St. Cloud Technical College has met all the requirements of the mission change policy and procedure. The mission change proposal was shared with the Leadership Council at its September meeting and the Council supports the college’s mission change. The full submission for the mission change request was reviewed by the Board of Trustees Academic and Student Affairs Committee at the September meeting. The Committee voted not to approve the mission change and to holdover a final decision until further discussion by the Committee on the future of technical education which precedes consideration of this mission change as part of the November meeting. Pending approval of the mission change, St. Cloud Technical College will (1) advance first and second readings of a request for name change with the Board of Trustees Advancement Committee as part of the November and January meetings and (2) pursue final program approval for its Associate of Arts degree program with the system and the Higher Learning Commission.
St. Cloud Technical College has met all requirements to change its mission so that it can move from being a technical college to being a comprehensive two-year college that offers its own associate of arts (AA) degree. The following information is provided to the Board of Trustees in consideration of the motion provided at the end of this document for St. Cloud Technical College to change its mission.

Proposed Mission Change

New Mission: St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.

Current Mission Statement: St. Cloud Technical College prepares students for life-long learning by providing relevant technical education and training for developing necessary knowledge, skills, and attitudes to obtain, maintain, or advance in a career.

The name change proposed in the new mission statement will be reviewed by the Board of Trustees Advancement Committee pending approval of the mission change.

Primary Reasons for the Mission Change

This proposed mission change will allow SCTC to serve its community more efficiently and to meet the growing demand for liberal arts & sciences education in its service area, which includes the counties of Stearns, Benton, Sherburne, Wright, Morrison and Mille Lacs. These counties comprise 65%-69% of the SCTC student population. The implementation of this AA degree and mission enhancement is an opportunity to demonstrate efficient and effective use of state and institutional resources and provide the “lighted” path of lifelong learning to the community.

There is a clear connection between the proposed AA degree and the enhanced mission of SCTC, demonstrating a strong demand in our six-county service area. Our request is supported by St. Cloud State University (SCSU) and Anoka Ramsey Community College (see attached letters). Furthermore, it builds on SCTC’s existing MnTransfer course offerings and continues to support and enhance current technical programs, utilizing existing faculty, facilities, and equipment.
SCTC’s commitment to a strong liberal arts and sciences education can be traced back to the fall of 1999, when we began working with SCSU in the development of general education courses and transfer equivalency of those courses to SCSU. Annual updates were made as courses were developed by SCTC instructors and approved by SCTC’s curriculum committee, the Academic Affairs and Standards Council (AASC). Faculty members at SCTC have continued to collaborate with faculty members at SCSU on the development, transferability, and assessment of courses. Most recently the biology and chemistry faculty have worked with SCSU faculty in those disciplines on course equivalency for new courses, as SCTC works to increase its MnTransfer science offerings.

In recognition of a growing demand for academic transfer and general education courses by students in the service area and in existing technical programs, SCTC began discussions with other system institutions to determine a viable approach to offer its students an AA degree. After considerable research, SCTC formed a partnership with Anoka Ramsey Community College (ARCC). For the past six years, SCTC has offered an AA degree with ARCC as the granting institution. Over 95% of courses are taught on the STC campus by SCTC faculty. Currently, SCTC’s Minnesota Transfer Curriculum (MnTC) includes multiple sections of over 80 courses in all 10 goal areas. These courses make up a vigorous AA degree, in addition to supporting increased general education requirements in the technical program areas. Together with the AAS and AS degree students, general education courses generated 1,241 FYEs for FY 2009.

SCTC’s planned commitment to liberal arts & sciences education has proven to be positive for the campus at large. During the six years SCTC partnered with ARCC, SCTC has upgraded facilities, increased full time General Education faculty, developed student support systems, and established a strong MnTC. The course offerings and ownership of the AA program largely evolved to become a program of SCTC alongside the technical programs of its history and have become part of the fabric of the college, increasing the numbers of students seeking degree and transfer options. Because of this planned and incremental preparation, minimal additional costs are anticipated as SCTC transitions to its own AA degree when the contract with ARCC expires.

Although there are several private and public 4-year institutions and business colleges within SCTC’s six-county service region, only SCSU has an AA degree “on the books”. We have had extensive discussions with the provost and president of SCSU over the past several years, culminating in a letter of support from President Earl Potter, and we continue to partner with SCSU in areas of academic and student life. In December 2008, SCTC and SCSU established an AA Degree Gateway Initiative to ensure ease of transfer from SCTC to SCSU and to provide services to increase student goal setting. An emphasis will be placed on transfer to SCSU and on increasing the potential for academic success for students pursuing a four-year degree. Beginning August 2010, SCTC will operate a Connections Program with SCSU. This program will deliver college readiness courses on the SCSU campus for a special program established by SCSU to help at-risk students transition more successfully into university life. There will continue to be sufficient student enrollment in our service area to sustain the proposed AA program at SCTC.

By enhancing the SCTC mission to include transferable education and to emphasize life-long learning opportunities, SCTC will continue to increase the availability of the MnTC and liberal arts/ sciences to a greater number of students in central Minnesota and provide an affordable
alternative for higher education. Inclusion of the SCTC liberal arts/sciences curriculum will provide students the opportunity to graduate with perspectives and skills unique to the curriculum. Such perspective and skill will support Central Minnesota’s regional vitality by contributing to the civic and cultural assets that attract employee and employers to the area. A strong focus on life-long learning and the “lighted” path promotes the education options available to these employees and employers and the community at large, enabling the responsiveness, innovation, and economic competitiveness desired by area citizens through their established local college of choice.

BACKGROUND AND MISSION CHANGE INFORMATION

Listed below is the information required for a college to change its mission leading to a change in institutional type. St. Cloud Technical College has met all mission change requirements.

1. Statement of intent for changing the college’s mission

St. Cloud Technical College (SCTC) seeks approval from the Board of Trustees to enhance the college’s current technical college mission to one of a comprehensive college mission.

   a. Proposed mission change

   **New Mission:** St. Cloud Technical College prepares students for life-long learning by providing career, technical and transferable education.

   **Current mission statement:** The Mission of St. Cloud Technical College is to prepare students for life-long learning by providing relevant technical education and training for developing necessary knowledge, skills, and attitudes to obtain, maintain, or advance in a career.

   **Primary reasons for the mission change**

SCTC was founded in 1948 as a vocational-technical institute as part of the local school district and was named The Area Vocational School. In 1967, its name changed to St. Cloud Area Vocational Technical School. Another change occurred in 1973, when it became known as St. Cloud Area Vocational Technical Institute. The North Central Association of Colleges and Universities accredited the college in 1985, and in 1988 the name was changed to St. Cloud Technical Institute. In 1990, the most recent name change occurred, and the school earned its present name of St. Cloud Technical College. In 1995, SCTC became part of a newly formed state system, the Minnesota State Colleges and Universities (hereafter referred to as the system).

Ten years ago the faculty and deans of SCTC set out to create a model of general education that encouraged integration of technical course content with general education. At that time, SCTC’s goal was to develop applications for general education that were both essential to technical programs across the college and necessary for its increasing student population interested in transferring to a four-year college or university.

From the established base of integration, additional courses were identified based on student demands and increased integration opportunities with technical programs. These
general education courses were developed by SCTC faculty in cooperation with SCSU to
assure transferability to our University partner SCSU, where the majority of our
transferring students attend. Opportunities continued to develop for technical program
majors to transfer into professional programs at the baccalaureate level through
articulations with other universities. These transfer opportunities included increased
levels of liberal arts/science requirements. The opportunity for students to complete
these requirements at SCTC increased the demand for general education coursework.
Since SCTC offered no options for an AA degree, these students were enrolled in an
assortment of available program majors in order to make them eligible to apply for
federal financial aid. Though these students were enrolled in specific programs, they were
primarily taking general education courses with the intent of transferring to a four-year
college or university.

