

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

1892 MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE

February 2016

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Located in downtown Minneapolis, MCTC is a diverse, urban, comprehensive community college that is currently in a period of transitional leadership. The College has experienced a 25 percent growth since 2005 which has been mitigated most recently. MCTC serves 15,000 students, of whom 65 percent are part-time, almost 40 percent are fully on line, and its dual enrollment program has doubled in the last two years. The College has multiple degree and certificate programs – 44 programs in liberal arts and career and technical education -- and is part of the MnSCU system. MCTC has been an AQIP institution since 2003; this is its third portfolio

Category Summary Statements

Helping Students Learn: MCTC views its processes related to Helping Students Learn as being systematic or aligned, though the results for those processes are not as mature. The College appears to have leadership, direction, and coordination from its Academic Affairs and Standards Council (AASC) and has implemented a new Program Prioritization Process to aid in academic program assessment, but is looking to improve its student learning assessment, faculty involvement in that process, and use of student assessment data in decision-making.

Meeting Student & Other Key Stakeholder Needs: The College has pride in its programming and abilities to address its students' non-academic needs, though results for those processes can be improved. It is clear that MCTC recognizes its need to better address its approaches to working with its key stakeholders – a previous strategic issue noted need to better build its capacity to gather and share data -- and appears to have adequate resources to address those approaches by creating and funding full-time positions (Associate Vice President of Strategic Partnerships – working with external occupational stakeholders; Student Complaint Officer – a student complaint process for student stakeholders). Results for those approaches have yet to be fully realized.

Valuing Employees: Based on a report from a task force related to improving employee morale, steps have been taken to improve the HR function at the College, including hiring a new HR Director and Assistant Director. The HR director now reports directly to the President and has implemented a new onboarding process and automated processing in support of employee equity. Employee recognition has traditionally been linked to the MnSCU system and professional development opportunities are largely provided by the College in the form of trainings and workshops. There does not appear to be a method of assessing the climate or work environment at the College, but it does have a Strategic Priority to empower its employees.

Planning and Leading: Operating under new Mission, Vision, and Value statements, having new and interim leadership in key positions, a reorganized President's Council, a new strategic planning process, and an Interim President, MCTC is undergoing significant change. College leadership and planning is focused primarily on building collaborative relationships, both internally and externally, to enhance communication, ethical training, and staff involvement in decision-making. MCTC also has four separate bargaining units which play integral roles in the College's leading and planning processes.

Knowledge Management & Resource Stewardship: The Office of Strategy, Planning and Accountability at MCTC, assisted by Information Technology Services, appears to be the key source of knowledge management and has responded to the College's last appraisal by making data more accessible across the College for planning and improvement; resource stewardship is the responsibility of the Finance, Facilities, and ITS departments. Both knowledge management and resource stewardship at the College are aligned and governed under the purview of MnSCU Board policies and procedures.

Quality Overview: The College has been an AQIP institution since 2003 and views its processes for embedding continuous improvement principles in its culture as being systematic. Since CQI projects are part of the College's strategic planning process, the Director of Quality Initiatives coordinates quality projects and trainings. Employee reaction to these processes has proven to be an opportunity for improvement; College leaders are providing information sessions to enhance employee understanding of the relationship between CQI principles and AQIP as an accreditation process.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: Use of one of the basic CI tools – the PDCA cycle -- is missing throughout the assessment of this portfolio, and as acknowledged by MCTC, the College will benefit from a process template that guides its personnel in establishing institutional processes: identify potential outcomes, determine data needed to determine those outcomes, set targets and goals, measure results based on the data collected, and then set strategies for improvement based on those results.

Strategic Challenge: There is an absence of clear, repeatable, and data-oriented processes across the institution and therefore in each of the Categories in this portfolio. The collection and use of data in institutional decision making is a fundamental facet of CQI.

Strategic Challenge: From the information provided, the College lists activities rather than processes.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the

detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

Overall, MCTC exhibits a **reacting to systematic** level of maturity. The College has developed some new processes that, on implementation, will likely bolster the components of Helping Students Learn. The College leans heavily on the MnSCU system office for determining policies and for setting benchmarks, and the institution is also undergoing significant leadership transition. The quality agenda cannot be carried alone by a strong System office or a strong campus leader. This is an opportune time for employees, especially the faculty, to take more ownership of the processes that Help Students Learn. This will advance MCTC's quality agenda by building a stronger culture of continuous improvement.

Strategic Issue: Use of one of the basic CI tools – the PDCA cycle -- is missing throughout the assessment of this portfolio, and as acknowledged by MCTC, the College will benefit from a process template that guides its personnel in establishing institutional processes: the need for clearly identifying what data it is going to collect, the instruments/measures to be used to collect that data, internal goals/targets and external benchmarks for that data, how to report and interpret the results of that data, and then improvements made or to be made based on those results. This template will be especially meaningful for an assessment of student learning processes.

Category Two: Meeting Student & Other Key Stakeholder Needs

From the information provided, the College is in the **reacting** stage of maturity in identifying and meeting the needs of its students and other key stakeholders. The College would benefit from a clear application of the Process (P) to Results (R) to Improvement (I) approach that is to be used in AQIP portfolios. The Continuous Improvement approach to institutional management is based on using data in its processes and decision making. Having clear processes for identifying and selecting key student groups and stakeholders and then assessing the effectiveness of those relationships based on the data that is collected and analyzed are necessary steps in the Process, Results, and Improvements approach. In the Process section, MCTC discusses both stakeholders and partners without clearly delineating the difference and

what those definitions and relationships mean to the institution. MCTC would benefit from determining what data it is going to collect on its key student and stakeholder groups, selecting instruments to collect that data, setting goals, targets, and benchmarks for that data, and determining how those stakeholder relationships are to be measured. The Results section needs to show the data collected from the instruments/measures selected in the P section. The I section discusses how the information collected in the R section will be evaluated for improvement. Without following this approach, the College is not planning, but only reacting to situations that arise.

Strategic Issue: The absence of clear, repeatable, and data-oriented processes across the institution appears to be a Strategic Issue for the College. From the information provided, it appears MCTC does not have a consistent process that it replicates for identifying, developing, and maintaining its relationships with its key student and stakeholder groups.

Category Three: Valuing Employees

The College is to be commended for aligning its new hiring philosophy with its new mission, vision and values statements. MCTC faces a challenge in creating a performance evaluation plan that incorporates the strategic needs of the College, the MnSCU system, and the four collective bargaining units. A second challenge is in providing quality professional development programs within the College's budget constraints. With declining enrollments, two years of staffing cuts, and reduced funding for professional development, it is not surprising that the College is experiencing reduced satisfaction levels. While the College appears to have a number of processes with regard to employee hiring, evaluation, and development in place, those processes appear to be dated and inconsistently utilized. As the College continues to grow its new processes, it is encouraged to identify the data it needs to evaluate effectiveness, set internal targets and external benchmarks, collect the necessary data, analyze the results of that data, and make improvements based on what is learned.

Strategic Issue: The College is constrained by the statewide System in its ability to implement locally determined operational processes. These constraints inhibit MCTC from maximizing the value of its new HR leadership. The College neglected to understand the first part of what is being asked in several sections and does not address the point of the question – aligning the P to R to I processes. The P process collects data, the R process reports on what the data collected shows, and the I process deals with improvements made to the P section based on

what is found in the R section. They all align. Until the College can recognize this basic, key feature of how AQIP functions, it may be able to have enough isolated processes that can be viewed as systematic, but it will basically be reacting to each issue as it is raised.

Category Four: Planning and Leading

While it is understandable that this Category proved difficult for the College as it has been in the process of undergoing a change in leadership, the fact that it does not appear to have Planning and Leading embedded in its culture is one reason it appears the College is still in the reacting stage of maturity. While many of the College's Planning and Leading bullets are System-based, the College culture will serve the institution better if it adopts continuous improvement principles that are shared across the institution and beyond what is provided by the System. As the College then proceeds in its continuous improvement journey, it will not be so reliant on individual leaders to provide the institutional base; that base will continue on through leadership changes. As it strives to make improvements, MCTC can benefit from going beyond its current level of multiple activities to address an issue. Being clear about how the activities are identified, the goals/objectives for the activity, and how success for the activity will be measured will help the College in its continuous improvement journey.

Strategic Issue: From the information provided, the College lists activities rather than processes. The identification of its key processes for any given item, the collection of data within those processes, setting targets for that data, reporting the results of that data for those processes, and determining improvements to be made based on those results appears to be a key strategic issue for the College.

Category Five: Knowledge Management & Resource Stewardship

The College manages its **systematic** processes in this Category quite effectively, with limited use of results. Some of it is the newness of processes, which time can help. In other cases, the College just did not present data or evidence of its use. In part due to MnSCU policies regarding budgeting and infrastructure issues, MCTC appears to have clear procedures regarding the maintenance and management of these operations. MCTC has the opportunity to collaborate and utilize many services and functions from MnSCU to enhance its own processes. MnSCU appears to have set standards, targets, and benchmarks that MCTC could emulate as its standards. The standards, as with many regulatory or compliance standards, could become the beginning level for the College with the objective as an AQIP College to go beyond these beginning levels via continuous improvements. The portfolio, however, does not track

processes, outcomes, results, and improvements in a coherent and effective manner. This leads the reviewers to conclude that the College does not have a mature understanding of the AQIP approach. Perhaps as the result of being part of a System that provides much of its knowledge management direction and leadership, the College does not appear to have a clear internal handle on how it coordinates and manages its IT and data resources. While this portfolio makes it clear that SPA has primary responsibility for institutional data management, with the assistance of ITS, that footprint is not readily noticeable in this Category, which is where it would normally dominate.

Category Six: Quality Overview

In general, the College has started to put personnel and some processes in place that support its growth toward a culture of continuous improvement. MCTC is gathering data in many areas across the College and using that data for institutional improvements. For example, the data collected and used in the Program Prioritization process led to decisions that helped the College move toward its goal of sustainability.

While CQI activities are happening at the College, there does not appear to be a unifying culture or a clear process that links the activities to each other, to the new mission documents, or to the strategic plan. That is in part due to the newness of the mission, the recent, significant changes in leadership, and the absence (and now return) of faculty participation in service. If the College can continue to implement its new practices and if it evaluates and improves those processes, it will move beyond its current state of maturity to quality improvement needs.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle

and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is “Strong, clear, and well-presented”; “Adequate but could be improved”; or “Unclear or incomplete.” When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is “Met,” “Met with concerns,” or “Not met.”

Appendix C of this report documents in detail the Appraisal team’s best judgment as to the current strength of the institution’s evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission’s website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution’s present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution’s Systems Portfolio and thus may be limited.

Criterion One. Mission:

MCTC developed new Mission, Vision, and Values statements with broad input and great effort by College personnel. Those new statements were confirmed by the interim administration. MCTC would benefit from an enhanced description of how its academic programs, student support services, and enrollment profile are consistent with its new Mission. There is no clear depiction of the relationship between the new Mission and the diversity of society nor how its external publics were involved in the creation of the new statements.

Criterion Two. Integrity: Ethical and Responsible Conduct

It is clear that MCTC has the necessary policies in place to require its employees to act with integrity; it is taking steps to ensure that employee conduct is ethical and responsible. What is not as clear is just how the College will achieve its goal of 100 percent participation in training on ethical practices. MCTC may benefit from documenting examples of ethical behaviors by its employees, exploring opportunities for external assessment of employee ethical behavior, and clear depictions of its ethical trainings in action. The College may also benefit from a clear discussion of the issue of governing board independence from undue influence.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

MCTC appears to have pride in the quality of the education it provides, and provides the same quality wherever and however its offerings are delivered. Beyond student feedback through CCSSE and external accreditation of CTE programs, the College's responses in this portfolio provide little basis for documenting that quality. Perhaps data from the new Program Prioritization Process will be able to provide enhanced documentation in the future. Regarding the quality of its faculty, beyond required pedagogy courses and sabbatical opportunities, there is little in the discussion that provides assurance of how MCTC faculty remain current with their instructional content.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. Using MnSCU metrics and data from the College's Program Prioritization process, MCTC maintains a practice of regular program reviews and has policies that assure the quality of the credit it accepts in transfer. The College would benefit from a clear description of how it ensures that academic coursework programming is kept current and relevant. Assessment of the College's general education outcomes using the VALUE rubrics and a clear understanding of assessment for non-CTE curricular and non-curricular learning outcomes are paramount in the near future to establish solid baselines for future assessments. Demonstration of MCTC's commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs can be enhanced with a history of the MnSCU targets for these rates and MCTC's achievement of them.

Criterion Five. Resources, Planning, and Institutional Effectiveness

Through System policies and guidelines and using generally accepted practices, MCTC maintains its financial, facilities, and information technology structures and appears to have the resources, structures, and processes necessary to fulfill its new Mission. It is developing new methods – Program Prioritization Process -- to improve the quality of its educational offerings. There is a strategic planning process in place that can be enhanced to serve as the guiding force for the College, and a new Project Management Action Project is designed as a model for anticipating future needs. Without examples, it is not clear how the College

plans for future challenges and opportunities. The addition of a Quality Initiatives position has the potential to assist the College in its commitment to CQI, but that position and the adoption of team charters are still too recent to provide evidence of their impact on the College culture.

V. Quality of the Systems Portfolio

Often, it appears that the College did not approach the development of the Systems Portfolio with the level of sophistication and understanding generally expected of a third portfolio. It is clear the MCTC does not have a clear understanding of how it should address the items in the portfolio: a clear process, internal targets and external benchmarks, outcomes/measures to collect data on the process, collection of data, results to report from the outcomes/measures determined, and improvements based on the results reported. The same elements of a process each time. Repeatable. Reportable.

This indicates a culture that does not understand the CQI system. In addition, the portfolio has grammar and spelling errors, printing issues, and omissions that may hide the good work probably going on at MCTC. For example, in Category 5, the portfolio refers to the SPA website for more information (page 98), but that website page has been moved (no longer available publically). Data presented in 5R2 are mislabeled and/or missing, and 5R3 references the missing data in 5R2.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A
Stages in Systems Maturity: Processes

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: Results

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

APPENDIX B

AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	The College's mission and policies guide the requirements for the common learning outcomes. As a member of a state-wide System, there are many processes and policies in place that drive curricular and educational offerings at the institution. MCTC does not appear to regularly engage in evaluation for improvement, although there are some future plans in some areas. The institution is therefore at the systematic level of development.
Determining common outcomes	MCTC developed its four General Education Competencies when the Community and Technical Colleges merged in 1999. MCTC appears to be in a systematic stage of maturity. In addition to the general education competencies there are ten "goal areas" that are determined System-wide and attached to the transfer curriculum. Faculty from the liberal arts and general education areas work with the AASC, Academic Deans, and the Assessment Coordinator. However, it is unclear how MCTC periodically reviews common learning outcomes to determine the continued relevance to current or future requirements, capacities or changes.
Articulating the purposes, content, and level of achievement of these outcomes	MCTC describes the external and internal entities used by CTE and Liberal Arts areas to determine the purpose, content and level of achievement for common learning outcomes and Table 1.1.1 describes the goal of each competency with examples, but a systematic process for the articulation of outcome purposes, content and achievement is poorly defined. The inclusion of Table 1.12 would benefit by showing where/how the competencies are addressed by the 10 goals. However, the program faculty systematically determine the purposes, content, and achievement levels of the common learning outcomes.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	The response to this process question does not answer what is asked. The writer does not indicate how MCTC incorporates common learning outcomes within the curriculum in order for students to be successful. There is no discussion of how the goals and competencies described earlier are incorporated into the curriculum for all students to achieve. This answer provided belongs in another section of the portfolio (1P3). Without an appropriate response, MCTC appears to be in a reacting stage of maturity.

