

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

BOARD ACTION

**MISSION CHANGE APPROVAL LEADING TO
A CHANGE IN INSTITUTIONAL TYPE:
SOUTH CENTRAL TECHNICAL COLLEGE**

1
2 **EXECUTIVE SUMMARY**

3
4 South Central Technical College 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 degree. This includes receiving the support of the Leadership Council of
7 the Minnesota State Colleges and Universities at its meeting on February 1, 2005.

8
9 **Proposed mission change**

10 **New Mission:** South Central Technical College provides comprehensive higher education for
11 employment and continuous learning to promote individual growth and economic development.

- 12 • **Current mission statement:** The Mission of South Central Technical College is to provide
13 quality higher education for employment and continuous learning.

14
15 **Primary Reasons for Mission Change -** South Central Technical College sees the mission
16 change as an expansion appropriate and necessary to provide ongoing support for technical
17 programs, students, and employers. SCTC is not wavering in its commitment to technical
18 education, but the college has the capacity to serve a larger student population. An expansion of
19 the college's current mission to offer its own AA degree would allow SCTC to serve a broader
20 student base including students preparing for transfer and undecided students looking for a place
21 to start college. Through a targeted on-campus marketing campaign, the college expects more
22 undecided students to choose technical programming.

23
24 **BACKGROUND AND MISSION CHANGE INFORMATION**

25
26 Listed below is the information required for a college to change its mission in a way that leads to
27 a change in institutional type. South Central Technical College has met all mission change
28 requirements.

29
30 **1. Statement of intent for changing the college's mission**

31 South Central Technical College (SCTC) seeks approval from the Board of Trustees to expand
32 the college's current technical college mission to one of a comprehensive college mission.

1 **a. Proposed mission change**

- 2 • *New Mission:* South Central Technical College provides comprehensive higher
3 education for employment and continuous learning to promote individual growth and
4 economic development.

- 5 ○ *Current mission statement:* The Mission of South Central Technical College is to
6 provide quality higher education for employment and continuous learning.

7
8 A comprehensive mission will build on our strong foundation of technical
9 programming and broaden the college's market and accessibility to students who are
10 (1) undecided, (2) not familiar with technical education, (3) location bound, or (4)
11 unable to meet university entrance requirements.

12
13 • **Primary reasons for mission change**

14 SCTC sees the mission change as an expansion appropriate and necessary to provide
15 ongoing support for technical programs, students, and employers. SCTC is not wavering
16 in its commitment to technical education, but the college has the capacity to serve a larger
17 student population. An expansion of our current mission would allow SCTC to serve a
18 broader student base including students preparing for transfer and undecided students
19 looking for a place to start college. Through a targeted on-campus marketing campaign,
20 we expect more undecided students to choose technical programming.

21
22 The requested mission change will allow undecided students to enter SCTC without a
23 specific major and investigate our technical and liberal arts options. Currently, in
24 technical colleges, a student may not be admitted and receive federal financial aid
25 without declaring a technical major. This closes SCTC's doors to any undecided students
26 or students preparing for transfer who need financial aid.

27
28 The new mission will increase the percentage of south central Minnesotans who pursue
29 higher education. SCTC has already shown a capacity to serve students who seek a
30 college that prepares them for transfer into area colleges and universities through our
31 current collaborative Associate of Arts (AA) partnership with Minnesota State
32 University, Mankato (MSU,M). This partnership has served (1) students who seek to
33 attend SCTC for general education because of the college's geographic locations, lower
34 tuition, smaller class sizes, and/or environment, and (2) students who are not currently
35 meeting all of MSU,M's admissions requirements, but seek to prepare for transfer and
36 desire the location of one of SCTC's campuses.

37
38 While our current partnership with MSU,M does provide a pathway for these two student
39 markets, both partners see the arrangement as cumbersome and duplicative for students
40 and staff. Students have been willing to endure the duplication in applications,
41 application fees, and documentation so they can obtain financial aid to take general
42 education courses at SCTC. Our current students, while satisfied with the quality of their
43 liberal arts instruction, want us to simplify the process for them. SCTC feels that a
44 mission change is the best way to accomplish better services for current and future AA

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1 students. Neither SCTC or MSU,M see the mission change as an end to our partnership,
 2 but rather as a positive step toward better access and service to students in the area.

