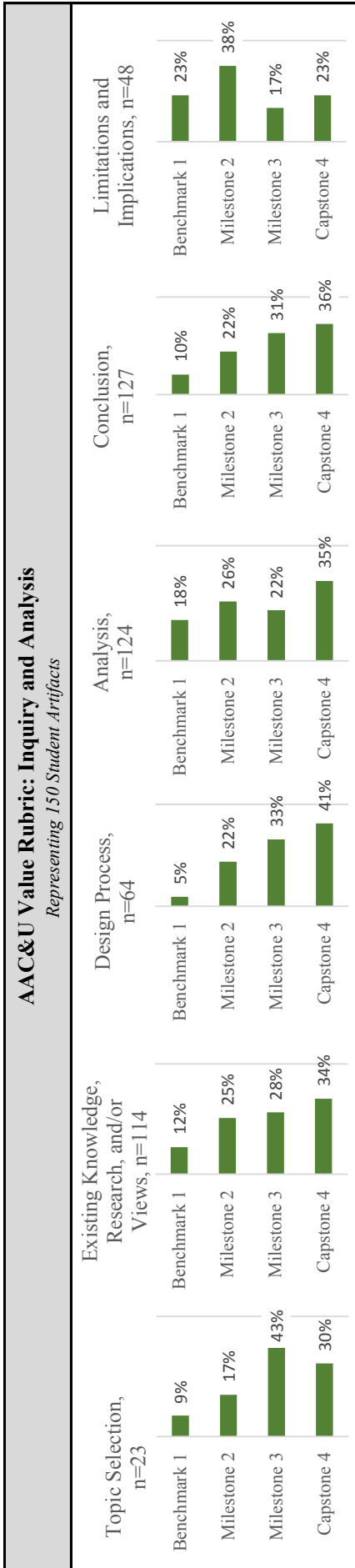
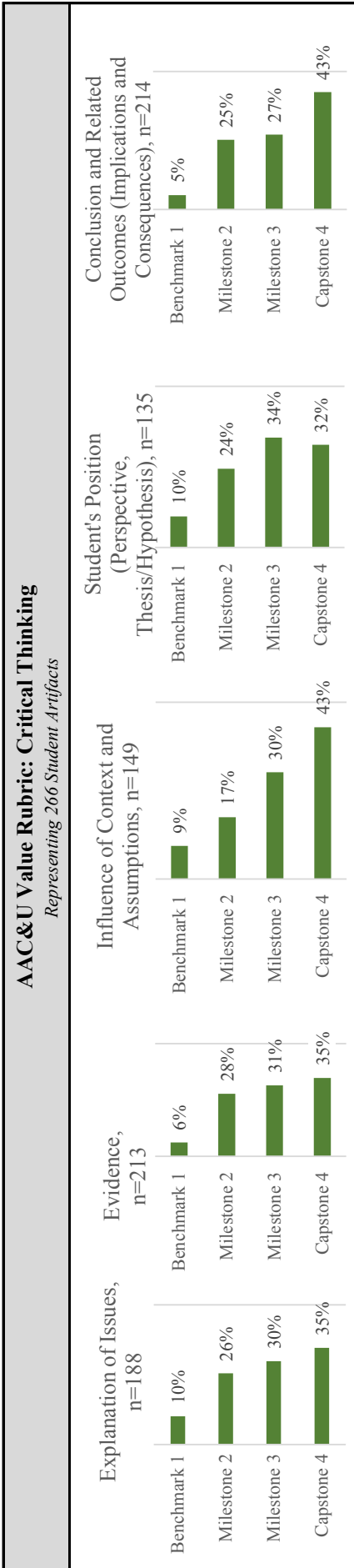
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

- **The College uses information from its established and published assessment of student learning processes to improve student learning.**
- **The Assessment of Student Learning Handbook provides faculty members with information and support for these processes, as do members of the Assessment Work Group and Academic Leadership Team.**

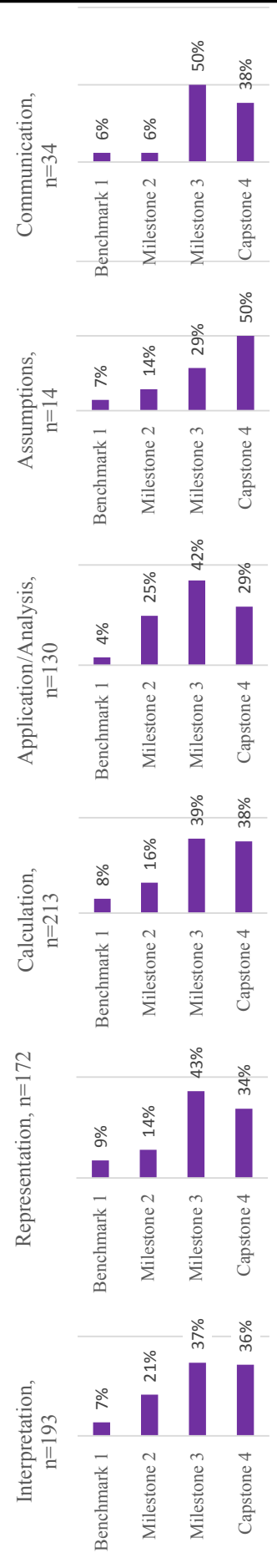
IRI Figure 1: College Core Ability Assessment Results

College Core Ability: Critical Thinking



College Core Ability: Quantitative/Logic Reasoning

AAC&U Value Rubric: Quantitative Literacy
Representing 227 Student Artifacts



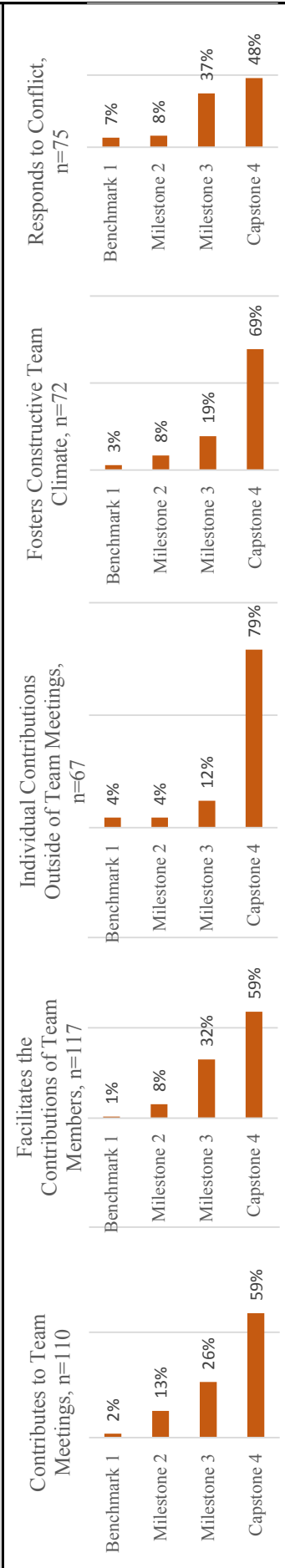
AAC&U Value Rubric: Problem Solving
Representing 94 Student Artifacts



College Core Ability: Personal and Social Responsibility

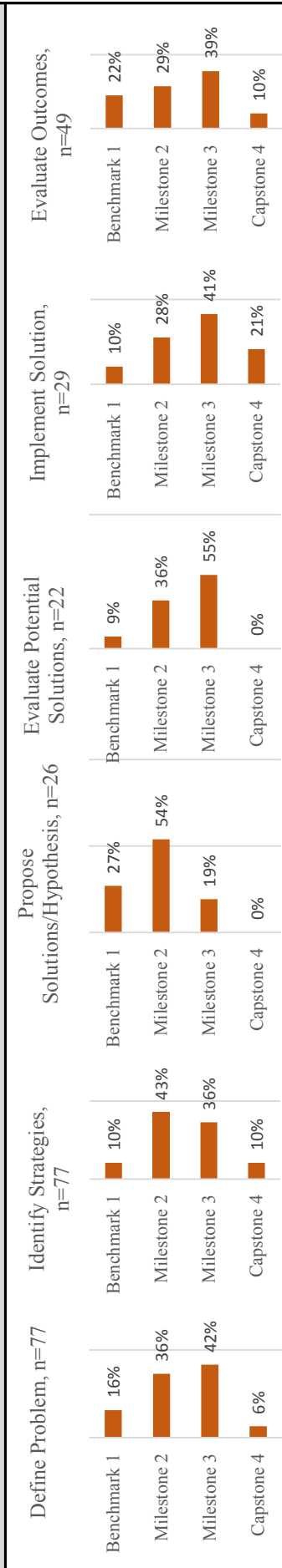
AAC&U Value Rubric: Teamwork

Representing 117 Student Artifacts



AAC&U Value Rubric: Problem Solving

Representing 77 Student Artifacts



1.2: PROGRAM LEARNING OUTCOMES

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

1P2 Process to determine, communicate and ensure program learning outcomes

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

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

The College uses several processes to align, design and assess program outcomes to deliver the educational opportunities that will support student learning and success in their chosen fields or future educational endeavors. First, the Academic Affairs and Standards Council's Curriculum, Design and Management process, described in detail in 1.P.3 Academic Program Design (see **1P3 Figure 2**), ensures the review of program outcomes for alignment with the College's mission, educational offerings and degree levels. Following the Minnesota State system's Program Navigator Academic Approval Process provides redundancy to confirm the alignment of program outcomes with mission, educational offerings and degree levels. Next, several College programs undergo review by programmatic accreditation entities or approval boards or associations. **1P2 Table 1** shows the programs that align program outcomes with the standards of a programmatic accreditation entity or approval board or standard.

Third, the College incorporates the expertise of its program

advisory committees to help determine, modify and evaluate program outcomes. The advisory committees also provide feedback on the performance of student interns and recent hires. Listening to the feedback of working professionals in the field furthers the development and delivery of program outcomes that remain relevant and aligned with student, workplace and societal needs. Program advisory committees meet a minimum of twice annually.

Comprehensive Program Review Process

Finally, program faculty members and academic deans review program outcomes annually and complete a comprehensive program review process every three years to evaluate student learning of program outcomes. **1P2 Table 2** illustrates the program review process. In response to the feedback from the 2013 portfolio, the College developed an AQIP Action Project to improve the College's comprehensive program review process. These improvements included an increase in the use of student success data in the review process and a streamlining of the process documents and committee membership. In 2017, the College made additional enhancements to the process using input from the Academic Leadership Team, the Assessment Work Group, Institutional Research, Shared Governance Council and faculty who completed the previous process.

Experiential and Co-Curricular Opportunities

Several programs incorporate clinical, practicum, internship or other experiential opportunities to support student achievement of program learning outcomes and to enhance student learning.

These programs or disciplines include:

- Accounting
- Administrative Support
- Architectural Drafting and Design
- Associate Degree in Nursing
- Biology
- Business: Management/Marketing/Sales
- Cardiovascular Technology
- Chemistry
- Civil Engineering Technology
- Construction Management
- Cosmetology
- Criminal Justice
- Culinary Arts
- Diesel Equipment Technology
- Drafting and 3D Technologies

- Drafting and Design
- Electrical Line Worker Technology
- Electrical Technology
- Equine Science
- Fine Arts (Music, Theatre Arts, Visual Art)
- Graphic Design Technology
- Human Resources
- Heating Ventilation and Air Conditioning/
Refrigeration
- Massage Therapy
- Marine Engine Technology
- Medical Administrative Assistant
- Medical Laboratory Technology
- Paralegal
- Pharmacy Technology
- Practical Nursing
- Radiologic Technology
- Sign Language Interpreter Preparation
- Surgical Technology

The College delivers several co-curricular activities to support student learning, including but not limited to competitive events for students in Accounting, Automotive Service Technology, Business, Electrical Line Worker Technology, Diesel Equipment Technology, Graphic Design Technology, Human Resources and Power Sports Technology. Program faculty members enthusiastically guide and support student participation in these competitive events. An array of co-curricular opportunities in the fine arts also allows students to demonstrate their academic knowledge and skills outside of the classroom. The College's student life programming and student organizations contribute to the student experience.

1P2 Table 1: Programs with Programmatic Accreditation or External Approvals	
Program	External Programmatic Accreditation Entity, Approval Board, or Association
Automotive Service Technology	National Automotive Technicians Education Foundation
Cardiovascular Technology	Commission on Accreditation of Allied Health Programs
Cosmetology	Minnesota Board of Cosmetologist Examiners
Criminal Justice	Minnesota Board of Peace Officer Standards and Training
Dental Assisting	Commission on Dental Accreditation of American Dental Association
Dental Hygiene	Commission on Dental Accreditation of American Dental Association
Electrical Line Worker	Minnesota Rural Electric Association
Electrical Technology	Minnesota State Board of Electricity
Health Information Technology/Coding	Commission on Accreditation for Health Informatics and Information Management Education
Massage Therapy	National Certification Board for Therapeutic Massage and Bodywork
Medical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Sciences
Nursing, Advanced Standing and Generic	Minnesota Board of Nursing
Pharmacy Technology	American Society of Health Systems Pharmacists
Practical Nursing	Minnesota Board of Nursing
Plumbing	Minnesota Department of Labor and Industry Construction Codes
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Surgical Technology	Commission on Accreditation for Allied Health Programs

1P2 Table 2: Comprehensive Program Review Process

1. Data Elements for Programs and Majors

Institutional Research provides the following data elements to faculty:

- Enrollment, total and first year, by site and college total
 - Full-time versus part-time
 - Cohort success rates
 - Fall to spring retention
 - Fall to fall retention
 - Two-year completion rates
 - Three-year completion rates
 - Efficiencies
 - Credits sold
 - Student FYE
 - Faculty FTE
 - FYE/FTE ratio
 - Net gain/loss
 - Other ad hoc queries based on the program.
- For example:
- Four-year completion rates
 - Course success measures
 - Ending the first term in good standing

2. The Program Review Process and Committee Examines:

- Past initiatives aimed at program improvement
 - Changes due to efficiencies, industry changes, legislative mandates, Minnesota State system or accrediting bodies
 - Results of any changes
 - Other program improvements
- Student enrollment and success measures
 - Enrollment data
 - Retention data
 - Graduation data
 - Advising data
 - Program efficiency data
- Curriculum
 - Curriculum currency and relevancy
 - Curriculum coring
 - Advisory committee
- Student learning
 - Assessment of student learning

3. The Program Review Committee and Faculty Develop Continuous Improvement Action Plans and Future Directions

Core Components for Criteria for Accreditation

3.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.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

- **The education offered by the College recognizes the human and cultural diversity of the world in which students live and work through its General Education Policy, adherence to the Minnesota Transfer Curriculum goal areas and through the College Core Ability of Personal and Social Responsibility, in addition to providing co-curricular programs and services designed to expose students to human and cultural diversity.**

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

- **The College's co-curricular programs follow an approval process to ensure they are suited to the institution's mission and contribute to the educational experience of its students.**
- **The College offers a diverse array of co-curricular experiences in athletics, the fine arts, student life programming and student organizations to enrich the educational experience for students.**

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.

- **The College follows established policies and processes to approve co-curricular programs and experiences that are indeed suited to the mission of the College and that enrich the educational experience for our students.**

4.B. The institution demonstrates a commitment to educational achievement and improvement through

ongoing assessment of student learning.

1. *The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

- **College courses and programs include clear and specific student outcomes, and the College’s curriculum design and management system ensures the rigorous review of curriculum by the Academic Affairs and Standards Council.**

2. *The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*

- **The College’s clear and published assessment of student learning processes include course, program and institutional assessment of student learning. Faculty members use these processes to develop and measure annual performance related to the improvement of student learning.**

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.*

- **College faculty exercise a high level of leadership and involvement in all curriculum and assessment processes, particularly through established leadership councils and work groups such as the Academic Affairs and Standards Council, Assessment of Student Learning Work Group, Center for Teaching, Learning and Technology, and Shared Governance Council.**

1R2 Results to determine if students possess the knowledge, skills and abilities in programs

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

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

Licensure and Pass Rates/Placement Rates/External Approvals

The results in **1R2 Table 1** indicate that the College displays a high level of performance on licensure and pass rates in addition to the related employment (placement) of graduates.

Furthermore, the results below indicate that the College remains in good standing with all specialized accreditors and external approval entities.

1R2 Table 1: Related Employment (Placement of Graduates)	
Fiscal Year	Placement of Graduates
2013	88.9%
2014	91.2%
2015	89.1%
2016	Not available

Data Source: Minnesota State System Accountability Dashboard Data, May 4, 2017

Automotive Service Technology

The Automotive Service Technology faculty use the Automotive Service Excellence test to measure student learning of the program outcomes. The test assesses student performance in several key skill areas. Faculty look specifically for skill areas where there is a 70 percent or lower pass rate and then make curricular adjustments in those areas to improve student learning. Automotive Service Technology students' percentile rank scores with the Automotive Service Excellence test compared to national examinees have always come in above the 70th percentile and significantly higher in many skill areas.

	Suspension and Steering	Brakes	Electrical/Electronic Systems	Engine Performance	Engine Repair	Automatic Transmission	Manual Drive Trains/Axles	Heating, Ventilation, AC	Maintenance and Light Repair
2014	100%	100%	100%	85%	100%	92%	100%	92%	100%
2015	92%	85%	85%	100%	100%	100%	69%	92%	N/A
2016	88%	94%	100%	88%	88%	88%	88%	94%	94%

Data Source: Automotive Service Excellence Certification Exam

Cardiovascular Technology

This program launched in January 2017. Data will be reported in the next systems portfolio.

Criminal Justice, Nursing and Radiologic Technology

Calendar Year	Pass Rate
2013	96.2%
2014	91.3%
2015	94.6%
2016	Not Available

Data Source: Minnesota State System Accountability Dashboard Data, May 4, 2017

Cosmetology

One hundred percent pass rate of all students taking the test from 2014-2017. The total N is 32. The first attempt pass rate is 88 percent, and the second attempt pass rate is 12 percent.

Data Source: Minnesota Board of Cosmetologist Examiners

Dental Hygiene

Dental Hygiene students must take and pass the national written exam, National Board Dental Hygiene Exam, and the regional clinical exam, Central Regional Dental Testing Service, to be able to apply for licensure in any of the 19 State Boards of Dentistry.

Year	N=	Pass Rate First Attempt	Pass Rate Second Attempt
2014	20	95%	100%
2015	20	95%	100%
2016	18	89%	100%
2017	20	95%	N/A

Data Source: Central Regional Dental Testing Service

Year	N=	Pass Rate First Attempt
2014	20	100%
2015	20	100%
2016	18	100%
2017	20	100%

Data Source: National Dental Hygiene Board

Dental Assisting

1R2 Table 6: Dental Assisting - Dental Assisting National Board Pass Rates			
Year		N=	Pass Rate First Attempt
2014	Infection Control	6	100%
	General Chairside	5	100%
	Radiology	7	100%
2015	Infection Control	12	100%
	General Chairside	8	100%
	Radiology	14	100%
2016	Infection Control	19	100%
	General Chairside	18	94%
	Radiology	17	100%

Data Source: Dental Assisting National Board Examination

Electrical Technology

In good standing with Minnesota State Board of Electricity. The program retains approval as one year of credit toward a journeyman’s license.

Health Information Technology/Coding

1R2 Table 7: Health Information Technology/ Coding - Registered Health Information Technology Certification Exam Pass Results			
Fiscal Year	N=	Pass Rate First Attempt	Pass Rate Second Attempt
2014	14	86%	No second attempt
2015	22	82%	90%
2016	10	70%	90%

Data Source: Commission on Accreditation for Health Informatics and Information Management Education

Medical Laboratory Technician

This program continues to implement an aggressive corrective action plan to improve student exam pass rates. This plan will be complete by fall 2017.

1R2 Table 8: Medical Laboratory Technician Pass Rates	
Year	Pass Rate
2014	100%
2015	57%
2016	44%

Data Source: National Accrediting Agency for Clinical Laboratory Sciences

Nursing and Radiography

1R2 Table 9: Nursing and Radiography - Licensure Exam Pass Rates				
Fiscal Year	N=	LPN	RN-AS	Radiography
2012	N/A	91.4%	78.3%	100%
2013	N/A	98.2%	94.7%	92.9%
2014	N/A	98.9%	85.3%	92.3%

Data Source: Minnesota State System Accountability Dashboard Data, May 4, 2017

Pharmacy Technology

While exam pass rates exceed the national average, this program continues to implement an aggressive corrective action plan to improve student exam pass rates. This plan will be complete by fall 2017.

1R2 Table 10: Pharmacy Technology Pass Rates			
Fiscal Year	N=	Pass Rate	National Average Pass Rate
2014	6	83%	56%
2015	9	78%	57%
2016	16	62%	58%

Data Source: Pharmacy Technician Certification Board

Plumbing

In good standing with the Minnesota Department of Labor and Industry Construction Codes and Licensing Division. The program retains approval as 800 hours toward a program graduate’s apprenticeship care in Minnesota and 1,600-2,000 hours in North Dakota.

Practical Nursing

1R2 Table 11: Practical Nursing - National Council Licensure Examination First-Time Success Rate						
	2014		2015		2016	
	N=	Pass Rate	N=	Pass Rate	N=	Pass Rate
Minnesota State Community and Technical College	90	99%	83	98%	84	92%
All Minnesota Practical Nursing Program Candidates	1,678	86%	1,383	83%	1,177	85%

Data Source: Minnesota Board of Nursing, Annual Nursing Education Program Report

The Practical Nursing program at the College has been ranked as the No. 1 Practical Nursing program in Minnesota by PracticalNursing.org. Twenty-three Minnesota Practical Nursing programs were analyzed and assessed primarily on the basis of graduate pass rates over a five-year period on the National Council Licensure Examination-Practical Nursing, and 10 were ranked.

Registered Nursing

1R2 Table 12: Registered Nursing - National Council Licensure Examination First-Time Success Rate						
	2014		2015		2016	
	N=	Pass Rate	N=	Pass Rate	N=	Pass Rate
Minnesota State Community and Technical College	116	85%	114	93%	105	83%
All Minnesota Program Associate Degree Candidates	1,869	82%	2,282	82%	2,415	82%
All Minnesota Registered Nursing Program Candidates	3,054	82%	3,403	84%	3,628	83%

Data Source: Minnesota Board of Nursing, Annual Nursing Education Program Report

Radiologic Technology

1R2 Table 13: Radiologic Technology Pass Rates		
Fiscal Year	N=	Pass Rate First Attempt
2014	13	92%
2015	15	100%
2016	12	92%

Data Source: Joint Review Committee on Education in Radiologic Technology

Surgical Technology

This program started in January 2014 and was accredited by the Commission on Accreditation for Allied Health Programs in September 2016. Enrollment in the program has increased by 40 percent since it started, and the placement rate for graduates is currently 100 percent.

Graduates of this new program could not test until the program earned accreditation, so the program's pass rates will be reported when it is available for the next systems portfolio.

Comprehensive Program Review Highlights

Sixty-three percent of programs have completed the improved comprehensive program review process, with the remaining programs to be complete by May 2018. Some highlighted results include:

- The Web Design program review process led to a redesign of the curriculum to offer eight-week block courses to facilitate student completion of the program within one year. This redesign facilitates the inclusion of more project-based learning, allowing students greater opportunities to demonstrate the achievement of program outcomes.
- The Information Technology program's comprehensive review process resulted in the development of a formal evaluation of industry certification needs. The results from the needs assessment will inform curriculum revision and future program assessment of outcomes.
- The Business: Management, Marketing and Sales comprehensive program review process led to the development of a capstone experience for students. Student performance on the experience will enhance the assessment of student achievement of program outcomes. Additional program improvement plans will focus on the inclusion of additional formative assessments in various stages in the Business: Management, Marketing and Sales program.
- The nursing programs completed significant

curriculum revisions and integrated a learning management system designed to assist students with preparation for the NCLEX-RN licensure exam and the NCLEX-PN licensure exam.

Student Accolades in Several Co-Curricular Experiences

The College offers an array of co-curricular experiences for students. These experiences allow students to shine outside the classroom. Some highlights of student accomplishments in 2017 include:

- Two PowerSports Technology students earned second place in the power equipment category at the 2017 Skills USA competition in Bloomington, Minn.
- A Diesel Equipment Technology student earned first place in the diesel equipment technology category at the 2017 Skills USA competition in Bloomington, Minn. and advances to the national competition.
- Four teams of Electrical Line Worker students won second place overall at the 2017 College Powerline Rodeo.
- Seventy Dental Assisting and Dental Hygiene students and faculty provided free cleaning and screening services to low-income children during Give Kids a Smile.
- Fourteen students were selected to perform as part of the Masterwork Festival Chorus at New York's Carnegie Hall.
- The College's fine arts students participated in 12 band and choir concerts, two theatrical performances and several fine art exhibits for graphic design, two-dimensional and three-dimensional artwork.
- College athletes successfully competed in Division III National Junior College Athletic Association sports in men's and women's basketball, women's softball and volleyball and men's football and golf.

students who are completing clinicals, experientials, internships or practicums. While specific programs gather and use employer feedback on student performance of program outcomes, the College lacks a formalized process for seeking additional feedback. Finally, the College plans to use TK20 as a repository for programmatic accreditation and external approval information, in addition to assessment of student learning information, so data is readily available and accessible in one system.

Core Components for Criteria for Accreditation

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

- **College courses and programs include clear and specific student outcomes, and the College's curriculum, design and management system ensures the rigorous review of curriculum by the Academic Affairs and Standards Council.**
- **The College's clear and published assessment of student learning processes include course, program and institutional assessment of student learning. Faculty members use these processes to develop and measure annual performance related to the improvement of student learning.**

1I2 Improvements that have been, or will be implemented in one to three years

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

The College plans to continue using AQIP Action Projects to enhance the assessment of student learning of program outcomes, specifically for those programs without a specialized accreditation or external approval opportunity. The College also plans to explore the development of a common survey tool to seek additional feedback and input from business and industry employees who work directly with

1.3: ACADEMIC PROGRAM DESIGN

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

1P3 Process to ensure programs meet institution and stakeholder 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 the following:

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

Academic Affairs and Standards Council Processes

The College follows specific processes to develop programs that meet the needs of students and stakeholders. The College's Academic Affairs and Standards Council plays a critical role in the development of the curriculum. The Academic Affairs and Standard Council, established through the collective bargaining agreement with the Minnesota State College Faculty, exists as the College body that receives and reviews all curriculum proposals. The purpose of the Academic Affairs and Standards Council is "to provide direction for the college president in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings" (p. 10, Collective Bargaining Agreement). The Academic Affairs and Standards Council consists of two-thirds faculty membership and one-third administrative or staff membership. The faculty chair and the chief academic officer, who must always serve as an administrative member, work collaboratively to accomplish the goals of this vital council.

The Academic Affairs and Standards Council enjoys the use of an automated curriculum review and approval informa-

tion system as its platform for reviewing and deliberating on all curriculum proposals. This automated system, called the Curriculum Design and Management system, allows the College to have an open and transparent curriculum review process, whereby all employees may review and submit comments, concerns or continuous improvement suggestions to active course or program proposals. In addition, the Curriculum Design and Management system ensures that curriculum proposals comply with various College and system-level policies to ensure that the College is proposing and approving courses and programs that align with the College's mission and the degree-granting authority of the institution. For instance, if a proposal for a certificate program exceeds the system-established credit threshold for certificate programs, the Curriculum Design and Management system does not allow the entry of the proposal until it meets the established parameters and applicable policies. In addition to helping to ensure the development of an appropriately formed curriculum, the automated system also guides the curriculum proposer through the curriculum data entry process using drop-down menus and required fields, giving both the proposer and the Academic Standards and Affairs Council more time to review the content of the proposal and focus on continuous improvement.

Curriculum proposers follow a three-step Curriculum Design and Management process. In the first step, the design step, proposers construct and enter their curriculum proposal submission based on input from advisory committees, employers, faculty, programmatic accreditation bodies, transfer institutions, Academic Leadership Team members and other appropriate stakeholders. The Academic Affairs and Standards Council and the Center for Teaching, Learning and Technology serve to assist faculty during each step of the process. In step two, the collaborative step, curriculum proposals remain open for comment from all College employees. This process allows for proposals to be strengthened through an open and transparent review and comment process. After the collaborative step, some proposals may pass to another and final review prior to approval. If the curriculum proposal needs to address questions or concerns raised in the collaborative step, the proposal enters step three, the stipulation step. During this step, the Academic Affairs and Standards Council suggests changes to strengthen the proposal and provides a deadline for receipt of the revised curriculum proposal.

Minnesota State System Program Design and Approval Process

The College follows the Minnesota State system's comprehensive Program Navigator user guide to ensure the College enters all of the required program design data (see **1P3 Figure 1**). The Curriculum Design and Management Flow Chart

illustrates the specific processes of using the Curriculum Design and Management System with the Academic Affairs and Standards Council (**1P3 Figure 2**). The Minnesota State system's goal involves eliminating unnecessary program duplication throughout the system. By reviewing for potential program duplication, the system strives to deliver curriculum efficiently and effectively statewide. The College must provide specific evidence of advisory committee support, employer demand and student interest for all new academic program design proposals, in addition to other criteria for submission. The Program Navigator system also provides resource information to help ensure that the College communicates program design changes appropriately to any governing agencies, programmatic accreditation entities and the Higher Learning Commission.

Course or Program Deactivations, Program Suspensions or Closures

The College has processes in place to indicate when courses and programs need to be deactivated, closed or suspended. First, the Academic Leadership Team and curriculum technician annually review the College's course inventory to identify needed course deactivations. Courses may need to be deactivated following a program closure or program change, for example. Next, the appropriate academic dean consults with the appropriate faculty members regarding a course deactivation and brings a recommendation to the Academic Leadership Team. Third, the Academic Leadership Team reviews and approves course deactivation requests. Finally, the chief academic officer brings any course deactivations to the Academic Affairs and Standards Council as an informational item, and the curriculum technician then completes the process by deactivating the course in the system.

The College takes program suspensions and closures seriously and involves multiple stakeholders and data elements in the decision-making process. When programs experience downturns in enrollment patterns or financial indicators and/or if there are changes in workforce needs or transfer education needs, the College's annual comprehensive program efficiencies process examines multiple data elements as a way to determine the health and viability of an academic program. The College employs multiple methods to verify the data used in this process to ensure we have accurately accounted for such things as program costs, program revenues, program enrollment, program retention and other key indicators. The College's decision to close or suspend programs typically results from declines in enrollment or changes in the level of preparation students need to obtain employment in a given field. **1P3 Table 3** details this process.

1P3 Figure 1: Minnesota State System Program Design Approval Process

In addition to the College's Curriculum Design and Management system and Academic Affairs and Standards approval processes, the College follows the Minnesota State system's academic program design expectations and processes. The College uses the automated Program Navigator system to submit curriculum proposals to the system office for review or review and approval, depending on the nature of the proposal. This figure shows which program proposals require system-level review only and which require system-level review and approval/decision.

