

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: September 8, 2009

Agenda Item: St. Cloud Technical College Mission Change

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

Board policy 3.24 and system policy requires that a college request to change its mission that leads to a change in institutional type (in this case, from a technical college to a comprehensive college). This mission change must be approved by the Board of Trustees.

Scheduled Presenter(s):

Joyce Helens, President, St. Cloud Technical College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

St. Cloud Technical College has met all the requirements of the mission change policy and procedure. An executive summary of the mission change proposal will be shared with the Leadership Council at its September 1, 2009 meeting, which occurs after the finalizing of these documents. Pending approval of the mission change by the Board of Trustees, St. Cloud Technical College will (1) return to the Board of Trustees Advancement Committee in November and January for first and second readings of a request for a name change, and (2) pursue final program approval for its Associate of Arts degree program.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

ACTION ITEM

ST. CLOUD TECHNICAL COLLEGE MISSION CHANGE

1
2 **EXECUTIVE SUMMARY**

3
4 St. Cloud Technical College (SCTC) has met all requirements to change its mission so that it can
5 move from being a technical college to being a comprehensive two-year college that offers its
6 own associate of arts (AA) degree. The following information is provided to the Board of
7 Trustees in consideration of the motion provided at the end of this document for St. Cloud
8 Technical College to change its mission.

9
10 **Proposed Mission Change**

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

13
14 *Current Mission Statement: St. Cloud Technical College prepares students for life-long*
15 *learning by providing relevant technical education and training for developing necessary*
16 *knowledge, skills, and attitudes to obtain, maintain, or advance in a career.*

17
18 The name change proposed in the new mission statement will be reviewed by the Board of
19 Trustees Advancement Committee at a future meeting pending approval of the mission change.

20
21 **Primary Reasons for the Mission Change**

22
23 This proposed mission change will allow SCTC to serve its community more efficiently and to
24 meet the growing demand for liberal arts & sciences education in its service area, which includes
25 the counties of Stearns, Benton, Sherburne, Wright, Morrison and Mille Lacs. These counties
26 comprise 65%-69% of the SCTC student population. The implementation of this AA degree and
27 mission enhancement is an opportunity to demonstrate efficient and effective use of state and
28 institutional resources and provide the “lighted” path of lifelong learning to the community.

29
30 There is a clear connection between the proposed AA degree and the enhanced mission of SCTC,
31 demonstrating a strong demand in our six-county service area. Our request is supported by St.
32 Cloud State University (SCSU) and Anoka Ramsey Community College (see attached letters).
33 Furthermore, it builds on SCTC’s existing MnTransfer course offerings and continues to support
34 and enhance current technical programs, utilizing existing faculty, facilities, and equipment.

35
36 SCTC’s commitment to a strong liberal arts and sciences education can be traced back to the fall
37 of 1999, when we began working with SCSU in the development of general education courses

1 and transfer equivalency of those courses to SCSU. Annual updates were made as courses were
2 developed by SCTC instructors and approved by SCTC's curriculum committee, the Academic
3 Affairs and Standards Council (AASC). Faculty members at SCTC have continued to collaborate
4 with faculty members at SCSU on the development, transferability, and assessment of courses.
5 Most recently the biology and chemistry faculty have worked with SCSU faculty in those
6 disciplines on course equivalency for new courses, as SCTC works to increase its MnTransfer
7 science offerings.

8
9 In recognition of a growing demand for academic transfer and general education courses by
10 students in the service area and in existing technical programs, SCTC began discussions with
11 other system institutions to determine a viable approach to offer its students an AA degree. After
12 considerable research, SCTC formed a partnership with Anoka Ramsey Community College
13 (ARCC). For the past six years, SCTC has offered an AA degree with ARCC as the granting
14 institution. Over 95% of courses are taught on the SCTC campus by SCTC faculty. Currently,
15 SCTC's Minnesota Transfer Curriculum (MnTC) includes multiple sections of over 80 courses
16 in all 10 goal areas. These courses make up a vigorous AA degree, in addition to supporting
17 increased general education requirements in the technical program areas. Together with the AAS
18 and AS degree students, general education courses generated 1,241 FYEs for FY 2009.

19
20 SCTC's planned commitment to liberal arts & sciences education has proven to be positive for
21 the campus at large. During the six years SCTC partnered with ARCC, SCTC has upgraded
22 facilities, increased full time General Education faculty, developed student support systems, and
23 established a strong MnTC. The course offerings and ownership of the AA program largely
24 evolved to become a program of SCTC alongside the technical programs of its history and have
25 become part of the fabric of the college, increasing the numbers of students seeking degree and
26 transfer options. Because of this planned and incremental preparation, minimal additional costs
27 are anticipated as SCTC transitions to its own AA degree when the contract with ARCC expires.

28
29 Although there are several private and public 4-year institutions and business colleges within
30 SCTC's six-county service region, only SCSU has an AA degree "on the books". We have had
31 extensive discussions with the provost and president of SCSU over the past several years,
32 culminating in a letter of support from President Earl Potter, and we continue to partner with
33 SCSU in areas of academic and student life. In December 2008, SCTC and SCSU established an
34 AA Degree Gateway Initiative to ensure ease of transfer from SCTC to SCSU and to provide
35 services to increase student goal setting. An emphasis will be placed on transfer to SCSU and on
36 increasing the potential for academic success for students pursuing a four-year degree. Beginning
37 August 2010, SCTC will operate a Connections Program with SCSU. This program will deliver
38 college readiness courses on the SCSU campus for a special program established by SCSU to
39 help at-risk students transition more successfully into university life. There will continue to be
40 sufficient student enrollment in our service area to sustain the proposed AA program at SCTC.

41
42 By enhancing the SCTC mission to include transferable education and to emphasize life-long
43 learning opportunities, SCTC will continue to increase the availability of the MnTC and liberal
44 arts/sciences to a greater number of students in central Minnesota and provide an affordable
45 alternative for higher education. Inclusion of the SCTC liberal arts/sciences curriculum will
46 provide students the opportunity to graduate with perspectives and skills unique to the

1 curriculum. Such perspective and skill will support Central Minnesota’s regional vitality by
2 contributing to the civic and cultural assets that attract employee and employers to the area. A
3 strong focus on life-long learning and the “lighted” path promotes the education options
4 available to these employees and employers and the community at large, enabling the
5 responsiveness, innovation, and economic competitiveness desired by area citizens through their
6 established local college of choice.

7
8 **BACKGROUND AND MISSION CHANGE INFORMATION**

9
10 Listed below is the information required for a college to change its mission leading to a change
11 in institutional type. St. Cloud Technical College has met all mission change requirements.

12
13 **1. Statement of intent for changing the college’s mission**

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

16 **a. Proposed mission change**

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

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

23
24 **Primary reasons for the mission change**

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

34
35 Ten years ago the faculty and deans of SCTC set out to create a model of general
36 education that encouraged integration of technical course content with general education.
37 At that time, SCTC’s goal was to develop applications for general education that were
38 both essential to technical programs across the college and necessary for its increasing
39 student population interested in transferring to a four-year college or university.

