

Process Management

6.1 Work Systems

a. Work Systems Design

a(1) College Work Systems are influenced by collective bargaining processes and agreements, partner arrangements, state laws and policies and procedures of the State of Minnesota, and the Minnesota State Colleges and Universities (MnSCU) system .

Additionally, work systems are determined by internal agents—namely, the contractual agreements between UCR and Learning Alliance partners for services including library, bookstore, duplicating, media, facilities maintenance, security, and informational technology. Collectively, these internal partnerships and external processes contribute favorably to student learning. The College also contracts externally for food service, vending, and child care services delivered on campus, it operates the UCR Regional Sports Center, Rochester Regional Stadium and sports field complex in partnership with the City of Rochester.

College and university presidents and senior leadership have high levels of local autonomy to achieve locally established vision, mission and goals. The College’s Organizational Leadership and Shared Governance System (Figure 1.1-1) provides for a collaborative approach to better work system design. This includes use of collaborative leadership and advisory structures.

The College work system is organized around its primary purpose to foster student success and help students learn. To achieve this, the College has established a Student Learning System (SLS) composed of Level 1, 2 and 3 processes outlined in 6.1a(2).

The College makes adjustments in its work structure design to more effectively respond to student, stakeholder and marketplace needs. Each time a vacancy occurs the College assesses the ongoing need for the position and whether changes should be made in the design of the position and its responsibilities. For example, a recent vacancy created for an academic dean resulted in designing of an interim position with significant responsibility for online learning and alternative delivery options. This redesigned position will be assessed as the decision for a permanent hire is considered. The College is currently considering the construction of a Welcome Center to better serve stakeholders. Part of the planning process includes conversations about the flow of service and how people and space can interact to better serve stakeholders and to create a more seamless experience for prospective students, guests, and enrolled students.

MnSCU	Types of Support Services (Examples)
Human Resources	<ul style="list-style-type: none"> • Negotiates labor contracts • Grievance management • Employee classification review • Manages worker compensation claims • Manages retirement programs
Finance and Facilities	<ul style="list-style-type: none"> • Provides assistance with financial statement preparation • Manages state appropriations to institutions • Capital planning • Develops and administers system-wide procurement and purchasing procedures • Operates risk management program
Academic and Student Affairs	<ul style="list-style-type: none"> • Develops and maintains system-wide mechanisms for seamless transfer • Manages implementation of the Carl Perkins Vocational Education Act • Monitors federal/state financial aid programs • Monitors compliance with laws pertaining to students such as FERPA/Title IV programs • Promotes coordinated delivery of academic programs • Acts on campus proposals to begin, suspend or close programs
Office of General Counsel	<ul style="list-style-type: none"> • Provides advice/training on contract issues • Provides advice/training on employee ethics or conflicts of interests • Provides advice/training on intellectual property issues • Provides advice/training on discrimination and affirmative action issues • Provides advice/training on student discipline
Information Technology Services	<ul style="list-style-type: none"> • Develops and manages plans for system-wide IT infrastructure • Develops system-side IT security standards and policies • Builds and maintains data warehouse • Develops and maintains software providing for a common database • Develops and maintains administrative systems for campus business functions
Government Relations	<ul style="list-style-type: none"> • Advocates on behalf of legislation benefiting the system
Internal Auditing	<ul style="list-style-type: none"> • Coordinates and conducts audits of system colleges and universities
MnSCU Board of Trustees	<ul style="list-style-type: none"> • Sets vision and mission • Sets strategic goals and policy • Oversees Office of the Chancellor
Diversity and Multiculturalism	<ul style="list-style-type: none"> • Provide training for campuses on discrimination, affirmative action, anti-racism and harassment. • Conducts Office of Civil Rights reviews on campuses.
Advancement or Development	<ul style="list-style-type: none"> • Helps campuses comply with the board’s development policies. • Increases fundraising and stewardship expertise of presidents, development officers and foundation board members.

Figure 6.1-1 MnSCU Support Services

6.1a(2) The College's four core competencies include: partnerships, innovation, comprehensive learning opportunities, and its health science/allied health curricular focus.

One of the College's values is teamwork, evidenced by its 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. As noted in **6.1a(1)**, the College's diverse partnerships are factored into work system design and have led to collaborative and innovative structures that leverage resources to achieve greater efficiencies and effectiveness.

