

# Organizational Profile

## P.1 Organizational Description

### a. Organizational Environment

**a(1)** Rochester Community and Technical College (RCTC) was founded in 1915 on a motion by Dr. Charles Mayo to the Rochester School Board. RCTC is Minnesota’s oldest community college and one of the nation’s oldest, original community colleges. The College is a member of the Minnesota State Colleges and Universities system (MnSCU). With 32 institutions including 25 two-year colleges and seven state universities, MnSCU is the largest single provider of higher education in the State of Minnesota. The colleges and universities operate 54 campuses and serve about 250,000 students in credit-based courses. Overall, the system produces about 33,500 graduates each year. MnSCU is governed by a 15 member Board of Trustees appointed by the Governor. MnSCU is an agency of the State of Minnesota and thus RCTC is governed by the laws and financial regulations of the State and through policies and procedures set forth by the Board of Trustees for the System. The College President reports to the MnSCU Chancellor.

RCTC is located in Rochester Minnesota, a center for medicine, technology and biosciences, and is a premier world destination for development of individualized medicine. Rochester is Minnesota’s fastest growing community, rich in a culture and tradition of innovation and collaboration. From creation of the world’s largest patient record and tissue sample database to the development of the world’s fastest computer, the number of patents filed per 100,000 population makes Rochester one of the most innovative places in America. Rochester’s robust economy relies upon several strong foundations: Mayo Clinic, IBM, agriculture, and hospitality industries. The city has consistently landed near or at the top of several “Most Livable Cities” lists.

RCTC serves approximately 8,000 students in credit-based enrollments and 3,000 persons in contract and non-credit/ open enrollment courses. The College offers over 70 credit-based programs with more than 130 credential options in the areas of liberal arts, allied health, business, services, and technical career pathways. RCTC’s largest programs include liberal arts, nursing, Health Information Technology (HIT), and business. The College grants a number of awards to students meeting academic requirements (**Figure P.1-1**).

A variety of delivery approaches are utilized to support student learning. These include face-to-face, applied labs, online, interactive television delivery, internships, on-the-job training, clinical, and cohort. RCTC is one of the MnSCU’s systems largest providers of online learning which now accounts for sixteen percent of all credits sold. A variety of educational partnerships are also in place to provide learning opportunities for students and

stakeholders. These include diverse articulation agreements with other higher education providers, affiliate programs with the Mayo School of Health Sciences, and “2 + 2” career pathways with Winona State University and the University of Minnesota. The College’s Business and Workforce Education Department provides customized training and continuing education to serve targeted industries and incumbent workers. The College also offers diverse community-based educational programs for youth and seniors.

College Awards Granted
Associate in Arts (A.A.)
Associate in Science (A.S.)
Associate in Applied Science (A.A.S.)
Associate in Fine Arts (A.F.A.)
Diplomas
Certificates

**Figure P.1-1 – Awards Granted**

In addition to the 70 programs of study, RCTC offers diverse student and development services (advising, counseling, financial aid, admissions, tutoring, disability, and other services). The College also offers a comprehensive Student Life program including ten varsity sports, student government, over 25 clubs, art, theatre, and music programming. The College is perennially rated in the top ten in the nation in several sports. Since 2000, RCTC athletics has won two national football and one woman’s basketball championship. Additionally the College offers other services like Goddard Library, Business Office, Bookstore, Food Service, Student Health Services, Campus Security, the Echo Student Newspaper, career counseling, technology support/help desk and a comprehensive Academic Support Center and Learning Center.

**a(2)** The College culture is unique in that it is a comprehensive community college with the feel of a state university environment by virtue of the University Center Rochester (UCR) partnership further discussed in Pb(1). The College strives to be a world-class provider of education fostered in a culture of innovation, continuous improvement, and excellence. The characteristics of this culture is best expressed through its signature statements (**Figure P.1-2**) including its mission, vision, and values (MVV).

**a(3)** RCTC is one of the region’s largest employers with over 580 employee’s including 168 full-time and 178 part-time/adjunct faculty. The College workforce also includes 223 support/professional staff and 12 administrators. Twenty-six percent of employees are 55 years of age and older. The average age is 46. A significant percentage of the staff will reach retirement age in the next ten years. The average length of service is ten years. Of the total 580 employees, 5.2% of faculty and 6% of staff/administrators are persons of color. Approximately 80% of all full-time faculty have a masters degree or higher. The College has established a values-based competency model guiding RCTC’s efforts to attract and retain talent (Category Five). RCTC was one

of eight local organizations to receive the 2009 Alfred P. Sloan Award for Business Excellence in Workplace Flexibility. This prestigious national award honors organizations of all sizes and all types that are using flexibility as a strategy to increase workplace effectiveness and yield positive business results.

