

Organizational Profile

P.1 Organizational Description

a. Organizational Environment

a(1) Rochester Community and Technical College (RCTC) was founded in 1915 by a motion of Dr. Charles Mayo, one of the founders of the Mayo Clinic. RCTC is Minnesota’s, and one of the nation’s oldest surviving and original community colleges. For 90 years, RCTC has had a tradition of excellence and has provided liberal arts, technical, and lifelong learning to the citizens of southeastern Minnesota. RCTC is part of the Minnesota State Colleges and Universities. The law creating the Minnesota State system was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. The law merged the state’s community colleges, technical colleges and state universities into one system. Instead of three separate governing boards and three chancellors, there is now one board and one chancellor for the entire system. In 1995, the Minnesota State Colleges and Universities System became operational and on July 1, 1996, then Rochester Community College merged with Minnesota Riverland Technical College to form RCTC. The Minnesota State Colleges and Universities system comprises 32 campuses including 25 two-year colleges and seven state universities.

Rochester is Minnesota’s third largest city and one of the fastest growth areas outside of the Twin Cities metropolitan area (Minneapolis and St. Paul). Rochester’s economy is strong and diverse, built around health care, hospitality, high technology, and agriculture. Rochester is also home to the world renowned Mayo Clinic and the largest IBM complex under one roof. IBM Rochester produces the Blue Gene computer which ranks as the number fastest supercomputer in the world. The city is proud of its record of consistently landing near or at the top of several of the nation’s “Most Livable Cities” lists. According to the Milken Institute’s 1999 Study of America’s High Tech Economy, Rochester had the highest concentration of high-tech businesses in the United States. During the last 10 years, Rochester has had the highest number of patents filed per 100,000 residents in the nation.

RCTC is a University Center Rochester (UCR) partner. UCR is a campus serving approximately 12,000 credit and non-credit students annually and is the home to Rochester Community and Technical College, University of Minnesota Rochester, and Winona State University - Rochester Center. Often referred to as **3-2-1**, UCR is comprised of **three** institutions representing the State of Minnesota’s **two** public higher education systems (MnSCU and the University of Minnesota) on **one** campus. This unique partnership brings together a spectrum of program offerings that range from certificates to doctorate degrees in a setting that features state-of-the-art facilities, all which can be completed from start to finish without leaving the UCR

campus. Furthermore, UCR is a hub for educational, recreational, cultural and social activities. According to our annual Knowledge and Awareness study, in the past twelve months, approximately fifty-eight percent of persons 18-49 years old in a thirty-mile radius of UCR report that they have been on campus at least once. RCTC is the legal authority for the campus. A recent economic impact study indicated that RCTC has an \$80M impact on the local economy. The College has an annual budget of \$40M and is one of the largest employers in Rochester.

RCTC serves approximately 7,800 students in credit-based enrollments and 2,900 persons in non-credit courses. The College offers over 70 credit-based programs with 100-plus credential options in the areas of liberal arts, allied health, business, services, and technical career pathways. RCTC’s largest programs include liberal arts, nursing, allied health, and business. The College grants a number of awards to students meeting academic requirements (**Figure P.1-1**).

A variety of delivery approaches are utilized to support student learning. These include face-to-face, labs, online, internships, clinical, cohort, and interactive television delivery. RCTC is among the largest generators of online learning credits which now accounts for 9% of credits sold. A variety of educational partnerships are also in place to provide learning opportunities for the College’s prospects, students and stakeholders. These include nearly 40 articulation agreements with other higher education providers, affiliate programs with the Mayo School of Health Sciences and “two plus two” career pathways with Winona State University and the University of Minnesota. The College, through its Continuing Education and Workforce Development unit, provides customized contract training and continuing education serving target industries and incumbent workers. Additionally, diverse programming is offered through community education including programs for youth and the elderly.

College Awards Granted
Associate in Arts (A.A.)
Associate in Science (A.S.)
Associate in Applied Science (A.A.S.)
Diplomas
Certificates

Figure P.1-1 – Awards Granted

a(2) The College culture is unique in that it is a comprehensive community college with the feel of a state university environment. The College strives to be a world-class provider of education fostered in a culture of innovation, continuous improvement, and excellence. The culture is best expressed through its signature statements (**Figure P.1-2**) including its vision, mission, and values. The College has also adopted “Design Criteria” and a “Statement of Desired Culture” that guide planning and improvement efforts. RCTC’s signature statements align to the vision, mission, and guiding principles of the Minnesota State Colleges and Universities System strategic plan. Additionally, the College’s culture is linked to the vision and mission of the University Center Rochester partners.

