

AQIP Category 9 – Building Collaborative Relationships

Context for Analysis (C)

9C1 Key Collaborative Relationships

RCTC has a strong reputation locally, regionally, and nationally, for partnering with both public and private organizations for the betterment of the College and the community. As stated in 2C1 one of the College’s core competencies is its ability to develop **partnerships**. The faculty, staff and administration have an ongoing and strategic willingness--and ability--to create community, business, cultural, and educational partnerships. **Figures 9C1-1** through **9C1-5** show the breadth and depth of partnership that RCTC is currently engaged in to achieve its mission, vision, strategic directions, and goals. A cursory count shows approximately 75 partnerships in operation at present.

As noted in the latest UCR Master Site Plan, RCTC continues to be futuristic in planning for new expansions by partnering with Workforce Development, Inc. the Rochester Public Schools, the Boys and Girls Club, Head Start, and Migrant Head Start to co-locate a Workforce, Career, Technical and Area Learning Center: Boys and Girls Club and Head Start operation on the UCR Campus. Pre-design has been completed, and funding for the Center has already been approved and obtained from the Rochester Public School Board. The project has already been included on the preliminary MnSCU capital bonding requests for legislative approval in 2008-2010.

9C2 Reinforce Institutional Mission

The College’s mission focuses on accessible, affordable, quality learning opportunities for a diverse and growing community are embedded in these robust partnerships. These partnerships seek to foster access, promote high quality, build bridges focused on student success and create transitions allowing students to move from K-12 to RCTC to four-year and post baccalaureate degree opportunities. These mission-specific aims are clearly observed in the CARE, UCR, Mayo School of Health Sciences, WSU Leadership Alliance and other community and business partnerships. These partnerships align to the College values of learner-centeredness, excellence, innovation, teamwork, respect, and fun. Our vision is to be a world-class gateway to quality higher educational opportunities. Partnerships with diverse organizations and world-class ones like Mayo and IBM help to establish pathways to achieve this end.

Each cycle of the Strategic Planning Process (8P1) includes representation from our diverse educational, business, community and cultural partners.

K-12 Relationships	
1.	Post Secondary Enrollment Options (PSEO) by contract
2.	Concurrent enrollment
3.	Tech Prep
4.	Rochester Off Campus (ROC) Charter School
5.	Summer Bridge
6.	Free use of space agreement
7.	Pre-testing (Placement) in high schools
8.	Grants: accelerated nursing, pre health science curriculum for diversity
9.	Faculty meetings among math, English, animal science
10.	RCTC representatives on K-12 advisory committee
11.	H.S. training via Center of Excellence
12.	Rochester Area Math Science Partnership (RAMPS)
13.	Science fairs
14.	Upward Bound
15.	Youth programs—College for Kids, Camp Invention

Figure 9C1-1 K-12 Relationships

Higher Education Relationships	
16.	University Center Rochester (UCR) - (2 + 2, career pathways, facility and service agreements)
17.	RCTC Foundation
18.	Greater Rochester Area Advocates for Universities and Colleges (GRAUC)
19.	Rochester Higher Education Providers
20.	MnSCU SE Regional Training Consortium, Customized Training and HR meetings
21.	Staff development—especially common regional staff development day
22.	COMET (Consortium of Minnesota Educational Telecommunities Network)
23.	Shared position—regional investigator
24.	Department of Labor grant—Riverland, RCTC, Minnesota SE Technical
25.	Renewed Winona State University (WSU) Leadership Alliance
26.	St. Mary’s University Rochester and Winona
27.	UM Extension on campus
28.	PALS (Project for Automated Library Systems)
29.	WSU-RCTC library collaboration
30.	Shared two (2) positions at UCR presently
31.	Released personnel for gaming research, to MnSCU
32.	University of Minnesota Duluth (UMD) partnership
33.	Law Enforcement SKILLS for Riverland Community College
34.	Fire School in SE Minnesota on campus
35.	Numerous articulation agreements