Academic Program Design Proposals Requiring Minnesota State System Review and Approval

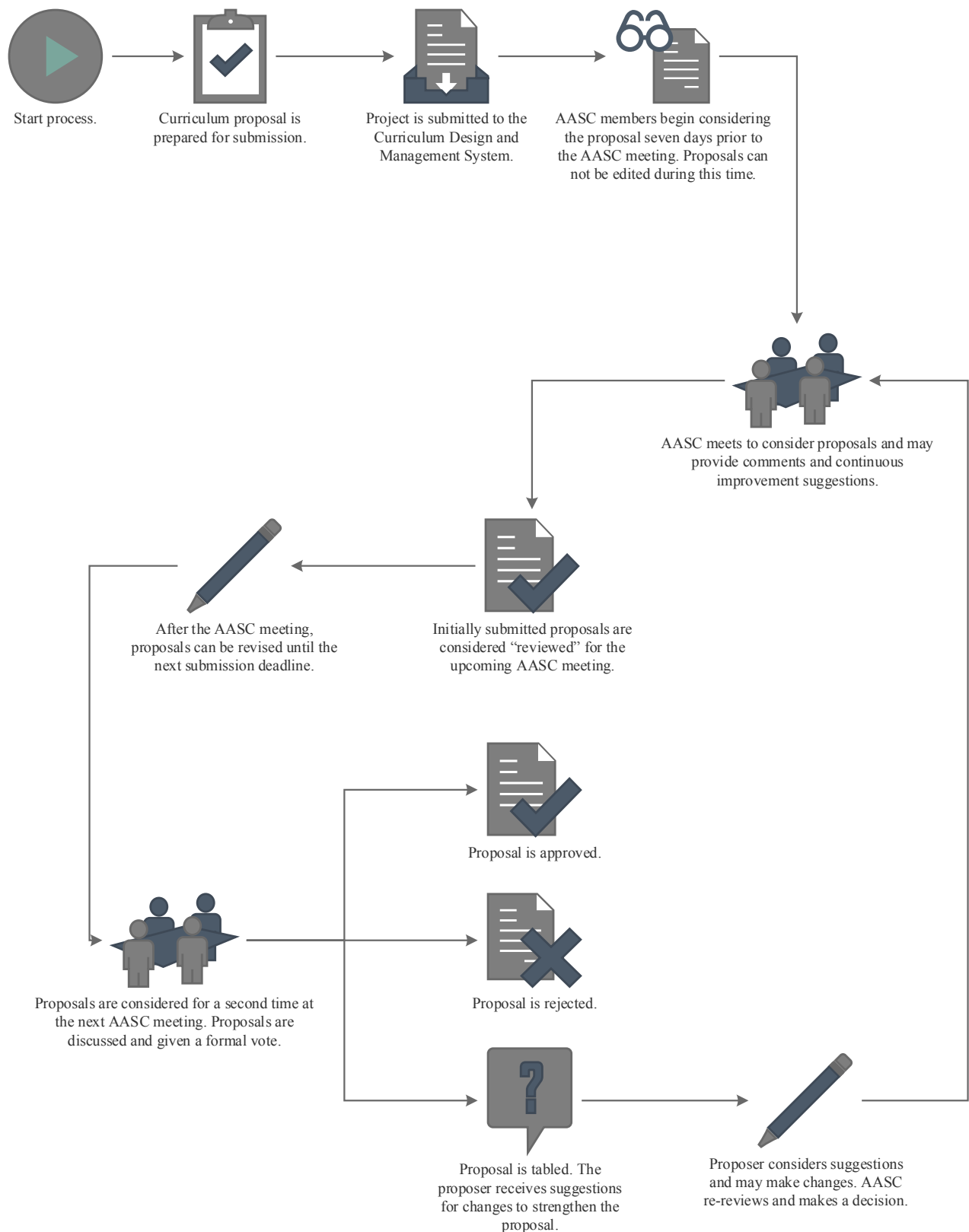
- All new programs
- All changes in key program attributes (program name, award subject area, Classification of Instruction Programs code, credit waiver, credit change, relocation, replication)
- All program suspensions
- All program closures

Academic Program Design – Proposals Requiring Minnesota State System Review

- Program type
- Website URL
- Credit length
- Catalog description
- Program outcomes
- Admission requirements
- Accreditation
- Industry certifications
- Green designation
- Delivery mode
- Closed enrollment status
- Time to completion
- Employment codes
- Center of Excellence designation
- Remove program from a location (not the last location)
- Reinstate a suspended program
- Edit key program attributes – i.e., program name, Classification of Instruction Programs code
- Emphasis or stand-alone minor

1P3 Figure 2: The Curriculum Design and Management Flow Chart Utilized by the Academic Affairs and Standards Council (AASC)

The Curriculum Design and Management Flow Chart illustrates the specific process of using the Curriculum Design and Management System.



1P3 Table 3: Annual Comprehensive Efficiency Process	
Term/Phrase	Definition
Efficiency definition/criteria	<p>Enrollment and retention</p> <ul style="list-style-type: none"> • Enrollment trends over the last three years • Enrollment ratios based on current data • Retention of students • Employment factors, such as Gainful Employment <p>Program/discipline costs vs. revenues</p> <ul style="list-style-type: none"> • Instructional costs and non-tuition revenues
Program/disciplines identified where action that could lead to program closure or suspension may be necessary	<p>Academic deans and chief academic officer identify concerns and then have a conversation with the Academic Leadership Team, human resources, Institutional Research and the business office. Following a comprehensive dialogue, the dean will detail the next steps. There are multiple options with this level of inefficiency concerns. They may include:</p> <ul style="list-style-type: none"> • Reduced faculty load • Relocation • Program suspension • Program closure <p>The final recommendation of the Academic Leadership Team moves to the President’s Cabinet for review and approval.</p>
Programs/disciplines that have declining enrollment, low ratios or other areas of concern	<p>Academic deans and program faculty identify issues and strategies to strengthen the program. Those may include:</p> <ul style="list-style-type: none"> • Alternate delivery method • Altering program format • Curriculum changes/updates and improved relevancy with industry • Persistence/retention • Recruitment/marketing/outreach • Restructuring • Student preparation

Steps of Process	Employees Involved	Description of Actions
1	Institutional Research, academic assistants and deans	<ul style="list-style-type: none"> • Thoroughly review faculty assignments and the allocation of those assignments to ensure program data is correct
2	Administration (chief academic officer/deans/chief financial officer)	<ul style="list-style-type: none"> • Meet to review program data • Identify programs in need of improvement related to efficiencies and those that need to strengthen enrollment
3	Human resources	<ul style="list-style-type: none"> • Layoffs that may result from program placement into categories will be identified by administration/human resources • Affected faculty will be notified pursuant to the terms of the collective bargaining agreement
4	Academic deans	<ul style="list-style-type: none"> • Deans will schedule meetings with faculty to discuss continuous improvement strategies and next steps
5	Faculty/deans	<ul style="list-style-type: none"> • The program faculty prepare a written report to address the issues as identified in meetings with their dean. The written report is provided to the chief academic officer. The report includes: <ul style="list-style-type: none"> - Issues identified through process - Continuous improvement strategies that include outcomes to measure progress - Rationale for the continuous improvement strategies - Support needed from the College to be successful
6	Administration	<ul style="list-style-type: none"> • Provide feedback to faculty. Feedback may affirm or request modification to strategies submitted
7	Faculty	<ul style="list-style-type: none"> • Implement plan

Core Components for Criteria for Accreditation

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

- **The College’s mission to provide accessible education with vigor and integrity to diverse learners, preparing them for dynamic living, working and serving reflects attention and commitment to human diversity.**

2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- **The College mission statement is approved by the Minnesota State system Board of Trustees and remains consistent with Minnesota State Statute 135A.052, Postsecondary Missions.**
- **The College addresses its role in a multicultural society through its published mission, vision, values, institutional priorities, curricular and co-curricular design and programming and employee professional development processes.**

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

1. The institution maintains a practice of regular program reviews.

- **The College follows an annual program review, a comprehensive three-year program review schedule and process and an annual program efficiency process for all academic programs to maintain responsibility for academic quality and viability.**

1R3 Results to determine if programs are current and meet stakeholders’ needs

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

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

1R3 Table 1 shows the number of courses and programs reviewed by the Academic Affairs and Standards Council from August 2015 to February 2017. The Curriculum Design and Management system allows the College to pull data directly from the system. The table illustrates the number of courses and programs reviewed, the decisions rendered on those proposals and the number of comments provided by employees as part of the comment process.

1R3 Table 1: Results from the Curriculum Design and Management System 8/1/2015 to 2/2/2017	
Course Data	Number
Courses Reviewed and Approved	193
Courses Reviewed and Tabled	60
Courses Reviewed and Rejected	8
Program Data	Number
Programs Reviewed and Approved	33
Programs Reviewed and Tabled	18
Programs Reviewed and Rejected	5
Comments on Curriculum Proposals and Data	Number
Comments on Courses	1,496
Comments on Programs	325
Total Comments	1,821

Data Source: Institutional Data

1R3 Table 2: New, Closed and Suspended Programs	
	2014-2017
New Programs	29
Program Closures or Suspensions	33

Data Source: Institutional Data

The results indicate that we have a productive Academic Affairs and Standards Council, operating with the use of specific processes and systems. The number of comments on programs and courses shows a high level of engagement of employees in the continuous improvement of curriculum design. The College continues to streamline its curriculum development processes by using data to improve the functionality of the Curriculum Design and Management system. For instance, the Academic Affairs and Standards Council's current work involves creating a more detailed exit report for the curriculum proposer that will provide a documented list of suggestions the proposer can use to strengthen his or her course or program proposal. At present, curriculum proposers rely upon the comments they can see in the Curriculum Design and Management system and notes from the Academic Affairs and Standards Council meetings. The creation of a more formal exit report will offer a more clear and unified set of continuous improvement suggestions for proposers to consider.

1I3 Improvements that have been, or will be implemented in one to three years

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

The College sees opportunities to enhance processes and results in the Academic Program Design subcategory. With respect to the Academic Affairs and Standards Council and the Curriculum Design and Management system, clarifying expectations for how curriculum proposals document curriculum relevance would infuse more labor market, advisory committee and employer data into the current process. This improvement may include requiring new program proposers to submit a one-page curriculum relevance summary that would identify specific data fields recommended by the Academic Affairs and Standards Council. On the whole, the College aims to incorporate more external stakeholder feedback into the curriculum design process, and clarifying and communicating data needs to show curriculum relevance aligns with that desire.

Additionally, the College plans to conduct a thorough review and update of the Curriculum Design and Management style

guide and help file documentation, as those documents comprise key resources faculty members use when preparing a curriculum proposal for submission. Finally, the College plans to complete the creation and use of a formal exit report that seeks to offer a more clear set of continuous improvement suggestions for curriculum proposers.

1.4: ACADEMIC PROGRAM QUALITY

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

1P4 Process to ensure quality academic programming

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

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

Student Preparation Requirements

College faculty members determine course and program preparation requirements to ensure program rigor across all modalities. The Academic Standards and Affairs Council processes outlined in the Academic Program Design subcategory and input from program advisory committees aid faculty in this process.

As an open enrollment institution, the College offers access to learning to a diverse array of students and stakeholders. The College accepts students for admission if they have graduated from high school or have earned a General Education Development certification. Students follow the College's admission process and then proceed through other

enrollment management processes in preparation to begin course work, such as assessment for course placement, application for financial aid and participating in orientation and registration programs.

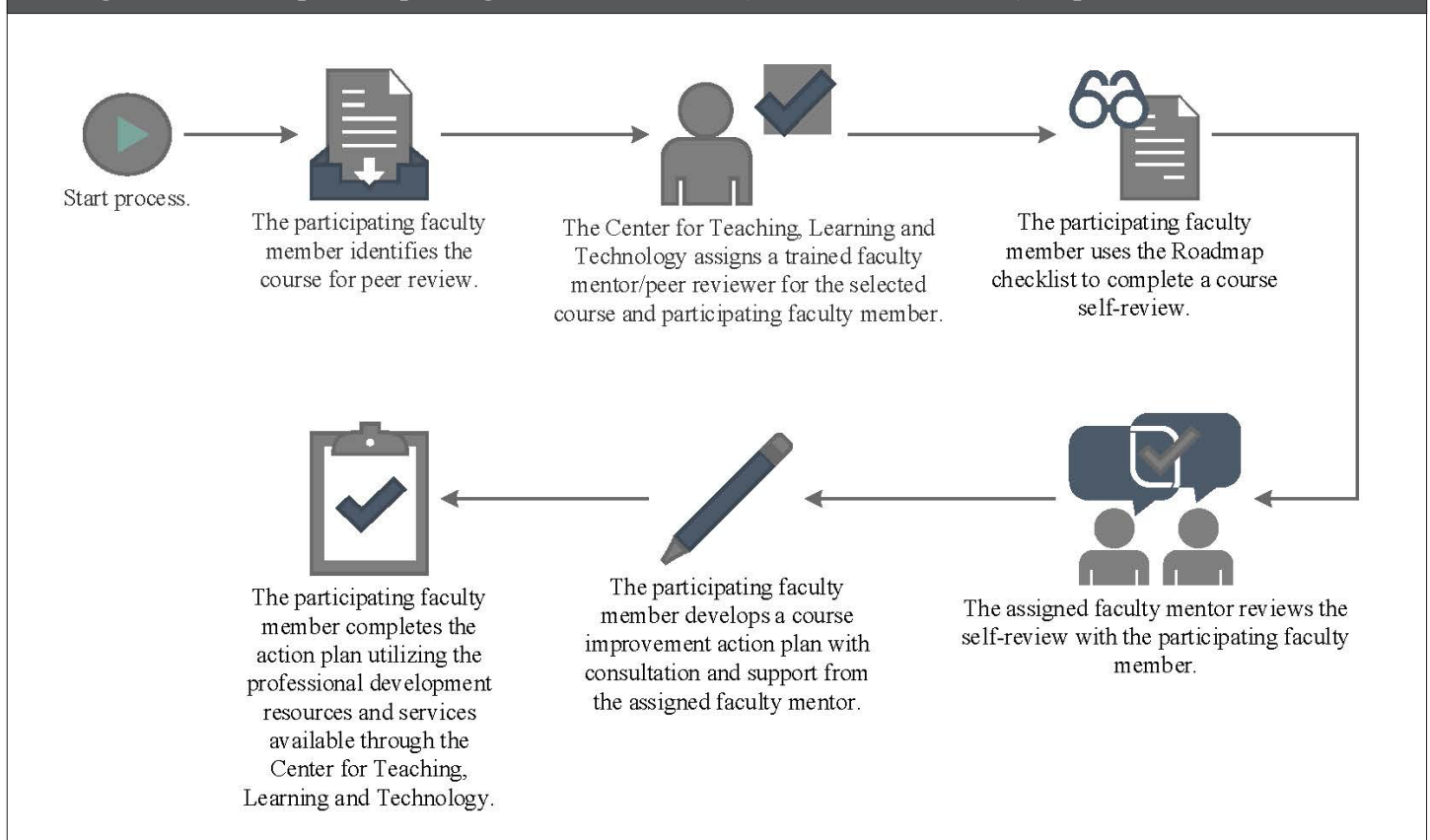
The College delivers some programs that require the use of selective admission requirements. These programs include Dental Hygiene, Dental Assisting, Nursing, Radiologic Technology and Surgical Technology. The College details admission processes for all programs, including selective admission programs, on the College website. The College’s Student Development Services staff members and the College’s Support Center, an online and telephone support center, provide assistance, outreach and support for students as they complete all steps in the admission process.

Program Rigor for All Modalities

The College upholds the same standards for student performance and rigor across all modalities of instruction. College processes, policies and standards apply to all learning modalities. The College’s process of assigning unlimited faculty to teach across all modes of delivery supports this expectation. In 2013, after analyzing and comparing retention rates of online program and land-based program students and listening to faculty input regarding professional development needs related to teaching online, the College applied for and

earned a Department of Education Title III Strengthening the Institution Grant. The grant funding spans five years (2013-2018). One of the four grant components involves increasing faculty professional development related to effective online instruction. Another related component of the grant provided funding for the purchase and installation of two fully immersive telepresence classrooms on the Fergus Falls and Moorhead campuses. In addition, the Interactive Television Video classrooms on the Detroit Lakes and Wadena campuses received significant upgrades. These technology infrastructure enhancements improve the College’s ability to deliver high-quality telepresence and ITV courses. To increase faculty professional development opportunities related to effective online instruction, the College initiated a faculty-led professional development program, Faculty-to-Faculty. The Faculty-to-Faculty program resulted in the creation of workshops, online resources and support for Quality Matters training and course certification opportunities for faculty. College faculty members responded positively to the increase in opportunities for professional development related to improving quality in online instruction. In 2015, the Faculty-to-Faculty program began evolving and expanding into the launch of a comprehensive faculty-led professional development center called the Center for Teaching, Learning and Technology. The Center for Teaching, Learning and Technology provides faculty with information on best

1P4 Figure 1: Roadmap for Improving Online Instruction (Build a Better Course) Steps and Process



practices and current trends in teaching and supports all the ways the College makes it possible for students to learn. The Center for Teaching, Learning and Technology faculty members have release assignments and fulfill specific roles that align with their areas of expertise and interest, including a Center coordinator, systems faculty lead, macro course design lead and micro course design faculty lead. The chief academic officer provides overall leadership and guidance for the Center and meets with Center faculty regularly to discuss issues, opportunities and continuous improvement strategies.

All faculty at the college have comprehensive access to the Center for Teaching, Learning and Technology through face-to-face appointments, email appointments and webinar appointments. The Center also employs the use of an online ticketing system for faculty to submit specific requests for assistance. Workshop topics include student engagement in online learning, the effective use of course authoring and video tools, designing quality homepages and widgets, and incorporating Skype for Business to enhance student engagement with instructors and fellow students. The Center also offers customized workshops to address specific needs of faculty and programs upon request, such as classroom management techniques, rubric development, Quality Matters information and consultation on strategies to provide high-quality support for English Language Learners.

Additionally, the Center facilitates the Roadmap for Improving Online Instruction framework to support excellence in online teaching. The College included the development and implementation of this process into its top priorities for the 2017 fiscal year. The Roadmap for Improving Online Instruction process consists of a robust peer review of an online course. Through the peer review process, the peer reviewer uses a rubric to provide the course instructor constructive feedback regarding continuous improvement of the course. **1P4 Figure 1** shows the process for the Roadmap for Improving Online Instruction. **1P1 Figure 2** The Roadmap for Improving Online Teaching Course Review Checklist includes all appropriate components and subcomponents of the course review checklist.

Just recently, the Roadmap for Improving Online Instruction evolved into the Build a Better Course program. The name change more accurately reflects that faculty may use this process to foster continuous improvement in any type of course regardless of the delivery mode.

1P4 Figure 2: Roadmap for Improving Online Instruction (Build a Better Course) - Course Review Checklist

Syllabus

- Instructor information
- Course description
- Course objectives
- Required materials
- Prerequisite skills and knowledge
- Participation overview
- Student conduct expectations
- Grading policy
- Student resources
- Program-specific requirements

Getting Started

- Start here (online course only)
- Welcome
- Course navigation guide
- Course schedule/calendar
- Attendance

Instructional Materials

- Teaching plan
- Instructional material delivery
- Supplemental resources
- ADA compliance

Assessment

- Assess students
- Alignment with outcomes
- Self-assessment
- Monitor progress

Engagement

- Interaction with instructor
- Interactions among students
- Active learning

Transfer of Credit and Credit for Prior Learning

The College follows its Transfer of Credit Policy and corresponding Minnesota State system policies to facilitate student transfer. First, students submit official transcripts to the transfer specialist, who then reviews the transcripts and awards transfer credits according to College and system-level policies. Next, students view their interactive Degree Audit Reporting System audit to see how the College has awarded transfer credits. The College encourages student questions about transfer. Some courses may transfer as equivalent courses to a program requirement, as transfer curriculum courses through the statewide Minnesota Transfer Curriculum or as elective courses. Finally, students may submit an appeal through the Transfer Appeal Policy if they do not agree with

how the College has awarded transfer credits. The College publishes information about course transfer on its website, including the online transfer references made available through the Minnesota State system. These online resources contain relevant policies, course equivalency information and degree planning information.

The College uses its Credit for Prior Learning Policy to allow students to demonstrate their learning of course-specific outcomes through alternative pathways. Students may earn academic credit in certain courses if an instructor determines that a student's learning can be assessed to the level and equivalent of a course offered through other modes of delivery. While instructors may evaluate student portfolios to determine credit for prior learning, most of the College's awarding of credit for prior learning credits occurs through credit by examination, in which a student must successfully complete an instructor-developed assessment or submit a standardized assessment result, such as a College Level Examination Program or DANTES Subject Standardized Test. After an evaluation by a faculty member, the College's credit for prior learning process awards the student a mark of CR for credit earned or NC for credit attempted and not earned. While the College awards a relatively small number of credits through the credit for prior learning option, 38 courses do offer students an established credit for prior learning pathway.

Programmatic Accreditation and Student Attainment of Outcomes

The College assesses the outcome attainment of its graduates using the assessment of student learning processes outlined in Common Learning Outcomes, Program Learning Outcomes and Academic Program Design, in addition to analyzing placement rates, certification and licensure results, programmatic approval standing, student transfer data and advisory committee input.

Several of the College's programs adhere to programmatic accreditation standards or industry-approved certification or licensure exams. These specialized accreditations, industry certifications or external approval may be required for graduates to obtain employment in their chosen career field. In some cases, state statute determines our process for adopting specialized accreditation or other types of program approvals. Programs with specialized programmatic standards or industry-approved certification or licensure exams include Automotive Service Technology, Cardiovascular Technology, Cosmetology, Criminal Justice, Dental Assisting, Dental Hygiene, Electrical Line Worker Technology, Electrical Technology, Health Information Technology/Coding, Massage Therapy, Medical Laboratory Technology, Nursing Advanced Standing and Generic,

Pharmacy Technology, Plumbing, Radiologic Technology and Surgical Technology. These programs remain in good standing with programmatic accreditors and/or external approvals.

The College plans to respond to a significant change in the Nursing program accreditation expectations and has an active AQIP Action Project to support efforts with the initial steps of a new nursing accreditation process. The Minnesota Board of Nursing will require national accreditation through the National League for Nursing Commission for Nursing Education Accreditation, with site visits to occur by May 2019. The College remains on schedule to complete the pre-accreditation candidacy, self-study and site visit process to comply with the new Minnesota Board of Nursing expectations.

Concurrent Enrollment Program Rigor

The College's Concurrent Enrollment Program, founded in 1985, has evolved over the last 30-plus years to provide outstanding customer service and collaborative partnerships with school districts in west central Minnesota. For the 2016-17 academic year, the College partnered with 35 high schools and offered over 300 sections of courses spanning both general education and career and technical course options. The College's Concurrent Enrollment Program supports over 100 approved concurrent enrollment teachers in partner high schools who are being mentored and observed by 39 college faculty mentors. The College takes pride in developing collaborative relationships with schools to provide eligible students with rigorous college course work.

The College uses an extensive process to ensure the academic quality of its Concurrent Enrollment Program. First, the program earned national accreditation in April 2016 by demonstrating, and in some areas exceeding, the programmatic accreditation standards set forth by the National Alliance of Concurrent Enrollment Partnerships for curriculum, instructors, students, assessment and program evaluation. Adhering to the National Alliance of Concurrent Enrollment Partnerships programmatic accreditation standards supports the assurance of quality and rigor in the Concurrent Enrollment Program. Next, the College's program also adheres to all Minnesota State system policies and procedures for concurrent enrollment programs. Finally, the program uses its comprehensive website and Concurrent Enrollment Handbook to clearly outline and communicate the program's processes, requirements and expectations for students, concurrent enrollment instructors and faculty mentors.

The College uses the Minnesota State system Postsecondary Enrollment Options Policy to determine student eligi-

bility for the Concurrent Enrollment Program. Specifically, seniors in high school must show a 2.8 grade point average, and juniors must show a 3.2 grade point average to meet program eligibility criteria. Eligible concurrent applicants must then achieve a college-level score on either the Accuplacer placement test or the ACT test to be eligible to enroll in courses through the Concurrent Enrollment Program. Students may appeal eligibility decisions by submitting a formal appeal with a letter of recommendation from a high school counselor, teacher or school administrator.

The College follows the same curriculum review and processes for all college course work, regardless of delivery location or modality. Concurrent enrollment courses are the same college cataloged courses and include the same course descriptions, course outlines and course outcomes as determined by the College's Academic Affairs and Standards Council. Program staff members use an established process to compile course information from all partner high schools to ensure that concurrent enrollment courses comply with the College's Definition of a Credit Hour Policy.

The College evaluates concurrent enrollment courses by conducting electronic student surveys, which is in compliance with the National Alliance of Concurrent Enrollment Partnerships' evaluation standards. The following surveys are conducted:

- Student course evaluations for each concurrent course sent at the end of every term
- Alumni one year out of high school surveyed annually
- Four-year-out alumni surveyed at least once every three years
- Partner high school instructors, principals and counselors surveyed at least once every three years

The College shares survey results from the course evaluations with concurrent instructors to review and use for continuous improvement. The College's Institutional Research department aggregates data from the surveys to give the program an opportunity to celebrate successes and find areas of improvement to set new goals.

Concurrent Enrollment Instructor Qualifications

The opportunity for high school students to challenge themselves with college-level classes would not be possible without enthusiastic and motivated high school instructors who meet the Concurrent Enrollment Program's teaching requirements and expectations. High school instructors interested in teaching concurrent enrollment courses must complete a formal application. A minimum of a master's degree in-field, or a master's degree with 18 graduate credits in-field, is preferred. The College follows the Minnesota

State system Postsecondary Enrollment Options policy and procedure relative to the approval of concurrent enrollment instructors. Historically, the College used other relevant expertise/experience as an option for the approval of a concurrent enrollment instructor, where appropriate and as allowed by system policy. The Higher Learning Commission approved an extension application from the Minnesota State system, of which the College is a member institution, to achieve compliance with the Higher Learning Commission's revised Assumed Practice B.2 by Sept. 1, 2022. The College process for meeting the 2022 deadline involves reviewing teacher credentials, meeting with teachers to help formulate a plan to meet credentialing requirements, and aiding in the promotion of a unique professional development opportunity called 18 Online. The 18 Online program provides an opportunity for master's level concurrent enrollment instructors to obtain the 18 graduate credits needed to meet the concurrent enrollment qualification requirements. The cost is completely covered by legislative appropriation for the Northwest Regional Partnership, a collaboration between Lakes Country Service Cooperative, Northwest Service Cooperative and Minnesota State University Moorhead. The College partners with these organizations in our region to enthusiastically promote additional graduate-level coursework for concurrent enrollment instructors, which supports the College's commitment to achieving full compliance by the Higher Learning Commission's approved extension timeline for the Minnesota State system member colleges.

The College offers concurrent enrollment instructors ongoing collegial interaction to address discipline-specific course content, course delivery, assessment, evaluation and research and development through the faculty mentor. In addition, the College hosts an annual fall professional development day on the Fergus Falls campus. The instructors, along with their faculty mentors, participate in professional development experiences including program updates, instructional best practices, discipline-specific mentor meetings networking, education regarding any new program materials and resources, breakout sessions and panel discussions.

The concurrent enrollment faculty mentoring process provides support and guidance to concurrent instructors to ensure quality and college-level rigor in the classroom. See **1P4 Figure 3** for the Faculty Mentoring Process. In a new mentoring relationship, where either the concurrent enrollment instructor, course or mentor is new, the mentor will do one pre-class meeting, two classroom observations and three other meetings which may be done in person or using technology. Faculty mentors must complete an orientation checklist during the pre-class meeting for all new concurrent enrollment teachers (**1P4 Figure 4**). The orientation covers

program expectations, mentor and instructor roles, course curriculum, assessment criteria, pedagogy, and other college and course expectations.

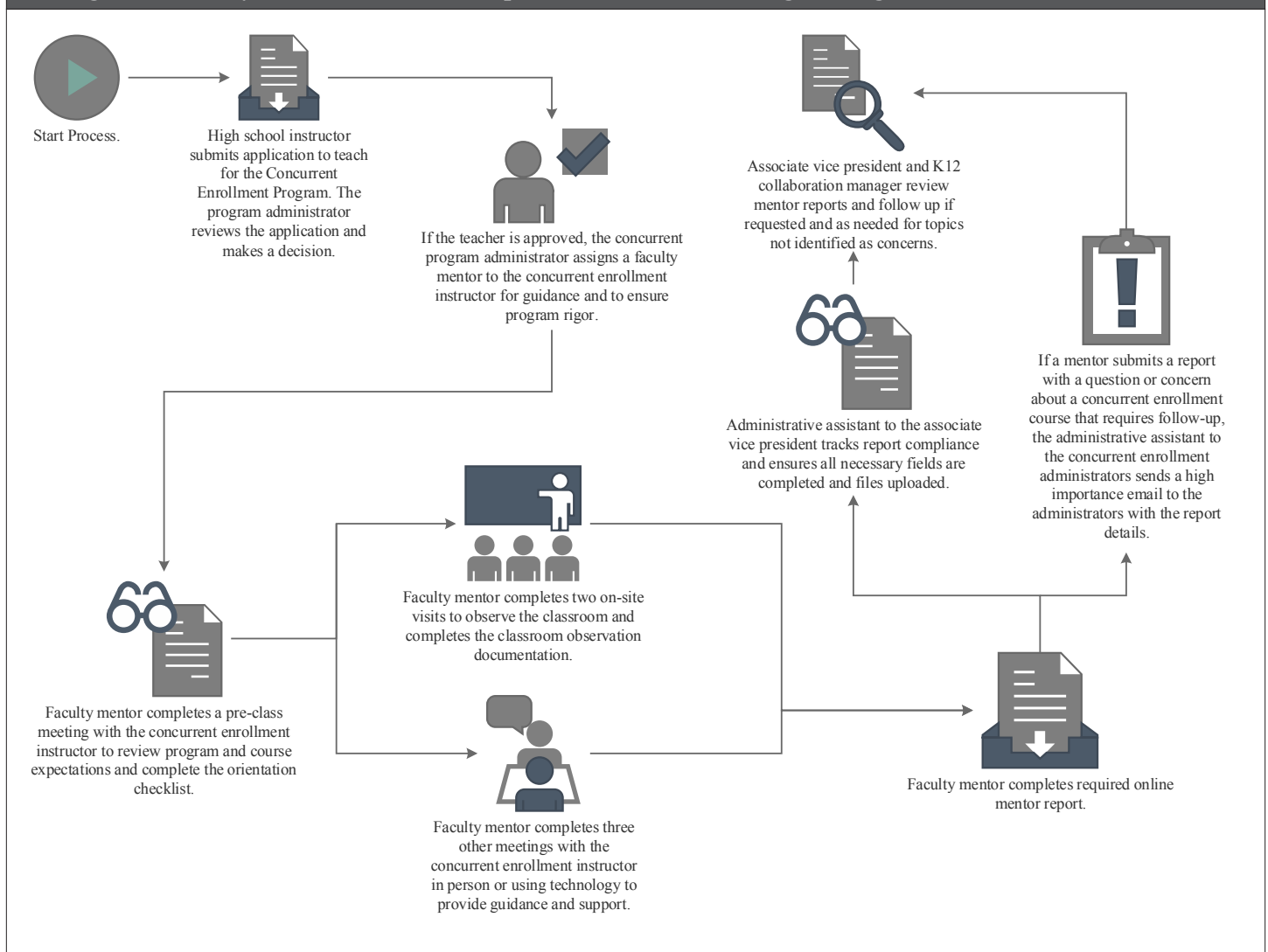
If a concurrent enrollment instructor previously taught a course with the same faculty mentor, the mentor conducts at least one on-site visit to observe the class and two other meetings that may be done in person or using technology.

Finally, at the end of each term, the College requires faculty members to submit a report with their observations and meetings to the associate vice president of academics and K12 collaboration manager. Through the online form report, concurrent enrollment mentors also upload a copy of the course syllabus and the orientation checklist when the concurrent enrollment instructor, course or mentor is new. If mentors indicate any questions or concerns about a course that require follow-up, the associate vice president and K12 collaboration manager receive an email flagged as high

importance and then conduct the appropriate follow-up to address the questions or concerns.

In addition to mentor reports, the College’s associate vice president and K12 collaboration manager convene a faculty mentor meeting each fall to support and encourage communication with faculty mentors. The purpose of the meeting is to review mentor responsibilities, give program updates and allow mentors time to ask questions and make suggestions regarding the continuous improvement of the College’s Concurrent Enrollment Program.

1P4 Figure 3: Faculty Mentor Process to Help Ensure Concurrent Program Rigor for New Instructor



1P4 Figure 4: Concurrent Enrollment Program Orientation Checklist



www.minnesota.edu/concurrent | 877.450.3322

CONCURRENT TEACHER ORIENTATION

*Documentation of teacher orientation is **required for new teachers**, which should be done at the pre-class mentor meeting. This form is optional for teachers that are not new to the CE Program. Please submit this checklist and meeting notes with your mentor report.