In 2001, under the auspices of the Higher Learning Commission, SCTC chose a new
option for accreditation: The Academic Quality Improvement Program. AQIP focused
the attention of the SCTC community squarely on continuous quality improvement, and,
in recognition of the growing demand for general education courses, SCTC began
discussions to determine a viable approach to offer its students an AA degree.

After discussions with other system institutions, SCTC administration approached Anoka
Ramsey Community College (ARCC) with a request to form a partnership. Once an
agreement was reached, SCTC began a review of college mission, vision and values.
During a college-wide in-service session, a review process was established to include all
stakeholders in the partnership discussion. Finally, during the summer of 2003, the first
students were enrolled in an AA degree program under the cooperative agreement
between ARCC and SCTC.

The collaboration with ARCC proved beneficial to our students, and an increasing
number of them took advantage of this new option. Although the partnership has always
worked well, the rapid increases in general education enrollment that are displayed in
Figure 1 provided increasing impetus for SCTC to offer its own AA degree.
Subsequently, during its annual assessment of current general education offerings, the General Education Division looked at:

- enrollment trends by course and MnTransfer Curriculum goal area
- available faculty expertise
- capacity to offer courses

At present, the college offers 80 courses over the 10 goal areas of the MnTransfer Curriculum. SCTC employs 27 full-time unlimited and 40 part-time temporary general education faculty, offering multiple sections of these MnTC courses. These courses currently enroll 830 students. Together with the AAS and AS degree students, general education courses generated 1241 FYEs during the 2008-09 school year. The chart below details the growth in General Education from 2004 – 2009.
The General Education FYE, detailed in Figure 2 includes SCTC and ARCC General Education, along with FYE generated from General Studies, and Developmental courses over the last six years. SCTC has also seen significant growth in developmental education (FYE has tripled since 2005).

Although the total FYE in technical programs has slightly declined since 2005, there has been substantive growth and new program development in many technical degree programs such as: Energy Technical Specialist, Water Environment Technology, Land Surveying, Computer Programming, Network Administration, Health Information Technology, Surgical Technology, Nursing, and Paramedicine. These and many other programs support the college’s excellent reputation for providing skilled graduates to the workforce. SCTC will continue to examine all programs to ensure alignment of curriculum, market demand, and employment needs.

As the labor market continues to become more specialized and the area economy demands higher level skills, the marriage of technical/procedural knowledge, conceptual knowledge and tertiary skills is a natural and needed progression. Each technical degree pursued and earned has supported the growth of general education by requiring specific general education requirements, selected by advisory committees, that enhance a student’s abilities to meet employer needs. Several diploma programs now also require general education. These selected general education courses are needed to meet increasing “soft” skill requirements of employers such as interpersonal communications; analytical, critical and creative thinking; conflict resolution and problem solving; diverse perspectives and more. [http://www.iseek.org/news/trends.html](http://www.iseek.org/news/trends.html)
The need to build strong technical skills while completing a degree with options for continued education has attracted an increasing number of students to degree options. Students have increasingly chosen degree options, have taken general education courses instead of general studies courses, have switched from diploma to degree programs, or completed additional degrees to help better prepare them for the workforce and increase long term education options. In FY 2009, approximately 50% of students were degree seeking and 50% diploma seeking. This shift has led to a substantial increase in the number of general education course sections of written and oral communications, math, science, and diversity courses, as required by their programs. In addition, the college now offers three A.S. degrees, made up of an equal amount of general education and technical courses, and is in the process of developing an ADN program.

Market Area Demographic Highlights
As a highly recognized institution of technology and applied science, SCTC is one of the fastest growing two-year colleges within the system. Since 1990, the college has grown 100 percent in Full Year Equivalent Student Enrollment. In the past six years, much of this growth can be attributed to the growth in General Education offerings in connection with SCTC’s collaboration with ARCC.

St. Cloud Technical College experienced an 86% increase in applications for the AA major from fall 2003 to summer of 2009. Factors contributing to the growth include:
- Increased course selection in the general education department.
- Increased science course offerings required of allied health students.
- Increased interest in students seeking to take general education at a 2-year college in their own community.
- Increased awareness of the availability of a two-year transfer degree at SCTC by potential students, parents, guidance counselors, SCSU Admissions staff and the St. Cloud community.
- Increased collaboration with SCSU Admissions Office in referring students who may not meet the admissions criteria at a 4-year institution.

The two counties of Stearns and Benton in SCTC’s service area have experienced rapid growth in the past two decades. The growth rate exceeds that of Minnesota and the United States during this same time. The area’s population of 160,000 has steadily grown since 1970 and currently holds almost five percent of the state’s population. This growth is expected to continue. Stearns and Benton Counties also have a higher-than-average percentage of the under twenty-five population as compared to the state and the nation. The table below outlines the current enrollment in the six – county service area.
Figure 3. Current Enrollment of K-12 Schools in Six-County Service Area

<table>
<thead>
<tr>
<th>Grade</th>
<th>Benton</th>
<th>Mille Lacs</th>
<th>Morrison</th>
<th>Sherburne</th>
<th>Stearns</th>
<th>Wright</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>62</td>
<td>107</td>
<td>97</td>
<td>319</td>
<td>458</td>
<td>415</td>
<td>1458</td>
</tr>
<tr>
<td>KG</td>
<td>431</td>
<td>483</td>
<td>368</td>
<td>151</td>
<td>1653</td>
<td>1746</td>
<td>4832</td>
</tr>
<tr>
<td>01</td>
<td>372</td>
<td>486</td>
<td>350</td>
<td>1477</td>
<td>1643</td>
<td>1706</td>
<td>6034</td>
</tr>
<tr>
<td>02</td>
<td>420</td>
<td>502</td>
<td>351</td>
<td>1479</td>
<td>1642</td>
<td>1720</td>
<td>6114</td>
</tr>
<tr>
<td>03</td>
<td>417</td>
<td>489</td>
<td>33</td>
<td>1567</td>
<td>1652</td>
<td>1675</td>
<td>5833</td>
</tr>
<tr>
<td>04</td>
<td>386</td>
<td>475</td>
<td>351</td>
<td>1508</td>
<td>1620</td>
<td>1696</td>
<td>6036</td>
</tr>
<tr>
<td>05</td>
<td>409</td>
<td>497</td>
<td>343</td>
<td>1514</td>
<td>1540</td>
<td>1633</td>
<td>5936</td>
</tr>
<tr>
<td>06</td>
<td>381</td>
<td>527</td>
<td>410</td>
<td>1539</td>
<td>1583</td>
<td>1666</td>
<td>6106</td>
</tr>
<tr>
<td>07</td>
<td>395</td>
<td>483</td>
<td>357</td>
<td>1438</td>
<td>1755</td>
<td>1713</td>
<td>6141</td>
</tr>
<tr>
<td>08</td>
<td>420</td>
<td>472</td>
<td>372</td>
<td>1468</td>
<td>1776</td>
<td>1674</td>
<td>6182</td>
</tr>
<tr>
<td>09</td>
<td>447</td>
<td>527</td>
<td>414</td>
<td>1439</td>
<td>1864</td>
<td>1776</td>
<td>6467</td>
</tr>
<tr>
<td>10</td>
<td>418</td>
<td>531</td>
<td>432</td>
<td>1383</td>
<td>1860</td>
<td>1830</td>
<td>6454</td>
</tr>
<tr>
<td>11</td>
<td>408</td>
<td>541</td>
<td>448</td>
<td>1289</td>
<td>1906</td>
<td>1708</td>
<td>6300</td>
</tr>
<tr>
<td>12</td>
<td>448</td>
<td>563</td>
<td>505</td>
<td>1420</td>
<td>2059</td>
<td>1817</td>
<td>6812</td>
</tr>
</tbody>
</table>

Source: Minnesota Department of Education

Figure 4 demonstrates a projected 44% increase in area population from 2000 to 2010 in SCTC’s six-county service area.