The UCR vision is to “provide a unified and comprehensive University Center Rochester” and its mission is to “provide access to quality higher education opportunities in an environment of integrated academic partnerships. This will be achieved through participatory leadership, integrated academy, comprehensive program opportunities, community - campus partnerships and responsiveness to the community.”

Signature Statements	
Vision	Rochester Community and Technical College will be a universal gateway to world class learning opportunities.
Mission	Rochester Community and Technical College provides accessible, affordable quality learning opportunities to serve a diverse and growing community.
Values	Learner-Centered, Excellence, Innovation, Teamwork, Respect, and Fun
Design Criteria	<ol style="list-style-type: none"> 1. The mission and vision is modeled in the delivery and support of teaching and learning. 2. The College aligns resources to support the mission and vision. 3. The performance of the College demonstrates continuous improvement.
Statement of Desired Culture	<p>Rochester Community and Technical College will create a learning community and work culture characterized by the following traits:</p> <ul style="list-style-type: none"> • Respecting...the differences and values of all stakeholders • Celebrating...our successes, having fun • Treating...students and stakeholders to their delight • Collaborating...through open communication, encouraging innovation

Figure P.1-2 – Signature Statements and Strategic Goals

a(3) RCTC has 560 full-time and part-time employees including faculty, professional staff, support staff and administrators. The staff profile includes 134 full-time faculty, 106 support and service staff, 246 part-time or adjunct faculty, 48 general professional staff, and 26 administrative and managerial staff. Of the total employees, 5.4% are persons of color and 4.1% self-identify themselves as being disabled. The average length of employee service is eight years with an average age of 46. A significant percentage of the staff will reach retirement age in the next ten years. Sixty-eight (68%) percent of the faculty have a masters degree or higher. The College operates in a collective bargaining environment with seven unions (Figure P.1-3).

a(4) The University Center Rochester manages 722,550 square feet of building inventory including 20 buildings on 518 acres of land. In 1999, the citizens of Rochester passed a one-half cent local sales extension to collect \$72M in tax

revenue supporting local development. UCR was the recipient of \$20 million of the \$72M in local sales tax revenue which was earmarked for athletic and recreational facilities for college and community use. This past fall Rochester residents voted to extend the sales tax providing for an additional \$8 million in co-development of recreational and other higher education facilities for college and community use.

Collective Bargaining Groups
Minnesota State College Faculty (MSCF)
American Federation of State, County, Municipal Employees (AFSCME), Council 6
Commissioner’s Plan
Minnesota Nurses Association (MNA)
Middle Management Association (MMA)
Minnesota Association of Professional Employees (MAPE)
Personnel Plan for MnSCU Administrators

Figure P.1-3 – Collective Bargaining Relationships

Since its creation, RCTC has leveraged more than \$50 million in campus development through capital bonding and local sales tax proceeds. In the spring of 2002, the campus opened up two major facilities: the \$15.5M UCR Regional Sports Center was built with \$10.5M in local monies leveraged against \$5M in capital bonding dollars from the State of Minnesota: and the \$9M Technology Enhanced Learning Environments Project (TELEPro) renovated and repurposed the Goddard library and adjacent areas to include a digital media center, smart classrooms throughout the campus, wired and wireless infrastructure, and a gigatude of highest-tech equipment. Also in 2002, an intercampus roadway system linking the former technical college campus to the UCR main campus opened. In the 2002-2003 academic year, a \$4.5M Horticulture Technology Center was opened. In May of 2006, ground was broken on a \$12.7M project that would renovate Rockenbach Gymnasium into a Health Sciences facility. As part of the Health Sciences facilities renovation the Rochester City Councils voted to approve \$1.5 million in sales tax funds to build a low income primary care medical and dental clinic on the campus. The facility will serve a growing population of citizens with limited access to dental or medical care. The College will use the facilities as clinical sites for its allied health programs. In addition, the Rochester City Council voted to approve \$3.61 million in city sales tax funds to support a new artificial-turf winter domed stadium in February 2006. The new facility is expected to be completed in the fall of 2007.

Through its partnerships with the City of Rochester, Rochester Park and Recreation, and youth and adult sports associations, RCTC has also co-developed the Fuad Mansour Youth Sports Complex that includes six football, seven soccer, and six baseball/softball fields on the UCR campus.

