

# Organizational Profile

## P.1 Organizational Description

### a. Organizational Environment

**a(1)** Rochester Community and Technical College (RCTC) was founded in 1915 by a motion of Dr. Charles Mayo, one of the founders of the Mayo Clinic. RCTC is Minnesota's, and one of the nation's oldest surviving and original community colleges. The 2005-2006 academic year marks the College's 90<sup>th</sup> anniversary. For 90 years, RCTC has had a tradition of excellence and has provided liberal arts, technical education, and lifelong learning to the citizens of southeastern Minnesota. Rochester was also home to Minnesota Riverland Technical College, whose roots date back to 1969 when the institution opened as Rochester Vocational Institute. In 1991, the Minnesota State Legislature passed into law, legislation to create one system of public higher education that would merge the state university system, community college system and technical college system into a system known as the Minnesota State Colleges and Universities. RCTC serves approximately 7,500 students in credit-based enrollments and 5,000 persons in non-credit courses.

In 1991, the Minnesota State Legislature passed into law, legislation to create one system of public higher education that would merge the state university system, community college system and technical college system into a system known as the Minnesota State Colleges and Universities. Additionally, legislation required that where a community college and a technical college existed in a community, they would consolidate. In 1995, the Minnesota State Colleges and Universities System became operational. On July 1, 1996, then Rochester Community College merged with Minnesota Riverland Technical College. The College is one of 32 public institutions and 53 campuses comprising the Minnesota State Colleges and Universities System (MnSCU). The 32 institutions include eight technical colleges, five community colleges, twelve consolidated community and technical colleges and seven state universities.

| College Awards Granted                 |
|--|
| Associate in Arts (A.A.),              |
| Associate in Science (A.S.)            |
| Associate in Applied Science (A.A.S.), |
| Diplomas                               |
| Certificates                           |

**Figure P1.1 – Awards Granted**

Rochester is Minnesota's third largest city in one of the fastest growth areas outside of the Twin Cities metropolitan area. Rochester's economy is strong and diverse, built around health care, hospitality, high technology, and agriculture. Rochester is the home of the world renowned Mayo Clinic and the largest IBM complex under one roof. The city is proud of its record of consistently landing near or on the top of several of the nation's 'Most Livable Cities'

lists. According to the Milken Institute's 1999 Study of America's High Tech Economy, Rochester had the highest concentration of high-tech businesses in the United States. During the last 10 years, Rochester had the highest number of patents in the nation filed per 100,000 residents.

RCTC's is a University Center Rochester (UCR) partner. UCR is a campus serving approximately 16,000 credit and non-credit students annually and is the home to Rochester Community and Technical College, University of Minnesota Rochester, and Winona State University - Rochester Center. Often referred to as 3-2-1, UCR is comprised of three institutions, representing the State of Minnesota's two public higher education systems (Minnesota State Colleges and Universities and the University of Minnesota); on one campus (UCR.) This unique partnership brings together a spectrum of program offerings that range from six-month certificate programs to doctorate degree programs in a setting that features state-of-the-art facilities, all which can be completed from start to finish without leaving Rochester. RCTC is the landlord and the legal authority for the campus. UCR is a hub for educational, recreational and cultural activities. In the past twelve months, over fifty percent of persons 18-49 year in a thirty-mile radius of UCR, have been on campus at least one time. The College grants a number of awards to students meeting academic requirements (Figure P.1-1).

The College offers over 70 credit-based programs with 100-plus credential options in the areas of liberal arts, allied health, business, services and technical career pathways. The College's largest programs include liberal arts, nursing, allied health, and business. A variety of delivery approaches are utilized to support student learning. These include face-to-face, labs, online, internships, clinical, cohort, and interactive television delivery approaches. A variety of educational partnerships are in place which, provide learning opportunities for the College's prospects, students and stakeholders. These include nearly 40 articulation agreements with other higher education providers, affiliate programs with the Mayo School of Health Sciences and "two plus two" career pathways with Winona State University and the University of Minnesota. The College through its Continuing Education and Workforce Development unit provides customized contract training and continuing education serving target industries and incumbent workers. Additionally, diverse programming is offered by community education including programs for youth and the elderly.