Figure 9C1-2 Higher Education Relationships

Community and Recreation Partnerships	
36.	Co-developed facilities with City of Rochester (described in IO6)
37.	Maintenance of joint field agreement
38.	Rochester Youth sports and sports fields
39.	Rochester Amateur Sports Commission tournaments
40.	Rochester Chamber of Commerce
41.	Rochester Area Quality Council
42.	Numerous service on other Boards
43.	Pandemic Flu Planning (NIMS)
44.	Community - Management Training
45.	Prison for clinical training
46.	Motorcycle/defensive driving
47.	Rochester Police Department and other law enforcement agency training on campus
48.	Relay for Life, Diabetes Walk, Winter Triathlon
49.	Ronald McDonald motorcycle ride
50.	Polling place
51.	Olmsted County Youth Commission
52.	Youth theatre in summer
53.	Community band
54.	Hindi and Chinese Schools
55.	IMAA (Intercultural Mutual Assistance Association)
56.	Bowls for Helping hands

Figure 9C1-3 Community/Recreation Partnerships

Business Partnerships	
57.	Program Advisory committees
58.	Overall responsiveness to Mayo
59.	Internship co-op and clinical sites
60.	CVIS, Clinical Research, Rad Tech, one other at Mayo
61.	Salvation Army
62.	Migrant Clinic
63.	Retired IBM and equipment repair
64.	Experience Works
65.	BWE---inclusively
66.	KSMQ
67.	Mayo Clinic Blood Drives
68.	Master Gardeners
69.	Charter Production Studio

Figure 9C1-4 Business Partnerships

Cultural Partnerships	
70.	Annual Global Connection Days
71.	Rochester Diversity Council
72.	Children's theatre
73.	Hindi and Chinese schools
74.	SE Asian Student Association
75.	Non-student Productions (Family Services)
76.	Local people jurying of internal art shows
77.	AIDS quilt
78.	ClothsLine

Figure 9C1-5 Cultural Partnerships

Processes (P)

9P1 Create, Prioritize, and Build Relationships

The College desires to be a universal gateway to world-class learning opportunities. Partnerships with organizations like the Mayo Clinic, IBM, the

Rochester Public Schools, and others, provide RCTC with the ability to leverage relationships to achieve this vision. One of the College's values and core competencies is teamwork, evidenced by the College's strength in developing **partnerships**. The faculty, staff and administration have an ongoing and strategic willingness – and ability – to create community, business, and educational partnerships; a cursory count shows more than 75 in operation at present.

Collaboration Among Rochester Educators

Rochester Community and Technical College enjoys a strong collaborative relationship with the Rochester Public School (RPS) District #535. Together, RCTC and RPS formed the CARE (Collaboration Among Rochester Educators) Committee. The committee's mission is development of collaborative programs enhancing learning experiences for students enrolled at both institutions. Formed in March of 2002, the CARE Committee utilizes funds normally lost through the Post Secondary Education Option Program. The funds "recaptured" through the CARE collaborative have been used to fund several initiatives, including the development of several resource documents, sharing of facilities, implementation of several testing and assessment options, and the highly successful Summer Bridge Program.

The Bridge program allows RPS graduates testing into developmental classes to attend RCTC in the summer after graduation and take classes that prepare them for college level work at no cost (tuition, books and fees are covered through the CARE shared funds).

The CARE Summer Bridge program begins with RCTC coordinated assessment testing of RPS seniors that have expressed an interest in attending RCTC. Based on the assessment results, RPS students testing into RCTC development courses are invited to attend the Summer Bridge. The bridge program curriculum consists of English and Math courses that allow the student to bridge the gap between high school and college level courses. All costs related to the Summer Bridge are covered through CARE Committee funds recaptured from the PSEO system.

