ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MAY 15, 2012
10:00 A.M.

30 7TH STREET EAST
SAINT PAUL, MN

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

(1)   **Minutes of March 21, 2012 (pp.1-5)**
(2)   Academic and Student Affairs Update
(3)   **Proposed New Policy 3.39 – Transfer Rights and Responsibilities (Second Reading) (pp.6-10)**
(4)   **Mission Approval/Campus Profile: Rochester Community and Technical College (pp.11-19)**
(5)   Academic and Student Affairs Committee Goal – Student Success (pp.20-21)

Academic and Student Affairs Committee
Christine Rice, Chair
Duane Benson, Vice Chair
Jacob Englund
Alfredo Oliveira
Thomas Renier
Louise Sundin
James Van Houten

Bolded items indicate action required.

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MEETING MINUTES
MARCH 21, 2012

Academic and Student Affairs Committee Members Present: Chair Christine Rice; Trustees Duane Benson, Jacob Englund, Alfredo Oliveira, Louise Sundin, Thomas Renier and James Van Houten.

Other Board Members Present: Trustees Brett Anderson, Cheryl Dickson, Clarence Hightower, Dan McElroy, David Paskach, Scott Thiss and Michael Vekich.

Leadership Council Committee Co-Chairs Present: Chancellor Steven Rosenstone, Vice Chancellor Douglas Knowlton, President Cecilia Cervantes and President Earl Potter.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on March 21, 2012 at Wells Fargo Place, 4th Floor, McCormick Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 12:35 pm.

1. **Minutes of January 17, 2012**

   The minutes from January 17, 2012 Academic and Student Affairs Committee were approved as written.

2. **Academic and Student Affairs Update – Vice Chancellor Douglas Knowlton**

   Chair Rice welcomed Vice Chancellor Douglas Knowlton. He was president of Dakota State University in Madison, South Dakota before beginning his work in the system office in February.

   Vice Chancellor Knowlton offered an update on recent Academic and Student Affairs strategic initiatives which support the office's strategic framework.

   Metro planning
   - A student survey is being conducted to gauge the interest for baccalaureate degrees in the metropolitan area, especially among students at two-year colleges;
   - Meetings involving the plan have occurred with presidents from metropolitan two-year colleges, chief financial officers and chief academic officers;
   - He and the Chancellor also have been meeting with university presidents to discuss their interest and potential involvement in the plan;
   - Information on current baccalaureate programs in the metropolitan area, enrollment and facilities is being gathered.

Underserved communities
- Associate Vice Chancellor Mike López has prepared a promising practices toolkit of developmental education promising practices with regard to how underrepresented student are served;
- Data pertaining to persistence, retention and completion related to underserved students is being compiled.

Extraordinary education
- Cost analysis and organizational data is being collected pertaining to online education;
- Data from the faculty forums being held through April is being gathered.

P-20
- Chancellor Rosenstone and staff continue to meet with the P-20 Council. Talks are continuing with the Department of Education on a variety of areas related to effective transitions between secondary and post-secondary education.
- A K-12 "Collaborations for Student Success" conference will be held at the end of March.

Student success
- Campus feedback from the recent developmental education and student success conference is being reviewed. This conference focused on remedial education best practices and student success strategies;
- Data being gathered will be used to align a number of developmental education training activities this summer and fall.

Developmental education
- A committee on course placement is working on recommendations;
- A task force led by President Phil Davis and former president Larry Litecky is working on recommendations for alternative approaches to developmental education.

Transfer
- An analysis of campus compliance with components of the Smart Transfer Plan was completed and feedback was provided to presidents;
- A report will be made to Leadership Council detailing possible future improvements to transfer in the system;
- Discipline group meetings to address specific discipline issues are being considered.

Workforce and customized training
- Transportation was added to the industry sector meetings planned for this spring;
- Forty-three industry meetings will take place in April and early May. Of those, 35 will be in business locations;

- The Minnesota Chamber of Commerce is supporting and helping to facilitate these meetings. The Department of Employment and Economic Development is compiling and analyzing industry/occupation by region.

Recent conferences included a developmental education and student success conference in February that was attended by 329 participants. Campuses sent teams to explore and share remedial education best practices and student success strategies.

In early March Academic and Student Affairs and Diversity and Equity co-hosted a conference focused on student support services. This conference was attended by 300 people from colleges and universities and it centered on strategic efforts to better serve students in the areas of advising, retention, connection with communities and strengths-based coaching.

Academic and Student Affairs Awards in various categories, including innovative student affairs program, excellence in curriculum programming and outstanding academic or student affairs administration, will be presented May 23 at North Hennepin Community College. Diversity and Equity Awards also will be awarded at this time.

Trustee Benson asked if all the system's universities are involved in the metropolitan planning discussions.