Figure 4. Census: County at a glance

<table>
<thead>
<tr>
<th>2000 Census: Benton-at-a-glance</th>
<th>Benton County</th>
<th>Mille Lacs County</th>
<th>Morrison County</th>
<th>Sherburne County</th>
<th>Stearns County</th>
<th>Wright County</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 Population*</td>
<td>34,226</td>
<td>22,330</td>
<td>31,712</td>
<td>64,417</td>
<td>133,166</td>
<td>89,986</td>
<td>375,837</td>
</tr>
<tr>
<td>1990 Population*</td>
<td>30,185</td>
<td>18,670</td>
<td>29,604</td>
<td>41,945</td>
<td>118,791</td>
<td>68,710</td>
<td>307,905</td>
</tr>
<tr>
<td>Percent change from 1990 population*</td>
<td>13.4</td>
<td>19.6</td>
<td>7.1</td>
<td>53.6</td>
<td>12.1</td>
<td>31</td>
<td>22.1</td>
</tr>
<tr>
<td>2010 Population projection***</td>
<td>39,010</td>
<td>26,180</td>
<td>33,550</td>
<td>86,350</td>
<td>148,450</td>
<td>109,710</td>
<td>443,250</td>
</tr>
<tr>
<td>Note: 44% increase from 1990 census*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 Total minority population*</td>
<td>1,458</td>
<td>1,570</td>
<td>618</td>
<td>2,482</td>
<td>6,402</td>
<td>2,497</td>
<td>15,027</td>
</tr>
</tbody>
</table>

Service Area/Proximity to Existing Programs

SCTC has identified its service area as the six-county region of Benton, Mille Lacs, Morrison, Sherburne, Stearns, and Wright, from which SCTC draws 65-69 percent of its student population. This region is known as the Great River Consortium.
Figure 5. Counties of residence for St. Cloud Technical College Students

<table>
<thead>
<tr>
<th>County</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benton</td>
<td>384</td>
<td>403</td>
<td>364</td>
<td>389</td>
<td>405</td>
</tr>
<tr>
<td>Mille Lacs</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>81</td>
<td>77</td>
</tr>
<tr>
<td>Morrison</td>
<td>131</td>
<td>199</td>
<td>244</td>
<td>189</td>
<td>174</td>
</tr>
<tr>
<td>Sherburne</td>
<td>189</td>
<td>207</td>
<td>178</td>
<td>210</td>
<td>228</td>
</tr>
<tr>
<td>Stearns</td>
<td>1251</td>
<td>1349</td>
<td>1360</td>
<td>1481</td>
<td>1430</td>
</tr>
<tr>
<td>Wright</td>
<td>172</td>
<td>182</td>
<td>296</td>
<td>305</td>
<td>267</td>
</tr>
<tr>
<td>Total for counties</td>
<td>2204</td>
<td>2418</td>
<td>2521</td>
<td>2655</td>
<td>2581</td>
</tr>
<tr>
<td>Total students</td>
<td>3401</td>
<td>3520</td>
<td>3778</td>
<td>3909</td>
<td>3949</td>
</tr>
<tr>
<td>Percentage</td>
<td>64.80%</td>
<td>68.69%</td>
<td>66.73%</td>
<td>67.92%</td>
<td>65.36%</td>
</tr>
</tbody>
</table>

Source: BRIO April 6, 2009

This six-county service area includes SCSU, which is located three miles from SCTC. Two private liberal arts institutions, The College of St. Benedict and St. Johns’ University, and a branch operation of St. Scholastica are located less than ten miles away. There are also three private, for-profit college campuses in St. Cloud—Minnesota School of Business/Globe College, Rasmussen College, and Regency College of Hair Design.

Impact of New AA Program on Other Schools in Service Area

SCSU, which supports SCTC’s approval for an AA program, is the only school in the service area that offers an AA degree as part of its offerings. SCTC continues to partner with SCSU in providing many services to students, and we are confident that there is sufficient potential enrollment in the service area to sustain both the existing AA program at SCSU and the proposed AA program at SCTC.

The enrollment growth SCTC experienced in its collaborative AA program with ARCC over the past six years has paralleled SCSU’s growth, as evidenced by the table below.

Figure 6. Growth of Closest System Institutions to SCTC 2004-2009

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year 2004</th>
<th>Fiscal Year 2005</th>
<th>Fiscal Year 2006</th>
<th>Fiscal Year 2007</th>
<th>Fiscal Year 2008</th>
<th>Fiscal Year 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Head count</td>
<td>FYE</td>
<td>Head count</td>
<td>FYE</td>
<td>Head count</td>
<td>FYE</td>
</tr>
<tr>
<td>Central Lakes College</td>
<td>4,086</td>
<td>2,478</td>
<td>3,968</td>
<td>2,362</td>
<td>3,953</td>
<td>2,347</td>
</tr>
<tr>
<td>St Cloud State Univ.</td>
<td>19,700</td>
<td>14,037</td>
<td>19,573</td>
<td>13,934</td>
<td>19,671</td>
<td>13,925</td>
</tr>
<tr>
<td>St. Cloud Technical College</td>
<td>4,808</td>
<td>2,733</td>
<td>4,806</td>
<td>2,738</td>
<td>5,053</td>
<td>2,666</td>
</tr>
</tbody>
</table>

Source: Minnesota State Colleges and Universities Management Reports, April 6, 2009

Data from the 2004-2005 ACT Student Opinion Survey administered to currently enrolled SCTC students suggests that there is little competition between SCTC and SCSU. Seventy-five percent of SCTC enrolled students who responded to the question of
how they rated SCTC at time of admission said it was their first choice. The principal reasons they chose SCTC (in order of preference) were:

- the educational programming it offered.
- convenient location.
- a good chance for personal success.
- the possibility of working while attending college.

These data suggest that SCTC and SCSU are drawing from different segments of the traditional college-aged population.

**Key outcomes from mission change**

SCTC has always had a strong commitment to the educational needs of its six county service area and has used its resources to best serve this population. During SCTC’s 60 year history, the college has played a central role in meeting the changing needs of the St. Cloud area. SCTC’s commitment to an enhanced mission that includes academic transfer has increased over the past six years as the documented demand for the MnTransfer and AA Degree has increased in the community. Liberal Arts/sciences enrich communities, broaden individual outlooks, and develop resources that are otherwise not available to individuals and organizations.

The addition, of Liberal Arts/sciences education at SCTC has brought greater diversity onto our campus, given students more choices for educational advancement, and opened a gateway for more students to access higher education.

The AA degree is a part of a comprehensive general education program that includes general studies courses for diploma programs, college readiness courses for students needing academic support in the transition to college, ELL support, a complete MnTransfer Curriculum, and general education courses for AAS, AS, and now the AA degree.

The complete SCTC General Education program has been developed under the mission of general education set forward in the HLC’s statement on general education. Individual SCTC General Education courses have been designed using the learning outcomes detailed in the Minnesota General Education Transfer Curriculum Goals and Competencies document. Additionally, all General Education courses have been aligned with SCTC school-wide outcomes and the General Education Department vision, mission and outcomes.

**b. Proposed Vision Change**

*New Vision Statement:* St. Cloud Technical and Community College will be the college of choice for quality career, technical and transferrable education, focused on highly-skilled employment and life-long learning opportunities.
**Current Vision Statement:** The vision of St. Cloud Technical College is to be the college of choice for quality education focused on highly skilled employment and life-long learning.

**How the new vision will create the ideal future for the institution**

SCTC’s vision is for a strong, comprehensive college that offers high quality educational choices for students with a broad spectrum of educational goals. Every student needs to find an educational institution that will help them have a successful beginning and develop the resources necessary to achieve long term goals. Our vision is to be this institution for the community we serve. We do this by listening to our community stakeholders, identifying trends and gaps in services, and then linking these trends and gaps to SCTC’s core strengths. In doing so, SCTC applies the right business model to offer programs that respond to our market-driven economy. The AA degree will help students achieve their goals, the community achieve its goals, and advance the goals of the state-wide system.