40
41 From the established base of integration, additional courses were identified based on
42 student demands and increased integration opportunities with technical programs. These
43 general education courses were developed by SCTC faculty in cooperation with SCSU to
44 assure transferability to our University partner SCSU, where the majority of our

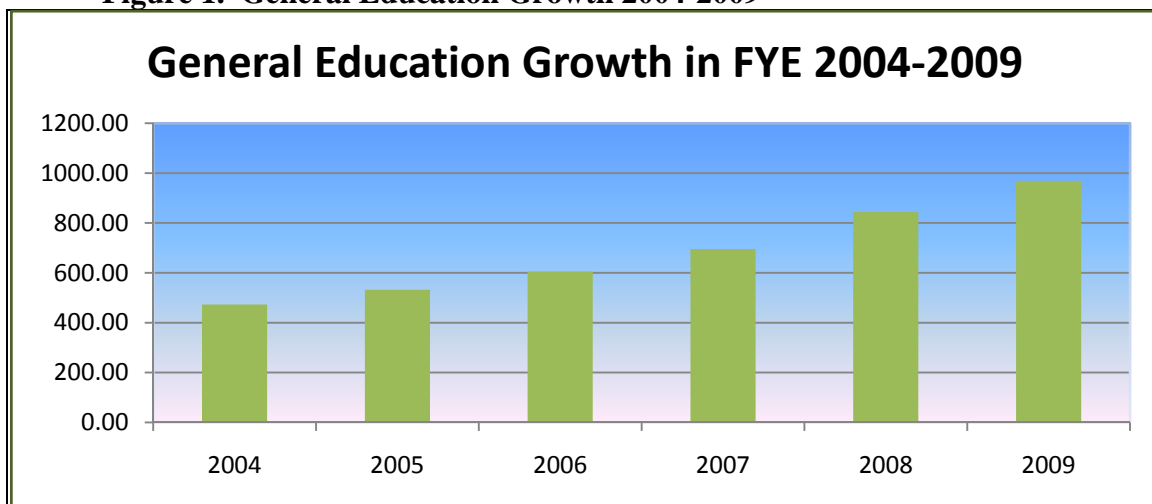
1 transferring students attend. Opportunities continued to develop for technical program
2 majors to transfer into professional programs at the baccalaureate level through
3 articulations with other universities. These transfer opportunities included increased
4 levels of liberal arts/science requirements. The opportunity for students to complete
5 these requirements at SCTC increased the demand for general education coursework.
6 Since SCTC offered no options for an AA degree, these students were enrolled in an
7 assortment of available program majors in order to make them eligible to apply for
8 federal financial aid. Though these students were enrolled in specific programs, they were
9 primarily taking general education courses with the intent of transferring to a four-year
10 college or university.

11
12 In 2001, under the auspices of the Higher Learning Commission, SCTC chose a new
13 option for accreditation: The Academic Quality Improvement Program. AQIP focused
14 the attention of the SCTC community squarely on continuous quality improvement, and,
15 in recognition of the growing demand for general education courses, SCTC began
16 discussions to determine a viable approach to offer its students an AA degree.

17
18 After discussions with other system institutions, SCTC administration approached Anoka
19 Ramsey Community College (ARCC) with a request to form a partnership. Once an
20 agreement was reached, SCTC began a review of college mission, vision and values.
21 During a college-wide in-service session, a review process was established to include all
22 stakeholders in the partnership discussion. Finally, during the summer of 2003, the first
23 students were enrolled in an AA degree program under the cooperative agreement
24 between ARCC and SCTC.

25
26 The collaboration with ARCC proved beneficial to our students, and an increasing
27 number of them took advantage of this new option. Although the partnership has always
28 worked well, the rapid increases in general education enrollment that are displayed in
29 Figure 1 provided increasing impetus for SCTC to offer its own AA degree.

30
31 **Figure 1. General Education Growth 2004-2009**



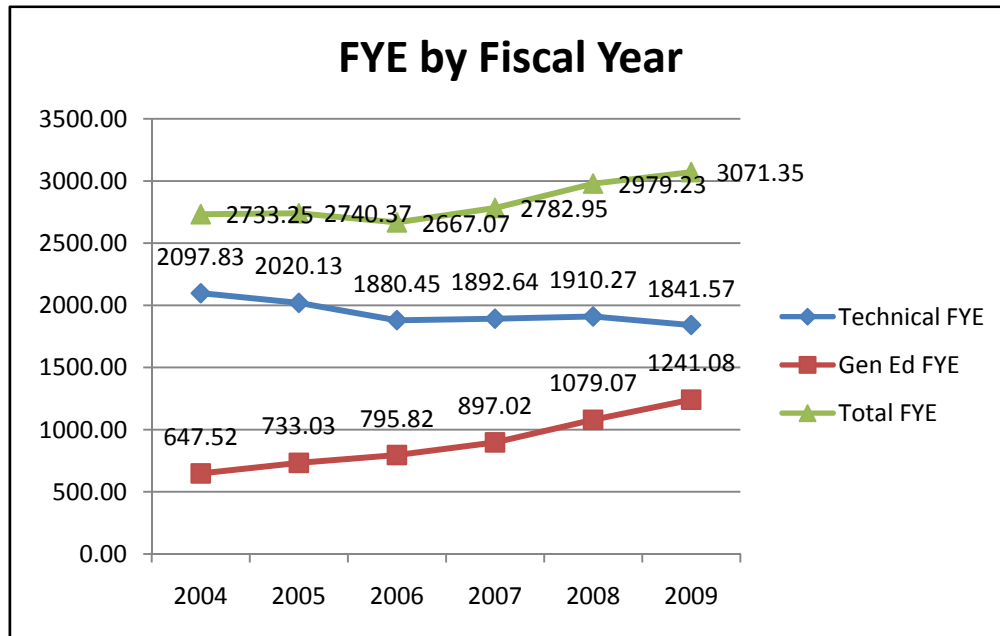
32
33

1 Subsequently, during its annual assessment of current general education offerings, the
2 General Education Division looked at:

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

6
7 At present, the college offers 80 courses over the 10 goal areas of the MnTransfer
8 Curriculum. SCTC employs 27 full-time unlimited and 40 part-time temporary general
9 education faculty, offering multiple sections of these MnTC courses. These courses
10 currently enroll 830 students. Together with the AAS and AS degree students, general
11 education courses generated 1241 FYEs during the 2008-09 school year. The chart
12 below details the growth in General Education from 2004 – 2009.

13
14 **Figure 2. FYE by Fiscal Year Growth for Technical and General Education**



15
16 The General Education FYE, detailed in Figure 2 includes SCTC and ARCC General
17 Education, along with FYE generated from General Studies, and Developmental courses
18 over the last six years. SCTC has also seen significant growth in developmental
19 education (FYE has tripled since 2005).