Chancellor Rosenstone said a plan to provide more baccalaureate degree offerings in the metropolitan area will not only involve Metropolitan State University, but also universities statewide. Currently there are 134,000 students enrolled in metropolitan two-year colleges, but only 1,200 students received baccalaureate degrees. A coordinated approach will be needed to substantially increase baccalaureate offerings in the metropolitan area, he said.

Trustee Sundin noted that the system will need to offer a more focused message to potential students in the future to make them aware of the opportunities.

Trustee Van Houten said he would like to see the system develop a uniform discipline policy. This could be an important issue for students, especially considering the high number of students who take classes at more than one school or those that transfer credits.

Vice Chancellor Knowlton said he would look into the issue.

3. **Proposed New Policy 3.39 – Transfer Rights and Responsibilities (First Reading)**

The proposed new policy contributes to the system office effort to promote transfer literacy among students by articulating steps students need to take for successful

course credit transfer and by establishing reasonable expectations for colleges and universities in responding to the needs of students who plan to transfer.

A policy statement on student transfer rights and responsibilities is cited in the literature as being a "promising practice" in promoting effective credit transfer. The initial policy draft was developed by a team of student association representatives and system office staff and reviewed by the Academic and Student Affairs Policy Council.

Amanda Bardonner, state chair of the Minnesota State University Student Association, told the committee that this policy is an important step in the system's efforts to improve credit transfer. It clearly spells out the expectations and responsibilities for system institutions, as well as for students, that must be met in order to make the transfer process as seamless as possible.

Geoff Dittberner, president of the Minnesota State College Student Association, said his organization strongly supports the new policy, adding he hopes it will become a useful tool for students interested in transfer. The development of this policy was a great example of how students, campus representatives and system staff can work together for the benefit of students, he said.

Trustee Dickson asked if students who study abroad have problems with the credits transferring.

Vice Chancellor Knowlton said there needs to be work done on aligning curriculum before a student leaves to study abroad. The student needs to work with a college or university's advisor to ensure credits will be accepted for transfer, he said.

Trustee Alfredo Oliveira said when he considered studying abroad he talked with an advisor and was told which courses were available and how they would transfer.

4. **Academic and Student Affairs Committee Goal**

Last fall, each Board of Trustees committee was asked to select one or two committee goals to focus on for the year. The Academic and Student Affairs Committee elected to wait until the arrival of a permanent Vice Chancellor for Academic and Student Affairs to engage in this process.

Vice Chancellor Knowlton said the committee goal being proposed is "Creating Access to Success Pathways." Because of the timing, he would suggest that work on the goal continue into the next fiscal year.

There are many existing and new initiatives in the area of successful student pathways, Vice Chancellor Knowlton said, and he proposed that one initiative be

highlighted during upcoming meetings. With this information, Trustees could become advocates of disseminating similar efforts across the system, he said.

Examples include:
- Early alert system which notify campus staff when students are falling behind in a class or program;
- Project-directed teaching and learning; especially in the areas of Science, Technology, Engineering and Mathematics;
- Undergraduate research programs for students at both two-year and four-year institutions;
- Strengths-Quest which analyze students' strengths and help guide them into those career pathways;
- Emporium lab situations;
- Study aboard.

Trustee Van Houten said he liked the goal, but it would be helpful if Trustees are notified in advance of the topic so they can do research before the meeting if they so choose. Vice Chancellor Knowlton said he would work to develop a schedule.

While saying she likes the goal, Trustee Sundin said Vice Chancellor Knowlton should work with the Advancement Division to make the goal statement sound more appealing.

Trustee Benson asked what can be done to reach students and their parents earlier in the education pipeline to make them aware of the educational opportunities the system offers.

Chancellor Rosenstone said he has been having discussions with Department of Education Commissioner Cassellius on how to better prepare students in the K-12 system so they can better align their skills, passions and interests with a career pathway that is right for them.

The meeting adjourned at 1:29 pm
Respectfully submitted,
Margie Takash, Recorder

Committee: Academic and Student Affairs   **Date of Meeting:** May 16, 2012

Agenda Item: Proposed New Board Policy 3.39 Transfer Rights and Responsibilities

[X] Proposed Policy Change	[ ] Approvals Required by Policy	[ ] Other Approvals	[ ] Monitoring

[ ] Information

Cite policy requirement, or explain why item is on the Board agenda:
New policies require Board action

Scheduled Presenter(s):
Mike López

Outline of Key Points/Policy Issues:
The proposed new policy contributes to the system office effort to promote transfer literacy among students by articulating steps students need to take to facilitate course credit transfer and also establishes reasonable expectations for colleges and universities in responding to the needs of students who plan to transfer.