UCR’s master site plan, approved this past year, envisions future co-development with Workforce Development, Inc., Rochester Public Schools, youth and adult sports

associations, and other public and private entities. Two new construction projects, a collocated Workforce Center and a Classroom Community Center, have been proposed for the 2006-2011 MnSCU capital bonding request. The College and Rochester Public Schools are currently discussing the feasibility of financing the pre-design of a secondary vocational center addition to the Heintz Center.

a(5) The College is part of the Minnesota State Colleges and University System and is governed by a 15 member Board of Trustees appointed by the Governor and has no local board authority. MnSCU is an agency of the State of Minnesota. RCTC is governed by the laws and financial regulations of the State and through policies and procedures set forth by the Board of Trustees of the system. The President of RCTC reports to and serves at the will of the MnSCU Chancellor. The College’s last two audits have been unqualified clean audits with no significant findings. RCTC is accredited by The Higher Learning Commission of the North Central Association. The last formal accreditation was in 2001 when the College was granted a five-year reaccreditation. The College is a member of the Academic Quality Improvement Program (AQIP) which provides a quality-based, Baldrige-like accreditation cycle. The College and several of its programs are nationally accredited by various accrediting agencies (**Figure P.1-4**).

RCTC Accrediting Agencies
The Higher Learning Commission
Minnesota Online – pending (approved May, 2006)
American Dental Association
Commission on Accreditation of Allied Health Education
Joint Review Committee on Education in Radiologic Technology
Minnesota Board of Peace Officer Standards and Training
National League for Nursing Accrediting Commission

Figure P.1-4 – Accrediting Agencies

b. Organizational Relationships

b(1) RCTC operates in an environment of shared governance. RCTC has a shared governance structure focused on empowering employees; aligning resources; and creating a student-centered, customer-focused learning environment. The College’s Organizational Leadership and Shared Governance System (**Figure 1.1-1**) is divided into seven divisions all led by a senior-cabinet level administrator reporting to the College president. The shared governance system includes the Administrative Leadership Cabinet and Council, several groups provided for by contract or agreement, and the all-college committee structure, and Student Senate/Cabinet. New this year is “C3” or Cabinet/Council/Committees. This group includes College leadership and the co-chairs of each all-college committee. They meet as a clearinghouse for committee, communications, information sharing and bringing ideas forward from all-college committee’s, sub-committees, task forces, and other ad hoc solve and dissolve groups.

Additionally, given the unique campus culture of UCR, a host of leadership bodies including the UCR Advisory Committee, UCR Executive Council, UCR Cabinet, and UCR Council have been instituted to guide the affairs of the partnership and meet on regular cycles to discuss joint issues. A unique aspect of the UCR partnership is the presence of the Greater Rochester Area University Center (GRAUC), a community advocacy group established for the advancement of higher education in the region. Since 1987, the Greater Rochester Area University Center (GRAUC) Board of Directors has fostered a community vision for expanded higher education offerings in Rochester. GRAUC's advocacy resulted in the creation of the University Center Rochester. Their efforts have resulted in the significant expansion of the campus in the last decade.

b(2) The College has identified eight key student segments and eight key stakeholder and six partner/supplier segments. These groups and their requirements are described in detail in **Figures 3.1-2, 3.1-4** and **3.1-5**. Numerous listening and learning approaches are in place to stay abreast of these student, stakeholder and partner needs, expectations, and levels of satisfaction in **Figure 3.1-6**. The Key student segment categories are not mutually exclusive since individual students often fit into multiple roles (e.g., a “prior college learner” from an “underrepresented group” taking a course online).

b(3) The College has identified seven “Level 1” processes composing the Student Learning System (SLS) in **Figure 5.1-1**. Level 1 processes align to cabinet-level leadership noted in b(1). Level 1 processes are further segmented into Level 2 and Level 3 (described in Category 6) processes and further define the College’s work system. Each Level 2 process is being further defined through a process management initiative this year. The outcome will be the identification of stakeholder requirements and measures by which to assess the effectiveness of the work performed. All processes are mapped/flowcharted and will be posted to the Continuous Improvement website.

Partners and suppliers play a significant role in RCTC’s Student Learning System. Key Teaching and Learning processes include partnership development, academic program development, and review and student learning. UCR partners offer articulated programming in areas known as career pathways that provide students with a means to achieve multiple educational goals spanning certificate to doctoral degrees. The College also collaborates in other key process areas including the areas of facilities, marketing, information technology, and other areas. Additionally, the UCR partners have jointly purchased and developed customer relationship management software that enables joint communications strategies aimed at managing student and stakeholder relationships. RCTC collaborates with diverse higher education and K-12 partners to build transfer articulations, career pathways, and other bridging options to facilitate student success.

b(4) RCTC has a number of communications mechanisms (**Figure P.1-5**) established to build relationships and provide ongoing communications to key customer, stakeholder and partner segments. The College regularly provides institutional reports and receives input at monthly GRAUC meetings. Additionally, the UCR Advisory Committee meets every other month, providing an opportunity to communicate to the community and receive information from members representing stakeholder and partner organizations. Most of the College’s technical programs have established advisory committee meetings to keep programs current with industry needs.