<p>Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs</p>	<p>While some components of the College's strategic plan may address student and workforce needs, no information was provided in the portfolio that answers this question adequately. The College's response to this bullet focuses on strategies for helping students succeed, but fails to describe any kind of process by which these needs are evaluated and how associated programs are adjusted to meet changing needs. Lacking a more directed response, MCTC appears to be in a reacting stage of maturity.</p>
<p>Designing, aligning, and delivering co-curricular activities to support learning</p>	<p>The array of co-curricular activities provided by MCTC appears to support the common learning outcomes (communication, critical thinking, life skills/personal responsibility, and social responsibility). No evidence of alignment of co-curricular activities and student outcomes is present in the portfolio. MCTC has a framework of co-curricular activities, but clearly defined roles in support of learning outcomes could lead to greater coordination and communication across units and to a systematic level of maturity. MCTC appears to be in a reacting stage of maturity.</p>
<p>Selecting tools/methods/instruments used to assess attainment of common learning outcomes</p>	<p>The College has just recently adopted a new process for using the VALUE rubrics to measure general education competencies in the curriculum. The VALUE rubrics are recognized as best practice; however, the initiative is too new and not yet adopted throughout the College as it is currently in a pilot stage. Table 1.1.4 lists assessments in place for the common learning outcomes; however, the Table describes a generalized course-level, program-level, and College level approach. The lack of specificity lends to the College still reacting to acknowledged deficiencies in assessment initiatives and low faculty engagement.</p>
<p>Assessing common learning outcomes</p>	<p>Overall participation in assessment is low, and the new pilot using VALUE rubrics has not yet built momentum to determine if it will be successful in engaging faculty. However, the College has established a process for embedding assessment across courses and is also part of a collaborative effort to assess, benchmark, and compare two of its common competencies. The College is currently in the systematic stage of maturity in assessment of learning outcomes. The College is encouraged to take the next step of determining how it will use the data collected in the full implementation to assess all of its common competencies, and encourage greater faculty participation.</p>
<p>Other identified processes</p>	

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College indicated in the last segment that they are participating in two processes, “embedding assessment of core competencies” and AAC&U VALUE, to track common learning outcomes. These tools/methods should provide the tracking for measuring the effectiveness for Common Learning Outcomes. It is unclear how the related employment of CTE students directly tracks Common Learning Outcomes. The CCSSE survey may give supporting data for the evaluation of CLOs; the assessment tools (embedding & VALUE rubrics) appear to have a more direct connection. Until these tools are embedded and providing data, MCTC appears to be in a reacting stage of maturity.
Summary results of measures (including tables and figures when possible)	The summary of the measurements cannot determine if the MCTC student possess the common learning outcomes/goals knowledge, skills, and abilities because the measurements are an indirect measurement of student learning. Until the College has data from more direct measures, MCTC appears to be in a reacting stage of maturity.
Comparison of results with internal targets and external benchmarks	Although indirect in nature, the data collected affords the College the opportunity to look at national and state wide comparisons. It is unclear from the narrative how this information is used on campus to inform practice and decision making. Without data from direct measures that include internal targets and external benchmarks, the College will remain in a reacting stage of maturity.
Interpretation of results and insights gained	The interpretation of the “related employment of graduates” results indicates there is no direct relationship to the measurements used and Common Learning Outcomes/goals. The CCSSE survey indicates that students (self-reported) feel the College needs to focus on helping students develop knowledge, skills, and abilities in solving numerical problems, which is not related to the current Common Learning Outcomes. The measurements used and results provided do not provide the College with any decision-making data. Until MCTC has data from direct measures from which to make interpretations, it will be in a reacting stage of maturity.

1I1. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College is to be commended on its new project of curriculum mapping that will determine how programs and the entire curriculum introduce, practice, and reinforce different learning outcomes. By being part of the Minnesota Collaborative Project, the College can determine strengths and opportunities. What the institution still needs to define is what tools it will use to measure its Common Learning Outcomes, how it will use the data captured, and how it will engage faculty to increase the level of participation in assessment initiatives. It is clear that the College has valid methods (embedding assessment of core competencies and VALUE) in place, but does not seem to

gather enough direct assessment data, or use data from these methods. Instead MCTC uses indirect tools/measurements that do not allow for adequate and direct assessment.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	The College needs to be commended for the new CCO process they have established. Further experience with this new process and cross program communications will help move the process into an aligned stage. However, it is unclear how this process aligns program learning outcomes to the mission, educational offerings and degree levels of the institution. MCTC is in a systematic stage of maturity.
Determining program outcomes	The College has a systematic process for determining program outcomes that is understood and repeatable. The institution uses advisory committees, licensing requirements, national benchmarks, and accreditation standards to influence its CTE program learning outcomes. Liberal arts use area expertise combined with articulation and transferability. For the institution to move to an aligned level of maturity, the College would benefit from the development of an articulated structured process and policy related to the liberal arts curriculum
Articulating the purposes, content, and level of achievement of these outcomes	The College describe assessment plans that include program specific student learning outcomes for assessment, uses standards and results for analysis and improvement. Departments develop plans. For the College to move from systematic to an aligned maturity, it would benefit the various departments to collaborate and communicate, as well as an increase in participation rates of faculty in assessment activities.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	The College focuses on activities that respond to immediate needs via advisory committee meetings (CTE) and articulation agreements (liberal arts). There does not appear to be a process that will set future goals and targets, and articulation agreements do not demonstrate a clear process by which offerings and outcomes are routinely evaluated. The College can move towards alignment in this area by employing additional methods of evaluating the relevance and effectiveness of student learning outcomes. The College is currently at the systematic stage of development.
Designing, aligning, and delivering co-curricular activities to support learning	The College appears to be in a systematic stage of maturity. There are a variety of student learning support services and activities provided to MCTC students. Those service and activities could be enhanced by aligning specific services and activities with specific programmatic outcomes and more deliberative assessment plans and instruments.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	MCTC does not identify how tools are selected to assess learning outcomes nor does the College offer any specific description of tools except to note an example of scores on an individual English assignment. Within CTE programs more specific program standards, licensure exams, or externally determined skill attainment is reported. The lack of clear articulation of options makes the process appear informal, and therefore, reacting .
Assessing program learning outcomes	The assessment of program learning outcomes is conducted through the annual PDD process. However it is unclear based on the overall narrative how this process works. Previously noted in the portfolio is the low engagement of faculty in assessment activities. MCTC should address how faculty input and engagement for assessment can be achieved. The process does not indicate how the faculty is involved in the evaluation and improvement section of the process. While a repeatable process is in place the College is at the reacting stage of maturity with poorly designed goals and incomplete processes.
Other identified processes	

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	MCTC uses its annual reports to the Deans to track and measure student program learning outcomes. This appears to be a systematic maturity level as data and information is collected and analyzed at the Dean's level. The results are shared with instructors at the end of the process. The institution could move to the aligned maturity with greater inclusion of faculty in the analysis and interpretation of the data, as well as greater participation by faculty and departments in the process.

Overall levels of deployment of assessment processes within the institution	There appears to be a conflicting narrative within the portfolio regarding overall levels of deployment within the institution, and no appearance of a defined matrix for evaluating results for the purposes of evaluating levels of student learning. The College is at the reacting stage of maturity. As the PDD Assessment Program continues to be utilized, refined and gain greater faculty participation the College has the opportunity to move to the systematic and aligned levels of maturity.
Summary results of measures (including tables and figures when possible)	MCTC is in a reacting maturity level in the area of analysis. The narrative does not provide evidence of evaluation, collaboration or decision making based on analysis of data. The process consists of gathering of information, rating of data and tracking the participation rate of programs. Criterion for assignment that distinguishes a thriving, healthy or vulnerable program are not given. Without the final step of using the information for improvement, the activities are just that, activities, not actions for CQI.
Comparison of results with internal targets and external benchmarks	MCTC appears to be in a reacting maturity in this area as they list one internal target for comparison. No external benchmarks are listed. With so little data, comparisons are difficult to make and as indicated the information does not aid the College in determining why both student mastery of the program learning outcomes and program mastery of the assessment program have decreased in the last three years.
Interpretation of results and insights gained	The interpretation of the results indicates the drop in assessment results is based on a new way to score and rate programs. This interpretation is reacting in nature, because this type of change could be examined and thus determined if this is truly the case or not. It is also indicated this change occurred in FY2014 and yet the College has noticed decreases for the last three years. In addition, MCTC indicates that there is a College-wide target of 70% student mastery, yet no information is presented that would indicate current standings. No external benchmarking data or opportunities for benchmarking are identified.

112. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Now in its third portfolio, the College should be much further advanced in the assessment of student learning. MCTC has the opportunity with the inclusion of an Assessment Coordinator and a new Assessment Council, to move forward in assessment activities in the future that includes greater inclusion of faculty input, and faculty training in setting institutional targets for program assessment. The reporting makes it apparent that continuous improvement is not inherent in the day to day work of the institution. While some systematic approaches may be in place, it does not appear that those approaches are actually utilized across the institution on a regular basis.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	MCTC has a systematic process for identifying student stakeholder groups using various tools such as Data Shop, Research Projects, Charting Student Success I & II, and disaggregated data by program. MCTC also adds external data obtained from community and state agencies to aid in decision making. To move to an aligned stage of maturity the College needs to develop a process that coordinates all of these processes to develop overall goals and strategies for improvement.
Identifying other key stakeholder groups and determining their needs	Although MCTC has indicated many strong and useful partnerships, it is unclear what process the College uses to determine why, what and how partnerships are formed. It is unclear how key stakeholders are identified and how stakeholder needs are determined. Without a stated process for this activity, MCTC is in a reacting stage of maturity.
Developing and improving responsive programming to meet all stakeholders' needs	The College has a repeatable and documented process in the area of responsive programming that indicates a systematic stage of maturity. The use of faculty, deans, and the AASC to review course/programs verified by MnSCU, and re-enforced by factors such as gainful employment and advisory committee feedback is comprehensive and inclusive. MCTC recognizes the need to integrate these processes to help take the Program Review process to the aligned stage.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	It is unclear what tools/methods or instruments that MCTC uses on a local level. The methods defined appear to be part of the MnSCU process, of which MCTC has a small part. Even though it seems that methods for assessing are overseen by MnSCU, the implementation of this process by MCTC was not defined. It was mentioned earlier in the section that annual assessment reports via the PDD process and Program Reviews are completed. The identification, selection, and use of MCTC tools for assessment and effectiveness would help MCTC to move from a reacting to a systematic level.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	In this section, a systematic process for review of courses and programs via the Program Prioritization Process analyzes efficiency and student outcomes. This MCTC process works in conjunction with MnSCU in the area of program closure and suspension. Improvement of this process as suggested will help lift the process to an aligned stage of maturity.
Other identified processes	

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	MCTC utilizes MnSCU System Data and MCTC Program Prioritization data to systematically measure and track program effectiveness in meeting the needs of stakeholders. It is unclear how and if these tools and results are integrated or aligned in any way. It is also unclear if the information is communicated across MCTC and if any collaboration between management and faculty occurs. However, the use of a scorecard for program review is comprehensive and useful.
Summary results of measures (including tables and figures when possible)	The summary of the MCTC data is provided on degrees awarded, transfer rates, licensure rates, and employment of graduates. External benchmarks and trends are identified with the statewide MnSCU system. For this reason, it appears that these MCTC results are in a systematic stage of maturity.
Comparison of results with internal targets and external benchmarks	The College uses MnSCU targets for data comparison in the areas of licensure pass rates, certificates and degrees awarded, related employment of graduates and transfer credits accepted. In addition, trend data was presented across a number of measures. For the College to reach beyond a systematic to an aligned stage of maturity, it would be beneficial for MCTC to determine what consistent data points it will use and how to analyze those data points. The College also needs to set its own internal targets which may or may not agree or match the external MnSCU targets.
Interpretation of results and insights gained	The reason of the fall in nursing licensure exam rates appears to be defined, but there is no indication of insights gained or improvements determined. MCTC also indicates the institution is closely watching strategic performance metrics, but does not indicate how and what actions are to be introduced to increase or decrease these trends. There is a solution suggested to increase the numbers of transfer credits, but no information on how this solution was reached or what information was used to make this decision. These are random activities and indicate a reacting stage of maturity.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The improvements that MCTC has identified will help the Academic Program Design process focus on meeting stakeholders needs. It will also improve collaboration and communication within the academic and leadership areas of the institution. MCTC should consider setting its own targets and goals – and understand how they relate to state-wide MnSCU targets and goals. The College has many activities and tools in place, and appears to have a future plan to integrate and align these for a very robust process. However, it was difficult to determine based on the narrative of the portfolio if the College is actually falling short in a number of areas or if the way the report was written was deficient in describing important information.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue</p>	<p>MCTC follows the clearly defined policies of MnSCU and MCTC to determine the level of preparation students need to enter a program. CTE program faculty determine the level of preparation based on industry standards and advisory committee input. Liberal Arts programs rely on faculty expertise and practices at peer institutions to determine student preparation requirements. Courses for both CTE and Liberal Arts programs are vetted through the AASC process. To communicate the student preparation level for MCTC programs, the College uses the website, the course catalog, the course schedule, and program pages. Advisors also provide communication and will be able to provide improved services through a newly adopted software program, AgileGrad. Accuplacer testing, completed before orientation, helps students and advisors make decisions about preparation levels and course placement. MCTC is at the systematic level of maturity since these processes are well-defined and repeatable. To reach the aligned level, MCTC will need to evaluate its processes for improvement.</p>
<p>Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs</p>	<p>MCTC ensures that program rigor is maintained for courses and programs offered through different modalities, locations, consortia or dual credit offerings. Examples that are provided include the use of Quality Matters trainings for online faculty, the partnership with Saint Paul College to offer the MCTC Professional Nursing program, the Aviation Mechanics program that is offered at Delta Airlines, and the processes and recent efforts to offer equivalent courses at the local high schools. The College is seeking accreditation of its CollegeNow program through NACEP. The processes appear explicit and repeatable, and the examples provided evidence of recent efforts to improve as well. With more regular and consistent evaluative procedures, this will assist the College from its present systematic level of maturity to the aligned level.</p>

Awarding prior learning and transfer credits	The College has clearly articulated practices and policies regarding the acceptance of transfer credits indicating a systematic level of maturity. Many forms of prior learning are accepted, including CLEP credit, military coursework, and the International Baccalaureate credits.
Selecting, implementing, and maintaining specialized accreditation(s)	The process by which specialized accreditations are selected, implemented and maintained is not addressed in the portfolio. Several MCTC programs have achieved and maintained their accreditations. However, the College appears to approach this process in an isolated pattern. Because of this the College is at the reacting level of maturity in this area.
Assessing the level of outcomes attainment by graduates at all levels	The MnSCU consortium has put in place processes that ensure program outcomes are appropriate, aligned, and allow for timely completion of programs. In addition, MnSCU policy requires that all member institutions survey graduates one year after graduation and has set a target of an 85% response rate. MCTC appears to be completing the activities mandated by MnSCU, without engaging in continuous quality improvement by evaluating the level of outcome attainment by graduates. This places the College at a systematic stage of maturity.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	The use of a comprehensive set of documents called Program Review is provided by the College's SPA office and reviewed annually by deans and faculty. However, there was no evidence for a consistent or well-defined process for analyzing these documents and acting on the findings. This indicates a systematic level of maturity.
Other identified processes	

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The Program Review Scorecard, graduate employment rate, and credits transfer are the measures used for tracking the quality of academic programs and indicate a systematic level of maturity. These measures offer a repeatable, consistent input of data. To advance to an aligned stage, MCTC needs to develop a more inclusive process for determining these tools and measures so they align program goals to institutional and strategic goals.