RCTC's second core competency is **innovation**, which translates into RCTC's willingness to be a pilot or be one of the first institutions to embrace, adopt, and test new technologies and improvement approaches. These collaborative innovations were highlighted in **Figure 3.1-2**.

The College's **comprehensive learning opportunities** competency refers to the way in which RCTC continues to embrace the spirit of the comprehensive community college. RCTC continues to expand to meet youth, pre-college, post-college, and adult learner needs, while many similar institutions have made economical decisions to focus on a more narrow educational landscape.

RCTC enjoys a strong collaborative relationship with the Rochester Public School (RPS). RCTC and RPS created the Collaboration Among Rochester Educators (CARE) Committee, whose mission is the development of collaborative programs to enhance learning experiences for students of both organizations. Formed in March of 2002, the CARE Committee uses funds recaptured from the Minnesota Post Secondary Education Option (PSEO); these funds have been used to sustain several initiatives, including the sharing of facilities, implementation of several testing and assessment options, and creating the successful Summer Bridge Program.

The CARE Summer Bridge begins with RCTC's coordinated assessment testing of RPS juniors and seniors who have expressed an interest in attending RCTC. RPS students testing into RCTC development courses are invited to attend the Summer Bridge, a curriculum consisting of English and reading courses and a credit study skills class that allow students to bridge the gap between high school and college level courses. All costs related to the Summer Bridge are covered through CARE Committee funds. 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, and the Summer Bridge students have been retained at a higher level since 2004 and achieved higher grade point averages than the general student population at more than double the rate.

Beyond its work with RPS, RCTC has built relationships with many of the southeast Minnesota school districts through the College's PSEO program. RCTC's PSEO enrollment consistently ranks within the top five providers in the Minnesota State Colleges and Universities system. RCTC attempts to communicate the availability of PSEO through the PSEO college counselors, advisors and the outreach coordinator. It has begun a venture with surrounding high schools to provide college classes in the high school. RCTC sponsors one charter high school, the Rochester Off Campus (ROC) Charter High School and has agreed to charter a future charter school. RCTC has been associated with ROC since its opening in 1999. As the charter school sponsor, RCTC meets with ROC administration, faculty and staff on a monthly basis, and has a seat on the governing board. RCTC also conducts annual reviews of its sponsorship.

Finally, a fourth competency is the **delivery of health science/allied health curricular focus**. Healthcare is the dominant industry in our market: with more than 30,000 persons employed, and the Mayo Clinic generating annually over \$4B economic impact. RCTC recognizes that nearly 1 in 4 graduates go directly to work at the Mayo Clinic, and nearly 20percent of credits sold are in health sciences/allied health and related-courses. The College partners with the Mayo School of Health Sciences by collaborating on several affiliate programs.

b. Key Work Processes

6.1b(1) The College organizes its work to support Teaching and Learning, the academic division of the college. Its work is called the Student Learning System (SLS) (**Figure 6.1-1**). The SLS is composed of six Level 1 processes including Teaching and Learning. All Level 1 processes are further defined and accomplished via Level 2 and 3 processes, and support the stages of the Learner Life Cycle (**Figure 3.1-4**). The Learner Life-Cycle shows the continuum of experiences that prospective and current students have at the College. The Learner Life-Cycle also contributes to how work is organized and managed within the College's organizational structure. All Level 2 divisional processes are further operationalized through Level 3 processes. Level 3 processes are those at the department level, and are included in the Integrated Planning Process (IPP). When creating continuous improvement plans, all departments link planned strategies, actions, resources and measures to their Level 3 processes. An example of the relationship between Level 1, 2 and 3 processes is shown in **Figure 6.1-3**.