Instructor: _____ High School: _____

Mentor: _____ Date: _____

PROGRAM OVERVIEW

- Concurrent Enrollment Program overview
Review the Concurrent Enrollment Handbook (www.minnesota.edu/concurrent). Include the review of topics such as FERPA, course caps and the student agreement of understanding.
- Mentor/mentee relationship
 - Number of visits and how they will occur, mentor reports, etc.
- Instructor roles and responsibilities
- Syllabus requirements
A sample syllabus, and syllabus checklist and template can be found at www.minnesota.edu/?id=11492
- Book requirements (suggestions)
- Concurrent Enrollment Day

DISCIPLINE SPECIFIC AGENDA

- Course outcomes
- Course curriculum
- Pedagogy
- Course philosophy
- Assignments and assessments
- Grading
- Other:

Core Components for Criteria for Accreditation

3.A. *The institution's degree programs are appropriate to higher education.*

1. *Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

- **College faculty members design courses and programs based upon the appropriate standards and levels of performance appropriate to the course, degree or award.**
- **The Academic Affairs and Standards Council reviews all curriculum proposals using well-established processes.**

2. *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.*

- **The College's curriculum design and manage-**

ment system, the Academic Affairs and Standards Council and the Minnesota State system's program approval processes support appropriate course and program design for all programs.

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).*

- **Learning outcomes remain consistent across all modes of instructional delivery.**
- **The College publishes all course outlines and program requirements on the College's website.**
- **All courses, including concurrent enrollment, online and blended offerings, use the same learning outcomes and adhere to college-level educational standards.**

4.A. *The institution demonstrates responsibility for the quality of its education programs.*

2. *The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.*

3. *The institution has policies that assure the quality of the credit it accepts in transfer.*

- **The College's Transfer of Credit Policy and Credit for Prior Learning Policy guide the evaluation of all transcribed credits to assure quality and adherence to the College's academic standards.**

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.*

- **The College exercises authority over course prerequisites, course rigor and expectations for students through its faculty and the curriculum review and approval processes of the Academic Affairs and Standards Council.**
- **Concurrent enrollment courses are equiva-**

lent in course or program outcomes and levels of achievement and rigor. The College's Concurrent Enrollment Program remains in good standing with programmatic accreditation through the National Alliance of Concurrent Enrollment partnerships.

5. *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

- **The College maintains good standing with all specialized accreditations; specialized accreditations serve to address the requisite educational and employment standards in a particular career field.**

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*

- **The College evaluates the success of its graduates through its assessment processes, licensure and exam pass rates, transfer data, placement data and advisory committee feedback.**
- **The College takes pride in ensuring the hiring of qualified employees for all positions and adheres to all relevant collective bargaining agreements and Minnesota State system policies that govern the hiring process.**

Center for Teaching, Learning and Technology Results

The Center for Teaching, Learning and Technology offers significant support for the delivery of quality academic programs. Specifically, 33 faculty members have completed the Roadmap for Improving Online Instruction process, newly named to the Build a Better Course, since January 2016.

The Center for Teaching, Learning and Technology faculty have provided professional development support, answers and resources for 344 faculty requests through the use of an online ticket system. The requests fall under one of the following topic areas:

- Communications Tool
- Web Conferencing Tool
- Curriculum Design and Management System
- Course Design for New Courses
- Course Design for Online Courses
- Course Design for Blended Courses
- Course Design for On-Campus Courses
- Roadmap for Improving Online Teaching
- Learning Management System Questions
 - Course Homepage
 - Checklist
 - Grades
 - Quizzes/Surveys
 - Discussions/Chat
 - Groups/Lockers
 - Other
- Course Authoring Tools
- Audio
- Video
- Office 365 Applications

1R4 Results to determine the quality of academic programs

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in IP4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

1R4 Table 1 shows the number of credits awarded through the College's Credit for Prior Learning process.

1R4 Table 1: Credit for Prior Learning Results		
Academic Year	Credits Attempted	Credits Awarded
2014-2015	100	63
2015-2016	71	70
2016-2017 (to date)	66	65

Data Source: Institutional Data

1R4 Table 2 shows comparable placement rate data for on-campus programs compared to online programs.

Year	Detroit Lakes	Fergus Falls	Moorhead	Wadena	All Campuses	Online
2013	93%	88%	89%	90%	89%	85%
2014	92%	89%	91%	92%	91%	90%
2015	96%	91%	91%	85%	91%	84%

Data Source: Institutional Data

Programmatic Accreditation Results

One hundred percent of programs with specialized accreditation or external approval requirements remain in full compliance with accreditation or approval expectations.

Concurrent Enrollment Program Results

Stakeholder surveys for the Concurrent Enrollment Program show positive results, including the number of students rating their experience with the Concurrent Enrollment Program as being “Excellent or Good,” increasing from 86 percent in 2014 to 96 percent in 2016. Additionally, the program’s credit transfer rate has impressively hovered around 94 percent over the past three years. Finally, on average 98 percent of our former concurrent enrollment students would recommend the program and opportunity to their peers.

	Spring 2014	Spring 2015	Spring 2016
Student Response Rate	14%	3.4%	6%
Overall Experience: Excellent or Good	86%	93%	96%
Successful Transfer of Credits	94%	93%	95%
Would Recommend Program to Peers	100%	97%	98%

Data Source: Institutional Data

The College’s Concurrent Enrollment Program also relies on the faculty mentor reports to evaluate the results of the program’s rigor and success in the classroom. Since fall semester of 2014, faculty have been 99.6 percent compliant

in submitting mentor reports to share their feedback and evaluation of concurrent courses. **1R4 Table 6** shows how many mentor reports were submitted; the number of reports that had a course, student and/or instructor rigor concern that required follow-up; and the outcome of those concerns.

Term	Total Reports Submitted	Reports with Concerns	Concern Resolved	Action Plan in Place	Course Canceled or Change in Concurrent Instructor
Fall 2016	89	5	3	2	0
Spring 2016	131	3	3	0	0
Fall 2015	97	4	3	0	1
Spring 2015	121	4	3	0	1
Fall 2014	99	5	3	2	0

Data Source: Institutional Data

1I4 Improvements that have been or will be implemented in one to three years

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

The College plans to use TK20 to serve as a programmatic accreditation/program approval database to monitor programmatic accreditation and approval schedules and to serve as a repository for accreditation and approval documentation. This improves the current system of manually tracking programmatic accreditation timelines and storing accreditation and approval portfolios and documents in faculty or administrator offices.

In addition, the College sees an opportunity to gather formal faculty input regarding the Center for Teaching, Learning and Technology services and programs to use in the continuous improvement of academic program quality.

1.5: ACADEMIC INTEGRITY

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

1P5 Process to support ethical scholarly practices by students and faculty

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

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

Freedom of Expression

Minnesota State Community and Technical College understands the importance of supporting the ethical scholarly practices of students and faculty and demonstrates this through its processes. The collective bargaining agreement with the Minnesota State College Faculty, Article 23, Section 3 of the *Master Agreement Between the Minnesota State Colleges and Universities Board of Trustees and the Minnesota State College Faculty 2015-2017* also ensures freedom of expression and the integrity of research and scholarly practice of faculty. Article 23 indicates that "The Employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching. In the exercise of academic freedom, the faculty member may, without limitation, discuss his/her own subject in the classroom. The faculty member may not, however, claim as a right the privilege of persistently discussing in the classroom any matter that has no relation to the course subject. There is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction" (Article 23, Section 3. Academic Freedom).

With respect to student rights and responsibilities for the freedom of expression, the College's Student Rights and Responsibilities policy aligns with the Minnesota State

system Rights and Responsibilities policy, 3.1. The College policy makes clear that students have rights to learn freely as an essential element of their academic experience. Additionally, the policy explains student rights and responsibilities for freedom of expression, stating students shall have freedom to explore questions and to express their views openly in public and in private. The policy describes student publications, forum rights and freedom of assembly rights. Other important student rights addressed include student policies, catalog and course information, student academic standing, academic evaluation, property and student review and consultation rights.

Ethical Teaching and Research Practices

The College's Academic Honesty and Integrity Policy ensures the ethical learning practices of students. The policy informs students of the various actions that may constitute academic dishonesty and encourages students to proactively seek guidance from instructors if they have any questions about academic honesty. The process for addressing allegations of violations of the Academic Honesty and Integrity Policy involves instructors communicating directly with students to explain and informally resolve any concerns. The process moves forward to an academic dean if the faculty member and student discussions do not lead to a resolution of the situation. The process also requires faculty to report repeated allegations of academic dishonesty to their academic dean. The College Student Code of Conduct may apply if multiple allegations of academic dishonesty arise.

The College's Intellectual Property Policy also helps to ensure the ethical learning practices of faculty and students by explaining how to protect the ownership rights of any individual involved in the creation of intellectual property. The policy details the types of agreements the College must use when individuals agree to share their intellectual property rights. Employees and students receive guidance in the ethical use of information resources through the College's Acceptable Use of Computers and Information Technology Resources Policy. This policy communicates expectations of acceptable use of information technology resources and explains the processes utilized for any alleged violations of the policy. The College's policy offers helpful guidance for employees and students related to ensuring academic freedom and safeguarding the privacy and security of data created, contained and transmitted through the use of a wide array of information technology tools.

In 2014, the College created a formal Institutional Review Board and processes to ensure the ethical research practice of students and faculty. The dean of Institutional Research has oversight responsibility for the Institutional Review Board. The Institutional Review Board processes require

potential researchers to provide detailed information about each project’s principle investigator/s, research proposal (including a project description), research questions, research hypothesis, subject information, research procedures, potential risks for subjects, expected benefit for subjects and various safeguards for any research subjects. The process also requires potential researchers to provide a subject consent form to the Institutional Review Board for its review and approval.

Integrity Policy, and instructors and academic administrators place high value on using that policy to uphold high standards for academic honesty and integrity.

Core Components for Criteria for Accreditation

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

- **The College places high value on academic freedom in the classroom so that teaching and learning can occur through open and thorough inquiry and expression.**
- **The College follows the academic freedom language as contained in the collective bargaining agreement with the faculty to ensure faculty freedom of expression and academic freedom.**
- **The College uses the Students Rights and Responsibilities Policy to ensure student freedom of expression and inquiry.**

2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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.

- **The College provides effective oversight and support services to ensure the integrity of research with the guidance of an Institutional Review Board and use of Institutional Review Board approval processes.**

2. Students are offered guidance in the ethical use of information resources.

- **Students receive guidance on the ethical use of information resources through the College’s policy on acceptable use of information technology services and other relevant policies.**

3. The institution has and enforces policies on academic honesty and integrity.

- **The College has an Academic Honesty and**

1R5 Results to determine the quality of academic integrity

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

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

Since the 2013 systems portfolio, faculty members have not filed any grievances that allege violations of faculty academic freedom. Likewise, students have not filed any complaints containing allegations of violations of their academic freedom by any College employee. During the 2015-16 academic year, deans of the College reported nine incidents of alleged student violations of the Academic Honesty and Integrity Policy that did not reach successful resolution through discussion between the student and the faculty member. Of those nine incidents, 100 percent arrived at resolution through additional appeals or an additional meeting involving the student, faculty member and the appropriate academic dean. The results from the Institutional Review Board follow in **1R5 Table 1**.

1R5 Table 1: Institutional Review Board Results Academic Years 2014-15 and 2015-16						
Academic Year	New Requests	Modification/ Re-approval	Exempt	Denied	Amended/ Approved	Approved
2014-2015	3	0	1	0	0	2
2015-2016	2	1	0	0	2	0

Data Source: Institutional Data

The results offer limited data to use in determining the

College's effectiveness with academic integrity processes. The 2016 systems portfolio guidelines offer new questions related to academic integrity from the 2013 portfolio guidelines, and these questions will be useful as we track and analyze results in the future. While the Institutional Review Board receives a small number of proposals and questions, the types of incoming proposals and questions have spurred a review of the Institutional Review Board processes.

1I5 Improvements that have been, or will be implemented in one to three years

Based on IR5, what process improvements have been implemented or will be implemented in the next one to three years?

The College uses clearly articulated policies and processes regarding academic freedom, academic honesty and integrity, ethical research and the appropriate use of information technology. The College uses a manual tracking process at this time for reporting and compiling incidents of academic dishonesty and allegations related to academic freedom. The College's future improvements include establishing a more formal and automated process for data collection, reporting and analysis for allegations of violations of the Academic Honesty and Integrity Policy and for any allegations related to violations of academic freedom. An automated process will help to shed light on incidents occurring at the College. This improvement step will better equip the College to make policy and process changes based on data, in addition to informing educational interventions that would support an even more robust environment for Academic Integrity.

To enhance its processes, the Institutional Research Board will seek to develop new review categories to address different categories of review. These categories may include options for exempt determinations, expedited reviews or full reviews by the Institutional Research Board. These improvements will enhance the process for research proposers and result in more efficient use of Institutional Research Board member time.

CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Meeting Student and 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.

MATURITY STAGE: SYSTEMATIC



CATEGORY 2: OVERVIEW

Minnesota State Community and Technical College places its position as aligned in three of the subcategories and systematic in two of the subcategories. The **Current and Prospective Student Need** category is *aligned*, and AQIP Action Projects have been used to guide continuous improvement work in that subcategory, including a project to enhance the student orientation experience. For the past two fiscal years, the College's top priority of improving student success and learning involves improving processes, services and results for under-prepared and at-risk students. The College's organizational structure adjustments from the last two fiscal years support a more focused direction of leadership, resources and services for improving our processes and results in this subcategory. The College places its level with **Retention, Persistence and Completion** as *aligned*. The College has improved its capacity for collecting, analyzing and distributing data on retention, persistence and completion by expanding Institutional Research staffing and developing a Persistence Team. Participating in the Higher Learning Commission's Persistence and Completion Academy serves to further support our work in this subcategory. The College continues to prioritize its research and implementation of specific retention, persistence and completion initiatives, including initiatives for new and improved academic goal setting and planning services, enhanced early alert processes, the implementation of a formal academic bridge program and an intensive intervention process for first-term-in-college Associate of Arts degree students. The College's maturity level in **Key Stakeholder Needs** rates as *systematic*. Established processes guide the College's work with alumni, employer and community organizations, while other stakeholder relationships evolve organically to meet the emerging needs of communities and employers. The College does not have one comprehensive, formally documented process for assessing the degree to which we are meeting the needs of all of our key stakeholders. Developing

such a process is an area for continuous improvement. The maturity level for **Complaint Processes** stands as *systematic*. The College follows specific policies and uses defined processes for collecting and responding to complaints. In addition, the College uses its Support Center, a fully staffed call center, to proactively address questions and concerns as they arise for students as one strategy to proactively address questions and concerns before they reach the complaint level. As part of our vision to provide a success story for every student and stakeholder, the College embraces a philosophy that leads us to strive to resolve questions and concerns. The College's data collection, analysis and use related to formal complaints does need enhancement before we can reach the aligned level. A work group comprised of academic and student development leaders will begin to identify continuous improvement strategies for this subcategory to be completed by fall 2017. The College sets the maturity level in **Building and Collaboration Partnerships** as *aligned*. The College uses specific processes to develop and manage collaborations with partners that help to further the mission of the institution, including employers, K12, foundation board members and alumni. The College uses data to improve existing programs and services.

2.1: CURRENT AND PROSPECTIVE STUDENT NEED

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

2P1 Processes for serving the academic and non-academic needs of current and prospective students

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

- *Identifying under prepared and at-risk students, and determining their academic support needs (3.D.1)*
- *Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)*
- *Ensuring faculty are available for student inquiry (3.C.5)*
- *Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)*

- *Determining new student groups to target for educational offerings and services*
- *Meeting changing student needs*
- *Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)*
- *Deploying non-academic support services to help students be successful (3.D.2)*
- *Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)*
- *Communicating the availability of non-academic support services (3.D.2)*
- *Selecting the tools, methods and instruments to assess student needs*
- *Assessing the degree to which student needs are met*

Staffing to Provide Quality Services

The College takes pride in hiring qualified and dedicated employees to provide students with high-quality programs and services. Specific policies and processes govern hiring to ensure employees possess the required qualifications and skills to perform their responsibilities. The College invests in the professional development of all employees by providing faculty, staff and administrators with resources and opportunities for professional development and training at a local, regional, state and even national level. These processes receive more attention in Category 3: Valuing Employees. The College assures that faculty remain available for student inquiry by following published faculty office hours and through regular faculty involvement in numerous College events, such as on-campus open house and showcase events, participation in student orientation and welcoming activities, programming throughout the academic year and through outreach to students by mail, phone and email, in addition to regular instruction.

Academic and Student Development Support Services

The College provides students with a full complement of academic and non-academic services to support their success. Prospective students and applicants receive communications about the full complement of academic and student development support services through a variety of channels, including mail, phone, email, the College website, social media and/or through in-person visits with employees or in-person orientation and registration events. In order to ensure that students have accurate and timely information about College processes and services before and during their enrollment at the College, the College follows a strategic communications calendar which shows the key communi-

cations pieces students receive, along with the deployment schedule for those communications, the type of communication being utilized and the offices or personnel responsible for disseminating those communications. Use of the strategic communications calendar provides the College with a coordinated system for providing important information to students as needed during the enrollment management cycle. **2P1 Figure 1** offers a sample of the strategic communications calendar, which spans the entire year:

The College's complement of academic and non-academic support services for students includes admissions, assessment for course placement, bookstores, bridge programming, career development and placement, counseling, disability services, English Language Learner support, financial aid, food service, information technology help desks, libraries, diversity and inclusion programming, proctoring, orientation, student life programming, registration, social work, transfer, tutoring and veterans services. The Fergus Falls campus offers student housing. The College's fully staffed call center, the Support Center, provides timely and consistent responses to a wide array of questions. The Support Center illustrates the College's efforts to connect student with helpful services in a friendly and prompt fashion.

Upon admission to the College, students receive a customized welcome email from their primary campus of enrollment. The welcome email communication informs students about the specific academic and student development support services available on their primary campus and offers contact information for the employees who can assist them with each specific service.

Each campus's orientation process provides students with additional information about all of the support services available to them at the College. In addition to on-campus orientation programming, the College offers the Source, an ongoing online orientation resource students can access from enrollment to graduation. The use of an AQIP Action Project helped guide the creation and implementation of the Source. Prior to implementing the Source, the College treated orientation as a short-term event. The College's Support Center analytics and best practices research indicate that student questions and needs for information and support occur from pre-acceptance to graduation. The Source now gives students ongoing, online access to resources and answers at any time during their college career via an online platform.

2P1 Figure 1: College Communications Calendar Sample			
JUNE	JULY	AUGUST	
<ul style="list-style-type: none"> • Congratulations graduate campaign • M State summer promo • M State summer campaign 	<ul style="list-style-type: none"> • Door is still open promo • Door is still open campaign • 1Stop2Enroll promo • 1Stop2Enroll campaign • Share your M State summer campaign 	<ul style="list-style-type: none"> • 1Stop2Enroll advertising • 1Stop2Enroll web page • Various welcome campaigns 	COMM / MKTG
<ul style="list-style-type: none"> • M State summer postcard • M State summer email • M State summer blast • M State summer social media • Congrats graduates postcard • Congrats graduates email • Congrats graduates social media • Share your M State Summer email • Share your M State Summer social media 	<ul style="list-style-type: none"> • 1Stop2Enroll postcard • 1Stop2Enroll email • 1Stop2Enroll blast • 1Stop2Enroll social media • Door is still open postcard • Door is still open email • Door is still open blast • Door is open social media • Share your M State Summer social media 	<ul style="list-style-type: none"> • 1Stop2Enroll email • 1Stop2Enroll blast • 1Stop2Enroll social media • Share your M State Summer social media 	PROSPECTS
<ul style="list-style-type: none"> • M State summer postcard • M State summer email • M State summer blast • M State summer social media Congrats graduates postcard • Congrats graduates email • Congrats graduates social media • Share your M State Summer email • Share your M State Summer social media 	<ul style="list-style-type: none"> • 1Stop2Enroll postcard • 1Stop2Enroll email • 1Stop2Enroll blast • 1Stop2Enroll social media • Door is still open postcard • Door is still open email • Door is still open blast • Door is open social media • Share your M State Summer social media 	<ul style="list-style-type: none"> • 1Stop2Enroll email • 1Stop2Enroll blast • 1Stop2Enroll social media • Share your M State Summer social media 	APPLICANTS
<ul style="list-style-type: none"> • M State summer postcard • M State summer email • M State summer blast • M State summer social media • Congrats graduates postcard • Congrats graduates email • Congrats graduates social media • Share your M State Summer email • Share your M State Summer social media 	<ul style="list-style-type: none"> • 1Stop2Enroll postcard • 1Stop2Enroll email • 1Stop2Enroll blast • 1Stop2Enroll social media • Door is still open postcard • Door is still open email • Door is still open blast • Door is open social media • Share your M State Summer social media • FA Fall MTF/SAP appeals email • FA Fall MTF/SAP appeals blast 	<ul style="list-style-type: none"> • 1Stop2Enroll email • 1Stop2Enroll blast • 1Stop2Enroll social media • Unregistered email • Unregistered blast • Registrar's Wait List email • Registrar's Wait List blast • Share your M State Summer social media 	ACCEPTED - UN
<ul style="list-style-type: none"> • M State summer email • M State summer blast • M State summer social media • Congrats graduates postcard (Current PSEO) • Congrats graduates email • Congrats graduates social media • Summer Bridge email • Summer Bridge blast • FN list for registrars email • FN list for registrars blast • Share your M State Summer email • Share your M State Summer social media 	<ul style="list-style-type: none"> • Door is still open postcard • Door is still open email • Door is still open blast • Door is still open social media • Share your M State Summer social media • FA Fall MTF/SAP appeals email • FA Fall MTF/SAP appeals blast • DFNP email X3 • DFNP blast/call X3 	<ul style="list-style-type: none"> • Unregistered email • Unregistered blast • Various welcome week email • Various welcome week social media • FA-MPN/LC email • FA-MPN/LC calls • Bookstore promo email X2 • DFNP email • DFNP blast and personal calls • SAP/MTF appeal registrar's email • SAP/MTF appeal blast to follow registrar's email • Registrar's wait list email • Registrar's wait list blast • Share your M State Summer social media • International student important reminders email • Owes list letter • Owes list email • Owes list call 	CURRENT

At-Risk and Underserved Students

The College analyzes institutional data sources, Minnesota State system data sources and national best practice data in the identification of at-risk and underserved populations. The development of services designed to better support the success of the students from those specialized populations remains informed by data analysis. The Minnesota State system includes the following student subgroups as its primary specialized at-risk and underserved populations: first-generation students, low-income students and students of color. The College's continuous improvement of its processes in developmental education, advising for Associate of Arts degree students, early alert systems and the implementation of social work services demonstrate the College's effort to improve student success for at-risk and underserved populations.

Academic Bridge and Developmental Education

In 2014, the College invested in a comprehensive study to assess the effectiveness of its developmental education program. The study offered recommendations related to boosting college readiness services and providing shorter curricular pathways to college-level course work. College deans and English and math faculty used the findings from the study to make significant revisions to the developmental education curriculum, which resulted in creating a shorter developmental education curricular sequence for students in both English and math. In addition, the College utilized its Title III Strengthening the Institution grant component of designing and implementing enhanced student support services to create and implement an academic bridge program. The academic bridge program serves students who test into developmental math or English courses. Students work through the online bridge program to build their basic skills in English and/or math, with personalized coaching support from the academic bridge facilitator. The bridge program offers students the opportunity to build their academic and non-academic skills so they can enroll in college-level courses earlier in their college career. The bridge program uses the My Lab Foundation Skills platform to provide students with tutorials, assessments and academic skill content support. The Success Navigator tool facilitates coaching conversations with students about advising and goal setting. College deans and faculty continue to explore continuous improvement strategies for developmental education, and the College is now institutionalizing the academic bridge program.

Associate of Arts Degree Early Check-In Initiative

The identification of first-time-in-college students in pursuit of an Associate of Arts degree as the greatest opportunity for fall-to-fall retention improvement led the Student Devel-

opment Services advising team to develop and implement a first-term check-in initiative to meet with a minimum of 35 percent of this population during the first five weeks of the term. During the first check-in meeting with students, advisors and students review student results on an intent survey, GRIT assessment and Student Success Navigator assessment. Next, students work with the advisor to complete a realistic term-by-term plan for the completion of their Associate of Arts degree. Finally, advisors discuss students' career exploration needs and help students to identify actions to use the College's career counseling and career and placement services to address those needs. The College plans to continue this initiative and aims to implement improvement strategies related to using additional assessments to identify student needs and establish even earlier connections between student needs and the appropriate supportive services and resources.

Early Alert System Process Improvement

After analyzing institutional data on the College's early alert system, employees in the Student Development Services division engaged in a college-wide effort to improve the early alert process by updating the current system, increasing faculty use of the system and increasing the percentage of alert follow-up and reporting of interventions. The early alert process begins when a faculty member submits an early alert into an automated system. The early alert then appears on a daily early alert report. Next, a student development services director or designee assigns the early alert to the appropriate staff member or academic program advisor for follow-up. The fourth step in the process occurs through that follow-up and intervention step, whereby the employee contacts the student to initiate a supportive outreach to assist the student in taking any actions that would help to address the reason for the early alert. After the intervention with the student, the employee records the outcome of the early alert into the Oracle Service Cloud system. The final step in the process occurs when the employee sends the early alert outcome to the originating faculty member to close the loop on the process. It is important to note that the design and use of the early alert system is not a substitute for direct faculty and student communication and interaction. The early alert system functions to augment interactions when a faculty member determines a student needs additional assistance to overcome barriers to their academic success. The College continues to review the early alert system analytics to identify results and needs for continuous improvement.

Redesign of the Academic Support Services Model

As a component of the College's priorities to increase student success, a work team of faculty and staff engaged in a process to study and recommend improvements to the tutoring centers on each of the four campuses. The process

examined faculty, staff and student perceptions about tutoring center usage, communication between faculty and tutors, availability of effectiveness data, tutor training and overall staffing levels. This initiative remains in the early stages of implementation, and the College will begin to report on specific project deliverables related to strengthening collaborative conversations, effectiveness data, student satisfaction data, tutor training and staffing models in the 2017-2018 academic year.

Student Subgroup with Distinctive Needs

Incorporating feedback from the 2013 systems portfolio, the College now uses a specific process to recognize student subgroups with distinctive needs. The process first requires employees to identify available data sets to assist in identifying new subgroups. Data sources may include institutional data queries and survey data, Minnesota State system Accountability Dashboard data, analysis of professional literature, reports of local and regional issues and/or external stakeholder feedback. Next, employees request observational data from students and other employees. Finally, the appropriate leadership teams review data at a minimum of twice year to identify opportunities for specific support for new student subgroups with distinctive needs. Using a specific process has helped to demonstrate a need for supportive services for subgroups of students with distinctive needs. As an example, the College used this process to identify a need to provide additional support for students with food insecurity issues. According to data from a 2015 College Student Health survey by the University of Minnesota's Boynton Health Service, more than half of the College's students reported food insecurity as an issue that affected their academics. This data along with supporting data from a State of Rural Minnesota report and internal and external stakeholders led college social workers to create partnerships with numerous community organizations to implement food distribution programs on the Detroit Lakes, Wadena and Moorhead campuses. This process will continue to inform the College's efforts to better serve student subgroups with distinctive needs.

Core Components for Criteria for Accreditation

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

1. The institution provides student support services suited to the needs of its student populations.

- **The College provides numerous academic support services designed to serve the needs of students, including academic advising, academ-**

ic bridge programming, library services and tutoring

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.*

- **The College's admission, orientation and registration processes include comprehensive advising and preparatory support for students to address their needs and questions.**
- **The assessment for course placement, admission advising, career exploration and planning, orientation and registration processes direct entering students to courses and programs for which the students are adequately prepared.**

3. *The institution provides academic advising suited to its programs and the needs of its students.*

- **All students have an assigned program faculty or professional staff academic advisor who provides students with academic advising and planning services and support, using a holistic advising philosophy.**

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).*

- **The College provides students and instructors with the infrastructure and resources necessary to support effective teaching and learning, including computers, software, a robust information technology infrastructure, classroom and lab spaces, libraries, performance spaces, clinical and practicum sites and study spaces.**

5. *The institution provides to students guidance in the effective use of research and information resources.*

- **The College uses the Acceptable Use of Computers, the Acceptable Use of Email and the Intellectual Property policies to provide students with guidance in the effective use of information resources.**
- **The institutional review board processes and library policies provide students with guidance in the effective use of research.**

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

5. *Instructors are accessible for student inquiry.*

- **College faculty members are accessible in the classroom and outside the classroom through their participation in College events, services and programs.**
- **All faculty members post and maintain office hours.**
- **The College maintains a 17 to 1 student to faculty ratio to support student access to faculty members.**
- **The College also maintains a sufficient staffing level to deliver a comprehensive suite of academic and student support services to support student inquiry and success.**

2R1 Results for determining if current and prospective students' needs are being met

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

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

Changes to the College's developmental education program have resulted in significant student savings of tuition and fee costs due to the creation of shorter developmental education curricular pathways. Students saved \$175,532 for fall 2016 due to the redesigned curriculum. The expanded academic bridge program served 85 students who would have otherwise been required to take developmental education courses.

The results with the early alert system process improvement show strengthened faculty involvement with the process and increases in early alert follow up. **2R1 Table 1** shows the early alert response rates by campus. The College's overall response rate to early alerts rose from 15.4 percent in fall

2015 to 46.1 percent in spring of 2016, and the College’s overall response rate now stands at 79.13 percent. Four hundred of the early alerts submitted involved first-time students at the College. The College views this initiative as a contributing factor in the increase in retention among first-time-in-college students.

the end of fall 2017.

The College’s fall 2016 to spring 2017 retention rate for all first-time-in-college students increased by four percentage points to 74 percent from the previous year’s 70 percent rate. The College experienced specific gains in fall-to-spring persistence, of four percentage points with developmental education students and 10 percentage points with students of color. Additional results related to student persistence and completion receive attention in 2R2.

2R2 Table 1: Academic Performance Alert Response Rate

Campus	Date Range	Number Submitted	Number with Response	Percentage
Detroit Lakes	8/22/2016-10/16/2016	112	95	84.82%
	10/17/2016-12/21/2016	73	22	30.14%
	Total:	185	117	63.24%
Fergus Falls	8/22/2016-10/16/2016	96	42	43.75%
	10/17/2016-12/21/2016	41	12	0.29%
	Total:	137	54	39.42%
Moorhead	8/22/2016-10/16/2016	321	321	100%
	10/17/2016-12/21/2016	118	117	99.15%
	Total:	439	438	99.77%
Wadena	8/22/2016-10/16/2016	26	16	61.54%
	10/17/2016-12/21/2016	12	5	41.67%
	Total:	38	21	55.26%
Online Only	8/22/2016-10/16/2016	18	18	100%
	10/17/2016-12/21/2016	12	8	66.67%
	Total:	30	26	86.67%
College Total:		829	656	79.13%

Data Source: Institutional Data

Now in its third year, the Associate of Arts Degree Early Check-In Initiative has resulted in steady increases in the fall-to-spring persistence rate for this student cohort: 65 percent in fiscal year 2015, 69 percent in fiscal year 2016; and 72 percent in fiscal year 2017. The College plans to conduct a fall-to-fall retention rate analysis for this cohort at

2I1 Improvements that have been, or will be implemented in the next one to three years

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

The College plans to make the Ruffalo Noel Levitz College Student Inventory part of the Associate of Arts Degree Early Check-In Initiative in order to accelerate advisor awareness of student confidence concerns and student receptivity to supportive interventions and services. To continue to enhance advising services for students, work groups comprised of faculty and staff will make recommendations on advising models for faculty and staff advisors. The work group recommendations will inform the development of student orientation, employee professional development and reports and resources to strengthen the student experience.

