

Category 6 – Process Management

6.1 Learning-Centered Processes

a. Learning-Centered Processes

6.1a(1,2) Key learner-centered processes (Figure 6.1-1) derive from the College’s mission, vision, values and design criteria (Figure P.1-1). The Student Learning System (Figure 5.1-1) and Organizational Leadership and Shared Governance System (Figure 1.1-1) organize work and provide the focus on student learning. Teaching and learning is the heart and soul of RCTC. All other student services exist to support and advance teaching and learning. The Student Satisfaction Inventory (SSI) asks students to rate requirements most important. Students rate requirements on a 1 to 7 scale, with 7 being most important. The categorical benchmark for instructional effectiveness is rated 6.05 on this scale. It is the highest rated category of the twelve areas of requirements measured. Assessment of Student Learning is a requirement of accrediting bodies and is increasingly important as demands for accountability escalate. Assessment of Student Learning is identified as one of RCTC’s “vital few” AQIP initiatives. Partnerships are at the heart of UCR and designing and delivering career pathways is seminal to the vision and mission of UCR. “The College strives to not only stay abreast but anticipate changing market needs. To this end, it carefully and systematically measures academic standards, especially via its academic program/department reviews and its community-driven development of new programs and courses.” Critical in supporting student learning and the achievement of stated goals is the need to provide comprehensive student development services including academic advising, counseling and diverse support services. These processes promote value by ensuring that student learning is fostered via quality instruction, intellectual growth is realized and students achieve their educational goals (Figure 3.1-6). “Activities through the Center for Teaching and Learning—and especially those coordinated by the Active Learning Advocate—provide faculty with opportunities to become involved in professional development which is faculty organized and faculty run. They have “safe” opportunities to get student feedback about their teaching efforts, and to explore active learning that may not have been part of their own higher education experience.”

6.1a(3) Fifty-two percent (98) of the College’s 188 classroom are equipped with a computer workstation and LCD projection system. Additionally, 18 workstations are available on carts that can be moved from classroom to classroom. The computer system is equipped with the Microsoft 2000 suite of software products. The College, through capital bonding, Minnesota State Colleges and Universities System, college and UCR partner contributions invest over \$9M in the past five years in technology infrastructure enhancements. The project was known as TELEPro, the Technology Enhanced Learning Environments Project. TELEPro expands educational opportunities and provides students with learning

tools and access to world-wide learning resources. TELEPro includes a digital media center in the Goddard Library, smart classrooms throughout the campus, a wealth of the highest-tech equipment, wired and wireless infrastructure, and even a cyber cafe where students can check their e-mail. The Instructional Technology staff provides training in the use of instructional technology as cited in 5.2a(1). Since 2001, internet-based enrollments have grown from 1,120 to over 2,300. This accounts for five percent of total enrollment. “The Academic Program/Department Review process is managed through the office of the Vice President of Teaching and Learning. All RCTC programs and departments are on a three-year review cycle; these academic areas have a template of suggested study/data collection to guide their self-examination. The programs/departments are charged with reviewing their academic efforts under the following: program/department goals; progress since last review; direction from advisory committee; enrollment, graduation, and placement data; curriculum; assessment of student learning; human resources; physical resources; financial resources; marketing and recruiting; partnership, articulations, and relationships; efficiency; and what is needed in the next 3 years?” RCTC, with the UCR partners, have developed sixteen career pathways. Pathways are educational articulations providing students with a mechanism to complete programs at RCTC and then continue their education at the UCR four year universities as they seek bachelors, masters and other advanced education degrees. Pathways provide for a defined or sequenced set of courses in preparation for transfer. All programs have defined program plans that identify course prerequisites facilitating movement course-to-course in a major. Sequencing is also achieved via the Minnesota Transfer Curriculum (MNTC). MNTC is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to define a common philosophy toward general education. One of the goals of this effort is to help students transfer their work in general education. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education upon admission to any other state institution. By virtue of completing the MNTC, the sending institution indicates that students are deemed to possess general education sensitivity in the ten areas.” Competency areas include written and oral communications, natural sciences, mathematics, history and the social and behavioral sciences, ethical and civic responsibility, human diversity and several others.

6.1a(4) KPIs and core measures for learner-centered processes are identified in Figure 6.1-1. Student learning, engaging internal and external partners, and student and stakeholder satisfaction are the three KPIs as evidenced by multiple core measures. For example, student success as a core measure includes a variety of summative measures which view the total educational experience. This includes graduate/transfer success, graduation rates, number of completers, time to completion, completers by goal at matriculation, job placement, educational goal attainment, pass rates on certifying exams, continuing education rates,

non-graduate goal attainment, and course/program completion. External Validation (i.e., Certification and licensing exams, Employer/Business and Industry Surveys, etc.) are also used as a summative measure of student learning. Retention term-to-term and year-to-year is a means to determine student success in a generalized way. Grades from course-to-course are viewed as secondary indicators, but provide a formative means by which to assess if learning has occurred. Recognizing this opportunity for improvement, the College has adopted the eLumen Achievement software, described in 6.1a(5) below.