**a(4)** The RCTC campus includes 20 buildings with 738,527 square feet of building inventory on 518 acres of land, making it one of the largest campuses in MnSCU. In 1999, the citizens of Rochester passed a half-cent local sales extension to collect \$72M in tax revenue supporting local development. UCR was the recipient of \$20M of the \$72M in local sales tax revenue which was earmarked for co-developed athletic and recreational facilities for college and community use. In 2005, Rochester residents voted once again to extend the sales tax that provided for an additional \$8M for co-development projects. Since 1996, RCTC has leveraged more than \$50M in campus development through capital bonding dollars, local sales tax proceeds, and partnerships. The following projects have been completed since 2000: UCR Regional Sports Center; youth sports complex including six football, seven soccer, and 11 baseball/softball fields; \$9M Technology Enhanced Learning Environments Project (TELEPro); Intercampus roadway system; Horticulture Technology Center; Health Sciences Center; Low income primary care migrant medical/dental clinic; and the Rochester Regional Stadium.

A bubble-dome addition to the stadium covering it from December to April will be completed this December. In August, a 650 space eco/green parking lot opened. The College will be a future connection site for the \$10M “Green Pipes” (\$5M state and \$5M county) project that broke ground in August. The Olmsted County project will extend steam and condensate pipes to the campus allowing RCTC to obtain credits for renewable energy for future building and is projected to save 27% in energy costs for existing natural gas heating and 50% of costs for existing electric heat. Other classroom renovations are also planned in the coming year. Another project in the design phase includes a Welcome Center, a repurposing of the UCR Atrium and adjacent areas to better serve stakeholders.

The UCR Master Site Plan envisions future co-development and will focus efforts in the 2010 legislative session, on getting several “already in design” projects currently on the MnSCU Board-approved list funded. The College will continue to work for system-wide Higher Education Asset Preservation Repair (HEAPR) funds for maintenance of existing buildings. Other project funding sought includes the twice-vetoed classroom renovation project, secure construction dollars for the collocated Workforce Center project, and a design appropriation for the next major project on campus. In 2012 capital bonding funding for the next major academic facility on campus is planned.

**a(5)** As noted in P.1(a), the College is part of the MnSCU System and is governed by a 15 member Board of Trustees and the laws, policies, and financial regulations of the system and the State of Minnesota. RCTC is accredited by the Higher Learning Commission (HLC). The College participates in the HLC’s Academic Quality Improvement Program (AQIP). This is a quality-based, Baldrige-like accreditation process operating on a seven-year reaffirmation cycle. In 2008, RCTC, participated in a Quality Check-Up visit and received a Quality Check-Up Report as part of its reaffirmation of accreditation this year. Several of the College’s programs are also nationally accredited by various accrediting agencies (**Figure P.1-4**).

RCTC Accrediting Agencies
The Higher Learning Commission
American Dental Association Commission on Dental Accreditation
Commission on Accreditation of Allied Health Education
Joint Review Committee on Education in Radiologic Technology
National League for Nursing Accrediting Commission
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
American Veterinary Medical Association

**Figure P.1-4 – Accrediting Agencies**

**b. Organizational Relationships**

**b(1)** RCTC operates in an environment of shared governance and has a robust Organizational Leadership and Shared Governance System (**Figure 1.1-1**). This structure focuses on empowering employees; aligning resources and creating a student-centered, customer-focused learning environment. The Organizational Leadership and Shared Governance System is composed of integrated groups that include college leadership, shared governance and meet and confer groups, the Student Senate, and other key stakeholder organizations. College leadership is divided into six divisions all led by a senior level administrator reporting to the College President and is known as the Leadership Cabinet. The Leadership Council is composed of the Cabinet members plus four Academic Deans. The College has several collective bargaining relationships (**Figure P.1-3**). In addition to the shared governance groups and leadership, the system also includes six all-college committees. Each committee is led by a senior cabinet member and a faculty/staff co-chair chosen by the committee. Each month, the College’s Leadership Council and committee co-chairs “C3” meet to share, update, and make recommendations.

