Category 2 – Strategic Planning

2.1 Strategy Development

a. Strategy Development Process

2.1a(1) RCTC adopted a multi-phase (Figure 2.1-1) Strategic Planning Process (SPP) in 2000. The 2000 cycle was intensive as it was the first comprehensive strategic plan since the merger of MN Riverland Technical College and Rochester Community College in 1996. In the 2000 SPP cycle, the College adopted its signature statements that include vision and mission (Figure P.1-2).

Since the SPP introduction many improvements have been made. In the 2004 cycle, the process for selecting participants in strategic planning was improved. In the 2000 cycle, the planning group was composed of 35 internal and external representatives. The 2004 planning cycle achieved better representation among internal and external stakeholders and included 20 representatives from faculty, staff, administration, key partners, students, and other stakeholders. Internal representation included collective bargaining representatives and/or their selected designees. The Student Senate also designated one Student Senator to sit on the planning group. External representation came from the community and included a representative from each of the University Center Rochester (UCR) partners including Winona State University and the University of Minnesota Rochester, the UCR Advisory Council, the Greater Rochester Advocates for Universities and Colleges (GRAUC), the Rochester Public Schools, and the Rochester Area Chamber of Commerce. In the 2007 cycle, this process of selecting participants was continued and achieved a balance of stakeholders.

In 2004, the cycle time for the SPP was improved from 18-months by reducing the number of process steps and phases. The process was refined to reflect the five distinct phases (Figure 2.1-1). The 2004 cycle also brought the creation of the Integrated Planning Process (IPP) to link strategic planning with continuous improvement planning and resource alignment. In 2004, a recommendation was made and accepted to establish six college values (Figure P.1-2).

In the 2007 cycle, three major improvements were integrated into the SPP. These included the use of strategy mapping along with the use of a Balanced Scorecard (BSC) approach. The outcome included an RCTC strategy map aligned to four BSC perspectives including resources, student and stakeholders, process and learning and growth. The College then aligned each goal with a BSC perspective and adopted 41 core measures.

College goals and measures were also aligned to goals and priority measures established by the Board of Trustees for the Minnesota State Colleges and Universities (MnSCU) system. These improvements have led to the full integration of the SPP, IPP, and BSC aligned with core measures and the strategy map. The processes are fully deployed throughout the College. The second 2007 improvement was the use of Town Hall meetings with internal and external stakeholders. The third improvement was the incorporating scenario planning and looking outward to 2020.

The SPP and IPP have two foci: one strategic, the other operational (Figure 2.1-1). The outer ring of the circle highlights key phases or the strategic components of the process. The inner ring of the circle highlights the steps comprising the annual IPP process used to establish continuous improvement plans and determine resource (budget) allocations. The SPP and IPP are a major component of the College’s Performance Improvement System (CPIS) depicted in Figure P.2-3. In June of 2003, a college team attended an Academic Quality Improvement Program (AQIP) Strategy Forum and declared three projects as its “vital few.”

1. Use data and information to assess institutional effectiveness,
2. Assessment of student learning
3. Development of a comprehensive human resources plan.

The team attending the 2008 Strategy Forum declared the “use of data” project largely achieved and declared a new project called, “Better Serving Stakeholders.”

2.1a(2) The IPP is an annual process that facilitates the development of program and department Continuous Improvement Plans. The SPP, on the other hand, will be replicated every two or three years and will guide long-term planning. The SPP includes five phases.

The Landscape Analysis Phase includes a review of internal and external studies, known as “Design Documents”. Many of these documents are a byproduct of the College’s Listening and Learning methods identified in Figure 3.2-1. Others are formal studies conducted by other organizations in the greater Rochester area or in the state. Design Documents aid the College in identifying educational, social, political, economic, and technological forces affecting the College. Design Documents help to reveal the changing and dynamic requirements of various student and stakeholder populations. From findings in Design Documents, strategic challenges are identified, synthesized, and rated for impact. The strategic challenges ranked as most important are identified in Figures P.2-2. RCTC uses Economic Modeling Software, Inc. database product to
pro the College with updated data and information from over 70 sources to monitor demographic, occupational, and workforce trends. The software provides the College with a tool to aid in organizational sustainability and support program development, determination of market share, competitor analysis and marketplace changes.