6.1a(5) One of RCTC's values is innovation. In this spirit, RCTC is continually looking for opportunities to innovate on current practices. One such area is the Assessment of Student Learning. Current assessment practices at higher education institutions is to rely on pre-tests, tests and post-tests to measure student learning. "Such testing is summative based, and ultimately does not address the whole of learning: how student progress from achievement to achievement, from course to course, and even from competency to competency." To achieve its goal of assessment of student learning, the College is embarking on a new strategy to redefine approaches in measuring learning. RCTC is the first college to begin to use eLumen Achievement, a new state-of-the-art software that enables institutions of higher education to bring into focus and have credible data on actual educational results/student learning outcomes. It does this by directly facilitating a process of standards-based evaluation of student achievement, that is, applying to instructor evaluation of regular student coursework the additional dimension of agreed-upon, defined, expected achievements as captured via shared rubrics (criteria of evaluation.)

"Assessment of student learning as currently configured enables on-request reports which organize data on actual outcomes aggregated from all participating courses. These in turn can be organized by area of achievement and by program. Faculty can request reports by internal benchmarks and by student, and can make a comparison of the two." eLumen also enables colleges to re-introduce this data back into the educational process so that changes can be made to improve learning. Recognizing that continuous improvement is crucial, eLumen also tracks the quality of the judgments being made, so that, for instance, not only are there more students that are better prepared but also the standards become clearer and more consistently applied across-the-college. "The faculty Assessment of Student Learning Committee is currently guiding the implementation of eLumen, including issues of security and privacy. Presently there are nine programs/departments in implementation, with numerous others awaiting assistance from the Committee as they rotate into Academic Program/ Department Review." ASL and Academic Program/Department Review are two processes used to improve educational programs and offerings. Academic Program/Department Review is both a qualitative and quantitative process to look at the historical performance and health of a program. Data used in the review process provide numbers that can be compared from year to year and

from program to program, from department to department. They have been used to inform continuous improvement plans and are a tool used to determine potential program suspensions. Most of the College's occupational/technical programs also have program advisory committees. These committees are composed of industry experts and college personnel. They provide a mechanism for informing faculty of new or emerging needs that can then be addressed in curriculum development and review.

6.2 Support Processes

a. Support Processes

6.2a(1,2) The College's key support processes are identified in Figure 6.2-1. The Student Learning System (Figure 5.1-1) and Organizational Leadership and Shared Governance System (Figure 1.1-1) defines these support processes and the organization of work providing a focus on student learning. These support processes enhance the key learner-centered processes identified in Figure 6.1-1. Like the learner-centered processes, student ratings of importance are used help to define and determine support process requirements.

6.2a(3) The College is increasingly moving to providing online services to students throughout the Learner-Life Cycle (Figure 3.1-4). In June 2004 RCTC launched Recruitment Plus (RP), a customer relationship management software. RP has enabled traditional and electronic engagement of prospects, inquiries and applicants, facilitating the receipt of electronic, web-based requests for information and applications for enrollment. The College has been providing, at the individual student's request, either electronic or traditional communications. As a consequence of RP, the College can provide a robust engagement of customers and other potential customers at various stages of the learner life cycle. In addition, students have the options to learn and obtain more information about the College from online virtual tours, online catalogs, and electronic publications. Applicants and currently enrolled students are able to obtain and submit financial aid forms electronically. Additionally, they can login and view their financial aid information and check their award status. Students are also able to access the Degree Audit Record System (DARS) to audit and verify their progress towards degree completion. Grades and transcripts are also available online. Students are able to register for classes online. Online registration has been available for several years and is used by the vast majority of students. The College continues to expand its use of technology to provide additional options to all student and stakeholder populations, and has begun implementation of an expanded list of courses of study that are available through KSMQ, the local public television provider, in the form of "telecourses," now linked with online communications between student and instructor.

6.2a(4) KPIs and core measures for support processes are identified in Figure 6.2-1. Several KPIs and multiple core measures are shown. Most of the support processes have sub-

processes that have been identified and flowcharted. Each area has unique measures directly linked to the processes they perform. Figure 6.2-2 provides some examples of how support processes have been further defined by work units.

6.2a(6) Support processes are improved through a variety of ways. First, most support process areas have mapped their processes and identified measures to track performance. This helps direct efforts in areas of needed improvements. Another mechanism is the use of the Plan, Do, Check, Act, processes to make improvements and drive innovations. For example, Admissions recently reset application deadlines as a consequence of a plethora of information in the PDCA cycle: data indicated that late student applications created a cascading series of problems (late new section creation and associate quest for adjunct faculty, room availability difficulties, and—ironically—departure of these same students very early in the semester). In the end, Admissions learned that the College was better able to serve and retain more students if it did not spend inordinate energies on capturing the late applicant/late enrollee. Support process teams meet regularly to discuss issues and concerns related to work performance and take action from these dialogues. Rapid response teams 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 of students that they had not been notified early enough in the semester

about marginal or unacceptable performance. The team developed the concept of 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 learn in the collegiate setting. The most recent Student Success Day received high student evaluations for the over 500 students who attended.

b. Operational Planning

6.2b(1) The College established a strategic contingency fund as part of its annual budgeting process. Each member of the Leadership Cabinet has access to these funds which can be allocated to departmental/program continuous improvement plans. Benefit cost analysis is considered when funding new initiatives. Step four of the Integrated Planning Process (IPP) depicts the allocation process for continuous improvement plans.