Summary results of measures (including tables and figures when possible)	The College struggles with selecting, collecting, analyzing and acting on data. The results provided here lead to some trend data and some external comparisons, which indicates that the College is in the reacting level of maturity in this area.
Comparison of results with internal targets and external benchmarks	MCTC uses MCTC-MnSCU comparison data (licensure pass rates, successful transfer, degrees awarded, and related employment) to compare the College with other MnSCU member institutions. The portfolio provided no comparative internal data or other external benchmarking. This indicates the College is at the reacting stage of maturity.
Interpretation of results and insights gained	Little information is provided in the narrative other than a note that the reduction in proposed programs aligns with a Strategic Direction for MnSCU and a Strategic Priority for the College. The College is at the reacting level of maturity in its ability to interpret results.

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCTC is establishing a framework that when fully implemented will help the College engage in data-driven decision-making in the area of program viability. The new processes continue to be defined and the maturation will enable the College to move from an overall reacting and systematic stage to aligned in many areas. The College also invested in new roles and organizational structures that when fully embraced will provide a future framework for success.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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<p>Identifying underprepared and at-risk students, and determining their academic support needs</p>	<p>The College has identified student needs through research, referrals, community outreach, and student self-identification. MCTC has developed several mechanisms for reaching underprepared or at-risk students. Some of these processes are more formalized while others are ad hoc in nature. The College would benefit by providing a cohesive approach to serving this population with processes that are clearly defined, integrated, and utilized across the campus community. At this point, the College is at the systematic stage of maturity.</p>
<p>Deploying academic support services to help students select and successfully complete courses and programs</p>	<p>MCTC provides a wide array of services designed to assist students seeking to complete courses and programs successfully. Several of the services appear to be voluntary and “open” to students rather than required. The portfolio has noted earlier that first year students are the most vulnerable to dropping out. Requiring advising beyond the first 15 credit hours and other services might provide the additional support some students need. The College is presently at the systematic level of maturity since these services do not provide a cohesive and coordinated approach to providing services</p>
<p>Ensuring faculty are available for student inquiry</p>	<p>MCTC has a clear policy of the availability of faculty and office hours. The policy exists but there is no discussion how effective the policy is or student satisfaction with current practice. The College is currently at the systemic level of maturity.</p>
<p>Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty</p>	<p>The College provides a wide variety of resources, including advising, tutoring center, library, and resource centers in support of multiple populations of students. While the College has made recent improvements in response to research, surveys, and other feedback, the College would benefit from a more defined process that fosters routine evaluation of the support services. The College remains at the systematic level of maturity due to the lack of well-defined evaluation processes and the lack of coordination between these services.</p>
<p>Ensuring staff members who provide student academic support services are qualified, trained, and supported</p>	<p>While it appears that staff who provide student academic support are appropriately qualified, this systematic approach could be improved with explicit policies at the entry level regarding evaluation, hiring qualifications, ongoing training, and administrative support to ensure these positions can support student needs.</p>
<p>Communicating the availability of academic support services</p>	<p>MCTC has several mechanisms, including the College website, the intranet, print materials and bulletin boards, and paper-based referrals, for directing students to resources in a systematic method. The College is currently working to improve processes through a new early alert system, which could lead to a more pro-active and coordinated approach to student referrals.</p>

Determining goals for retention, persistence and program completion	While some goals for student retention, persistence, and program completion are utilized as required through the grant process, the College acknowledges the need to set targets across the institution in a systematic manner. This uncoordinated and inconsistent approach to goal setting represents a reacting level of maturity.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	The College describes three methods used to evaluate the effectiveness of support services, the CCSSE, ad hoc SPA reports, and program directors' analysis of effectiveness. Only the CCSSE appears to be systematic and administered on a regular basis. While some data is collected, there is no College-wide process for evaluating the effectiveness of support services, representing a reacting level of maturity.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	CCSSE results, SPA-collected data, and information from survey/focus groups are tracked at MCTC. However, it is unclear how this information is communicated and utilized. The lack of coordination and consistency between departments represents a reacting stage of maturity.
Summary results of measures (including tables and figures when possible)	MCTC has collected and reported on data for several areas of the Support Services, which demonstrates a systematic level of maturity. Advising is one area that has utilized data and feedback to institute change and improvements as demonstrated in improved satisfaction ratings from CCSSE. However, in other areas the results were either federally mandated, unavailable, or less significant.
Comparison of results with internal targets and external benchmarks	The College recognizes that it is reacting to the need for internal and external comparisons for its support services beyond that which is inherent in CCSSE and its TRIO programs. The College may want to explore the benefits of belonging to the National Community College Benchmarking Project which provides external comparisons.
Interpretation of results and insights gained	With the data collected, MCTC was able to use the results to gain insight and institute change in some areas. The College appears to at the early stages of having a systematic approach to interpreting data from the results is collecting about its services related to supporting student learning.

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCTC has made a number of improvements recently and has plans for more that should have a significant effect on the College's ability to evaluate and improve academic support services. The improvements that they have made in advising represent a recognition of the significant role advising has in student retention and success. In FY16, the CTL will use a more systematic approach to survey faculty to determine programming and its effectiveness, The TRIO programs will work with SPA to improve tracking students' needs. The College recognizes the need to develop more effective selection, collection, and analysis of data, which will then allow it to act to engage more effectively in continuous improvement.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Based on System and institutional policy and labor agreements, the College has a systematic method of addressing freedom of expression and integrity of research and scholarly practice. This method could be enhanced by clarifying how freedom of expression and integrity of research is embodied in the College's values of inclusion, excellence, and integrity.
Ensuring ethical learning and research practices of students	The College has a systematic approach with clearly defined policies regarding ethical learning and research practices of students. The Learning Center, Writing Center, and library provide tools and resources, including a 2-credit hour Information Literacy class, to provide instruction on research techniques and ethical practices.
Ensuring ethical teaching and research practices of faculty	There is a systematic approach in place at MCTC to guide the ethical teaching and research practices of faculty that includes System policy and the Master Agreement, faculty handbook, and curriculum processes. It is unclear how or whether the effectiveness of these activities is determined.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	The Office of Student Rights and Responsibilities is responsible for evaluating the effectiveness of supporting academic integrity. The narrative in this section of the portfolio does not provide any information on the tools or measures used to evaluate this component, indicating a reacting stage of maturity.
Other identified processes	

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College appears to remain at the reacting level of maturity as the only tools it cites for evaluating the effectiveness and comprehensiveness of its processes for supporting Academic Integrity are tracking Code of Conduct violations and some Noel-Levitz items.
Summary results of measures (including tables and figures when possible)	The College provided the data tracked by the OSRR on Code of Conduct violations and the Noel-Levitz Employee Satisfaction survey about academic freedom and intellectual inquiry. The number of Code of Conduct violations dropped, but the portfolio states that this may be a result of a change in the documentation process. Additional methods of measuring academic integrity at the College would enhance its ability to move beyond the reacting level of development.
Comparison of results with internal targets and external benchmarks	The College acknowledges that it has no comparative data, internally or externally for this component, and remains at the reacting level of maturity.
Interpretation of results and insights gained	The College notes that the decrease in student violations may have to do with the creation of two new positions, a Student Complaint Officer and a Student Conduct Officer. With the new president, employee satisfaction with the climate for intellectual inquiry and academic freedom has increased. This may be due to the efforts to provide greater transparency as well as a new style of leadership including holding listening sessions on critical topics. These may be indications that while the College is still in a reacting mode, it may be moving toward a systematic level of maturity in terms of academic integrity.

1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
While the College has policies and practices in place regarding academic integrity, it lacks the tools to evaluate the effectiveness of those policies and practices. As indicated elsewhere and as acknowledged by MCTC, the College needs to review how it sets goals, measures results, and set strategies for improvement. These are basic principles of continuous quality improvement that will allow the institution to move forward in its journey.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	MCTC's process for identifying student groups includes executive review of MnSCU Performance Metrics data, internal SPA reports, and informal student surveys. This review may necessitate the formation of project teams to review data and develop recommendations for specific challenges. This places MCTC at the systematic maturity level.
Determining new student groups to target for educational offerings and services	The College has a systematic method within its Strategic Planning process of determining new student groups to target for its educational offerings and services. MCTC identified two student groups (MPS students interested in CTE programming and veterans) and has developed plans to recruit and support these student populations.
Meeting changing student needs	The College appears to have a systematic process for meeting changing student needs. The College uses a variety of surveys, dedicated committees, and individual student inputs to identify changing needs. The College can move toward an aligned level of maturity by demonstrating how these various processes are coordinated and work together to support improvement across the institution in meeting student needs.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	To identify student subgroups, the College's SPA office provides reporting on a regular and ad hoc basis as demands require. The Student Senate and the President's Council meet on a regular basis to discuss student needs. This is a systematic method for identifying student subgroups and their needs. While MCTC is beginning to work via generally understood, repeated processes, it is unclear how the programs communicate and coordinate efforts across the institution.
Deploying non-academic support services to help students be successful	The College provides a broad array of non-academic support services, including TRIO programs, Career Services, AME, the Power of You, Student Life, and Boyton Health Service. With no mention of coordination or evaluation, this represents a systematic level of maturity.
Ensuring staff members who provide non-academic student academic support	MCTC uses a combination of job requirements, job-related trainings and conferences to ensure its TRIO and financial aid staff members are appropriately qualified and trained, as required by federal regulations. The College does not appear to have an institution-wide process for ensuring that all of its

services are qualified, trained, and supported	staff members who provide non-academic support services are qualified, trained, and supported (POY, AME, Resource and Referral Office). This would appear to leave the College at the reacting level of maturity.
Communicating the availability of non-academic support services	The College uses several electronic and physical avenues to communicate availability of services, demonstrating it is at a systematic level of maturity. To reach the aligned level, the College may benefit from evaluating the effectiveness of the communication methods to determine which reaches students in the most efficient manner.
Selecting tools/methods/instruments to assess student needs	The College uses a variety of tools for assessing the changing needs of students. What is not clear is how these tools are selected and evaluated for effectiveness. The College recognizes this issue in 211 and may be on track for moving from a systematic method to the aligned stage of development.
Assessing the degree to which student needs are met	MCTC appears to recognize that the institution is in a reacting stage in this area. The College recognizes this issue with plans for improvement that are listed in 211.
Other identified processes	

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Various departments within the College are utilizing a variety of tools that may be appropriate to the specific department to determine if its students' needs are being met. However, the use of these tools appears to be reactive since those tools do not appear to be coordinated in a systematic manner.
Summary results of measures (including tables and figures when possible)	The College provides effectiveness data for two services and satisfaction data for other services, indicating an emerging systematic level of maturity. The SPA report data showed that the AME Center and the POY program had a positive impact on student success. While CCSSE data can impart important feedback, Figure 2.1.1 does not address the services MCTC previously identified as key to meeting student needs – TRIO, POY, AME.
Comparison of results with internal targets and external benchmarks	The College provides very little actual data that is compared to internal objectives or external benchmarks. While the CCSSE and Noel-Levitz surveys offer a significant source for comparisons to external groups, those results were not reported in this section. The lack of this information indicates a reacting level of maturity.

Interpretation of results and insights gained	Through a review of the results of surveys and reports, the College is able to see that many of its programs are having a positive impact on students. However, MCTC acknowledges that it would benefit from a coordinated method for assessing student needs that all programs could use and that could identify potential needs before they become problematic. Such a coordinated approach could help move the College beyond the systematic stage.
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2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCTC is working to find methods to determine student resource needs before enrollment, to pro-actively connect them to services early in their MCTC journey. This will help fulfill a key priority in the MCTC FY15-16 Strategic Plan.
It is clear that MCTC has a variety of services designed to meet its students' non-academic needs; however, it appears to lack a coordinating umbrella over those services that would enable the College to clearly identify its key services, what instruments are being used to track those services, the results for those services, and improvements made to those services based on those results. MCTC would benefit from an overall strategy for evaluating non-academic needs and the effectiveness of programs to meet those needs.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	MCTC has a clear, repeatable process to collect retention, persistence and completion data, make comparisons and distribute findings to stakeholders. The process is supplemented by in-depth research reports on specific topics, which are completed on an ad hoc basis. This comprehensive data set represents a systematic stage of maturity.
Determining targets for student retention, persistence, and completion	Targets for retention and completion are set annually by the MnSCU system. MCTC systematically collects this information, reports to MnSCU and uses that summary data from the other MnSCU institutions for comparison. To improve to the aligned state, the College has the opportunity to set additional retention, persistence, and completion targets for specific services and programs.
Analyzing information on student retention, persistence, and completion	Different data sets are reviewed by clearly defined College entities annually or regularly, which represents a systematic level of development. To improve to an aligned state, the College needs to coordinate and integrate the information in order to have a comprehensive view.