3
 4 • **Key customers of the new mission**

5 SCTC’s current student population has an increasing mix of ages, backgrounds, and
 6 experience in higher education. The college seeks to enroll students with a broader set of
 7 educational goals. The expanded mission would properly position the college within our
 8 local market by meeting an identified gap in student access.

9
 10 Key customers include:

- 11 ○ Current technical students who will benefit from increased course selection that they
- 12 may incorporate into their degrees or diplomas.
- 13 ○ Undecided students who, through the college’s advising and career counseling
- 14 assistance, will be able to investigate both technical and liberal arts pathways.
- 15 ○ Students in our current collaborative AA degree who will benefit from increased
- 16 course selection and a reduction in paperwork associated with the current partnership.
- 17 ○ Students seeking preparation for transfer who choose SCTC because of the college’s
- 18 size, atmosphere, location, tuition, or availability of college readiness coursework.
- 19 ○ School districts and high school students seeking opportunities for the delivery of
- 20 PSEO education.
- 21 ○ Students seeking online coursework and programming opportunities.

22
 23 Current SCTC Enrollment

24

SCTC FYE by Academic Year	Summer FYE	Fall FYE	Spring FYE	Total Annual FYE
99-00	237.28	1111.07	1132.90	2481.25
00-01	262.17	1127.17	1161.93	2551.27
01-02	241.70	1091.00	1196.30	2529.00
02-03	293.63	1185.30	1236.10	2715.03
03-04	290.60	1169.80	1156.47	2616.87
04-05	255.77	1099.37	na	na

25
 26 SCTC’s enrollment grew to a peak of 2,715 full year equivalent students in the 2002-
 27 2003 academic year and has declined since then. The broadened mission will allow us to
 28 encourage a new population of students in south central Minnesota to enroll at SCTC.
 29 These students tend to be undecided about their future and may not be focused on
 30 attending college at all. SCTC will provide a new avenue of entry through an AA liberal
 31 arts degree with this mission expansion.

Market Area Demographic Highlights

This analysis uses a 12-county area surrounding the college’s two campuses from which SCTC has traditionally drawn most of its students. Counties included are: Blue Earth, Brown, Faribault, Goodhue, LeSueur, Martin, Nicollet, Rice, Sibley, Steele, Waseca, and Watonwan. Eighty-one percent of current students attending SCTC on the Faribault campus live within 30 miles of the campus. Sixty-nine percent of the students on the North Mankato campus live within 30 miles of the campus. Approximately 90 percent of the North Mankato campus students live within 60 miles of the campus.

The total population of SCTC’s 12-county market area is projected, by the State Demographer, to grow by 17 percent through 2030. Counties with projected growth run primarily from both campus communities north toward the Twin Cities along Highway 169 and Interstate 35 corridors. Several counties located farthest west and south in the market area are projected to decline in total population.

Age Group	Census 2000	Market Area Population Projections		
		2010	2020	2030
0-14	72,674	70,750	74,930	74,740
15-19	32,354	29,220	27,830	29,870
20-24	28,413	32,980	30,130	30,990
25-29	19,695	25,970	24,600	23,130
30-39	48,024	44,700	52,100	49,030
40-49	53,896	48,540	44,250	50,790
50-59	37,205	52,100	47,580	43,240
60+	65,001	74,740	98,880	115,920

The age composition of the market area will shift. The most dramatic change, as elsewhere in the state, is the increased number of persons age 60 and older. In SCTC’s market area the number of persons age 60 and over is projected to increase from 65,001 in 2000 to 115,920 in 2030 (a 78 percent increase). The population segment age 25 to 29 is projected to grow by nearly 32 percent until 2010 and then decline slightly though the totals will remain higher than currently found in the market area. The number of persons 20 to 24 years of age (typically over one-third of SCTC’s students are 20 to 24) will increase by 16 percent by 2010 and then taper off but to levels higher than those found in 2000. Persons 15 to 19 years of age are projected to decline through 2020 before showing any increases. Zero to 14 year olds in the market area are also projected to decline through 2010 but then start growing. K-12 enrollment projections made by the Minnesota Higher Education Services Office also show regional declines of high school graduates.

According to the 2000 Census, only 27 percent of the population age 25 and older in SCTC’s market area has an associates degree or higher compared to 35 percent of the state’s age 25 and older population. An additional 23 percent have some college, but no degree.