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

1
2 As the labor market continues to become more specialized and the area economy
3 demands higher level skills, the marriage of technical/procedural knowledge, conceptual
4 knowledge and tertiary skills is a natural and needed progression. Each technical degree
5 pursued and earned has supported the growth of general education by requiring specific
6 general education requirements, selected by advisory committees, that enhance a
7 student's abilities to meet employer needs. Several diploma programs now also require
8 general education. These selected general education courses are needed to meet
9 increasing "soft" skill requirements of employers such as interpersonal communications;
10 analytical, critical and creative thinking; conflict resolution and problem solving; diverse
11 perspectives and more. <http://www.iseek.org/news/trends.html>
12

13 The need to build strong technical skills while completing a degree with options for
14 continued education has attracted an increasing number of students to degree options.
15 Students have increasingly chosen degree options, have taken general education courses
16 instead of general studies courses, have switched from diploma to degree programs, or
17 completed additional degrees to help better prepare them for the workforce and increase
18 long term education options. In FY 2009, approximately 50% of students were degree
19 seeking and 50% diploma seeking. This shift has led to a substantial increase in the
20 number of general education course sections of written and oral communications, math,
21 science, and diversity courses, as required by their programs. In addition, the college
22 now offers three A.S. degrees, made up of an equal amount of general education and
23 technical courses, and is in the process of developing an ADN program.
24

25 Market Area Demographic Highlights

26 As a highly recognized institution of technology and applied science, SCTC is one of the
27 fastest growing two-year colleges within the system. Since 1990, the college has grown
28 100 percent in Full Year Equivalent Student Enrollment. In the past six years, much of
29 this growth can be attributed to the growth in General Education offerings in connection
30 with SCTC's collaboration with ARCC.
31

32 St. Cloud Technical College experienced an 86% increase in applications for the AA
33 major from fall 2003 to summer of 2009. Factors contributing to the growth include:

- 34 • Increased course selection in the general education department.
- 35 • Increased science course offerings required of allied health students.
- 36 • Increased interest in students seeking to take general education at a 2-year
37 college in their own community.
- 38 • Increased awareness of the availability of a two-year transfer degree at SCTC
39 by potential students, parents, guidance counselors, SCSU Admissions staff
40 and the St. Cloud community.
- 41 • Increased collaboration with SCSU Admissions Office in referring students
42 who may not meet the admissions criteria at a 4-year institution.
43

44 The two counties of Stearns and Benton in SCTC's service area have experienced rapid
45 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

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

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

2000 Census: County-at-a-glance							
	Benton County	Mille Lacs County	Morrison County	Sherburne County	Stearns County	Wright County	TOTALS
Population							
2000 Population*	34,226	22,330	31,712	64,417	133,166	89,986	375,837
1990 Population*	30,185	18,670	29,604	41,945	118,791	68,710	307,905
Percent change from 1990 population*	13.4	19.6	7.1	53.6	12.1	31	22.1
2007 Population estimate***	39,308	26,171	32,947	86,308	145,877	116,780	447,391
2010 Population projection***	39,010	26,180	33,550	86,350	148,450	109,710	443,250 Note: 44% increase from 1990 census
2000 Total minority population*	1,458	1,570	618	2,482	6,402	2,497	15,027

1 Service Area/Proximity to Existing Programs

2 SCTC has identified its service area as the six-county region of Benton, Mille Lacs,
 3 Morrison, Sherburne, Stearns, and Wright, from which SCTC draws 65-69 percent of its
 4 student population. This region is known as the *Great River Consortium*.
 5

6 **Figure 5. Counties of residence for St. Cloud Technical College Students**

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

7 Source: BRIO April 6, 2009

8
 9 This six-county service area includes SCSU, which is located three miles from SCTC.
 10 Two private liberal arts institutions, The College of St. Benedict and St. Johns’
 11 University, and a branch operation of St. Scholastica are located less than ten miles away.
 12 There are also three private, for-profit college campuses in St. Cloud—Minnesota School
 13 of Business/Globe College, Rasmussen College, and Regency College of Hair Design.

14 Impact of New AA Program on Other Schools in Service Area

15 SCSU, which supports SCTC’s approval for an AA program, is the only school in the
 16 service area that offers an AA degree as part of its offerings. SCTC continues to partner
 17 with SCSU in providing many services to students, and we are confident that there is
 18 sufficient potential enrollment in the service area to sustain both the existing AA program
 19 at SCSU and the proposed AA program at SCTC.
 20

21 The enrollment growth SCTC experienced in its collaborative AA program with ARCC
 22 over the past six years has paralleled SCSU’s growth, as evidenced by the table below.
 23

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

	Fiscal Year 2004		Fiscal Year 2005		Fiscal Year 2006		Fiscal Year 2007		Fiscal Year 2008		Fiscal Year 2009	
	Head count	FYE	Head count	FYE	Head count	FYE	Head count	FYE	Head count	FYE	Head count	FYE
Alexandria TC	3,670	2,153	3,475	2,145	3,356	2,071	3,611	2,105	3,421	2,110	3,580	2,072
Central Lakes College	4,086	2,478	3,968	2,362	3,953	2,347	3,942	2,340	4,801	2,645	5,538	3,021
Ridgewater College	5,959	3,384	5,606	3,292	5,492	3,145	5,615	3,196	5,730	3,304	5,718	3,283
St Cloud State Univ.	19,700	14,037	19,573	13,934	19,671	13,925	20,208	14,070	20,479	14,382	21,034	14,586
St. Cloud Technical College	4,808	2,733	4,806	2,738	5,053	2,666	5,218	2,782	5,451	2,983	5,193	3,046

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

1
2
3 Data from the 2004-2005 ACT Student Opinion Survey administered to currently
4 enrolled SCTC students suggests that there is little competition between SCTC and
5 SCSU. Seventy-five percent of SCTC enrolled students who responded to the question of
6 how they rated SCTC at time of admission said it was their first choice. The principal
7 reasons they chose SCTC (in order of preference) were:

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

12 These data suggest that SCTC and SCSU are drawing from different segments of the
13 traditional college-aged population.
14

15 **Key outcomes from mission change**

16 SCTC has always had a strong commitment to the educational needs of its six county
17 service area and has used its resources to best serve this population. During SCTC's 60
18 year history, the college has played a central role in meeting the changing needs of the St.
19 Cloud area. SCTC's commitment to an enhanced mission that includes academic transfer
20 has increased over the past six years as the documented demand for the MnTransfer and
21 AA Degree has increased in the community. Liberal Arts/sciences enrich communities,
22 broaden individual outlooks, and develop resources that are otherwise not available to
23 individuals and organizations.
24