**a(2)** The College culture is unique in that it is a comprehensive community college with the feel of a state university environment. The College strives to be a world-class provider of education fostered in a culture of continuous learning, improvement and excellence. The culture is best expressed through its signature statements (Figure P.1-2) including vision, mission, and values. The College has also adopted "Design Criteria" and a "Statement of Desired Culture" that guide planning and improvement efforts. A recent economic impact indicated the College has an \$80M impact on the local economy. The College has an annual budget of \$36M and is one of the largest employers in Rochester.

| 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>Design Criteria</b>              | <ol style="list-style-type: none"> <li>1. The mission and vision is modeled in the delivery and support of teaching and learning.</li> <li>2. The College aligns resources to support the mission and vision.</li> <li>3. The performance of the College demonstrates continuous improvement.</li> </ol>  |
| <b>Statement of 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> |

**Figure P.1-2 – Signature Statements and Strategic Goals**

RCTC’s signature statements align to the vision and foundational processes of the Minnesota State Colleges and Universities System. The system’s foundation processes include: continual improvement, innovation, partnership and collaboration, diversity, accountability and effective communications. Additionally, the College’s culture is linked to the vision and mission of the University Center Rochester partners. The UCR vision is to provide a unified and comprehensive University Center Rochester. The UCR mission is to provide access to quality higher education opportunities in an environment of integrated academic partnerships. These will be attained through participatory leadership, integrated academy, comprehensive program opportunities, community - campus partnerships and responsiveness to community. Since 1996, the College has been active in the Minnesota Quality Awards (MQA) program sponsored by the Minnesota Council for Quality (MCQ). In 2001, RCTC successfully completed an alternative, Baldrige-based accreditation process through The Higher Learning Commission. In 2002, RCTC joined the Academic Quality Improvement Project (AQIP) sponsored by the Higher Learning Commission. AQIP provides for an alternative Baldrige-like accreditation model grounded in continuous quality improvement. This approach supports the College’s vision, mission and values and supports an ongoing focus on continuous improvement versus a standard-only based accreditation approach.

**a(3)** RCTC has 560 full-time and part-time employees including faculty, professional staff, support staff and

administrators. The staff profile includes 134 full-time faculty, 106 support and service staff, 246 part-time or adjunct faculty, 48 general professional staff, and 26 administrative and managerial staff. Of the total employees, 5.4 % are persons of color and 4.1% self-identify themselves as being disabled. The average years of employee service is eight with an average age of 46. A significant percentage of the staff will reach retirement age in the next ten years. Sixty-eight (68%) percent of the faculty have a masters degrees or higher. The College operates in a collective bargaining environment with seven unions (Figure P.1-3) including:

| Collective Bargaining Groups  |
|---|
| Minnesota State College Faculty (MSCF)  |
| American Federation of State, County, Municipal Employees (AFSCME), Council 6 |
| 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**

**a(4)** The University Center Rochester manages 722,550 square feet of building inventory including 20 buildings on 518 acres of land. In the past six years, just over \$35 million in capital projects have been completed on the campus. These include intercampus roads, the Fuad Mansour Youth Sports Complex (six football, seven soccer and six baseball/softball fields), a technology center, regional sports center and a Horticulture Technology Center. In the spring of 2002, the campus opened two major facilities. The first is the \$15.5M University Center Rochester Regional Sports Center. The Sports Center was built with \$10.5M in local monies leveraged against \$5M in capital bonding dollars from the State of Minnesota. In the 2002-2003 academic year, a \$4.5M Horticulture Technology Center was opened. Recently, the Minnesota State Legislature funded a \$12.7M capital bonding request to renovate Rockenbach Gymnasium into a Health Sciences facility. Two new construction projects, a collocated Workforce Center and a Classroom Community Center, have been proposed for the 2006-2011 MnSCU capital bonding request. The community has supported campus co-development via the extension of a local sales tax. In 1999, the citizens of Rochester passed a one-half cent local sales extension to collect \$72M in tax proceeds supporting local development. Twenty million of the proceeds were earmarked for UCR campus co-development. The City Council and Olmsted County Board of Commissioners have passed a motion seeking to further extend the sales tax with another \$8M in proceeds for campus and city co-development. This proposal is pending Legislative action.

