Minneapolis Community & Technical College

Comprehensive Quality Review

QUALITY HIGHLIGHTS REPORT

January, 2017

Section 1. Institutional Context

Minneapolis Community and Technical College (MCTC) is one of the largest and most diverse two-year colleges in Minnesota serving more than 15,000 students annually in credit and noncredit programs. Fully 72 percent of MCTC's students are under-represented and defined as first-generation, low-income and/or students of color. MCTC employs 293 full- and part-time faculty and 347 other employees including clerical, professional, human resources. MCTC has four bargaining units that advise the college's President's Council on issues of concern to employees. The faculty union represents the largest group of employees.

As a comprehensive public community and technical college, MCTC offers 114 credentials in 44 liberal arts and career and technical programs. MCTC's mission relates to its metropolitan location and ties to outside organizations: "Minneapolis Community and Technical College provides access to the transformative power of education in a diverse and dynamic downtown environment." MCTC is a member of the [Minnesota State Colleges and Universities](#) system and is one of 24 two-year colleges and seven state universities. Minnesota State is the largest provider of higher education in Minnesota. MCTC's president serves on the system's Leadership Council which consists of the chancellor, the chancellor's cabinet and the 31 college and university presidents. As a member of the Leadership Council, the president contributes to the overall direction of the nation's fifth-largest system of higher education.

MCTC's Strategic Action Plan directs the work of the college. Its two major goals, in place since 2011, are student success leading to transfer or employment and educational equity. Over the past six years, the college has created more structure for students with the goal of accelerating their time to completion, reducing students' debt and linking students to transfer and employment opportunities. The draft fiscal year 2017-2020 Strategic Action Plan is designed to support structured pathways including through budgeting, technology and student services planning. Equity and inclusion will be a central theme throughout implementation of structured pathways.

Section 2. Commitment to the AQIP Pathway

MCTC has been a member of the Academic Quality Improvement Pathway (AQIP) program since 2003 and has used feedback from Systems Appraisals, Strategy Forums and AQIP action project reviews for continuous improvement. For example, MCTC's 2012 Systems Appraisal Feedback Report highlighted strategic areas in need of improvement including the organizational inclusiveness of stakeholders. Reviewers cited "The importance of ensuring internal and external stakeholders are engaged in determining the future of the organization through immersion in the planning process…." That year, the college experienced significant conflict between bargaining units and administration resulting in a vote of no-confidence in the president in 2012. Since then, the college's culture has improved. This is measured by gauging employee satisfaction through the Ruffalo-Levitz College Employee Satisfaction Survey which showed faculty-administration communication, leadership purpose and teamwork and cooperation were areas that showed the highest increases in satisfaction between 2012 and 2015. Under a new interim president in fall 2014, the college launched the Structuring and Empowering Committees Action Project. There are currently approximately 100 employees including faculty who participate in college committees. Each committee has a charge document clearly outlining committee membership, responsibilities and authority. In addition, each committee has a SharePoint site to post meeting minutes for all employees to access. Under a new president, a governance structure is being launched to ensure all committees have clear reporting lines.

In November 2015, MCTC submitted another Systems Portfolio. This Appraisal Report highlighted the need to improve assessment of student learning outcomes, a focus on retention, persistence and completion and to better support continuous quality improvement. The college committed to making significant improvements in each of these areas:
1. Assessment: extensive work on program and institutional learning outcomes has established a foundation for a more robust process of learning outcomes assessment.

2. Retention, persistence and completion: multiple initiatives to improve retention including the redesign of the college around structured pathways, implementing a First-Year Retention Committee to focus on root causes of student non-retention and an award-winning Student Support Center was launched.
3. Quality: the director of quality initiatives now reports directly to the president.