Level 1	Level 2	Level 3
Teaching and Learning	Teaching Excellence	• Managing Teaching Effectiveness
		• Managing Teaching Efficiency
	Student Learning	• Improving Student Access
		• Curricular Support Systems
		• Co-curricular Activities
		• Graduation/Goal Attainment
		• Student Academic Success
	Academic Program Development and Review	• New Program Development
		• Academic Program Review
		• Accreditation
		• Advisory Committee Guidance
	Partnership Development	• K-16: General and ISD 535
		• Business and Industry
• Articulation Agreements		

Figure 6.1-3 Teaching and Learning Level 1, 2 and 3 Process Example

Level 1 Process	Level 2 Processes	Student/Stakeholder Expectations
Teaching and Learning	Teaching Excellence	• Quality Instruction
		• Knowledgeable Faculty
	Student Learning	• Convenient Class Scheduling
		• Fair and Unbiased Faculty
Academic Program Development and Review	• Faculty Availability	
	• Value for Investment	
Partnership Development	• Experience Intellectual Growth	
	• Quality Instruction	
		• Timely Faculty Feedback
		• Ease of Transfer
		• Course Availability
		• Clear/Reasonable Program Requirements
		• Ease of Transfer
		• Satisfied Business and Workforce Education Needs

Figure 6.1-4 – Sample of Teaching and Learning Level 1, 2 and 3 Processes

b(2) Process requirements are determined via Listening and Learning approaches (Figure 3.2-1) and by the use of Design Documents (2.1a(2)), program advisory committees (Figure 3.1-1), Survey of Stakeholders, and other formal and informal engagements. An example of key requirements for teaching and learning processes is shown in Figure 6.1-4; examples of nonacademic Level 1, 2 and 3 process requirements are shown in Figure 6.1-5.

The Student Satisfaction Inventory (SSI) has students rate the importance and level of satisfaction for approximately 80 items. This aids the College in determining students' most important requirements. The gaps between importance and satisfaction, which suggest unmet needs, drive priority action by an All-College Committee or result in the formation of a Solve and Dissolve (SAD) gathering/meeting or rapid response teams. The Survey of Stakeholders and Knowledge and Awareness Study asks participants to rate what the most important attributes are in selecting a College and how well RCTC is performing. Some individual organizational units also conduct user surveys of their service to determine satisfaction and opportunities for improvement. All data can be segmented to discern differences in requirements among student and stakeholder segments.

Level 1 Process	Level 2 Processes	Process Requirements
Student Development and Services	Student Advising	• Knowledgeable Academic Advisor
Finance and Facilities	Facilities	• Safe and Secure Campus • Welcoming Campus • Sufficient Campus Study Areas
Strategic Operations	Inquiry Management	• Responsiveness to Requests for Information
Human Resources	Development	• Satisfaction with Staff Development Days
Information Technology	Information Technology Services	• Easy Access to Computers and Technology • Adequate Library Resources