**a(5)** The College is part of the Minnesota State Colleges and University System and is governed by a 15 member Board of Trustees appointed by the Governor and has no local board authority. MnSCU is an agency of the State of Minnesota. RCTC is governed by the laws and financial regulations of

the State and through policies and procedures set forth by the Board of Trustees of the system. The College's last two audits have been unqualified clean audits with no significant findings. The President of RCTC reports to and serves at the will of the MnSCU Chancellor. RCTC is accredited by The Higher Learning Commission of the North Central Association. The last formal accreditation was in 2001 when the College was granted a five-year reaccreditation. The College is a member of the Academic Quality Improvement Project (AQIP) which provides a quality-based, Baldrige-like accreditation cycle. The College and several of its programs

are nationally accredited by various accrediting agencies (Figure P.1-4).

| RCTC Accrediting Agencies                                    |
|--|
| The Higher Learning Commission                               |
| American Dental Association                                  |
| Commission on Accreditation of Allied Health Education       |
| Joint Review Committee on Education in Radiologic Technology |
| Minnesota Board of Peace Officer Standards and Training      |
| National League for Nursing Accrediting Commission           |

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

**b. Organizational Relationships**

**b(1)** RCTC operates in an environment of shared governance. RCTC has a shared governance structure focused on empowering employees, aligning resources and creating a student-centered, customer-focused learning environment. The College is divided into seven divisions all led by a senior-cabinet level administrator reporting to the College president. Divisions include the Office of the President, Teaching and Learning, Student Development and Services, Finance and Facilities, College Relations and Effectiveness, Information Technology and Human Resources. The College's Organizational Leadership and Shared Governance System (Figure 1.1-1) includes the Leadership Cabinet, Leadership Council, and the President's Advisory Council. The following committees exist by contractual agreement to provide a forum for exchange of views between faculty/staff and administration in determination of campus operations, policy and planning prior to final decision making: Minnesota State College Faculty (MSCF) Faculty Shared Governance Council (General Matters), MSCF Academic Affairs and Standards Council (Curriculum), Student Senate/Cabinet, AFSCME Labor/Management, and MAPE Meet and Confer. Membership composition is determined by contracts. Additionally, given the unique campus culture of UCR, a host of leadership bodies including the UCR Advisory Committee, UCR Executive Council, UCR Cabinet and UCR Council have been instituted to guide the affairs of the partnership. The College has an all-college committee structure complimented by task forces, ad hoc groups and other rapid response efforts. Committees include: Employee Relations; Facilities, Grounds, Safety and Security; Fiscal; Academic Standards; Assessment and Institutional Effectiveness; Technology/Distance Education; and

Board of Directors. GRAUC is a community advocacy group for the advancement of higher education in the region and champion of the University Center Rochester and its development. The Board of Directors has played a significant role in lobbying in the Minnesota Legislature for campus development and the establishment of new academic programs at the baccalaureate and graduate levels. Their efforts have resulted in the significant expansion of the campus in the last decade.

International Studies/ESL. This is augmented by numerous task forces and ad hoc groups focused on rapid response to new opportunities and opportunities for improvement. A unique aspect of the UCR partnership is the presence of the Greater Rochester Area University Center (GRAUC) **b(2)** The College has identified 13 key student segments, 5 key stakeholder groups and 5 key partners/suppliers. These groups and their requirements are described in detail in 3.1a(1). Key Stakeholder Groups include citizens, business and industry, alumni, the Minnesota State Colleges and Universities Board of Trustees, the Office of the Chancellor and the advisory and advocacy groups. Key partners and suppliers include K-12 feeder schools, agencies, economic and community development organizations, Office of the Chancellor, other Minnesota governmental agencies, University Center Rochester partners and higher education institutions. Numerous listening and learning approaches are in place to stay abreast of these stakeholders needs, expectations and levels of satisfaction.

**b(3)** Partners and suppliers play a significant role in RCTC's Student Learning System and core processes. These include teaching and learning, enrollment management and fiscal and facilities management. Processes such as program development are a function of identified unmet needs by students, stakeholders and key partner organizations. The development of such programming is a collaborative effort. The most important partners and suppliers are those that serve as partners in the delivery of teaching and learning and act as feeders or suppliers of students. For example, the UCR partners offer articulated programming in areas known as career that provide students with a means to achieving multiple educational goals spanning certificate to Doctorate degrees. Additionally, the UCR partners have jointly purchased and developed communications strategies aimed at managing student and stakeholder relationships. RCTC students are the prospects of the University of Minnesota Rochester and Winona State University.

**b(4)** RCTC has a number of communications mechanisms (Figure P.1-5, see page v) established to build relationships and provide ongoing communications to key customer, stakeholder and partner segments. The College regularly provides institutional reports and receives input at monthly GRAUC meetings. Additionally, the UCR Advisory Committee meets every other month, providing an opportunity to communicate to the community and receive information from members representing stakeholder and partner organizations. Many of the College's programs have

established advisory committee meetings to keep programs current with industry needs.

