

**Index to the location of evidence
relating to the Commission’s
Criteria for Accreditation
found in RCTC’s
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The most significant force in aligning student learning with RCTC’s mission and vision is the annual Integrated Planning Process (IPP), a process which encourages initiatives that are tied to the College goals [1C2]
- MnTC gives shape to the learning objective of those students who participate in general education. External mandates and external industry bodies and accreditation standards shape program learning. [1P1]
- State employment data, as well as local employer interest, drive any decision to go forward, as does the “fit” of the new program—and, to a lesser extent, new course—in the overall mission and vision of the College. [1P2]
- RCTC has identified four distinctive objectives (core competencies) which include partnerships, innovation, comprehensive learning opportunities, and health sciences/allied health curricular focus aligning to College mission, vision, and values. [2C1]
- RCTC senior leaders set and deploy strategic directions and goals through the College Performance Improvement System (Figure O-8) which includes a robust Organizational Leadership and Shared Governance System (Figure 5C1-1), Student Learning System (Figure 6C1-1), diverse communications mechanisms (Figure O-3), Strategic Planning Process, and Integrated Planning Process (Figure 8P1-1). [5P1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The MnTC has as one of its goals diversity awareness, and all students who takes general education have numerous course options in various disciplines for study involving diversity. [1C4]
- Whenever possible, courses and programs are designed to address the various learning styles associated with the diversity of RCTC students. [1C4]
- RCTC uses its Listening and Learning Approaches (Figure 3P1-2), which includes all and subsets of students, faculty, staff, and key stakeholders to inform strategic and continuous improvement decisions.
- 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 that advance teaching and learning. [2P1] & [Category 9]
- The College’s robust organizational leadership and shared governance system allows the institution to share information, gather input, gain support, balancing the needs and expectations and providing value for all key student and stakeholder groups. [5P5]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The most significant force in aligning student learning with RCTC’s mission and vision is the annual Integrated Planning Process (IPP), a process which encourages initiatives that are tied to the College goals (and, consequently, discourages those not tied to these goals). [1C2]

- RCTC establishes diverse partnerships and volunteerism in the greater community that allows us to advance student success, be accountable, and support our community in a socially responsible and humanitarian way, and contribute our resources (intellectual, monetary, etc.,) in any way we can. [2C2]
- RCTC utilizes diverse communications approaches (O-3) to create awareness, inform, and engage key student and stakeholder populations of the College’s mission, vision, values, and strategic directions. [5P6]

Core component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Most career and technical programs have active advisory committees comprising industry and business professionals who provide valuable information for anchoring learning outcomes and suggest changes to the skill sets needed of students. [1P2]
- RCTC is committed to excellence, innovation, and continuous improvement which is a legacy of our founder, Dr. Charles Mayo of the Mayo Clinic. This legacy is pervasive in the College as well as the greater Rochester community as evidenced by their commitment to continuous improvement and performance excellence through participation in the Minnesota Quality Award and Malcolm Baldrige National Quality Award and world leadership in innovation in health care and high technology industries. [2C1]
- The College’s robust organizational leadership and shared governance system allows the institution to share information, gather input, gain support, balancing the needs and expectations and providing value for all key student and stakeholder groups. [5P5]

Core component 1e. The organization upholds and protects its integrity.

- RCTC is a member of the Minnesota State Colleges and Universities System (MnSCU) and adheres to State laws and system policies. RCTC is part of an annual financial reporting and auditing process conducted by the MnSCU Office of Internal Auditing. Periodically, the College also participates in other legislative or agency sponsored audit activities (e.g., financial aid, health and safety, wireless technology, etc.). There are also various laws and policies governing ethical behavior as outlined in 4P3. [5C3]
- The College has established an emergency response plan. This has been done to protect students, faculty and staff, stakeholders, and the general community from adverse impacts of college operations. [5I1]
- RCTC’s values include “respect” and “learner-centeredness” that focus on meeting the needs of a diverse and growing community of learners. These values are incorporated into the SPP and IPP. [8C1]