In addition to these improvements, MCTC has three current action projects which all received positive peer reviews in October 2016. The Integrated Planning Action Project responds to concerns about Core Component 5.D and documents evidence of improvement in operations. This team has created principles of integrated planning, mapped MCTC's current state of planning, developed a draft integrated planning framework and surveyed employees for feedback on the draft. The action project review stated, "High performing organizations capitalize upon collaboration, fact-based information gathering, and foresight in planning. MCTC seems to be right in line with those organizational qualities. Good job!" Based on 2012 Strategy Forum work and 2016 Systems Appraisal feedback, the Partnerships Action Project suggested MCTC needs to develop a systematic treatment of partnerships. Eastern Arizona College's Partnership Satisfaction Survey was used to collect baseline data on partner satisfaction and a partnership policy and process is being developed. The action project review noted, "[P]artnerships are becoming increasingly important in higher education due to funding issues and the rapid pace of change that impacts curricular offerings. If documented well, the process for developing, maintaining and evaluating partnerships could be a valuable tool for other higher learning organizations. Keep up the good work!" The goal of the VALUE Rubric Action Project was to improve the ability to assess general or common learning outcomes. It resulted in hundreds of learning artifacts being scored annually by internal and external reviewers over a three-year period and is now feeding into the college's Institutional Learning Outcomes (ILO) project. The peer reviewer noted, "Minneapolis Community and Technical College is committed to making improvements in its assessment process. The broad-based use of faculty and staff for this project and the pursuit of an Assessment Coordinator [who has since been hired] reflect the commitment to being a learning centered organization..."

One lesson learned through the portfolio development process and from the appraisal is the college is using a deficit model rather than viewing continuous quality improvement from an appreciate inquiry perspective. In the past, MCTC's institutional culture was described in terms of what was *not* being done well rather than celebrating what *is* working well. MCTC will begin focusing more clearly on its areas of strength. The director of quality initiatives will work with the chief communications officer to craft and launch a quality improvement communication plan next year. This will continue the college's efforts to build a quality culture which began in 2016 under the direction of MCTC's new president.

Section 3. Additional evidence for Core Components receiving "Adequate But Could Be Improved" ratings

This section provides evidence for meeting HLC's Criteria for Accreditation which was not included in the 2015 Systems Portfolio or was not adequately described and was rated by reviewers as "adequate but could be improved."

Criterion 1

1.A and 1.B

MCTC's mission was developed over a two-year period and approved by the Minnesota State College's Board of Trustees May 20, 2015. The Mission Statement was added to the college's website as one of four scrolling images on the homepage for external and internal visitors. Mission Statement flyers were provided electronically and face-to-face to employees during the August 2016 Opening Day (convocation). New employees learn about MCTC's Mission, Vision and Values (MVV) statements through a standard onboarding presentation. Key MVV phrases

will be displayed in all prominent campus buildings by the end of FY17. Examples of how MCTC lives out its MVV commitments include creating local, accessible job pathways (e.g. Hennepin County internships for MCTC's Human Services students) and transfer opportunities (e.g. six transfer pathways and dual enrollment to Metropolitan State University in nearby Saint Paul as well as through the college's participation in Minnesota State's Transfer Pathways initiative).

1.C

MCTC addresses its commitment to a diverse society in many ways. One of MCTC's four Strategic Priorities is "Be a Leader in Equity and Inclusion" and one of its five Values Statements is "Inclusion: Create a climate that empowers, supports and invites participation in the college and the community." This commitment has been demonstrated over the past two years with increased attention placed on the student voice. In 2015, the college's interim president invited students to write about their perspectives on equity and inclusion at MCTC. The writings have been the subject of numerous dialogues on campus and was used to guide the work of the various aspects of the college. To date, it has directly led to or supported the creation of an equity and inclusion knowledge base, initiation of cultural competence training for faculty and staff, completion of a service quality project and implementation of the Ask Us! Tool on the homepage of the website.