Background Information:
A policy statement on student transfer rights and responsibilities is cited in the literature as being a "promising practice" in promoting effective credit transfer. The initial policy draft was developed by a team of student association representatives and system office staff and reviewed by the Academic and Student Affairs Policy Council.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD ACTION ITEM
PROPOSED NEW POLICY 3.39 TRANSFER RIGHTS AND RESPONSIBILITIES

BACKGROUND

The establishment of a transfer student bill of rights to specify the treatment transfer students may expect during their transition is cited in the transfer literature as being a "promising practice" to further effective transfer of credit. The proposed policy balances the concept of student rights by articulating the expectation that students who plan to transfer also have the responsibility to take certain actions to facilitate their academic progress in transferring. The policy also states expectations for college and university actions to facilitate student transfer of credit.

RECOMMENDED COMMITTEE ACTION

The Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the new policy 3.39 Transfer Rights and Responsibilities.

BOARD ACTION ITEM
PROPOSED BOARD POLICY 3.39 TRANSFER RIGHTS AND RESPONSIBILITIES

Policy 3.39 Transfer Rights and Responsibilities

Part 1. Purpose. To provide an understanding of rights and responsibilities as they relate to transfer of credit.

Part 2. Definitions.

> **Subpart A. Articulation Agreement.** An articulation agreement is a formal agreement between two or more educational entities to accept credits in transfer toward a specific academic program.
> **Subpart B. Course outlines.** Course outlines contain elements of the courses, including the subject, course number, course title, course description, credits, lecture hours, lab hours, prerequisites, co-requisites, Minnesota Transfer Curriculum goals, learning outcomes, and revision histories.
> **Subpart** C. **Degree Audit Reporting System (DARS).** The Degree Audit Reporting System is an electronic system that provides for an evaluation of a student's academic record indicating completion toward the student's academic program requirements.
> **Subpart D. Minnesota Transfer Curriculum (MnTC).** The Minnesota Transfer Curriculum comprises general education reflecting competencies adopted by the public higher education systems in Minnesota.

Part 3. Student Transfer Rights and Responsibilities

> **Subpart A. Student Transfer Rights.** Students who transfer have the right to:
>
> 1. Receive comparable treatment with respect to course and program requirements, whether they are transfer students or direct entry students at a system institution;
> 2. Receive clear, accurate, and current information about transfer admission requirements and deadlines, degree requirements, transfer policies and procedures, articulation agreements, course equivalencies, and the Minnesota Transfer Curriculum;
> 3. Access course outlines, consistent with the requirements of Board Policy 3.21;

4. Receive a degree audit report showing how courses transferred, and to receive clarification about transfer evaluations when they have questions;
5. Appeal transfer decisions at both the college or university and system levels, as provided in System Procedure 3.21.1;
6. Have completed courses that fulfill Minnesota Transfer Curriculum goal areas at the sending institution accepted as counting toward the same goal areas at the receiving institution.
7. Receive acknowledgement of fulfilled Minnesota Transfer Curriculum goal areas as designated by the sending college or university.

Subpart B. Student Transfer Responsibilities. Students who transfer have the responsibility to:

1. Plan their courses of study as early as possible by referring to online advising tools and published requirements of all system college and university programs in which they intend to enroll.
2. Take advantage of transfer-related orientation, workshops or other training opportunities offered by the system college or university in which they are enrolled and to which they plan to transfer.
3. Seek guidance from appropriate institutional advisors at both the sending and receiving institutions throughout their academic careers, especially when academic plans change, in order to understand how the change may impact the transfer of their courses, and to ensure that the change is made to their enrollment information;
4. Provide their college or university with all materials required for admission, including official transcripts from all previously attended non-system colleges and universities. Students must notify their college or university of courses taken at other schools after transfer or about any changes to transcripts;
5. When planning to follow the requirements of an articulation agreement, seek guidance from appropriate institutional advisors at their current institution and notify the system college or university to which they plan to transfer.

Part 4. System College and University Rights and Responsibilities

Subpart A. System college and university rights. System colleges and universities have the right to:

1. Ensure standards of quality for educational programs offered;
2. Determine course equivalencies and admission, program, major, and graduation requirements in accordance with their missions.
3. Consider the accreditation of the sending institution and program in making course transfer decisions.

Subpart B. System college and university responsibilities. System colleges and universities have the responsibility to:

1. Provide students access to advising about transfer processes and requirements, and provide appropriate support to advisors.
2. Publish their policies and procedures, requirements, and course offerings, including articulation agreements and course equivalencies, and communicate these to students and the public.
3. Make electronic course equivalency and degree completion tools available to students, and inform students on how to use these tools to plan for transfer.
4. Publish current transfer information and periodically update and archive prior transfer information, including catalogs, articulation agreements, and program guides.
5. Continuously improve student access to information about transfer and to improve transfer processes.
6. Provide written confirmation to students about their admission and transfer-related decisions, including the result of appeals, in a timely manner.
7. Provide information necessary for the system office to monitor and evaluate the effectiveness of existing transfer processes.