1
2 Over time, SCTC's student populations are expected to become increasingly diverse. In
3 2003-2004, P-12 statistics for the market area reported that minority students made up
4 nearly 11 percent of the market area's P-12 population as compared to 6 percent of the
5 population overall. Of these 6,140 students, 75 percent were in the 8th grade or below; 60
6 percent were in the 6th grade or below.
7

8 Recent Surveys of Guidance Counselors

9 SCTC recently conducted a survey of all the high school counseling offices in the 12-
10 county area. Seventy-six percent of the public, private, and charter high schools in these
11 counties responded to the survey. These schools represented nearly 4,600 spring 2004
12 high school graduates. Counselors identified 550-600 (12-13 percent) of these spring
13 graduates as candidates who they would have counseled to enroll in the AA degree option
14 at SCTC. The profile of students who these high school counselors felt would pursue an
15 AA degree at SCTC includes high school graduates who are:

- 16 ○ Not prepared for the size or climate of a large university – 45%
- 17 ○ Undecided – 31%
- 18 ○ Unable to meet university requirements but desire a four-year degree – 31%
- 19 ○ Concerned with tuition costs/looking for lower tuition – 25%
- 20 ○ Looking for options close to home – 22%

21
22 The high school counselors supported SCTC pursuing the mission change to offer the AA
23 degree. Their comments include:

- 24 ○ See it as a good option for students/benefit to students – 59%
- 25 ○ It as a great/excellent idea – 39%
- 26 ○ It as a good move for SCTC – 8%

27
28 Limited concerns expressed by the high school counselors included:

- 29 ○ Do not sacrifice SCTC's technical programming – 6%
- 30 ○ Maintain appropriate rigor – 4%
- 31 ○ Ensure transferability of credits – 4%

32 33 Recent Surveys of SCTC Students

34 In an effort to measure SCTC's current capacity for providing liberal arts coursework, the
35 college surveyed its fall semester students seeking the Collaborative AA degree and
36 students who enrolled only in general education courses during the term (thus including
37 some technical students either preparing for or finishing up their technical programming).
38 One hundred of 277 students (36 percent) from these groups responded. The most
39 important factors to this current group of students when choosing SCTC were
40 affordability, transferability of credits, quality education, and being known by their
41 instructors.
42

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1 Ninety-four percent of the students responded that SCTC should provide its own AA
2 degree. The most common reasons for supporting the change included:

- 3 ○ Provides more options/access for students; more convenient for students
- 4 ○ Less expensive for students
- 5 ○ Provides transferable coursework
- 6 ○ Campus locations
- 7 ○ Students perceive that they receive quality education

8
9 *Documentation of demographic research and market surveys is available in SCTC's*
10 *Mission Change Portfolio.*

11
12 • **Key outcomes from mission change**

13 SCTC's intended outcomes for the mission change include the following:

- 14 ○ Recruiting undecided students who will choose to enroll in technical programming
- 15 ○ Increasing the percentage of south central Minnesotans who pursue higher education
- 16 ○ Offering an open admission pathway for students committed to pursuing a four-year
17 degree

18
19 **b. Current or new vision if vision is changing**

- 20 • *New Vision:* South Central Technical College will be the leading provider of
21 technical and general education within the region.
 - 22 ○ *Current vision statement:* The vision of South Central Technical College is to
23 be the preferred provider for the technical education needs of individuals,
24 employers, and partners.

25
26 • **How the new vision will create the ideal future for the institution**

27 SCTC's new vision firmly expresses the college's ongoing commitment to its
28 surrounding communities in providing comprehensive higher education tailored to the
29 needs of area students and employers. The vision reflects SCTC's desire to be
30 considered pivotal in the continued educational, economic, and entrepreneurial
31 growth in the communities we serve across south central Minnesota.

32
33 • **How the institution and its environment will differ five years from now**

34 Five years from now the college will have the capacity to fully serve a new group of
35 students who have been seeking access for many years. The college will offer a
36 broader and deeper curriculum for technical and AA degree track students. The
37 college also will offer more AS degrees in a broader array of technical areas. We
38 expect this to increase the number of students in the AA track while increasing
39 technical enrollment. Externally, we expect to see a more demographically diverse
40 population of prospective students. In response to increased enrollments and a more
41 diverse student base, there will be an expanded focus on student life, including
42 opportunities for study abroad and service learning. In conjunction with all of these

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changes, we anticipate multiple opportunities to expand our connections with our K-12 partners, to increase relationships with other post-secondary institutions, and to build more business partnerships.