Meeting targets for retention, persistence, and completion	The College recognizes that clear targets for retention, graduation and transfer-out are not set for the institution nor are they identified at the academic program level. Benchmarking against similar colleges within MnSCU remains informal. This is a reacting stage of maturity.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	MCTC has selected a variety of the tools/methods/instruments for assessing student retention, persistence, and completion in a systematic manner. Retention, persistence, and completion rates are prepared internally and reported in concert with the IPEDS rate(s) and MnSCU performance targets. The Data Shop report and Program Review reports retention data at the College and program level, respectively.
Other identified processes	

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College uses a mix of system-wide mandated metrics and some regularly reported internal documents such as the New Student Enrollment Report and First-Year Retention report. The College disaggregates data to allow for evaluation based on student demographics and readiness for college. Thus, the College has a systematic method for using the tools/methods/ instruments it uses for assessing student retention, persistence, and completion.
Summary results of measures (including tables and figures when possible)	MCTC provided a limited amount of performance data with MnSCU benchmarks and IPEDS comparisons in Table 2.2.2, and trend data is subsequently presented in four Figures and a Table. The Research Project results in Table 2.2.4 begin to provide the College with significant findings related to student retention, persistence, and completion. Overall, this indicates an emerging systematic level of maturity.
Comparison of results with internal targets and external benchmarks	MCTC uses MnSCU benchmarks for completion data and an IPEDS cohort for retention and completion. The results were used by the College to determine a plan for improvement. Having built-in comparative results for its IPEDS and MnSCU system data, the College is exhibiting a systematic method of comparing its results with internal targets and external benchmarks. The College is encouraged to explore other methods of gathering data on student persistence, retention, and completion to enable it to gather comparative data beyond IPEDS, which has limited community college information.
Interpretation of results and insights gained	From the information provided, one insight the College reports is that its students have higher risk factors and there is the need to retain students in the first two semesters. From these limited findings and analysis, it appears MCTC is in the reacting stage of maturity.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>It does appear that the College is taking a strategic approach to addressing the issues identified by the data collected and reported on student persistence, retention, and completion. Two major initiatives have been undertaken: creating clear pathways based on career clusters and designing strategies to strengthen the first year experience for students. MCTC is using SPA office studies to further understand its students and to inform continuous improvement efforts. These are major projects that will involve coordination and evaluation throughout the College and could lead to a more aligned level of maturity.</p>

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	MCTC lists groups of stakeholders that interact with the College. Currently, those groups fall under one of five primary umbrellas: government, education, employers, foundations, and community partners. It is unclear how MCTC determines these are key stakeholders or what criteria are used to form partnerships. This indicates a reacting stage of maturity.
Determining new stakeholders to target for services or partnership	Though still in a reacting stage, the College recognizes the need to move toward a more systematic approach to determining new stakeholders. MCTC is beginning its progression by aligning potential stakeholders with the new strategic priorities and with the vision and values statements.
Meeting the changing needs of key stakeholders	MCTC responds to changing needs of employers through program advisory committees, graduate employment data, recognition of community/employer changes, and transfer partnerships, indicating a systematic level of maturity.
Selecting tools/methods/instruments to assess key stakeholder needs	While MCTC gathers some data to assess stakeholder needs, the College does not describe a systematic process for selecting tools/methods. MCTC acknowledges it would benefit from a needs assessment with new partners and a satisfaction survey with existing partners. Since informal processes account for most operations in this area, the College is in a reacting stage of maturity.
Assessing the degree to which key stakeholder needs are met	The College recognizes that it does not collect meaningful data in this area. This is indicative of a reacting stage of maturity.
Other identified processes	

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	MCTC identifies a number of measures that are evaluated at the presidential and institutional levels to track stakeholder needs. The collection of these data appears to be routine and systematic , but it is unclear how the outcomes of these evaluations inform strategic direction of the institution regarding stakeholder needs.
Summary results of measures (including tables and figures when possible)	MCTC presents summary data on student majors and high school dual enrollment. Enrollment data alone is very limited in its ability to support meaningful analysis of program effectiveness and stakeholder satisfaction with programs. Thus, the College appears to be at a reacting level of maturity.
Comparison of results with internal targets and external benchmarks	MCTC demonstrates a reacting level of maturity in this area. The College provides some information with MnSCU-determined targets in this section, but there is little relation of the data to the prior narrative in this section. The percent of credits accepted in transfer does support the College's transfer partners; however, additional data on grant funding, private giving, and CECT revenue is not clearly linked to the needs of stakeholders or partners identified earlier in this section. To move to the systematic level, the College should consider providing more relevant examples of data comparisons that determine if stakeholder needs are met.
Interpretation of results and insights gained	Although MCTC is at the reacting stage of maturity due to the lack of directly relevant data, the College demonstrates interpretation of results of the data it has. While data are provided for some of the identified stakeholder groups, there does not appear to be a comprehensive, repeatable process in place for providing an understanding of how the College is identifying and tracking its key stakeholders. MCTC can move toward the systematic level, by implementing its plan to complete a needs assessment of external stakeholders.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College needs to be commended for its recruitment of diverse leaders on the MCTC Foundation Board. The College has implemented several improvements that identify and respond to stakeholder needs and has plans for more. MCTC is working to grow its academic partnerships to expand programming on campus and to align its CECT portfolio with needs in the geographic area. The College is also aligning both private giving and the grant-seeking process with its strategic needs and priorities and with the mission and vision of the College. The long-term tracking of CECT metrics is a good step to help understand what is occurring and how to respond. Implementing a process to assess stakeholders' needs and their satisfaction with MCTC's services will also strengthen the College in this area.</p> <p>By identifying and focusing on what it deems to be its key stakeholders and developing more complete processes for collecting and analyzing data on just those core groups, MCTC could build from there and move toward a systematic level of maturity.</p>

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	In response to feedback from the 2007 portfolio, MCTC developed an explicit, repeatable, and fully systematic process for collecting complaint information from students, which is directed by the Student Complaint Officer, a new position at the College. Coordination and communication among departments is emphasized in an effort to make students aware of the process and how to submit complaints. Mediation services are available to students as an option either before filing a complaint or as part of the formal complaint process.
Collecting complaint information from other key stakeholders	The process for employee complaints is included here, though employees are excluded from the scope of 2P4. No process is described for how other (non-employee) stakeholders can file a complaint, which indicates a reacting level of maturity.

Learning from complaint information and determining actions	The College understands that while it has implemented what it views as an aligned process for collecting complaint information from students, the communication and use of that complaint data within the campus community is an area for improvement. MCTC does not provide examples of learning from the data; nor are actions listed. Complaints by non-student stakeholders are not addressed. This indicates a reacting level of maturity.
Communicating actions to students and other key stakeholders	MCTC communicates actions to students involved in the complaint, but does not describe how complaint data are shared with students or key stakeholders who did not file the complaint. Only student complaints are addressed. The limited scope of this response indicates the College is in the reacting stage of maturity.
Selecting tools/methods/instruments to evaluate complaint resolution	Satisfaction of participants and efficiency of the process are two metrics the College uses to evaluate complaint resolution. MCTC appears to be at a reacting level of maturity with that survey as it is noted the survey needs modification and there is no indication of the rate of completion of that survey, targets set, and data collected beyond an efficiency metric for open and closed complaints.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	In this section, the College acknowledges only one tool (type of student complaint), though the previous section also listed the efficiency metric. It is unclear how other types of complaints are tracked. There may be a clear, repeatable process for tracking student complaints, but without addressing other stakeholders' complaints, the College overall exhibits a reacting level of maturity.
Summary results of measures (including tables and figures when possible)	While aggregated data are provided from multiple semesters, the College could have presented additional analysis (by semester or by year) to examine trends. For example, the number of academic integrity violations by semester is listed in MCTC's 1R5 response, allowing trend analysis. The dearth of information presented here demonstrates the College is in a reacting level of maturity.

Comparison of results with internal targets and external benchmarks	No targets or benchmarks are set. MCTC recognizes this as an area for opportunity. This represents a reacting level of maturity.
Interpretation of results and insights gained	From the compilation of student complaint data, the College is aware of the primary issue of student/faculty communication and interacting. To move beyond the reacting level of maturity, the College is going to need additional methods of collecting data and enhancing the process for the data it currently collects.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The complaint process while clearly delineated does not appear to provide the College with a good deal of significant information leading to actionable items. The communication, reporting, measures, and evaluation all need attention so that this process can help the College provide improved services to students. MCTC has developed plans to share information more broadly across campus, to set an internal target for number of complaints filed, and to look at trends in the complaint data more formally.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	While MCTC lists examples of partnerships that the College has developed, the process for selecting partners is not clearly defined. The portfolio acknowledges the College only “sometimes” uses a systematic approach to selecting partners. Goals are not defined and procedures appear to be informal, indicating a reacting stage of maturity.
Building and maintaining relationships with partners	It is clear that partnerships are built at MCTC primarily at the administrative level, making it clear that the College is reacting to this issue at a limited level of institutional involvement. Other than advisory groups, the College does not appear to have an extensive integration of partnerships.
Selecting tools/methods/instruments to assess partnership effectiveness	MCTC has identified data sources on user participation within a partnership, rather than effectiveness of the partnership. While this data can inform decision-making, the College identifies an opportunity to implement a more systematic use of a partnership evaluation tool. As the College actually takes the steps it envisions for its processes in determining, selecting, and building its partnerships, it will move beyond its current reacting level of maturity.

Evaluating the degree to which collaborations and partnerships are effective	MCTC indicates what could be done, but understands it is not being done at this time. This indicates a reacting stage of maturity. It appears the College intends to act on this understanding and has ideas on how to actualize that understanding to move to a higher level of maturity.
Other identified processes	

2R5. What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	MCTC acknowledges it is currently using a variety of data outcomes/measures to determine the effectiveness of its collaborations and partnerships. The College tracks data from multiple tools in this section, including enrollment data by age, employment data, and the top ten transfer institutions in a systematic manner. However, MCTC does not present any formal or systematic data on success of partnerships. Rather, participation data is supplied as an indirect, measure of effectiveness of collaborations or partnerships.
Summary results of measures (including tables and figures when possible)	MCTC does have some results for its limited measures of partnership effectiveness. The data are presented for one or two years, or data are aggregated across years; thus no trend data is available (aside from yearly change). This is a reacting level of maturity.
Comparison of results with internal targets and external benchmarks	MCTC acknowledges that it has yet to determine internal targets and external benchmarks, remaining at the reacting level of development.
Interpretation of results and insights gained	MCTC did not write to this prompt. There is no information to evaluate.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCTC has made significant changes over the past three years through the addition of several key positions that will help the institution better engage its partners and key stakeholders. The College lists many improvements that are underway, but it is unclear how the needs were prioritized and why these improvements were selected. No goals, targets, or benchmarks appear to have been set and it is not evident what type of evaluation will be used to determine success. The College is encouraged to focus its efforts with its key stakeholders and not try to be all things to all its possible stakeholders, including those who approach the College with a need. It is also encouraging to see that the College realizes its own need to go beyond the instrument provided by the System to assess the effectiveness of its partnerships.

AQIP Category Three

VALUING EMPLOYEES explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Following its last appraisal in 2012, the College has made significant strides in its approach to recruiting, hiring, and orienting employees, as incorporated in the FY 15-16 Strategic Action Plan. Much of the hiring process is guided by MnSCU policies and the collective bargaining agreements in place at the College. An opportunity exists to better detail the processes for staff and administrators. Orientation is also an area that may offer an opportunity for improvement. MCTC’s processes for recruiting, hiring, and orienting employees are comprehensive and repeatable, but they are nascent. This is an emerging systematic level, which can become fully systematic through routine, repeated implementation of the processes.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	MCTC has developed a hiring process that incorporates its strategic focus on employee diversity, part of the new mission and values. The College’s hiring processes remain compliant with MnSCU and bargaining units while focused on building a more diverse workforce reflecting the student population. The College now utilizes a systematic approach in designing its hiring practices so they result in staff and administrators who possess the necessary qualifications, skills, and values. One area on which it appears that the College needs additional focus is ensuring that new employees are imbued with the College’s values. There is little discussion of how the College orients new administrators and staff with the values of the institution.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	The College has clearly defined credentialing requirements for faculty as required by HLC, MnSCU, and the faculty contract. The College also recognizes the need to increase the required minimum graduate hours in the discipline field by 2017 based on the newly adopted HLC requirements. The development of academic credentialing standards for faculty, including faculty teaching dual credit, by contract, and in consortia, is systematically governed at the Systems level for the College.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	The College follows the workload policy outlined by the faculty contract, which stipulates the number of credit or contact hours allowed and non-teaching requirements of full-time and part-time faculty. The contract also sets the allowable proportion of full-time to part-time faculty. It does not address the issue of having sufficient numbers of faculty to carry out instructional and non-classroom obligation. Therefore, it remains in a reacting state of maturity. MCTC’s course registration system does provide enrollment caps in

	each course, but that does not translate into the College's ability to ensure that it has the workforce necessary to meet students' instructional and non-instructional needs.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Staffing is an area of concern after several rounds of layoffs over the past two years. The College clearly needs to be strategic as it determines its staffing needs and the appropriate distribution of personnel to meet student needs. MCTC's use of Noel-Levitz employee surveys to monitor staffing levels is an indirect measure at best. The College is at the reacting stage of maturity with plans for improvement this year.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	MCTC has multiple measures, both institutional and as mandated by the MnSCU system, related to its recruitment, hiring, and orienting processes with a focus on diversity, and the required full-time, tenured ratio. The College also draws from IPEDS data and the Noel-Levitz survey of employee satisfaction. The College may benefit from a more detailed process to evaluate the sufficiency of faculty and staff, so to be able to plan for changing needs. These processes could be enhanced with additional measures/tools for its recruitment and hiring practices beyond the focus on diversity and for its orienting process in its entirety. At the present time MCTC is at a systematic level of maturity.
Summary results of measures (including tables and figures when possible)	While the College reporting of its summary results for its measures related to recruitment, hiring, and orienting processes can be viewed as systematic , it is in the beginning stages of that development. Institutional performance against its goals is beginning to be tracked, and some data are analyzed at multiple levels. The College needs to report on additional measures for its recruiting, hiring, and orientation processes of employees to reach a more mature stage.

Comparison of results with internal targets and external benchmarks	The College utilizes Noel-Levitz and IPEDS data which provide national comparisons. It also provides MnSCU data which provides the state-wide comparisons. Internal year-to-year comparisons are presented here, though the targets and various charts are not clear. The College would benefit from a clear alignment of what measures are tracked and tools utilized to the compare actual results with internal targets and external benchmarks. This would help advance MCTC beyond its emerging systematic level of maturity.
Interpretation of results and insights gained	The College does understand that it is beginning to make progress with its employee diversity through evaluation of data from the Noel-Levitz survey and self-identified areas of faculty/staff dissatisfaction with hiring practices. The portfolio provides analysis of these results with comments on the decline in faculty staffing, reducing faculty positions and academic offerings. The College notes that they are seeing improvements in the diversity of employees based on recent initiatives, but still falls short of representing diverse student ethnic groups. MCTC recognizes its need for additional measures/tools for recruiting, hiring, and orientation to get beyond its current systematic level of maturity.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College is in an emerging systematic stage of development in making significant changes in personnel and HR processes. Changes include the hire of the new HR Director and Assistant Director, with the HR Director reporting directly to the President. This is in response to many self-identified areas that need to be addressed such as faculty/staff dissatisfaction and declining morale, ineffective onboarding and orientation, and inconsistent cross-training.</p> <p>The College may want to consider surveying those supervisors who do the hiring in their areas to determine perceived success of the new HR changes. The process of co-locating Student Services functions into a consolidated area is a known best-practice, and the College recognizes the advantages of intentional cross-training to build the types of information sharing and joint ownership of student issues that will help the departments work together more efficiently. Many of these new process changes could become highly systematic and help MCTC move toward the aligned level of maturity.</p>

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	The College is in the first stages of a Strategic Action Plan to create a new Performance Management System. MCTC's new HR leadership is managing the creation and implementation of this System. But, as of this writing, it appears the System is currently under development, with no detail beyond providing each employee with the appropriate job description. Consequently, it appears the System is still in