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- RCTC uses a variety of measures of students, staff, and the Greater Rochester area community (including key stakeholders) to obtain input on satisfaction and priorities. [6R1 & 6R2]
- RCTC keeps abreast of its economic impact on the region. RCTC maintains its role as a hub for the community through its partnerships, especially through the co-development of the Regional Sports Center. Because of these activities, RCTC maintains its economic health and is a regional economic driver. (Figure 6R2-6)
- RCTC’s vision statements take into account its strengths, especially those of being part of the Rochester community through Allied Health partnerships, technology, and its UCR partnerships [8C1]
- Budgetary planning takes into consideration various revenue scenarios including increases in tuition and fees, differential tuition and other alternative revenue sources are factored into budget proposals being considered. [8P6]
- RCTC has established diverse collaborations that integrate its operations with the larger community so as to ensure organizational sustainability now and into the future. [Category 9]

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Driving the focus on Teaching and Learning are Design Criteria established by the College in the 2000 Strategic Planning Process (SPP) including (2) The College aligns resources to support the mission and vision. [6C2]
- Determination of Priorities and Resources Alignment is a Level 3 process under the Level 2: Integrated Planning Process which is all part of Level 1 Strategic Operations (Figure 6C1-5)
- The College, through its diverse partnerships has established innovative program delivery options that capitalize on and leverage external resources from its diverse K-12 community, business, and cultural relationship. [9C]

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- RCTC’s Dimensions for Assessment (Figure 7C2-2) focuses on assessment of staff development (staff development day assessments); course outcomes (Student Evaluation of Teaching); program, department, and division reviews (curriculum review, program review, instructional cost studies, and continuous improvement planning); landscape analysis (Balanced Scorecard); and institutional assessment (Baldrige and AQIP). [7P1]
- The Balanced Scorecard consists of a college-level dashboard with KPIs aligned to the MnSCU accountability framework, thus RCTC maintains the same accountability as that of the entire MnSCU system. [7P4]
- Every indicator and related core measure on the Balanced Scorecard has been defined through consensus between the data-owner and institutional research staff. Indicators are included only if they prove relevant, timely, and actionable. [7P4]
- In addition to the multiple measures of satisfaction with continuous improvement effectiveness [8R4], the The Balanced Scorecard links departmental plans with division plans aligned to College and system strategic directions and goals. [8P4]

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

- The organization of RCTC’s work processes is depicted in its Student Learning System (SLS) in Figure 6C1-1. The College work system includes six Level 1 processes organized to support Teaching and Learning all aligned to RCTC’s mission and vision.
- Driving the focus on Teaching and Learning are Design Criteria established by the College in the 2000 Strategic Planning Process (SPP) including (1) The mission and vision is modeled in the delivery and support of teaching and learning. [6C2]
- The IPP is a key process through which continuous improvement efforts are proposed, tracked, and reviewed in order to ensure alignment to college mission, vision, and goals [8P4]
- RCTC’s Level 1, 2, and 3 processes have as their central focus the creation of partnerships that advance learning and increase efficiency and productivity by leveraging the distinctive and unique strengths of its diverse collaborative relationships. [1C, 6C, and 6P]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The MnSCU system created the Minnesota Transfer Curriculum (MnTC), a 40-credit array of general education that was to comprise an inviolable transfer “package” from one institution to another which defines the common student learning as: communications, critical thinking, awareness of natural sciences,

mathematics and logical reasoning, social and behavioral science, humanities and fine arts, human diversity, global perspectives, ethical and civic responsibility, and people and the environment. [1C1]

- The College will begin proper exploration of common student learning objectives to include a somewhat different set: information literacy, diversity awareness, service learning, critical thinking, and writing. [1C1]
- RCTC measures student satisfaction with Instructional Effectiveness (Figure 3R1-9)
- RCTC senior leaders set and deploy strategic directions and goals through the College Performance Improvement System (Figure O-8) which includes a robust Organizational Leadership and Shared Governance System (Figure 5C1-1), Student Learning System (Figure 6C1-1), diverse communications mechanisms (Figure O-3), Strategic Planning Process, and Integrated Planning Process (Figure 8P1-1). [5P1]

Core component 3b. The organization values and supports effective teaching.