_____

Date of Implementation:
Date of Adoption:
Date and Subject of Revision:

POLICY CONTENT FORMAT:
Single underlining represents proposed new language.
Strikeouts represent existing language proposed to be eliminated.

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Committee: Academic and Student Affairs   **Date of Meeting:**   May 15, 2012

Agenda Item: Mission Approval/Campus Profile: Rochester Community and Technical College

☐ Proposed Policy Change	**X** Approvals Required by Policy	☐ Other Approvals	☐ Monitoring

☐ Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board at least once every five years.

Scheduled Presenter(s):

Don Supalla, President, Rochester Community and Technical College
Dave Weber, Chief Student Affairs and Strategic Operations Officer, Rochester CTC
John Wade, President, Rochester Area Chamber of Commerce

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by Rochester Community and Technical College reaffirm the institutional mission approved by the Board of Trustees in December 2000. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. RCTC will provide a combined mission reaffirmation and campus profile presentation to provide additional context for Board approval.

EXECUTIVE SUMMARY

The vision, mission and purposes of Rochester Community and Technical College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in December, 2000) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Rochester Community and Technical College's vision, mission, purposes, and awards are:

Vision

Rochester Community and Technical College will be a universal gateway to world class learning.

Mission

Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.

Purposes

Purpose 1: Grow participation rates and market share among targeted and emerging markets.

Purpose 2: Provide academic programs, services, and graduates that align with the needs of our students, employers, the community, and other key stakeholders.

Purpose 3: Achieve learning and performance excellence through continuous improvement, service, engagement, and innovation with accountability for results.

Purpose 4: Create value by improving student lives and meeting the needs of stakeholders.

Purpose 5: Actively partner with PK-16, business and community organizations to ensure student success and the availability of a competitive workforce.

Purpose 6: Create a culture committed to our values (Learner-Centered, Excellence, Innovation, Respect, Teamwork, and Fun).

Purpose 7: Advance the social and economic vitality of the greater Rochester area.

Purpose 8: Strengthen the capability of RCTC's workforce.

Purpose 9: Advance the college through strengthened shared governance and leadership systems.

Purpose 10: Demonstrate financial viability, fiscal stewardship, and effective use of resources.

Awards
Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees, Associate in Fine Arts degrees, Certificates and Diplomas

BACKGROUND
The college is requesting reaffirmation of its mission in compliance with the Board policy requirement that an institution have its mission approved at least once every five years.

OVERVIEW OF MISSION, VISION AND PURPOSES
The proposed vision, mission, and purposes of Rochester Community and Technical College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. As required by procedure, the institution must:

    A. Describe how its mission and vision align with the requirements in Policy 3.24;
    B. Articulate how the college or university will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision, and purposes support fulfillment of the system mission and vision;
    C. Describe the array of awards it offers;
    D. Include a statement that the college or university mission is compliant with statute, policy, and regional accreditation requirements; and
    E. Describe consultation with faculty and staff, students, employers and other essential stakeholders.

Additionally, the institution's mission must be compliant with statute, policy, and regional accreditation requirements.

REVIEW OF ROCHESTER COMMUNITY AND TECHNICAL COLLEGE'S MISSION, VISION AND PURPOSES

The mission, vision, and purposes respond to the system procedure. Rochester Community and Technical College's vision, mission, and purposes are consistent with statute, policy, and regional accreditation requirements. The college mission, vision, and purposes demonstrate alignment with the system mission and vision.

The *Mission* of the college is "Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community." The focus of the college mission on providing opportunities to serve a diverse and growing community directly supports the system mission to meet the personal and career goals of a wide range of individual learners. The college exists to offer educational opportunities in three categories 1) Career and technical education; 2) Transfer education; and 3) Business and workforce education. The college, by its nature of being a public two-year institution, is an open access institution with

a mission to serve diverse students from all backgrounds and at varying levels of college readiness. The college's core outcomes are:

- **Communication:** Students will read, write, speak and listen professionally;
- **Critical Thinking:** Students will think systematically by integrating skills and using a variety of appropriate resources and methods;
- **Global Awareness/Diversity:** Students will demonstrate understanding of respect for human diversity through their words and actions;
- **Civic Responsibility:** Students will understand larger social issues, demonstrate social responsibility, and contribute to positive community change through civic engagement;
- **Personal and Professional Accountability:** Students will take ultimate responsibility for achieving their education and personal goals;
- **Aesthetic Response:** Students will make and support personal judgments from an informal perspective.

The *Vision* for the college states "Rochester Community and Technical College will be a universal gateway to world class learning." The college notes that the vision is aspirational in its focus to create the highest value for students and stakeholders by being a gateway to world class learning. This aligns with the system vision to provide the most accessible, highest value education in the nation.