RCTC is a University Center Rochester (UCR) partner. Often referred to as 1-2-1, UCR represents the State of Minnesota’s largest public higher education system (MnSCU), where two institutions (Rochester Community and Technical College and Winona State University Rochester (WSU), share one campus. These two institutions comprise what is called the Learning Alliance, which serves approximately 12,000 credit and non-credit

students annually. The Learning Alliance brings together a spectrum of program offerings and career pathways that range from certificates to doctorate degrees, all which can be completed from start to finish on the UCR campus. RCTC is the legal authority and landlord of the campus. The unique UCR model creates unique organizational relationships and collaborative structures to advance higher education including the Greater Rochester Advocates for Universities and Colleges (GRAUC) and the UCR Advisory Council. Each advocates, guides, and advances the UCR partnership. Each meets on a regular cycle to discuss the region’s needs. GRAUC was established in 1987, and now is the leading advocate for advancing innovation, growth, and excellence of public higher education in the greater Rochester area. It has been vital to the establishment of UCR and obtaining capital bonding and sales tax funding for campus development in the past twenty years.

Collective Bargaining Groups
Minnesota State College Faculty (MSCF)
American Federation of State, County, Municipal Employees (AFSCME), Council 5
Commissioner’s Plan
Minnesota Nurses Association (MNA)
Middle Management Association (MMA)
Minnesota Association of Professional Employees (MAPE)
Personnel Plan for MnSCU Administrators

**Figure P.1-3 – Collective Bargaining Relationships**

The College has diverse partnerships to advance higher education, improve the quality, promote community development, and foster student success. These include partnerships with the Rochester Public Schools, the Rochester Area Math Science Partnership (RAMSP), Mayo Clinic, Mayo School of Health Sciences, Rochester Area Chamber of Commerce, Workforce 2020 Coalition, the Continuous Quality Improvement Network (CQIN), the Rochester Area Quality Council, Minnesota Council for Quality (MCQ) and other community and business organizations. This is only a partial list of partners and RCTC’s community involvements. Most of the College’s technical programs have well-established advisory committees that meet regularly to keep programs current with industry needs.

**b(2)** The College has identified eight key student segments and twelve key stakeholder and partner/supplier segments. The College has diverse listening and learning methods (Figure 3.2-1) used across the student life cycle to ascertain the common and unique needs, expectation, requirements and levels of satisfaction of its diverse students and stakeholders. These segments and their requirements are described in detail in Figures 3.2-2 and 3.2-3. Approximately 14% of learners are students of color. Fifty-eight percent of fall enrollees are full-time. Sixteen percent of credits sold were delivered online in the 2008-2009 academic year.

**b(3)** The College has identified seven “Level 1” processes that comprise what is called the Student

Learning System (SLS) in Figure 6.1-1. Level 1 processes align to cabinet-level leadership. Level 1 processes are then further broken down into Level 2 and Level 3 processes that define the College’s Student Learning System. Partnerships also play a key role in the College’s Student Learning System. Partners, suppliers and collaborators are inexorably integrated into Level 1, 2 and 3 processes at differing points. Key Teaching and Learning processes include partnership development, academic program development and review and assessment of student learning. The College also collaborates on other processes including facilities, marketing, and information technology with Winona State University in support of the Learning Alliance. Additionally, other initiatives like “Path to Purple” have been created to recruit and retain students between the two institutions. RCTC also collaborates with diverse higher education and K-12 partners to build transfer articulations, career pathways, and other bridging options to facilitate student success.

**b(4)** RCTC has an array of communication mechanisms (Figure P.1-5) established to build relationships and provide ongoing communications to key customer, stakeholder and partner segments.

## P.2 Organizational Situation

### a. Competitive Environment

**a(1)** RCTC has a strong market position. This fall, enrollment has grown 7% compared to the projected 3% percent. Fall headcount is approximately 6,250 students, an all-time high in the College’s history. The College has 78% Top-of-Mind Awareness (TOMA) in a 30-mile radius of campus. This compares to the Minnesota School of Business (MSB) with 15% and WSU with 43%. Additionally, the College’s legacy status with approximately 60% of area residents indicating that they or a member of their immediate family have attended RCTC in the past strengthens the brand. RCTC has several competitors: MSB, Riverland Community College (Albert Lea, Austin and Owatonna), and MN State College - Southeast Technical (Red Wing & Winona).