c. Anticipated timeline for offering new degree

Activity	Timeline
Minnesota State Colleges and Universities Board of Trustees approve new mission for college	March 2005
Seek Higher Learning Commission approval	In the 6 months immediately after approval
Seek Associate of Arts Degree program approval	
Seek Department of Education approval for financial aid	
Implement necessary catalog and marketing changes	
Seek name change approval	
Begin general education course additions related to technical programming needs	Fall 2005
Transition admission of students from Collaborative AA to SCTC AA	Beginning in Fall 2005 Fully transitioned by Fall 2006
Implementation of Course Development Plan	Fall 2006
Implementation of staffing plans	Fall 2006

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

a. Institutions that were solicited for partnership

Currently SCTC and MSU,M have an active collaborative arrangement for students seeking an AA degree. During the fall of 2004 there were 179 students participating in the Collaborative AA partnership.

b. Institutional responses to partnership request, including reasons why partnership is not a viable option for offering the degree program

From its inception, SCTC and MSU, M have viewed the Collaborative AA degree as a temporary plan to meet market demand. Both partners see the mission change as a positive step toward improving students’ educational access and satisfaction. SCTC and MSU,M administration, faculty, and staff, through their long history of partnering, do not view this as an end, but a positive reframing of an ongoing partnership.

The Collaborative AA partnership is one of many collaborative partnerships between SCTC and MSU,M. The relationship between the two institutions has been consistently positive and mutually beneficial to students. Partnerships between both institutions date back to 1989 when the university began delivering the required transferable general education for SCTC’s Associate of Applied Science (AAS) degrees. Prior to 1999 MSU,M was the sole provider of general education at SCTC. Other partnerships between the institutions have included the sharing of student health services, housing arrangements, university extended campus arrangements on SCTC’s Faribault campus,

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1 co-location of dental programs, custom training/continuing education, and ongoing
2 contractual agreements for general education coursework.

3
4 Over four years ago, SCTC and MSU,M began discussing student accessibility gaps
5 between the college and university's admission policies and the resulting unmet market
6 demands. The university consistently had students who, because they did not meet its
7 admission requirements, were looking for local open enrollment options in order to
8 prepare for transfer. Although unable to provide financial aid to students seeking only
9 general education courses, SCTC had a growing capacity for providing general education
10 courses to support its technical majors. During a host of discussions, the partners began
11 the first phase of the Collaborative AA degree in the fall of 2002. At that time only
12 students academically able to enroll into both institutions were allowed to participate and
13 financial aid was processed and distributed through the university. The first phase drew
14 interest from students, but the financial aid was difficult from a geographical perspective
15 for students participating from SCTC's Faribault campus.

16
17 Based on the partnership's initial experiences, a second phase was implemented in the
18 fall of 2004. This phase expanded the criteria for student admission and allowed for a
19 cohort of students to enter the collaborative partnership without full admittance into the
20 university. Students continue to submit applications, fees, and documentation to both
21 institutions to become part of the cohort. Students admitted in this AA degree program
22 cohort are restricted from registering at MSU,M unless granted special permission. After
23 a cohort student has achieved 24 semester credits of Minnesota Transfer Curriculum,
24 with a cumulative GPA of 2.0 and a 75 percent completion of attempted credits, he/she
25 may apply for transfer to the university to complete the AA degree. The financial aid for
26 all AA students is now awarded through SCTC. However, it is staffing intensive to
27 monitor the status of these students between the partners.

28
29 The Collaborative AA degree has confirmed to us that there is a market of students in our
30 geographic area seeking general education at SCTC for a multitude of reasons (location,
31 size, climate, etc.). It is our desire to eliminate the obstacles for students through this
32 request for mission change so that we may focus our energies on providing the
33 appropriate support structures and quality instruction necessary for successful transfer to
34 MSU,M and other colleges or universities. As part of this support network, SCTC will
35 implement an internal marketing plan to encourage undecided students to investigate a
36 broad array of educational routes, including technical education options.

37
38 **c. Evidence verifying that solicited institutions did not want to or were not able to**
39 **pursue a partnership to offer the degree program**

40 Because of the college's positive and ongoing relationship with MSU,M there was no
41 need to pursue other partnerships. SCTC's mission review activities have been discussed
42 in meetings of the Southern Minnesota President's group on several occasions. The
43 leaders of all these institutions support SCTC's mission change to become a
44 comprehensive college.