Figure 6.1-5 – Sample of Nonacademic Level 1, 2, and 3 Processes

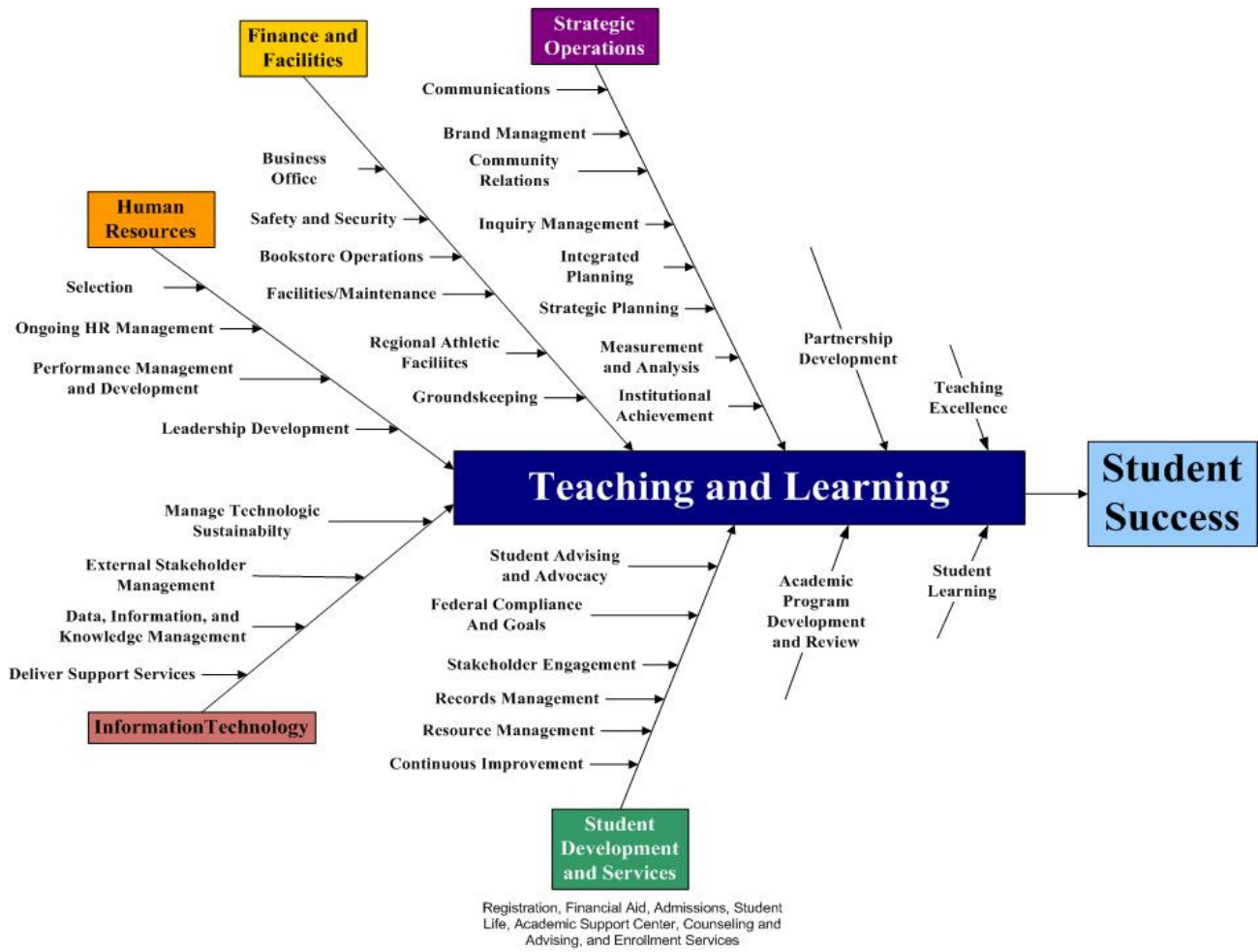


Figure 6.1-2 – Student Learning System (SLS): Level 1 and 2 Processes

c. Emergency Readiness

6.1c The College has an Emergency Operations Plan (EOP) to address campus emergencies such as chemical/hazardous substance spills, civil protest, criminal or violent behavior, gas leaks, fire, flood, bomb threats, earthquakes, aircraft down on campus, death on campus, etc. This plan also protects students, faculty and staff, stakeholders, and the general community from adverse impacts on College operations; and the plan is available to all students and staff on the College security website. In recent months College personnel have been part of planning efforts for a community response to H1N1 and the establishment of an emergency Flu Center to be located on campus. This planning has been in partnership with the City of Rochester, Olmsted County Public Health, the Mayo Clinic, and Olmsted Medical Center Homeland Security and Olmsted County Public Safety. Several years ago, similar plans were established in response to the Avian Flu concerns. Presently the College is piloting a program called the STARS Alert System to provide for the delivery of emergency response messaging via phone, cell phone, email and instant messaging; through this system,

RCTC can deliver a message to its students and stakeholders within minutes of an emergency.

The College has also participated in several “table top drills” using different scenarios to gauge preparedness in the event of an actual emergency. Additionally, the College has served as a host site for an emergency response for local law enforcement personnel. The EOP considers all phases of an emergency, including initial response, creation of a command structure, incident stabilization, continuity of operations, and the resumption of normal operations. Classrooms have posted emergency response guidelines for various types of incidents.

6.2 Work Processes

a. Work Process Design

6.2a(1) As stated in **6.1b(2)** process requirements are determined (**Figure 3.2-1**) by listening and learning approaches, program advisory committees (**Figure 3.1-1**), Survey of Stakeholders and other formal and informal engagements.

b. Work Process Management

6.2b(1) Process measures are in place for all teaching and learning (academic) departments and programs, and all nonacademic departments. All Level 3 processes and measurements are aligned with higher level processes and divisional dashboards. This approach ensures the alignment of processes and measures. Dashboards present a current view of performance, a view that serves as a mechanism to drive improvement based on dashboard dial colors as outline in **Category 4**. Level 3 process measures serve as leading indicators to track performance that enable the College to proactively respond if improvement is warranted. Level 3 process measures will also help to validate performance of lagging indicators identified in both College-wide and separate divisional dashboards.