	<p>the reacting level of development. As part of the FY15-16 Strategic Action Plan, the implementation of the Performance Management System should allow for greater clarity of roles, goals, and regular feedback which will help advance MCTC to a systematic level of maturity.</p>
<p>Soliciting input from and communicating expectations to faculty, staff, and administrators</p>	<p>The College used the 2012-2013 AQIP Action Project to redesign evaluation processes for probationary faculty, but are still in the initial stages of working on a Performance Management System for staff. When activities such as supervisory communication, soliciting employee input, probationary faculty, staff and full-time faculty evaluations are consistently utilized over the entire institution, the College will have advanced from a reacting to a systematic stage of maturity.</p>
<p>Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services</p>	<p>The College self-identifies that its performance evaluation form for staff is not aligned with MCTC's new Mission, Vision, Values and Strategic Plan. The College recognizes it is still in a reacting mode in this area.</p>
<p>Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators</p>	<p>The State of Minnesota requires that all state agencies establish processes for employee evaluation. The College has developed clear procedures for the four different types of employee groups. It is not clear, however, how well these procedures and schedules are followed. It is unclear whether the process includes institutional goals and whether the process is evaluated for effectiveness. As previously noted the College is revamping some part of the performance evaluation system. The College is in an emerging systematic stage of maturity that will advance with the successful incorporation of the new Performance Management System.</p>
<p>Establishing employee recognition, compensation, and benefit systems to promote retention and high performance</p>	<p>Since the College is part of a state System, MCTC is constrained from being able to negotiate individual compensation and benefits contracts. The MnSCU system and the bargaining units have clearly defined compensation procedures, which MCTC systematically follows. The College does host an annual formal employee recognition event focused on length of service as well as system or campus award winners. It is unclear if these activities promote retention and high performance of the College's employees. Since MCTC is operating in an understood, repeatable, compensation-benefits process, it has achieved a systematic level of maturity. The College may benefit from determining if the current employee recognition programs are effective.</p>
<p>Promoting employee satisfaction and engagement</p>	<p>The promotion of employee satisfaction and engagement is managed through the bargaining units which have the responsibility to survey employees for feedback. This relationship may provide an avenue for employee involvement in decision making, but is not a systematic method to promote employee satisfaction and engagement. The College's goals in this area are poorly defined, thus indicating a reacting</p>

	stage of maturity. The leadership changes at the College may provide it with the opportunity to implement new processes to address this issue.
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3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Currently the College only uses the Noel-Levitz Employee Satisfaction survey. The College is developing new processes for promoting employee satisfaction and engagement, but is currently in a reacting stage of maturity.
Summary results of measures (including tables and figures when possible)	The Noel-Levitz information shows that those MCTC employees responding to the survey are moderately satisfied at best or dissatisfied on some items. Additional measures and tools for this section that provide results will assist the College in moving beyond the reacting level of maturity.
Comparison of results with internal targets and external benchmarks	The College provided some comparative data from institutions chosen from the Noel-Levitz survey. Five of seven related questions showed statistically lower satisfaction of MCTC employees versus the comparison group. No internal targets were identified, and external benchmarks were also not noted. Being constrained by a System method of determining compensation and benefits does not lead MCTC employees to be less satisfied than the Noel-Levitz mean, but that same System does not provide clear avenues for helping MCTC to make its employees feel recognized or appreciated. The College has self-identified this as an area for improvement with evaluation and indicates a reacting stage of maturity.
Interpretation of results and insights gained	MCTC recognizes the opportunity to develop a robust performance evaluation process and has included this in the FY15-16 Strategic Action Plan. MCTC recognizes it is at the reacting level of development with its employee evaluation system and is searching for methods to recognize the good work done by its employees.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College is in the early stages of developing more effective performance evaluation processes that will be aligned with its mission, vision, and values. It notes the importance of initiatives to hire a more diverse staff, as the beginning of more coherent and coordinated processes.</p> <p>While some policies and processes are in place, it is obvious that compliance with these processes is not consistent and therefore reacting. The College is striving for improvement in this area with the hiring of new HR personnel, reorganization, and the selection of activities for the Strategic Action Plan for next academic year.</p> <p>Though not necessarily based on 3R2, the College does recognize that it needs to have at least a systematic method of having accurate, timely position descriptions on file for all its employees as a first step in supporting a method of evaluating the work of those</p>

employees. Leadership is working on steps to ensure that a new employee evaluation process is used consistently across the College.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	MCTC has a systematic , three-pronged approach to providing and supporting professional development for its employees on a regular basis. This approach includes System requirements for new employees, training provided on campus, and training available off campus. The Center for Teaching and Learning provides a wide range of sessions on educational topics and practices. Additionally, the CTL offers sessions on topics related to curriculum and pedagogy. The College is beginning to use the Learning Management System to track and evaluate training. It is also beginning to use the continuous improvement training offered by the state. This indicates a systematic level of maturity.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	As required by MnSCU policy, MCTC faculty must meet minimum requirements at the time of hire, which include educational requirements and a teaching and learning competency requirement, occupational experience and licensure or certification requirements as appropriate for each position. MCTC also has processes that guarantee faculty development is ongoing. These include a professional development plan for probationary faculty, information on online course development, and sabbatical opportunities. This indicates that the College is at a systematic stage of maturity.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	The College provides both voluntary and required systematic training to support the professional development of its student support staff, including weekly time to enhance the face-to-face service skills of those staff members most likely to interact with students. The performance evaluation process also includes goal development and monitoring. Although this indicates a systematic stage of maturity, funds for support staff have been cut so that off-campus opportunities are limited. This may be offset via a wide range of professional development sessions available on-campus through the CTL and all-College professional development days.
Aligning employee professional development activities with institutional objectives	The College response on this section was incomplete, even though the portfolio provides an excellent example of aligning professional development with institutional objectives that support the new President's professional

	development theme for the year—Listening for Understanding. Although the College has aligned some professional development activities to key strategic foci, it is unclear whether the process used is repeatable and understood across the institution. Since there is an incomplete response provided for this item, the College will remain at a reacting level of maturity pending further information.
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3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Although the College uses three methods to measure employee satisfaction with the professional development opportunities it provides, these measures appear limited and don't cover many of the activities listed. These activities provide information such as the amount of dollars distributed for professional development, evaluation of professional development day activities, and employee satisfaction. It is also unclear how the data are shared across the institution or used for decision-making. This indicates a reacting stage of maturity.
Summary results of measures (including tables and figures when possible)	Summary results from the three methods the College uses to measure employee satisfaction with its professional development opportunities are mixed, but they are systematic . Information from the evaluations of Professional Development Days and the Noel-Levitz surveys indicate a significant decrease in satisfaction. Survey data are provided for two or three years and presented in some cases with comparative data. The fact that employee respondents dropped by half may be attributed to varying satisfaction levels with College leadership.
Comparison of results with internal targets and external benchmarks	MCTC could benefit from additional measures that will provide internal targets and external benchmarks to develop beyond the Noel-Levitz survey results. Little data are provided by the College and what is shown indicates a marked decline in employee satisfaction in the area of training and professional development. This indicates a reacting level of maturity.
Interpretation of results and insights gained	With only the Noel-Levitz survey results available for interpretation of results and insights gained, the College demonstrates the early stage of being systematic as it is beginning to use that data to start eroding silos in the institution. A new process for assessing employee training needs and standard questions to evaluate training opportunities are proactive steps in the process to break down those silos. As identified by the College, no needs assessment related to employee training has been conducted by the institution. The College also lacks a standard evaluation measure other than surveys.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College has self-identified difficulties in this area and has hired a new Assistant Director of Human Resources to help. The overall lack of repeatable processes, outcomes tied to campus goals, and poor or non-existent evaluation mechanisms indicates the College is in the reacting stage of maturity. The College’s recognition of the need to develop standard evaluation instruments is a step in the right direction to improve professional development on campus. Faculty and staff input is critical in selecting and designing PD opportunities.</p> <p>MCTC is striving to improve its professional development offerings by creating a standard evaluation tool, by adding a committee that identifies training needs, and by completing an employee training needs assessment across campus. All these efforts will contribute to a more coordinated and collaborative approach to faculty and staff evaluation and development and help the College advance to a systematic stage of maturity.</p>

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	In 2014, MCTC began the process of revising the mission, vision and values statements, which had been in place for over a decade. There was no real process in place to arrive at a new mission, leaving the College to develop a systematic method as it made progress on the new statements. It may be beneficial to the College to now formalize the systematic approach it took in developing, deploying, and establishing how these new statements will be reviewed. That process can then guide the PDCA cycle for the College’s mission, vision, and value statements as it seeks an aligned level of maturity.
Ensuring that institutional actions reflect a commitment to its values	Based on the College’s identification of specific action projects that address its new institutional values, it is emerging into the systematic level of maturity. It would benefit the College to understand that having its values reflected in its Strategic Plan ensures that its values are written to guide specific activities. Moving beyond guiding statements into documentable actions will assist the College in moving to the next level of maturity.
Communicating the mission, vision, and values	MCTC’s mission, vision, and values are currently communicated on the College website and there is a plan from the Marketing and Communications department to systematically use different forms of print and signage to

	communicate the mission, vision, and values to its different stakeholder groups. When the College has had a chance to implement and evaluate that plan, and make improvements based on the results, it will be able to take the appropriate steps to the next level of maturity.
Ensuring that academic programs and services are consistent with the institution's mission	MCTC's Program Prioritization Process provides the College with a systematic process to begin evaluating academic programs. This Prioritization Process is a new process and has been utilized only recently to determine program viability. Of interest is the description of faculty access to data in the PPP that will allow them to <i>respond to</i> recommendations about their programs rather than being <i>an integral part of</i> formulating recommendations about their programs.
Allocating resources to advance the institution's mission and vision, while upholding the institution's values	MCTC utilizes a College-wide Budget Committee that makes annual budget recommendations in a systematic , inclusive, and transparent manner to the President's Council for approval. From the examples provided, it appears that MCTC is beginning to systematically allocate its resources according to the institutional mission, vision, and values. Clear descriptions of the overall budgeting process, how priorities are determined by the President's Cabinet, and the role of the Trustees in approving the allocation of resources would facilitate a reader's understanding of the allocation processes in place at the College. Table 4.1.1 could be enhanced by direct correlations between the Value and the resources allocated to meet that Value as a method to move toward an aligned level of maturity.
Other identified processes	

4R1. What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	With three sources of information – focus groups, surveys, and Noel-Levitz -- MCTC appears to have the beginnings of a systematic method of outcomes/measures tracked for developing, communicating, and reviewing the institutional mission, vision, and values. The College is encouraged to find additional metric measures from all its stakeholders, including students and the community that will provide data from which it can make future decisions.
Summary results of measures (including tables and figures when possible)	MCTC reported results from the systematic collection of information related to developing its new mission, vision, and values statements. To proceed in its development, the College is encouraged to establish additional repeatable methods to collect quantitative feedback on those statements and to also establish metric measures of how it communicates and reviews those statements.

Comparison of results with internal targets and external benchmarks	With only the Noel-Levitz survey data for comparison information, the College is in a reacting level of development. As part of its search for additional methods of collecting data on developing, communicating, and reviewing its mission, vision, and values, the College could look for those methods to include repeatable internal targets and external benchmarks
Interpretation of results and insights gained	From the information collected, the College has a systematic interpretation of its results related to developing and communicating its new mission and vision; it recognizes areas for improvement and has some suggestions of how to implement those improvements. An examination of how it will approach the review of its new mission, vision, and values statements will assist it toward the next level of maturity.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College will be focusing on listening sessions and the transparent linking of activities in its Strategic Plan with the components of the new mission, vision, and values statements. It may be beneficial for the College to follow the listening sessions with a plan that will communicate to its employees and students the improvements resulting from the listening sessions. This may enhance employee awareness and support of the new mission, vision, and values statements. Given the level of attention the College reported in the development of these new statements, employee awareness appears low. The breakout sessions to introduce the Strategic Action Plans is a good follow-up start. It may benefit the College to continue this practice. As it embarks on these improvements, the College is encouraged to keep in mind the data it wants to collect especially in the College redesign, how it is going to collect that data, targets for that data, analysis of the results, and further improvements suggested by those results. A better description of the College's redesign would have been helpful to the review team.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	The description provided makes it apparent that the College's new strategic planning process makes the attempt to be inclusive on campus, but faculty opted not to participate and there is no indication of involvement by external stakeholders, leaving this issue at the reacting level of development. By being clear about its key stakeholders -- internal and external -- as mentioned in the appraisal of Category 3, the College can take steps toward a higher level of development as this clarity will help define the roles expected of those stakeholders, including inclusion in the College's strategic planning process.

Aligning operations with the institution's mission, vision, values	It appears the College is unclear, and therefore reacting , about its approach to align its daily operations with the new mission, vision, and values statement since the limited information provided only addresses the operations of the College Foundation. While the Foundation operations are an important aspect of the College, the response provided is silent on how operations across the College are aligned with the new mission, vision, and values statements.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	The Interim President is providing transitional leadership that includes the goal of aligning strategic planning efforts across the institution to achieve optimum effectiveness and efficiency. Due to the challenges facing the College, the President's four goals can be viewed as providing the framework from which the College can move from its current reacting level of maturity. As those goals become realized and a new president is in place, the College will have the opportunity to take the steps necessary to begin embedding continuous improvement principles in the campus culture.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	Based on the descriptions provided of what appear to be exemplary activities to capitalize on the College's opportunities and needs— collaborations with the Minneapolis Public Schools, access to advising to and for first year students, developmental education, a partnership with Hennepin County to encourage employment of MCTC graduates, enhanced transfer opportunities -- MCTC appears to be making some positive systematic strides in this area. Those strides also appear to be within existing institutional silos rather than part of a coordinated plan. There are connections made between these activities and the College's Strategic Plan; more activities that are the result of the Plan rather than simply having a connection to the Plan will assist the College in its development.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	It is clear that MCTC is deploying strategies – PMAP and the PPP -- and its Strategic Plan does address its need to be efficient with its resources and some future needs in a systematic manner. The College could be more specific about how those strategies are being deployed systematically by the Strategic Plan.
Other Identified Processes	

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	MCTC notes that it has three tools to provide both quantitative and qualitative methods of evaluating its Strategic Planning projects and System metrics in a systematic manner. This description could be enhanced by being specific about the metrics the College actually uses in

	this section so the results from those metrics can be evaluated in the next section.
Summary results of measures (including tables and figures when possible)	As noted above, it is important to be clear about the outcomes/measures tracked and tools utilized to enable an accurate summary assessment of their effectiveness. From what is included in this section, the College is still reacting in terms of having adequate tools in place to provide empirical evidence of the success of its activities. Providing activities as Results makes it appear the College lacks an understanding of the PDCA process and what comprises appropriate measureable processes that provide data that can be analyzed and used as the basis for improvement.
Comparison of results with internal targets and external benchmarks	The College can point to Noel-Levitz comparative data, but cannot detail its own internal targets or other external benchmarks for communicating, planning, implementing, and reviewing its operational plans, leaving it at the reacting level of maturity.
Interpretation of results and insights gained	The interpretations provided here appear to be more a collection of findings and results. The College has focused on disaggregated data which provides little insight and suggests low satisfaction with planning at the institution. Having an indication of the collection and analysis of data over time and the erosion of silos of operation at the College will help MCTC move beyond its current reacting level of maturity.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College is in the latter stages of transitional leadership that was focused on restoring/creating a trusting/inclusive campus climate. A challenge to the strategic planning process was the lack of faculty participation for two years due to a "no confidence" vote of the previous president. New leadership, a new strategic planning process, and new initiatives all show a flurry of activity related to operational planning. Those activities, or the writing describing those activities, would benefit from a description of how those activities are clearly linked to the strategic planning that is done to precipitate the activity. It is too soon in the development of these activities to assess their success. Consequently, those activities appear to be reactive to the challenges the College is facing.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support	Since MCTC is a part of MnSCU, it is provided with a set of systematic state statute and System policies that regulate Board-institutional relationships. From the description provided, it appears that the leadership and governance is

leadership and governance	then accomplished more at the institutional level through shared governance that includes administrators and the four bargaining units, with faculty playing a primary role in academic matters. The campus leadership structure operates through generally understood, documented processes and is coordinated across units. However, decisions made at the System level can significantly impact relationships between bargaining units and administration at the campus level.
Establishing oversight responsibilities and policies of the Governing Board	Since MCTC is a part of MnSCU, it is provided with a set of repeatable, systematic state statutes and System policies that provide oversight responsibilities and policies of the Board of Trustees.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Board oversight of MCTC is hierarchical through the System as the state Board delegates to the MnSCU Chancellor who delegates authority to the campus President. The set of systematic state statutes and System policies that provide the basis for maintaining Board oversight noted above are also applicable here. This includes the management of academic matters which may originate with the faculty in proposals to the AASC.
Ensuring open communication between and among all colleges, divisions, and departments	There are multiple methods of providing information at the System level and at the institutional level. The listening sessions conducted by the Interim President appear to have been an effective communications tool within the College. Combined with the other communication activities – posting of agendas, conferences, listservs, Sharepoint sites, blogs, newsletters, intranet, email – there is the beginnings of a systematic level of maturity. To continue its development, the College can look for an institutional structure that ensures communication across the College and within its units.
Collaborating across all units to ensure the maintenance of high academic standards	Inclusion of the Student Code of Conduct and a description of the AASC process for policy and procedure changes are an indication that MCTC may still be at the reacting level of development as it does not appear there is any evidence of collaboration across the units of the institution.
Providing effective leadership to all institutional stakeholders	While the College is making strides to move beyond its recent leadership issues, having an abundance of standing committees, in itself, does not provide effective leadership to all institutional stakeholders, particularly those not involved in the committee structure. The College would benefit from a frank discussion of the reasons behind the lack of collaboration between administration and faculty and the success of the current interim effort to bring the campus back together. Without this evaluation, MCTC will remain in the reacting level of maturity in providing effective leadership.
Developing leaders at all levels within the institution	The beginning stage of a systematic approach to developing leaders at the College is in place with the variety of leadership training and development opportunities available for personnel across the institution. This approach will improve with a coordinated, repeatable method of ensuring that personnel take advantage of these opportunities and

	that the institution then takes advantage of having trained leaders in place.
Ensuring the institution's ability to act in accordance with its mission and vision	It can be inferred from the Planning and Leading processes in place at the College that it has the beginnings of a systematic approach to ensuring its ability to act in accordance with its mission and vision. That beginning level can be enhanced with direct attribution of the College's Strategic Planning process to the College's mission, vision, and values. Investment in and prioritization of resources to meet Action Plans are not an assurance that the College is following its mission and vision. Having that investment and prioritization directly linked to the mission and vision indicates an enhanced level of development.
Other identified Processes	