As the Minnesota State system finalizes the purchase of a new customer relationship management system, new tools for generating action on early academic alerts will replace the College’s current system. Due to a strong level of staff expertise in using Oracle Cloud system, the College anticipates a smooth transition to the new system and looks forward to additional opportunities to use analytics in the development of continuous improvement strategies. Employee teams will convene in fiscal year 2018 to recommend process improvements using the new customer relationship management system.

Finally, the College will begin implementing recommendations from the 2017 academic support services identification team to enhance tutoring services. These recommendations include increased tracking and analysis of data regarding levels of student use, satisfaction and success. Participating in the Higher Learning Commission's Persistence and Completion Academy Spring 2017 cohort will further inform and support the College’s continuous improvement efforts in meeting current and prospective student needs.

2.2: RETENTION, PERSISTENCE AND COMPLETION

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

2P2 Processes for collecting, analyzing and distributing data

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

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

Determining Targets for Student Retention, Persistence and Completion

The College's top priority for the past three fiscal years has involved significantly improving student persistence, retention and completion. The College identifies specific goals and targets and shares them routinely and broadly through the website and in weekly email updates from the chief student development officer, monthly campus forums, the College newsletter, inservice days, College publications, Shared Governance Council meetings, enrollment management team meetings, communication and marketing team meetings, academic and student development leadership team meetings, comprehensive program review meetings and more.

The priority of improving student retention, persistence and completion aligns with the College's mission and vision and remains consistent with the strategic priorities of the Minnesota State system. In addition, the College's aggressive efforts to improve collection, analysis and use of data on student persistence, retention and completion align with feedback from the 2013 systems portfolio. These continuous improvement efforts remain a critically important priority for all of the College's students and internal and external

stakeholders, and we plan to continue an intense effort to further improve our results.

Analyzing Information

The College draws upon several data sources for the collection, analysis, use and distribution of data on retention, persistence and completion. Primary data sources include the Integrated Statewide Record System, the Minnesota State system's student data information system and the Minnesota State system's Strategic Framework Performance Measures/Accountability Dashboard. The College's Institutional Research department, in collaboration with a data systems architect staff member in information technology, uses existing and/or develops new custom data queries to collect, analyze and distribute student success data. These measures include course completion rates, percent of students completing the term in good academic standing, fall to spring retention, fall to fall retention, on-time completion rate, 150 percent completion rate, 200 percent completion rate, transfer rates and more. Institutional Research analyzes these success measures along multiple dimensions including full- and part-time status, first-generation, ethnicity, Pell-eligible, instructional delivery mode, campus, gender and preparedness for college-level coursework.

The reports generated by these queries allow the College to collect, analyze and distribute student success data through the lens that is most appropriate to a specific task, topic or institutional priority. All of the institutional queries for retention, persistence and completion can be run on demand, with most able to be filtered by term and year, campus or College, academic program, course, delivery mode and common student characteristics. College employees have access to student success queries through the employee portal, and they also receive assistance from Institutional Research in data collection and analysis for specific projects or initiatives. Employees may also request ad-hoc reports from Institutional Research.

Key Performance Indicators and Assessment Tools

A 2013-2018 Title III Strengthening the Institution Grant supports the College's increased capacity for data collection, analysis and use. One of the four main components of the Title III grant, increasing data-driven decisions, resulted in the establishment of key performance indicators for the institution. Retention, persistence and completion data rank at the top of the list of key performance indicators. Title III grant funds support the College's effort to increase the capacity for data collection, analysis and use through the establishment of an expanded Institutional Research staff and the purchase of a comprehensive data system, TK20.

In the summer of 2016, the College continued expanding

its processes for collecting, analyzing and distributing data on student retention, persistence and completion by forming a Persistence Team. The Persistence Team reviewed the results from an institutional barriers survey administered to staff in July, faculty in August and students in September/October. The survey identified concerns shared by all three groups. In January of 2017, the Higher Learning Commission accepted the College's application for entry into the Higher Learning Commission's Persistence and Completion Academy. Comprised of faculty, staff and administrators, the Persistence Team serves as a nexus for data collection, distribution and analysis toward identifying meaningful and actionable opportunities in accordance with the Persistence and Completion Academy framework.

• **College processes and methodologies for collecting and analyzing data rely upon the use of the Integrated Postsecondary Education Data System, the Minnesota State system's Accountability Dashboard data, and data measures suitable to the student population after vetting by Institutional Research and the Persistence Team.**

Core Components for Criteria for Accreditation

4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

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.*

- **The College has defined, ambitious and appropriate goals for improving student retention, persistence and completion and includes those goals in the College's fiscal year top priorities, goals and strategies planning document.**

2. *The institution collects and analyzes information on student retention, persistence, and completion of its programs.*

- **The College utilizes Institutional Research staff, information technology staff and a Persistence Team to lead the collection and analysis of information on student retention, persistence and completion. Furthermore, the College uses the specific retention, persistence and completion data and metrics of the Minnesota State system, reported through the Minnesota State system's Strategic Framework Performance Measures/Accountability Dashboard.**

4. *The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.*

2R2 Results for student retention, persistence and completion

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

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

2R2 Table 1 demonstrates the College's results with performance targets for improving student success. The use of data in a more strategic and integrated fashion supports decisions to implement intervention strategies that have the greatest potential for strengthening student success measures.

2R2 Table 2 shows the enhanced college-wide enrollment report, which is disseminated weekly to the College's enrollment management team and Shared Governance Council. The report includes data on persisting and returning students and serves to underscore the College's emphasis on both recruitment and retention.

2R2 Table 3 details student persistence trend data for student populations and reflects the College's attention to using trend data along with data specific to student characteristics in the analysis of institutional performance.

2R2 Table 3: Performance Target Results for Student Success	
Goal	Result
Increase the fiscal year 2017 fall-to-spring student retention rate by three percentage points from fiscal year 2016.	The fall 2016-to-spring 2017 retention rate for all first-time-in-college students increased by four percentage points from the previous year. The rate for students of color increased by 10 percentage points.
Increase first-term completion in good academic standing of first-time-in-college students by three percentage points from fiscal year 2016 rates.	The percentage of students completing fall 2017 in good academic standing improved by six percentage points over fall 2016.
Aggressively promote the Power of You scholarship program and the Minnesota Occupational Grant pilot program to increase participant student persistence and access to an affordable education	2,270 students attended the College tuition-free in fiscal year 2017 (51 percent have aid combinations to assist in covering these costs). Power of You program students persisting to spring 2017: 100 percent. Minnesota Occupational Grant program students persisting to spring term: 97.3 percent.

Data Source: Institutional Data

2I2 Improvements that have been, or will be implemented in the next one to three years

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

During the next one to three years, the College plans to continue its commitment to the existing initiatives that are contributing to increases in student retention, persistence and completion. Furthermore, supporting the efforts of the Persistence Team’s completion of the Higher Learning Commission’s Persistence and Completion Academy will continue to strengthen the College’s performance in the area of data collection, analysis and use. Finally, the College seeks to create additional professional development opportunities to increase employee awareness of the College’s key performance indicators and the Minnesota State system’s Strategic Framework Performance Measures/Accountability Dashboard.

Core Components for Criteria for Accreditation

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

- The College’s strategies to improve student retention, completion and persistence remain those warranted by the data.
- The College sets and publishes specific improvement goals in its fiscal year priorities planning documents.

2.3: KEY STAKEHOLDER NEED

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

2P3 Processes for serving the needs of key external stakeholder groups

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

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

General Advisory Council

The College pays significant attention to determining, understanding and meeting the needs of key stakeholder groups. The College’s establishment of a General Advisory Council serves to help identify and respond to key stakeholder needs. The General Advisory Council includes 29 representatives from business and industry, community agencies, and

2R2 Table 2: Example College-Wide Enrollment Report

Minnesota State Community and Technical College Enrollment Report						
Report Date: April 10, 2017						
	Current FTE			Current Unduplicated Headcount		
	Fall 2017	Fall 2016	Fall 2015	Fall 2017	Fall 2016	Fall 2015
New Entering	171.53	191.67	130.33	177	187	133
Persisting	923.73	882.00	865.33	1,263	1,165	1,181
Returning	39.2	37.13	26.07	54	52	40
Non Degree Seeking	20.40	13.73	16.47	67	52	56
PSEO	42.80	21.47	21.60	70	24	22
Total	1,197.67	1,146.00	1,059.80	1,631	1,480	1,432

*Data Source: Institutional Custom Query***2R2 Table 3: Persistence for Full Time and Part Time Degree-Seeking Students**

Fall to Fall Persistence: FT and PT Degree-Seeking					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
All M State	45%	45%	48%	49%	N/A
Male	45%	47%	52%	53%	N/A
Developmental Education	42%	40%	47%	44%	N/A
Post-Traditional	40%	40%	43%	46%	N/A
Low Income	47%	41%	47%	51%	N/A
First Generational	49%	41%	45%	45%	N/A
Students of Color	37%	32%	46%	41%	N/A
High Achieving	47%	55%	47%	72%	N/A
PSEO	50%	52%	59%	55%	N/A
Fall to Spring Persistence: FT and PT Degree-Seeking					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
All M State	71%	72%	72%	70%	74%
Male	72%	75%	75%	74%	78%
Developmental Education	74%	73%	75%	70%	74%
Post-Traditional	60%	62%	64%	65%	71%
Low Income	75%	71%	73%	74%	75%
First Generational	74%	70%	71%	71%	70%
Students of Color	70%	69%	69%	64%	74%
High Achieving	74%	70%	76%	88%	79%
PSEO	86%	85%	93%	77%	80%

Data Source: Institutional Data

secondary and postsecondary education (see **2P3 Table 1**). Each campus community has representation on the General Advisory Council. The Council also seeks representation from the Student Government Association on each campus.

The General Advisory Council advises the president of the College on budget, strategic planning, policy development, facility issues and marketing and public relations issues. In addition, the council offers input about the College’s performance in meeting the needs of students and stakeholders. The published Advisory Council Guidelines outline the processes of the council and undergo annual review. The General Advisory Council meets two to four times annually, or more as needed. In order to respect the many demands on the time of each council member, the council meets electronically using Cisco telepresence rooms in Fergus Falls and Moorhead and updated ITV rooms on the Detroit Lakes and Wadena campuses.

Program Advisory Committees

The College values the work of program advisory committees to ensure high-quality and relevant educational programs for students. Each College program must establish and meet bi-annually with a program advisory committee. Program advisory committees follow the guidelines and processes outlined in the Minnesota State system’s program advisory committee handbook. The College identifies program advisory committee members for their expertise in their respective career fields. Program advisory committee members serve without compensation and review program content, instructional strategies and student success data to help ensure that program content, instruction, equipment and facilities remain up-to-date and aligned with business and industry standards. Moreover, program advisory committees serve an invaluable role in helping programs to identify continuous improvement strategies. The College incorporates continuous improvement feedback from program advisory committees in several key processes, including the curriculum development process and the comprehensive program review process.

2P3 Table 1: President's General Advisory Council Membership - All Campuses - Student Government Representation	
Community	Organization
Detroit Lakes	<ul style="list-style-type: none"> • Detroit Lakes Public Schools • Ecumen • Essentia Health • Rural Minnesota Concentrated Employment Program • MBE Enterprises
Fergus Falls	<ul style="list-style-type: none"> • Winding Road Communications • Fergus Falls Convention and Visitors Bureau • Pioneer Care • Thrivent Financial • Mayor, City of Fergus Falls • Fergus Falls Public Schools • Minnesota Legislature, House • Lake Region Healthcare • Lakes Country Service Cooperative • Agricultural Utilization Research Institute
Moorhead	<ul style="list-style-type: none"> • Minnesota State University Moorhead • American Crystal Sugar • Titan Machinery • Minnesota Legislature, Senate • West Fargo Public Schools • State Representative, House • Microsoft • Greater Fargo Moorhead Economic Development Commission • TRANE
Wadena	<ul style="list-style-type: none"> • Wadena Deer Creek Public Schools • National Joint Powers Alliance • Wadena Deer Creek School Board • Agricultural Utilization Research Institute • City of Wadena, Economic Development

Data Source: Institutional Data

Other Key Stakeholders

The College actively builds and maintains strong connections with its key stakeholders through ongoing communications and outreach efforts. **2P3 Table 2** includes key stakeholders and stakeholder groups and organizations. College employees work collaboratively with these key stakeholders to develop and grow partnerships that provide students and community stakeholders with improved access to high-quality education programs and supportive services that aid community vitality and growth, as noted in **2P3 Table 3**. College administrators, faculty and staff also serve on various community groups, councils and boards to listen to stakeholder input and to contribute to stakeholder needs. College facilities also help to meet stakeholder needs by serving as well-maintained, comfortable and user-friendly locations for community events, employer training sessions, community agency meetings and local and regional conferences.

2P3 Table 2: Key Stakeholders, Groups and Organizations
<ul style="list-style-type: none"> • Alumni and parents • Business and industry representatives • Childcare providers • Community health centers • Economic and workforce development agencies and commissions • Foundation boards • Funding agencies • General Advisory Council and Program Advisory Committees • Law enforcement agencies • Local food aid organizations • Local governments • Mental health centers • Minnesota State system colleges and universities • Secondary and postsecondary institutions • Social services agencies and organizations • State legislators • Veterans' organizations • Workforce Development Solutions clients • Youth boards and councils

Data Source: Institutional Data

2P3 Table 3: Services to Support Student Success and Community Vitality

- Basic education and literacy
- Chemical dependency prevention and treatment
- Childcare
- Crime victim advocacy
- Employment
- Food assistance
- Health insurance
- Health services
- Housing/shelter
- Legal services
- Mental health resources
- Rent assistance
- Retraining and job search assistance
- Safety and security
- Scholarships and grants
- Support for New Americans
- Transportation
- Veteran benefits

Data Source: Institutional Data

2R3 Results to determine if key stakeholder needs are being met

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

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

Results in **2R3 Table 1** show a high level of interest from external stakeholders in using College facilities for their meeting, events and conference needs. The College strives to provide external stakeholders with comfortable, user-friendly spaces in which to conduct their work.

2R3 Table 1: Number of Meetings, Events and Conferences Scheduled by External Stakeholders

Year	Number of External Reservations
2014	224
2015	192
2016	210
2017 (to date)	228
Total	854

Data Source: Institutional Data

2I3 Improvements that have been, or will be implemented in the next one to three years

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

The College's efforts to strengthen relationships with external stakeholders have been fruitful in bringing additional programs, services and opportunities to students and community stakeholders. In order to continue to be responsive to key external stakeholders, the College sees an opportunity to more formally assess how we are doing in meeting stakeholder needs by conducting advisory committee and community partner surveys on an annual basis.

The College plans to conduct an advisory committee satisfaction survey to assess satisfaction not only with our partnership efforts but also with the quality of the graduates they hire. Conducting a community partner survey to assess stakeholder satisfaction would lead to the College's ability to use data to inform our continuous improvement strategies with respect to understanding and meeting the dynamic needs of key stakeholder groups.

2.4: COMPLAINT PROCESS

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

2P4 Processes for collecting, analyzing and responding to complaints

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

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

Collecting Complaint Information and Communicating Actions

The College listens to and values student concerns, ideas and perspectives and strives to proactively address student questions and concerns before they rise to a complaint level. The College follows established policies and processes to gather and respond to complaints from students and stakeholders. The College follows the Student Complaints and Grievances Policy and Procedure to collect and address student complaints and grievances. Step 1 of the Student Complaint and Grievance process includes an informal resolution step that seeks to resolve a student's complaint informally through discussion with the appropriate employee and or/administrator. If informal resolution of the student concern cannot be reached, students then use Step 2 of the process to submit a written complaint. The College registrar reviews the student's written complaint and assigns it to the appropriate supervisor for review and action. The College provides a student with a written decision regarding the complaint within 10 business days of receipt of the written complaint. The complaint and grievance process also includes an appeal step, should the student have concerns about the College's decision on the complaint. As part of the process of submitting a complaint, the College assures students that no retribution of any kind shall be taken against them for participating or refusing to participate in any appeal, complaint or grievance.

The College adopts and uses the Minnesota State system policies and procedures, the Nondiscrimination in Employment and Education Policy and Procedure and the Sexual Violence Policy and Process to govern the processes for complaints related to discrimination and harassment or sexual violence. The Minnesota State system and the College assure complainants that no retribution of any kind shall be taken against students for participating or refusing to participate in any complaints related to discrimination and harassment and/or sexual violence. Investigations of these types of complaints follow an extensive and thorough multi-step process. The administrators assigned to handling nondiscrimination or sexual violence complaints must complete a formal training experience through the Minnesota State system office. In addition to following the aforementioned policies and processes, the College's compliance with and attention to the Jeanne Clery Act supports our efforts to create a safe and secure environment for students and stakeholders.

Specific policies and processes, including the Jeanne Clery Act, guide the development of the college's Annual Security and Fire Safety Report. The college established a Clery Compliance Work Group in the late spring of 2017 that will begin meeting in the summer of 2017 to guide and support the college in continuing to meet all compliance requirements of the Clery Act. In addition to meeting the federal compliance elements of the Clery Act, the college must also report statistics related to international student travel and crimes of sexual misconduct to the Minnesota Office of Higher Education to remain in compliance with state legislation.

Determining Prevention Approaches

The College's involvement with prevention programming illustrates our commitment to preventing student concerns, complaints and other serious issues that can impact student success. The Community Primary Prevention Partnerships Grant focuses on a partnership with Someplace Safe, a crime victim advocacy agency, to increase sexual assault prevention, intervention and awareness activities. The first phase of this grant involves the Fergus Falls campus, although students and employees from other campuses have the opportunity to participate in grant-sponsored professional development. The Substance Abuse Mental Health Service Administration Strategic Prevention Framework Partnership for Success Grant focuses on preventing underage drinking and drug use through the implementation of meaningful, dedicated and research-based prevention strategies.

In concert with a prevention philosophy, the College's Support Center seeks to proactively address students' questions in a timely and effective manner, so students can obtain prompt and effective service. The Support Center is

a fully staffed, one-stop shop service center for students and stakeholders. Five staff members answer incoming calls, emails and chats from the hours of 8am to 7pm Monday through Thursday and 8am to 5pm on Friday. Support Center employees aptly handle questions, inquiries and concerns, all called "incidents," regarding any program or service provided by the College. Financial aid, admission, advising, counseling, housing and information technology questions are the most common incidents. Support Center employees follow a specific intake and resolution process for all incidents as seen in **2P4 Figure 1**.

It is also a vital part of the College's process to use discussions and conversations during regular meetings with each of the campus Student Government Associations, the College's General Advisory Council, program advisory committees and College foundation board members to solicit stakeholder feedback about our programs and services. These discussions serve as formative assessments and help the College identify and address questions and concerns in a proactive way.

2R4 Results for student and key stakeholder complaints

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

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

Since 2014, the College has had five formal complaints filed under the Complaints and Grievances Policy. By October 1 of each year, the College publishes an Annual Security and Fire Safety Report as required by the Campus Security Act of 1990. In addition to the report on the website, students and members of the public may obtain a printed copy from any of the campuses. The Annual Security and Fire Safety Report contains information regarding any documented activity on campus or off campus, if such activity takes place during an event sponsored by an organization recognized by the College.

The College's efforts to address all student questions and concerns as they arise help us in achieving our goal

of effectively meeting student needs before they reach the complaint stage. While it is difficult to show that this prevention philosophy results in a reduced number of complaints, the College strives to resolve 80 percent of all questions and concerns through the College’s Support Center, described in 2P4. **2R4 Table 1** shows the number of student and stakeholder incidents resolved through the Support Center via phone, email, chat or referral to another employee. The College uses Oracle Service Log to document all incidents, giving the College additional analytics to use for continuous improvement purposes.

gators or decision makers, as defined by Minnesota State system policy, must complete specialized training in order to fulfill those responsibilities. Due to the small number of these types of complaints, specific data is not included in 2R4 as it may lead to the identification of a complainant and/or respondent.

Year	Number of Incidents
2014	25,027
2015	53,789
2016	55,170
2017	13,120 (to date)

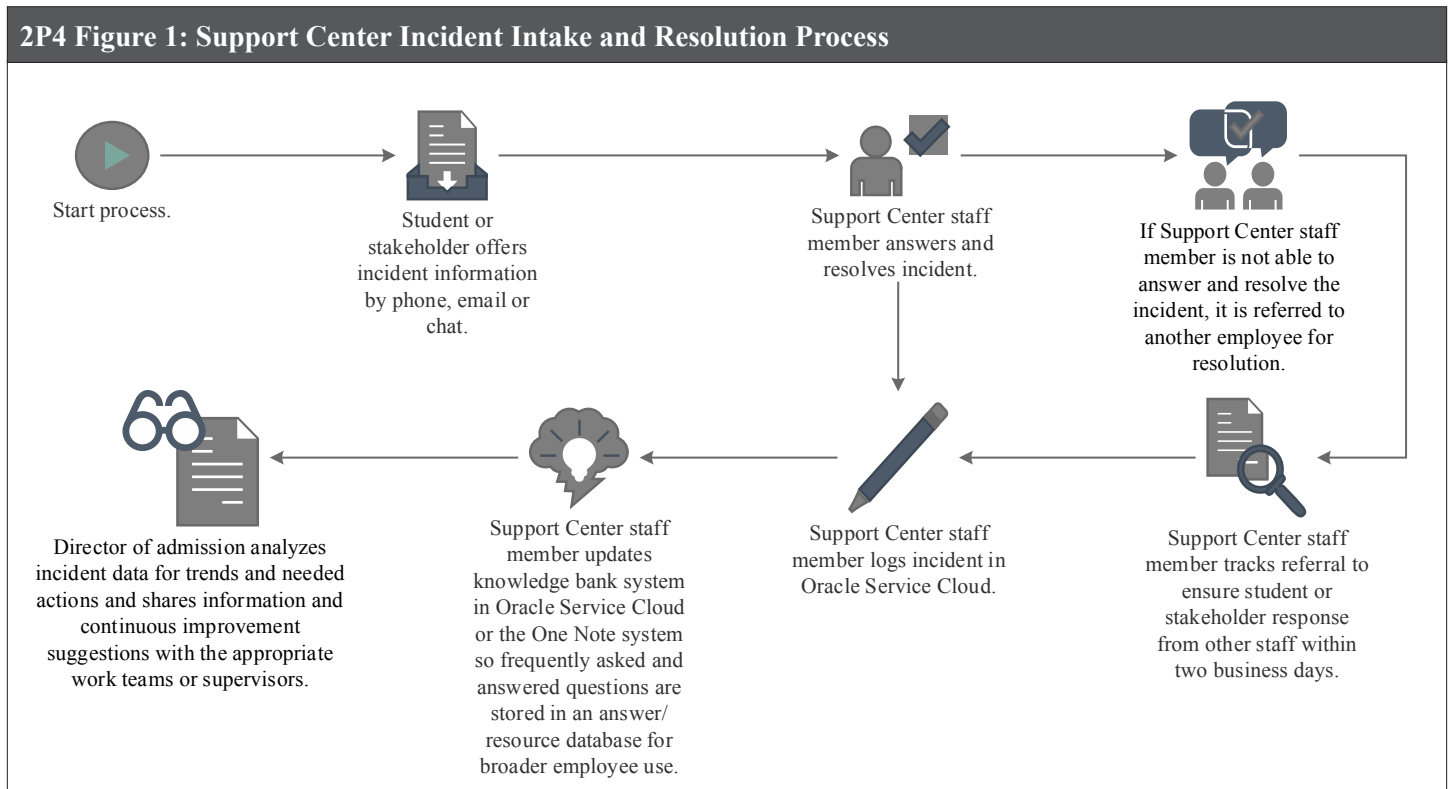
Data Source: Institutional Data

The College administration has awareness of and reviews data related to discrimination and harassment and sexual violence complaints. The Minnesota State system follows specific policies and procedures related to those types of complaints. Administrators assigned as complaint investi-

2I4 Improvements that have been, or will be implemented in the next one to three years

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

The current process of tracking complaints through the Complaints and Grievances Policy involves manual tracking by multiple employees who serve as complaint decision makers. As such, data must be collected manually from multiple offices. The College could enhance services to students and stakeholders by conducting more regular, formal reviews of student complaint data through the creation of a more seamless, automated process. An improved process would involve the use of Oracle Service Cloud or another similar tool for data collection, analysis and use. Designated members of the academic and student development leadership team have defined initial steps to work on an improved process as a needed continuous improvement project to be completed by fall 2017.



2.5: BUILDING COLLABORATIONS AND PARTNERSHIPS

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

2P5 Processes for managing collaborations and partnerships to further the mission

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

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

Collaborations and Partnerships

The College demonstrates a solid history of managing collaborations and partnerships with other educational institutions, civic organizations and businesses to further the mission of the institution. The College's robust partnerships include collaborations with K12 schools, transfer institutions, workforce development division clients, alumni and foundation efforts and community agencies. Through these collaborative partnerships, the College serves over 1,700 students through its accredited Concurrent Enrollment Program and 5,400 students through its Workforce Development Solutions division. In addition, the College offers students numerous articulation agreement opportunities to advance student transfer to colleges and universities throughout the country. Grant and community partnerships also strengthen the College's capacity to meet a wide array of stakeholder needs. The College's strong alumni and foundation efforts support students with scholarships and offer private donors opportunities to contribute to College facilities, programs and services that will benefit students and fulfill a donors' philanthropic interests.

The College uses several processes to develop, sustain and enhance the collaborative partnerships that help to further the mission of the institution. The College encourages employees to recommend partnership ideas to the appropriate supervisor or work group. The College reviews potential partnership opportunities and prioritizes those partnerships

that align with the published priorities of the College and the priorities of the Minnesota State system. In addition, the College evaluates partnership ideas and proposals to ensure that the College has sufficient programming, services or resources to support a partnership that will add the most value for all stakeholders. The College encourages employees to engage in open dialogue with potential partners and to advance collaboration possibilities to the appropriate supervisor for consideration.

The College places a high value on building trust and open communication with all external partners through ongoing dialogue and both formal and informal partnership evaluation. The development and improvement of collaborative partnerships remains as one of the College's top fiscal year 2017 priorities, and we anticipate this will continue into our next phase of strategic planning. Due to the trend of declining funds in higher education and the dynamic and changing nature of student, workforce and community needs, the College views the creation and continuance of strategic collaborations as an opportunity to sustain high-quality programs and services, in addition to being a business necessity. It has been the experience of the College that when we effectively involve education, business and community partners in a truly collaborative process of program and service development and delivery, we efficiently and effectively further the mission of the College.

Articulation Partnerships

The College maintains a number of articulations with four-year colleges and universities within and outside of the Minnesota State system. Such agreements ensure that students completing specified coursework or degree programs at the College seamlessly transfer into designated programs at partner universities or colleges per the terms of an articulation agreement. These collaborative agreements facilitate ease of transfer for graduates and allow our students to have confidence that their degree will satisfy a substantive portion of the completion requirements at the four-year college or university they plan to attend. Articulating partners include Bemidji State University, the College of Saint Scholastica, Mayville State University, Metropolitan State University, Minnesota State University Moorhead, North Dakota State University, Southwest Minnesota State University, University of Mary, University of North Dakota and Valley City State University. All articulation agreements undergo review by college faculty, academic deans and the chief academic officer as per the terms of each agreement. The College also values its unique partnership in the Tri-College University. The Tri-College University represents an official partnership among five institutions including the College, Concordia College, Minnesota State University Moorhead, North Dakota State University and the North Dakota State College

of Science. Through Tri-College University, students may take classes and access selected events at one of these partner universities through a course exchange program and without completing additional admission processes. The College reviews the Tri-College partnership agreement annually and attends monthly Tri-College leadership meetings to dialogue with program partners and to assess the effectiveness of the partnership.

Alumni and Foundation Efforts

Alumni and foundation efforts provide students with \$207,000 in scholarships on average each year. In addition, private giving for specific projects enhances the quality of the educational experience for students. For example, in 2016 a significant investment of state bonding funds and private donations supported an expanded Transportation Center, with the building of two new diesel labs and a technology-enhanced classroom for the Automotive Service Technology and Diesel Equipment Technology programs. The refurbished labs allowed for the expansion of both programs and offer state-of-the-art equipment and technology for students. Additionally, in 2014 and 2015 the Otto Bremer Foundation helped further the mission of the College through the Finish Line grant program that provided additional academic advising, coaching, scholarships and tutoring support for first-generation college students. Alumni and foundation efforts also support many special events designed to recognize student scholarship recipients, foundation board members and donors including the Bigwood Lecture, the Culinary Arts Gala and Holes for Poles fish fry. The College continues to work toward strengthening its financial sustainability through increasing alumni and foundation efforts, which is one of its top 2017 fiscal year priorities. Restructuring the scholarship program and unifying the College foundations aligns with this strategic priority.

Business and Industry Sponsorships and Placement Support

The College supports its partnerships with employers by assisting with the promotion of business and industry sponsorships. Business and industry sponsorships involve an agreement between the business and the student, whereby the business offers tuition assistance, uniforms and/or tuition reimbursement to students who are employed by the sponsor. Specific business and industry sponsors include RDO Truck Centers, Ecumen Care Center, Grants Mechanical, Laney's Inc., Midwest Refrigeration Inc., Precision Inc., Red River Refrigeration and Titan Machinery.

The College's Career Services director oversees the Career Net service, an interactive information system employers can access as a one-stop center to reach students and alumni from all four campuses. Employers use the Career Net site to post jobs and internships, search resumes and learn about

opportunities to connect with students. The Career Services Center actively recruits employers for career fairs, mock interviews and on-campus interviews.

Concurrent Enrollment Program

The Concurrent Enrollment Program enjoys a long history of building collaborations and partnerships with school districts in rural west central Minnesota. Founded in 1985 on the Fergus Falls campus, the program has evolved to serve 35 school districts and over 1,700 students. The program offers courses that span several academic disciplines and includes career and technical course options. These courses, taught in the high school by approved high school instructors, provide eligible high school students with a college experience that engages them and encourages them to persist in taking rigorous coursework throughout their high school and college years. The College works closely with partner high schools to provide a high level of service in the areas of faculty mentoring, concurrent enrollment instructor professional development, student admission, advising, registration and transcript processing, career services outreach and summer camps.

Other significant collaborations with K12 include the Bridges Academy and Workplace Connections Career Exploration Day, an annual event where over 2,000 high school students attend to learn about college programs and related careers. College faculty members offer engaging activities and information about degree and career possibilities. The Bridges Academy and Workplace Connections awarded mini grants to M State's programs in: Surgical Technology, Radiological Technology, Marine Engine Technology and Architectural Drafting and Design. These grants enabled faculty to facilitate day-long workshops where students were exposed to hands-on, engaging activities and sessions designed to get participants better informed and excited about their postsecondary and career options. Technology Mobile is a regional collaboration between the College, National Joint Powers Alliance and Central Lakes College. Technology Mobile is a grant-funded program which delivers exciting and innovative technologies to area students in grades K-12. Students engage in hands-on, experiential learning and exploration. These technologies spark interest in students to begin learning about college programs and careers options. The College hosts a series of summer camps with an array of themes. During the summer of 2017, the College will run four summer in the Culinary Arts, Health Science and Health Care, Construction Trades and Science, Technology, Engineering and Math. The College is also part of Minnesota's Region 4 Perkins Consortium. This consortium involves a strong partnership between the College and Lakes Country Service Cooperative, a secondary service cooperative. The two entities have a long history of effective collabora-

ration, ensuring the presence of strong career and technical education opportunities in both secondary and postsecondary institutions.

Grant and Community Partnerships

Other significant collaboration efforts include partnerships with the Adult Basic Education programs in all four communities, secondary service cooperatives in the region, the Rural Minnesota Concentrated Employment Program, regional economic development commissions, numerous grant partners and community non-profits. Specifically, the College currently partners with several institutions and community agencies through the significant grant projects described in **2P5 Table 1**.