In addition, new infrastructure has been created for recognizing the college's role in the diversity of society. The FY16-20 Strategic Inclusion Plan was created by a large, collaborative team at MCTC and approved by the Minnesota State System Office in the summer of 2016. In September 2016, the Equity & Inclusion Committee was launched. It is comprised of roughly 70 faculty, staff, students, administrators and community partners who are tasked with implementing the Strategic Inclusion Plan. The chief diversity officer works closely with the vice presidents of Academic Affairs and Student Affairs to implement strategies and activities that celebrate MCTC's commitment to equity and inclusion. One product of this collaboration is the production of an Equity and Inclusion video for employees and students. MCTC received Equity Innovation Grant funding to support cultural competency training for faculty and staff. Work groups which focused on pedagogy, curriculum and professional development established resource pages for employees (primarily faculty) to add links or documents to their own published work on equity and inclusion topics. Staff and faculty work collaboratively to design trainings on implicit bias, stereotype threat and micro-aggressions. Other evidence demonstrates how diversity of society is addressed at MCTC in how Student Life groups invite local, regional or national speakers to campus for events such as:
- PRIDE's Transgender Visibility Week gallery
- The annual Malcolm X lecture series
- The *Why Treaties Matter* exhibit
- The American Indian student group U.N.I.T.E.'s Voices of Hope event
- An awareness-raising event about the Dakota Access Pipeline Protest

Starting in fall 2016, faculty were enrolled in a new course, *Fostering Student Success Through Teaching and Learning: CTL Core Course,* which features training on cultural competence, implicit bias and universal design. (Discussed more in 3.C.)

1.D

In spring 2016, MCTC launched Eastern Arizona's College's Partnership Satisfaction Survey to poll more than 600 individuals from stakeholder and partner organizations. With a 37 percent response rate, survey results were presented to the President's Council in July 2016. Two immediate actions followed. Under the direction of MCTC's new president, Dr. Sharon Pierce, the council reviewed business, non-profit and civic boards within the metropolitan community (e.g., the Downtown Council) and arranged for the most appropriate council members to serve on these Boards. This action supports MCTC's value, "Community: Build an interdependent community allied with our external partners." In addition, the college launched the Partnership Action Project

described on p.3.

Criterion 2

2.A

Because MCTC is part of the Minnesota State System, many integrity-related policies, procedures and processes are codified by the Minnesota State Board of Trustees (e.g., Board of Trustees Procedure 1C.0.1). In January 2017, MCTC's Human Resources (HR) office will begin recruiting a training and development specialist responsible for managing onboarding and training on policies, procedures and ethics as outlined in state law and Board policies governing Minnesota State employees (e.g., Minnesota State Code of Conduct training). Training components updated since fall 2015 include Respectful Workplace Policy and Finances for the Non-finance Administrator. Centralizing the position within HR will help ensure 100 percent of employees are appropriately trained. This specialist will build workflow to track training completion. HR will analyze the effect professional development and mandatory training has on performance and retention. Integrity related specifically to faculty is ensured through a number of processes. For example, faculty in the Center for Teaching and Learning recently developed an online course focusing on academic quality. All faculty members are automatically enrolled in the course. Additionally, new faculty members are now paired with a mentor to support quality teaching practices.

2.C

As part of the Minnesota State system, MCTC's governance occurs at the system-level as well as at the campus-level. One issue not addressed in the portfolio is the governing board's independence from undue influence. This is prevented at the system level, in part, through a stand-alone Office of Internal Auditing. This office publishes public reports of audit findings and can report urgent findings to the Board of Trustees. Policy 1D.1, which established the office, states "Audit activity shall be free from interference in determining the scope of work and communicating results. Documents and information given to internal auditors shall be handled in compliance with the Minnesota Government Data Practices Act and other applicable laws." The independence of governing structures at MCTC is reflected in how the college appoints members to committees as defined in Policy 1.09. Most MCTC committees include representatives of all four bargaining units and, for transparency, publish meeting minutes on SharePoint.