6.2b(2) The College has also established a Critical Incident and Response Plan to address campus emergencies including chemical/hazardous substance spills, civil protest, criminal or violent behavior, gas leaks, fire, flood, aircraft down on campus, death on campus, etc. This has been done to protect students, faculty and staff, stakeholders and the general community from adverse impacts of college operations.

Student Learning System Key Process	Key Learner-Centered Sub-Process(es)	Key Performance Indicator(s) SAMPLE LIST	Core Measures	Figure Ref.
Teaching and Learning	Teaching	Stakeholder Satisfaction Student Success	Intellectual Growth (SSI-individual indicator)	7.5-4
	Assessment		Instructional Effectiveness Benchmark	7.5-1
	Academic Program/Department Review	Resource Accountability	Graduate Placement Rates	7.1-2
			Continuing Education/Transfer Rates	7.1-3
	Partnership Development	Cultivate and Engage Stakeholders	Pass Rates on Licensure/Certification Exams	7.1-1
New Curriculum Development	Resources Generation	Active and Collaborative Learning Benchmark	7.1-7	
		Retention	7.1-5	
Student Development and Services	Advising and Counseling	Cultivate and Engage Stakeholders	Instructional Cost Study Performance	7.5a(1) txt
			Fill Rates	7.5-3
	Student Support Services		Student-Faculty Interaction	7.2-8
			PSEO Enrollment	7.3-7
			Internet-Based Enrollments	7.3-6
			Academic Advising & Counseling SSI Benchmark	7.5-5
			Concern for the Individual SSI Benchmark	7.2-12
			Campus Support Services SSI Benchmark	7.5-6
			Academic Services SSI Benchmark	7.5-13
			Support for Learners CCSSE Benchmark	7.5-7

Figure 6.1-1 Learner-Centered Processes

Student Learning System Key Process	Key Support Process(es)	Key Performance Indicator(s) SAMPLE LIST	Core Measures	Figure Ref.
Student Development and Services	Recruiting Admissions Assessment Registration Graduation	Cultivate & Engage Stakeholders	Service Excellence Benchmark Student Centeredness Benchmark Concern for the Individual Benchmark	7.2-4 7.2-10 7.2-12
		Individual & Institutional Development	Registration Effectiveness Benchmark Academic Services Benchmark Admissions and Financial Aid Benchmark	7.5-16 7.5-13 7.5-8
		Student Success	Retention	7.1-5
Partnership Development and Management	New Curriculum Development	Resources Generation	PSEO Enrollment Internet-Based Enrollments	7.3-7 7.3-6
	New Services Development			
Human Resources		Resources Accountability	Employee Training and Recognition Benchmark Employee Empowerment and Teamwork	In Dev. 7.4-9
		Stakeholder Satisfaction	Faculty and Staff Satisfaction	7.4-1
Finance and Facilities Management	Managing College Resources	Resources Generated	Tuition Revenue Fund Balance as a Percent of Revenue	7.3-3 7.3-2
		Resource Accountability	% of Allocated Funds Spent on Direct Instruction	7.3-5
	Parking and Security	Stakeholder Satisfaction	Crime Statistics	7.5-19
Information Technology	Network Services	Stakeholder Satisfaction	Computer Labs (SSI) Computer Systems User Friendly (CQS)	7.5-10 7.5-11
	Web Services	Cultivate and Engage Stakeholders	Web Visits, Page Views	3.2a(2)
Brand and Enrollment Management	College Relations/ Marketing	Cultivate and Engage Stakeholders	Brand Equity (Top of Mind Awareness)	7.3-8
		Resources Generated	Participation Rates / Market Share	3.1a(1)
Performance Assessment and Improvement	Institutional Effectiveness	Individual & Institutional Development	Documented Assessments Using Data Driving Continuous Improvement Plans Quality and Productivity Improvement Results Benchmark	In Development 7.4-4
		Process Alignment & Improvement	Quality Assurance Benchmark Measurement and Analysis Benchmark	7.4-5 7.4-10
		Cultivate & Engage Stakeholders	Strategic Quality Planning Benchmark	7.4-6
Community Engagement		Cultivate & Engage Stakeholders	Visits to Campus	7.5-17
Leadership and Shared Governance	Communications	Practiced Values	Top Management & Leadership Support	7.4-7
	College Relations	Stakeholder Satisfaction	Positive Word of Mouth/Would Recommend RCTC Community Satisfaction Stakeholder Satisfaction	7.2-7, 7.2-13 and 7.4-2 7.2-6 7.2 txt
		Cultivate & Engage Stakeholders	Economic and Community Impact Relationship to the College	7.5a(3) txt 7.2-9

Figure 6.2-1 Support Processes