Workforce Development Solutions

The College’s Workforce Development Solutions division, formerly known as Customized Training Services, supports Minnesota and North Dakota businesses and industries by helping them expand, increase efficiencies and develop highly skilled employees. The Workforce Development Solutions team, under the leadership of the executive director of Workforce Development Solutions, delivers skills and technology training for individuals and organizations in each of the College’s four communities and throughout west central Minnesota and eastern North Dakota. The team provides more than 90,000 hours of training annually. The Workforce Development team makes training convenient through the use of on-site, online, campus or blended delivery modes. Through its strong 20-year history of operation, the team’s service extends to more than 500 companies in the region.

Flexibility in program and service delivery remains important to the clients and students of the Workforce Development division, thus both hour-based and credit courses are offered to prepare workers for new responsibilities and advancement opportunities. The College delivers 77 courses/trainings in the categories of business technology, electrical, leadership development, mechanical and technical, safety and compliance, transportation and health services.

The Workforce Development Solutions team follows a six-step process to develop a collaborative partnership with a business or industry client. **2P5 Table 2** shows the process as it is articulated to a potential partner:

The College takes pride in the significant accomplishments of its Workforce Development division. In 2015 the governor of Minnesota awarded the team one of three state Innovation Awards for its approach to delivering welding and safety training through fully equipped mobile training units.

2P5 Table 2: Workforce Development Solutions Process for partnership Development

Step 1: Needs Assessment	Workforce Development Solutions staff conduct a needs assessment and discuss questions similar to the ones below with the potential partner: <ul style="list-style-type: none"> • What are you looking for? • What business goals are you striving to attain? • What results and outcomes are you expecting?
Step 2: Instructor Selection	Workforce Development Solutions staff select an instructor with the background experience and teaching style that fits the organization.
Step 3: Content Customization	Course materials are designed and customized to meet the partner's needs and address industry-specific situations.
Step 4: Delivery	Classes occur where and when the partner wants them.
Step 5: Evaluation	Evaluations are conducted and summaries provided. A follow-up conversation may occur regarding training experience and whether next steps are needed.
Step 6: Certificates of Completion	Certificates of completion are available for all courses. Continuing education units may be awarded if appropriate.

2P5 Table 1: Partnership Grants	
Grant	Description
U.S. Department of Labor, Employment and Training Administration (DOL) Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT)	The TAACCCT grant, called CU Succeed, trains over 400 residents of west central Minnesota for high-demand careers in construction and utilities. The grant provides soft skills training, technical training and hands-on workplace experiences that will lead to the completion of industry certification and college credits/degrees. The CU Succeed project includes a close partnership with several major employers in west central Minnesota.
U.S. Department of Labor, Employment and Training Administration (DOL) Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT)	The TAACT grant, called the Minnesota Advanced Manufacturing Partnership Project, involves a partnership with 11 other Minnesota State system institutions. The grant supports the development of standardized curriculum, educational pathways and career tracks to meet the employment demand in the advanced manufacturing sector, including mechatronics, machining and welding. Students can earn stackable, industry-needed credentials and enter programs through multiple entry points that match their educational goals and skill sets.
Substance Abuse Mental Health Service Administration (SAMHSA) Strategic Prevention Framework Partnership for Success Grant (SPF-PFS)	The Strategic Prevention Framework Partnerships for Success grant focuses on preventing underage drinking and drug use through the implementation of meaningful, dedicated and research-based prevention strategies. A 41-member steering committee comprised of 18 community agencies and grant-funded colleges lead the implementation of grant initiatives.
The Community Primary Prevention Partnerships Grant	This grant focuses on the development and implementation of sexual assault prevention, intervention and awareness activities beginning with the Fergus Falls campus. This grant includes a partnership with Someplace Safe, a crime victim advocacy organization, and two other Minnesota colleges. The grant also provides several college personnel funded access to the Green Dot, etc. program's professional development training. The Green Dot, etc. program focuses on teaching a violence prevention model based on best practice research, data and theory.

2R5 Results to determine the effectiveness of collaborations and partnerships

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

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

2R5 Table 1 shows strong results related to private dollars raised and grant revenue.

2R5 Table 1: Foundation Private Giving and Grant Revenue		
Fiscal Year	Private Giving	Grant Revenue
2014	\$612,000	\$1,348,000
2015	\$1,231,000	\$2,226,000
2016	\$1,283,000	\$3,011,000

Data Source: Minnesota State System Accountability Dashboard, May 4, 2017

The results in **2R5 Table 2** and **Table 3** shows high levels of client and student satisfaction with Workforce Development training programs and courses.

2R5 Table 2: Workforce Development Solutions Client (Employer) Satisfaction Summary		
Fiscal Year	Course Favorable Response	Course Unfavorable Response
2014	137	0
2015	267	1
2016	218	0
2017 (as of May 8, 2017)	94	1

Data Source: Minnesota State System Reporting and Data Services - Customized Training Reports

2R5 Table 3: Workforce Development Solutions Student Satisfaction Summary

Fiscal Year	Term	Survey Responses	Favorable Responses	Satisfaction Percentage
2014	Fall	2,249	2,235	99%
	Spring	3,874	3,844	99%
2015	Fall	2,857	2,839	99%
	Spring	4,369	4,339	99%
2016	Fall	2,796	2,779	99%
	Spring	3,530	3,489	99%

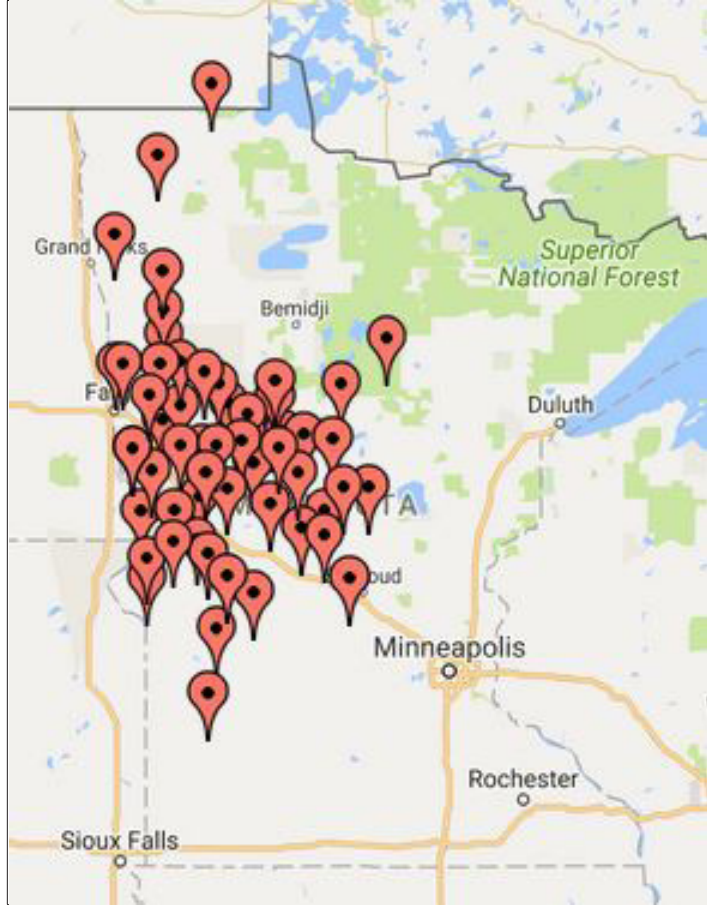
Data Source: Minnesota State System Reporting and Data Services

2R5 Table 4 and **Table 5** shows a strong history of growth and stability in the area of K12 collaboration and partnerships.

2R5 Table 4: Concurrent Enrollment Program Dual Credit Unduplicated Headcount	
Academic Year	Unduplicated Headcount
2014-2015	1,595
2015-2016	1,728
2016-2017	1,724

Data Source: Institutional Data

2R5 Table 5: K12 Partnership Map - Includes Concurrent Enrollment Program, eCampus in the High School, Technology Mobile and Perkins Grant Consortium Members



Data Source: Institutional Data

2I5 Improvements that have been, or will be implemented in the next one to three years

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

As referenced in 2P5, the College plans to improve its alumni and foundation efforts through a restructuring of the scholarship program and the unification of the College foundations.

While the College conducts extensive surveys for its Concurrent Enrollment Program, we have identified an area of improvement involving the implementation of surveys to assess student and high school partner satisfaction levels with other forms of K12 collaboration programming, including advising, career and college planning services and summer camps.

2R5 Table 6 indicates positive results relative to students' successful transfer of the College's credits to receiving institutions. The percentage for 2014 was an anomaly due to a coding error.

2R5 Table 6: Students' Successful Transfer of Credits to Receiving Institutions	
Fiscal Year	Percent
2014	49.7%
2015	91.6%
2016	94.8%

Data Source: Minnesota State System Accountability Dashboard, May 4, 2017

CATEGORY 3: VALUING EMPLOYEES

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

MATURITY STAGE: ALIGNED



- *Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)*
- *Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)*
- *Ensuring the acquisition of sufficient numbers of staff to provide student support services*
- *Tracking outcomes/measures utilizing appropriate tools*

CATEGORY 3: OVERVIEW

The College places its position in Valuing Employees as aligned in two of the subcategories and systematic in one subcategory. The College follows well-defined and aligned processes to foster effective hiring, development and evaluation of faculty, staff and administrators. The College uses well-defined and articulated **Hiring** processes to attract and retain a talented and diverse workforce and positions hiring as *aligned*. Hiring processes comply with the policies of the Minnesota State system and provisions of the appropriate collective bargaining agreements. **Evaluation and Recognition** processes are *aligned*. An AQIP Action Project on employee recognition helps the College in implementing several continuous improvement strategies in the evaluation and recognition subcategory. The College puts forth significant investments in the **Professional Development** of employees through its allocation of resources and the use of specific processes and programs. The College views this subcategory as *systematic* at this time.

3.1: HIRING

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1 Processes for hiring faculty, staff and administrators

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

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

Employee Qualifications

The College uses a number of hiring processes and follows specific policies to ensure employees possess the required qualifications and skills to effectively perform their responsibilities. These processes align with the appropriate collective bargaining agreement requirements, the State of Minnesota and Minnesota State system Human Resources Division policies. **3P1 Table 1** illustrates the College's employee groups, their corresponding collective bargaining units and the required credentials that govern the hiring process for each bargaining unit.

With respect to the hiring of faculty, the College uses the minimum credentials denoted by the Minnesota State system College Faculty Credentialing Policy. These required credentials align with the Assumed Practices regarding Faculty Roles and Qualifications from the Higher Learning Commission. For concurrent enrollment instructors, the College falls under the Minnesota State system's deadline extension application approval from the Higher Learning Commission. The Higher Learning Commission's granting of a deadline extension to 2022 allows time for the College to bring all concurrent enrollment instructors into full compliance with the required faculty credentials. The College's process of monitoring concurrent enrollment instructor credentials currently includes first conducting an annual formal review of each concurrent enrollment instructor's file to determine whether he or she meets required faculty credentials. Next, all concurrent enrollment instructors follow a professional development plan to ensure they will earn the appropriate number of graduate credits by 2022. As explained in 1.P.4 Academic Quality, the College actively supports concurrent instructors in the completion of their professional development goals. The College plans to gather an updated inventory of concurrent enrollment instructors' graduate-level work in the fall of 2017 during Concurrent Enrollment Day, an annual professional development event where concurrent enrollment instructors and faculty mentors gather at the College to discuss and share teaching best practices and discipline-specific topics.

3P1 Table 1 Employee Classifications, Collective Bargaining Units and Required Credentials		
Employee Group	Bargaining Unit	Requirements
Faculty	Minnesota State College Faculty (MSCF)	The Minnesota State system College Faculty Credentialing Policy determines the minimum credentials required for faculty positions. These required credentials align with the Assumed Practices regarding Faculty Roles and Qualifications from the Higher Learning Commission. The Minnesota State system’s College Faculty Credentialing Unit determines the required qualifications for faculty positions in consultation with faculty, administrators, advisory committees, industry experts and other external stakeholders, such as programmatic accreditors. Each faculty vacancy posting describes the required and preferred credentials and/or experience.
Staff	American Federation of State, County and Municipal Employees (AFSCME), Minnesota Association of Professional Employees (MAPE), Middle Management Association (MMA), Unrepresented: Commissioner’s Plan	Each position description describes the required and preferred credentials and/or experience. Supervisors and employees with a working knowledge of the position provide input on the required and preferred credentials and/or experience for staff positions. The Minnesota State system’s staffing division reviews, determines appropriate classification and approves new position descriptions for staff members, unless the College has delegated authority to do so.
Administrators	Not Applicable	The hiring supervisor determines the required and preferred credentials and experience for at-will administrator positions. The position descriptions contain this information. Required and preferred credentials and/or experience vary according to the job responsibilities and expectations of each position. Input may be sought from other supervisors, employees and external stakeholders. In addition, supervisors may incorporate information from best practices research. The Minnesota State system’s staffing division reviews and approves new position descriptions and salary ranges for administrators.

Hiring New Positions or Position Revisions

Prior to hiring an employee or making significant revisions to an existing employee’s position responsibilities, all supervisors must complete a request to fill, create or revise a position form. This process requires the supervisor and the appropriate administrator to describe the specific need the request is designed to fulfill and the estimated cost and funding source for the request. The request then undergoes an initial review by the chief human resources officer and the chief financial officer. The chief human resource officer reviews compliance with various collective bargaining agreements and human resources policies. The chief financial officer reviews for any unanticipated financial implications. Next, after review by the chief human resources officer and the chief financial officer, the request moves to the President’s Cabinet. The President’s Cabinet reviews and makes decisions on all proposed new position additions or position revisions. Prior to implementing this process, requests to hire or revise positions could move

forward without broader awareness and support of the entire President’s Cabinet. This led to a lack of coordination in hiring. The current process supports a more aligned approach to hiring, where all stakeholders play a role in determining the hiring decisions that will best help to fulfill the College’s mission and strategic priorities.

After a supervisor gains approval to hire or revise a position, the human resources department leads the supervisor through the process of updating or creating the position description and preparing the vacancy announcements for the recruitment process. In some instances, collective bargaining provisions come into play and an internal bidding process determines how a position is filled. In the absence of a contractually determined bidding process and to aid in attracting a diverse pool of applicants, the College uses a variety of recruitment channels including but not limited to the College website, the Minnesota State system website, the Minnesota Management and Budget website, other

electronic and key regional print media sites, advertisements in publications such as the Chronicle of Higher Education, the higheredjobs.com website, technical journals and industry or discipline-specific publications and sources. The College attempts to cast a very wide net during the recruitment process to encourage a diverse candidate pool and considers a list of 57 potential advertising outlets for advertising vacancies. The College uses the Affirmative Action Plan to inform hiring practices and processes in order to make progress with our strategic priority to increase and retain diversity in employees.

Hiring Process

The hiring process then continues with the formation of a search committee comprised of faculty, staff and administrative representation. There are occasions when subject matter experts are also asked to serve on a committee. The number of people per bargaining unit on the search committee varies depending on the position. In fall 2016, the College began using a new and comprehensive online search committee training from the Minnesota State system to better educate employees on the search process. The training remains mandatory for any employee who serves on his or her first search committee. The training remains optional for employees with search committee experience. The training covers key search committee topics including confidentiality rules and laws, identifying biases and the role of the search committee vis-a-vis the hiring decision makers. In addition, each module contains links to various case studies and videos relevant to the course content. The human resources department provides guidance for the search committee during a mandatory search committee orientation meeting in which committee members review important search process topics and guidelines, including but not limited to Equal Opportunity in Employment and Affirmative Action, data privacy laws, best practice protocols, search committee time lines and other relevant topics. Search committee members use online statewide systems called NeoGov to review unclassified position candidate files and Recruiting Solutions for classified position files. Search committees develop interview questions and any other processes that may be utilized during the interview process, such as teaching demonstrations for faculty vacancies. The search committees strive to provide candidates with a professional, courteous and equitable hiring process. Finally, after completing candidate reviews and on-site candidate interviews, the search committee provides a recommendation to the administrator responsible for making the hiring decision. The hiring administrator then makes the final hiring decision, utilizing input from the search committee and from thorough reference checks of finalists for the positions.

Sufficient Staffing

The College annually reviews its faculty and staff complement to ensure that we have sufficient numbers of employees to provide services for our students and stakeholders. As the College has experienced a small downturn in enrollment consistent with national trends and due to an increased emphasis on improving our financial indicators, the College has not been in a growth mode for hiring. As part of the process of reviewing staffing levels, the College analyzes staffing ratio data from the Minnesota State system office, including staffing ratio data and data showing the percentage of unlimited faculty from the faculty as a whole. The College relies on unlimited faculty hires rather than adjunct hires to provide the majority of the instruction that occurs, regardless of delivery mode. Specifically, 68 percent of the College's faculty fall into an unlimited faculty (non-adjunct) category. In addition to reviewing staffing ratios and the unlimited faculty percentage, the College analyzes shifts in student and stakeholder needs when considering staffing decisions. For example, the College now has two full-time social worker positions after analyzing the needs of the students for those services.

New Employee Onboarding

The College's employee orientation and onboarding process includes several components. First, supervisors use a common onboarding checklist with all new employees to help familiarize them with the College's mission, vision and values, important resources, policies and processes and the College's organizational structure. Human resources led the implementation of this checklist in 2015 as a continuous improvement effort to ensure a consistent onboarding experience across all College campuses and departments. Next, supervisors must complete the orientation checklist and return it to human resources to ensure the coverage of all steps in the process for every new employee. The orientation does not replace the individual meetings and conversations supervisors have with new employees as they begin their new role at the College; it is designed to make those conversations more complete and meaningful. Finally, in addition to the onboarding checklist, each campus offers a campus-specific resource checklist for new faculty. The faculty checklist contains campus-specific information, including information about campus personnel and room locations. The College's incorporation of new onboarding tools and resources since the last AQIP systems portfolio aims to provide all new hires with a more thorough and timely introduction to the College community.

Core Components for Criteria for Accreditation

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

1. *The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.*

- **The College employs sufficient numbers of faculty to carry out instructional and non-instructional roles and involves faculty in the oversight of curriculum development, the development of academic credentials and the assessment of student learning.**

2. *All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.*

- **The College uses established hiring processes and adheres to specific policies to hire employees that possess the required qualifications and skills to perform their responsibilities.**
- **Hiring processes align with the appropriate collective bargaining requirements and Minnesota State system human resources policies.**
- **The Academic Affairs and Standards Council, the Assessment of Student Learning Work Group and the process the Minnesota State system uses to develop faculty credential fields guarantees faculty investment in the critical academic components of the College.**

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.*

- **The College regularly examines and uses data regarding employee-to-student ratios and student success trends to ensure the institution has the faculty and staff needed for effective, high-quality programs and student services.**
- **The College relies upon unlimited faculty to provide the majority of the instruction, with an average faculty to student ration of 17:1.**

- **The College routinely examines its staffing and organizational structure to ensure the alignment of the structure with the needs of students and stakeholders.**
- **The College has documented processes and provides significant support for employee professional development.**

3R1 Results for determining if recruitment, hiring and orienting practices ensure effective provision

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

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

3R1 Table 1 shows the number of searches for unlimited vacancies since fall 2014. The College remains successful in filling vacancies through the use of established processes.

3R1 Table 1: Searches for Unlimited Vacancies		
Academic Year	Number of Searches	Searches that did not result in a filled position
2013-2014	44	3
2014-2015	38	4
2015-2016	39	2
2016-2017	15	5 (as of 3/23/17)

Data Source: Institutional Data

3R1 Table 2 shows the number and percent of the College’s faculty who currently meet credentialing requirements. One hundred percent of faculty, including adjunct faculty, will meet the faculty qualification requirements by fall 2017.

3R1 Table 2: Faculty Credentialing		
Total Number of Unlimited Faculty	Number of Faculty Who Meet Credentialing Requirements	Percent of Current Faculty Who Meet Credentialing Requirements
153	149	97%

Data Source: Institutional Data

3R1 Table 3 shows staffing ratios for faculty, staff and administrators. These ratios show a sufficient level of staffing to deliver effective, high-quality programs and student services.

3R1 Table 3: Staffing Ratios - Student Full Year Equivalency to Employee Full Time Equivalency Ratio				
	FY 2016	FY 2015	FY 2014	FY 2013
Student Enrollment				
FYE	4,321	4,408	4,535	4,864
Headcount	8,423	8,415	8,315	8,798
Employee Full Time Equivalent				
Faculty	243.44	252.31	259.97	280.35
Staff	171.90	179.84	185.34	187.05
Administrator	17.53	18.05	19.13	20.63
FYE:FTE Ratios				
Faculty	17.75	17.47	17.44	17.35
Staff	25.14	24.51	24.47	26.00
Administrator	246.49	244.28	237.06	235.77

Data Source: Institutional Data

3R1 Table 4 shows an increase in employee diversity at the College. The College continues to work diligently to increase and retain diversity in employees. The College includes this continuous improvement goal in its annual strategic priorities and in the College’s Affirmative Action Plan.

3R1 Table 4: Employees of Color as Percent of All Employees	
Fiscal Year	Percent
2014	3.7%
2015	3.2%
2016	4.2%

Data Source: Minnesota State System Accountability Dashboard, Employee Diversity - Employees of Color Report, May 4, 2017

3I1 Improvements that have been, or will be implemented in the next one to three years

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

The College views succession planning for hard-to-fill positions as a needed continuous improvement, and preliminary steps are underway to research a formal succession planning process. Additionally, the College sees the improved use of internal and external data to better understand our employee base and to be able to predict workforce needs before vacancies occur as a continuous improvement strategy. Finally, the College reaffirms its commitment to continuing the improvement of results regarding increasing and retaining a diverse workforce as a continuous improvement strategy for Valuing Employees: Hiring.

3.2: EVALUATION AND RECOGNITION

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

3P2 Processes that assess and recognize faculty, staff and administrators’ contributions

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

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

Awards and Employee Recognition Opportunities

The College uses well-defined processes for employee evaluation and recognition. An AQIP Action Project to strengthen employee recognition opportunities at the College supported many improvements in this subcategory. The Action Project led to the formation of an Employee Recognition Committee. With leadership from the chief human resources officer, the Employee Recognition Committee met several times during the 2013-2014 academic year to provide recommendations for improving employee recognition. Specifically, the committee recommended the establishment of a formal recognition award opportunity for all employees, the Distinguished Service Award. In addition, the committee recommended the creation of an online recognition tool called the M State Pride Award. The President's Cabinet adopted the recommendations of the Employee Recognition Committee, and these employee recognition programs are now fully incorporated into the culture of the College.

The Distinguished Service Award allows any employee to nominate a colleague or employee team to be recognized for significant achievements during the calendar year. Nominators must describe how the employee or employee team achieved significant accomplishments in one or more of the following areas:

- Exceptional service to students, faculty, staff or external constituents
- Continually going above and beyond the call of duty
- Exceptional performance on a special project or assignment
- Contributions to the improved morale and/or work environment of the division and/or college
- Significant contributions to the college community
- Actions that distinguish the employee outside his or her professional realm
- Contributions in leadership in external community matters or in the employee's field
- Innovation

The Distinguished Service Award process begins when the chief human resources officer issues a College-wide call for nominees each January, with an award nomination due date of March 1. The President's Cabinet then reviews all nominations and selects the award recipients for each employee group. Finally, the College announces the Distinguished Achievement Award recipients during the annual spring employee inservice, which includes an employee recognition ceremony. Each Distinguished Achievement Award recipient receives a special piece of pottery or another creative piece of artwork designed by an art faculty member, along with a

formal certificate of recognition. The College also publishes the Distinguished Award recipients' nominations in a special program used during the recognition ceremony.

The M State Pride Award allows any employee to use an online tool to recognize or say thank you to another employee or group of employees for exemplary work or service. The employee submitting a Pride Award completes an online form located in the employee portal to enter the name of the employee or employees to be recognized, in addition to entering the name/s of the appropriate supervisor. The submitting employee then summarizes the excellent work or service in a text box in the online form and then submits the award. The Pride Award lands in the recipient and supervisor email inboxes. The human resources officer also receives a courtesy email copy of each M State Pride Award. Most Pride Awards contain a three- to four-sentence description, as the goal of the award is to encourage employees to recognize each other in a way that is accessible and feasible during the course of a busy day. **3P2 Figure 1** shows an example of a Pride Award form and content from an actual Pride Award, with employee names removed.

3P2 Figure 1: M State Pride Award Form

M State Pride Award

The M State Pride Award is a way to thank your coworkers for a job well done! If someone goes above and beyond when responding to you, or makes that extra effort to make your day a little easier then send them a thank you! Send them an M State Pride Award!

* Who would you would like to send the award to?

Let someone else know this employee did a great job!

Compliments

My compliments to you all for getting together to meet to discuss best practices for PSEO advising. I understand you have already started working on some of the continuous improvement strategies you determined at the meeting - fantastic work!

[Send](#)

The Minnesota State system Educator of the Year/Outstanding Educator Award for Excellence in Teaching offers the College the opportunity to recommend two faculty candidates for this prestigious, competitive award process open to all institutions in the Minnesota State system. The process begins each fall, when the College issues a call for nominations of faculty for the Outstanding Educator Award for Excellence in Teaching. Students, faculty, staff, administrators and external constituents may submit nominations. Next, the College convenes a committee to review the nominations. The committee reviews nominations and recommends its list of acceptable nominees to the College president. The

president then designates two faculty as the Minnesota State Community and Technical College Outstanding Educators and forwards those names for formal eligibility for the Minnesota State system Educator of the Year Award. Outstanding Educators receive a silver medallion and a plaque. As a required part of the Educator of the Year process, each college's Outstanding Educators submits a professional portfolio, which must include: teaching philosophy; teaching strategies and materials; content expertise; professional growth; service to students, profession, institution and system; standards for assessment of student learning and performance; and a current curriculum vitae or resume. A system-wide review committee comprised of faculty, students, administrators and system office employees appointed by the vice chancellor for academic and student affairs evaluates the portfolios and provides a recommendation to the Board of Trustees for the selection of up to six Educators of the Year. Each Educator of the Year receives a gold medallion and \$5,000. The award process concludes each spring when the Minnesota State system Board of Trustees and system office staff host a special award banquet for all the Outstanding Educators and their special guests, where they announce the Educator of the Year awardees.

The College also offers other opportunities which help to recognize the efforts of employees and promote employee satisfaction, including:

- All employees have access to some level of tuition waivers and discounts through their collective bargaining agreement.
- The College provides education about strategies to preserve and enhancing workplace wellness and encourages participation in selected workplace wellness initiatives.
- College employees regularly participate in in-service days, trainings, seminars and other professional development programs.
- Employees receive discounts to selected plays, concerts and events that fall within allowable state employee discount offers.
- Employees regularly participate in Minnesota State system supported workshops, seminars, courses and other professional development experiences.

Employee Evaluation

The College uses documented and regular evaluation processes for all employees that align with the institution's articulated mission, priorities and customer service standards. Employee evaluation processes must align with the provisions of the various collective bargaining agreements, State of Minnesota and Minnesota State system processes and

procedures. The College follows the employee evaluation policy and the Minnesota State system Employee Evaluation Policy. Due to the differences in collective bargaining agreements of various employee groups, employee evaluation processes differ for faculty, staff and administrators.

Since the submission of the 2013 portfolio, the College has improved employee evaluations for staff and administrators based on feedback and input from employees. The feedback centered on comments about the lengthy forms used in the process that overshadowed meaningful conversation about continuous improvement of performance and employee growth and professional development. During a 2015 supervisor retreat, supervisors shared employee feedback about the annual evaluation process and offered suggestions for improving the process. As a result of these conversations, a team of staff members and administrators convened to create and propose an improved evaluation process. The team developed the new process utilizing resources and advice from the Talent Management department of the Minnesota State system office. The chief human resources officer brought drafts of the new evaluation process to the appropriate staff bargaining units to gather additional feedback, input and support. The new and streamlined staff evaluation process, recently implemented in spring 2017, strives to support more meaningful conversations between the employee and supervisor related to performance strengths, goals for continuous improvement and employee growth and professional development. Employees and supervisors use the process to evaluate an employee's performance in each of his or her main position responsibilities. This evaluation helps to facilitate the development of specific goals for the upcoming year. In addition, the new process includes a section for the creation of a professional development plan. In the previous process, the professional development plan remained an optional component of the employee evaluation process.

Currently, unlimited full-time and unlimited part-time faculty participate in at least one annual student course survey and a comprehensive evaluation every three years. The comprehensive evaluation includes a self-evaluation, course observation and at least one student course survey. The faculty member and supervising dean meet to discuss the evaluation materials and to determine any follow-up actions. Adjunct faculty members participate in student course surveys for each course they teach, per term. The adjunct faculty member and the supervising dean review and discuss the student course surveys and determine any follow-up actions. Conversations related to improving the faculty evaluation process began in 2015, as well, in an effort to create a more meaningful process. A committee comprised of faculty, administrators and the chief human resources officer convened

to review existing processes and to propose improvements for the faculty evaluation process. The primary improvements in the new faculty evaluation process involve the use of an updated course evaluation process and greater emphasis on connecting the insights gained from the evaluation with the development of the faculty professional development plan. These goals seek to enhance the usefulness of the information gained from the course observation process, in addition to creating a more meaningful continuous improvement discussion between the faculty member and the dean. The chief academic officer brought drafts of the new evaluation process to the College’s Shared Governance Council and to the appropriate faculty council for reviewing and making recommendations on matters related to personnel. In late spring of 2017, the administration, with the support of the Shared Governance Council, approved the new faculty evaluation process for use beginning in fall 2017.

Core Components for Criteria for Accreditation

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

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

- **The College follows its Employee Evaluation Policy and the Minnesota State system Employee Evaluation Policy to regularly evaluate all college employees.**

3R2 Results for determining if evaluation processes assess employees’ contributions

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

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

3R2 Table 1 and **Table 2** show a healthy level of engagement with the Distinguished Achievement Awards, M State Pride Awards and the Minnesota State System Educator of the Year/Outstanding Educator Awards for Excellence.

3R2 Table 1: Distinguished Achievement Awards					
Academic Year	Nominations by Division			Total Nominations	Total Awards Given
	Academics	Student Development Services	Operations		
2014	7	1	7	15	5 Awards (12 Employees)
2015	12	5	5	21	6 Awards (12 Employees)
2016	8	5	8	21	5 Awards (12 Employees)

Data Source: Institutional Data

3R2 Table 2: M State Pride Awards Issued	
Academic Year	Number of Pride Awards
*March 2014 - August 2014	232
September 2014 - August 2015	579
September 2015 - August 2016	461
September 2016 - March 2017	229

Data Source: Institutional Data

*March 2014 to August 2014 is not a full academic year since the program was implemented mid-year.

3R2 Table 3: Minnesota State System Educator of the Year/Outstanding Educator Award for Excellence Nominations and Awardees			
Year	Number of Faculty Nominations	Outstanding Educator Awardees	Educator of the Year Awardees
2012	34	2	1
2013	31	2	0
2014	44	2	0
2015	22	2	1
2016	23	2	0

Data Source: Institutional Data

3I2 Improvements that have been, or will be implemented in the next one to three years

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

The College sees an opportunity to assess the new employee evaluation processes to determine if the improved processes support continuous improvement in employee performance and professional development. The College also plans to reconvene the Employee Recognition Committee to support a review of the results in 3R2. Using the results data will help to strengthen award and recognition processes to aid the College's continuance in offering robust and meaningful employee recognition opportunities.