Rochester Community and Technical College envisions a future in which the college will be the preferred choice, a premier destination site for educational opportunities and employment, and the community center for recreational, cultural and social activities. The college also envisions substantial changes as state funding continues to decline as well as continuing partnerships grow with PK-16, business and industry, and community organizations to ensure student success and the availability of a competitive workforce. The college notes its distinctiveness in its unique culture that it is a comprehensive community college with the feel of a university-like learning environment by virtue of the University Center Rochester (UCR) partnership.

The *Purposes* of Rochester Community and Technical College and their alignment with the strategic priorities of the system are as follows:

System Strategic Framework	RCTC Strategic Goals
Ensure access to an extraordinary education for all Minnesotans	
Our faculty will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy.	**RCTC Goal 2.2:** Achieve learning and performance excellence through continuous improvement, service, engagement, and innovation with accountability for results.
We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.	**RCTC Goal 1.1:** Grow participation rates and market share among targeted and emerging markets.
Be the partner of choice to meet Minnesota's workforce and community needs	
Our colleges and universities will be the partner of choice for businesses and communities across	**RCTC Goal 2.1:** Provide academic programs, services, and graduates that align with the needs of

Minnesota to help them solve real-world problems and keep Minnesotans at the leading edge of their professions. Our faculty will enable Minnesota to meet its need for a substantially better educated workforce by increasing the number of Minnesotans who complete certificates, diplomas and degrees.	our students, employers, the community and other key stakeholders. **RCTC Goal 3.1:** Actively partner with PK-16, business and community organizations to ensure student success and the availability of a competitive workforce. **RCTC Goal 3.2:** Advance the social and economic vitality of the greater Rochester area.
Deliver to students, employers, communities and taxpayers the highest value / most affordable option	
Our colleges and universities will deliver the highest value to students, employers, communities and taxpayers. We will be the highest value / most affordable higher education option.	**RCTC Goal 2.3:** Create value by improving student lives and meeting the needs of all stakeholders. **RCTC Goal 4.1:** Create a culture committed to our values (Learner-Centered, Excellence, Innovation, Respect, Teamwork and Fun). **RCTC Goal 4.2:** Strengthen the capability of RCTC's workforce. **RCTC Goal 4.3:** Advance the college through strengthened shared governance and leadership systems. **RCTC Goal 5.1:** Demonstrate financial viability, fiscal stewardship, and effective use of resources.

1 The *awards* offered by Rochester Community and Technical College include Associate in
2 Science degrees, Associate in Applied Science degrees, Associate in Arts degrees, Associate in
3 Fine Arts degrees, Certificates and Diplomas.
4
5 Aspects of RCTC's *consultation with stakeholders* include revisiting the strategic plan every
6 three years to focus on a review of the vision, mission, and values statements, which collectively
7 are known as the college's Signature Statements. The 2004 Strategic Planning Task Force
8 recommended refinements to each of the Signature Statements. The new vision statement had a
9 greater focus on RCTC being a universal gateway to world-class learning opportunities; this
10 reflected the college's growth in online learning, the University Center Rochester partnership,
11 collaborations with the Mayo Clinic, Rochester Public Schools, and others. In 2008, the college
12 also adopted, through a college-wide participatory process, the creation of six student core
13 learning outcomes and service attributes, later called "Standards of Excellence" that define the
14 RCTC brand and student learning experience.
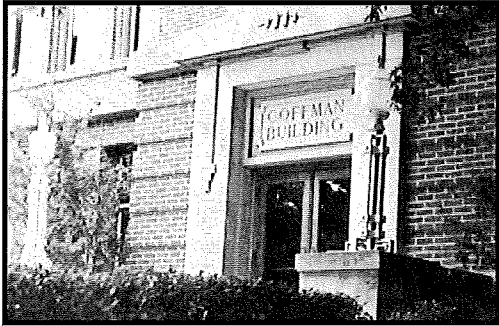15
16 **RECOMMENDED COMMITTEE MOTION**
17 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
18 the request by Rochester Community and Technical College to reaffirm its vision, mission,
19 purposes, and awards as listed in the executive summary.
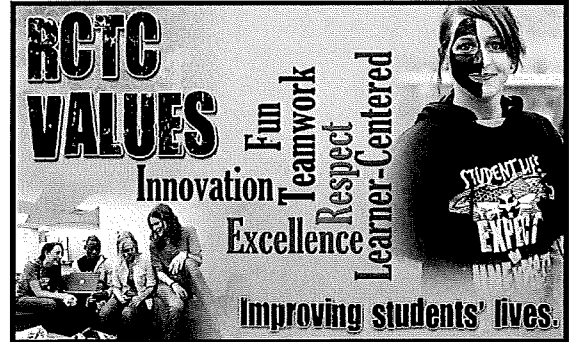20
21 **RECOMMENDED MOTION**
22
23 The Board of Trustees approves the request by Rochester Community and Technical College to
24 reaffirm its vision, mission, purposes, and awards as listed in the executive summary.