Communications Mechanisms	
Student Communications	Frequency
College Website	Dynamic
The Echo	Monthly
The Stinger	Weekly
Email	On Demand
Internet-based Kiosks	Dynamic
College Catalog and Other Publications	Dynamic
Surveys	Periodic
Electronic Message Boards	Daily
Targeted Communications Campaigns	Periodic
Student Advising and Registration (STAR) Sessions	Daily/Weekly Sessions at Key Registration Times
Stakeholders/Partners Communications	Frequency
College and Departmental Websites and Intranet	Dynamic
College Crossings Newsletter and Supalla Scribblings Column	Weekly
Health Buzz	Periodic
Email	Periodic
Advisory Committees	Varies
Annual Report	Annual
Surveys	Periodic
Baldrige Bantering	2 to 3 Issues Per Year
Staff Development Day Workshops-State of the College Presentations	Per Calendar

Figure P.1-5 – Communications Mechanisms

P.2 Organizational Challenges

a. Competitive Environment

a(1) RCTC has a strong market position. Approximately 25% of Rochester and 11.6% of area high school graduates enroll at the College immediately following graduation. Approximately 70% of residents in the Greater Rochester area identify RCTC when asked who first comes to mind when thinking of higher education in the region. Additionally, 66% of area residents indicated that they, or a member of their immediate family, have attended RCTC.

The College is the largest two-year college campus outside of the Twin Cities metropolitan area. The Greater Rochester area is served by diverse academic institutions. RCTC has several competitors (**Figure P.2-1**). In the past year, Rochester witnessed the opening of a local campus of the Minnesota School of Business, a private for-profit

provider offering Associate Degrees and Diplomas. The nearest two-year institutions are located 45 miles to the east and west of RCTC. The College has positioned itself through the UCR partnership as a place where students can begin and continue their education from certificate to graduate degrees; from “start to finish.”

Competitors	Programming
Minnesota School of Business	One and two year degree programs
Cardinal Stritch	One Associates Degree and many 4 year program options
Mayo School of Health Sciences	Two Year Health Sciences Programming
South Central College (Mankato)	One and two year degree programs
Minnesota State College Southeast Technical (Winona and Red Wing)	One and two year degree programs

Figure P.2-1 – RCTC Competitors

In 2005, Governor Tim Pawlenty and the Minnesota State Legislature established the Rochester Higher Education Development Committee (RHEDC) to research, recommend, and develop a proposal for expanded higher education programs or institutions in the growing Rochester area. The RHEDC submitted its report to the Governor and Legislature in March 2006. The report recommends the establishment of a world-class higher education institution that leverages the University of Minnesota’s research capability, in partnership with IBM, Mayo Clinic, and other industry leaders, to build signature academic and research programs that complement Southeast Minnesota’s existing leadership roles in health sciences, biosciences, engineering and technology. RCTC would be held harmless and would likely benefit from students taking lower division courses.

a(2) Factors that determine the College’s success relative to its competitors include course and program variety, overall value, credit transferability, and access to technology. These are attributes rated most important by the citizenry of the Greater Rochester area. RCTC’s location in one of Minnesota’s fastest growing areas, combined with its economic strength in healthcare and high technology, position the College well. The University Center Rochester partnership creates a “university-like” environment providing access to 150 plus credential options spanning certificates to doctorates. Students can benefit by enrolling in three premiere institutions and receive cost savings and added value by combining the unique strengths of the three institutions. Strong K-12 partnerships like the Collaboration Among Rochester Educators (CARE) create pathways allowing high school students to get a “jump start” on their college education through programs like Post Secondary Education Options (PSEO). This partnership also has resulted in joint projects like the Summer Bridge program to ensure student success between high school and college.