In terms of reflecting priorities to enhance and preserve the institution, in June 2016, the Minnesota State Chancellor reported to the Board of Trustees a long-term financial sustainability model which is influencing MCTC's budgeting process.

2.D

Article 23, Section 3 of the Minnesota State College Faculty Master Agreement articulates the right to academic freedom for all faculty in the Minnesota State system. Specifically, the contract states *"The Employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching."* In terms of student freedom of expression and pursuit of truth, MCTC is committed to serving as a marketplace of ideas where students can be challenged and learn about different points of view as indicated in Policy 4.09: Freedom of Expression, while maintaining a safe environment for all students. (See also Core Component 1.C, p. 4)

2.E

Evidence in the Portfolio for 3.B was strong, clear and well-presented.

Criterion 3

3.A

In terms of ensuring a high-quality education, MCTC uses a standard process to identify stakeholder needs in developing program proposals. It aligns its process and procedures with MCTC College Policies 3.02, 3.03, 3.04 and 3.07 and Minnesota State Colleges and Universities policy 3.36 and procedure 3.36.1. An analysis of stakeholder needs is conducted before a proposal is presented to the Faculty Caucus which is open to all faculty and then to the Academic Affairs and Standards Committee (AASC). Membership in AASC includes faculty and administrators. The committee also includes non-voting ex-officio stakeholders from key staff positions such as the Academic Curriculum Coordinator, a representative from the advising department, Director of Academic Operations and Registrar. Although no student currently sits on the AASC, its chairperson consults with the Student Senate when significant academic policies are being revised. Additionally, Minnesota State Policy 3.30 states that Program Advisory Committees can "provide guidance on the initial development of an academic program". All career and technical programs at MCTC are required to have Advisory Boards. Thus numerous channels exist to gather student, staff, faculty and external stakeholder feedback on new program development.

In terms of articulating and differentiating learning goals, The Minnesota State system has made a significant improvement through the implementation of its Transfer Pathways project. Transfer Pathways ensures that Minnesota State students who complete associate degree programs (A.A., A.S., A.F.A.) can transfer to Minnesota State universities without losing time, money or credits. Each pathway will replace a relevant associate degree program at all Minnesota State colleges and will be accepted at all Minnesota State universities using a process outlined by Minnesota State. Students who earn a Transfer Pathway award will enter as a junior and be able to graduate with 60 additional credits. This fall, MCTC will launch the first four of these new Transfer Pathways degrees in Business, Theater, Biology and Psychology. To ensure academic integrity, each pathway is being developed by committees populated by faculty and administrators throughout the system. MCTC faculty and staff have actively participated on these committees.

In fall 2015, a faculty workgroup reviewed the current state of concurrent enrollment and made recommendations for reaching NACEP standards. A Concurrent Enrollment Advisory Board was developed in FY17. It includes representatives of MCTC faculty, staff, school district leadership, principals and counselors. In addition, a faculty mentor handbook and tracking process were established. All concurrent enrollment contracts are in compliance and an annual timeline aligning procedures and registration process are aligned with those of the school districts. Currently in year three of this program, MCTC will apply for NACEP accreditation in FY19.

3.B

Evidence in the Portfolio for 3.B was strong, clear and well-presented.

3.C

Currently, all new MCTC staff receives onboarding training including a discussion of MCTC's MVV. Additionally, new part-time and full-time faculty members participate in an orientation and online course and are paired with experienced faculty mentors. In December 2016, HR staff completed training on faculty qualifications to ensure compliance in the hiring process with both Minnesota State policies and Higher Learning Commission requirements. As part of this work, HR completed an audit of qualifications of all faculty in July 2016. HR monitors qualifications for all new faculty hires. In terms of making sure MCTC has the staff needed to carry out the work of the College, HR continues to utilize a competency-based hiring model for non-faculty positions so staff better mirror the demographics of students. Between the launch of the new process in

January 2015 and January 2017, 47.6 percent of all new staff hires have been employees of color. This is an increase over the previous the rate of 28 percent.