Students attending the Summer Bridge, starting with the first class of 2004, have been monitored in each semester following their enrollment in the bridge program. Every student attending the Summer Bridge has registered and attended RCTC classes in the following Fall semester. From an academic standard, the Summer Bridge students have been retained at a higher level and achieved higher grade point averages than the general student population.

Also see **2C1** for information on the Career and Technical Education Center at Heintz.

PSEO and Other K-12 Relationships

Rochester Community and Technical College has built relationships with many of the southeast Minnesota school districts through the college's Post Secondary Education Option (PSEO) Program. RCTC consistently ranks within the top five providers of PSEO enrollment among Minnesota State Colleges and Universities institutions. RCTC attempts to communicate the availability of PSEO through the PSEO college counselors, advisors and the outreach coordinator.

RCTC sponsors one charter high school, Rochester Off Campus Charter High School I.S.D. 4056. RCTC has been associated with Rochester Off Campus since the high school's opening in 1999. As the charter school sponsor, RCTC meets with Rochester Off Campus administration, faculty and staff on a monthly basis. RCTC also conducts annual reviews of its sponsorship. Rochester Off Campus has proven to be a successful charter school. Rochester Off Campus students show remarkable improvement through their time at the high school. Rochester Off Campus' financial standing is outstanding.

RCTC has fielded requests from other organizations seeking sponsorship of additional charter high schools. When this happens, the College asks for a formal written proposal and a meeting with the organization seeking our sponsorship. RCTC has heard several proposals, but has chosen to maintain its sole charter school with Rochester Off Campus.

University Center Rochester

RCTC is a University Center Rochester (UCR) partner. Often referred to as **3-2-1**, UCR is comprised of **three** institutions (Rochester Community and Technical College, University of Minnesota Rochester (UMR), and Winona State University (WSU - Rochester Center); representing the State of Minnesota's **two** public higher education systems (MnSCU and the University of Minnesota); on **one** campus. The UCR partners serve approximately 12,000 credit and non-credit students annually. This unique partnership brings together a spectrum of program offerings and career pathways that range from certificates to doctorate degrees, all of which can be completed from start to finish on the UCR campus.

RCTC/WSU Leadership Alliance

The RCTC/WSU Leadership Alliance supports the mission of the two institutions: RCTC providing

accessible, affordable, quality learning opportunities to serve a diverse and growing community and; WSU educating and enlightening our citizenry at a distinctive institution – a community of learners dedicated to improving our world. The two MnSCU partners will build to better meet the needs of the community by enhancing community engagement; better preparing students for learning for the 21st century; expanding access to diverse populations; building and leveraging mutually beneficial community partnerships, and presenting an integrated brand of educational offerings. The Leadership Alliance will also measure success by the number of enhanced partnerships; increasing engagement of students in community based learning; increasing diversity of RCTC and WSU student populations; developing and designing new programs; and increasing student satisfaction.

GRAUC

GRAUC (Greater Rochester Advocates for Universities and Colleges) is the leading advocate for advancing innovation, growth, and excellence of public higher education in the greater Rochester area to serve the community, its students, and its employers. The GRAUC vision of innovation, growth and excellence align with and support the College's strategic directions and goals and embrace creativity, collaborative relations and the concepts of world-class quality through continuous improvement. GRAUC's advocacy has contributed greatly to the University Center Rochester movement and campus development since its creation in 1986. GRAUC plays a major role in lobbying the Minnesota Legislature, system officials and others for a dynamic and innovative higher education campus including a focus on campus development and expansion of upper division and graduate programs offered by UCR Partners.

RCTC Foundation

The RCTC Foundation exists to support the mission of RCTC, and annually, through its strong scholarship program, awards financial support to students to help cover the cost of their education. The Foundation enhances the programming of the College by also supplying financial support to initiatives such as the Visiting Scholars Humanities Services, Rochester Reads, Global Connections, and other community events. Last year more than 185 scholarships, totaling nearly \$200,000, was awarded to RCTC students. Scholarships are important because they act as an incentive to attract or retain top quality students in our community. Many of these students want the advantage of attending a small school capable of providing individual attention. A significant number are non-traditional students, looking to expand their opportunities and

abilities with additional education. Others are seeking certification or training to enter the workplace with a marketable skill. No matter what the reason for attending RCTC, these scholarships change lives.