25 The addition, of Liberal Arts/sciences education at SCTC has brought greater diversity
26 onto our campus, given students more choices for educational advancement, and opened
27 a gateway for more students to access higher education.
28

29 The AA degree is a part of a comprehensive general education program that includes
30 general studies courses for diploma programs, college readiness courses for students
31 needing academic support in the transition to college, ELL support, a complete
32 MnTransfer Curriculum, and general education courses for AAS, AS, and now the AA
33 degree.
34

35 The complete SCTC General Education program has been developed under the mission
36 of general education set forward in the HLC's statement on general education. Individual
37 SCTC General Education courses have been designed using the learning outcomes
38 detailed in the Minnesota General Education Transfer Curriculum Goals and
39 Competencies document. Additionally, all General Education courses have been aligned
40 with SCTC school-wide outcomes and the General Education Department vision, mission
41 and outcomes.
42
43

1
2 **b. Proposed Vision Change**

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

6
7 ***Current Vision Statement:** The vision of St. Cloud Technical College is to be the college*
8 *of choice for quality education focused on highly skilled employment and life-long*
9 *learning.*

10
11 **How the new vision will create the ideal future for the institution**

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

22
23 **How the institution and its environment will differ five years from now**

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

- 32 • New and expanded delivery methods to meet market needs. This includes
33 accredited online programs with increased FYE in online courses and programs to
34 meet college and system goals.
- 35 • New and remodeled facilities that provide students with state of the art learning
36 experiences. This includes moving health related programs to a new building,
37 remodeling current facilities and increased student space, as addressed in facility
38 master plan.
- 39 • Increased diversity in student body in response to demographic changes and
40 enrollment strategies.
- 41 • Additional courses and increased course offerings in MnTC goal areas –
42 increasing choices for all students.
- 43 • New program development efforts to meet local and state needs, including
44 certificates, diplomas, AAS and AS degrees. The college will experience new

1 and expanded technical education program offerings to match the changing needs
2 of the region's industries. Current programs will evolve to meet new challenges
3 and all programs will undergo a rigorous program review process to ensure
4 growth and change in existing and emerging fields.

- 5 • Implemented best practices related to program advisory committees and increased
6 alignment of curriculum with local needs and state/federal guidelines.
- 7 • Increased advising and learning support for students including the restructuring of
8 academic learning services and creation of an advising center.
- 9 • Increased participation of employees in AQIP efforts and the creation of an e-
10 folio systems portfolio.
- 11 • Review and development of policies, procedures, and processes to support the
12 college's continuous improvement efforts.
- 13 • Consistent marketing and enrollment management efforts for the college to create
14 a recognizable and sustainable brand/image.
- 15 • Continued use of Appreciative Inquiry to drive college strategic planning.
- 16 • Expansion of partnership opportunities in program development, delivery, transfer
17 and transition to support continued life-long learning.
- 18 • Additional positions and position redesign to support the service and technology
19 infrastructure needed for continued growth.
- 20 • Increased collaboration between custom training and traditional credit based
21 course offerings.
- 22 • Data driven decision making and increased focus on institutional research.

23
24 **c. Anticipated timeline for offering new degree**

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

30
31
32
33 **AA Degree Proposed**

34
35 Minimum of 60 semester credits

36
37 Minnesota Transfer Curriculum 40 Cr.

38 Technical Electives Up to 16 Credits Allowed

39 Wellness Requirement 2 credits from the wellness course list

40 General Education Electives To bring total to 60 credits

Minnesota Transfer Curriculum		
1. 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

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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.

1 As demand continued to increase based on the factors above, SCTC began to take on
2 increasing responsibility for financial decisions, course offerings and scheduling, and
3 student services, while continuously increasing students course choices in all ten goal
4 areas of the MnTC. This experience allowed the College to create a sustainable model to
5 offer the AA degree on its own.
6

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

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

- 12 • The ratio of faculty teaching liberal arts/sciences courses has shifted. Currently,
13 95% of faculty instructing general education and MnTC courses are employed by
14 SCTC.
- 15 • SCTC continued to develop courses in general education and the Minnesota
16 Transfer Curriculum. To date, the college has developed almost 80 new courses,
17 including the health and wellness courses offered within an AA degree.
- 18 • At the end of FY2009, approximately 56% of SCTC students were enrolled in a
19 general education course. As the number of students in the courses has increased
20 so has the demand for advising, student services, and other support typically
21 provided by the college issuing the degree.
- 22 • Continued disadvantage to students who are “one step removed” from program
23 and transfer advising, graduation applications, appeals, etc.) Students in the AA
24 degree program offered by ARCC at SCTC must refer all questions, concerns, and
25 needs to ARCC, creating a longer period for response and service. This leads to
26 increased student confusion with policy, procedure, and processes that are
27 different at SCTC and ARCC.
- 28 • SCTC has an extensive TRiO Program which offers coursework, tutoring and
29 other coordinated services to underserved students. SCTC’s Mosaic, English as a
30 Second Language and Foundations Programs all coordinate services with TRiO to
31 produce the best retention outcomes for students. At this time TRiO cannot work
32 with the large number of AA students on our campus because they are officially
33 students of ARCC. This mission change would allow the TRiO program to serve
34 these students.
- 35 • General education courses are required as part of all degree (AAS, AS) programs
36 and in an increasing number of diploma programs. Technical program faculty
37 and advisory committees continually review the general education requirements
38 in each program. This integration into the curriculum reflects the need to include
39 the skills provided in these courses to compliment the technical courses required.
- 40 • An increased number of transfer students coming to SCTC with a variety of
41 completed courses need options and flexibility to complete their educational
42 goals.
- 43 • The continual need for consultation and collaboration between administration and
44 faculty in technical programs to offer the general education courses to fit the
45 students schedule to allow for timely completion of the program. This included

1 the development of a guaranteed schedule to ensure courses were offered to
2 students when needed.

- 3 • In December 2008, SCTC and SCSU established an AA Degree Gateway
4 Initiative to ensure ease of transfer from SCTC to SCSU and to provide services
5 to increase student goal setting. An emphasis will be placed on transfer to SCSU
6 and on increasing academic success for students pursuing a four-year degree.
- 7 • SCTC and SCSU have strong collaborations in the student life area, including
8 student dorms and health services. SCTC also has numerous program articulations
9 that encourage students to transfer to SCSU. An existing partnership with SCSU
10 allows currently enrolled SCTC students an opportunity to participate in their full
11 menu of intramural sports. SCTC and SCSU continue to collaborate in the areas
12 of student life and academics.

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

18
19 **c. Evidence verifying that institutions were not able to advance a partnership to offer**
20 **the degree program**

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

30
31
32 During the six years SCTC partnered with ARCC, SCTC has upgraded facilities,
33 increased General Education faculty, developed student support systems, and established
34 a strong MnTransfer curriculum. Because of this preparation, minimal additional costs
35 are anticipated for the transition to the SCTC AA degree.