Documentation of support for mission change by southern Minnesota institutions is available in SCTC's Mission Change Portfolio.

d. Reasons why the college, wanting to change its mission, does not think that partnership is a viable option for offering the degree program

SCTC and MSU,M agree that the most beneficial approach for students and communities in our area is to move away from the Collaborative AA partnership and for SCTC to seek an expanded mission to offer its own AA degree.

3. Evidence of internal and external stakeholder consultation

a. Internal stakeholder consultation

Current SCTC Students	<i>Note: Current students were consulted through a series of Student Stakeholder Meetings sponsored and promoted by campus Student Senates.</i>
Faribault Campus	9/27/04 and 10/28/04
Mankato Campus	10/12/04 and 10/25/04

SCTC Employees	<i>Note: SCTC employees were informed and consulted throughout the mission review process.</i>
Initial Informational Meetings	
Faribault Campus	4/20/04 and 5/7/04
Mankato Campus	4/19/04 and 4/23/04
Updates during monthly Faculty/Staff Meetings	
Faribault Campus	10/4/04, 11/1/04, 12/6/04, 1/12/05
Mankato Campus	9/20/04, 10/18/04, 11/15/04, 12/13/04, 1/18/05
Center Listening Forums with President and VPs	
Mankato Technical Center	10/18/04
Faribault Technical & Manufacturing Center	10/19/04
Mankato Communication Center	11/2/04
Faribault Business & Communications Center	11/8/04
Corrections Center	12/2/04
Mankato Instructional Support Service Center	12/3/04
Mankato Health Center	12/6/04
Faribault Health Center & Instructional Support Service Center	12/6/04

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SCTC Employees	<i>Note: SCTC employees were informed and consulted throughout the mission review process.</i>
Mankato Agribusiness Center	12/16/04
Mankato Visual Communication Center	1/4/05
Mankato Business Center	1/4/05
General Education Center	1/4/05
Management Center	1/6/05
Q&A on Mission Review	
Spring Semester All Staff In-Service	1/6/05
Internal Stakeholder Meetings	
Faribault Campus	1/20/05
Mankato Campus	1/21/05
Corrections	1/25/05
Shared Governance Recommendation	1/25/05

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• **The opinions on the college pursuing the new degree program on their own**

Current Student Response

Current SCTC students were invited to a series of stakeholder input meetings hosted by the campus student senates. One hundred ninety-seven (197) students attended these meetings.

Feedback by students was positive and centered around specific questions about the impact a new mission would have on the following:

- Tuition costs
- Class size
- Building expansion
- Parking
- Night class availability
- Student life activities
- Specific additions to general education courses
- Course availability on the Faribault campus
- Implementation schedule

SCTC Faculty and Staff Response

SCTC staff and faculty were invited to a series of internal stakeholder visits with President Stover to share their final thoughts about mission change. In general, comments ranged from very positive to genuine concern about the impact of mission change on technical education. On January 25, 2005 at a special meeting of SCTC’s Shared Governance Council, faculty announced their support for mission change.

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Summary of feedback statements/quotes from faculty and staff include:

- Concern that SCTC’s technical footprint will get too small and too dependent on one or two programs.
- This is about positioning ourselves in the market place; if not us, who will fill this gap?
- Are the enrollment projections unrealistic?
- It is important to simplify the process for students; our current process is complicated and discouraging to students.
- Concern that SCTC provide similar supports to our adjunct faculty that the full-time faculty receive from SCTC’s Center for Teaching and Learning.
- Questions about the impact mission change will have on our accreditation.
- We already have collaborative AA students who are considering enrolling in our technical programs. These students did not know about all the technical options until they got here.

Documentation of stakeholder consultation and responses is available in SCTC’s Mission Change Portfolio.

b. External stakeholder consultation

External Stakeholders	<i>Stakeholder meetings/presented to gain feedback on SCTC’s Mission Review.</i>
President’s Advisory Council	5/27/04
Mankato Area Cities/Colleges/University Advisory Council (Bethany Lutheran College, Gustavus Adolphus College, Minnesota State University, Mankato, Mankato Area Public Schools, City of Mankato, City of North Mankato, Greater Mankato Area Chamber, SCTC)	9/1/04
Mankato Rotary	9/8/04
Greater Mankato Economic Development (GMED)	9/9/04
Faribault Rotary	9/29/04
Faribault Chamber of Commerce Board	10/8/04
North Mankato City Council and Staff	10/4/04
Faribault City Council and Staff	10/26/04
K-12 Superintendents, High School Principals and Counselors from 12-County Area:	
Faribault Campus Meeting	10/26/04
Mankato Campus Meeting	10/28/04