- RCTC has established numerous learning support areas involved in the promotion and advancement of student learning and development. These include the Center for Teaching and Learning, Faculty Excellence Awards, Faculty Instructional Development Grants, Power of One, Educational Technology services, and a Comprehensive Learning Center to reinforce and advance effective teaching. [1P6, 1P9]
- RCTC measures student satisfaction with Student-Faculty Interaction (Figure 3R2-2)
- The College is developing a comprehensive workforce learning system that will advance effective teaching (Figure 4C4-1).
- Supporting course, program, and departmental assessment is the College's use of *eLumen*. This software provides for a common standards-based evaluation method to document and report student learning (often across multiple courses) while balancing curricular management and academic freedom for the faculty. [7C2]

Core component 3c. The organization creates effective learning environments.

- RCTC helps ensure effective learning environments through a variety of performance review processes (Figure 7C2-1). This includes Landscape Analysis, Baldrige Assessments, AQIP, Leadership 360-degree performance evaluations, MnSCU review, IPP (and IPP reviews of continuous improvement plans), the Balanced Scorecard, Academic program review, Shared Governance meetings, Listening and Learning Approaches and Findings and Level 1-2-3 Process reviews. [7C2]
- The Comprehensive Learning Center (CLC) provides the same to students who need assistance in any classes. And the Student Success Days (SSDs), one each semester afford a respite from regularly scheduled classes so students can visit with instructors and/or attend various sessions on how to learn, how to manage time, how to prepare for exams, etc. [1P4]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Multiple measures of student satisfaction regarding academic support services are measured. Results are made publicly available via the Balanced Scorecard and are used to drive continuous improvement efforts via the Integrated Planning Process. [3R1, 3P1]
- In addition to the aforementioned numerous learning support systems, current Perkins and TRIO activities—especially the Student Support Services grant—focus attention on target populations of students who evidence the need for special attention, as does the College disabilities services [1P9]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Individuals/departments also share their knowledge, best practices, and results with colleagues through staff development day presentations, Power of One reports, written summaries from FIDG grants, particularly at venues highlighting outcomes of continuous improvement in learning effectiveness. [1P6]
- The College has established a Learner Life-Cycle (LLC), which outlines key phases of the students' experience at the College (Figure 3P1-1). The LLC has five stages: awareness, inquiry, application, enrolled and advancement. Through the LLC, RCTC promotes life-long learning through in-house programs as well as transfer, articulation, and 2+2 programs with other institutions.
- The College is developing a knowledge management system in FY08. The system will address transferring knowledge within and across departments, and retaining knowledge from departing or retiring faculty and staff. The implementation of development plans on a work unit basis in FY08 will identify needs and opportunities for job rotation, coaching, cross training of staff and cross assignment of faculty to address knowledge management and succession planning needs. [4C3]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- RCTC provides for sabbatical leaves and research enabling faculty to remain current and relevant in their fields. Separate college-wide, faculty and leadership development budgets are in place totaling approximately \$130,000 each year, and individual departments provide additional funding for staff to attend seminars, conferences and workshops. [4C4]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- A strength of RCTC is the delivery of health science/allied health curricula. Healthcare is the dominant industry in Rochester with the number of persons employed at the Mayo Clinic near 30,000 people generating an annual economic impact of over a \$4B. RCTC also recognizes that about one in four of its graduates go work at the Mayo Clinic directly upon completion, and health sciences/allied health and related-courses account for nearly 20% of all credits sold. [2C1]
- Internet-based FYEs have steadily increased for the past several years (Figure 3.2-6), now accounting for nine percent of the College's total FYE. Last year, RCTC's online offerings received blanket accreditation through MN Online.
- RCTC takes great care to acknowledge that a variety of educational needs exist depending on what sub-populations students belong. Student subpopulations, whether categorized by gender, ethnicity, age, full-time/part-time, liberal arts/vocational educational goals, and/or combinations of any of the above have unique needs. Listening and Learning approaches can be examined in detail by specific subpopulations (Figures 3C1-2 & Figure 3P1-3)
- RCTC maintains a technologically advanced campus with smart classroom technology in all classrooms. Student, faculty, and community satisfaction with technology on campus is measured. [7R1]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- RCTC has numerous independent efforts to promote intellectual freedom and property. [1C5]
- RCTC has processes in place to ensure safe, secure, and user-friendly access mechanisms to technology. This is done through SPAM filtering, network security, virus protection, back-up systems, file management systems, and user support. [7R1]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- RCTC has Listening and Learning mechanisms in place to learn from its array of key stakeholders, including students, faculty, staff, business leaders, civic leaders, and educational leaders. (Figures 3C1-3 and 3C1-4), [3R3]