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Once again the College relied heavily on the Noel-Levitz survey; however, the inclusion of the customized questions on the survey was a positive step for the College. Given the College's recent history, MCTC would greatly benefit from having additional, direct measures in place. Use of only Noel-Levitz data suggests a reactive level of development.
Summary results of measures (including tables and figures when possible)	With only the Noel-Levitz results to discuss, the College does draw from multiple measures of leadership satisfaction, but it is still reacting with this one source for summary results, and Table 4.3.4 shows just one year of data, without even being clear which year is shown. Disaggregated data is shown, which is a step toward further development, but just how that data will assist the College with ensuring long-term effective leadership is unclear.
Comparison of results with internal targets and external benchmarks	The College has, to date, utilized only the Noel-Levitz survey for comparative data on the long-term effectiveness of its leadership, and does not have internal targets for that data. Until the College selects multiple measures and sets targets with those measures from which it can compile comparative data, it will remain at the reacting level of development.
Interpretation of results and insights gained	While the College can understandably point to an internal improvement in satisfaction with leadership following the selection of an interim president and the installation of listening sessions (which could have provided additional measures beyond the Noel-Levitz), it neglects to interpret the significance of its continuing lagging behind the Noel-Levitz national norm. MCTC does acknowledge that it has very clear areas of opportunity that need to be addressed to develop beyond the reacting level of maturity.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCTC has taken to heart its need for definitive actions involving Planning and Leading with joint bargaining unit teams, SECAP, and a set of guiding principles to be used in Shared Governance. The College is encouraged to identify measures for these actions, including internal targets that will provide it with information necessary to determine the effectiveness of these actions.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	The System and state provide the College with a systematic set of policies and statutes related to developing and communicating standards related to integrity and ethics. MCTC does require training on these policies; however, compliance is an ongoing issue.
Training employees for legal and ethical behavior	Even though all MCTC employees are now required to complete the System training on Title IX and state statutes on sexual discrimination, there is no indication of how the College is going to rise above the reacting level of development previously shown in its employee completion of those very items.
Modeling ethical and legal behavior from the highest levels of the organization.	From the description provided, the College may be in the beginning stage of a systematic level of development in its modeling of ethical and legal behavior from the highest levels of the organization. MCTC gets beyond the reacting level by recognizing that the policies it initially points to are, by themselves, not enough to ensure that ethical and legal behaviors are actually being modeled. The portfolio states that the College has built a culture of ensuring ethical behavior by holding one another accountable and by providing communication avenues to do so, but provided no evidence. The new Shared Governance guiding principles will enhance the College's ability to show that ethical and legal behavior is being modeled by leadership. This will really take hold when decision-making processes are collaborative at all levels of the institution. Finally, determining measures for this behavior with internal targets will also enhance the College's level of maturity.
Ensuring the ethical practice of all employees	Even though all MCTC employees are now required to complete code of conduct training by the System, there is no indication of how the College is going to rise above the reacting level of development previously shown in its employee completion of that training.
Operating financial, academic, personnel, and auxiliary functions with integrity, including	While the College identifies activities mandated by the MnSCU system, it does not indicate a process that is followed to govern operating, financial, personnel, and auxiliary functions. Even within the confines of the MnSCU system, MCTC would benefit from a process that included fair and ethical policies for monitoring

following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	functions of the governing board, administration, faculty and staff. A list of activities and no mention of an overall process indicates a reacting stage of maturity.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	While providing program, faculty and staff, and cost information on the institutional website is a start, it does not rise beyond the reacting level of development in making sure that information is readily and clearly available to all constituents. The College mentions in previous Categories of this portfolio that one of its key stakeholders is the under-served and under-prepared communities in the city. Knowing how those populations access information on program requirements, faculty and staff, and cost will enhance the College's ability to rise beyond the reacting level of development.
Other identified Processes	

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	From the information provided, the College really has only two sources of information that it uses to measure and track its processes for institutional integrity – completion of required trainings and the System audits of its finances. These two sources get the College started with outcomes/measures tracked and tools utilized, but not enough to move beyond the reacting level of maturity.
Summary results of measures (including tables and figures when possible)	The College does have results from the two sources of information it uses to track its processes for ensuring institutional integrity, but they are in aggregate and narrative form and for one year only. As this information is isolated with no indication of segmented data collection or collective analysis, these results remain in the reacting level of development.
Comparison of results with internal targets and external benchmarks	While 100 percent completion would be the desired goal of any required activity, there is no real discussion of that actually being the goal, how it was set, or if there are any external benchmarks, even within the System. No goals were mentioned for the financial audit activities; this comparison remains at the reacting level of maturity.
Interpretation of results and insights gained	The College has a narrative understanding of its need to improve. Even though the required trainings have been in place for some time, no apparent targets have been set, no consequences for non-compliance are discussed, and no comparative data has been compiled. The same is true of the financial audit information. In addition, there is no discussion of implementing other measures or methods of collecting additional information on the other facets of ensuring institutional integrity. Based on this information, it appears the College is still at the reacting level of maturity.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College recognizes it has the opportunity to address needed improvements in the completion of required trainings and communicating with its employees about institutional integrity. Audit findings will be addressed within the coming year. New personnel are being charged with addressing those opportunities and steps are underway to address findings related to the Colleges financial operations. MCTC does have a variety of activities underway that could assist the College in its maturity by having processes with targets, clear goals, and plans to collect and analyze data, gather results, and implement improvements based on those results to close the PDCA loop of continuous improvement.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	As a member of the MnSCU system, the College adheres to both collection cycles and performance measures dictated by the system. Use of the College’s Strategy, Planning & Accountability office (SPA), which has the primary responsibility for organizing, analyzing, and sharing institutional data, coupled with the role of Strategic Planning and the System in selecting data on which to concentrate. Information is then made available through the intranet, institution-wide presentations, and to leadership. MCTC is systematic method data management. Once new leadership is in place and SPA is embedded in the College culture, a future improvement to consider is the role of SPA in being more proactive with the data it organizes and analyzes.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Much of the data, information, and performance results comes from the MnSCU system’s ISRS and MCTC SPA work together provide a consistent process for determining and communicating which reports to utilize at the departmental level. Departments through the SPA Office can request additional data. The determination of which data to utilize appears to be managed departmentally and lacks the coordination of a more aligned process, indicating a systematic level of maturity. To move toward the aligned level of maturity, the College may benefit from an evaluation of the effectiveness of the current processes.
Making data, information, and performance results readily and reliably available to the units and departments	Both internal reports produced by SPA and ISRS, as well as a number of MnSCU reports, are available dependent on user “need to know”. The Office of Strategy, Planning and Accountability also acts in a consultation capacity for departments needing assistance with data interpretation. SPA also maintains a data-request system allowing departments to make specific requests that are prioritized

that depend upon this information for operational effectiveness, planning, and improvements	<p>on a weekly basis. Ongoing requests are reviewed for permanence by the IT department. These processes encourage operational effectiveness and planning and help the College align data needs with decision-making.</p> <p>It appears that a great deal of data is available. The lack of coordination between departments and units in terms of utilizing the data indicates a systematic stage of development.</p>
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	The MnSCU system and MCTC have systematic policies in place to ensure the reliability and security of data. These include required trainings; access based on roles and positions within the College and privacy policies regarding student data and records. Internally, the SPA convenes ad hoc groups as needed to explore topics to ensure the data is timely, accurate and reliable.
Other identified processes	

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The institution did not adequately answer the question. MCTC presents only one measure with three years of trend data, representing a reacting level of maturity. The portfolio neglects to make it clear that the College is tracking ad hoc requests in order to evaluate the effectiveness of the regular data sources. Additional measures will help the College move beyond this initial or reacting level of development.
Summary results of measures (including tables and figures when possible)	The institution did not adequately address the question. A chart on page 102 provides a list of many reports and services to the various department within the College by SPA. In addition, a chart showing a drop in the number of data requests was provided on page 103. The drop in departmental requests is attributed to the inclusion of needed information in the regular reporting by the Office of SPA. MCTC is encouraged to determine additional tools that will provide results beyond the reacting level of maturity.
Comparison of results with internal targets and external benchmarks	<p>The College acknowledges that SPA did not establish internal targets or external benchmarks and has the opportunity to move beyond the current reacting level of maturity.</p> <p>The College has an overall goal of decreasing the number of ad hoc reports requested. At this point in the portfolio, there is no reason given as to why MCTC wants to lower the number of ad hoc reports.</p>
Interpretation of results and insights gained	MCTC correlates the decrease in data requests with changes made to increase data access by way of the College intranet and standard reports, but does not substantiate this claim. This example can serve as a touchstone for the identification and implementation of additional tools to develop beyond the reacting stage of maturity.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College relies heavily on processes within the MnSCU system for data collection and reporting, as well as overall infrastructure to support technology on campus. The examples provided include the Program Review Data and the condensed scorecard, which provides even greater accessibility for academic programs. The Office of SPA has significantly improved several of its regular reports, resulting in a reduced number of ad hoc requests.</p> <p>This has purportedly reduced the overall amount of ad-hoc reporting requested from SPA. However, the College did not report any direct measures of employee satisfaction with the processes used to make decisions based on data, information, and performance results.</p> <p>The College points to the required annual data privacy training as an improvement and tells a reader that further development is needed in this area. There is no indication of what is going to change to make this new required training more successful. Improvements to existing reporting and to ease of access to data are an indication of the emerging systematic development. A set of published KPI's in the near future will provide further advancement. Based on the reacting level of development in the processes in previous Categories, this could be an opportunity for SPA to be proactive in assisting MCTC units in making improvements with how data is selected, managed, and analyzed for decision-making processes.</p> <p>Knowledge management activities appear to be random and not part of a plan or system. It would benefit the College to put a plan in place for this department as is expected in others.</p> <p>MCTC appears to have taken the steps necessary to move into the beginnings of the systematic level of maturity. Adding an evaluation component could help the College move increase maturity in this sub-category. When it comes to the results section, the College is in the reacting stage in this Category.</p>

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	The College works with the MnSCU system to prioritize physical and technological needs for supporting educational programs and operations. MCTC systematically maintains fiscal, physical, and technological infrastructure through accountability, reporting, and responsible management. These well-defined processes are explicit and repeatable, but without mention of evaluation, they remain at the systematic level.
Setting goals aligned with the institutional mission, resources,	MCTC sets fiscal goals and targets based on policies, trend data, and expected outcomes. The CFI, budget process, and program prioritization process appear to allow for resources management and to cover emerging needs. The College budget, master facility

opportunities, and emerging needs.	<p>plan, and IT annual budget are reviewed to be supportive of the College Mission, Vision, and Values statements.</p> <p>While there are processes in place for systematically setting goals for the College's finance, facilities, and information technology operations that are aligned with the College's mission, resources, opportunities, these processes do not appear to be part of MCTC Strategic Planning process.</p>
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	<p>The institution uses a broad based process involving a campus-wide Budget Committee, the Budget Office, President's Council, Academic Affairs and the results from Program Prioritizations processes to determine resource allocation. This employs a systematic process of monitoring space and technology usage levels and aligning budget processes to institutional needs. MCTC is exploring a better alignment between student academic and support needs with facilities planning.</p>
Other Identified Processes	

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>The portfolio provides a full list of outcomes and measures tracked for this section, which represents a more mature systematic level or, at least, a more direct response to the prompt. These include the net operating budget, monthly financial reports, the CFI, the Hillyard Space Survey, the space utilization report, the FCI, iP360 Reports, and Critical Security Controls Assessment.</p> <p>The College appears to have consistent, systematic, repeatable tools and measurements in the area of resource management.</p>
Summary results of measures (including tables and figures when possible)	<p>The summary section reports on data from the MnSCU Performance Metrics Report on efficient use of resources. This data is informative and shows that MCTC is reaching targets, but these reports are not directly related to the outcomes and measures discussed above.</p> <p>The College listed more types of measurements that are used, but does not indicate how the information is summarized and utilized. It appears that MCTC is at a reacting level of maturity</p>
Comparison of results with internal targets and external benchmarks	<p>MCTC uses targets set by MnSCU, with no external benchmarks provided. MCTC information is not easily distinguished. Comparison results are not clear regarding what type of targets are being compared.</p> <p>Through the System targets for some of MCTC's metrics related to resource management, the College has a base for creating additional comparative results with internal targets and external benchmarks to move beyond the reacting level of maturity.</p>

Interpretation of results and insights gained	This response is very limited and does not fully address the narrative as it was reported on facilities, instructional cost, and space utilization. The College is at the reacting stage of maturity.
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5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>This Resource Stewardship section has the advantage of a good deal of MnSCU oversight in terms of processes, data collection, and target setting. In addition, MCTC has a number of processes in place that can support resource management and allocation, including a representative budget committee and an academic program review process.</p> <p>MCTC appears to understand the benefit of more clearly aligning its processes for finance, facilities, and information technology operations to the Strategic Planning process. This alignment would provide avenues for identifying data needed, setting targets for that data, analyzing the results of that data, and making improvements based on those results.</p> <p>A number of issues hampered the review of this Category:</p> <ol style="list-style-type: none"> 1) The lack of coherence in terms of reporting on the processes, measures, and results. 2) Mislabeled figures and missing data. 3) Costs and expenses were not presented in dollar amounts, but as a ratio of actual to expected, which may obscure trends in the data. 4) Figures 5.2.4 and 5.2.5 appear to provide the same information. <p>The College has established processes that are at the systematic level of maturity while the results section continues to be at the reacting stage.</p>

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	MCTC prepares budgets through a Budget Committee with broad representation across departments that provides a report to the VP for Finance and the President after the budget process have been completed. The Committee solicits feedback from across the College and incorporates the Strategic Action Plan priorities and strategies as it analyzes and prioritizes budget proposals. The new mission and strategic plan priorities are meant to better align the budget with priorities of the College. This represents a systematic level of maturity.
Monitoring financial position and adjusting budgets.	MCTC has a number of systematic methods for monitoring budgets, including monthly financial reports for members of the President’s Council, a business office monthly review of all accounts, and an accounting system, ISRS, that provides real-time access to budget monitors.