**a(2)** Factors that determine the College’s success relative to its competitors include course and program variety, overall value, credit transferability, and access to technology. These are attributes rated most important by the citizenry of the greater Rochester area each year. RCTC’s core competency of building partnerships have given the College a differential competitive advantage by establishing it as the place to go to get a head start, complete or obtain retraining. As tuition increases more and more, populations are accessing a community college education recognizing the value for the investment. A growing segment includes persons who have some college. The College’s Collaboration Among Rochester Educators (CARE) with the Rochester Public Schools creates pathways allowing high school students to get a “jump start” on their college education through programs like Post Secondary Education Options (PSEO) and the

Summer Bridge program which enables students at no cost to complete required developmental courses before fall. These efforts help to sustain and grow market share. Campus development, technology investments and further branding of the College as a destination site for educational, recreational, and cultural events will strengthen the college position. Approximately 55% of residents in a thirty-mile radius are on campus at least once in a year. Other factors influencing the College’s long-term success include the ability to leverage the brand strengths of Mayo and IBM, capitalize on the potential of the Learning Alliance, enhance and continue to cultivate community partnerships, and utilize the full power and capacity of TELEPro (IT infrastructure). RCTC is a leader in online delivery with 16% of enrollment coming from this strategic focus. The goal is 20% by 2012.

a(3) Comparative information is available from the MnSCU ITS Management Reports website and data warehouse, system Accountability Dashboard, Balanced Scorecard and other sources. The College also has access to comparative data and information through its participation in nationally-normed surveys including the Integrated Postsecondary Education Data System (IPEDS), the Noel-Levitz Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE), Survey of New Entering Student Engagement (SENSE), the Priorities Survey of Online Learners (PSOL), etc. Comparative information is also available through the National Community College Benchmarking Project (NCCBP).

**b. Strategic Context**

RCTC’s strategic plan with 13 goals is organized around four strategic directions: access and opportunity, meet state and regional economic needs, quality programs and services and innovation and efficiency. Goals are aligned with four Balanced Scorecard perspectives: learning and growth, internal processes, students and stakeholders and resources. The strategic plan is shown as a Strategy Map in Category 2. The College tracks 41 core measures each aligned to a goal and tracked on the BSC. Most measures on the strategic scorecard include comparative data with targets. College goals are (Figure 2.1-3) aligned with the MnSCU strategic plan and the Accountability Dashboard. Strategic goals are developed considering the College’s unique strategic challenges, advantages (Figure P.2-2) and core competencies (Figure P.1-2). The College has an annual budget of \$38M with \$100M in local economic impact. To create alignment and deepen the culture of continuous improvement, each year all college academic departments engage in academic program review (APR) with nonacademic departments conducting comparable self-assessment. Then, using the Integrated Planning Process (IPP), continuous improvement plans are established with accompanying resource requests. These plans are then linked to Level 1, 2 and 3 processes and departmental measures that support division strategies and college goals. The College has three “vital few” action plans focused on the assessment of student learning, better serving stakeholders, and comprehensive human

resources planning as part of its AQIP participation. Challenges faced by the College include a decade-long decline in state funding accompanied with growing legislative demands for greater accountability. Despite this, RCTC continues to offer liberal arts, transfer and career and technical education and unequaled student life, performing arts and athletic programs. The future will require more niche programs, an increased online presence and continuous innovation. RCTC enjoys strong brand equity and a legacy of generational enrollments, yet an ongoing challenge is to create a deeper understanding of the institution and its value to the community.

**c. Performance Improvement System**

The College Performance Improvement System (Figure P.2-3) is a framework built on key concepts including shared governance, strategic and integrated planning, listening to and learning from key stakeholders, assessment, innovation, continuous improvements, and accountability within an environment of systems and process thinking. This system embeds a Plan-Do-Check-Act approach and the use of data to drive innovation, improvement and action across the institution. These concepts are detailed as follows: Organizational Leadership and Shared Governance System (Category 1); Strategic and Integrated Planning (Category 2); the Listening and Learning and Student Life-Cycle (Category 3); BSC (Category 4); and the Student Learning System (Category 6). Since 1996, the College has been actively participated in the MQA, AQIP, CQIN and the MBNQA. The College benchmarks with many leading organizations. This is detailed in Item 3.1a(1).