The Signature Review Phase focuses on review of vision, mission, and values statements, which collectively are known as the College’s Signature Statements (Figure P.1-2). The 2004 Strategic Planning Task Force recommended refinements to each of the Signature Statements. The new vision statement had a greater focus on RCTC being a universal gateway to world-class learning opportunities; this reflected the College’s growth in online learning, the UCR partnership, and collaborations with the Mayo Clinic, Rochester Public Schools, and others. A minor change in the mission placed more emphasis on serving a growing community. Six college values were adopted, and in 2008, the College also adopted through a college-wide participatory process the creation of student core outcomes and service attributes that define the RCTC brand and learning experience (Figure P.1-2).

The Systems and Processes Assessment Phase is informed by Feedback Reports from external quality reviews by the Minnesota Council for Quality (MQA), The Higher Learning Commission (HLC), and the Malcolm Baldrige National Quality Award (MBNQA) program. The College has identified a Student Learning System (SLS) by which all learner-centered and support processes are organized in support of teaching and learning (Figure 6.1-1). The SLS is composed of Level 1, 2 and 3 processes. Feedback on strengths and opportunities deriving from self-assessment activities are integrated into improvement efforts of key systems and processes that create and add value for students and stakeholders.

<table>
<thead>
<tr>
<th>Year</th>
<th>Self-Assessment Process</th>
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</thead>
<tbody>
<tr>
<td>1996</td>
<td>Minnesota Quality Award (MQA) Program</td>
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<td>1999</td>
<td>Minnesota Assessment Program</td>
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<td>2000</td>
<td>Minnesota Quality Award Program</td>
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<tr>
<td>2001</td>
<td>Higher Learning Commission Accreditation Self-Study Visit Using the Baldrige Framework</td>
</tr>
<tr>
<td>2004</td>
<td>Malcolm Baldrige National Quality Award Program (MBNQA)</td>
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<tr>
<td>2005</td>
<td>MBNQA</td>
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<tr>
<td>2006</td>
<td>MBNQA</td>
</tr>
<tr>
<td>2007</td>
<td>MBNQA</td>
</tr>
<tr>
<td>2007</td>
<td>Academic Quality Improvement Program (AQIP) Systems Portfolio</td>
</tr>
</tbody>
</table>

Figure 2.1-2 – Self-Assessments Completed

The Identification of Strategic Directions and Key Performance Indicators Phase guides and informs the College’s strategic focus.

RCTC adopted a vision of its future called “2010 and Beyond,” which was reviewed as part of the 2007 SPP. This vision presents a picture of a desired state for the RCTC in 2010 characterized by college achievements. “2010 and Beyond” looks out on the horizon past the one-year continuous improvement plans in the IPP and the three-year strategic plan. RCTC’s future would be characterized by the following visioning statements:

1. The College will be a community center for educational, recreational, cultural, and social activity.
2. The College will be a Malcolm Baldrige National Quality Award recipient.
3. The College will be nationally recognized in the area of e-learning for rural healthcare training for direct care professionals.
4. The College will be a partner in the nationally recognized University Center Rochester concept.
5. The College will be a partner in a seamless K-14 system.
6. RCTC will be a College whose student and staff diversity matches that of southeast Minnesota.

To achieve this 2010 and beyond vision the College needs to capitalize on and leverage the following opportunities:

- Leverage the brand strength of Mayo and IBM.
- Capitalize on the potential of UCR.
- Focus on community partnerships.
- Utilize the power of technology.
- Implement AQIP accreditation process.
- Leverage extended sales tax funds.
- Promote UCR as the educational, recreational, cultural, and social hub for southeast Minnesota.

In the 2007 SPP, the College revisited its approach to measurement and identified 41 core measures of performance aligned to its 13 strategic goals. These goals and measures compose the Balanced Scorecard (BSC) explained in Item 4.1. Also in 2007, scenario planning was used to inform and identify inflection points that would be drivers in setting college goals.

b. Strategic Objectives
2.1b(1) The College uses the following nomenclature that varies from criteria language. Strategic objectives are the equivalent of college goals. Division strategies align with college goals. Division strategies help guide and inform the creation of continuous improvement plans (strategies and action plans) for the academic programs and departments, and for the nonacademic departments as well as the College. The College has identified four strategic directions and thirteen strategic goals on its strategy map that guide continuous improvement (Figure 2.1-3). College goals and division strategies are revisited each year prior to the launch of the IPP. Each year the Leadership Council reviews and refines strategic directions and goals to ensure their appropriateness and alignment with the MnSCU System strategic goals and annual work plan.