36
37 SCTC's commitment to academic transfer education has proven to be positive for the
38 campus at large. The general education division of SCTC has grown and now delivers
39 about 95% of the current course offerings with its own faculty. While the partnership
40 with ARCC remains, the course offerings and ownership of the AA program has largely
41 evolved to being a program of SCTC alongside the historical commitment to technical
42 programs. The general education courses have become part of the fabric of the college,
43 increasing the numbers of students seeking AAS degrees and increasing the numbers
44 seeking opportunities for the AA degree and transfer.

1 **3. Evidence of internal and external stakeholder consultation**
2

3 Since 2000 SCTC has engaged many groups for input, comment and recommendations in
4 pursuit of the AA degree. These early discussions and consultations led SCTC to pursue
5 and secure a partnership with Anoka-Ramsey Community College to offer the AA degree
6 in 2003. SCTC continued to gather input from stakeholders and respond to student needs
7 as enrollment in the AA degree and general education courses increased. As SCTC
8 continued its pursuit to become a comprehensive college, the response from internal and
9 external stakeholders has been overwhelmingly positive and supportive. The consensus is
10 that SCTC's expansion to a comprehensive college is appropriate and necessary to meet
11 the increasing demand for general education from area employers and a growing need for
12 an economical transferable degree for students.
13

14 **a. Internal stakeholder consultation**
15

16 The college developed the proposed name, vision and mission through a series of
17 committee and task force meetings. Primary leadership of this process has been provided
18 from the college's Quality Crew, the committee that works with continuous
19 improvement, accreditation, and assessment. The committee conducted a college wide
20 survey seeking votes on the proposed college name, vision, and mission. Additional
21 college committees including: Academic Affairs and Standards, Executive Leadership,
22 and Faculty Senate, continually discuss the comprehensive college mission. It is an
23 agenda item at many in-service sessions, and academic division meetings. SCTC Student
24 Senate has also played a critical role in the discussion and application process to become
25 a comprehensive college.
26

27 In 2005 SCTC surveyed for student satisfaction using the ACT Student Opinion Survey.
28 This was the college's first time assessing satisfaction levels of the ARCC AA students
29 regarding their experience at SCTC. In 2007 students were re-surveyed using ACT
30 Student Opinion Survey, using the 2005 survey results as a baseline.
31

32 The 2007 survey documented increased satisfaction levels among AA students in the
33 academic areas of testing and grading, faculty attitude, course variety, class size, advisor
34 availability and the academic challenge of the program. The survey results also showed a
35 similar increase in satisfaction with SCTC's support systems, including: financial aid,
36 academic support, library services and technical/computer support. The 2007 survey
37 documented increased satisfaction levels among AA students in the academic areas of
38 testing and grading, faculty attitude, course variety, class size, advisor availability and the
39 academic challenge of the program. The survey results also showed a similar increase in
40 satisfaction with SCTC's support systems, including: financial aid, academic support,
41 library services and technical/computer support. The survey asked students their general
42 opinion regarding transfer and their interest in articulated 2+2 programs leading to a
43 bachelor's degree at SCSU. When asked generally about their interest in 2+2 or 3+1
44 programs involving SCTC and SCSU, over 71.8% of AA students indicated they were
45 either interested or very interested and 55.2% of the entire student body showed a similar
46 response to this question. When asked specifically about 2+2 programs aligning technical

1 programs with similar baccalaureate programs at SCSU, 55.6 % of students enrolled in
2 technical programs were interested or very interested in this transfer opportunity. These
3 survey results provide evidence that SCTC students (both AA degree and technical
4 program majors) are interested in transfer opportunities and the liberal arts courses that
5 facilitate transfer.

6
7 In 2008, 250 SCTC faculty, staff, and administration participated in a one day gathering
8 and produced a document entitled *Many Voices, One College Report: A Passion to*
9 *Empower Learners at St. Cloud Technical College Expanding Capacity for Student*
10 *Success*. This group spent the day exploring the college's current values, vision, mission
11 and success in achieving them. The day produced four proposals intended as Action
12 Projects for SCTC during 2008-2009. SCTC has been working to make this proposal a
13 reality by allocating the resources to make it happen.

14
15 In Spring 2009, per system policy, SCTC completed implementation of the Community
16 College Survey of Student Engagement (CCSSE). The expectation is that student
17 satisfaction levels among students will again demonstrate increased levels of student
18 satisfaction, increased demand for program articulations and transfer opportunities, and
19 an increased selection of MnTC courses.

20 21 **b. External stakeholder consultation**

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

26
27 Throughout the past ten years, SCTC leadership has continually met with various
28 contingents of the community, including the Chamber of Commerce, service clubs,
29 community and civic engagement groups, area business & industry leaders, the
30 Stearns/Benton Employment and Training Board, and area superintendents. In 2006, the
31 Stearns/Benton Workforce Center was relocated to the SCTC campus, resulting in a
32 dynamic partnership that enables each party to better serve their students and clients.
33 These community partners continue to provide invaluable ideas and feedback and support
34 the application for name and mission change and the ability to offer the AA degree.

35
36 Advisory Committees play a critical role in program development, assessment of quality
37 and validation of content. Each program is responsible for constructing a diverse
38 committee that advises programs on curriculum, including liberal arts/sciences education,
39 to best meet industry standards, market needs, and employer demands. These groups are
40 increasingly recommending a greater variety of general education courses to better
41 prepare graduates for the workforce.

42
43 Another venue used to seek input during the research and application process was
44 through local media. SCTC leadership provided information to the St. Cloud Daily
45 Times and local radio stations regarding the name change along with explanations of the

1 planned impact of the changes. The Times prepared articles for the paper which also
2 invited comment.

3
4 The SCTC Foundation has wholeheartedly endorsed the College's proposal to move
5 forward and apply to the Board of Trustees for approval to become a comprehensive
6 community college. SCTC's Foundation ensures that all students attending the college
7 have access to "The American Dream". The Board minutes during FY 2009 reflect the
8 Foundation's enthusiasm to enhance the College's mission.

9
10 SCTC has key collaborative relationships with K-12 education, with four-year colleges
11 and universities, and with consortia of business, industry, and community partners
12 committed to workforce and economic development for central Minnesota. Each of these
13 entities has engaged in numerous conversations regarding the planned changes and offer
14 support. (See attached letters of support)

15
16 SCTC will continue to engage its internal and external stakeholders in the approval
17 process, the implementation of the AA degree and the continuous improvement of this
18 and all programs. The continued assessment of our stakeholder needs is a crucial part of
19 SCTC's business model in order to provide the value-added learning experiences the
20 students and community demand.

21 22 **4. Plan for achieving the proposed new mission**

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

24 Prior to submitting this application, SCTC developed the breadth and depth of courses
25 necessary to offer an Associate of Arts Degree. These courses were originally developed
26 to support the AA Degree collaboration with ARCC. The present array of courses,
27 containing 80 courses covering all 10 areas of the Minnesota Transfer Curriculum, is the
28 culmination of 7 years of planning, curriculum development, and assessment, and
29 delivery of those courses at SCTC.