	The System has business rules that create audit trails for future review. This is a systematic stage of maturity. The College can move toward an aligned stage by evaluating its processes to identify improvements.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	MCTC has a number of systematic methods in place to ensure that the technological infrastructure is reliable, secure, and user-friendly. MnSCU provides audits to ensure the security of the technological system. The MCTC CIO or delegate must approve all software and hardware requests to ensure compatibility and support. MnSCU provides a risk management steering committee to identify IT risks at MCTC. MCTC has the opportunity to use these results to maintain a secure technological infrastructure.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	MCTC's processes are at a systematic level of maturity for maintaining a physical infrastructure that includes a repair ticketing system, tracking and reducing energy usage, and the use of assessment tools to ensure a safe campus. Description of processes that address key goals and strategies across institutional units would strengthen this section.
Managing risks to ensure operational stability, including emergency preparedness.	The College has a systematic well-developed process to assess risks and stability, including the use of the physical security assessments mentioned above and reviewing historical data and audits. It is noted that operational risk is monitored through several assessment tools without describing those tools. MCTC performs emergency preparedness drills twice a year, surveying employees to make improvements based on feedback.
Other identified Processes	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	The College has multiple measures for its operations, placing it at a systematic level of maturity . These measures include Primary Reserve of the CFI, Strategic Performance Metrics, space utilization, B3.
Summary results of measures (including tables and figures when possible)	The portfolio provides a minimal summary of results. The data element of Public Safety is included, but was not mentioned previously as being a measure tracked. As noted previously in this appraisal, the College will be well served to identify the outcomes/measures it uses and then report results for those outcomes/measures in this section. Incomplete reporting, poor data display techniques, and unclear presentation indicate a reacting level of development.
Comparison of results with internal targets and external benchmarks	The narrative simply refers the reader to the CFI data in 5R2. It is noted in the appraisal of that section that the Figures in 5R2 are difficult to comprehend as presented, and, for comparative purposes, relate only to System goals. No other internal goals or external benchmarks are discussed. This indicates the College is at a reacting stage of maturity.

Interpretation of results and insights gained	MCTC acknowledges ability to interpret results and gain insights is dependent on having quality reliable results that relate to operational effectiveness. The College needs to mature in its ability to gather appropriate data and analyze the data in a manner that allows for informed decision-making. The narrative does not represent a coherent analysis of outcomes and measures, and represents a reacting level of maturity.
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5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>As noted in previous Categories, MCTC is rich in improvement activities designed to address issues it has identified.</p> <ul style="list-style-type: none"> • The improvement of the Program Prioritization Process to include financial aid loan default rates is to be commended. • The College plans to continue its public safety and budgeting efforts and to implement minor changes to its program prioritization process. • The budget committee aligning its processes to allocate resources effectively is also a good step. • efforts toward centralized electronic communications with students. <p>What is missing is a description of clear processes for those improvement activities that are related to its Strategic Planning, the deliberate collection and analysis of data, reported results, and improvements based on those results. Having a clear grasp of the PDCA cycle and other CI principles will assist the College in its development. Several of the programs described have the opportunity to be useful to the College, but without defined outcomes and benchmarks success will be difficult to measure.</p> <p>The College may benefit from analysis of additional data it may already have on operational effectiveness, such as student or employee surveys that collect information on satisfaction with security, access to physical and technological resources. Usage data for computer labs or the number of problem tickets that are resolved are other methods of ensuring operational effectiveness. From the materials presented in the portfolio, MCTC is currently operating through systematic processes as determined by MnSCU or state policies that are producing results that MCTC uses in a limited, reacting manner.</p> <p>The portfolio does not track processes, outcomes, results, and improvements in a coherent and effective manner. This leads the review committee to conclude that the College does not have a mature understanding of the AQIP approach. Of equal concern is the fact that the College did not approach the development of the Systems Appraisal with the seriousness and level of effort it requires.</p> <p>MCTC has a great opportunity to share services, resources, and information with MnSCU. This collaboration will aid the College and in turn MnSCU. The College should continue to be a leader within the System.</p>

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	There is no question that the College has launched a variety of quality/continual improvement initiatives aimed at addressing identified areas of concern. While these activities are a positive start, the College could move beyond a reacting level of organizational maturity through stronger coordination of activities and programs across units. One possible approach could be expansion of the Strategic Planning process to lead the planning and implementation strategies across campus and to help break down the silo-effect in different areas.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Although the response suggests alignment between the various AQIP activities (the Portfolio, Action Projects, Strategy Forums, Checkup Visits) there is no specific evidence or examples of alignment. The lack of alignment between activities has been noted in different places in this appraisal and this results in the College operating at the reacting level .
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	The College has established a number of activities and reports results from a number of action projects and Kaizen events. The College can be seen as emerging into a systematic level of maturity in this regard. The College would be able to move more fully into the systematic level of maturity through greater use of trend data as well as comparative data.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College provided some examples of Action Projects and Kaizen events that have been undertaken since 2011. The narrative suggests that the Director of Quality Initiatives will work more closely with the AQIP processes moving forward. There are also plans to include more training on project tools for managers, leaders, supervisors, and committee chairs. Overall the College is at a reacting stage of maturity without a strong infrastructure of processes and policies in place to drive the development of CI initiatives on campus. As noted previously in this appraisal, it would benefit the College in getting to the next levels of maturity by focusing on the need for repeatable processes, collecting and analyzing data, reporting results, and making improvements based on those reported results.</p>

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	The College describes four ways that it supports a culture of quality including hiring a Director of Quality Initiatives, employee training in CI methods, availability of Intranet resources, and an ongoing portfolio of action projects. The College is in the early stages of systematic activities in this area. Evaluation of the effectiveness of these efforts will help stabilize the maturity of the activities and help move the College forward to the next levels of maturity.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	The College is beginning to incorporate continuous improvement and quality improvement concepts into the institutional culture through the use of project management tools. Although the College is able to point to a number of activities supporting continuous improvement, there is little evidence provided that speaks to the impact of these activities on the campus operations and institutional culture. The College is at the reacting level of maturity.
Ensuring the institution learns from its experiences with CQI initiatives.	Through qualitative reviews of past CQI initiatives, the College has learned that a significant gap exists between the improvement teams and the implementation teams. Frequently, the initiatives did not have a clear impact on day-to-day operations. In response to these findings, the College embarked on the PMAP project which is intended to lead to more direct results. These efforts indicate that the College is at a systematic level of maturity.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	MCTC has been able to offer and deliver CQI training and includes Action Projects within its Strategic Planning process. That reflects a beginning or reacting level of maturity. Coordination of CQI activities and the Strategic Plan on the institutional level is not apparent. The CI efforts sometimes appear to be disjointed or uncoordinated. Consequently, it is unclear how deeply imbedded, or not, continuous improvement is in the institutional culture which, in turn, raises question of the level of commitment to AQIP.
Other Identified Processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	The Noel Levitz data is the only specific data presented in response to this question. It is clear that additional measures are needed to move the College beyond the reacting level of maturity.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
It is clear that the College is beginning to recognize the priority of embedding continuous improvement principles into the institutional culture. That priority begins at the top; it is not, nor should it be, solely the responsibility of the Quality Initiatives position. The College has several projects planned for FY16 that could lay the groundwork for connecting planning, data collection, and AQIP projects on campus. MCTC could work to codify processes and policies related to planning, AQIP activities, and data use to better align these efforts. The College is in the reacting level of maturity.