**How the institution and its environment will differ five years from now**

Five years from now St Cloud Technical and Community College will have continued to develop a greater presence in the St Cloud Community. SCTCC will be the recognized “point of entry” for area high school graduates beginning their higher education experience and will have moved beyond the archaic and out-of-date “vo-tech” label. Adults looking for new career opportunities and/or their first higher education experience will seek to accomplish their educational goals at SCTCC. Students who are uncertain of their extended goals will enter through the AA degree, later choosing career programs or University transfer to reach realized career goals. SCTCC will have:

- New and expanded delivery methods to meet market needs. This includes accredited online programs with increased FYE in online courses and programs to meet college and system goals.
- New and remodeled facilities that provide students with state of the art learning experiences. This includes moving health related programs to a new building, remodeling current facilities and increased student space, as addressed in facility master plan.
- Increased diversity in student body in response to demographic changes and enrollment strategies.
- Additional courses and increased course offerings in MnTC goal areas – increasing choices for all students.
- New program development efforts to meet local and state needs, including certificates, diplomas, AAS and AS degrees. The college will experience new and expanded technical education program offerings to match the changing needs of the region’s industries. Current programs will evolve to meet new challenges and all programs will undergo a rigorous program review process to ensure growth and change in existing and emerging fields.
- Implemented best practices related to program advisory committees and increased alignment of curriculum with local needs and state/federal guidelines.
• Increased advising and learning support for students including the restructuring of academic learning services and creation of an advising center.
• Increased participation of employees in AQIP efforts and the creation of an e-portfolio systems portfolio.
• Review and development of policies, procedures, and processes to support the college’s continuous improvement efforts.
• Consistent marketing and enrollment management efforts for the college to create a recognizable and sustainable brand/image.
• Continued use of Appreciative Inquiry to drive college strategic planning.
• Expansion of partnership opportunities in program development, delivery, transfer and transition to support continued life-long learning.
• Additional positions and position redesign to support the service and technology infrastructure needed for continued growth.
• Increased collaboration between custom training and traditional credit based course offerings.
• Data driven decision making and increased focus on institutional research.

c. Anticipated timeline for offering new degree

In FY 2010, ARCC will continue to offer courses on the SCTC campus and award the AA degree. ARCC administration has been very supportive of SCTC’s transition to a comprehensive college and has been working with SCTC administration regarding a transitional plan for students to move from the option of an ARCC AA Degree to a SCTC AA Degree. The following proposed AA Degree is outlined below.
A Degree Proposed

Minimum of 60 semester credits

Minnesota Transfer Curriculum 40 Cr.
Technical Electives Up to 16 Credits Allowed
Wellness Requirement 2 credits from the wellness course list
General Education Electives To bring total to 60 credits

| Minnesota Transfer Curriculum | 4 credits | Analytical Writing
| Communications (written) | 4 credits | Analytical Writing
| Communications (oral) | 3 credits | One of these three: Intro to communication Studies or Interpersonal Communication or Public Speaking
| 2. Critical Thinking | 3 credits | One course from the area
| 3. Natural Sciences | 7 credits (1 lab) | Two courses from two different disciplines
| 4. Math/Logical Thinking | 3 credits | One course from area
| 5. History/Social Behavioral Sciences | 9 credits | Three courses from three different disciplines
| 6. Humanities/Fine Arts | 9 credits | Three courses from three different disciplines
| 7. Diversity | 6 credits | Diversity & Social Justice Plus second course from area
| 8. Global Perspective | 3 credits | One course from area
| 9. Ethics/Civic Responsibility | 3 credits | One course from area
| 10. People and the Environment | 3 credits | One course from area

Wellness courses:
Life Fitness 2 credits
Weightlifting 1 credit
Health Psychology 3 credits
Walking 1 credit

2. Evidence that a partnership was pursued with another System institution

a. Description of current partnership

Over the past ten years, SCTC has dramatically increased collaboration with other educational institutions to meet student demands for broader educational opportunities. The MnTransfer Curriculum has served as both the prompt and the means for collaboration between SCTC and other institutions of higher learning.
For the past six years SCTC has provided academic transfer education to central Minnesota through collaboration with ARCC. This combined effort was driven by several critical needs that stakeholders identified. These included:

- The need for a program to which undecided students could be assigned while in the decision-making process. This allows those students to apply for and receive federal financial aid and facilitates progress toward an academic goal.
- Increasing demand by students for a lower cost two year, liberal arts/sciences, transferrable degree option in the St. Cloud area.
- Increasing demand by business and industry partners to have a strong liberal arts/sciences component in career and technical education programs.

As demand continued to increase based on the factors above, SCTC began to take on increasing responsibility for financial decisions, course offerings and scheduling, and student services, while continuously increasing students course choices in all ten goal areas of the MnTC. This experience allowed the College to create a sustainable model to offer the AA degree on its own.

b. Reasons why partnership is not a viable option for offering the degree program

During the early stages of the agreement with ARCC, course offerings were provided through the combined use of faculty from both colleges. Due to the substantial increase in demand for the courses several factors led to the decision of SCTC to pursue offering its own AA degree:

- The ratio of faculty teaching liberal arts/sciences courses has shifted. Currently, 95% of faculty instructing general education and MnTC courses are employed by SCTC.
- SCTC continued to develop courses in general education and the Minnesota Transfer Curriculum. To date, the college has developed almost 80 new courses, including the health and wellness courses offered within an AA degree.
- At the end of FY2009, approximately 56% of SCTC students were enrolled in a general education course. As the number of students in the courses has increased so has the demand for advising, student services, and other support typically provided by the college issuing the degree.
- Continued disadvantage to students who are “one step removed” from program and transfer advising, graduation applications, appeals, etc.) Students in the AA degree program offered by ARCC at SCTC must refer all questions, concerns, and needs to ARCC, creating a longer period for response and service. This leads to increased student confusion with policy, procedure, and processes that are different at SCTC and ARCC.
- SCTC has an extensive TRiO Program which offers coursework, tutoring and other coordinated services to underserved students. SCTC’s Mosaic, English as a Second Language and Foundations Programs all coordinate services with TRiO to produce the best retention outcomes for students. At this time TRiO cannot work with the large number of AA students on our campus because they are officially students of ARCC. This mission change would allow the TRiO program to serve these students.
General education courses are required as part of all degree (AAS, AS) programs and in an increasing number of diploma programs. Technical program faculty and advisory committees continually review the general education requirements in each program. This integration into the curriculum reflects the need to include the skills provided in these courses to compliment the technical courses required.

An increased number of transfer students coming to SCTC with a variety of completed courses need options and flexibility to complete their educational goals.

The continual need for consultation and collaboration between administration and faculty in technical programs to offer the general education courses to fit the students schedule to allow for timely completion of the program. This included the development of a guaranteed schedule to ensure courses were offered to students when needed.

In December 2008, SCTC and SCSU established an AA Degree Gateway Initiative to ensure ease of transfer from SCTC to SCSU and to provide services to increase student goal setting. An emphasis will be placed on transfer to SCSU and on increasing academic success for students pursuing a four-year degree.

SCTC and SCSU have strong collaborations in the student life area, including student dorms and health services. SCTC also has numerous program articulations that encourage students to transfer to SCSU. An existing partnership with SCSU allows currently enrolled SCTC students an opportunity to participate in their full menu of intramural sports. SCTC and SCSU continue to collaborate in the areas of student life and academics.

Each factor above demonstrates the need to provide students with a solution to better meet their academic needs. SCTC also recognizes the need to offer new awards to meet the changing needs of Central Minnesota and support students at different levels in the education system. The solution is the pursuit of an enhanced mission and the ability of SCTC to offer an AA degree option to students.

c. Evidence verifying that institutions were not able to advance a partnership to offer the degree program

While SCTC was testing a new business model of product expansion in response to community need in offering the academic transfer curriculum, a partnership was the chosen pathway to determine what the target audience was, what the SCTC capability to eventually offer the new service was, and what the actual capacity was in our service area. That test of the new business model depended on the partnership of SCTC and ARCC, which for six years was run collaboratively. With the test results compiled, it was also determined collaboratively that the target audience was stable and growing and that the new business model for the enhancement of the SCTC mission was viable and necessary. It was then that a phased timeline was determined.