30
31 As SCTC moves ahead, each discipline will continue to go through the planning
32 evaluation, assessment process that leads to a broader selection of courses representing
33 greater depth in individual curriculum areas.

34
35 SCTC faculty work internally in curriculum groups developed to parallel the MnTC goal
36 area and externally with faculty from other institutions, especially SCSU. Campus
37 administration works with faculty to coordinate the assessment of student needs and the
38 scheduling of courses to meet that need.

39 40 **b. Faculty/staff changes or additions needed to support new mission and degree**

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

1 Twice each semester, the General Education division has an all-day curriculum meeting.
2 In the first of these meetings each year, a whole-division discussion allows input from
3 everyone on potential areas for curriculum development. After the large group
4 discussion, the individual goal area groups meet to suggest, discuss, plan, develop, and
5 approve high quality curriculum. Courses sometimes are in the discussion part of the
6 process for a few months and sometimes a few years. The interdisciplinary nature of the
7 groups strengthens the discussion and builds collaborations among teachers.
8

9 Once a course has a completed course description, course outcomes, and list of course
10 topics, the goal area group approves the New Course Proposal worksheet. At that point
11 the instructor completes the course outline, the course syllabus, and the MnTC Review
12 Sheet. Finally, the course is presented to the AASC for approval and inclusion in the
13 catalog.
14

15 The General Education Division is also actively involved in an AQIP Assessment
16 Project. In this project, assessment of student learning is tracked by the SCTC
17 Institutional Researcher following a Three-Phase Assessment Documentation Tool. In
18 this assessment plan, College Outcomes are related to program outcomes, which in turn
19 are related to course outcomes. Course outcomes are then connected to classroom
20 assessment methods and techniques. Phase Three specifically allows faculty to analyze,
21 reflect, and act upon data gathered through their assessment documentation processes.
22 Changes are made to course and program outcomes based on the information and data
23 collected.
24

25 The General Education division adds another level of assessment work to this process:
26 They connect their course outcomes to the Competencies of the MnTransfer Curriculum
27 to assure that the focus is on their role in delivering this state-wide curriculum.
28 Individual courses are evaluated in this process at a minimum of every two years.
29 However, assessment discussions are continual.
30

31 SCTC has adopted a best practices model for an Academic Foundations Program. The
32 mission of the Academic Foundations Program is to improve the delivery and
33 effectiveness of academic support services that assist students to achieve their
34 educational goals and to improve retention, improve student learning, and support the
35 mission of the college.
36

37 SCTC has remodeled and added services to its Math Center and Writing Center in the
38 AACE academic support area. Tutoring support and training have been expanded and
39 improved. Services are coordinated more closely with instructors to improve the
40 effectiveness of this support.
41

42 Beginning with the 2008-09 academic school year, SCTC added an ELL program to
43 strengthen services to an additional population of at-risk students. Keeping pace with the
44 ever increasing influx of people locating and relocating in Central Minnesota is a
45 challenge in itself for any institution. Beyond that, St. Cloud Technical College
46 recognizes that diversity by itself is not the challenge but how you work with all of our

1 students, to welcome, include, and direct our diversity towards a well lit path of
2 workforce readiness and academic success. In the preparation of an inclusive experience
3 for all of our students, SCTC has created the position of Diversity Coordinator, hired a
4 person to create a diversity plan, developed a foundations/development program to assist
5 ELL students, and intensified its climate to be a place that is safe for teaching and
6 learning with a more global perspective and benefits the whole student body and staff.
7

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

9

10 The SCTC college campus is located one mile north of downtown St. Cloud. The
11 381,000 square foot main campus facility is situated in the center of approximately 41
12 acres. The original structure was built in the 1960s, and expansion and remodeling has
13 occurred frequently since then as the campus grew and its mission evolved. Other
14 campus buildings that have been acquired throughout the years include a 7,662 square
15 foot daycare facility, a 10,000 square foot Customized Training Center, and the recently
16 acquired 53,000 square foot Health Partners building.
17

18 An updated Master Facilities Plan was presented to the Office of the Chancellor in May
19 2006. In that presentation, SCTC's plan to evolve into a comprehensive college while
20 remaining grounded in technical education was integrated into the college's overall
21 facility plan. Implementation of that plan has occurred in several areas.
22

- 23 • During the summer of 2008 a centralized library, expanded student study area
24 associated with the library, and expanded student center area were developed
25 and constructed.
- 26 • A new addition of approximately 47,000 square feet was completed in 2007.
27 The new addition features enhanced student services space providing
28 prospective and currently enrolled students and other stakeholders with a more
29 efficient layout for access to college services. It also provides the school with
30 a more college-like atmosphere.
- 31 • Several classrooms were remodeled specifically for liberal arts and sciences
32 education use, including biology, chemistry, and anatomy and physiology
33 classrooms and labs. Many of these remodeled classrooms have the flexibility
34 of removable walls for classroom expansion as needed.
- 35 • With the addition of general education classes and faculty and overall growth
36 of the program, three office suites were developed to accommodate general
37 education faculty.
- 38 • The college's existing facilities currently accommodate all AA classes and
39 faculty and provide some opportunity for growth. The Master Plan presents
40 additional opportunities for further physical space expansion and enhancement
41 for the AA program by fall of 2011.
- 42 • Health Partners building acquired in 2006 to be renovated as SCTC Allied
43 Health Center.
- 44 • Charter Communications building acquired and renovated in 2006 for
45 additional customized training and continuing education.
46

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

10
11 The space utilization report generated for fall semester, term 20093, indicated that St.
12 Cloud Technical College's seat usage percent was 69%, and the hour usage percent was
13 120% in the main building. While the college has been very efficient in utilizing existing
14 space, there are opportunities for growth after 2:00 p.m., Fridays, and weekends. There
15 are also opportunities to coordinate scheduling of classes to maximize the utilization of
16 existing space.

17
18 SCTC has two requests in the system's 2010 bonding request being presented to the
19 Legislature. The first is a request included in a library initiative to expand library space
20 into classrooms and labs that will be relocated to the Allied Health Training Center. The
21 second is a request of \$5.4 million to renovate the existing 53,000 GSF Allied Health
22 Training Center with construction slated to begin in 2010. Funding of this request will
23 provide the college with the opportunity to transition the building to a state-of-the-art
24 medical training facility that will accommodate growing regional demand for skilled
25 health care professionals. Due to the growth of general education courses and transfer
26 curriculum, the college has no existing space to expand allied health care programs.
27 Renovation will provide the college with the opportunity to expand allied health
28 programs in a facility that will emulate real-world working health care labs while
29 allowing for classroom availability to support the growth and expansion of AA related
30 courses.