In Student Affairs, a 2015 survey of staff indicated a need for training on cultural competence and policies and procedures. Student Affairs then implemented biweekly continuous improvement trainings that often include 60 or more staff participants. Agendas have included trainings on policies and procedures in AskUs!, an online student knowledgebase, and a training on recognizing implicit bias. Student Affairs will work with the new staff development specialist to design a survey to evaluate training effectiveness.

MCTC also assures faculty are current in their disciplines and adept in their roles. Despite budget cuts which have led some institutions to reduce spending on faculty professional development, MCTC has continued to fund its Center for Teaching and Learning. The number of release credits has increased by more than 40 percent since FY15. In addition to the onboarding steps which all employees go through, new faculty also receive a separate orientation conducted by the academic deans and the vice president of academic affairs. To help support quality online learning, MCTC subscribes to Quality Matters and currently offers four QM-certified courses with one more pending review.

Finally, the Appraisal feedback suggested MCTC did not have a way to deal with students beyond the caps of courses. As a result, MCTC added a waitlist function to improve students' access to courses and to manage course caps.

3.D

The Learning Center's services are based on student demand. The Systems Portfolio revealed that students who use the Learning Center are more likely to maintain satisfactory academic progress. However, the research showed only 7 percent of students go to the Learning Center in their first terms. The First-Year Retention Team is currently developing strategies to increase student use of the Learning Center. Since the Systems Portfolio was submitted, MCTC has developed a Facilities Master Plan which identifies a top priorities including the development of an Academic Success Center that combines the Learning Center, Testing Center and Computer Lab together in one location. This will help staff guide students toward preparing for Accuplacer before testing and ensure all incoming students are aware of these resources. In summer 2016, because MCTC has multiple types of advising which serve different student populations (e.g. TRIO, academic, Power of YOU), the college established monthly cross-departmental advisor meetings to increase standardization and foster information-sharing. In addition, "pop-up advising" occurs in various locations around campus to provide opportunities for students to work with an advisor in students' regular studying and meeting places such as the Student Center.

3.E

MCTC's assessment of co-curricular learning outcomes has centered on evaluating indirect, self-reported learning (via the CCSSE Survey). Student Affairs used the Council for Advancement of Standards in Higher Education (CAS) to create student development learning outcomes which are comprehensive, holistic and transformative. To support continuous improvement, the need for integrated, intertwined academic and developmental institutional outcomes are being explored. Student Affairs processes such as advising, career services and student support for life circumstances provide students time for contemplation, reflection and emotional engagement as well as information acquisition. Because curricular and non-curricular learning outcomes are intertwined, Student Affairs administrators and staff will work with MCTC's new assessment coordinator to make sure all learning outcomes are aligned.

Criterion 4

4.A

The Systems Appraisal report noted the systemic nature of MCTC' Program Prioritization Process. Since its inception in 2014, the process and data has been clearly laid out in a document shared with all employees. This process, now called the Annual Review of Academic Offerings, has since been enhanced. After 2014, data that evaluates student indebtedness by program was added to the analysis. Then in 2015, a formative phase was added to the evaluation which ensures programs in danger of suspension or closure are notified 18 months in advance with a request for an improvement plan. This allows the time needed to respond to administrative concerns. The administrative team from MCTC's Academic Affairs division has presented this process at the system-wide Academic and Student Affairs Leadership conference twice as well as at the 2016 HLC Annual Meeting. To supplement this administratively-led process, the college's Academic Assessment Committee is developing a faculty-led Program Review Process. Data used by departments and programs in their reviews may include assessment of program and institutional learning outcomes, analyses of annually distributed program data (enrollment, course success, etc.), and regular review of curriculum for relevance and currency.

Core Components 4.B and 4.C are addressed in Section 4.