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External Stakeholders	<i>Stakeholder meetings/presented to gain feedback on SCTC's Mission Review.</i>
Minnesota State University, Mankato IFO	11/4/04
Mankato Kiwanis Club	11/22/04
Mankato Area Chamber of Commerce	1/13/05
Southern Minnesota Presidents' Consortium	3/5/04, 10/4/04
Board of Trustees Chair, Robert Hoffman and Dr. Richard Davenport	6/17/04
Faribault Business Before Hours	4/7/04
Faribault Rotary	4/7/04
Farm Business Management Advisory Committee	4/8/04
Faribault Chamber	4/9/04
South Central Technical College Foundation, Faribault Campus	4/26/04, 6/28/04
South Central Technical College, Mankato Campus Foundation	5/13/04, 1/13/05
Blue Earth Kiwanis Club	6/22/04
Senator Dick Day, Minority Leader & Former Representative Lynda Boudreau	9/13/04
SCTC/MSU, M Annual Legislative Day Luncheon (8 Senators & Representatives in Attendance)	11/16/04
Representative Ray Cox	11/29/04
Representative John Dorn	12/8/04
Senator Tom Neuville	12/10/04
Representative Connie Ruth	1/10/05
Representative Steve Sviggum, Speaker	1/19/05
Board of Trustees Chair, Robert Hoffman	2/10/05

1
2 External stakeholders have included civic and business leaders from our campus
3 communities, legislators, area high school administrators and counselors, local college
4 and university administrators, university faculty and various community organizations.
5 Feedback from these stakeholders was overwhelmingly positive toward the concept.

- 6
7
- Typical feedback statements/quotes from External Stakeholders:
 - 8 ○ I see this as a way to increase the campus enrollments overall, including the
 - 9 technical programs.
 - 10 ○ As long as you don't lose focus on the technical programs, this change can only
 - 11 help the college and Faribault. Great job!

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- 1 ○ We need to start students where they are, which may currently exclude them from
- 2 entering the university. Provide students ladders to transfer in to other higher
- 3 education opportunities when they are ready.
- 4 ○ My only concern would be a loss of technical focus. But I do not think you will
- 5 do that. Plus I do not believe that our employers will let you.
- 6 ○ This is about increasing opportunity and access to students. Providing a way for a
- 7 certain clientele to prove themselves. You have gone a good way about it, trying
- 8 to gather information, sharing information, and attempting to avoid strange
- 9 assumptions.
- 10 ○ You can count on our support.
- 11 ○ Great! Terrific! Material-Quality-Excellent Teaching-all A+

12
13 Common questions asked and concerns expressed by participants included:

- 14 ○ Does SCTC have room for expansion?
- 15 ○ What is the university saying about this?
- 16 ○ Can we expand and stay committed to technical programming?
- 17 ○ How will SCTC finance this expansion? What are the largest expenses?
- 18 ○ What will be the impact on our local and regional colleges?
- 19 ○ What are the enrollment projections? (Particularly in light of decreasing high
- 20 school enrollments.)
- 21 ○ Will students be prepared adequately to transfer to a four-year college?
- 22 ○ Have we thought about a name change?
- 23 ○ Have we considered providing residence halls?
- 24 ○ Will we offer more student life activities?

25
26 *Documentation of stakeholder consultation and responses is available in SCTC's*
27 *Mission Change Portfolio.*

28 29 **4. Plan for achieving the proposed new mission**

30 31 **a. Describe how the institution will support the change in institutional type**

32 **• Curricular changes needed for new mission and how they will be met**

33 SCTC began offering its own transferable general education courses, taught by its
34 own faculty, in the fall of 2000. Since this time, the college's general education
35 program has evolved rapidly. SCTC has also made great strides toward the
36 development and scheduling of an appropriate spectrum of general education courses
37 to support SCTC's existing degrees. Such strides include increasing the number of
38 general education sections offered and paying more attention to the needs of students
39 in the scheduling of general education courses.