2.1b(2) The College has identified several strategic challenges in the organizational profile that impact short- and long-term success (Figure P.2-2). The College goals directly align to these strategic challenges. The robustness of the SPP, IPP, and strategy mapping process ensures that the College vision, mission, values, strategic advantages and challenges, and core competencies are considered. Additionally, the diverse input of internal and external students and stakeholders ensures that all voices are appropriately balanced in the process.

2.2 Strategy Deployment
a. Action Plan Development and Deployment
2.2a(1) The College’s strategic plan is deployed through the IPP, which has undergone many improvements most notably the inclusion of Academic Program Review (APR); nonacademic self-assessment; the linking of Level 1, 2, and 3 processes to core measures; mid- and end-of-year reporting; leadership feedback; and enhanced reporting functions. Typically, six to eight improvements are made to the IPP each year. The IPP is facilitated via a web-based portal (Figure 2.2-1). The web-based IPP portal allows identified program and department leaders and cost center supervisors to input the following in a three-stage process: IPP submissions and decisions are fully transparent to all stakeholders.

![Figure 2.2-1](image)

**Step 1 – Academic Program Review or Nonacademic Self-Assessment**

The first step in the IPP is for all academic programs and departments to complete an Academic Program Review (APR). APR requires program and department leaders to provide background information and then respond to a series of questions regarding three dimensions: efficiency, effectiveness and the satisfaction of students and stakeholders. Each academic program and department is provided with appropriate data and information on their
dashboard. The dashboards display APR core measures that are common to all academic units and others unique to the area. Upon review of dashboard data each area self rates their performance against a rubric as well as provides a qualitative response based upon evidence supplied in the provided data regarding their programs or departments performance. Faculty may also upload other external documentation to support the review process. Academic Deans then review the APR for their academic programs and departments and then provides feedback. Once feedback is provided, the academic program or department can proceed to step 2 of the IPP.

All non-academic departments complete a non-academic web-based self-assessment. Similar to APR, the nonacademic areas self rate their performance for efficiency, effectiveness and satisfaction of student and stakeholders. The rating scale is 1 to 4, with 4 being exemplary. After rating themselves numerically departments must identify strengths and opportunities for improvement for each of these three dimensions. Like the Academic Deans, college leadership of nonacademic areas review and provide feedback. Once feedback is provided, each department can proceed to step two.

Step 2 – Continuous Improvement Planning
The second step of the IPP is the development of continuous improvement plans by all academic and non-academic departments and programs. The IPP web interface allows each organizational unit to write strategies and actions that align with their divisional plan. Persons submitting requests identify whether new resources including capital, personnel, repair and replacement (R&R) or non-personnel funds are required. Entries may also be made for initiatives not requiring new resources, but rather are the result of reprioritizing of current funds or that may be leveraging other external resources. Each strategy submitted also requires an author, planned completion date, and cost center. New this year, each strategy and supportive actions be linked to the Level 2 work process that the initiative supports or is seeking to improve. The process connects departmental plans with division plans aligned to college and system strategic directions and goals. Division plans are color-coded in order to place emphasis or focus on key division strategies. For example, each division plan has a strategy for improving student satisfaction; as such, programs and departments are required to submit a supporting strategy for strategies that are highlighted with a color. Plans were linked to college, division and departmental dashboards in the FY09 process. This approach ensures alignment of goals linked to the college’s AQIP vital few projects.

The College has added a process to identify Repair and Remodeling (R&R) projects on the campus. The All-College Finance and Facilities Committee sends out a request for proposals for projects. The entire campus community has the opportunity to present their proposal to the committee. The committee scores the projects using a defined rubric and then submits a ranked list of the projects to the Leadership Council for final approval.

Step 3 – Annual Operating Budgets Request
The next step is the development and submission of annual operating budget requests. Operational budgets include requested funds for communications, supplies, travel, and other categorical areas that are required to deliver and support teaching and learning at the College. This step of the process allows academic programs and departments and nonacademic departments to request annual operating budgets that are not strategic in nature via the IPP web interface. All entries into Steps 1-3 are made in a 30-day window beginning in mid-February each year.