Criterion 5

5.A

Through the Annual Review of Academic Offerings process, MCTC's portfolio of academic programs is revised and aligned with its resources. Funds that can be reallocated are identified. The Integrated Planning Action Project will serve to better link master plans and department plans with the budgeting process. MCTC also uses planning resources provided through the Minnesota State system such as a cross-system Finance User Group which creates an annual list of priorities voted on by the rotating 10-member institutions. The college also uses system policies and procedures to ensure financial, physical and human resources are maintained in a conjoint effort with campus employees. The [Higher Education Asset Preservation (HEAPR) process](#) is a good example of this. Colleges must complete this process to be eligible for campus maintenance funds allocated by the System Office and maintained at the project level by college staff. MCTC is developing institution-specific Key Performance Indicators (KPIs) and integrating System-level metrics where needed. Financial KPI review will be folded into the President's Council and budget committee annually. The President's Council uses the feedback from the budget committee to determine areas of possible oversight. The Integrated Postsecondary Education Data System (IPEDS) and other expense reviews conducted by the budget committee are used to determine if college spending aligns with goals and outcomes. A revision in the budgeting process includes using the college's values as criteria for evaluating budget requests. SharePoint usage has improved the transparency of the budget process. The appraisal suggested MCTC determine how to better share information across the Minnesota State System. After two years of collaboration with the system office, MCTC's Business Office developed and piloted a system-wide automatic communication for students confirming enrollment. This communication is now automated and sent to students on all campuses in the system. The college's bookstore has partnered with five other metro institutions to create a shared retail environment for metro schools. These schools share personnel and work collaboratively to unlock the purchasing power of the Minnesota State system. The college's Traditional and Alternative Educational Materials Committee has successfully piloted a direct digital book program. As a result, printed textbooks were eliminated saving the 298 participating students more than $36,000. The group has been asked by the system office to help revise system policies to better facilitate such arrangements at other campuses.

In terms of human resources, the new training and development specialist position will create ongoing professional staff development opportunities and working with supervisors to incorporate a professional development plan into regular performance evaluations.

5.B

Functional areas of the system office interface with MCTC to ensure its representation at Board of Trustee (BOT) meetings. For example, in preparation of the approval of tuition and fee rates at the June BOT Meeting, system office finance staff will work closely with MCTC's chief financial officer to understand fee and tuition differential requests so information can be conveyed effectively to the BOT. BOT policies and procedures are reviewed regularly through the system office via a SharePoint site and Minnesota State employees are asked to provide comments. Final drafts are presented to the BOT to ensure understanding. In 2016, system procedure 7.3.16, Financial Indicators (https://www.mnscu.edu/board/procedure/703p16.html), was enhanced after several iterations and now includes both short- and long-term measures with well-defined next steps for institutions that trigger an indicator. Proposed policy changes are also presented to relevant bargaining units for feedback and awareness. The college references its policies and procedures in its day-to-day operations such as its petition for refund process. College procedure 5.10.01 states that refunds are allowed to students for college errors, significant personal circumstances, medical conditions and death of students. This criteria is used by the Business Office to evaluate student requests. President's Council staff meets monthly with bargaining units and Student Senate representatives to discuss mutual agenda items including proposed policy or operational changes.

5.C

Feedback from the Appraisal suggested MCTC would benefit from linking student learning processes to budgeting and planning processes. MCTC's Integrated Planning Action Project Team and the Academic Assessment Committee will guide the process for focusing explicitly on student learning in an integrated planning process. The director of academic operations sits on both teams.

There are numerous ways the College incorporated feedback of internal and external groups. The Facilities Master Plan conducted design sessions with faculty, staff, students, external stakeholders and a cross-functional planning team to develop its plan. All employees receive weekly enrollment updates with full-year enrollment (FYE) and headcount enrollment statistics so internal stakeholders are informed for planning purposes. A college-wide Enrollment Management Plan, which includes strategies both to increase and sustain enrollment and increase retention, is currently being vetted across the College.