6.2b(2) Process mapping is increasingly used by divisions and departments in the College to manage and improve processes in order to meet unmet or changing student needs. Process flowcharts have been created for most Level 1, 2, and 3 processes to create consistency to reduce variability, and to educate and inform department workers of process steps and work flow.

c. Work Process Improvement

6.2c(1) The College has numerous approaches to facilitate work process improvement. These approaches have been highlighted throughout the application and include:

1. Integrated Planning Process (**Figure 2.2-1**) including Academic Program Review (APR), nonacademic assessments, and continuous improvement planning
2. College Performance Improvement System (**Figure P.2-3**)
3. Institutional Self-Assessments (**Figure 2.1-2**)
4. Performance Review Approaches (**Figure 4.1-4**)
5. College, Division and Department Dashboards (**Category 4**)
6. Continuous Quality Improvement Network (CQIN) Initiatives (**Figure 3.1-2**)
7. All-College Committee Improvement Efforts Via “The Collaborative” (**Figure 3.1-3**)
8. Assessment of Student Learning Initiatives including the Power of One (**Figure 6.2-1**)
9. Other ad hoc groups or task forces
10. Piloting

The first approach as described in **2.2a(1)** is the **Integrated Planning Process** which embeds a plan, do, check, act (PDCA) philosophy. The IPP process is fully deployed to all academic and nonacademic departments, it requires faculty and staff to assess performance, submit continuous improvement plans, link those plans to resources, processes and measures linked to dashboards depicting performance against trends, comparative data

and targets for performance. Additionally, each department submits a mid- and end-of-year review summarizing progress made in their strategies and any improvement that has resulted.

The **Academic Program Review (APR)** has become the key approach to assessment planning, documentation and improvement in Teaching and Learning. As stated in **2.2a(1)**, the APR is conducted annually and linked to the IPP which “ensures” that APR, non-academic self-assessments, continuous improvement plans and resource requests align with the strategic goals of the institution. These web-based, transparent processes have been internally designed and constructed; their content populates institutional and program/discipline level dashboards. In spring 2008, faculty entered 59 program and course-level strategies related to assessment into the IPP, and in spring 2009, programs and disciplines reported on progress made toward their many strategies in the new Assessment of Student Learning section in the APR portion of the IPP. APR provides for a systematic, multi-level, comprehensive measure of student learning.

The **Power of 1** is a key process for engaging faculty across the campus in assessment of student learning. This faculty-driven process (**Figure 6.2-1**) was created to simplify assessment by facilitating the creation of *one* assessment activity which is implemented in *one* upcoming semester; the results of the assessment are used to suggest *one* pedagogical or curricular improvement and are summarized in *one* simple report. As of spring 2009, 57% of programs/disciplines have participated at a Power of 1. Throughout these Power of 1 events, Assessment of Student Learning (ASL) Committee members have provided assistance to create rubrics, competencies, check lists, shared exams and other tools for measuring student learning (**Figure 6.2-2**). The type of instruments used reflects the nature of the program or discipline being represented: general education areas tend to use rubrics, checklists and pre- and post-exams, while the allied health and other Career and Technical programs tend to use checklists, internships, clinical, and board exams. Faculty also report using general observations and conversations as evidence of learning; indeed, faculty acknowledged consistently engaging in conversations about student learning within their discipline (16% occasionally, 37% regularly, 47% always). In the 2008-2009 academic year, 19 different projects were developed at the Power of 1 events.

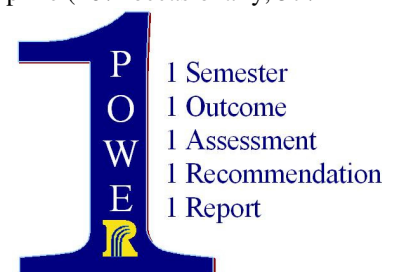


Figure 6.2-1 –The Power of 1

The ASL Committee has also provided mini-grants to faculty who were developing various projects directly

associated with assessment of student learning. In the current academic year, eight projects are being supported with \$12,800 in funds. These projects focus on measuring student success in high contact courses, developmental courses, and on shared department/program level outcomes.