EXPECT STUDENT-CENTERED
Fostering Student Success through Mission, Vision, Values

RCTC VALUES
Innovation · Fun · Teamwork · Respect · Excellence · Learner-Centered
Improving students' lives.

Historical Information

Rochester Community and Technical College is the oldest public two-year college in Minnesota, and one of the nation's oldest original community colleges. The College, originally known as University Department or Southern University, was founded in 1915 on a motion by Dr. Charles Mayo to the Rochester School Board.

Classes began on September 14, 1915 with seventeen students. The College was originally housed in downtown Rochester in what was known as the Coffman Building, but moved to its current campus during the summer of 1968. A year later the vocational technical institute was created with 15 program offerings.

RCTC was established on July 1, 1996 when legislation required state community colleges and technical colleges collocated in the same city be merged into a consolidated college.
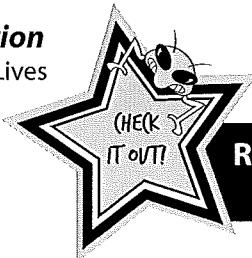
RCTC Mission, Vision and Values

Mission: Rochester Community and Technical College provides accessible, affordable, quality learning opportunities to serve a diverse and growing community.

Vision: Rochester Community and Technical College will be a universal gateway to world class learning opportunities.

Values: Learner-Centered, Excellence, Innovation, Respect, Teamwork and Fun

Value Proposition

Improve Student Lives

EXPECT STRATEGIC ALIGNMENT

MnSCU Strategic Framework 2011	RCTC Strategic Goals
Ensure access to an extraordinary education for all Minnesotans	
Our faculty will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy. We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.	RCTC Goal 2.2: Achieve learning and performance excellence through continuous improvement, service, engagement, and innovation with accountability for results. RCTC Goal 1.1: Grow participation rates and market share among targeted and emerging markets.
Be the partner of choice to meet Minnesota's workforce and community needs	
Our colleges and universities will be the partner of choice for businesses and communities across Minnesota to help them solve real-world problems and keep Minnesotans at the leading edge of their professions. Our faculty will enable Minnesota to meet its need for a substantially better educated workforce by increasing the number of Minnesotans who complete certificates, diplomas and degrees.	RCTC Goal 2.1: Provide academic programs, services, and graduates that align with the needs of our students, employers, the community and other key stakeholders. RCTC Goal 3.1: Actively partner with PK-16, business and community organizations to ensure student success and the availability of a competitive workforce. RCTC Goal 3.2: Advance the social and economic vitality of the greater Rochester area.
Deliver to students, employers, communities and taxpayers the highest value / most affordable option	
Our colleges and universities will deliver the highest value to students, employers, communities and taxpayers. We will be the highest value / most affordable higher education option.	RCTC Goal 2.3: Create value by improving student lives and meeting the needs of all stakeholders. RCTC Goal 4.1: Create a culture committed to our values (Learner-Centered, Excellence, Innovation, Respect, Teamwork and Fun). RCTC Goal 4.2: Strengthen the capability of RCTC's workforce. RCTC Goal 4.3: Advance the College through strengthened shared governance and leadership systems. RCTC Goal 5.1: Demonstrate financial viability, fiscal stewardship, and effective use of resources.

CHECK IT OUT!

RCTC CONTINUOUS IMPROVEMENT WEBSITE:
http://www.rctc.edu/ci

Standards of Excellence

"You are the reason for our work, not an interruption of our work."

RCTC employees will:

- **Welcome stakeholders with warmth and enthusiasm, and maintain a safe and respectful environment.**