APPENDIX C
Criteria for Accreditation & Core Component
Evidence Screening

Criterion One. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution's mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution's planning and budgeting priorities align with and support the mission.</p>	<p>The new Mission, Vision and Values statements were developed with broad input and a great deal of effort by the interim president and confirmed by the new administration. The Mission, Vision, and Values statements were created with the System Strategic Framework in mind and reflect traditional community college roles and mission focus.</p> <p>System policy and a state statute states that a distinct mission shall be developed for each campus within the MnSCU system. As such, MCTC's statement of "transformative power of education" coupled with "diverse and dynamic downtown environment" highlights the College's unique position as the most affordable provider of general and occupational education for Minneapolis, the state's largest urban center serving one of the most diverse communities in the upper Midwest.</p> <p>MCTC's annual budgeting process is formed by a College-wide committee whose members include representatives from Student Senate and each of the College's bargaining units. Each administrator must annually develop and present a budget request, which the committee evaluates based on the MCTC's mission, vision, values and strategic goals and priorities.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>MCTC's mission, vision, values, and Strategic Action Plan goals and priorities are available to internal and external audiences on the College website. Marketing and Communications department developed a plan to deploy the completed mission, vision and values statement based on different stakeholder groups' types of interactions with the College. Various activities are planned for FY2016.</p> <p>The College's mission and values were revised between 2013 and 2015, are current, and focus on the transformative power of education" for "a diverse and dynamic downtown environment." The new Mission aligns with the MnSCU system's Strategic Framework. The emphasis on the "transformative power of education" is aligned with Part One of the Framework, which highlights the importance of "ensuring access to extraordinary education" by serving as a "place of opportunity" and "preparing graduates to serve."</p> <p>The emphasis on service in a "diverse and dynamic downtown environment: emphasizes that the College will leverage its location to meeting the goals of Part Two of the Strategic Framework, as "partner of choice' in helping the community "solve real-world problems, keeping Minnesotans at the leading edge of their professions and increasing the number of Minnesotans who complete certificates, diplomas, and degrees.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p>	<p>While some key stakeholder groups are clearly reported -- determined by locality of student origin, how students transfer to other institutions, and the College's relationship with MnSCU – MCTC appears to have narrowed the focus of its mission to serving its immediate community. Data</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>provided through the MnSCU system has enabled the College to focus on projects that better serve its underprepared and first generation populations. This has included pathways to success in college as well as a stand-alone health and mental health clinic. Within that focus, there is some discussion of diversity and even a Diversity Officer, but no clear depiction of the relationship between the institutional mission and the diversity of society.</p> <p>Co-curricular activities such as cultural and well-being groups support MCTC's social responsibility learning outcomes. The Student Life groups that focus on culture, shared interest and/or student well-being include several clubs and groups. These groups reflect the human diversity of the College.</p>	
<p>Criteria 1.D. The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p>	<p>New Mission aligns with the MnSCU system's Strategic Framework. The emphasis on the "transformative power of education" is aligned with Part One of the Framework, which highlights the importance of "ensuring access to extraordinary education" by serving as a "place of opportunity" and "preparing graduates to serve."</p> <p>The emphasis on service in a "diverse and dynamic downtown environment: emphasizes that the College will leverage its location to meeting the goals of Part Two of the Strategic Framework, as "partner of choice" in helping the community "solve real-world problems, keeping Minnesotans at the leading edge of their professions, and increasing the number of Minnesotans who complete certificates, diplomas, and degrees.</p> <p>MCTC has gathered wide input from its leadership, faculty, and bargaining units in order to draft a new mission statement. This involvement could have been strengthened with the inclusion of its external stakeholders. MCTC also works within</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>the MnSCU framework and uses contact with advisory committees to determine education needs as per its mission and capacity.</p>	
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Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<p>MCTC has a Code of Ethics policy in place that establishes that all employees are expected to perform all duties with honesty and integrity. MnSCU also has conflict of interest and acceptable use policies in place. The Board of Trustees has a policy on employee code of conduct that applies to all employees. All new employees are required to participate in Employee Code of Conduct trainings, yet the target of 100% compliance is not being met at this point.</p> <p>Complaints of employee misuse of state resources are investigated by the chief legal officer of the College. Findings go into the HR file for the employee and/or supervisor file.</p> <p>There are numerous avenues for training employees in integrity-related practices. State law requires all new supervisors complete 48 hours of training upon appointment. MnSCU Office of Internal Auditing conducts audits on internal controls related to finance and assets. MCTC has a Legal Affairs department that regularly communicates with the MnSCU General Counsel about policies and procedures governing College operations.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>MCTC provides information to students regarding programs, course requirements, articulation agreements, and gainful employment information through the website on program pages. Student Right to Know information and accreditation information is also available on the College website.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <ol style="list-style-type: none"> 1. The governing board's deliberations reflect priorities to preserve and enhance the institution. 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. 4. The governing board delegates day-to-day management of 	<p>Since MCTC is a part of MnSCU, it has a multi-institutional Board that is System-oriented as opposed to focusing singularly on MCTC. As part of the System, the College is provided with a set of state statutes and System policies that regulate Board-institutional relationships to preserve and enhance the College. The campus leadership structure operates through generally understood, documented processes and is coordinated across units. However, decisions made at the System level can significantly impact relationships between bargaining units and administration at the campus level.</p> <p>The issue of governing board independence from undue influence is not addressed in this portfolio.</p> <p>According to Minnesota State Statute 136F.06 the MnSCU Board is given authority to set condition of admission, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, rules and regulations. The Board can make policy decisions on behalf of all colleges.</p> <p>To the extent practicable in protecting statewide interests, the</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>Board provides autonomy to the campuses while holding them accountable for their decisions.</p> <p>At a campus level, leadership and governance of MCTC involves a process of shared governance between College Administrators, four bargaining units. These groups, with the President’s Council, lead the work of the College.</p> <p>Board oversight of MCTC is hierarchical through the System as the state Board delegates to the MnSCU Chancellor who delegates authority to the campus President. The management of academic matters may originate with the faculty in proposals to the AASC through the President, forwarded to the Chancellor and then to the Board.</p>	
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>The College addresses freedom of expression and integrity of research and scholarly practice based on System and institutional policy (College Policy 4.09) and the Minnesota State College Faculty Master Agreement. This method could be enhanced by clarifying how freedom of expression is embodied in the College’s Value of Inclusion and the “tools and training provided both by specific departments and College-wide.”</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in</p>	<p>The integrity of research and scholarly practice is ensured for faculty in part through the MSCF Master Agreement. This document provides rules for ownership of patents and intellectual property and states that faculty must respect the dignity of others in the defense intellectual honesty, freedom of inquiry and instruction.</p> <p>The MCTC Faculty Handbook is posted online and all faculty are to adhere to the policies in the Handbook.</p> <p>Onboarding and new supervisor training provides support services to ensure integrity and ethics training is available to all staff.</p> <p>Oversight and support for Student integrity is provided by the Student Code of Conduct.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>Services are provided via classes, through faculty and advisors, and in student orientation. The Code of Conduct states that students are subject to disciplinary actions for dishonest activities including cheating, plagiarism, and furnishing false information to the College.</p> <p>MCTC appears to take academic integrity seriously with the addition of positions related to student conduct and the work of those positions with the Behavior Intervention Team.</p>	
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Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and</p>	<p>Collegiate-level academic programming requirements are determined and kept current largely by MCTC faculty using a variety of methods – industry standards, advisory team input, program planning tools, faculty expertise, and testing. MnSCU uses HLC standards and comparison to similar programs at other colleges. Program rigor is ensured via outside accrediting agencies.</p> <p>MCTC has appropriate processes in place through the AASC and MnSCU for the approval and review of program proposals. This approach could be improved with a clarification of how the program proposals are developed in response to stakeholder needs. The College appears to rely on its partnerships with area business and industry, coupled with the expertise of its faculty, to establish and maintain coursework appropriate to the degree or certificate awarded in CTE. For its general education offerings, the College relies on the System, the expertise of its faculty, and the experience of its administrators to ensure that</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>	<p>academic programming is kept current and relevant.</p> <p>The Program Prioritization Process is used at MCTC to determine course and academic program viability. When a program faces questions on its viability, the College follows the McSCU system policy and procedures for program suspension/closure.</p> <p>It appears the College ensures that coursework taught beyond the campus adheres to the same rigor as that required on the campus. A user of Quality Matters standards for its online course offerings, the College would benefit from educating the reader about how many of its 499 instructors are involved with online offerings as a base for understanding the significance of 29 who have taken Quality Matters training. MCTC is also addressing the program rigor of its concurrent offering by seeking accreditation through NACEP.</p>	
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general</p>	<p>General education requirements were reviewed in 2013, are clearly laid out, and updated for easy transfer to state and private institutions in the state and area. The 2013 update included math and developmental English. These are incorporated with the College Mission, Vision, and Value statements.</p> <p>MnSCU policy requires that member institutions provide a “cohesive curriculum defined by System college or university faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences.” That MCTC general education curriculum supports the “transformative power of education” as demonstrated through transfer rates, completion rates, achievement of CLO’s, and employment opportunities.</p> <p>MCTC developed four general education competencies -- Communication, Critical Thinking, Life Skills/Personal Responsibility,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<p>and Social Responsibility -- in 1999 after the merging of the two institutions, Minneapolis Community College and Minneapolis Technical College. Each competency is broken down into a list of sub competencies and is assessed across courses and within courses.</p> <p>The Social Responsibility competency includes human and cultural diversity components.</p> <p>In support of this subcomponent, MCTC describes the many services and activities offered in support of student learning. The College requires faculty candidates for tenure to "show evidence of teaching excellence, collegiate citizenship and commitment to MCTC, and professional and artistic engagement. This subcomponent could be strengthened with a more direct correlation between the services and activities to scholarship, creative work, and the discovery of knowledge.</p>	
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<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <ol style="list-style-type: none"> 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs. 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. 	<p>The College has improved its approach to designing its hiring practices so they result in staff and administrators who possess the necessary qualifications, skills, and values. Position descriptions, with both institutional and System requirements for qualifications and skills, are a key part of the hiring process. Diversity continues to be a key issue in the College's recruiting and hiring efforts. One area on which it appears that the College needs additional focus is ensuring that new employees are imbued with the College's values. There is little discussion of how the College orients new administrators and staff with the values of the institution.</p> <p>Maximum teaching workload for each faculty members is outlined in the MSCF union contract. It establishes the maximum credit hours or student contact hours that may be assigned to faculty members. This policy in conjunction with the College's course registration system helps ensure that classes are not enrolled beyond course caps as established by the College Administration. Due to the contractual agreements with the faculty, the College appears to have a limited ability to ensure that it has sufficient numbers of faculty to carry out instructional and non-classroom obligations. MCTC's course registration system does provide enrollment caps in each course, but that does not translate into the College's ability to ensure that it has the workforce necessary to meet students' instructional and non-instructional needs. The registration system caps ensure a limited enrollment, but there does not appear to be method in place to deal with those students beyond the caps.</p> <p>MnSCU has a policy that each campus will design and implement a performance evaluation system, and MCTC's new HR leadership is in the process of doing that. MCTC follows a system for evaluating its tenured faculty that was developed by the faculty and academic deans.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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<p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>The System provides one leg of assuring that MCTC faculty remain current with their instructional content, and the College provides the other in its four-step approach, in addition to paid sabbaticals, to ensuring that its faculty have the pedagogical skills and methods to provide quality instruction.</p> <p>The development of academic credentialing standards for faculty, including faculty teaching dual credit, by contract, and in consortia, is governed at the System level for the College. This credentialing will include the new standards established by HLC. The College does have provisions for assisting Technical faculty with learning instructional methodologies in their fields.</p> <p>While it may appear that the College ensures that faculty are available to student inquiry simply by having office hours, that requirement does not necessarily accomplish that objective, depending on the times those hours are available and the comfort level of students to take advantage of those times. For example, if faculty conduct office hours during the day and students are available to take advantage of those hours only after the class day or in the evening, instructors are then not actually accessible for student inquiry.</p> <p>MCTC staff who provide student academic support appear to have the necessary qualifications and training. The College's approach could be improved with HR processes at the entry level to those positions to ensure those qualifications are already in place, training is available, and then with administrative processes to ensure that these positions have the ongoing support necessary to reach out to students in need of the services. The College acknowledges that its ability to ensure sufficient numbers of staff to provide student services currently needs improvement, with plans for that improvement this year.</p> <p>Other than the federal requirements for ensuring staff members have the appropriate academic qualifications and trainings that are provided, the College does not appear to have an institution-wide process for ensuring</p>	
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	<p>that all of its staff members who provide non-academic support services are qualified, trained, and supported (POY, AME, Resource and Referral Office).</p> <p>Based on the data it has collected, the College has or is taking significant steps improve its student learning support services.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <ol style="list-style-type: none"> 1. The institution provides student support services suited to the needs of its student populations. 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared. 3. The institution provides academic advising suited to its programs and the needs of its students. 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, 	<p>MCTC provides student learning services, including tutoring, peer- facilitated study groups, a language lab, and a math lab. Additionally, the College has a Counseling Services Center to work with career services and academic progress help.</p> <p>The College maintains a library and student labs for student use. The Teaching Learning Center provides services to faculty to improve instruction, and the College is using Quality Matters to support its online instructional issues.</p> <p>The College uses three ways to identify at-risk students: commissioned research studies, staff and faculty referrals, and student self-identification. The faculty have undertaken a number of projects to support improved developmental education results, including the ALP method for English and the Statway approach for math.</p> <p>Improvements since 2011 include making advisor/faculty communication more systematic, implementing an early alert system, and relocating advisors. The College has a number of plans for further advising improvements, including increasing staffing and emphasizing first-year student advising.</p> <p>The College provides support through a Center for Teaching and Learning, a Learning Center, Library, Trio Center, and Math Center.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>		
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>MCTC has co-curricular programs with learning activities and student services such as TRIO, Veterans Affairs, and co-curricular activities. The portfolio lists a broad range of diverse clubs to support student learning, interests, and leadership development.</p> <p>The activities are presented, but the portfolio does not show research or data to reflect any evaluation of the activities on student learning or direct correlations between the activities and the curriculum. The College is using the CCSSE to receive input from students.</p> <p>MCTC recently developed a new process to review alignment of program and course learning outcomes, with involvement or consideration of MCTC faculty and administration, the System office, and the MN transfer curriculum.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its</p>	<p>Using MnSCU metrics and data from the College’s Program Prioritization process, MCTC maintains a practice of regular program reviews. Annual Program Reviews are mentioned when documenting Results for evaluating teaching and learning; a delineation of the Process for Program Reviews would enhance this section.</p> <p>When responding to the request for information on how MCTC ensures the currency of its learning Competencies and Goals, the College provided specific Strategies within its Strategic Action Plan that relate to student success, but those Strategies appear to focus on how the College tries to help students succeed, not on how it ensures that coursework programming is kept current and relevant.</p> <p>The College has a policy that awards MCTC credit for credits earned on a regional or national basis or at other institutions of higher education.</p> <p>Preparation needed for MCTC coursework must meet requirements set by both institutional and System policy. Those requirements are determined largely by MCTC faculty using a variety of methods – industry standards, advisory team input, program planning tools, faculty expertise, and testing. Communicating that preparation is accomplished through the College Catalog and Course Schedule on the MCTC website, and through academic advisors.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>	<p>While in most cases there may be only a single specialized accrediting body for specific technical programs, other than listing the specialized accreditations with which MCTC programs are involved, and noting the requirements in two of those programmatic areas to maintain that accreditation, there is little discussion provided here.</p> <p>By System policy, the College must survey its graduates after those graduates have been away from the institution for one year to assess the level of outcomes attainment. The System Office then provides targets for related employment of College graduates.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student</p>	<p>The College is embarking on a two-year project to review all of its learning outcomes. This will include curriculum mapping ensure that program courses support program outcomes. As of this writing, there were no outcomes to report.</p> <p>MCTC assessed its four common learning outcomes from 1998 to 2011 on a 3-year cycle. This process received positive comments in the previous portfolios. However, due to limited faculty involvement, MCTC has discontinued that process and has</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>	<p>begun to pilot the VALUE rubrics as part of the Minnesota Collaborative project. Consequently, there are no outcomes to report in the portfolio.</p> <p>The College provides curricular and co-curricular programs that appear to support learning (capstone project activities and performances, industry field trips, career internships), but does not describe how learning outcomes from those programs are assessed.</p> <p>College faculty incorporated assessment results in mathematics to change the math curriculum (adopting Statway) and to change how advisors help students select appropriate math courses.</p> <p>Table 1.1.4 outlines the three levels of assessment—course, program, and college—and tells who is responsible and what it done. This represents a thorough list of activities, but the lack of results calls into question just how effective these activities are.</p> <p>MCTC assessment is focused on program review and vitality. The CTE programs use external standards to measure learning (licensure and industry review).</p> <p>The College has a dedicated Assessment Coordinator with a committee. However, it was not operational until the Fall of 2015 so there are no results to report.</p>	
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention,</p>	<p>TriO and Veterans Upward Bound at the College have retention goals as per the grant objectives. While target-setting exists for individual services/ programs at MCTC and</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>	<p>for the institution through MnSCU, setting targets systematically across the College is an area of opportunity.</p> <p>This section could be improved with a history of the MnSCU targets and MCTC's achievement of them.</p> <p>Most of the work and data collection related to this item are to be conducted in the future. The SPA office will conduct a first-year retention study in FY16.</p> <p>Without access to the College's information on student retention, persistence, and completion of programs over time, it is unclear if the improvements discussed -- architecture redesign, first-year study, advising resources shift, AgileGrad -- are warranted by the data.</p> <p>The College tracks retention, persistence, and completion rates through IPEDS and the use of commissioned and internal reports. Totals included for persistence and completion in Table 2.2.3 need re-evaluation as they include those who transferred -- who cannot be interpreted as persisting or completing at MCTC.</p>	
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Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.</p>	<p>Through System policies and guidelines and using generally accepted practices, the College maintains its financial, facilities, and information technology structures. The maintenance of those structures can be viewed as maintaining silos, so there is an opportunity to share information and best practices across the institution. Perhaps more of a discussion of the maintenance of these infrastructures as part of Strategic Planning would be beneficial.</p> <p>Through its budgeting process and unit management, the College allocates and assigns resources to achieve organizational goals without disrupting its educational purposes.</p> <p>While there are processes in place for setting goals for the College’s finance, facilities, and information technology operations that are aligned with the College’s mission, resources, and opportunities, these processes do not appear to be part of MCTC's Strategic Planning process.</p> <p>The College provides both voluntary and required training to support the professional</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>development of its student support staff, including weekly time to enhance the face-to-face service skills of those staff members most likely to interact with students.</p> <p>Through the actions of its cross-institutional Budget Committee, MCTC builds its budgets to accomplish the College's goals. The College has a policy, coupled with ISRS capabilities, that provides a process for monitoring unit and institutional financial positions and adjusting budgets. While allowing changes within the unit budgets, the ISRS does not allow changes to the totals budgeted for the units.</p>	
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its</p>	<p>College faculty, staff, and students have opportunities to participate locally on institutional committees and state-wide on System initiatives and committees. This fiscal year, the College added several new committees with involvement of more faculty and staff, implemented new guiding principles for shared governance, and new policies for College committees. Discussion of inclusion of external stakeholders and partners was not included.</p> <p>The authority of the governing board and its areas of delegation are established by state law, communicated explicitly and publicly, and coordinated across the institutions of the MnSCU system. The knowledge level of the governing board about the College is not discussed.</p> <p>MCTC maintains academic standards through coordination of new courses and programs (AASC), via Faculty Coordinators, and as led by the Executive Committee.</p> <p>While it is clear that the College has enhanced its efforts to provide opportunities</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>for involvement at both the campus and state levels, the roles of staff and students in setting academic policy is not discussed. It is still too soon to assess the effectiveness of the new structures that have been established for contribution to policy decisions and collaborative effort.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <ol style="list-style-type: none"> 1. The institution allocates its resources in alignment with its mission and priorities. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. 5. Institutional planning anticipates emerging factors, such as technology, 	<p>MCTC indicates it aligns operations with its Mission, Vision, and Values via the Strategic Plan Actions. The College's Strategic Priority IV: College Sustainability, is focused on creating a sustainable structure and budget. Through this process, fewer new programs were proposed, but a greater percentage were adopted.</p> <p>The College does not self-identify within the portfolio how it links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. However, Program Prioritization and annual program review are processes the College uses to link fiscal processes. The College would benefit from linking these processes to student learning.</p> <p>MCTC has adopted a more collaborative process using constituent groups from across the campus designed to impact the College's strategic goals of student success, educational equity, and improved communication. The FY 15-16 planning aligned the Interim President's goals of improving the campus climate, increasing retention and closing the attainment gap, stabilizing enrollment, and creating a sustainable College structure and budget. There is no evidence that the perspectives of external constituent groups were sought in this process.</p> <p>MCTC is currently using the Strategic Action Plan to focus on student outcomes. These</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>demographic shifts, and globalization.</p>	<p>initiatives include strengthening K-12 relations, managing course saturation, hiring additional advisors, collaborating with other MnSCU System colleges, instituting PMAP process, Program Prioritization, and a more stable model of allocating resources. Since the College is looking for a more stable model of allocating resources, it can be inferred that institutional planning based on an understanding of its current capacity does not meet current needs.</p> <p>MCTC responds to future needs by learning from and collaborating with other MnSCU System colleges and universities. This includes supporting training opportunities for employees sponsored through the System office. The introduction of the Project Management Action Project also serves the College as a model to anticipate future needs. Specific examples of just how the College is anticipating emerging factors would bolster this section.</p>	
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>MCTC employees understand the four methods in place to document the evidence collected on the performance of its operations: having a position dedicated to that responsibility, employee training opportunities, intranet data availability from SPA, and the three Action Projects required by AQIP. This approach can improve by having the Quality Initiatives position interact constantly (rather than frequently) with SPA and ITS personnel, having it understood in the culture that employees should naturally attend available trainings, and documented use of the data made available by SPA on the College's intranet.</p> <p>The College does have some activities it can point to as helping ensure that continuous improvement is making an evident and widely understood impact on the College's culture and operations. One example: beginning to incorporate CQI concepts through the use of project management tools, like project charters and timelines. However, these</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

	<p>activities are not coordinated and there is no evidence of their impact on the culture other than more activities are being chartered.</p> <p>The College recognizes it is just getting started with a method of coordinating its activities as a means of ensuring that it learns from its experiences with CQI initiatives. The Quality Initiatives position appears to be gaining experience in assisting the College with its understanding of CI principles and how to embed those principles in the MCTC culture. The PMAP process is a good step in the right direction. Getting it embedded in the College culture is the next step.</p> <p>MCTC has been able to offer and deliver CQI training and includes Action Projects within its Strategic Planning process. Coordination of CQI activities on the institutional level or coordination by the Strategic Plan is not apparent. The CI efforts appear to be disjointed, uneven, uncoordinated, and not embedded in the MCTC culture. Consequently, there is no apparent understanding of the role and vitality of the AQIP Pathway within the institution.</p>	
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