Step 4 – Determination of Priorities/Alignment of Resources
Once all documentation is submitted, the College’s Leadership Council begins to review continuous improvement plan and operating budget submissions and make recommendation over a 30 day period. This is done using in the IPP web interface. During this same time period, strategic targets are set for capital, personnel, non-personnel, repair and replacement, and other spending and revenue targets. Then, in a series of leadership retreats all recommended projects and budgets are presented and discussed. It is during these retreats that final approvals are determined. Once approvals are made they are posted in the IPP and communicated to the college community. All proposals, recommendations, and final approvals are fully transparent to college personnel at any stage of the process.

2.2a(2) Programs and departments are asked to complete mid-year and end-of-year update regarding the status of their Continuous Improvement Plans. Additionally, in October and January, college leadership review plans and approves new initiatives or reallocates resources as warranted.

2.2a(3) Annually, each of the six College divisions identifies strategies that align with the College strategic goals. Once established, goals are shared widely through the organizational leadership/shared governance system and organization-wide training/orientation sessions. The strategy setting process takes into consideration the strategic challenges, strategic advantages and the core competencies of the College. This process also clarifies the strategic focus for academic programs and departments and nonacademic department plans.

The College’s strategic goals are operationalized via division strategies that are complemented by program and
developed a strategic HR Plan that outlines both short- and long-term strategies (Figure 2.2-4).

2.2a(5) RCTC has identified 41 core measures (Figure 2.1-3) organized around four perspectives (learning and growth, internal processes, student and stakeholder value, and resources) (Figure 4.1-1) that composes the College Balanced Scorecard (BSC). The BSC is a family of dashboards cascading throughout the College and include: the RCTC strategic dashboard, six divisional dashboards and approximately 80 academic and nonacademic program and department dashboards. Of the 41 core measures on the college strategic dashboard, 10 align directly to the priority measures on the Accountability Dashboard for the Minnesota State Colleges and Universities (MnSCU) system. Department dashboards include core measures from the college dashboard and others unique to the work performed by the division. Program and department core measures include divisional measures and others unique to work processes of the department.

b. Performance Projection

2.2b The SPP is on a three-year time horizon to align with the planning processes of the MnSCU system. Annual continuous improvement and operational planning is done via the IPP on a one-year cycle. This allows the College to remain adaptable to system-level planning and marketplace changes. Performance targets have been established for most core measures (Figure 2.2-5).

<table>
<thead>
<tr>
<th>Core Measure</th>
<th>Current FY10</th>
<th>FY10 Target</th>
<th>FY11 Target</th>
<th>FY12 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Enrollment: Percentage of Total FYE</td>
<td>15.9%</td>
<td>18%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Community Satisfaction</td>
<td>59.0%</td>
<td>59.5%</td>
<td>60.0%</td>
<td>Not Set</td>
</tr>
<tr>
<td>CQS: Faculty and Staff Satisfaction</td>
<td>62.0%</td>
<td>65.0%</td>
<td>70%</td>
<td>Not Set</td>
</tr>
<tr>
<td>CQS: Workforce Innovation Benchmark</td>
<td>3.16 mean</td>
<td>3.2</td>
<td>3.40</td>
<td>Not Set</td>
</tr>
<tr>
<td>CQS: Employee Training and Development Benchmark</td>
<td>3.03 mean</td>
<td>3.1</td>
<td>3.2</td>
<td>Not Set</td>
</tr>
</tbody>
</table>