Strategic Advantages	Strategic Challenges
Institutional legacy	Demonstrate accountability
Diverse and well established educational and community partnerships	Funding and resource allocation
The Campus	Focus - what’s our niche?
The College’s reputation for its innovative spirit and commitment to continuous improvement	Community understanding of RCTC
Located in a world class community with diverse economic base	
Futuristic UCR model	

Figure P.2-2 – Strategic Advantages and Challenges

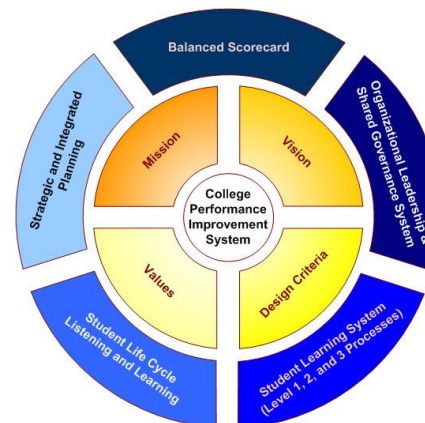


Figure P.2-3 – College Performance Improvement System

Signature Statements	
<b>Vision</b>	Rochester Community and Technical College will be a universal gateway to world class learning opportunities.
<b>Mission</b>	Rochester Community and Technical College provides accessible, affordable quality learning opportunities to serve a diverse and growing community
<b>Values</b>	Learner-Centered, Excellence, Innovation, Teamwork, Respect, and Fun
<b>Core Competencies</b>	<ol style="list-style-type: none"> <li>1. Ongoing willingness and ability to create community, business, and educational partnerships</li> <li>2. Exploratory willingness to use “learning” technologies to advance student success</li> <li>3. Embraces the breadth of learning that was once a defining quality of community college education</li> <li>4. Focused programs in Health Sciences Education to meet the rapid growth of the region’s healthcare industry</li> </ol>
<b>Desired Culture</b>	<p>Rochester Community and Technical College will create a learning community and work culture characterized by the following traits:</p> <ul style="list-style-type: none"> <li>• Respecting...the differences and values of all stakeholders</li> <li>• Celebrating...our successes, having fun</li> <li>• Treating...students and stakeholders to their delight</li> <li>• Collaborating...through open communication, encouraging innovation</li> </ul>
<b>Core Outcomes</b>	<ol style="list-style-type: none"> <li>1. <b>Communication:</b> Students will read, write, speak and listen professionally.</li> <li>2. <b>Critical Thinking:</b> Students will think systematically by integrating skills and using a variety of appropriate resources and methods.</li> <li>3. <b>Global Awareness, Diversity:</b> Students will demonstrate understanding of and respect for human diversity through their words and actions.</li> <li>4. <b>Civic Responsibility:</b> Students will understand larger social issues, demonstrate social responsibility, and contribute to positive community change through civic engagement.</li> <li>5. <b>Personal and Professional Accountability:</b> Students will take ultimate responsibility for achieving their educational and personal goals.</li> <li>6. <b>Aesthetic Response:</b> Students will make and support personal judgments from an informed perspective.</li> </ol>
<b>Service Attributes</b>	<ol style="list-style-type: none"> <li>1. <b>Learner Centered:</b> Be approachable and attentive to students’ and others’ needs.</li> <li>2. <b>Excellence:</b> Anticipate, create, and recognize engaging experiences.</li> <li>3. <b>Innovation:</b> Explore, empower, and implement creative ideas to better serve.</li> <li>4. <b>Teamwork:</b> Collaborate and engage each other to better serve.</li> <li>5. <b>Respect:</b> Demonstrate understanding and sensitivity when serving.</li> <li>6. <b>Fun:</b> Foster a pleasant, personable, and enjoyable environment.</li> </ol>

Figure P.1-2 – RCTC Signature Statements

Communications Types	Frequency	Student	Stakeholder
College Websites	Ongoing	X	X
Hobsons Connect and Retain (VIP Pages)	Ongoing	X	
Facebook	Ongoing	X	X
Ask Sting	Ongoing	X	
The Echo (Student Newspaper)	Monthly	X	X
The Stinger	Weekly	X	
All-College and Student Email	Ongoing	X	X
Kiosks and Message Boards	Ongoing	X	X
College Publications	Ongoing	X	
Electronic and Other Surveys	Periodic	X	X
YouTube	Ongoing	X	
Student Advising and Registration (STAR) Sessions	Ongoing	X	
STAR Alert - Emergency Communications	As Needed	X	
Comment Cards	Ongoing	X	X
College Crossings Newsletter	Weekly		X
Health Buzz	Periodic	X	X
Advisory Committees	Varies		X
Annual Report to the Community	Annual		X
Baldrige Banterings	Periodic		X
Staff Development Day Workshops	Periodic		X
Teaching and Learning Briefings	Periodic		X
Open-door policies	Ongoing	X	X
State-of-the-College Presentations	Periodic		X

Figure P.1-5 Communications Mechanisms