During the six years SCTC partnered with ARCC, SCTC has upgraded facilities, increased General Education faculty, developed student support systems, and established
a strong MnTransfer curriculum. Because of this preparation, minimal additional costs are anticipated for the transition to the SCTC AA degree.

SCTC’s commitment to academic transfer education has proven to be positive for the campus at large. The general education division of SCTC has grown and now delivers about 95% of the current course offerings with its own faculty. While the partnership with ARCC remains, the course offerings and ownership of the AA program has largely evolved to being a program of SCTC alongside the historical commitment to technical programs. The general education courses have become part of the fabric of the college, increasing the numbers of students seeking AAS degrees and increasing the numbers seeking opportunities for the AA degree and transfer.

3. Evidence of internal and external stakeholder consultation

Since 2000 SCTC has engaged many groups for input, comment and recommendations in pursuit of the AA degree. These early discussions and consultations led SCTC to pursue and secure a partnership with Anoka-Ramsey Community College to offer the AA degree in 2003. SCTC continued to gather input from stakeholders and respond to student needs as enrollment in the AA degree and general education courses increased. As SCTC continued its pursuit to become a comprehensive college, the response from internal and external stakeholders has been overwhelmingly positive and supportive. The consensus is that SCTC’s expansion to a comprehensive college is appropriate and necessary to meet the increasing demand for general education from area employers and a growing need for an economical transferable degree for students.

a. Internal stakeholder consultation

The college developed the proposed name, vision and mission through a series of committee and task force meetings. Primary leadership of this process has been provided from the college’s Quality Crew, the committee that works with continuous improvement, accreditation, and assessment. The committee conducted a college wide survey seeking votes on the proposed college name, vision, and mission. Additional college committees including: Academic Affairs and Standards, Executive Leadership, and Faculty Senate, continually discuss the comprehensive college mission. It is an agenda item at many in-service sessions, and academic division meetings. SCTC Student Senate has also played a critical role in the discussion and application process to become a comprehensive college.

In 2005 SCTC surveyed for student satisfaction using the ACT Student Opinion Survey. This was the college’s first time assessing satisfaction levels of the ARCC AA students regarding their experience at SCTC. In 2007 students were re-surveyed using ACT Student Opinion Survey, using the 2005 survey results as a baseline.

The 2007 survey documented increased satisfaction levels among AA students in the academic areas of testing and grading, faculty attitude, course variety, class size, advisor availability and the academic challenge of the program. The survey results also showed a
similar increase in satisfaction with SCTC’s support systems, including: financial aid, academic support, library services and technical/computer support. The 2007 survey documented increased satisfaction levels among AA students in the academic areas of testing and grading, faculty attitude, course variety, class size, advisor availability and the academic challenge of the program. The survey results also showed a similar increase in satisfaction with SCTC’s support systems, including: financial aid, academic support, library services and technical/computer support. The survey asked students their general opinion regarding transfer and their interest in articulated 2+2 programs leading to a bachelor’s degree at SCSU. When asked generally about their interest in 2+2 or 3+1 programs involving SCTC and SCSU, over 71.8% of AA students indicated they were either interested or very interested and 55.2% of the entire student body showed a similar response to this question. When asked specifically about 2+2 programs aligning technical programs with similar baccalaureate programs at SCSU, 55.6% of students enrolled in technical programs were interested or very interested in this transfer opportunity. These survey results provide evidence that SCTC students (both AA degree and technical program majors) are interested in transfer opportunities and the liberal arts courses that facilitate transfer.

In 2008, 250 SCTC faculty, staff, and administration participated in a one day gathering and produced a document entitled Many Voices, One College Report: A Passion to Empower Learners at St. Cloud Technical College Expanding Capacity for Student Success. This group spent the day exploring the college’s current values, vision, mission and success in achieving them. The day produced four proposals intended as Action Projects for SCTC during 2008-2009. SCTC has been working to make this proposal a reality by allocating the resources to make it happen.

In Spring 2009, per system policy, SCTC completed implementation of the Community College Survey of Student Engagement (CCSSE). The expectation is that student satisfaction levels among students will again demonstrate increased levels of student satisfaction, increased demand for program articulations and transfer opportunities, and an increased selection of MnTC courses.

b. External stakeholder consultation

During the same time period, SCTC engaged the St. Cloud community in conversations for comments, feedback, and recommendations regarding the AA degree. Each group provided critical information for SCTC to continue its development and expansion of course titles, scheduling options, and pursuit of the AA degree.

Throughout the past ten years, SCTC leadership has continually met with various contingents of the community, including the Chamber of Commerce, service clubs, community and civic engagement groups, area business & industry leaders, the Stearns/Benton Employment and Training Board, and area superintendents. In 2006, the Stearns/Benton Workforce Center was relocated to the SCTC campus, resulting in a dynamic partnership that enables each party to better serve their students and clients.
These community partners continue to provide invaluable ideas and feedback and support the application for name and mission change and the ability to offer the AA degree.

Advisory Committees play a critical role in program development, assessment of quality and validation of content. Each program is responsible for constructing a diverse committee that advises programs on curriculum, including liberal arts/sciences education, to best meet industry standards, market needs, and employer demands. These groups are increasingly recommending a greater variety of general education courses to better prepare graduates for the workforce.

Another venue used to seek input during the research and application process was through local media. SCTC leadership provided information to the St. Cloud Daily Times and local radio stations regarding the name change along with explanations of the planned impact of the changes. The Times prepared articles for the paper which also invited comment.

The SCTC Foundation has wholeheartedly endorsed the College’s proposal to move forward and apply to the Board of Trustees for approval to become a comprehensive community college. SCTC’s Foundation ensures that all students attending the college have access to “The American Dream”. The Board minutes during FY 2009 reflect the Foundation’s enthusiasm to enhance the College’s mission.

SCTC has key collaborative relationships with K-12 education, with four-year colleges and universities, and with consortia of business, industry, and community partners committed to workforce and economic development for central Minnesota. Each of these entities has engaged in numerous conversations regarding the planned changes and offer support. (See attached letters of support)

SCTC will continue to engage its internal and external stakeholders in the approval process, the implementation of the AA degree and the continuous improvement of this and all programs. The continued assessment of our stakeholder needs is a crucial part of SCTC’s business model in order to provide the value-added learning experiences the students and community demand.

4. Plan for achieving the proposed new mission

a. Describe how the institution will support the change in institutional type

Prior to submitting this application, SCTC developed the breadth and depth of courses necessary to offer an Associate of Arts Degree. These courses were originally developed to support the AA Degree collaboration with ARCC. The present array of courses, containing 80 courses covering all 10 areas of the Minnesota Transfer Curriculum, is the culmination of 7 years of planning, curriculum development, and assessment, and delivery of those courses at SCTC.
As SCTC moves ahead, each discipline will continue to go through the planning, evaluation, assessment process that leads to a broader selection of courses representing greater depth in individual curriculum areas.

SCTC faculty work internally in curriculum groups developed to parallel the MnTC goal area and externally with faculty from other institutions, especially SCSU. Campus administration works with faculty to coordinate the assessment of student needs and the scheduling of courses to meet that need.

b. Faculty/staff changes or additions needed to support new mission and degree

Each division at SCTC has an internal process that assures faculty a central role in curriculum development. The General Education division faculty has chosen to divide into Goal Area Groups that parallel the ten goal areas of the MnTC. Curriculum is the responsibility of these goal area groups.

Twice each semester, the General Education division has an all-day curriculum meeting. In the first of these meetings each year, a whole-division discussion allows input from everyone on potential areas for curriculum development. After the large group discussion, the individual goal area groups meet to suggest, discuss, plan, develop, and approve high quality curriculum. Courses sometimes are in the discussion part of the process for a few months and sometimes a few years. The interdisciplinary nature of the groups strengthens the discussion and builds collaborations among teachers.