Ad hoc group analyses brings energy and insight to an area where work processes need to be created or modified. Rapid Response and Solve-and-Dissolve teams (6.1b(2)) have been used in several areas to drive short- and longer-term improvements. For example, one Rapid Response Team was able to address the perception by students that they had not been notified early enough in the semester about marginal or unacceptable performance. The team proposed a Student Success Day, during which classes would be suspended so that students could interact with faculty advisors and counselors, and participate in workshops focused on helping them be successful in the collegiate setting. Since the launch of Student Success Day strategy in 2004, participation data suggests both improved attendance and student satisfaction. Efforts to determine whether student success is been improved by these days remains inconclusive, but efforts continue to complete the full PDCA cycle.

PILOTING: In the Spring of 2009, a Minnesota State College and Universities Faculty Awards for Excellence Grant was awarded to assemble an interdisciplinary team to conduct a shared assessment of Critical Thinking and Communication, two of the college’s core outcomes. A team of five faculty from various departments and programs took on the charge of researching and developing rubrics that could be used across all disciplines. The intent was to create rubrics that would provide

meaningful feedback while still respecting the differences between departments and programs. The team then recruited participants to use the rubrics in evaluating student work. Fourteen faculty representing ten different disciplines and programs assessed over 450 students’ work with the rubrics. Feedback from the instructors concerning the use of the rubrics was overwhelmingly positive and most remarked that the rubrics helped them be more consistent. In addition, suggestions for changes were compiled for the rubrics. Students’ scores were submitted via an Excel template for aggregation and data analysis. Approximately 50 students’ data was removed from the pool as a result of incorrect use of the Excel document. Careful examination of the remaining data (N=404) suggested that there was high inter-rater reliability and that a positive correlation exists between students’ ability to effectively communicate and the number of credits completed at RCTC. In addition, students that had earned an A in English 1117, performed significantly higher on communication than their peers. The critical thinking data was less conclusive; this may have been the result of the prompts (assignments) used by the instructors.

This project is now serving as a model for a larger scale pilot of critical thinking and communication assessment which will take place in the Spring 2010. Changes are being implemented to correct for any difficulties in the original project. For example, the rubrics are in the revision process and D2L, our online class management system, will be used for the recording of scores since more faculty are familiar with its use. In turn, the results of this larger pilot will be used to shape the assessments created for the remaining four core outcomes.

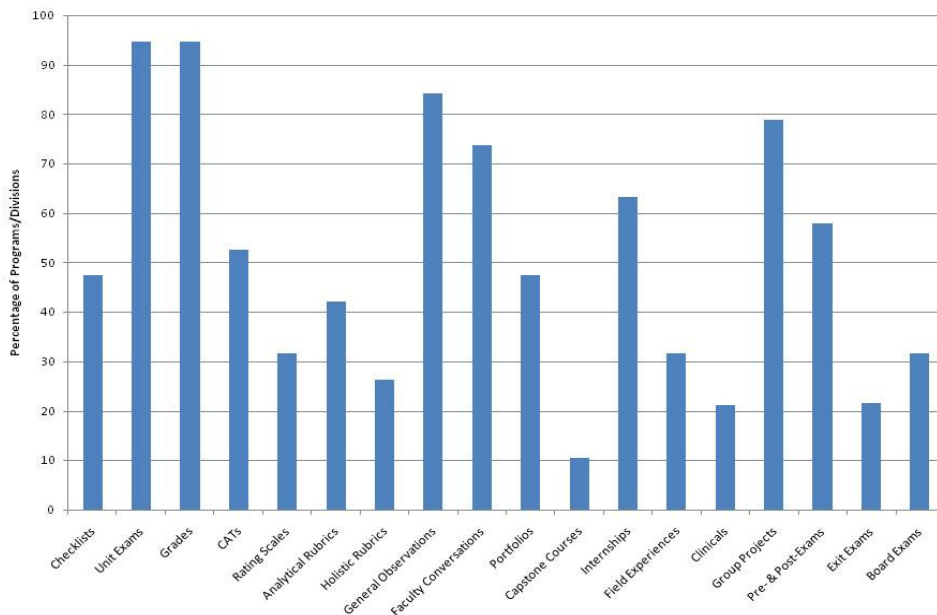


Figure 6.2-2 Assessment Tools