## **P.2 Organizational Challenges**

### **a. Competitive Environment**

**a(1)** RCTC has a strong market position. Approximately 25% of Rochester and 17% of area high school graduates enroll at the College. Seventy-four percent of residents in the Greater Rochester area identify RCTC when asked who first comes to mind, when thinking of higher education in the region. Additionally, 65% of area residents indicated that they, or a member of their immediate family, have attended RCTC. The College is the largest single two-year college campus outside of the Twin Cities metropolitan area.

Crossroads College operates a four-year traditional campus in the city. The nearest two-year institutions are located 45 miles to the east and west of RCTC. The College has positioned itself through the UCR partnership as a place where students can begin and continue their education from certificate to graduate degrees; from “start to finish.”

Indirect competition comes from four-year institutions, employers, and private institutions. Cardinal Stritch offers a two-year Associates Degree in addition to their Bachelors and Masters programs in Rochester. In the coming months the Minnesota School of Business, a private, for profit institution will open in northwest Rochester. This has potential impact on some of the College’s technical or occupational offerings.

**a(2)** Factors that determine the College’s success relative to its competitors include location, 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. RCTC’s location in one of Minnesota’s fastest growing areas combined with its economic strength in health care and high technology position the College well. The University Center Rochester partnership creates a “university-like” environment providing access to 150 credential options spanning certificates to doctorates. Students can benefit by enrolling in three premiere institutions and receive cost savings and the added value of combining the unique strengths of the three institutions. Strong K-12 partnerships like the Collaboration Among Rochester Educators (CARE) create pathways allowing high school students to get a “jump start” on their post-secondary education through programs like Post Secondary Education Options (PSEO). This partnership also has resulted in joint projects like the Summer “Bridge” program to ensure student success between high school and college.

Recent campus investments in technology and athletic facilities provide access to technology and to a campus rich

in amenities, creating a robust educational experience. Additional factors influencing the College’s long-term success: the ability to leverage the brand strength of Mayo and IBM, to capitalize on the potential of UCR, to enhance and continue to cultivate community partnerships, and to utilize the full power and capacity of TELEPro.

**a(3)** Comparative information is available from the MnSCU Management Reports web site. This site contains reports and queries to assist in management and policy decisions for the Board of Trustees, System Office, and institutional managers. College, University and system office personnel interested in data management, including institutional research directors, were/are consulted for the development of these reports. These reports are updated daily, weekly, monthly or annually depending on the report. This provides the College with the ability to compare performance against other institutions, institutional types and overall system averages. The College also has access to comparative data and information through its participation in nationally-normed surveys including the Campus Quality Survey, Student Satisfaction Inventory, Community College Survey of Student Engagement, Comprehensive Alumni Assessment Survey, and other instruments. Comparative information is also available through membership organizations to which the College belongs.

### **b. Strategic Challenges**

RCTC has four strategic goals (Figure 2.1-3) linked to MnSCU strategic directions and deriving from strategic challenges (Figure P.2-1) identified in the strategic planning process. Goals are supported by 16 core institutional strategies aligned to eight key performance indicators and related core measures. The College’s strategic directions and goals are aligned to those of the Minnesota State Colleges and Universities (MnSCU) and the Office of the Chancellor.

### **c. Performance Improvement System**

The College’s Performance Improvement System (Figure P.2-2) is a framework built on key concepts including shared governance, integrated planning, listening to and learning from key stakeholders, assessment and continuous improvement within an environment of systems and process thinking. This framework is used to drive action within the College. Each year, all college academic and nonacademic departments engage in a process whereby assessments of performance are conducted that drive the development of continuous improvement work plans linked to budgetary requests and divisional-level and college strategic goals and core strategies. The process embeds a plan, do, check, act approach focused on the use of data via a balanced scorecard and dashboard approach.

| Top Strategic Challenges        |
|---------------------------------|
| Demonstrate Accountability      |
| Funding and Resource Allocation |
| Focus - What's Our Niche        |
| Community Understanding of RCTC |