3.3: DEVELOPMENT

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3 Processes for training, educating and supporting the professional development of employees

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

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

Faculty and Staff Professional Development

The College trains and supports employees to contribute fully and effectively throughout their careers by providing funding, support and access to numerous professional development and training opportunities. The College uses articu-

lated processes for employees to request funding and/or time for professional development. An employee professional development planning component exists in the annual evaluation process for all employees. The College strives to align professional development experiences with institutional and system goals and priorities and follows the Minnesota State system's philosophy on employee training and development:

We value our employees and understand that continuous learning benefits the entire system by developing and maintaining employee skills that link directly to achieving organizational goals and objectives. Supporting successful leaders at all levels also builds institutional capacity to better serve our students and our communities. This commitment is realized as a shared responsibility between each employee and each college, university or the system office.

The College may annually invest a minimum of \$250 to support the annual professional development needs of staff members. A staff development committee meets regularly to review staff requests for funding of professional development experiences. Staff members secure supervisor approval prior to submitting a request to the staff development committee. Staff members may also work directly with their supervisors to request funding for professional development through other funding sources, such as department or division funds. The College encourages and supports staff participation in statewide conferences, include the annual Minnesota State system conferences in academics, administrative support, human resources, information technology, student development services, career and technical education, diversity and inclusion and others.

For faculty, the Minnesota State College Faculty Chapter on each campus allocates \$250 in faculty development funds for each full-time equivalent faculty position on the campus. Each of the four campus chapters implements its own procedure to distribute those funds. These funds help to support the professional development requests of faculty to complete workshops or courses, to attend seminars or conferences and/or to complete other professional development experiences to address the needs of academics at the College. The College also offers a process whereby faculty members may request additional funding for professional development experiences including conferences, seminars, courses, workshops, exhibits and other opportunities.

To start this process, faculty members submit a request using the Faculty Travel/Professional Development request form. Next, all requests undergo a review by the Academic Leadership Team at the College. In the 2015-2016 academic year, the Academic Leadership Team approved 101 Faculty Travel/Professional Development requests. As of April 2017, 57 requests were approved for the 2016-2017 academic year.

Prior to 2015, requests did not undergo a full Academic Leadership Team review. Thus, the College did not have data to consider when evaluating the effectiveness of the process and in determining how much to budget for faculty professional development and/or travel. The College now annually reviews the process and the budget information to better inform future decisions.

The Center for Teaching, Learning and Technology fills an integral role in the professional development of the faculty, as discussed in detail in Category 1. The Center for Teaching, Learning and Technology offers professional development and support for faculty members around a diverse array of teaching, learning and technology topics. The Center for Teaching, Learning and Technology is comprised of six faculty members who are available for assistance and support by email, phone or in person. The Center's hours are 9 a.m. to 4 p.m. Monday through Thursday; online from 9 a.m. to noon Tuesday, Thursday and Friday; and at other times by appointment. The Center is on the Moorhead campus, while technology provides faculty on all the campuses with reliable access to the Center's personnel and resources. The Center for Teaching, Learning and Technology faculty members conduct additional workshops and sessions during in-service days and prior to the start of each term to assist faculty with pre-term course preparation and other requests for assistance.

The faculty sabbatical program supports faculty members through the completion of a more focused and intense professional development experience. The collective bargaining agreement with the Minnesota State College Faculty governs all aspects of faculty sabbatical process. As noted in the collective bargaining agreement, sabbaticals offer faculty members the opportunity to "secure additional education, training, or experience which will make them better prepared for carrying out their college assignments, and will support the professional development of the faculty, the development needs of academic departments or areas, and the planning instructional priorities of the college/system mission." (p. 67). Since the 2013 systems portfolio, 39 faculty members have completed a sabbatical experience. Examples of sabbatical projects include additional course work, curriculum development, industry experiences, development of open educational resources and other forms of professional development.

Excluded administrators and Middle Management Association supervisors discuss professional development needs and requests directly with their supervisors. The College invests in their professional development through formal opportunities to participate in two specific leadership programs, the Louma Leadership Academy and the Minnesota State

system's Executive Leadership Program. These leadership programs involve attending several day-long sessions in the Minneapolis-St. Paul area, along with designing and implementing a special project. Since the submission of the 2013 portfolio, five employees have completed either the Louma Leadership Academy or the Executive Leadership Development Program. Two additional staff members begin the Louma experience later this year. In addition and as funds warrant, the College supports administrator participation in local, regional, state and national conferences, further study, community leadership and other forms of professional development.

All College employees also have access to numerous professional development webinars, online workshops and leadership courses through the Minnesota State system. The system's use of the Enterprise Learning Management System allows employees to conveniently register for professional development opportunities and to maintain data regarding the completion of the courses.

College In-Service Days

In addition to the processes and resources available for employees on an individual basis, the College invests in regular in-service opportunities throughout the year to support employee professional development. On an annual basis, the College plans and conducts three in-service days for faculty. Contractually determined processes for developing the academic calendar determine the number of in-service days in any given year. The College carries out an annual staff development in-service and uses employee input to guide in the planning of the annual staff in-service day. Moreover, the Student Development Services division conducts an annual Student Development Services Staff Day. The topics addressed during all of these professional development days include a diverse selection of learning sessions presented or facilitated by internal or external facilitators and instructors. The College aligns these learning experiences to support the strategic priorities of the College. The College also uses these in-service opportunities as avenues for delivering mandatory training, such as safety training and sexual violence policy training.

Voices. Values. Vision.

In 2017, specific professional development initiatives were launched to support two of the College's top priorities, student success and learning about cultural diversity and inclusion. The first, the *Voices. Values. Vision.* professional development series, includes three days of dedicated employee professional development centered around the topics of culture and inclusion. The first day in the three-part series, Building Our Voices, addressed the understanding of self and cultural context. The second day, Celebrating our Values, addressed

learning and experiencing cultural diversity and inclusion. The Celebrating our Values day culminated with an employee recognition ceremony. Prior to 2017, the College held separate employee recognition ceremonies on each campus. This year is the first time in 10 years all employees gathered in one location for a college-wide professional development experience to celebrate diversity, inclusion and employee recognition. The third day in this three-part series, Living our Vision, will occur in September 2017, and the focus will be on fulfilling our vision of ensuring a success story for every student and stakeholder.

Information Technology Professional Development Initiative

Another significant professional development initiative involves a formal training and mentoring program for the College's information technology department. The professional development initiative aligns with one of the College's top priorities, talent management. Attracting and retaining qualified information technology employees stands as a challenging task, given the high demand and extremely competitive wages for information technology professionals in our service region. The information technology initiative involves offering and encouraging specific courses, workshops and mentoring support for the College's information technology personnel. Due to the highly technical nature of their work, information technology staff members often express unique professional development needs that can be more effectively met through a more structured professional development effort. The College looks forward to evaluating the results of these new professional development experiences.

Core Components for Criteria for Accreditation

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

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.

- **Established processes exist and the College invests in the professional development of all employees - faculty, staff and administrators - to support employee professional currency and development.**

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.

- **The College regularly examines and uses data regarding employee-to-student ratios and student success trends to ensure the institution has the faculty and staff needed for effective, high-quality programs and student services. The College relies upon unlimited faculty to provide the majority of the instruction.**
- **The College routinely examines its staffing and organizational structure to ensure the alignment of the structure with the needs of students and stakeholders.**
- **The College has documented processes and provides significant support for employee professional development.**

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

4. The institution's staff in all areas are appropriately qualified and trained.

- **The College follows documented processes and the Hiring Policy to ensure that employees meet the credential and qualification requirements for their positions.**
- **The College provides numerous avenues for employee professional development through varied professional development experiences, courses and conferences on a local, regional, state or national level and through online courses and experiences.**
- **The College invests significant resources in the development and training of its employees.**

3R3 Results to determine if employees are assisted and supported in their professional development

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

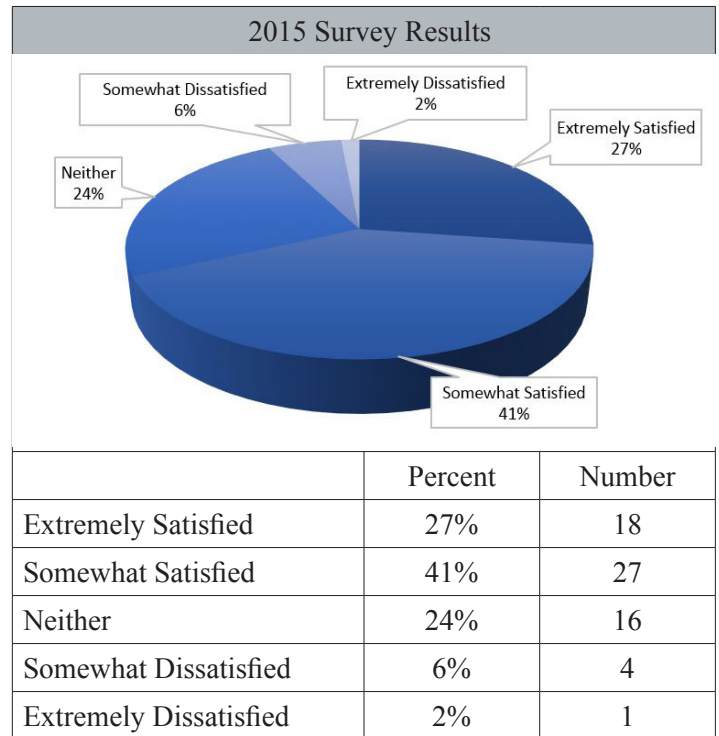
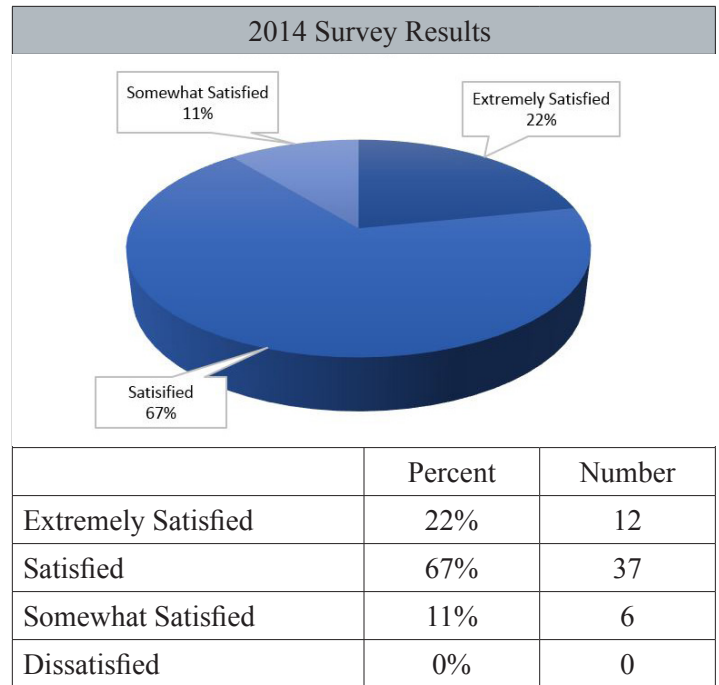
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

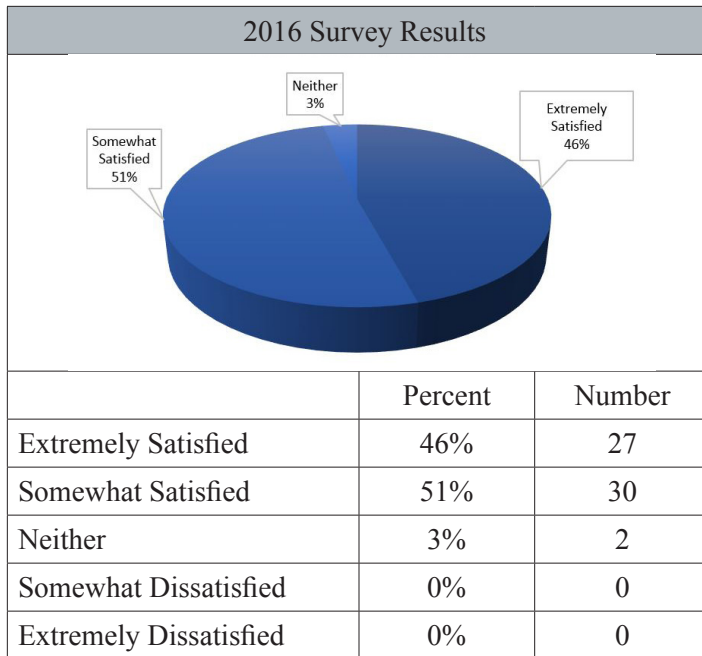
3R3 Table 1 and 2 show the staff participation and satisfaction ratings for the annual all-staff in-service days. Staff members report satisfaction with the all-staff in-service professional development opportunity.

3R3 Table 1: All Staff In-Service Day Attendance	
2014	48%
2015	65%
2016	67%

Data Source: Institutional Data

3R3 Table 2: Annual All Staff In-Service Day Ratings		
2013 Survey Results		
	Percent	Number
Extremly Satisfied	29%	27
Satisfied	63%	59
Somewhat Satisfied	8%	8
Dissatisfied	0%	0





Data Source: Institutional Data

The results from **3R3 Table 3** indicate staff perceptions about the professional development opportunities available and show support of the College's efforts to offer employee professional development.

3R3 Table 3: 2014 Staff Development Survey Results		
	Minnesota State Community and Technical College	Minnesota State System
Attended one or more professional/staff development activities in the past year	76%	78%
Respondents who attended one or two activities	55%	No Data Available
Received a performance review in the past 12 months	86%	72%
Discussed an individual development plan with their immediate supervisor	53%	51%
Strongly agree to the statement "My workplace supports my career growth and development"	62%	55%

Data Source: 2014 Staff Development Survey Results from the Minnesota State System Office

3R3 Table 4 shows the staff development funds budgeted and spent over the last three fiscal years. The fiscal year 2017 spent amount is as of April 11, 2017.

3R3 Table 4: Staff Development Funds		
Fiscal Year	Budget	Spent
2015	\$17,833	\$13,408
2016	\$17,493	\$9,828
2017 (as of April 11, 2017)	\$27,324	\$22,686

Data Source: Institutional Data

3I3 Improvements that have been, or will be implemented in the next one to three years

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

The College has enhanced professional development opportunities significantly in the last two years through investing in the Center for Teaching, Learning and Technology, creating the *Voices. Vision. Values.* professional development series and increasing the allocation of resources for professional development related to diversity and inclusion. Furthermore, the development of a specific professional development initiative for information technology staff members exists as a recent improvement. The College plans to continue to implement these improvements and will seek employee input and feedback related to these improvements. The College also plans to explore strategies that could lead to increased employee sharing and dissemination of the knowledge and skills gained through individual professional development experiences. Exploring the implementation of a more formal sharing and dissemination process could help to extend the individual benefits of professional development to the College as a whole.

CATEGORY 4: PLANNING AND LEADING

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

MATURITY STAGE:



CATEGORY 4: OVERVIEW

Planning and Leading processes show as aligned in three subcategories and systematic in one subcategory. **Mission and Values** processes stand as *aligned*. The College uses formal governance and planning processes to review, reaffirm and revise the College's mission, vision and values and engages in a diverse array of internal and external stakeholders in those processes. The College looks forward to the opportunity to engage in its next formal review of its mission, vision and values in 2017-2018 through a comprehensive strategic planning process. **Strategic Planning** processes are *aligned*. The College uses established processes for planning efforts at the institutional, division and department level. These processes ensure the alignment of plans with the Minnesota State system plans and strategic priorities and Higher Learning Commission expectations, including the AQIP Accreditation pathway categories. **Leadership** processes are *aligned* and focus keenly on the achievement of the College's mission, vision and values. The College views **Integrity** processes as *systematic* at this time and looks forward to developing a more structured approach to assessing processes and results for this subcategory.

4.1: MISSION AND VALUES

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

4P1 Processes for developing, communicating and reviewing the institution's mission, vision and values

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

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

Developing and Communicating the Mission

The mission of the College is to *provide accessible education with vigor and integrity to diverse learners, preparing them for dynamic learning, living, working and serving*. The College uses a more concise and memorable version for marketing and promotional purposes, which is *to provide dynamic learning for living, working and serving*. The College vision statement is *a success story for every student and stakeholder*.

The College value statement is:

M State is focused on excellence, integrity, respect and innovation. We demonstrate our values through:

- Excellence in teaching and service
- An environment conducive to learning and working
- A culture of diversity and inclusiveness
- Responsiveness to communities served
- Respect and civility in communications
- Openness to innovation and change
- Accountability and transparency in decision-making

The College's most recent comprehensive review of its mission, vision and values occurred during its last comprehensive strategic planning cycle in 2011-2012. The 2011-2012 strategic planning process involved gathering input from hundreds of internal and external stakeholders to develop a draft plan, which then underwent further review and enhancement through consultation with various work groups and councils, including the President's Cabinet, program advisory committees, Student Government Associations, the management team, Labor/Management, Shared Governance Council, Academic Affairs and Standards Committee, and numerous division and departmental work teams. The College's strategic plan for 2012-2017 is published on the

College website and aligns the College's goals, strategies and actions with the College's mission, vision and values. This process of aligning plans with the mission, vision and values also occurs through the College's alignment of its strategic plans with the accreditation expectations of the Higher Learning Commission and the categories that comprise the AQIP accreditation pathway. The President's Cabinet conducts an annual review of the College's mission, vision and values as part of its annual planning process, which will receive attention in 4P2, Strategic Planning. Furthermore, the College uses its policies, process, program requirements and service standards to ensure that institutional actions, programs and services remain consistent with our mission, vision and values.

Additionally, as the College belongs to the Minnesota State system, the College's mission aligns with the priorities and goals established by the Minnesota State system's chancellor and Board of Trustees. In 2014, the Minnesota State system implemented a bold Charting the Future Initiative, and the College incorporated Charting the Future Initiatives as part of the institutional efforts to meet the mission, vision and values of the College.

The College deploys and communicates its mission, vision and values through numerous venues and communication channels, including the College's website, College marketing publications, College meeting agendas, the College Student Handbook and the College Catalog. Numerous employees conduct presentations for external stakeholders or stakeholder groups such as businesses, service organizations, community organizations, legislators, secondary schools and economic development commissions and use those presentations as opportunities to publicly express and reaffirm the College's commitment to meeting its mission, vision and values.

In May of 2017, the College held its first all-College *Voices. Values. Vision.* in-service to celebrate and reaffirm our commitment to living out our mission, vision and values. Employees from all four campuses gathered in one location to experience a day centered around the themes of student success and inclusion. The central activities of the *Voices. Values. Vision.* in-service involved listening to the many diverse stories, voices and views of our students and community members and hearing their honest perspectives about the College's commitment to living out our mission, vision and values. The last of this three part *Voices. Values. Vision* in-service occurs in the fall of 2017. Based on the initial feedback from the *Voices. Values. Vision.* series, the College hopes to continue this professional development experience as an additional part of the process used to reaffirm our individual and collective commitment to meeting the

College's mission, vision and values.

Core Components for Criteria for Accreditation

1.A. The institution's mission is broadly understood within the institution and guides its operations.

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.

- **The College mission statement is approved by the Minnesota State system's Board of Trustees and complies with Minnesota State Statute 135A.052, Postsecondary Missions. The College mission statement undergoes annual review and comprehensive review during the College's strategic planning process.**

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

- **The College's academic programs, student support services and enrollment profile remain consistent with the College's stated mission. The College's planning processes guide the alignment of work efforts across the College to support the fulfillment of the College's mission, vision and values. Divisional and department plans align with the College's strategic plan and fiscal year top priorities and guide and direct the daily activities that uphold the mission of the College.**

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

- **The College's well-established budgeting development and monitoring processes ensure that resource allocation is prioritized for activities and initiatives that align with and support the mission.**

1.B. The mission is articulated publicly.

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.

- **The College clearly articulates its mission through several public documents, such as**

the College website, College Catalog, College Student Handbook, official College publications and various documents. The College has a formal mission statement and uses a concise version for marketing purposes.

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.

- The College mission statement is approved by the Minnesota State system's Board of Trustees and undergoes annual review and comprehensive review during the College's strategic planning process.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

- The College's mission statement documents the nature, scope, and intended constituents of its programs and services. The mission of the College is to *provide accessible education with vigor and integrity to diverse learners, preparing them for dynamic living, working and serving.* The College's vision statement is *a success story for every student and stakeholder.*

1.D. The institution's mission demonstrates commitment to the public good.

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.

- The College reviews its mission annually and uses it to establish priorities that serve the public good, such as providing high-quality programs and services that contribute to a well-rounded, educated citizenry and community, regional and state economic development. The College will soon begin its next comprehensive strategic planning process, which will allow for a deep analysis of how we fulfill our mission for all stakeholders.

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.

- The College prioritizes its educational responsibilities over other purposes, as demonstrated through its 2012-2017 strategic plan, annual fiscal year priorities and master academic and strategic enrollment management processes.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- The College uses its General Advisory Council, program advisory committees and relationships with other external stakeholders to communicate information about the College mission and the College's capacity to respond to external stakeholder needs as the College's mission and capacity allows.

4R1 Results for developing, communicating and reviewing the institution's mission, vision and values

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

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

The mission, vision and values of the College have been periodically reviewed and have been formally approved by the President's Cabinet and the Minnesota State system's Board of Trustees. The College's alignment of its mission, vision and values with its strategic and operational processes ensure that individual and collective efforts support the mission, vision and values.

College employees recognize and value their significant individual contributions to the College's mission, as demonstrated by the results on the Personal Assessment of the College

Environment survey. The question, *the extent to which I feel my job is relevant to this institution's mission*, received the highest mean score on the assessment, 4.24.

4I1 Improvements that have been, or will be implemented in the next one to three years

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

The College will embark upon its next formal process of reviewing the College's mission, vision and values in 2017-2018 when it launches its strategic planning process. The College sees an opportunity to improve its methodology for collecting, analyzing and using internal and external stakeholder input in the review of the College's mission, vision and values. In addition, the College plans to review all relevant publications and presentations to ensure that we are using as many avenues as possible to publicly state our mission, vision and values. Finally, the College plans to review employee feedback from the *Voices. Values. Vision.* professional development series to assess employee perceptions related to the role of the experience in reaffirming the mission of the College.

4.2: STRATEGIC PLANNING

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

4P2 Processes for communicating, planning, implementing and reviewing the institution's plans

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

- *Engaging internal and external stakeholders in strategic planning (5.C.3)*
- *Aligning operations with the institution's mission, vision and values (5.C.2)*
- *Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)*
- *Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)*
- *Creating and implementing strategies and action*

plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

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

Planning and Aligning Efforts

4P2 Figure 1 illustrates the process the College uses to establish fiscal year top priorities results.

4P2 Table 2 shows the top priorities from fiscal years 2015, 2016 and 2017.

4P2 Table 3 is an example of the performance goals and strategies designed to support the achievement of a top priority. Specific goals and strategies are developed for each top priority.

4P2 Table 3: Top Priority Performance Goals and Strategies Example	
Priority: Financial Sustainability	
Goals	1) Improve College financial indicators 2) Reallocate budget to College priorities
Strategies	<ul style="list-style-type: none"> • Increase unrestricted cash reserves by 2 percent • Generate additional revenue from external resources to supplement the general fund, fund balance and to improve students for students and regional businesses • Develop business plans for the campus bookstores • Restructure the scholarship program

Data Source: Institutional Data

Academic and Strategic Enrollment Planning

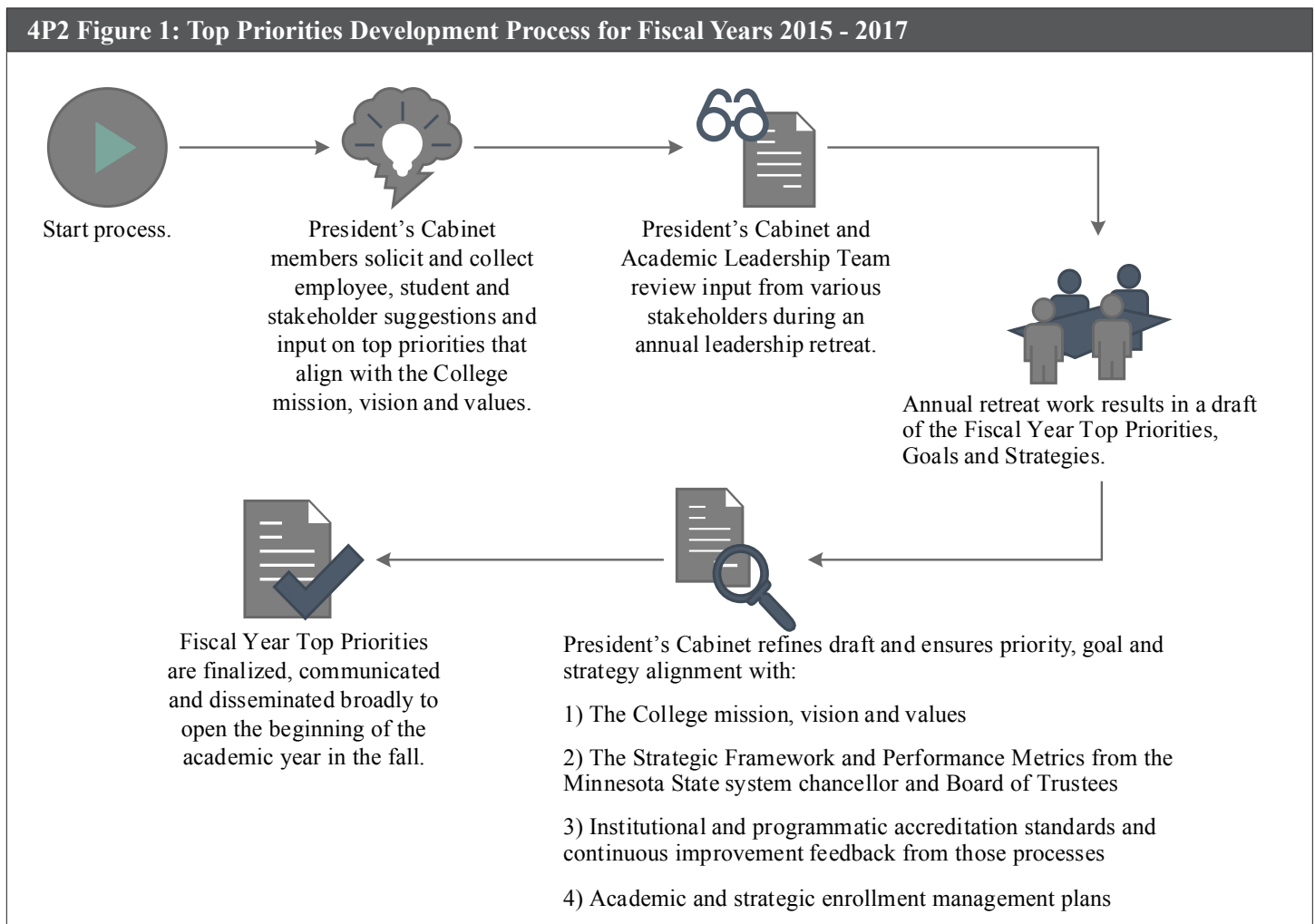
The fiscal year top priorities planning documents also incorporate the elements of the College's academic planning process and strategic enrollment management planning process. The chief academic officer introduced the academic planning process in fall 2014. The purpose of the academic planning process included determining and promoting a vision for academic development, support and curriculum. The planning process offered an outlet for thoughtful discussion on each campus about academic program mix and assisted each campus in responding to regional needs, identified campus strengths and highlighted academic support services and needs. Incorporating the unique attributes, strengths and opportunities of each campus into the academic

and strategic enrollment management planning process incorporated feedback from the 2013 systems portfolio. See **4R2 Table 1** for the academic planning timeline and progress.

In spring 2016, the chief academic officer and the chief student development and marketing and communications officer discussed the need for the academic planning process and strategic enrollment planning efforts to be more aligned. The College enhanced the processes through this integration of efforts and worked collaboratively with the faculty academic plan leaders and the student development division directors to determine how funds, initiatives and services could be more aligned and integrated to maximize results. The President's Cabinet approved the integration of efforts and allocated significant resources to support the implementation of plans through the zero-based budgeting process. The chief financial officer supported the planning efforts by guiding plan leaders through the zero-based budgeting process.

academic and strategic enrollment management plans into the development of the College's fiscal year top priorities served to unify and streamline plans around a focused set of shared goals. The allocation of resources to the academic and strategic enrollment management plans serves as evidence of the College's commitment to allocate budget to College priorities. The faculty and staff leaders of the academic and strategic enrollment management planning process meet monthly to review progress and challenges, and report regularly to the chief academic officer and the chief student development and communications and marketing officer. Members of the President's Cabinet serve as liaisons to the planning leaders to provide additional support for the implementation of plan initiatives.

The incorporation of key activities and goals from the



4P2 Table 2: College Themes and Top Priorities Fiscal Years 2015 - 2017		
Fiscal Year	Theme	Top Priorities
2015	Realize. Reconnect. Redesign.	<ul style="list-style-type: none"> • Improve student persistence, retention, completion, career placement and transfer rates • Strengthen workforce strategies to meet the needs of business and industries • Focus on programmatic accreditation • Increase partnerships for external resources such as private fundraising and grant work • Develop long-range enrollment and financial plan models
2016	Realize. Reconnect. Redesign.	<ul style="list-style-type: none"> • Improve student success: persistence, retention, completion, career placement and transfer rates • Strengthen workforce strategies to meet the needs of business and industry • Focus on teaching and learning quality • Expand partnerships with external stakeholders to increase private fundraising and grant awards • Monitor long-range enrollment and financial plan models • Participate in Charting the Future implementation projects
2017	Strengthening the M State Student Experience.	<ul style="list-style-type: none"> • Student success and learning • Workforce and K12 partnerships • Distinctive and excellent teaching • Financial sustainability • Talent management • Diversity and inclusion • Continuous improvement

Data Source: Institutional Data

Core Components for Criteria for Accreditation

5.B. *The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

3. *Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.*

- **All College employees are involved in the process of setting academic requirements, policy and processes through the transparent and open processes of the Academic Affairs and Standards Council, which enables all employees to offer continuous improvement suggestions for curriculum proposals.**
- **Similarly, the College follows a specific policy development process that provides opportunities for all employees to submit confidential feedback and input on College policies.**

5.C. *The institution engages in systematic and integrated planning.*

1. *The institution allocates its resources in alignment with its mission and priorities.*

- **The College's well-established budgeting processes allocate resources in alignment with the College's published mission and priorities.**
- **The College devotes the majority of its resources toward instruction, academic support and student services.**

2. *The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.*

- **The College links its processes for assessment of student learning, evaluation of operations, planning and budgeting as evidenced by its published strategic plan and fiscal year priorities documents.**

3. *The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*

- **The College successfully completed its 2012-2017 strategic plan, which encompassed the institution as a whole and included the diverse input of internal and external stakeholders.**

- **The College continues its commitment to engage in a comprehensive, robust and participatory strategic planning process as it prepares to launch its next strategic planning effort in 2017-2018.**

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 enrollment, the economy, and state support.*

- **The College analyzes and incorporates emerging factors such as revenue source changes, demographic and enrollment trends, legislative support, Minnesota State system expectations and emerging stakeholder needs to ensure a sound understanding of its current capacity.**

5. *Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

- **The College analyzes and incorporates emerging factors such as technological changes, demographic and economic trend data, best practice research and relevant reports from local, state, regional, national and international sources to ensure a sound and comprehensive understanding of the complex and varied factors that may impact institutional planning and operations.**

4R2 Results for communicating, planning, implementing and reviewing the institution's operational plans

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

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

Planning Results

Academic and strategic enrollment management plan leaders remain in process with implementing the specific initiatives from the campus academic and strategic enrollment management plans. The College looks forward to conducting an analysis of the results of the academic and strategic enrollment planning process beginning in 2018. The College will share results publicly with internal and external stakeholders and in the 2020 systems portfolio.

The College is pleased to report sound results with implementing the fiscal year top priorities. Dedicated and hard-working employees in every division, department, discipline/program and project team made significant contributions that led to the achievement of these ambitious priorities. For fiscal year 2017, result highlights are noted below under each top priority:

Student Success and Learning

- The College improved the fall-to-spring retention rate by four percentage points over fiscal year 2016.
- The first-term-in-college Associate of Arts degree intervention initiative resulted in steady increases in the fall-to-spring persistence rate for this cohort from 65 percent in fiscal year 2015 to 72 percent in fiscal year 2017.