Figure 2.2-5 Samples of Targets for Core Measures

2.2a(4) RCTC has identified human resources planning as one of its “vital few” projects required for participation in AQIP. Nearly fifty percent of college personnel will reach retirement eligibility in the next ten years. People are the most important asset of any organization, so addressing present and future human resources needs is truly “vital.” The Human Resources Office, in conjunction with the Human Resources Committee, has...
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<tbody>
<tr>
<td>Diversity</td>
<td>Update Affirmative Action Plan</td>
<td>Train faculty/staff on Diversity Issues</td>
<td>Monitor diversity of search team participants</td>
<td>Monitor diversity of applicant pools/hires</td>
<td>Mitigate barriers to diversity</td>
<td>Ensure compliant/retaliation procedures exist</td>
<td>Diversify the workforce</td>
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<tr>
<td>Selection</td>
<td>Develop hiring competency model</td>
<td>Develop tool for hiring to college values</td>
<td>Implement Total Testing Software</td>
<td>Improve search team/chair orientation</td>
<td>Develop and support on-boarding processes</td>
<td>Provide leadership training at all levels</td>
<td>Provide regular supervisory training</td>
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<tr>
<td>Development</td>
<td>Implement RCTC development philosophy</td>
<td>Develop competency model/values training</td>
<td>Develop knowledge management system</td>
<td>Implement development standards</td>
<td>Implement mentoring program</td>
<td>Monitor and implement funding improvements</td>
<td>Improve performance management process</td>
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<td>Retention</td>
<td>Create welcoming environment</td>
<td>Engage the current workforce</td>
<td>Advocate for equitable compensation</td>
<td>Offer flexible employment terms</td>
<td>Offer and enhance health and wellness programs</td>
<td>Improve recognition process</td>
<td>Mediate workplace conflicts</td>
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<td>Succession</td>
<td>Develop knowledge management system</td>
<td>Develop staffing gaps and create strategies</td>
<td>Document organizational knowledge and learning</td>
<td>Identify cross-training/job rotation potential</td>
<td>Create retiree separated alumni network</td>
<td>Improve leadership development programming</td>
<td>Identify competencies for individual positions</td>
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<tr>
<td>Ongoing HR Management</td>
<td>Document and automate processes to depict roles and responsibilities</td>
<td>Ensure the accuracy of payroll</td>
<td>Educate supervisor and employees on HR roles and accountabilities</td>
<td>Communicate changes that affect employees</td>
<td>Develop metrics with database queries and reports to support metrics</td>
<td>Improve processes (i.e. new hire entry and faculty absence reporting)</td>
<td>Utilize new technologies effectively (SCUPPS, BRIO, STARS, Faculty Credentialing)</td>
</tr>
</tbody>
</table>

Figure 2.2-4 – Human Resource Plans
Figure 2.1-3 RCTC Strategy Map

Mission: Rochester Community and Technical College will be a universal gateway to world-class learning opportunities.

Values: Learner-Centered, Excellence, Innovation, Respect, Teamwork, Fun

Learning and Growing

Culture
Goal 4.1: Create a culture of accountability, continuous improvement, collaboration, and innovation, and fun. MnSCU Goal 2.1

Employee Empowerment and Teamwork
Innovation Index
Workforce Engagement

People
Goal 4.2: Attract, retain, engage, and develop the human resources talent, aligning with the College's mission, vision, and values. MnSCU Goal 4.3

Human Resources Planning AQIP Vital Few Action Project

Leadership
Goal 4.3: Advance the College through strengthened collaborative governance and leadership systems. MnSCU Goal 4.3

Facilities, Technology, and Equipment
Goal 4.4: Effectively utilize and leverage facilities, technology, equipment, and non-personnel resources. MnSCU Goal 4.2

MnSCU: Facilities Condition Index
Percent of Budget Spent on Direct Instruction Resources for Facility Renewal

Top Management Leadership Support Benchmark

Innovation/Alignment

Goal 2.1: Provide world-class programs that are aligned to the needs of employers/partners and both traditional and adult learners. MnSCU Goals 2.2 and 4.1

Goal 2.3: Measure learning and the success of each student. MnSCU Goal 2.3

P-K Partner Relationships
Goal 1.1: Aggressively partner with P-K-12 in bridging, outreach, serving the underserved, and other development programs. MnSCU Goal 1.1

Partner Relationship Management
Goal 3.1: Develop integrated relationships in the region and engaged stakeholders in the life of RCTC. MnSCU: Partnerships

STIM Credit Enrollments
Transcript Student Success

Student and Stakeholder

Better Serving Stakeholders AQIP Vital Few Action Project

Goal 2.4: Create value that exceeds the expectations of learners and stakeholders. MnSCU Goal 1.3

MnSCU: Partnerships

MnSCU: High Quality Learning
MnSCU: Liabilities: Exams Pass Rates
MnSCU: Persistence and Completion Rate

Operational Excellence

Goal 2.2: Achieve operational excellence by continuously improving processes, building relationships, integrating services, and leveraging innovation. MnSCU Goal 2.3

Learning
MnSCU: Innovation
MnSCU: Assessment of Student Learning AQIP Vital Few Action Project

Core Competencies

1) Ongoing willingness and ability to create community, business, and educational partnerships. 2) Entrepreneurial willingness to use "learning" technologies to advance student success. 3) Embraces breadth of learning that was once a defining quality of community college education. 4) Focused programs in Health Sciences Education to meet the rapid growth of the regions healthcare industry.