- **Be a positive representative of RCTC.**

- **Meet the needs of our stakeholders by exceeding their expectations.**

- **Follow College guidelines for communication.**

- **Protect confidentiality.**

- **Build positive and supportive relationships.**

- **Take pride in campus facilities.**

- **Welcome feedback for continuous improvement.**

EXPECT STUDENT EXPERIENCE
Promoting Values

RCTC Offers:
- A comprehensive student life program.
- A student senate (established in 1921).
- Comprehensive performing and fine arts programs with theatre, band and choir opportunities.
- Ten NJCAA Division III sports with over 175 All-Americans in its legacy of championship athletes and teams.
- Over 30 student clubs.
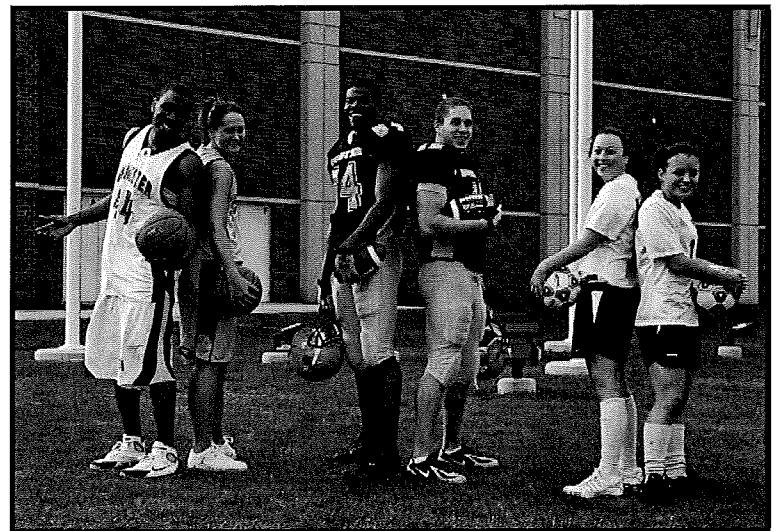
EXPECT ACCESS AND OPPORTUNITIES
Unique Programs
- Dental Hygiene
- Equine Science
- Horticulture Technology
- Occupational Skills
- Surgical Technology
- Veterinary Technology

Online
- In FY12, over 24% of the credits sold were offered entirely online (an additional 20% were offered through hybrid).
- Nineteen awards can be earned through online learning in programs such as Administrative Assistant, Healthcare Informatics, Interaction Design, Liberal Arts – AAS, Medical Transcription, and Software Application Specialist.
- Designed an academic based e-learning solution featuring cutting edge training for the home health care industry. For over 10 years, RCTC has delivered online courses nationally and currently delivers courses in 19 states.
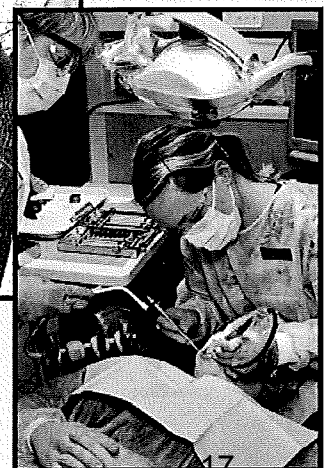
EXTRAORDINARY EXCELLENCE

Board of Trustees Awards for Excellence in Teaching

Six faculty members have been recognized as Educators of the Year since 2007 (pictures listed in order below).

- 2007 - Julie Rodakowski, English
- 2008 - Robin Fruth-Dugstad, Horticulture Technology
- 2010 - Lori Halverson-Wente, Speech
- 2010 - Pam Whitfield, English and Equine Science*
- 2011 - Catherine Egenberger, Art
- 2012 - Rod Milbrandt, Physics

Other Awards

* Pam Whitfield was named 2011 Minnesota Professor of the Year by the Carnegie Foundation

Fulbright Scholars

RCTC is one of a very few number of community and technical colleges in the country to have had several Fulbright Scholars. The Fulbright Program, the most prestigious educational award program in the country, is the flagship international educational exchange program sponsored by the U.S. government and is designed to "increase mutual understanding between the people of the United States and the people of other countries."

- Lillyam Arroyave, Paraguay
- Lynn Guenette, China
- Lori Halverson-Wente, Denmark
- Laurel Panser, Morocco
- Julie Rodakowski, India
- Darlene Voeltz, Peru, Argentina and Morocco
- Virginia Wright-Peterson, Algeria

EXPECT INNOVATION

Ensure Quality and Excellence - Value

- Received the Achievement Award from the Minnesota Quality Council. One of eight institutions that are part of the Higher Learning Commission's AQIP/Baldrige Pilot.
- Recognized nationally for our Integrated Planning Process (IPP) in such publications as Business Manager Magazine and the University Business Executive Roundtable.
- Awarded Alfred P. Sloan Award for Business Excellence in Workplace Flexibility in 2009 and 2011.
- Earned four-star chapter status by Phi Theta Kappa Honor Society.
- Designated first two-year MnSCU College Beyond the Yellow Ribbon Campus.