General Education Transition from MSU,M to SCTC Faculty	Fall 1999	Spring 2005
General Education Taught by SCTC Faculty:		
Courses	0	18
Sections	0	60
Duplicated Student Headcount	0	1,366
General Education Taught by MSU,M Faculty:		
Courses	18	8
Sections	22	11
Duplicated Student Headcount	563	339

During the fall semester of 1999, SCTC did not offer any of its own SCTC faculty-taught general education courses, but MSU, M offered 18 general education courses for SCTC, totaling 22 sections. The duplicated headcount in these 18 sections was 563. During the spring semester of 2005, ten full-time SCTC faculty are teaching 14 general education courses, totaling 50 sections. Adjunct and part-time SCTC faculty are teaching four general education courses, totaling 10 sections. MSU, M faculty are teaching an additional eight general education courses for SCTC, totaling 11 sections. The duplicated headcount in the 60 SCTC sections is 1,366; the duplicated headcount in the 11 MSU, M sections was 339.

The general education faculty and dean have developed a comprehensive five-year plan for general education course development. This plan not only provides students with the requisite depth and breadth of liberal arts offerings, but it also places these offerings within the Minnesota Transfer Curriculum. Students will have the option to select pre-liberal arts majors in biology, communication, English, and mathematics. Students will continue to have the option to add depth and breadth to their curricular choices by taking up to 16 credits from MSU, M as part of the consortium agreement between the two institutions.

Timeline	Course Development Plan Highlights
Existing 2004-2005 Academic Year	Currently, SCTC's own general education courses are primarily focused on our technical programming needs and include courses in English, communication studies, mathematics, psychology, economics, literature, and philosophy.
Scheduled 2005-2006 Academic Year	SCTC plans to begin offering its own biological sciences with courses needed by many of the college's health majors including human anatomy, human physiology, microbiology, and nutrition/healthy living.
Year One 2006-2007 Academic Year	SCTC will expand its offerings to include physical sciences, sociology, and history. The college will broaden the course offerings in the philosophy, literature, fine arts, and mathematics areas.

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Timeline	Course Development Plan Highlights
<p>Years 2-5 2007-2008 to 2010-2011 Academic Years</p>	<p>In the remaining years of the course development plan the college continues to add depth and expand on the courses offered across the curriculum (<i>see SCTC's Course Development Plan for specifics</i>).</p>

The course development plan is available in SCTC's Mission Change Portfolio.

- **Faculty/staff changes or additions needed to support new mission and degree**

Faculty

SCTC has a comprehensive course development plan for adding 22.4 full-time equivalent general education faculty over the next five years. This plan calls for adding full-time and part-time faculty in biology, chemistry, economics, family and consumer science, and psychology for the 2005-2006 academic year. It further calls for adding full-time and part-time faculty in the following disciplines over the next five years: anthropology, art, astronomy, English, environmental science, geography, geology, history, journalism, meteorology, music, philosophy, physics, political science, sociology, and Spanish.

In addition to building our general education faculty, we anticipate adding 3.24 full-time equivalent college readiness faculty over the next five years. We will not begin adding faculty until 2008-2009 since our current college readiness staff levels have the capacity to serve additional FYE without adding staff for the first two years of implementation.

Staff

We will also create a transfer specialist position who will focus on advising students intending to transfer to a four-year institution after two years. They would advise students on the appropriate general education curriculum needed for seamless transfer into the four-year college and program of their choice. Finally, we plan to add a student life activity director to create a more collegiate environment.

Future Staffing Needs

While not immediate, we have identified several potential staffing needs that we will need to monitor. This includes additional staffing in our libraries, an additional transfer specialist, and facilities staff.

- **Facility needs for new mission and how they will be met**

To evaluate the college's space capacity, SCTC has reviewed the system's space utilization studies for each of its campuses in comparison to peers of similar size. Additionally, SCTC has analyzed the space utilization of a core set of general and computer lab classrooms on each campus.

1 Classrooms

2 On the Mankato campus, we believe that there are enough classrooms available to
3 meet current enrollment demands in addition to the increases projected for our
4 expanded mission. We currently have an adequate number of 25-30 seat classrooms.
5 We understand the need to use current classrooms for the majority of the additional
6 general education classes. Thus, we are investigating scheduling options that would
7 allow us to utilize our conference center for larger general education courses while
8 retaining some level of commitment to events of the general public to maintain our
9 current public relations. Additionally, SCTC's \$4.7 million bonding project includes
10 proposals for a larger conference auditorium as well as for refurbishing a lecture
11 classroom that is not currently well utilized due to its outdated design.

12
13 On the Faribault campus there is also room for additional utilization. Existing
14 facilities, such as the teleconference room, can support larger general education
15 section sizes using creative scheduling to balance internal and external needs. Other
16 spaces could be upgraded, such as the current cafeteria area as well as areas
17 designated for upgrading the System Initiative portion for the 2004 and 2005 bonding
18 requests. We may also utilize space from obsolete program area sites to help support
19 new initiatives.