Once a course has a completed course description, course outcomes, and list of course topics, the goal area group approves the New Course Proposal worksheet. At that point the instructor completes the course outline, the course syllabus, and the MnTC Review Sheet. Finally, the course is presented to the AASC for approval and inclusion in the catalog.

The General Education Division is also actively involved in an AQIP Assessment Project. In this project, assessment of student learning is tracked by the SCTC Institutional Researcher following a Three-Phase Assessment Documentation Tool. In this assessment plan, College Outcomes are related to program outcomes, which in turn are related to course outcomes. Course outcomes are then connected to classroom assessment methods and techniques. Phase Three specifically allows faculty to analyze, reflect, and act upon data gathered through their assessment documentation processes. Changes are made to course and program outcomes based on the information and data collected.

The General Education division adds another level of assessment work to this process: They connect their course outcomes to the Competencies of the MnTransfer Curriculum to assure that the focus is on their role in delivering this state-wide curriculum. Individual courses are evaluated in this process at a minimum of every two years. However, assessment discussions are continual.
SCTC has adopted a best practices model for an Academic Foundations Program. The mission of the Academic Foundations Program is to improve the delivery and effectiveness of academic support services that assist students to achieve their educational goals and to improve retention, improve student learning, and support the mission of the college.

SCTC has remodeled and added services to its Math Center and Writing Center in the AACE academic support area. Tutoring support and training have been expanded and improved. Services are coordinated more closely with instructors to improve the effectiveness of this support.

Beginning with the 2008-09 academic school year, SCTC added an ELL program to strengthen services to an additional population of at-risk students. Keeping pace with the ever increasing influx of people locating and relocating in Central Minnesota is a challenge in itself for any institution. Beyond that, St. Cloud Technical College recognizes that diversity by itself is not the challenge but how you work with all of our students, to welcome, include, and direct our diversity towards a well lit path of workforce readiness and academic success. In the preparation of an inclusive experience for all of our students, SCTC has created the position of Diversity Coordinator, hired a person to create a diversity plan, developed a foundations/development program to assist ELL students, and intensified its climate to be a place that is safe for teaching and learning with a more global perspective and benefits the whole student body and staff.

c. Facility needs for new mission and how they will be met

The SCTC college campus is located one mile north of downtown St. Cloud. The 381,000 square foot main campus facility is situated in the center of approximately 41 acres. The original structure was built in the 1960s, and expansion and remodeling has occurred frequently since then as the campus grew and its mission evolved. Other campus buildings that have been acquired throughout the years include a 7,662 square foot daycare facility, a 10,000 square foot Customized Training Center, and the recently acquired 53,000 square foot Health Partners building.

An updated Master Facilities Plan was presented to the Office of the Chancellor in May 2006. In that presentation, SCTC’s plan to evolve into a comprehensive college while remaining grounded in technical education was integrated into the college’s overall facility plan. Implementation of that plan has occurred in several areas.

- During the summer of 2008 a centralized library, expanded student study area associated with the library, and expanded student center area were developed and constructed.
- A new addition of approximately 47,000 square feet was completed in 2007. The new addition features enhanced student services space providing prospective and currently enrolled students and other stakeholders with a more efficient layout for access to college services. It also provides the school with a more college-like atmosphere.
Several classrooms were remodeled specifically for liberal arts and sciences education use, including biology, chemistry, and anatomy and physiology classrooms and labs. Many of these remodeled classrooms have the flexibility of removable walls for classroom expansion as needed.

With the addition of general education classes and faculty and overall growth of the program, three office suites were developed to accommodate general education faculty.

The college’s existing facilities currently accommodate all AA classes and faculty and provide some opportunity for growth. The Master Plan presents additional opportunities for further physical space expansion and enhancement for the AA program by fall of 2011.

Health Partners building acquired in 2006 to be renovated as SCTC Allied Health Center.

Charter Communications building acquired and renovated in 2006 for additional customized training and continuing education.

While the college’s physical space has already been renovated and enhanced due to the growth and development of the collaborative AA program with ARCC, the 2006 Master Facilities Plan also addresses future areas of growth. Upon the relocation of the college’s allied health programs to an Allied Health Center, the plan addresses the need to relocate and further expand the library, enhance and expand the student center and bookstore, and add additional computer labs as needed. This plan anticipates a growing need for these student services as the AA program continues to grow. The plan also includes expansion of classroom and office space for general education courses into the space vacated by the allied health programs.

The space utilization report generated for fall semester, term 20093, indicated that St. Cloud Technical College’s seat usage percent was 69%, and the hour usage percent was 120% in the main building. While the college has been very efficient in utilizing existing space, there are opportunities for growth after 2:00 p.m., Fridays, and weekends. There are also opportunities to coordinate scheduling of classes to maximize the utilization of existing space.

SCTC has two requests in the system’s 2010 bonding request being presented to the Legislature. The first is a request included in a library initiative to expand library space into classrooms and labs that will be relocated to the Allied Health Training Center. The second is a request of $5.4 million to renovate the existing 53,000 GSF Allied Health Training Center with construction slated to begin in 2010. Funding of this request will provide the college with the opportunity to transition the building to a state-of-the-art medical training facility that will accommodate growing regional demand for skilled health care professionals. Due to the growth of general education courses and transfer curriculum, the college has no existing space to expand allied health care programs. Renovation will provide the college with the opportunity to expand allied health programs in a facility that will emulate real-world working health care labs while allowing for classroom availability to support the growth and expansion of AA related courses.
Special emphasis has been placed on technology infrastructure at SCTC in the recent three years. SCTC continually looks for innovations in technology to convey information to students in new and more effective ways:

- simulation software to create a virtual biology learning environment
- simulation software to create an online atlas of microbiology
- special software, such as Adobe Connect, Adobe Captivate, and Articulate, to enable instructors to create virtual lectures
- ITV classroom upgrades to high definition technology

SCTC utilizes Desire2Learn (D2L) as its instructional management system as part of the system license of the software. The system is used by faculty to develop and offer web-supplemented classes (no seat-time reduction), web-enhanced classes (reduced seat-time), and online courses. A member of the MIS department serves as the D2L Site Administrator to manage user accounts and to facilitate the creation of online course areas (course shells); these duties account for 33% of an FTE. Training and support of faculty were enhanced in the spring of 2007 through the hire of a Director of Online Learning position and further increased through the hire of a online lab assistant position in the late spring of 2008.

Face-to-face training for faculty and students is supplemented by training videos, illustrated instructional materials, and “sandbox” courses in which faculty and students can practice their skills using the D2L system. At the start of each term, students are able to attend free training sessions which cover the navigation and use of D2L. Faculty members receive individual consultations and personalized training as they choose to move toward hybrid (web-enhanced) and online course deliveries.

The equipment needed for a General Education program has been incorporated over the past six years as SCTC increased General Education offerings and worked in collaboration with ARCC to offer an AA degree. SCTC uses standard classroom setups for face-to-face courses in the AA program, including projectors, document cameras, and DVD/VCR players. There is specialized equipment in classrooms where it is needed to support the curriculum. For example, the newly redesigned chemistry lab has a special ventilation system and chemical hoods.

5. **Show how the new mission will meet student, community, regional, employer, state, and system needs**

The proposed mission, vision, and core values demonstrate SCTC’s commitment to increase access and opportunity, to promote high quality learning programs, and to provide programs and services that enhance economic competitiveness and facilitate transfer to four year institutions for students in our six-county service area.

By expanding its mission to include transferable education and emphasize life-long learning opportunities, SCTC will increase the availability of the MnTransfer Curriculum
and liberal arts to a greater number of students in central MN and provide an affordable alternative for higher education. Inclusion of the liberal arts curriculum will provide students the opportunity to graduate with perspectives and skills unique to the curriculum, which will support Central Minnesota’s regional vitality by contributing to the civic and cultural assets that attract employee and employers to the area. A strong focus on life-long learning promotes the education options available to these employees and employers, and the community at large, enabling the responsiveness, innovation and economic competitiveness desired by area citizens.