City of Rochester

RCTC is envied throughout the state for the close and productive partnerships with the City of Rochester, Rochester Park and Recreation, and the youth and adult sports associations for the creation of the UCR athletic field complex and Regional Sports Center. Plans are currently underway for summer/fall construction of a community co-developed UCR Regional Stadium.

Mayo Clinic

RCTC collaborates with the Mayo Clinic on four programs, considered joint programs where RCTC awards a two-year degree and the Mayo School of Health Sciences awards a certificate of completion: Radiography, Clinical Neurophysiology Technology, Cardiovascular Invasive Specialist, and Clinical Research Study Coordinator. Health Unit Coordinator program exemplifies another type of collaboration wherein RCTC offers the certificate program multiple times in a year dependent on a request from Mayo. Mayo advertises for the position requiring this education jointly with RCTC. A third type of collaboration involves RCTC providing general education and basic science classes for Mayo employees working toward degree completion. RCTC also contracts with Mayo Clinic to teach certain courses using their state-of-the-art equipment, facilities, and faculty. Another form of collaboration with Mayo is in the area of continuous quality improvement. RCTC benchmarks and looks to best practices at Mayo such as the Service Collaborative Model to improve student and stakeholder service.

Rochester Diversity Council

RCTC has partnered with the Rochester Diversity Council on several community projects, including developing an adult curriculum that examined white privileges. In addition, the RCTC Asian Student Organization has presented, with Intercultural Mutual Assistance Association, numerous workshops and celebrations of culture, which have included ethnic food, cultural showcases and dance.

Other partnerships including Migrant Health Services, Inc.; IBM World Community Grid; and the Rochester Area Quality Council are discussed in greater detail in [Category 2](#).

9P2 Ensuring Needs of Those Involved Are Met

The College's Organizational Leadership and Shared Governance System ([Figure 5C1-1](#)) ensures that

conversations, meet and confer and other exchanges occur frequently to consider and balance the needs of all stakeholders. This is further described in [5C1](#).

Other stakeholder populations comprise the leadership system at University Center Rochester (UCR). The UCR Advisory Council, UCR Executive Council, UCR Cabinet, and UCR Council meet on regular cycles to discuss joint issues. The RCTC/WSU Leadership Alliance meet semi-weekly to discuss mutual concerns and coordinate collaborations. Another example is that GRAUC serves as a liaison with the UCR partners and represents community interests as proposals for co-development are advanced to the Rochester City Council and state government.

A fourth example is that the CARE Committee and the Summer Bridge Program meet monthly to explore new partnership opportunities to ensure student success in a K-14 seamless experience. CARE represents a unique venture within the Minnesota State Colleges and Universities system. RCTC and our District partners continue to present the CARE Committee and the Summer Bridge idea at state and national conferences. Other colleges are implementing their own variation of the CARE contract to recapture funds normally lost through the normal PSEO process.

9P3 Creating and Building Relationships

RCTC is one of the largest employers in the greater Rochester area. The College has a significant role affecting the economic vitality and the general quality life in the region. The College is represented on numerous boards and faculty, staff, and administrators contribute significantly to the community through active volunteerism ([Figure 5R1-3](#)). The College's Organizational Leadership and Shared Governance System ([Figure 5C1-1](#)) includes diverse stakeholder groups that meet on regular cycles to discuss common or joint issues supporting College, partner, and community strategic directions and goals.

9P4 Measuring of Collaborative Relationships

Several collaborative relationships have definable measures tracking the benefits of the partnership. Other collaborative relationships are engaged in the development of key performance indicators that will be integrated with RCTC's Balanced Scorecard. This is an area of continued focus for the College.