Recent campus investments in technology and athletic facilities provide access to a campus rich in amenities,

creating a robust educational experience. Additional factors influencing the College’s long-term success include: the ability to leverage the brand strengths of Mayo and IBM, to capitalize on the potential of UCR and University of Minnesota expansion, to enhance and continue to cultivate community partnerships, and to utilize the full power and capacity of TELEPro.

a(3) Comparative information is available from the MnSCU ITS Management Reports website. This site contains reports and queries to assist in management and policy decisions for the Board of Trustees, System Office, and institutional managers. College, University, and System Office personnel interested in data management, including institutional research directors, were/are consulted for the development of these reports. These reports are updated daily, weekly, monthly, or annually depending on the report. This provides RCTC with the ability to compare its performance against other institutions, institutional types, and overall system averages. The College also has access to comparative data and information through its participation in nationally-normed surveys including the Campus Quality Survey, Student Satisfaction Inventory, Community College Survey of Student Engagement, and other instruments. Comparative information is also available through membership organizations to which the College belongs.

b. Strategic Challenges

RCTC has four strategic goals (Figure 2.1-3) linked to MnSCU strategic directions and deriving from strategic challenges (Figure P.2-2) identified in the strategic

planning process. Goals are supported by sixteen core institutional strategies aligned to eight key performance indicators and related core measures. The College’s strategic directions and goals are aligned with the Minnesota State Colleges and Universities (MnSCU) and the Office of the Chancellor.

Top Strategic Challenges
Demonstrate Accountability
Funding and Resource Allocation
Focus - What’s Our Niche
Community Understanding of RCTC

Figure P.2-2 – Strategic Challenges

c. Performance Improvement System

The College’s Performance Improvement System (Figure P.2-3) is a framework built on key concepts including shared governance, integrated planning, listening to and learning from key stakeholders, assessment, and continuous improvement within an environment of systems and process thinking. This framework is used to drive action within the College. Each year, all college academic and nonacademic departments engage in a process whereby assessments of performance are conducted that drive the development of continuous improvement work plans linked to budgetary requests and divisional-level and college strategic goals and core strategies. The process embeds a Plan-Do-Check-Act approach focused on the use of data via a balanced scorecard and dashboard approach.

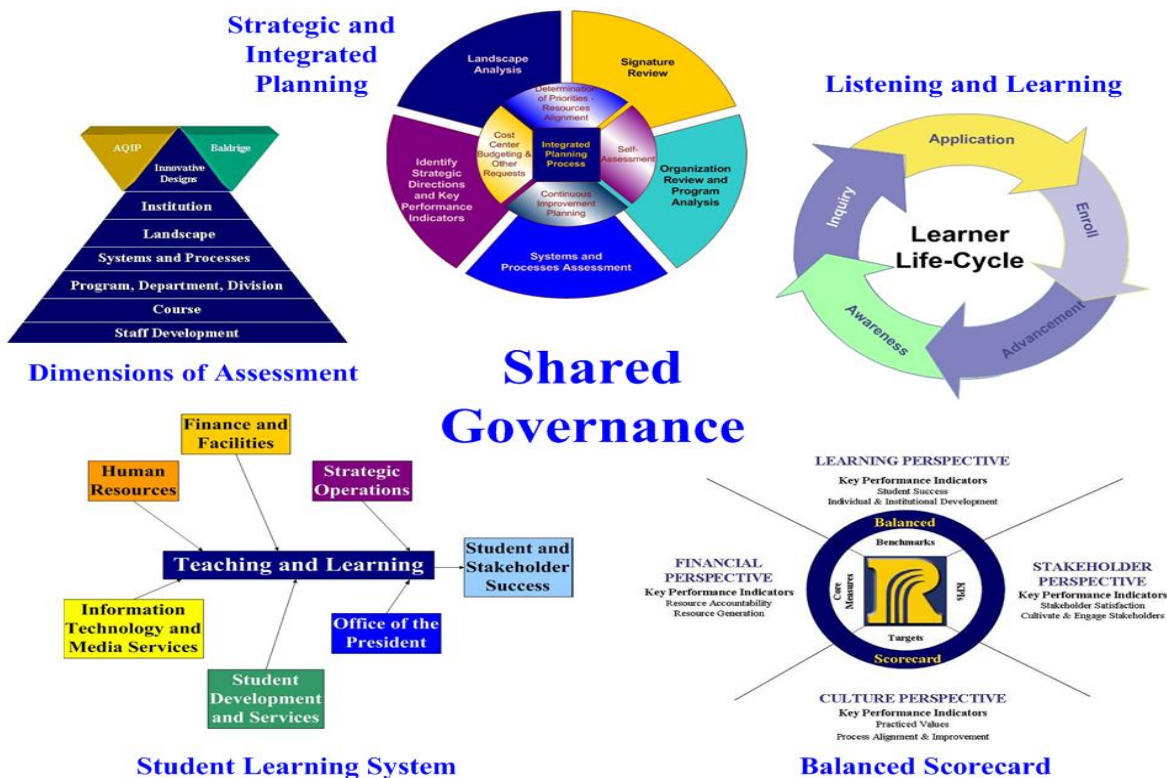


Figure P.2-3 – Performance Improvement System