Organizational Profile

P.1 Organizational Description

a. Organizational Environment

(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, 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.

<table>
<thead>
<tr>
<th>College Awards Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (A.A.)</td>
</tr>
<tr>
<td>Associate in Science (A.S.)</td>
</tr>
<tr>
<td>Associate in Applied Science (A.A.S.)</td>
</tr>
<tr>
<td>Diplomas</td>
</tr>
<tr>
<td>Certificates</td>
</tr>
</tbody>
</table>

**Figure P.1-1 – Awards Granted**

(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.”

<table>
<thead>
<tr>
<th>Table</th>
<th>Signature Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Rochester Community and Technical College will be a universal gateway to world class learning opportunities.</td>
</tr>
<tr>
<td>Mission</td>
<td>Rochester Community and Technical College provides accessible, affordable quality learning opportunities to serve a diverse and growing community.</td>
</tr>
<tr>
<td>Values</td>
<td>Learner-Centered, Excellence, Innovation, Teamwork, Respect, and Fun</td>
</tr>
</tbody>
</table>
| Design Criteria | 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 | Rochester Community and Technical College will create a learning community and work culture characterized by the following traits:  
- 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.

**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 (TELPE) 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 gigature 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.
forces, and other ad hoc solve and dissolve groups.

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communications, information sharing and bringing ideas
committee. They meet as a clearinghouse for committee,
College leadership and the co-chairs of each all-college
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structure, and Student Senate/Cabinet. New this year is
contract or agreement, and the all-college committee
Cabinet and Council, several groups provided for by
administrator reporting to the College president. The shared
seven divisions all led by a senior-cabinet level
Shared Governance System (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
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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
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forces, and other ad hoc solve and dissolve groups.
h(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 Table]

<table>
<thead>
<tr>
<th>Student Communications</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Website</td>
<td>Dynamic</td>
</tr>
<tr>
<td>The Echo</td>
<td>Monthly</td>
</tr>
<tr>
<td>The Stinger</td>
<td>Weekly</td>
</tr>
<tr>
<td>Email</td>
<td>On Demand</td>
</tr>
<tr>
<td>Internet-based Kiosks</td>
<td>Dynamic</td>
</tr>
<tr>
<td>College Catalog and Other Publications</td>
<td>Dynamic</td>
</tr>
<tr>
<td>Surveys</td>
<td>Periodic</td>
</tr>
<tr>
<td>Electronic Message Boards</td>
<td>Daily</td>
</tr>
<tr>
<td>Targeted Communications Campaigns</td>
<td>Periodic</td>
</tr>
<tr>
<td>Student Advising and Registration (STAR) Sessions</td>
<td>Daily/Weekly Sessions at Key Registration Times</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholders/Partners Communications</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Departmental Websites and Intranet</td>
<td>Dynamic</td>
</tr>
<tr>
<td>College Crossings Newsletter and Supalla Scribblings Column</td>
<td>Weekly</td>
</tr>
<tr>
<td>Health Buzz</td>
<td>Periodic</td>
</tr>
<tr>
<td>Email</td>
<td>Periodic</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>Varies</td>
</tr>
<tr>
<td>Annual Report</td>
<td>Annual</td>
</tr>
<tr>
<td>Surveys</td>
<td>Periodic</td>
</tr>
<tr>
<td>Baldridge Bantering</td>
<td>2 to 3 Issues Per Year</td>
</tr>
<tr>
<td>Staff Development Day Workshops-State of the College Presentations</td>
<td>Per Calendar</td>
</tr>
</tbody>
</table>

**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.”

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

**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.

<table>
<thead>
<tr>
<th>Top Strategic Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Accountability</td>
</tr>
<tr>
<td>Funding and Resource Allocation</td>
</tr>
<tr>
<td>Focus - What’s Our Niche</td>
</tr>
<tr>
<td>Community Understanding of RCTC</td>
</tr>
</tbody>
</table>

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