THE AQIP SYSTEMS APPRAISAL-BALDRIGE OPTION

It is a pilot program for 2010-12 permitting experienced AQIP institutions in four states (Illinois, Iowa, Michigan, and Wisconsin) to use a state or national Baldrige-type award application and review to replace portions of a traditional AQIP Systems Portfolio Appraisal. If the pilot works well, AQIP hopes to expand the program to all 19 states in which HLC-accredited institutions are located.
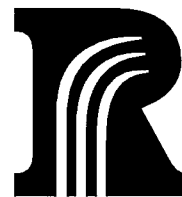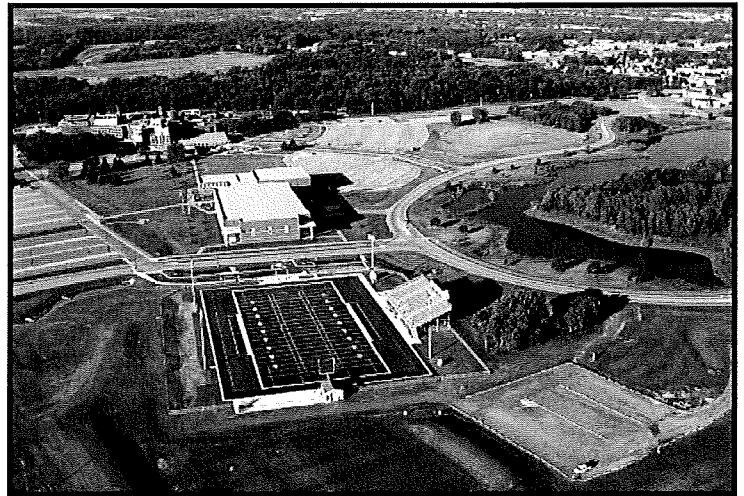
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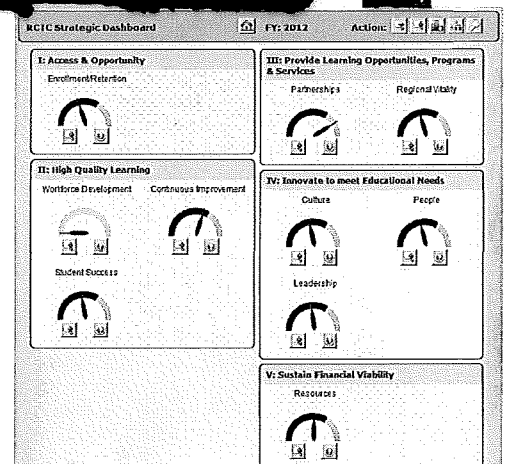
EXPECT COMMUNITY

Partnerships

- The Rochester Local Option Sales Tax has contributed $16.71 million for campus development with another $12.5 million proposed.
- Partnered with Winona State University to make available a unique Path to Purple partnership.
- Established the Collaboration Among Rochester Educators (CARE) Committee with Rochester Public Schools.
- Partnered with the Rochester Area Chamber of Commerce in numerous initiatives, including Workforce 2020.
- Collaborated with Mayo Clinic, Rochester Public Schools, and others on such efforts as the Rochester Area Math Science Partnership and the Health Care Center.
- Established Joint Powers Agreements with City of Rochester and Olmsted County to be disaster emergency site.

EXPECT COMMUNITY

A Two-Year College with the Feel of a University

- Recognized as the educational, recreational, social, and cultural hub for the community.
- Co-developed multiple athletic facilities on campus with the City of Rochester/Park and Recreation.
- Co-Hosted USA Wrestling National Cadet Dual Meet and numerous NJCAA tournaments (Wrestling, Women's Volleyball, Basketball, and Softball) with the Rochester Amateur Sports Commission, thereby increasing the economic impact through new visitor dollars to the City.

Rochester
COMMUNITY AND TECHNICAL
College
GET THERE.

Expect the Unexpected

19

Committee: Academic and Student Affairs   **Date of Meeting:** May 15, 2012

Agenda Item: Academic and Student Affairs Committee Goal- Student Success

☐ Proposed
Policy Change

☐ Approvals
Required by
Policy

☐ Other
Approvals

☐ Monitoring

X Information

Cite policy requirement, or explain why item is on the Board agenda:
The Academic and Student Affairs Committee has stated an intention to explore, discuss and advocate for research-based best practices in promoting student success. This presentation will highlight one of the best practices most often cited in the literature, First Year Experience (FYE) programs.

Scheduled Presenter(s):
Nicole Dose- Minnesota State University, Mankato
Kathy Matel- Century College
Ron Anderson- Century College

Outline of Key Points/Policy Issues:
First Year Experience programs have been demonstrated to be an effective strategy to promote the retention and academic success of students who are making the transition from high school to college study. Although most FYE programs share many characteristics in common, local conditions often lead to modifications in the way these programs are structured and delivered. This will be illustrated in the presentations from a state university and a community and technical college.

INFORMATION ITEM

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE GOAL-
STUDENT SUCCESS**

BACKGROUND

First–Year Experience programs help students in making the transition to college, and especially in helping new students develop an engagement with the college. FYE courses help students to acquire effective study skills, time management skills, and other skills important to being a successful student. The effectiveness of these extended orientation programs has been amply demonstrated. A number or studies have found that first–year students who participated in a FYE program graduated at a higher rate than a matched group of students who did not. It has also been found that FYE participants who were admitted to postsecondary institutions with low ACT Assessment scores and high school GPA had higher graduation rates than a group of matched nonparticipants. Research conducted at the University of South Carolina, home of the Center for the First year Experience, has shown many positive effects of First Year Experience programs, including a finding that high–risk students may benefit more from participation in these programs than other students.