5.D

Core Component 5.D is addressed in Section 5.

Section 4. Systematic Improvements Related to Missing or Unclear Evidence Ratings: Criteria 4.B, 4.C and 5.D

4.B

Over the past year, MCTC has taken a number of steps to expand the team that supports assessment at the college including:
1. Providing dedicated release time to the Academic Affairs and Standards Committee chair to work on the Institutional Learning Outcomes (ILOs) Review Project.
2. Expanding the responsibilities of the Assessment Coordinator to include developing a co-curricular learning outcomes framework.

3. Adding a second faculty member who is an experienced HLC peer reviewer and trained as a review team chair to work with the Assessment Coordinator as an assessment consultant.
4. Establishing an Academic Assessment Committee tasked with developing a faculty-led program review process incorporating assessment.

In addition, MCTC faculty reviewed and revised the course learning outcomes for every course the offered by the college in 2015-16. For the first time, all course learning outcomes are in a common format with four to six learning outcomes each. They all use best practices in articulating learning outcomes by using action verbs which align with higher levels in Bloom's taxonomy. And, courses are catalogued in an electronic database. These centralized and standardized data populate the online College catalog. In Spring 2016, faculty departments reviewed and revised program mission statements and program learning outcomes and mapped program learning outcomes to course learning outcomes. This made it easier for other colleges and universities to review MCTC's learning outcomes for transfer equivalencies. The college is currently reviewing/revising its Institutional Learning Outcomes (ILOs) which will be mapped to course learning outcomes in FY18 as outlined here. A next step is determining whether VALUE rubrics might be used for college-wide ILO assessment. (See related AQIP action project description on p. 3.)

4.C

MCTC identified the ability to set targets as an area of opportunity in its 2015 portfolio. MCTC's new president and her council developed draft institutional KPIs and the final draft will be presented to employees and students for feedback in February 2017. When it's final, the council will use baseline and comparative data to set 2020 retention, completion and transfer targets. These targets will inform the enrollment management plan. A draft of the plan is being vetted by stakeholders college-wide. Initiative-level focus on target-setting is also being done by committees. The First-Year Retention Committee has set targets for student engagement on key drivers of retention factors such as use of college email and the Learning Center. These findings were presented at a system-wide conference in spring 2016. Because MCTC's student body primarily low-income and students of color and because one of the college's two overarching institutional goals is educational equity, the Office of Strategy, Planning and Accountability has taken pro-active steps to evaluate how initiatives and policies are impacting under-represented students. Examples of these analyses include an equity analysis of first-year retention and expansion of Academic Program Review data in 2015 to include breakdowns of all data by such categories as race/ethnicity and income status.

5.D

MCTC's leaders believe Criterion 5.D evidence in the Portfolio was presented in a way that did not accurately reflect how the college works systematically to improve its performance. At the same time, the appraisal team's Systems Portfolio feedback about a lack of College-wide understanding about PDCA and repeatable processes has been taken very seriously. That feedback was valuable as the college was undergoing leadership changes, re-engaging faculty and staff in college work after a difficult period, and working to embed new MVV statements into its strategic work.

Some improvements are new and relate to systematically embedding a culture of quality at MCTC. For example, the Integrated Planning Action Project team is developing a process that will help divisions and departments set targets for improvement in annual planning. This will help embed continuous quality improvement (CQI) thinking through the planning process. As mentioned above under 4.C, the President's Council will finalize a set of institutional KPIs this spring which will feed into the planning process being developed by the Integrated Planning team. And as mentioned on p. 3, the director of quality initiatives now reports to the president and will

work with the chief communications officer on a CQI communication plan for FY18 and beyond. Below, division-specific improvements are described as evidence for meeting Core Component 5.D.