- RCTC also undertakes multiple performance reviews at all levels of the institution (Figure 7C2-1). This includes Landscape Analysis, Baldrige Assessments, AQIP, Leadership 360-degree performance evaluations, MnSCU review, IPP (and IPP reviews of continuous improvement plans), the Balanced Scorecard, Academic program review, Shared Governance meetings, Listening and Learning Approaches and Findings and Level 1-2-3 Process reviews. [7C2]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- RCTC has Listening and Learning mechanisms in place to learn from its array of key stakeholders, including students, faculty, staff, business leaders, civic leaders, and educational leaders. (Figures 3C1-3 and 3C1-4), [3R3]
- The College’s robust organizational leadership and shared governance system allows the institution to share information, gather input, gain support, balancing the needs and expectations and providing value for all key student and stakeholder groups. [5P5]
- RCTC senior leaders set and deploy strategic directions and goals through the College Performance Improvement System (Figure O-8) which includes a robust Organizational Leadership and Shared Governance System (Figure 5C1-1), Student Learning System (Figure 6C1-1), diverse communications mechanisms (Figure O-3), Strategic Planning Process, and Integrated Planning Process (Figure 8P1-1). [5P1]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Key Listening and Learning Approaches include tools to measure knowledge, awareness, familiarity and satisfaction from current and former students, RCTC employees, key community stakeholders (business leaders, civic leaders, educational partners), and the community at large. (Figure 3P1-2), (Figure 3R4-3), [3P1, 3P3/3P4].
- RCTC has adopted a Plan-Do-Check-Act Cycle (PDCA) (Figure 7P6-1) that guides the continuous improvement activities. This is embedded into the Integrated Planning Process. Most programs/departments have mapped key work processes and are identifying process measures to help pinpoint areas needing improvement.
- The Balanced Scorecard is completely open for public scrutiny through the continuous improvement website. Each core and discrete measure includes space for data owners to comment on what plans are in place to improve low-performing results and/or comment on how they succeeded for exemplary results. Thus all stakeholders know what RCTC does well, where it needs improvement and what plans are in place to ensure a continued quality learning environment [7P1 & 7P4]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- 97% of key stakeholders and 87% of current students gave positive responses to the question “Would you recommend this college to a friend or family member?” (Figure 3R1-5).
- RCTC, an active participant in the Rochester area community, is concerned with how it is perceived by the community at large. The community satisfaction rating, the economic development rating, and the rating of responsiveness to community and business educational needs (Figures 2R1-2 through 2R1-4) are a measurements of how well key stakeholders feel about how well RCTC is meeting the needs of the Greater Rochester area.