Increased availability of two year programs meets the system goal that all Minnesotans should attain at least two years of post-secondary education, 64% of which is already produced by the system. As demonstrated in SCTC’s core values, this goal will be achieved through innovation, creativity, and flexibility in relation to cost effective access to education, recruitment and retention efforts, delivery methodology, and the ultimate production of graduates who demonstrate the strong, adaptable skills demanded by business and industry and are prepared to be successful at a four-year institution.

6. Include a fiscal analysis on how the change in institutional type will be supported by the college’s budget and resources, including new funding sources, etc.

SCTC has been offering the transfer degree program since 2004 through a collaborative agreement with ARCC. The majority of the classes offered in this program are SCTC offerings. For FY 2009, SCTC generated $4,198,723 in tuition related to AA course offerings. Based on the instructional cost study and allocation framework, approximately $1,700,000 is allocated to SCTC due to direct instructional expenditures incurred to offer AA courses. Approximate AA revenue generated between tuition and allocations for FY 2009 was $5,898,723. Direct instructional expenditures of $4,197,469 were incurred during FY 2009 for AA course offerings. Using this analysis, direct AA revenues exceeded direct AA expenditures by $1,701,254 during FY 2009.

The existing collaborative agreement with ARCC splits tuition, MSCSA, and technology fee revenues equally between AARC and SCTC. FYEs and the actual faculty salary costs incurred for the ten courses offered by AARC are also split equally. For FY 2009, after instructional expenses and MSCSA fees, SCTC would have realized an additional $192,310 in tuition and fee revenue that was instead paid to ARCC for their portion of the collaborative agreement. SCTC would also have recognized 88.7 additional FYEs that were coded to AARC through the agreement. The classes related to these FYEs were offered on SCTC’s campus and all administrative and facility costs had already been incorporated into these class offerings. Using FY 2009 data as a base, changing the college’s mission to incorporate the AA degree program into the college’s offerings would result in an immediate increase of approximately $200,000 in revenue with no offsetting expenditures.
7. Show how the new mission will meet accreditation requirements

In addition to meeting Board policies addressing mission change, new program approval, and name change, SCTC will be seeking similar approval from the Higher Learning Commission.

The HLC’s change policy describes the process for review of institutions adding a new operational site, a new distance degree program, a major change in mission, or a change in ownership. The Commission has instituted procedures that allow review processes to be adjusted to the situation and context of a particular institution. For institutions participating in AQIP, there are no multi-year gaps in contact with the Commission, so changes can often be viewed in the context of the Commission’s ongoing knowledge of the organization's goals, strengths, and challenges. In reviewing SCTC’s enhanced mission change, the Commission will look for evidence that our shift in focus is intentional, informed, and well supported. We are confident they will see a deliberate, thoughtful, planned process that focuses on designing academic and student services that respond effectively to the needs of our students. We feel that this criterion is consistent with the system’s change process, thus allowing SCTC to provide adequate evidence to address HLC questions.

It will be our charge to clearly outline to the HLC that SCTC understands the shift it is making and its implications. As SCTC began the AA process, development of the AA degree was integrated into several of the College’s AQIP processes. The AA was referenced several times in SCTC’s Systems Portfolio, specifically under the categories: 1. Helping Students Learn; 3. Understanding Students’ and Stakeholders’ Needs; and 8. Planning for the Future.

The change request will be submitted to the HLC after action is taken by the Minnesota State Colleges and Universities Board of Trustees consideration and approval of an expanded mission that includes the AA degree.

8. Risk analysis describing the costs and benefits of pursuing the new mission and changing the institutional type.

Opportunities, potential problems, and service gaps have continually been addressed throughout the collaboration with ARCC. Various services, such as evaluation of transcripts for transfer students, have been performed by ARCC. Since SCTC already performs these services for its technical program students, the necessary expertise and systems are in place. Workload should not significantly increase because the AA Degree program has been successfully administered from SCTC for the past six years. SCTC does anticipate additional growth in the AA program and will continue to evaluate and plan for additional staffing support as the need arises.

Potential space limitations have been addressed by a significant shift toward online learning on the part of students and by the purchase of the HealthPartners building adjacent to campus. This building will be utilized by the Allied Health programs, but it
has been designed for flexible multi-use classroom space. The classrooms have enough capacity to accommodate larger class sizes and will also be used for general education instructional delivery. In addition, the vacated space in the main building will be utilized for the expansion of the library and additional general education classrooms and office space. SCTC will continue to review space utilization and examine the needs of students.

Problems other colleges might face concerning the cost of adequate science labs are not an issue at SCTC because of the strong science presence already developed on campus as a part of technical career programs. SCTC has made substantial strides in the areas of building improvements and additional construction needs.

Because SCTC has already been offering courses for an AA degree, some class sizes have been adjusted that meet the academic needs of students while still allowing financial stability for the college. Classes range between 20 and 40 students depending on the subject area and delivery method (online classes tend to be slightly smaller). Analysis of the instructional cost study, assessment of class success, and other data will continue to be monitored to adjust class sizes as needed. Most courses are offered every semester. SCTC offers flexible course delivery, offering classes online and during the evenings. Saturday delivery of general education classes is also being evaluated. Scheduling is managed carefully to meet student needs.

As SCTC prepares to offer its own AA degree and complete the mission and name with the Minnesota State Colleges and Universities and the Higher Learning Commission, the College has anticipated the budget impact based on MSCF contractual language. The largest impact will be a result of credit load changes. As a Technical College, the full faculty load is 32 credits. As a result of the College’s change in status, approximately 35 faculty will see their full time load reduced to 30 credits. At an average credit rate of $1850 (based on a 30 credit load), this will result in additional faculty expenses of approximately $130,000.

At the time of Board approval of a mission change, the System office will assist in the conversion of faculty. The college anticipates that 35-40 of the current 120 unlimited faculty will move to the former MCCFA credential requirements. Of those 35-40 faculty, it appears that four will not meet the minimum qualifications for their credential. The Office of the Chancellor Labor Relations and Human Resources staff will assist the college in working with MSCF to draft a transition document. This document will manage the transition of faculty from the former UTCE to the former MCCFA as appropriate. The document will also set out a reasonable timeline for faculty who do not meet the credential requirements to complete and fully meet the system established minimum qualifications for their specific credential.

Throughout the upcoming academic year SCTC will also address issues with course prefixes and course numbering, along with the review of cost centers and CIP code assignments to ensure accuracy in instruction cost.
Benefits / Positives Associated with Mission Change

The mission change described in this document better aligns the college with the vision, mission, and strategies outlined in the Minnesota State Colleges and Universities Strategic Plan. Accessibility, high quality and value form the system’s vision and the Minnesota State Colleges and Universities mission to offer...“ higher education that meets a wide range of individual learners’ personal and career goals”.... is a key component to SCTC’s mission. With the addition of a liberal arts and sciences and transfer component, SCTC will be able to meet a wider range of student needs.

Even more important, SCTC’s mission change helps the college move forward with two major system implementation goals: 1.1. Raise Minnesota’s participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals, and 2.2. Produce graduates who have strong, adaptable and flexible skills.

Collaborative planning with SCSU and other 4-year institutions will incorporate features that will ease transfer for SCTC students who wish to further degree options and enhance new career paths for students. Benefits include such areas as; the academic, services and administrative switch from the Anoka Ramsey Connections Program to the SCTC Connections Program. With all components of the AA degree and transfer opportunities located within 2.5 miles of each other, will allow seamless movement of students between SCTC and St. Cloud State University and other levels of shared services.

The change will promote the development and effectiveness of the college in the community, encouraging the combination of technical and transferable education in a convenient location, critical to the needs of the central Minnesota workforce. New partnerships and expansion of current services are paramount to the institution. Planned services with other regional entities and agencies will be particularly beneficial to meet the trends in various student groups.