31
32 Special emphasis has been placed on technology infrastructure at SCTC in the recent
33 three years. SCTC continually looks for innovations in technology to convey information
34 to students in new and more effective ways:

- 35
- 36 • simulation software to create a virtual biology learning environment
- 37 • simulation software to create an online atlas of microbiology
- 38 • special software, such as Adobe Connect, Adobe Captivate, and Articulate, to
- 39 enable instructors to create virtual lectures
- 40 • ITV classroom upgrades to high definition technology
- 41

42 SCTC utilizes Desire2Learn (D2L) as its instructional management system as part of the
43 system license of the software. The system is used by faculty to develop and offer web-
44 supplemented classes (no seat-time reduction), web-enhanced classes (reduced seat-time),
45 and online courses. A member of the MIS department serves as the D2L Site
46 Administrator to manage user accounts and to facilitate the creation of online course

1 areas (course shells); these duties account for 33% of an FTE. Training and support of
2 faculty were enhanced in the spring of 2007 through the hire of a Director of Online
3 Learning position and further increased through the hire of a online lab assistant position
4 in the late spring of 2008.

5
6 Face-to-face training for faculty and students is supplemented by training videos,
7 illustrated instructional materials, and “sandbox” courses in which faculty and students
8 can practice their skills using the D2L system. At the start of each term, students are able
9 to attend free training sessions which cover the navigation and use of D2L. Faculty
10 members receive individual consultations and personalized training as they choose to
11 move toward hybrid (web-enhanced) and online course deliveries.

12
13 The equipment needed for a General Education program has been incorporated over the
14 past six years as SCTC increased General Education offerings and worked in
15 collaboration with ARCC to offer an AA degree. SCTC uses standard classroom setups
16 for face-to-face courses in the AA program, including projectors, document cameras, and
17 DVD/VCR players. There is specialized equipment in classrooms where it is needed to
18 support the curriculum. For example, the newly redesigned chemistry lab has a special
19 ventilation system and chemical hoods.

20
21 **5. Show how the new mission will meet student, community, regional, employer, state,
22 and system needs**

23
24 The proposed mission, vision, and core values demonstrate SCTC’s commitment to
25 increase access and opportunity, to promote high quality learning programs, and to
26 provide programs and services that enhance economic competitiveness and facilitate
27 transfer to four year institutions for students in our six-county service area.

28
29 By expanding its mission to include transferable education and emphasize life-long
30 learning opportunities, SCTC will increase the availability of the MnTransfer Curriculum
31 and liberal arts to a greater number of students in central MN and provide an affordable
32 alternative for higher education. Inclusion of the liberal arts curriculum will provide
33 students the opportunity to graduate with perspectives and skills unique to the
34 curriculum, which will support Central Minnesota’s regional vitality by contributing to
35 the civic and cultural assets that attract employee and employers to the area. A strong
36 focus on life-long learning promotes the education options available to these employees
37 and employers, and the community at large, enabling the responsiveness, innovation and
38 economic competitiveness desired by area citizens.

39
40 Increased availability of two year programs meets the system goal that all Minnesotans
41 should attain at least two years of post-secondary education, 64% of which is already
42 produced by the system. As demonstrated in SCTC’s core values, this goal will be
43 achieved through innovation, creativity, and flexibility in relation to cost effective access
44 to education, recruitment and retention efforts, delivery methodology, and the ultimate
45 production of graduates who demonstrate the strong, adaptable skills demanded by
46 business and industry and are prepared to be successful at a four-year institution.

1 **6. Include a fiscal analysis on how the change in institutional type will be supported by**
2 **the college’s budget and resources, including new funding sources, etc.**
3

4 SCTC has been offering the transfer degree program since 2004 through a collaborative
5 agreement with ARCC. The majority of the classes offered in this program are SCTC
6 offerings. For FY 2009, SCTC generated \$4,198,723 in tuition related to AA course
7 offerings. Based on the instructional cost study and allocation framework, approximately
8 \$1,700,000 is allocated to SCTC due to direct instructional expenditures incurred to offer
9 AA courses. Approximate AA revenue generated between tuition and allocations for FY
10 2009 was \$5,898,723. Direct instructional expenditures of \$4,197,469 were incurred
11 during FY 2009 for AA course offerings. Using this analysis, direct AA revenues
12 exceeded direct AA expenditures by \$1,701,254 during FY 2009.
13

14 The existing collaborative agreement with ARCC splits tuition, MSCSA, and technology
15 fee revenues equally between AARC and SCTC. FYEs and the actual faculty salary
16 costs incurred for the ten courses offered by AARC are also split equally. For FY 2009,
17 after instructional expenses and MSCSA fees, SCTC would have realized an additional
18 \$192,310 in tuition and fee revenue that was instead paid to ARCC for their portion of
19 the collaborative agreement. SCTC would also have recognized 88.7 additional FYEs
20 that were coded to AARC through the agreement. The classes related to these FYEs were
21 offered on SCTC’s campus and all administrative and facility costs had already been
22 incorporated into these class offerings. Using FY 2009 data as a base, changing the
23 college’s mission to incorporate the AA degree program into the college’s offerings
24 would result in an immediate increase of approximately \$200,000 in revenue with no
25 offsetting expenditures.
26

27 **7. Show how the new mission will meet accreditation requirements**

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

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

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

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

10
11 **8. Risk analysis describing the costs and benefits of pursuing the new mission and**
12 **changing the institutional type.**

13
14 Opportunities, potential problems, and service gaps have continually been addressed
15 throughout the collaboration with ARCC. Various services, such as evaluation of
16 transcripts for transfer students, have been performed by ARCC. Since SCTC already
17 performs these services for its technical program students, the necessary expertise and
18 systems are in place. Workload should not significantly increase because the AA Degree
19 program has been successfully administered from SCTC for the past six years. SCTC
20 does anticipate additional growth in the AA program and will continue to evaluate and
21 plan for additional staffing support as the need arises.

22
23 Potential space limitations have been addressed by a significant shift toward online
24 learning on the part of students and by the purchase of the HealthPartners building
25 adjacent to campus. This building will be utilized by the Allied Health programs, but it
26 has been designed for flexible multi-use classroom space. The classrooms have enough
27 capacity to accommodate larger class sizes and will also be used for general education
28 instructional delivery. In addition, the vacated space in the main building will be utilized
29 for the expansion of the library and additional general education classrooms and office
30 space. SCTC will continue to review space utilization and examine the needs of students.

31
32 Problems other colleges might face concerning the cost of adequate science labs are not
33 an issue at SCTC because of the strong science presence already developed on campus as
34 a part of technical career programs. SCTC has made substantial strides in the areas of
35 building improvements and additional construction needs.