Workforce and K12 Partnerships

- The College increased revenue, training hours and unduplicated headcount in its Workforce Development Solutions division.
- The College expanded collaborative K12 programming with 14 secondary schools and earned grant funds to support the collaborative programming.

Distinctive and Excellent Teaching

- The College institutionalized the Roadmap for Improving Online Instruction process and further expanded it into the Build a Better Course process.
- The College achieved well over 50 percent engagement of the faculty in the professional development opportunities available through the Center for Teaching, Learning and Technology.

Financial Sustainability

- The College significantly improved College financial indicators, by strengthening the Composite Financial Index and increasing the unrestricted cash position.
- The College implemented an in-house, online bookstore which resulted in an average seven percent reduction of book prices for students and increased revenues which the College allocates to support student services.

Talent Management

- The College introduced the succession planning process.
- The College implemented a formal mentoring and professional development plan for information technology employees.

Diversity and Inclusion

- The College provided all employees with additional diversity and inclusion training through the *Voices. Vision. Values.* professional development services.
- The College increased employee diversity, specifically with respect to employees of color.

Continuous Improvement

- The College implemented the TK20 assessment information system to continue to strengthen the use of data in decision making and continuous quality improvement.
- The College successfully completed its responsibilities with the Minnesota State system's Charting the Future initiatives, including the implementation of specific transfer pathways in business, psychology, theater and biology.

4R2 Table 1: Academic Planning Timeline and Progress	
December 2014	<ul style="list-style-type: none"> • Academic Plan process introduced to the College • Faculty co-chair application sent to Detroit Lakes and Fergus Falls campuses
January 2015	<ul style="list-style-type: none"> • Faculty co-chairs chosen for Fergus Falls and Detroit Lakes
February/March 2015	<ul style="list-style-type: none"> • External and internal focus group sessions held in Detroit Lakes and Fergus Falls
April/May 2015	<ul style="list-style-type: none"> • Faculty co-chair application sent to Moorhead and Wadena campuses • Academic plans finalized for Detroit Lakes and Fergus Falls • Faculty co-chairs chosen for Moorhead and Wadena
June 2015	<ul style="list-style-type: none"> • Academic Plan implementation team introduced to faculty leaders • Faculty leaders chosen to lead Academic Plan implementation teams in Detroit Lakes and Fergus Falls
September/October 2015	<ul style="list-style-type: none"> • External and internal focus group sessions held in Moorhead and Wadena • Academic implementation teams meet in Detroit Lakes and Fergus Falls to create time lines, prioritization, action items and responsible parties
October/November 2015	<ul style="list-style-type: none"> • Academic Plan draft created and shared with Moorhead and Wadena faculty and staff
December 2015	<ul style="list-style-type: none"> • Academic plans finalized for Moorhead and Wadena • Academic Implementation plans finalized for Fergus Falls and Detroit Lakes • Faculty chair chosen for online learning • Faculty leaders chosen to lead Academic Plan implementation teams in Moorhead and Wadena • Academic coordination plan introduced to faculty leaders. Faculty leaders chosen to lead Academic Plan coordination teams in Detroit Lakes and Fergus Falls
January to March 2016	<ul style="list-style-type: none"> • Academic implementation teams meet in Moorhead and Wadena to create time lines, prioritization, action items and responsible parties
February 2016	<ul style="list-style-type: none"> • External and internal focus group sessions held in all M State communities for online learning
March 2016	<ul style="list-style-type: none"> • Academic Plan draft created and shared with eCampus faculty and staff
April 2016	<ul style="list-style-type: none"> • Academic implementation plans finalized for Moorhead and Wadena • Academic Plan and implementation plan finalized for online learning • Academic coordination plan faculty leaders chosen to lead Academic Plan coordination teams in Moorhead, Wadena and online learning • The chief academic officer and chief student development services officer discussed the need for the Academic Strategic Enrollment Management plans to be aligned

Data Source: Institutional Data

4I2 Improvements that have been, or will be implemented in the next one to three years

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

The timing of the launch of the College's upcoming strategic planning process allows the College to incorporate feedback from the 2017 systems portfolio into the next strategic plan. The Minnesota State system seeks to appoint a new system chancellor in 2017-2018, and we look forward to the opportunity to better align system-level expectations and initiatives into the next strategic plan as well. The College sees an opportunity to improve its methodology for collecting, analyzing and using internal and external stakeholder input in the development of the strategic plan. While past plans have included internal and external stakeholder input, the College could employ a more formal approach for seeking, collecting, analyzing and using internal and external stakeholder input. This effort would strengthen both the plan and the engagement of all key stakeholders.

4.3: LEADERSHIP

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

4P3 Processes for ensuring sound and effective leadership of the institution

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

- *Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)*
- *Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)*
- *Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)*
- *Ensuring open communication between and among all colleges, divisions and departments*
- *Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)*
- *Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)*

- *Developing leaders at all levels within the institution*
- *Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)*
- *Tracking outcomes/measures utilizing appropriate tools*

Governing Board Oversight

The College relies upon several processes and well-established leadership structures to engage in effective governance and leadership of the institution. The College takes direction from the Minnesota State system's Board of Trustees. The Minnesota State system is governed by a 15-member Board of Trustees appointed by the governor. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The chancellor of the Minnesota State system serves as the executive leader of the system. The chancellor provides executive leadership for the system's 37 colleges and universities, ensures effective and efficient management and operation of the system, executes and reinforces board policies, recommends system budget needs and leads short- and long-term system-wide planning efforts to best serve the educational needs of the citizens of Minnesota.

The Minnesota State system's Strategic Framework Performance Measures/Accountability Dashboard forms the basis for evaluating the effectiveness of College leadership and governance. The Strategic Framework Performance Measures/Accountability Dashboard includes 30 specific metrics under specific categories including quality of graduates, student success, affordability, diversity, degrees awarded, related employment of graduates, workforce development enrollment, institutional support expenses, space utilization, instructional cost per full year equivalent student (FYE), composite financial index, facilities condition index, private giving, grants, workforce development revenues and successful transfer. The College's Key Performance Indicators, discussed in 5P1 align with the Strategic Framework Performance Measures. The College follows an annual process to review the metric results and to communicate the College's results at employee in-service days, during campus open forums and in the College's monthly newsletter.

College Leadership

The College's president, Dr. Peggy Kennedy, serves as the executive leader of the College. Appointed to the permanent role of president in 2011 after one year of successful service as the College's interim president, Dr. Kennedy remains one of the most experienced presidents in the system. Her successful track record of leadership includes significant experience in academic and student affairs, workforce develop-

4P3 Table 1: President's Cabinet Structure and Corresponding Divisions/Departments/Functions		
Title	Reports To	Functions
President	Chancellor	<ul style="list-style-type: none"> • Community Relations • Capital Campaigns and Fundraising • Legislative Relations • Lead Liaison to the Minnesota State System Office • Executive Leadership
Chief Academic Officer/ Vice President of Academics	President	<ul style="list-style-type: none"> • Academic Faculty and Programs • Academic Outreach Services • Academic Support Services • Center for Teaching, Learning and Technology • Institutional Research • Programmatic Accreditation
Chief Student Development and Communications and Marketing Officer	President	<ul style="list-style-type: none"> • Accommodations and Disability Services • Admission • Career Services and Placement • College Support Center • Communications, Marketing and Public Relations • Counseling • Entrance Assessment • Financial Aid • Housing • Orientation • Registration and Records • Student Conduct • Student Government and Student Life • Veterans Services
Chief Financial Officer	President	<ul style="list-style-type: none"> • Bookstores • Budgeting/Financial Services • Cashiering • Construction • Facilities and Maintenance • Food Services • Payables and Receivables • Purchasing • Risk Management • Safety and Emergency Preparedness • Space Utilization
Chief Human Resources Officer	President	<ul style="list-style-type: none"> • Affirmative Action and Equal Opportunity in Employment • Contracts and Labor Relations • Diversity and Inclusion • Benefits, Compensation, Insurance and Retirement • Hiring and Onboarding • Professional Development and Training • Employee Retention and Succession Planning • Worker's Compensation
Chief Development/ Alumni Officer	President	<ul style="list-style-type: none"> • Alumni Outreach and Development • Foundation • Fundraising • Donor Recognition and Support • Scholarships
Chief Information Officer	President	<ul style="list-style-type: none"> • Computer Help Desk Services • Information Technology Services • Information Technology Inventory and Procurement • Network Services • Network Security • Web Services

Executive Director of Workforce Development Solutions	President	<ul style="list-style-type: none"> • Workforce Development Programs and Services • Employer Development and Support • Employer Relations
Associate Vice President of Academics:	Chief Academic Officer	<ul style="list-style-type: none"> • Assessment of Student Learning • Accreditation Liaison Officer • Concurrent Enrollment and K12 Collaboration • Grants • Planning

ment and strategic planning. The President’s Cabinet serves as the senior leadership group for the College. **4P3 Table 1** shows the composition of the Cabinet and the areas they serve and lead. The Cabinet’s meeting schedule includes weekly in-person meetings. The Cabinet rotates meeting locations to ensure meetings occur regularly on each of the four campuses. The President annually reviews the organizational structure of the College to ensure that it supports effective leadership and governance.

Communication and Collaboration

The College values participatory leadership, collaborative decision making and shared governance as vital aspects of the leadership process. Several standing committees, teams and workgroups make significant contributions to leadership processes and results. These committees, teams and workgroups meet regularly to ensure the completion of the day-to-day operations of the College, to make recommendations for the continuous improvement of processes, programs and policies, and to assume leadership for the strategic initiatives designed to increase the effectiveness of the institution in fulfilling our mission, vision and values. These groups include the Academic Affairs and Standards Council, AFSCME Labor Management, Assessment of Student Learning Workgroup, AQIP Steering Committee, faculty division chairs, Campus Safety Committees, Diversity Committee, Center for Teaching, Learning and Technology, Student Government Associations, Campus Academic Technology Committee and department work teams throughout all divisions of the College. The majority of the College’s leadership decisions impact all four campuses, all divisions and functions and the entirety of a student’s experience at the College. The use of participatory leadership and shared governance processes adds expertise and depth to decision making and governance.

Communicating effectively in a multi-campus environment remains both a challenge and critical component of leadership and governance. The College’s use of an AQIP Action Project to improve organizational communication

spurred improvements and changes in both the manner and frequency of leadership communications to support employee awareness and engagement. The College now uses monthly open forums, monthly campus meetings, a monthly College newsletter, and college-wide annual in-service days to formally and informally share information about College happenings, in addition to opening up dialogue opportunities with employees to hear their concerns, questions and suggestions.

Developing Leaders

The College invests in the leadership development of employees through multiple established processes that encourage, develop and strengthen leadership abilities across all employee groups. These processes are detailed in 3P3, Development. In addition to supporting formal professional development opportunities such as conference and workshop attendance, completion of course work and sabbaticals, College leaders actively seek opportunities for employees to develop and enhance leadership skills through team or committee leadership, initiative leadership, special projects and unique professional development experiences. For example, in the spring of 2017, employees in the Student Development Services division, academic division chairs and Academic Leadership Team members engaged in leadership development sessions using the Gallup Strengths Finder assessment. Positive employee feedback from these leadership development sessions may lead to an expansion of this employee leadership development opportunity for other divisions and groups.

Core Components for Criteria for Accreditation

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

- **The Minnesota State system's Board of Trustees and chancellor have statutory authority to implement policies, priorities and actions that preserve and enhance the College.**
- **The Board's deliberations and decisions reflect a commitment to preserve and enhance the institution and the system, as evidenced by the Board's comprehensive planning processes and policies.**

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

- **The Minnesota State system's Board of Trustees considers the best interest of the institution in its decision making process.**
- **The Board includes external stakeholders from business and industry, community organizations, and education and values the input of the institution's internal and external constituents as it fulfills its responsibilities for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations.**

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.

- **The Minnesota State system uses specific policies such as the Employee Code of Conduct, the Board of Trustees Code of Conduct and the Fraudulent or Other Dishonest Acts policies to ensure that board members, system office staff and College employees conduct their work in a manner that is free from influence of other interests that would not serve the best interest of the institution or the system.**

4. The governing board delegates day-to-day

management of the institution to the administration and expects the faculty to oversee academic matters.

- **The Board of Trustees and chancellor delegate the day-to-day management of the institution through a formal delegation of authority process, which undergoes annual review.**
- **Through its commitment to faculty shared governance and through the operations of the Academic Affairs and Standards Council, College faculty oversee academic matters and have significant input in other College operations, policies and processes.**

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

- **The Minnesota State system Board of Trustees is knowledgeable about the institution.**
- **The College president and members of the President's Cabinet prepare and submit numerous reports and documents that help to inform the Board of Trustees about the operations and conditions of the College.**
- **College presidents meet monthly at the Minnesota State system office to share information about the institution and to provide input about Board policies, processes and initiatives.**
- **The Minnesota State system's Accountability Dashboard/Strategic Framework Performance Measures provide the Board of Trustees with College performance metrics.**

2. 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.

- **The College employs shared governance with the faculty Shared Governance Council and meets regularly with the Council to engage the faculty in the leadership of the College.**
- **The Academic Affairs and Standards Council provides direction for the College's president in**

all matters included in academic affairs.

- **The College also employs shared governance with all other employee bargaining units through regular meetings and ongoing dialogue.**

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

- **The College uses an open and transparent policy development process, where all College employees have the opportunity to provide input on all newly proposed policies and policy revisions.**
- **The College meets regularly with the Student Government Association on each campus and seeks student input on academic requirements, policy, processes and operations.**
- **The College’s commitment to shared governance in decision making seeks to enhance employee and student engagement and supports enriched decision making.**

4R3 Results for ensuring long-term effective leadership of the institution

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

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

The College uses the Personal Assessment of the College Environment Survey to assess the campus climate and employee perceptions regarding the leadership of the College (**4R3 Table 1**). Two-hundred and forty employees completed the Personal Assessment of the College Environment Survey in 2014, for a response rate of 39.5 percent. Of the 55 survey items, none fell within the Coercive range, which is the least favorable climate category. Nine items fell within the Competitive range. Forty of the survey items fell in the Consultative range. The Consultative range is considered to show a

healthy campus climate. Six of the ratings fell within the Collaborative range, which is described as the ideal range. The College’s overall results show a 3.48 mean score, described as the mid-level Consultative system. These results indicate a healthy campus climate.

While the College is pleased with the scores indicating a healthy campus climate, the Personal Assessment of the College Environment results require attention since the College’s 2012 mean scores declined from the 2014 mean scores. The College administered the Personal Assessment of the College Environment Survey in 2016 and results are expected in the summer 2017. The College looks forward to analyzing the 2016 data for any trends that will help inform continuous improvement strategies.

4R3 Table 2 shows the overall factor ratings and the differences in the mean scores by the climate factors of Institutional Structure, Supervisory Relationships, Teamwork, Student Focus and Custom, followed by an overall mean.

4R3 Table 2: Factor Ratings		
Factor	2012 Mean	2014 Mean
Institutional Structure	3.20	3.03
Supervisory Relationships	3.65	3.54
Teamwork	3.73	3.61
Student Focus	4.02	3.92
Custom	3.68	3.56
Overall	3.61	3.48

Data Source: Data Source: 2014 Personal Assessment of the College Environment Survey

Note: Custom scores are not included in the overall mean.

4R3 Table 1: Personal Assessment of the College Environment 2014 Survey Results	
4.24	I feel my job is relevant to this institution's mission
4.16	The institution prepares students for a career
4.14	Students receive an excellent education at this institution
4.12	The institution prepares students for further learning
4.01	My supervisor expresses confidence in my work
4.00	Faculty meet the needs of the students
3.96	Non-teaching professional personnel meet the needs of the students
2.99	This institution has been successful in positively motivating my performance
2.95	My work is guided by clearly defined administrative processes
3.89	I make a difference at my institution/workplace
3.86	My team is effective and productive and does quality work
3.85	Students are satisfied with their educational experience at this institution
3.84	I am given the opportunity to be creative in my work
3.83	Student ethnic and cultural diversity are important at this institution
3.77	I have the opportunity to do what I do best every day
3.34	I perceive there to be individual accountability
3.31	My development is encouraged
3.28	I receive recognition or praise for doing good work
3.03	Administrative leadership is focused on meeting the needs of students
2.99	The institution has been successful in positively motivating my performance
2.95	My work is guided by clearly defined administrative processes
2.81	Information is shared within this institution
2.80	Open and ethical communication is practiced at this institution
2.80	I have the opportunity for advancement within this institution
2.73	A spirit of cooperation exists at this institution
2.70	I am able to appropriately influence the direction of this institution
2.69	Decisions are made at the appropriate level at this institution
2.68	This institution is appropriately organized

Data Source: 2014 Personal Assessment of the College Environment Survey

4I3 Improvements that have been, or will be implemented in the next one to three years

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

The College plans to review the trend data from the Personal Assessment of the College Environment assessment after the three cycles of administration in 2012, 2014 and 2016. The College anticipates the 2016 results will be available in July of 2017. With that information as a backdrop, the College seeks to conduct a thorough analysis of the results to determine the appropriate next steps to make progress toward achieving a collaborative system. The College also plans to explore development of additional opportunities to enhance employee awareness of the College's performance with the College's Key Performance Indicators and Strategic Framework Performance Measures, as the Minnesota State system uses these metrics to evaluate the leadership effectiveness of the College.

4.4: INTEGRITY

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

4P4 Processes for developing and communicating legal and ethical standards and monitoring behavior

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

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

Ethical and Legal Standards

The College's values statement, *M State is focused on excellence, integrity, respect and innovation*, emphasizes our commitment to ethical and legal behavior across all levels of the institution. College employees share a duty to conduct themselves with honesty and trustworthiness and with efficiency and effectiveness and to show accountability and compliance with local, state and federal laws and College and Minnesota State system policies. Numerous College and Minnesota State system policies and procedures support all College employees in fulfilling this duty, including but not limited to the Academic Honesty and Integrity Policy, Acceptable Use of Email and Information Technology Resources Policy, Drug Free Workplace Policy, Employee Code of Conduct Policy, Fraudulent or other Dishonest Acts Policy, Intellectual Property Policy, Nepotism Policy, Non-Discrimination in Employment and Opportunity Policy, Procurements and Contracts Policy, Sexual Violence Policy, Student Code of Conduct Policy, Student Data Privacy Policy and Violence Free Workplace Policy.

Numerous local, state and federal laws and regulatory agencies, including but not limited to the Minnesota Government Data Privacy Act, the Family Educational Rights and Privacy Act, the Jeanne Clery Act, the Minnesota State Office of Higher Education, the Occupational Safety and Health Administration and the U.S. Department of Education, also enable the College to demonstrate adherence to compliance, integrity and ethical standards.

Employee Training

The College uses its website, the Minnesota State system website and other official College publications such as the College Student Handbook and the College Catalog to disseminate policy information. Additionally, supervisors use the employee onboarding process for all newly hired College personnel to state the College's high expectations for ethical and legal behavior. Correspondingly, College administrators share pertinent and timely information about new or revised policies and/or expectations at College in-service days, at monthly campus forums and regularly through the College newsletter.

Additionally, the College undergoes several formal audits and uses information and suggestions from those processes to uphold institutional integrity. In fiscal year 2017 alone, the College completed six formal audits with clean reports and no fines. These audits included an annual year-end financial statement audit, internal controls and compliance audit, internal audit of bookstore operations, Title IV review, Minnesota State system IRS audit and the Minnesota State College Faculty audit. The College also used its first Occupational Safety and Health Administration consultation view

as an opportunity to proactively resolve any issues related to safety.

Depending on the issue, the process for reporting and addressing concerns or reports related to violations of legal or ethical conduct may differ. As expressed publicly in the College's values statement, the College treats all reported legal and ethical concerns seriously and follows the processes outlined in the appropriate policies to investigate, report and address issues. Through continued regular communication with employees, accessibility of policy information and prompt attention to questions and concerns, it is the ultimate goal and philosophy of the College to prevent unethical or illegal behavior.

Core Components for Criteria for Accreditation

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

- **The College commits to and acts with integrity in all of its financial, academic, personnel and auxiliary functions. The College follows specific policies to ensure high integrity including but not limited to the Employee Code of Conduct Policy and the Fraudulent or Other Dishonest Acts Policy as set by the Minnesota State system Board of Trustees. Numerous system and College policies provide guidance and direction related to ethical and legal conduct.**

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- **The College presents itself clearly and completely on its website and through official College publications such as the Student Handbook and the College Catalog. These sources provide thorough information about programs, program requirements, faculty and staff, costs to students, control and accreditation relationships. These College publications undergo regular review for accuracy and relevancy.**

4R4 Results for ensuring institutional integrity

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

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

The College's results with Academic Integrity show the College's commitment to ensuring legal and ethical behavior. The College implemented 100 percent of comments and/or suggestions from rigorous external audits and external agency consultations to uphold and strengthen integrity in its processes and policies. The College provides training in all areas where mandatory training is required by policy or law. In 2017, eighteen policies specifically addressing ethical and legal behavior were either created or updated.

4I4 Improvements that have been, or will be implemented in the next one to three years

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

The College's improvements in the next one-to-three years will focus on collecting employee input relative to needed training and professional development in this area. The College looks forward to providing opportunities to continually enhance employee awareness and professional development related to institutional integrity.

Currently, the College's Sexual Violence Task force is conducting an evaluation of all policies related to sexual violence that could be strengthened through the inclusion of language that emphasizes prevention. The effort to incorporate prevention language in policy aligns well with the College's philosophy of prevention with respect to ethical and legal incidents. The efforts of the Sexual Violence Task Force will help to inform the inclusion of more prevention language in other policies that address ethical and legal conduct.

CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

MATURITY STAGE:



CATEGORY 5: OVERVIEW

The College's processes and results with Knowledge Management show improvement and include the additional institutional commitment of resources and effort since the 2013 systems portfolio. The College views **Knowledge Management** as *aligned* at this time. **Resource Management** processes show an *aligned* stage of maturity through the use of thorough and established processes, collaborative decision making and continual monitoring. **Operational Effectiveness** processes also demonstrate an *integrated* maturity level through the use of established and detailed processes, continual monitoring and strategic decision making to strengthen the financial sustainability of the College.

5.1: KNOWLEDGE MANAGEMENT

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1 Processes for knowledge management, and identify who is involved in those processes

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

- *Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making*
- *Determining data, information and performance results that units and departments need to plan and manage effectively*
- *Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements*

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

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

Selecting and Analyzing Data

Incorporating feedback from the 2013 systems portfolio, the College committed to making improvements in its knowledge management process to strengthen data-driven decision making, particularly in the areas of student success and financial sustainability. Through the achievement of the objectives of a Title III Strengthening the Institution Grant, the College has created increased capacity for institutional research by expanding Institutional Research efforts and staffing. The College allocates part of an academic dean position and a research analyst position to staff the office of Institutional Research. Establishing a formal Institutional Research department and expanding the capacity of the institutional research function allows for a greater emphasis on using data in the decision-making process. Data requests funnel through the Institutional Research department as a starting point. Then, in collaboration with the end user, Institutional Research determines which data source or sources will be most useful in fulfilling a user's request. The College also benefits from having over 200 custom-built data queries employees can use to inform decisions about improving practices, services and programs. Employees readily and routinely access these queries through the College's employee portal.

The College's implementation of the Oracle Service Cloud customer relationship management system also bolsters the use of data in the decision-making process. The Oracle Service Cloud system allows college employees to use analytics to assess the effectiveness of a number of services, including enrollment management campaigns, student communication campaigns, information technology requests for assistance, faculty professional development questions and all incoming requests to the College's fully staffed call center, the M State Support Center. While the Minnesota State system is in the process of selecting a system-wide customer relationship management system for all its colleges and universities, the College's experience with and use of Oracle Service Cloud prepares us well for the further efforts to systematically use data from a comprehensive customer relationship management tool to continuously improve programs, services and operations.

Various college leadership and divisional work teams including but not limited to the President's Cabinet, the Academic Leadership Team, the academic and student de-

velopment leadership team, the Persistence Academy team, Academic Affairs and Standards Council, the enrollment management team, advising team, the communications and marketing team, finance team, financial aid team, human resources team, K12 collaboration team, information technology team, registration team and others routinely use data provided by Institutional Research, institutional queries, Minnesota State system data sources and other data in their daily work. Data from various internal and external resources, as noted in **5P1 Figure 1**, routinely and systematically informs the work of the College and supports continuous improvement strategies.

Finally, the College monitors its performance on several accountability indicators, including institutionally developed key performance indicators. The College's key performance indicators include:

- Student Enrollment: Headcount and Full-Time Equivalent Enrollment
- Student Retention: Fall-to-Spring and Fall-to-Fall
- Student Placement and Licensure Pass Rates
- Private Giving

- Workforce Development Solutions Student Headcount
- The Composite Financial Index

The College also monitors fiscal year achievement of priorities, goals and strategies. The strategic priorities from fiscal year 2015, 2016 and 2017 are listed in **5P1 Figure 2**. These goals and strategies align with the key performance indicators and the goals set by the Minnesota State system Board of Trustees through its major planning process, the Charting the Future initiative and the system's three strategic goals. The system's strategic goals include:

- Ensure access to an extraordinary education for all Minnesotans
- Be a partner of choice to meet Minnesota's workforce and community needs
- Deliver to students, employers, communities and taxpayers the highest value and most affordable option for higher education

5P1 Figure 1: Data Sources

- | | |
|--|--|
| <ul style="list-style-type: none"> • Advising portal • Assessment Action Plans • Boynton Student Health Survey data • College Student Inventory data • Comprehensive program review reports • Core Ability assessment data • Curriculum Design and Management System • Custom data reports from Institutional Research • Educause Technology survey data • Effective practice data from literature and professional associations/organizations • Employee staff development survey data • Enrollment management reports • Enrollment projections • Faculty Workload Management system • Institutional key performance indicators • Integrated Postsecondary Education Data System • Integrated Student Record System • Integrated Student Record System management reports | <ul style="list-style-type: none"> • Internally developed custom queries • Labor market data from local, regional and national sources • Minnesota State system accountability dashboard • Minnesota State system facilities utilization reports • Minnesota State system transfer pathway guides • Multi-State Assessment Collaborative data • National higher education trend data • Oracle Service Cloud data • Perkins Grant performance indicators • Personal Assessment of the College Environment employee climate survey data • Program efficiency data • State Colleges and Universities Personnel and Payroll System • Secondary Longitudinal Educational Data System • Success Navigator data • Qualtrics survey data • Website analytics • Workforce Development Solutions client and student satisfaction data |
|--|--|

Data Source: Institutional Data

Use and Sharing of Data

The use and incorporation of data into the decision-making process also exists as a required component of several key processes at the College, including but not limited to those displayed in **5P1 Figure 3**. The College uses multiple avenues to share data with employees to support planning, process improvement and decision making. These avenues include monthly campus open forums, College inservice days, the monthly College newsletter, work and project team meetings, the College website, official College publications such as the M State newsletter, and weekly college-wide email updates on progress and accomplishments from the chief academic officer and chief student development and marketing and communications officer. On an annual basis, the president shares a state of the College address to share information about the College's accomplishments, challenges and opportunities. Efforts to share data remain ongoing and consistent throughout the year. Moreover, through the

use of customized data queries and with the increased availability of a dedicated Institutional Research team, College employees can rely upon robust data and data interpretation assistance to inform their work.

5P1 Figure 2: Strategic Priorities for the 2015, 2016, 2017 Fiscal years

Fiscal Year 2015 Strategic Priorities

- Improve student persistence, retention, completion, career placement and transfer rates
- Strengthen workforce strategies to meet the needs of business and industries
- Focus on programmatic accreditation
- Develop long-range enrollment and financial plan models
- Increase partnerships for external resources such as fundraising and grant work

Fiscal Year 2016 Strategic Priorities

- Improve student success: persistence, retention, completion, career placement and transfer rates
- Strengthen workforce strategies to meet the needs of business and industry
- Focus on teaching and learning quality
- Expand partnerships with external stakeholders to increase private fundraising and grant awards
- Monitor long-range enrollment and financial plan models
- Participate in Charting the Future implementation projects

Fiscal Year 2017 Strategic Priorities

- Student success and learning
- Workforce and K12 partnerships
- Distinctive and excellent teaching
- Financial sustainability
- Talent management
- Diversity and inclusion
- Continuous improvement

Data Source: Institutional Data

SP1 Figure 3: Key Processes that Incorporate Data In Decision Making Processes

- AQIP Action Projects
- Budget development processes
- Center for Teaching, Learning and Technology processes
- Course and program assessment processes
- Comprehensive program review processes
- Core Ability assessment processes
- Course schedule development processes
- Curriculum design and management processes
- Employee hiring processes
- Employee professional development processes
- Employee recognition processes
- Federal and state compliance monitoring processes (including but not limited to: Jeanne Clery Act, Drug Free Schools, Title IX, Gainful Employment, and system, state and federal audits)
- Foundation and scholarship processes
- Grant writing processes
- Information technology acquisition and maintenance processes
- Institutional planning processes
- Marketing campaign development processes
- New program development processes
- Policy development processes
- Processes related to increasing student retention and completion
- Programmatic accreditation and approval processes
- Program efficiency processes
- Workforce Development evaluation processes

Data Source: Institutional Data

Reliability and Security of Data

The College uses established processes to ensure that employees have reliable and secure access to the data sources they need to perform their duties. Supervisors identify employee data access needs and determine what systems and resources employees will have regular and reliable access to as part of the new employee onboarding process. In addition, the College follows the Minnesota State system's Identity and Access Management program as

an ongoing initiative to streamline access to data and information technology services while simultaneously improving the security of information and systems. The identity and access program management projects result in standards, practices and technical infrastructure that provide the right access for the appropriate employees when it's needed to perform their duties. An important facet of this process is following the Minnesota State system's Integrated Student Record System security authorization process. Supervisors must formally request and approve employee data access to appropriate modules and security levels of the Integrated Student Record System based on an employee's duties. A second level of approval for employee access requires an annual recertification of employee data access to the Integrated Student Record System. Also part of the effort to create secure and reliable data access is the College's use of the system-wide Star ID program. College employees must use their Star ID login credentials to access campus and system-level information technology programs and services. The College follows five steps for security information technology systems in order to achieve sound data management results: vulnerability management, application software and security, data classification and inventory, secure network engineering and controlled use of administrative privileges. Information technology staff members also use various software tools and products to prevent viruses, spam, ransomware and phishing attacks. The Minnesota State system data security team released these controls in 2015 for standard use across all system colleges and universities.

Ensuring sound data management and security practices remains an ongoing responsibility. The College follows several policies and related processes to meet this responsibility including the Security and Privacy of Information Resources Policy, the Data Security Classification Policy, and the Information Security Requirements and Controls Policy. While many of the tools and products run behind the scenes and may be out of view to the user of the data, the information technology department provides information to employees regarding the importance of protecting data security through college in-service days, staff development days, College newsletters and timely assistance to employee questions and requests. The College maintains a robust information technology infrastructure. The chief information officer oversees the information technology infrastructure and information technology staff. Beginning in 2015, the Minnesota State system tackled the challenge of upgrading and unifying different email, calendar and document sharing tools across the system. The College was an early adopter of migrating to the selected product, the Microsoft Office 365 tool. As a College and a system, we are now more fully integrated in our business practices for the use of email, calendar, document use and retrieval, and videoconferencing.

5R1 Results for determining how data, information and performance results are used in decision-making

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

The College's robust information technology infrastructure and experienced information technology personnel results in minimal system downtime, prompt attention to student and employee requests for assistance and no major or minor breaches of data security at the College.