Human Resources
Data indicates students with on-campus employment are more likely to complete their education. HR developed a Student Employment Coordinator position to provide central oversight to this important function. In April 2016, HR launched a comprehensive website providing information about employment-related matters such as benefits, performance evaluations, policies, payroll, and professional development for faculty, staff and supervisors. Previously, HR had no web presence at the college. Website analytics indicate more than 3,000 visits have been made to this website since its launch. The employment opportunities section was visited most often followed by Forms and Documents, Benefits, Payroll, and Starting Your New Job. Efficiencies gained by the use of this website include staff reporting receiving significantly fewer phone calls. In November 2015, HR launched an online staffing process to replace an antiquated paper process. The online process is fully trackable and requestors are notified automatically at each step. Each request is tied directly to the requesting department's personnel budget ensuring financial integrity. In anticipation of the FY2017 budget process, HR and Finance staff collaborated to conduct a full-scope audit of positions. This audit revealed many discrepancies between the budget personnel roster and actual active positions. The line-by-line review resulted in $450,000 in savings. In March 2015, the department launched a two-phased audit to ensure all staff had relevant and accurate position descriptions. This revealed that just 49.8 percent of staff position descriptions were accurate and some employees had no position descriptions on file. All supervisors were provided the audit results and, after six months, 100 percent of employees had relevant and accurate position descriptions. Then, in May 2016, HR determined that 50 percent of staff were overdue for performance evaluations with some having never received an evaluation in several years. Now, 97 percent of all staff have received timely evaluations. HR implemented a tracking system to notify supervisors and staff when performance evaluations are due annually.

Finance and Operations
MCTC's Finance Department uses IPEDS data from seven metropolitan-area Minnesota State colleges to compare expenditures for academic support, student services, institution support, instruction and other costs. MCTC's Facilities Department uses deferred maintenance costs and age and condition of facilities subsystems to predict renewal costs over ten years. Multiple departments log and categorize employee requests via ticketing systems to analyze customer questions and resolution time including Facilities, Information Technology and Strategy, Planning and Accountability. They use these data to anticipate customer needs and publish frequently-requested data and information to their SharePoint sites or websites.

Information Technology.
The college's Information Technology Services department, along with the Student Affairs department, has implemented Oracle Cloud Services Knowledge Management and the SharePoint browser-based collaboration and document management platform. SharePoint has provided the opportunity to develop structure, formats and templates for document management. For example, new committee chairs received SharePoint training when committees were empaneled in 2015. SharePoint provides enhanced processes and workflows for a number of important projects. It is supported by a designated SharePoint administrator who was hired in 2015.

Collaborations
A number of critical improvements have involved collaborations between divisions. In fall 2016, Business Services worked with Student Affairs and Information Technology Services to implement an easy-to-use student knowledge database, *Ask Us!* This platform allows students to find critical information and, if their questions are not answered, receive accurate and timely responses. Staff in various departments are notified electronically when a student question is in queue. Knowledgebase data indicates more than 90 percent of questions are answered within

AskUs! This high self-service rate has reportedly reduced lines in Student Services and other departments.

Summary

Some critical changes have occurred since MCTC's third Systems Portfolio was submitted in November 2015. Over the last year, MCTC has hired a new president (July 2016), launched multiple strategic committees and two new AQIP action projects, made substantial changes in HR processes and is now developing institutional KPIs to establish retention, persistence and completion targets by President's Council. The college has also seen an important decline in student enrollment. A quantitative study is underway to understand the causal factors. MCTC is at a pivotal point in its history. The March 2017 Comprehensive Quality Review visit is seen as an opportunity to receive peer review feedback for areas of opportunity and to demonstrate quality systems and improvements that support MCTC's reaffirmation of accreditation.

Minneapolis Community and Technical College

1501 Hennepin Avenue | Minneapolis, MN 55403

612-659-6000 | **MN Relay Service 1-800-627-3529**

MCTC is an equal opportunity educator and employer | A Member of Minnesota State

minneapolis.edu

Minneapolis Community & Technical College