Figure P.2-1 – Strategic Challenges

| Communications Mechanisms                         |   |   |                        |
|---|---|---|------------------------|
| Student   | Frequency                                       | Stakeholder   | Frequency              |
| College Website                                   | Dynamic   | College and Departmental Websites and Intranet                      | Dynamic                |
| RCTC Forums                                       | Periodic  | Rumor Control Sessions  | Numerous Times         |
| The Echo  | Monthly   | College Crossings Newsletter and Supalla Scribblings Column         | Weekly                 |
| The Stinger                                       | Weekly  | Health Buzz   | Periodic               |
| Email   | On Demand                                       | Email   | Periodic               |
| Internet-based Kiosks                             | Dynamic   | Advisory Committees   | Varies                 |
| College Catalog and Other Publications            | Dynamic   | Annual Report   | Annual                 |
| Surveys   | Periodic  | Surveys   | Periodic               |
| Electronic Message Boards                         | Daily   | Baldrige Bantering  | 2 to 3 Issues Per Year |
| Targeted Communications Campaigns                 | Periodic  | Staff Development Day Workshops- State of the College Presentations | Per Calendar           |
| Student Advising and Registration (STAR) Sessions | Daily/Weekly Sessions at Key Registration Times |   |                        |

Figure P.1-5 – Communications Mechanisms

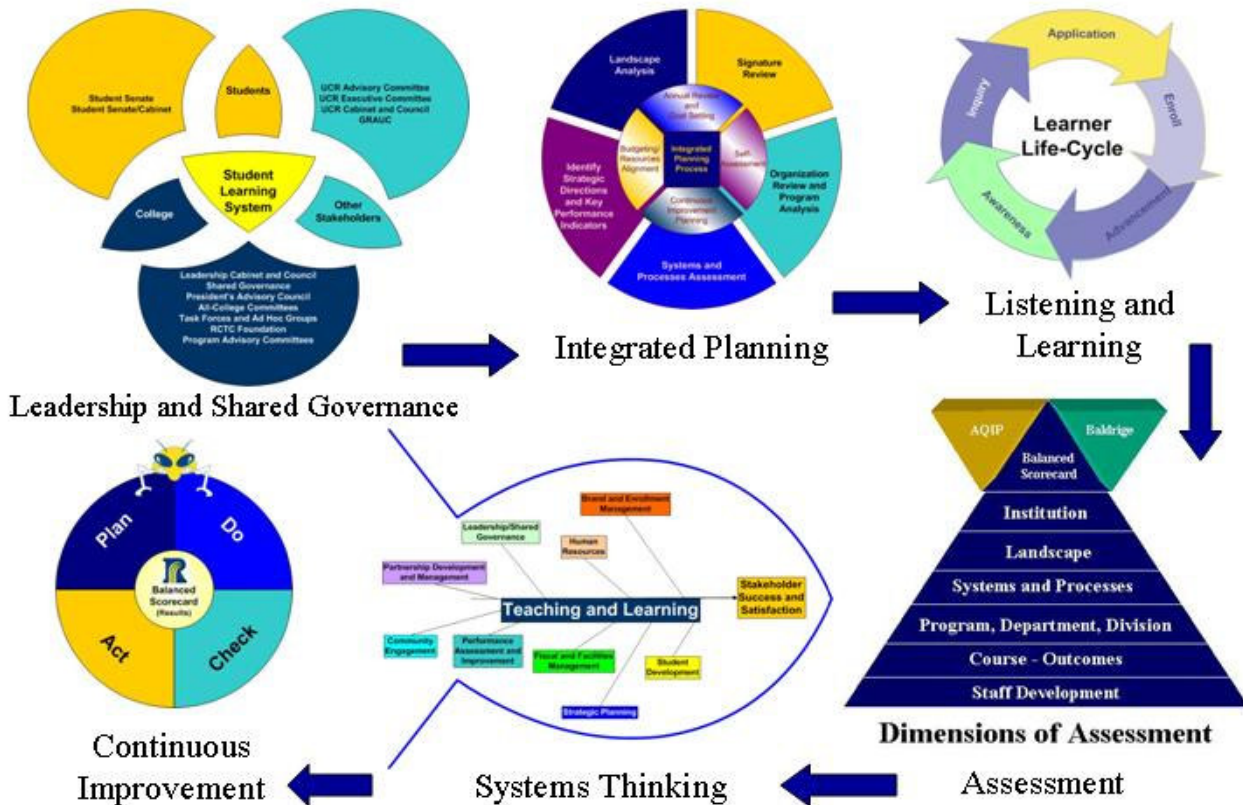


Figure P.2-2 – Performance Improvement System