The College successfully completed the performance objectives of a Strengthening the Institution grant to expand the capacity for data-driven decision making through the creation of a formal institutional research function with dean oversight and a research analyst position. The implementation and monitoring of internally developed key performance indicators and tracking of performance with established and published fiscal year priorities has significantly enhanced our commitment to data-driven decision making. All internal performance measures align with the Minnesota State system Accountability Dashboard measures, strategic priorities and the Charting the Future initiative. The College's decision to purchase TK20 will increase our capacity and performance with respect to the Knowledge Management Category and shows our commitment to move to an integrated stage of maturity.

Implementation of a comprehensive customer relationship management tool, Oracle Service Cloud, provides rich analytics related to student interactions, student and stakeholder requests to the College's Support Center and requests for information technology assistance. Use of this comprehensive customer relationship management tool paves the way for the College to be a leader in Minnesota State's system-wide initiative to implement a single customer relationship management tool.

5I1 Improvements that have been, or will be implemented in the next one to three years

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

The College has implemented several improvements in this category and looks forward to achieving an integrated stage of maturity. Accomplishing our goal of implementing TK20 will give us a comprehensive assessment system that streamlines our data collection, tracking, reporting and use in the continuous improvement process. The College will need to provide employee training opportunities for TK20 and for the system-wide customer relationship management tool, once selected by the Minnesota State system, in order to most effectively inform decision making through available analytics. While we currently have data available, we have several disparate storage systems that result in the manual collection of data from many sources. Implementing and using fewer systems will be a more efficient way to access comprehensive and useful analytics to aid decision making.

5.2: RESOURCE MANAGEMENT

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

5P2 Processes for managing resources, and identify who is involved in those processes

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

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

Fiscal Operations

The College manages and sustains fiscal, physical and technological infrastructures sufficient to support operations. The chief financial officer provides leadership for and oversees business office and physical plant operations. The business

office team guides and supports the College’s processes for accounts payable and purchasing, accounts receivable, budgeting and accounting, contract management, procurement card use, audit, payroll, state purchasing contracts and travel. The business office provides over 100 forms, policies and documents for employee use to ensure sound stewardship of fiscal resources and compliance with numerous College and Minnesota State system policies and local, state and federal laws. Employees easily access documents and forms through the employee portal.

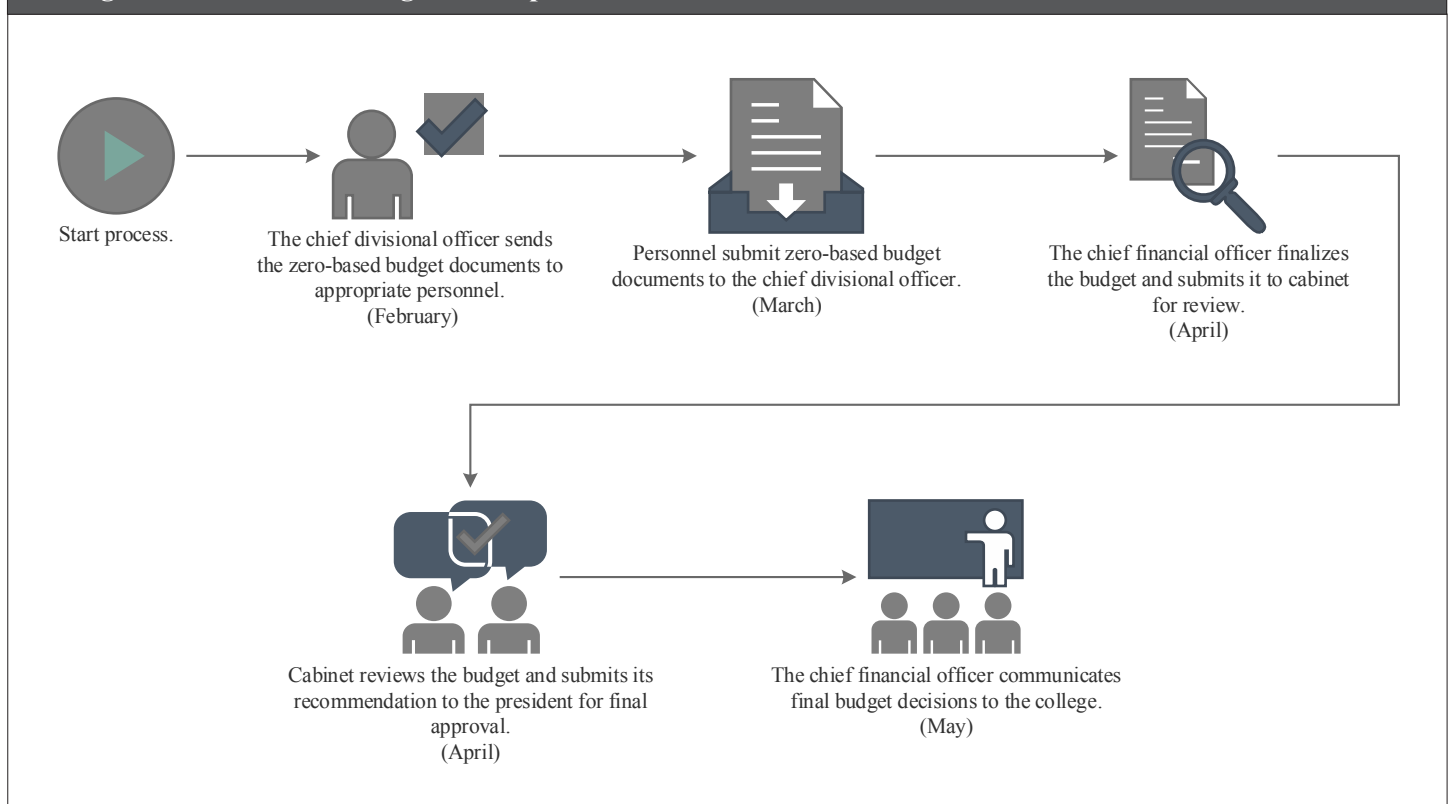
Numerous Minnesota State system policies guide the work of the business office including the Tuition and Fees Policy, Reserves and Year End Fund Reserves Policy, Contracts and Procurements Policy, Fundraising Policy, Risk Management and Insurance Policy, Travel Management Policy, Special Expenses Policy and others. All institutional policies and processes align with Minnesota State system policies.

The College uses a documented budget development process and a published budget development calendar to guide budget development and decision making. The process and calendar, located in the employee portal, articulate the inputs involved in budget development and the timeline of budget development. The calendar provides departments and divisions with a month-by-month list of all the actions needed to complete the budget development and request process. The main components in the budget development process include tuition,

allocation-legislative and system decisions, other revenue, personnel, non-personnel, new fund requests, carry forward requests, repair and replacement, and parking. The process further breaks down those main components for employees developing budget requests to ensure that they are including all the specific data points needed for each main component. For example, when considering other revenue in the budgeting process, the College examines fees, contracts, resale, grants and donations, etc. Budget developers use the budget development calendar and the budget development process to ensure a thorough approach to budget development, review and decision making.

Using feedback from the 2013 systems portfolio and incorporating Strategy Forum work related to articulating decision-making processes, the College began using a zero-based budgeting process in the academic division in 2015. In 2016, both the Student Development Division and the Academic Division implemented zero-based budgeting as a joint effort to support the allocation and assigning of resources needed to fully implement the comprehensive academic planning process and the strategic enrollment planning process for each campus. In 2017, the College started using the zero-based budgeting process for athletics. This collaborative zero-based budgeting initiative strengthens the College’s ability to achieve its educational purposes and creates further alignment of institutional budgeting and planning efforts.

5P2 Figure 1: Zero-Based Budget Development Process



The College's efforts to strengthen its financial indicators continue to receive significant attention. Specific goals related to strengthening the College's financial sustainability have been included in each of the College's top fiscal year priorities for fiscal years 2015, 2016 and 2017. These efforts will continue as the College works diligently to effectively address the fiscal challenges we face, including demographic and economic trends, enrollment patterns, funding shifts and increases in operating costs.

Technological Infrastructure

The College has built its computer network and infrastructure on a solid foundation, with budget in place, sufficient enough to upgrade and replace equipment as it reaches end of life to ensure that staff, faculty and students can continue to rely on the resources that are in place. The chief information officer provides leadership for and oversees operations related to the College's technological infrastructure. Remote access to the technological infrastructure remains available to all students, faculty and staff from any location through the internet via a redundant Virtual Private Network connection, allowing full access to all locations, systems and data. Students and employees securely access the College's web portals to connect to the same resources available if they login on any campus. Email, calendars, contacts, tasks, emergency alert systems and other management systems remain accessible through the use of cloud-based services such as Microsoft Office 365 and Blackboard Connect.

The College hosts its website redundantly on the campus so that if the system needs to be updated or if connectivity to the main site goes down due to weather, power or other issues, the website can quickly be brought up at another campus to continue to provide those resources.

The information technology team virtualizes most campus servers and systems. This improves the availability, lowers maintenance and eases backup management and decreases power and cooling needs for the College's data centers. The College continues to explore cloud-based services to house some of these systems in addition to the College's website as warranted to further improve reliability for students and employees.

The College follows a computer and information technology equipment standards and refresh process to ensure the regular upgrade of information technology equipment and systems. This process ensures computers and devices in labs, libraries, classrooms and offices stay up to date with current operating systems, software and security. The College places a high priority on the security of its technological infrastructure and uses various policies and processes to ensure the devices are kept up to date and secure. Telecom and telecom-

munications systems remain available on all campuses. The College's use of a Cisco phone system allows calls between campuses to be toll free and exceptionally clear using our internal Internet Protocol network. This network also allows use of a computer softphone/chat/voicemail application to improve communications.

The College utilizes the advice and support of several work teams to protect and maintain its technological infrastructure and to provide reliable and user-friendly services. The campus academic technology team provides a strategic and purposeful implementation of technology across the College and serves to establish guidelines related to selecting software and other tools to support teaching and learning. The Student Technology Fee Advisory Committee, comprised of student government representatives from all four campuses and information technology staff, advises the College on how to best use student technology fees to improve student access to technology information resources. Other important work teams include the information technology management team, the information technology help center services team, the information technology network services team, the information technology security team and the web services team.

Core Components for Criteria for Accreditation

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

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.

- **The Colleges uses several aligned processes to build and maintain the fiscal, human, physical and technological infrastructure sufficient to support operations wherever and however we deliver programs.**

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.

- **The College employs several processes and approved budget forms that support the oversight and monitoring of fund expenditures. These well-established processes and tools ensure the allocation of resources for educational**

purposes.

3. *The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*

- **The comprehensive budget development process includes many stakeholders and spans every division of the College.**
- **The College's strategic plan and institutional priorities prioritize actions to improve the institution's financial stability.**
- **Resource allocation decisions align with the College's planning processes and priorities.**

5R2 Results for resource management

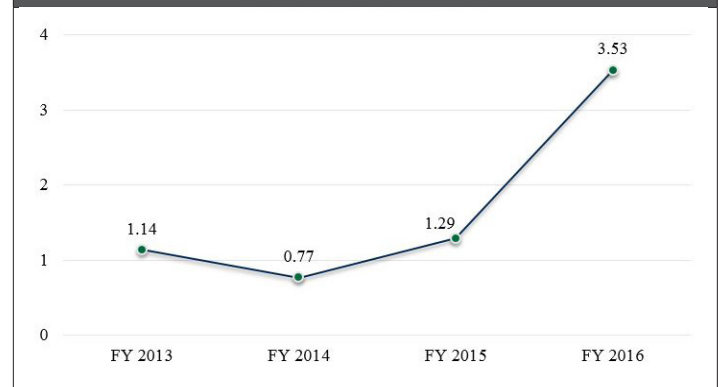
What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved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

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

The trend data in **5R2 Table 1** and **5R2 Table 2** shows positive results in increasing the College's year-end cash balance and the composite financial index, key indicators of the College's financial health. In addition, the College allocated \$700,000 in fiscal year 2017 to fund the initiatives identified in the comprehensive academic and strategic enrollment management planning process. It is important to note that a construction

project on the Moorhead campus aided the College's ability to strengthen its composite financial index. The College's demonstrated results in improving the fiscal infrastructure required discipline and difficult decisions. Under the leadership of the chief financial officer and the President's Cabinet, the College continues to focus on strengthening its financial indicators.

5R2 Table 1: Fiscal Year Composite Financial Index



Data Source: Minnesota State System Accountability Dashboard Strategic Framework Performance Measures, May 4, 2017

The College operates a robust information technology infrastructure and provides high-quality, responsive information technology assistance to all end users. Since June 1, 2016, students and employees submitted 4,206 requests or "tickets" for assistance to the information technology Help Centers. The average time from the submission of a ticket to the resolution of the ticket for the end-user is four hours and 20 minutes.

5I2 Improvements that have been, or will be implemented in the next one to three years

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

The College plans to continue improving its financial indica-

5R2 Table 2: College Fiscal Year End Cash Position Trend

Fiscal Year End	2013	2014	2015	2016
Total Cash Balance	\$9,677,724	\$10,180,144	\$10,367,448	\$13,462,598
Restricted	\$4,796,796	\$4,958,667	\$2,071,550	\$2,613,294
Unrestricted	\$4,880,928	\$5,221,477	\$8,295,898	\$10,849,304
Percent of Revenue	\$10.2%	11.3%	18.1%	23.7%

Data Source: Institutional Data

tors by focusing on increasing student retention, increasing the fund balance, generating additional sources of revenue and monitoring expenditures and efficiencies. Based on the success of the zero-based budgeting process for the academic and student development divisions, the College plans to explore the feasibility of conducting zero-based budgeting as a college-wide process.

5.3: OPERATIONAL EFFECTIVENESS

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3 Processes for operational effectiveness, and who is involved in those processes

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

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

Budget and Adjustment

The College currently manages and maintains its operations effectively and plans for the continuity of operations into the future. The College's budget development processes receive attention in 5.2. The chief financial officer and business office team educate employees about the status of the budget in numerous forums including team meetings, leadership meetings, Shared Governance Council meetings, campus forums, College in-service meetings, College newsletters and email updates. Budget planning scenarios incorporate legislative and system office proposals and/or decisions that impact the College's budget.

College employees have access to information about the budgets they manage in real time through an online cost

center gauge in the employee portal. In addition, College employees have access to detailed budget reports for the cost centers they manage through the use of a budget report query that is accessible through the employee portal.

Technological Infrastructure

The College's information technology system processes and services also receive attention in 5P1 and 5P2. The College's technological infrastructure relies upon a responsible allocation of resources to ensure sufficient upgrading and replacing of all related equipment and software to provide employees with a reliable and user-friendly technology access. In addition, the College follows numerous policies and processes to ensure that devices remain updated and secure and employs continuous filtering and monitoring of incoming data, messages and computer infections to address and mitigate any issues as quickly as possible.

Furthermore, the College uses a 19-page information security plan to guide its actions around the five security domains identified as being critical for reducing risk within information technology operations at the College and across the Minnesota State system. These security domains include vulnerability management, controlled use of administrative privileges, application security, secure network engineering and data classification and inventory. In each domain, the College identifies objectives, activities and controls, baseline data, goals and plan activities designed to achieve continuous improvement in each domain.

On a weekly basis, the information technology network services team meets to review and manage the College's network and infrastructure needs, network systems security, communications/phone, security cameras and software applications and services. This team also manages the College's virtual and physical servers, patch management and systems updates and backups. The College also uses an information technology security team to review and manage the College's security concerns. This team meets a minimum of quarterly to analyze and address security needs and questions regarding data security, systems security, email security, credit card security and overall physical and remote system access.

In order to preserve continuity of information technology operations, highly qualified personnel are essential. In our region, information technology professionals remain in high demand. To support continuity of the College's ability to ensure a robust information technology infrastructure, the College is in the process of evaluating and revising the current organizational structure and updating position descriptions and classifications to support future technology and growth in information technology needs. Additionally,

the College uses a newly developed formal mentoring and training program for the information technology department as a strategy to attract and retain highly skilled personnel. The newly initiated mentoring programs build upon a successful program from one of the state system universities.

Physical Infrastructure - Quality and Security

The College takes pride in maintaining a clean, safe and user-friendly physical infrastructure. The College manages and maintains a large physical infrastructure across all four campuses with a total of 764,848 square feet. Square footage is 227,304 on the Moorhead campus, 208,884 on the Fergus Falls campus, 191,824 on the Detroit Lakes campus and 136,836 on the Wadena campus. The chief financial officer oversees College facilities and meets regularly with facilities staff to assess and monitor issues related to preserving a sound physical plant and meeting any compliance needs regarding facilities. Because the College maintains responsibility for four campuses that are geographically dispersed and as students and stakeholders use facilities on a daily basis, the processes involved in maintaining a sound physical infrastructure typically occur simultaneously. Continuous assessment, monitoring and attention to facility needs allows the College to best protect and preserve our physical plant operations.

Specifically, the College uses electronic monitoring systems and conducts routine testing of physical plant systems such as alarms, heating/ventilation/air conditioning and air quality to assist in this effort. The College follows its master facilities plan, which includes a facilities plan for each campus, to guide decision making and prioritization of campus structural improvements. Facilities supervisors and personnel assess and report any facility issues through their daily rounds on each campus, including campus grounds.

Employees use an online ticket system to report facilities requests or issues. Facilities staff members then respond to requests or issues. This aspect of the facilities maintenance process also encourages a proactive approach in addressing any concerns from employees. Employees and students use a specific incident report form if accidents or injuries occur on College facilities or grounds. Facilities team members review incident reports regularly to determine if actions can be taken to prevent future incidents. Facilities team members follow specific protocols related to opening and closing buildings to ensure access during open hours and to protect the facility during hours of non-operation.

Safety and Emergency Preparedness

Safety and security remain top priorities. The College's chief financial officer leads and supports college safety and security operations. Each campus uses a safety committee

to involve labor and management in a cooperative effort to promote safety and health in the workplace. The safety committees meet regularly to assist management in creating and maintaining a safe environment for employees, students and guests and make recommendations for changes in policies or processes that will lead to continuous improvement. The goal of each safety committee includes an injury-free workplace.

Each campus conducts annual safety drills for fires, lock downs and tornadoes. The College uses an automated system to send emergency, safety and weather-related announcements to students via phone, text and web messages. The managers designated to send announcements to the automated system receive training on proper use of the system. Each campus posts safety and emergency procedures in all classrooms and meeting rooms. Job-specific safety and security resources are posted in the portal, so employees have easy access. Policies related to student safety and security are published on the web and in the Student Handbook for easy access. Safety and security resources and processes that may be specific to employees based on their job duties remain posted in the portal, so those employees have easy access. If regulations require the posting of safety procedures and policies in specific locations, the College posts appropriately and reviews locations regularly to ensure that employees and students have access to the information they need.

To support safety and security, the College contracts with Lakes Country Service Cooperative to provide annual training and consulting services related to accident workplace and injury reduction, bloodborne pathogen standard exposure control, community right to know, electrical safety, hearing conservation, machine guarding and numerous other safety topics. The College uses Occupational Safety and Health Administration consultation visits to assist with identifying safety issues as well as policy and procedure review. Moreover, the College contracts with two external security services to provide additional coverage for the Fergus Falls and Moorhead campuses. The College works closely with community police departments for assistance for all four campuses. The College uses cameras in public spaces, defined as hallways, building entrances and student commons areas. The purpose of the safety cameras is to assist in the daily operations of campus security and safety in providing a safe and secure environment for students, employees and visitors.

Core Components for Criteria for Accreditation

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

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

- **The chief financial officer oversees a well-developed and documented budget development and monitoring process.**
- **In addition to oversight and support from the chief financial officer and the business services team, College employees have daily access to monitor budgets through the detailed budget reports available in the employee portal.**

5R3 Results for ensuring effective management of operations

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

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

The College monitors its performance on the Minnesota State system's facilities accountability indicator, the facilities condition index. The facilities condition index illustrates the stewardship of resources by calculating the dollar value of deferred maintenance as a proportion of facility replacement value at the College. The College's trend shows positive results in **5R3 Table 1**, as a decrease in value shows improved performance on this metric.

5R3 Figure 1: Fiscal Year Facilities Condition Index



Data Source: Minnesota State System Accountability Dashboard Strategic Framework Performance Measures Report, May, 2017

The College completed its first Occupational Safety and Health Administration consultation visit and implemented 100 percent of the suggestions and corrections from the visit. The visit did not result in any fines. In collaboration with local law enforcement on all four campuses, the College provided additional safety training for employees on best practices in responding to a potential active shooter situation.

Information technology processes, systems and equipment continue to receive significant attention. Due to regular monitoring, replacement and security protocols, the College's information technology infrastructure provided end users with a reliable, secure and user-friendly experience, void of any significant security breaches, hardware and/or software failures.

Presently, the College's information technology team:

- Scans 100 percent of the College systems, with credentials, in networks that have internet-facing systems, central accounts payable and procurement card networks
- Patches 100 percent of its campus managed servers and lab computers within 30 days of patch release and 75 percent of employee desktops within 30 days of patch release
- Conducts reviews of administrative data access rights every 90-120 days, and 100 percent of employees accessing highly restricted data do so using secure methods
- Encrypts 100 percent of data defined as highly restricted using approved encryption protocols

In addition, the College has evaluated 100 percent of its in-house developed computer applications for high-risk coding flaws and vulnerabilities within the past three years.

5I3 Improvements that have been, or will be implemented in the next one to three years

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

The College's participation in the Safety Perception Survey will help to identify process improvements in this area. The Minnesota State system is partnering with the Minnesota Department of Administration in a five-year project designed to better understand state employee perceptions about workplace safety. Results from this survey will help to inform safety initiatives at the College.

The College recognizes the need to implement a formal audit of all third-party web solutions as a continuous improvement strategy to ensure that confidential data remains free from unauthorized access and manipulation. Additionally, the College's first steps to implement new data classification protocols will continue and advance in the next one to three years. These new protocols align with a system-wide effort to enhance information technologically risk management processes.

CATEGORY 6: QUALITY OVERVIEW

Category 6 focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated and how they contribute to improvement of the institution.

MATURITY STAGE:



CATEGORY 6: OVERVIEW

The College views its **Quality Overview** processes as *aligned*. The College uses institutional and programmatic accreditation processes, AQIP Action Projects, participation in Higher Learning Commission Academies and Strategy Forums, planning processes and priorities and Minnesota State system accountability processes and metrics to support **Quality Improvement Initiatives**. The College's past AQIP Action Projects in assessment of student learning, budgeting processes, communication, employee recognition, nursing accreditation, serving students across campuses and student orientation resulted in significant improvements. Active AQIP Action Projects focus on additional work needed in the assessment of student learning and further enhancing the student orientation processes. A third Action Project focuses on preparation for a new accreditation process for the College's nursing programs.

Through its planning process for fiscal year 2017, the College identified continuous quality improvement as its own distinct top priority. Continuous quality improvement will continue as a distinct top priority for fiscal year 2018. The College's Culture of Quality processes reflect increasing effort regarding the analysis and use of data in the decision-making process. The AQIP Steering Committee has identified a need to employ additional actions and strategies to continue to reaffirm the centrality of the AQIP Pathway to providing the highest possible quality programs and services for all students and stakeholders, and thus views **Culture of Quality** processes as *systematic* at this time. As the College embarks upon its next round of comprehensive strategic planning during the 2017-2018 academic year, we look forward to incorporating feedback from the 2017 systems portfolio to achieve an aligned maturity stage within the next one to two years.

6.1: QUALITY IMPROVEMENT INITIATIVES

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1 Processes for determining and integrating CQI initiatives, and identify who is involved

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

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Selecting Quality Improvement Initiatives

The College encourages employees to enact continuous quality improvement actions into their daily work. Any employee can recommend an AQIP Action Project or other significant continuous quality improvement initiative. The AQIP Steering Committee, comprised of staff and faculty from across the College, reviews all recommendations for AQIP Action Projects and forwards a committee recommendation to the President's Cabinet for final decision. The President's Cabinet reviews proposed AQIP Action Projects for alignment with the College's mission, vision, values and strategic priorities of the institution and the Minnesota State system. After an AQIP Action Project receives approval from the President's Cabinet, a liaison from the AQIP Steering Committee is assigned to work with the employees involved in the project. The accreditation liaison officer, the associate vice president of academics, works with the AQIP Action Project team to enter and update the AQIP Action Project in the Action Project Network.

The decision to identify continuous improvement as its own distinct top priority for fiscal year 2017 and fiscal year 2018 represents an effort to clearly communicate the importance of continuous quality improvement using straightforward language. Previous strategic and fiscal year priorities did not ignore or diminish the importance of continuous quality improvement at the College. The description of these initiatives in all publicly disseminated documents, however, did not always use the terms continuous improvement or continuous quality improvement.

The College's active AQIP Action Projects include:

- Assessment of Student Learning: Analyzing and

Refining

- New Student Orientation: From a One-Time Event to an Ongoing Support Experience
- Preparation for Accreditation Candidacy with National League for Nursing/Commission for Nursing Accreditation

The College's goals and strategies for the fiscal year 2017 Continuous Improvement Priority include:

- Support the academic plans and strategic enrollment management initiatives
- Complete the Academic Quality Improvement Program systems portfolio
- Utilize program review and Core Ability assessment data as a framework for academic program improvement

The College will engage in the process of identifying new AQIP Action Projects during the summer and fall of 2017, as existing projects conclude. As the College launches its comprehensive strategic planning process during the 2017-2018 year, we have an ideal opportunity to incorporate the feedback from the 2017 AQIP systems portfolio.

Aligning the Systems Portfolio and Continuous Quality Improvement Actions

The College aligns the systems portfolio, AQIP Action Projects, Quality Checkup, Strategy Forums and Academy participation with other institutional continuous improvement initiatives. The AQIP Steering Committee participates in the completion of the systems portfolio and solicits input from employees, work teams, Councils and College divisions and departments in the portfolio preparation process. Feedback from the 2013 systems portfolio informed specific AQIP Action Projects including the assessment of student learning, employee recognition project and student orientation projects. The College's fiscal year priorities also incorporate feedback from the systems portfolio, AQIP Action Projects and Strategy Forums. Completion of a Strategy Forum focused on clarifying decision making processes spurred the improvement of the College's budgeting and course cancellation processes by providing employees with increased opportunities for input into both of those key processes. Completion of the Assessment Academy led to the establishment of documented assessment of student learning processes, in addition to other improvements. Participation in the Persistence and Completion Academy will also aid the College in aligning and improving continuous quality initiatives to increase student retention and success.

6R1 Results for continuous quality improvement initiatives

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

The results for continuous quality improvement initiatives stem from AQIP Action Projects, Strategy Forum participation and feedback from the 2013 systems portfolio and comprehensive visit. Three consecutive AQIP Action Projects focused on improving the College's approach to assessment of student learning have resulted in the completion and dissemination of a comprehensive assessment of student learning handbook, significant revisions to the comprehensive program review process and the development and implementation of a Core Ability assessment of student learning process, which has now been in place for the last two academic years and provides us with useful data for improving student learning. The long-term dedication and expertise of the faculty members on the Assessment of Student Learning Work Group accounts tremendously for the College's ability to implement these improvements in processes and results relative to the assessment of student learning. The addition of employee recognition opportunities that relate directly to employee achievement and continuous improvement efforts exists as another important result stemming from an AQIP Action Project. The Distinguished Achievement Award process and the Pride Award process provides new opportunities for colleagues and supervisors to recognize employees for specific accomplishments and improvements. Finally, participation in Strategy Forums contributed to an AQIP Action Project on budgeting processes that has increased employee ownership of the process.

6I1 Improvements that have been, or will be implemented in the next one to three years

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

The College sees an opportunity to update and clearly document the processes it uses to align the systems portfolio, AQIP Action Projects, Quality Checkup, Strategy Forums and Academy participation through a flow chart or visual process figure. This improvement will help to clearly explain and disseminate the alignment of continuous quality improvement initiatives with the College's planning and deci-

sion-making processes.

Additionally, the AQIP Steering Committee desires to continue to increase the level of engagement of all employees in the AQIP accreditation pathway. At this time, the College does not formally assess employee perceptions regarding the vitality of the AQIP pathway in supporting continuous quality improvement throughout the College. Implementing an assessment to more specifically measure employee perceptions also represents a needed area of improvement.

6.2: CULTURE OF QUALITY

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2 How a culture of quality is ensured within the institution

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- *Developing an infrastructure and providing resources to support a culture of quality*
- *Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)*
- *Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)*
- *Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution*

Ensuring a Culture of Quality

The College ensures a culture of quality in numerous ways. Various councils, teams and work groups throughout the College engage daily in accomplishing the strategic priorities of the College, which all reflect goals for continuous improvement. The College's establishment of key performance indicators supports a culture of quality. As a member of the Minnesota State system, the College's analysis and use of the metrics on the Minnesota State system Accountability Dashboard help to improve institutional performance and enable College leaders to communicate the accomplishment of these results with internal and external stakeholders through established, regular communication processes. AQIP Action Projects support a culture of quality, and the College currently has three active Action Projects dedicated to improving the assessment of student learning, enhancing student orientation and strengthening nursing programmat-

ic accreditation efforts. Furthermore, College employees regularly attend the Higher Learning Commission's Annual Conference and share lessons learned from the conference to support a culture of quality.

The College's progress in integrating planning and budgeting processes across the academic and student development divisions supports a culture of quality and further engages the staff and faculty leaders who accomplish the stated goals of those plans. Furthermore, the College's enhancement of professional development opportunities attests to a culture of quality. The College's allocation of additional resources to support professional development around diversity and inclusion, the Build a Better Course process facilitated by the Center for Teaching, Learning and Technology and the launch of a formal professional development program for information technology staff members reflects the College's commitment to a robust culture of quality, one that is dedicated to learning and continuous quality improvement.

Core Components for Criteria for Accreditation

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

- **The College upholds its commitment to work systematically to improve its performance through its processes, resources allocation decisions and the collective efforts of dedicated and qualified employees.**
- **The College uses data and resources from a variety of internal and external sources to regularly assess its performance and to inform the development of continuous improvement strategies.**
- **Specifically, the College analyzes results on the Minnesota State's system's Accountability Dashboard, the College key performance indicators, the College's strategic plans and fiscal year priorities and completion of and progress with continuous improvement initiatives as evidence of performance in its operations.**
- **The College documents and shares performance results annually with all College employees and with external stakeholders through the College's General Advisory Council.**
- **The College publishes numerous report**

documents and performance data on the website and in official College publications.

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.*

- **The College learns from various experiences and applies the lessons learned, in addition to using continuous improvement feedback from internal and external stakeholders to improve the effectiveness of the College.**

6R2 Results for continuous quality improvement initiatives

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

The College shows strong evidence of its commitment to a culture of quality. The 2017 systems portfolio incorporates continuous improvement suggestions from the 2013 systems portfolio and Comprehensive Quality Review. The College has incorporated lessons learned from Strategy Forum participation and looks forward to selecting another Forum to attend in 2018-2019. The College uses AQIP Action Projects to enhance a culture of quality and to increase operational effectiveness and student success.

The College's current participation in the Higher Learning Commission's Persistence and Completion Academy shows a commitment to using continuous improvement resources and best practices to strengthen student retention, persistence and completion, with a particular focus on initiatives to improve persistence and completion rates for students of color on the Fergus Falls and Moorhead campuses.

The College's planning processes focus on continuous improvement through the development of specific priorities, strategies and goals and the annual tracking and reporting of results. The College's commitment to place additional emphasis on the use of data in decision making through the expansion of institutional research and the establishment of key performance indicators also serve to confirm the College's commitment to a culture of quality.

6I2 Improvements that have been, or will be implemented in the next one to three years

Based on 6R2, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

The College looks forward to the systems portfolio review process to learn from the insights, recommendations and suggestions of the peer reviewers to further the College's culture of quality. The College's decision to align the timing of its upcoming comprehensive strategic planning process with the schedule of receiving feedback on the systems portfolio reaffirms the role and vitality of the AQIP Pathway in every aspect of the College's operations, major planning processes and aspirations for continuous quality improvement.