36
37 Because SCTC has already been offering courses for an AA degree, some class sizes
38 have been adjusted that meet the academic needs of students while still allowing financial
39 stability for the college. Classes range between 20 and 40 students depending on the
40 subject area and delivery method (online classes tend to be slightly smaller). Analysis of
41 the instructional cost study, assessment of class success, and other data will continue to
42 be monitored to adjust class sizes as needed. Most courses are offered every semester.
43 SCTC offers flexible course delivery, offering classes online and during the evenings.
44 Saturday delivery of general education classes is also being evaluated. Scheduling is
45 managed carefully to meet student needs.

1 As SCTC prepares to offer its own AA degree and complete the mission and name with
2 the Minnesota State Colleges and Universities and the Higher Learning Commission, the
3 College has anticipated the budget impact based on MSCF contractual language. The
4 largest impact will be a result of credit load changes. As a Technical College, the full
5 faculty load is 32 credits. As a result of the College's change in status, approximately 35
6 faculty will see their full time load reduced to 30 credits. At an average credit rate of
7 \$1850 (based on a 30 credit load), this will result in additional faculty expenses of
8 approximately \$130,000.
9

10 At the time of Board approval of a mission change, the System office will assist in the
11 conversion of faculty. The college anticipates that 35-40 of the current 120 unlimited
12 faculty will move to the former MCCFA credential requirements. Of those 35-40 faculty,
13 it appears that four will not meet the minimum qualifications for their credential. The
14 Office of the Chancellor Labor Relations and Human Resources staff will assist the
15 college in working with MSCF to draft a transition document. This document will
16 manage the transition of faculty from the former UTCE to the former MCCFA as
17 appropriate. The document will also set out a reasonable timeline for faculty who do not
18 meet the credential requirements to complete and fully meet the system established
19 minimum qualifications for their specific credential.
20

21 Throughout the upcoming academic year SCTC will also address issues with course
22 prefixes and course numbering, along with the review of cost centers and CIP code
23 assignments to ensure accuracy in instruction cost.
24

25 Benefits / Positives Associated with Mission Change

26 The mission change described in this document better aligns the college with the vision,
27 mission, and strategies outlined in the Minnesota State Colleges and Universities
28 Strategic Plan. Accessibility, high quality and value form the system's vision and the
29 Minnesota State Colleges and Universities mission to offer...“ higher education that
30 meets a wide range of individual learners' personal and career goals”.... is a key
31 component to SCTC's mission. With the addition of a liberal arts and sciences and
32 transfer component, SCTC will be able to meet a wider range of student needs.
33

34 Even more important, SCTC's mission change helps the college move forward with two
35 major system implementation goals: 1.1. Raise Minnesota's participation and
36 achievement in post-secondary education by meeting the needs of students with diverse
37 backgrounds and educational goals, and 2.2. Produce graduates who have strong,
38 adaptable and flexible skills
39

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

1
2 The change will promote the development and effectiveness of the college in the
3 community, encouraging the combination of technical and transferable education in a
4 convenient location, critical to the needs of the central Minnesota workforce. New
5 partnerships and expansion of current services are paramount to the institution. Planned
6 services with other regional entities and agencies will be particularly beneficial to meet
7 the trends in various student groups.

8
9 St. Cloud Technical College follows a model of continuous improvement. Aligning
10 internal processes to meet the demanding changes and growth is critical to meeting the
11 various segments of business and industry for the technically skilled professionals.

12 13 Overall Risks Associated with Mission Change

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

19
20 As discussed above, the instructional cost study will continue to be analyzed to ensure
21 cost efficiencies are maintained. The budget will also be carefully monitored and faculty
22 assignments and overload reviewed to ensure that operational costs do not exceed
23 projected revenues generated from tuition and fees and the state appropriation allocation.
24

25 **CONCLUSION**

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

32
33 In 2003, the St. Cloud area community again wanted more from the college, in addition
34 to providing quality applied technical education and training. They wanted a quality, cost
35 effective, first two years of academic transfer education. So in 2003, SCTC collaborated
36 with Anoka Ramsey Community College to offer the associate of arts degree at the SCTC
37 campus. In 2006, SCTC not only had the ARCC degree offered at its campus, SCTC
38 full-time faculty taught the classes as SCTC liberal arts /sciences curriculum was
39 developed and facilities were renovated. Today, because of well thought out business and
40 facilities planning, SCTC has state of the art facilities and SCTC faculty deliver the
41 curriculum necessary for the associate of arts degree. This option also assisted our
42 technical students maintain financial aid awards when the technical programs they were
43 interested in were at capacity or when they were undecided what programs to enter.
44

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

7 SCTC appreciates being part of the Minnesota system-wide network of quality higher
8 education institutions that enjoy professional collegiality as well as the valuable
9 assistance of the system office to navigate complex state issues. SCTC also values that
10 institutions have local autonomy to appropriately respond to local and regional needs of
11 the communities within which they reside. As we follow the established procedures set
12 within our system, such as our intent to enhance our technical mission to include that of
13 the academic transfer, we are appreciative of all the support from our college family, our
14 communities, business & industry, colleagues, Office of the Chancellor, and specifically
15 Anoka Ramsey Community College for being our partner on this journey as well as St
16 Cloud State University who are our new partners as we strive to offer our communities a
17 “lighted” path to higher education.
18

19
20 **RECOMMENDED COMMITTEE MOTION**
21

22 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
23 the St. Cloud Technical College request to change its mission to become a comprehensive two-
24 year college. The new mission is, “St. Cloud Technical and Community College prepares
25 students for life-long learning by providing career, technical and transferable education.”
26

27 **RECOMMENDED MOTION**
28

29 The Board of Trustees approves the request by St. Cloud Technical College to change its mission
30 to become a comprehensive two-year college. The new mission is, “St. Cloud Technical and
31 Community College prepares students for life-long learning by providing career, technical and
32 transferable education.”
33

34
35 **LETTERS OF SUPPORT ARE ATTACHED**
36

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

41 **Respectively submitted by: President Joyce Helens, St. Cloud Technical College**

Office of the President

August 11, 2009

TELEPHONE:
763-433-1386

FACSIMILE:
763-433-1121

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,



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



THE PARTNERSHIP
A progressive approach to growth & development

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

.....
St. Cloud Area Economic Development Partnership, Inc.

P.O. Box 1091, St. Cloud, MN 56302-1091
Phone: (320) 252-2177 Fax: (320) 251-0081



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August 12, 2009

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

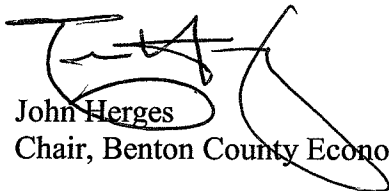
Dear President Helens:

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,

A handwritten signature in black ink, appearing to read 'John Herges', is written over a circular stamp. The stamp contains the text 'BENTON COUNTY' at the top and 'MINNESOTA' at the bottom, with a central illustration of a building and a landscape.

John Herges

Chair, Benton County Economic Development Committee