Measures for Building Collaborative Relationships are provided in the Results section of this category as well as [Category 2](#), and throughout this portfolio.

Results (R)

9R1 Collaborative Relationships

RCTC enjoys several benefits from its relationship with Rochester Public Schools and the CARE Committee. Examples include the highly successful Medical Careers program and the collaboration between RCTC and RPS Mathematics and English instructors.

The Medical Careers Program represents what can come from a successful collaboration. In 2004, RPS requested through the CARE Committee, classroom and laboratory space on the RCTC campus for an academic program that had struggled for sufficient enrollment, Medical Careers. The idea was one central classroom (on the college campus) to serve the three high schools of the district and thereby creating sufficient enrollment to justify offering the program. The RCTC campus had both the classroom space and the vitally important clinical lab space that was not present at three of the school district high schools. The first year Medical Careers was offered on the college campus enrollment totaled a little over 30 students in the program. The following year the enrollment jumped to over 90 students. In the third year, enrollment rose to over 300 students. Through the clinical experiences required in the Medical Careers program, Mayo Clinic became aware of the program and saw the potential the program created for future Mayo Clinic employees. Mayo Clinic joined the collaboration and moved to create appropriate academic space for the program on their property. In December, 2006, after Mayo's contributions of more than a million dollars for renovations, the Medical Career Program moved from the RCTC campus to Mayo Clinic property.

Based on the success of the Summer Bridge Program, discussions began between RCTC and RPS faculty in the English and Mathematics disciplines. The focus of the discussions was curriculum development to duplicate, at the high school level, the classes being offered in the Summer Bridge Program. At this point, the RPS Math faculty is close to finalizing a new class that meets that goal.

Postsecondary Enrollment Option (PSEO) enrollment (high school students taking college courses on campus) has grown over the years (Figure 7.3-8) and has become a significant segment of the college's enrollment, accounting for approximately seven percent of Fall Semester headcount.

RCTC's PSEO enrollment also reflects growing partnerships with area K-12 districts. RCTC's successful PSEO model has served as an example for the state for how to make the PSEO model be a financially sound program for both the college and

the school districts who send their students to study on campus. The RCTC Admissions Officer who was the architect of this plan has been invited to visit and/or advise multiple school districts and MnSCU colleges and universities around the state.

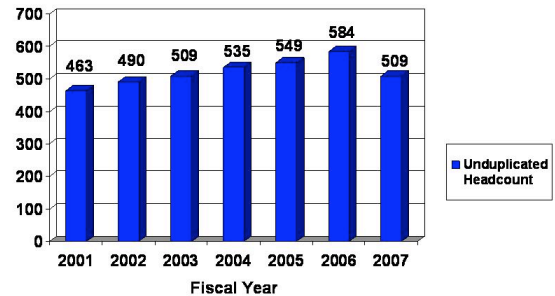


Figure 9R1-1 PSEO Headcount

9R2 Comparative Results

Given the uniqueness of these collaborations, no direct comparative data is currently available.

Improvement (I)

9I1 Process Improvement

Emerging and changing needs of partnerships come from the many different Key Listening and Learning Approaches (Figure 3P1-2). Results are shared via the many different Relationship Building Approaches (Figure 3P3-1). Through the IPP, continuous improvement plans cite Balanced Scorecard and/or other research and incorporate that data into their proposals and use subsequent data collection as a measure of success.

9I2 Improvement Priorities and Target Setting

Once all documentation is submitted into the IPP, the College's Leadership Council undergoes a review and recommendation process. Leaders review non-academic self-assessments and program review documents to ensure that strengths and opportunities for improvement are integrated into requests. They then meet with those making submissions to clarify, refine, and make recommendations. Using the IPP web interface, each leader then makes recommendations for all Continuous Improvement Plans (strategic initiative requests) and operating budgets. During this same time period, strategic targets are set. All proposals, recommendations, and final approvals are fully viewable by any college personnel at any stage of the process.