St. Cloud Technical College follows a model of continuous improvement. Aligning internal processes to meet the demanding changes and growth is critical to meeting the various segments of business and industry for the technically skilled professionals.

Overall Risks Associated with Mission Change

A risk is the overall loss in the current percent share of the allocation framework due to the potential inability to provide general education instruction at the same cost efficiencies as community colleges and state universities (smaller class sizes at SCTC). To address this, class sizes will continue to be monitored and the instructional cost study analyzed to ensure cost efficiencies are maintained.

As discussed above, the instructional cost study will continue to be analyzed to ensure cost efficiencies are maintained. The budget will also be carefully monitored and faculty
assignments and overload reviewed to ensure that operational costs do not exceed projected revenues generated from tuition and fees and the state appropriation allocation.

CONCLUSION

St. Cloud Technical College has a successful 60 year history of listening and responding to community/business & industry needs by producing the backbone skilled workforce within the St Cloud service area. Over the decades, SCTC has also proven to be a dynamic and flexible institution, studying trends and adding and updating curriculum and programs to stay relevant to the market and community demands. During these times our name also changed to reflect our enhanced mission.

In 2003, the St. Cloud area community again wanted more from the college, in addition to providing quality applied technical education and training. They wanted a quality, cost effective, first two years of academic transfer education. So in 2003, SCTC collaborated with Anoka Ramsey Community College to offer the associate of arts degree at the SCTC campus. In 2006, SCTC not only had the ARCC degree offered at its campus, SCTC full-time faculty taught the classes as SCTC liberal arts /sciences curriculum was developed and facilities were renovated. Today, because of well thought out business and facilities planning, SCTC has state of the art facilities and SCTC faculty deliver the curriculum necessary for the associate of arts degree. This option also assisted our technical students maintain financial aid awards when the technical programs they were interested in were at capacity or when they were undecided what programs to enter.

After six years of successfully offering this option to our community through collaboration with ARCC and assessing the results of a steadily growing student population, and in consultation with our community, college and students, SCTC has declared intent to enhance the 60 year technical mission again by transitioning to the St. Cloud Technical & Community College with the support of ARCC, SCSU and the communities we serve.

SCTC appreciates being part of the Minnesota system-wide network of quality higher education institutions that enjoy professional collegiality as well as the valuable assistance of the system office to navigate complex state issues. SCTC also values that institutions have local autonomy to appropriately respond to local and regional needs of the communities within which they reside. As we follow the established procedures set within our system, such as our intent to enhance our technical mission to include that of the academic transfer, we are appreciative of all the support from our college family, our communities, business & industry, colleagues, Office of the Chancellor, and specifically Anoka Ramsey Community College for being our partner on this journey as well as St Cloud State University who are our new partners as we strive to offer our communities a “lighted” path to higher education.
RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the St. Cloud Technical College request to change its mission to become a comprehensive two-year college. The new mission is, “St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.”

RECOMMENDED MOTION

The Board of Trustees approves the request by St. Cloud Technical College to change its mission to become a comprehensive two-year college. The new mission is, “St. Cloud Technical and Community College prepares students for life-long learning by providing career, technical and transferable education.”

LETTERS OF SUPPORT ARE ATTACHED

1. Anoka Ramsey Community College, President Patrick Johns
2. St. Cloud State University, President Earl Potter
3. St. Cloud Area Economic Development Partnership, President Thomas Moore
4. Benton County Economic Development, Director Nancy Hoffman

Respectively submitted by: President Joyce Helens, St. Cloud Technical College
Office of the President

August 11, 2009

Joyce Helens, President
St. Cloud Technical College
1540 Northway Drive
St. Cloud, MN 56303

Dear President Helens:

Anoka-Ramsey Community College has been offering the Associate of Arts degree in conjunction with and on the St. Cloud Technical College Campus in St. Cloud for the past six years. This has been a successful venture for Anoka-Ramsey and I believe together, we have been serving a population in the St. Cloud community that was not previously served. We have enjoyed this partnership, knowing that someday St. Cloud Technical College would likely pursue authority to offer this degree.

Even though Anoka-Ramsey Community College has awarded the degree, St. Cloud Technical College has had a commitment to liberal arts and science education by redesigning facilities, credentialing full-time faculty and strengthening the transfer curriculum.

Anoka-Ramsey Community College acknowledges and understands St. Cloud Technical College's desire to serve the St. Cloud community by meeting the growing demand for a two year liberal arts and sciences education/degree. We encourage St. Cloud Technical College to continue serving this particular segment of the St. Cloud community. We wish you success in your pursuit of expanding the college's mission. We also hope to continue with ventures that will enable our colleges to prosper and meet the challenges ahead for higher education institutions and the students/communities we serve.

Sincerely,

[Signature]

Patrick M. Johns
President
February 18, 2009

Joyce Helens, President
St. Cloud Technical College
1540 Northway Drive
St. Cloud, MN 56303

Dear President Helens:

St. Cloud State University appreciates the opportunity to provide a letter of support for our sister institution, St. Cloud Technical College, as you anticipate expanding your mission to include the Associate in Arts Degree. You and your administrative staff and faculty have discussed this expanded mission on several occasions and we appreciate the open communication you have demonstrated.

St. Cloud State University supports the expanded mission of St. Cloud Technical College and offers the following suggestions for further discussion and planning:

- SCSU invites collaborative planning with SCTC during the transition and offers to provide assistance to the extent possible without putting additional strain on existing resources, personnel or budget.
- Collaborative planning should incorporate features that will ease transfer for SCTC students who wish to complete four year degrees at SCSU or other MnSCU institutions.
- Collaborative planning where needed to align content of pre-major classes.
- Collaborative planning for joint admission/co-registration options.
- Collaborative planning for four year financial aid option.
- Other collaborative activities as developed by both institutions.

I look forward to reviewing your completed proposal and wish you well as you pursue the expansion of SCTC's mission.

Sincerely,

Earl H. Potter III
President
February 19, 2009

Ms Joyce Helens, President
St. Cloud Technical College
1540 Northway Drive
St. Cloud, MN 56303

Dear President Helens:

The St. Cloud Area Economic Development Partnership appreciates the opportunity to provide a letter of support for St. Cloud Technical College, as you anticipate expanding your mission to include the Associate in Arts Degree. The demand for an AA degree that supports career and technical education and is based in the St. Cloud community will fill a significant need. This need has increased dramatically over the past five years and reflects the thriving growth of this region.

The combination of technical and transferable education in a convenient location is critical to the needs of the central Minnesota workforce. The various segments of business and industry continue to need technically skilled professionals. An additional demand that is critical is the ability of graduates to show potential for leadership in their chosen profession. This potential for leadership must include appropriate interaction skills, problem solving skills and the ability to understand the mission of the employer.

I expect the St. Cloud Technical College will continue to grow, thrive and partner with other institutions of higher education as well as the business and professional community in this new role.

The Partnership supports the expanded mission of St. Cloud Technical College and is willing to continue in an advising role as plans move into full execution.

Sincerely,

Thomas Moore, President
St. Cloud Area Economic Development Partnership
August 12, 2009

Dr. Joyce Helens, President
St. Cloud Technical College
1540 Northway Drive
St. Cloud, MN 56303

Dear President Helens:

Benton County Economic Development Committee is pleased to provide a letter of support for St. Cloud Technical College (SCTC) as it moves forward to expand the college’s mission to become a comprehensive college. We value SCTC’s desire to serve the St. Cloud community more efficiently by meeting the growing demand for liberal arts and sciences education.

Today, our communities desire a college that offers quality education, is cost effective, and provides academic transferable education critical to the needs of central Minnesota.

Benton County Economic Development Committee supports the expanded mission of St. Cloud Technical College and is very interested in continuing to be active stakeholders in any future planning initiatives as it moves forward to fulfill the college’s vision.

Sincerely,

John Herges
Chair, Benton County Economic Development Committee