20
21 Science Labs

22 Lack of science labs on the Mankato campus is an issue for the expanded mission as
23 well as several of our current health and nursing programs. We are addressing this
24 need with our current master facilities plan which looks to expanded facilities in
25 conjunction with local partners as well as with funds from the State of Minnesota
26 bonding process. The Faribault campus currently has appropriate science lab
27 capacity.

28
29 Parking

30 Two years ago, 110 new parking stalls were added at the Mankato campus. We
31 believe we have adequate parking, but have potential for 40-50 additional spaces
32 already identified in SCTC's master facilities plan. Parking on the Faribault campus
33 is also adequate.

34
35 Technology

36 Technological infrastructure (i.e., WAN, LAN, electrical) is in place in all labs and
37 classrooms to support current instructional technology on both campuses.

38
39 *Documentation of facilities analysis is available in SCTC's Mission Change Portfolio.*

40
41 **b. Show how the new mission will meet student, community, regional, employer, state,
42 and system needs**

43 SCTC's new mission will meet the needs of students and employers by enrolling
44 undecided students who may then choose technical programs. Technical education

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1 enrollments in some occupational sectors have declined nationally, in Minnesota, and at
2 SCTC. These declines may be due, in part, to better informed citizens who monitor
3 employment trends by economic sector and do not enroll in programs where placement is
4 limited. In addition, many high schools no longer offer vocational programming that
5 introduces students to occupations they do not know about. SCTC will support these
6 technical occupations by encouraging undecided students to enroll in the college and then
7 introducing them to technical programming through marketing, job fairs, and other
8 strategies.

9
10 The new mission will provide SCTC the opportunity to increase the percentage of south
11 central Minnesotans who pursue higher education. Our intended outcome is to increase
12 these numbers by allowing students to stay closer to home, attend college in a small
13 campus setting, and have the advantages of a comprehensive two-year college. High
14 school counselors, principals, and superintendents indicate that student transition rates to
15 college could improve for area high school graduates who may not feel comfortable with
16 a large public or private four-year college.

17
18 This mission expansion would also allow SCTC to assist students who do not meet area
19 four-year college and university admission requirements. SCTC will assist these students
20 by offering them a college readiness curriculum that prepares them for transferable
21 general education courses. These students can complete their two-year degree at SCTC
22 and then articulate into a four-year program. The delivery of the AA curriculum would
23 also increase our transfer rates for students matriculating to MSU,M and other System
24 universities.

25
26 The expanded mission will encourage an increase in the number of PSEO students who
27 attend our college on campus, through school district contracts, or through online
28 delivery. These new PSEO opportunities will lead to increased numbers of students
29 attending higher education classes and may lead to enrollments in technical education.
30 This will support workforce initiatives.

31
32 The new mission will be supported by online delivery of both technical and Minnesota
33 transfer curriculum. In 2003, the Higher Learning Commission accredited SCTC to
34 deliver courses and programs online. This online programming has had significant
35 instructional support from our Center for Teaching and Learning and Online
36 Management Services. A mission expansion would increase SCTC's own capacity and
37 better position the college for meeting its goal to provide technical and transfer
38 curriculum through a higher education portal to our business partners. The creation of
39 this portal would allow us to connect area businesses with all higher education through a
40 single access point.

41
42 **c. Include a fiscal analysis on how the change in institutional type will be supported by**
43 **the college's budget and resources, including new funding sources, if needed**

44 SCTC's five-year fiscal analysis of tuition revenues and cost required by the mission
45 change indicates an initial investment of nearly \$90,000 by the college to expand the

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mission. In year two the expansion is expected to cash flow and by year five the revenues surpass the initial investment.

Summary Table	06-07	07-08	08-09	09-10	10-11
Net Incremental Tuition Revenues	195,635	286,224	304,912	327,605	343,966
Required Costs for Expanded Mission	285,000	285,000	285,000	285,000	285,000
Net Cash Flow Provided / (Required)	(89,365)	1,224	19,912	42,605	58,966

Key financial variables for the expanded mission are the increased instructional staff for expanded general education offerings as well as increased instructional staff for college readiness. In looking at the projected increases in enrollment in both areas, we believe that tuition revenue would exceed the anticipated incremental general education and college readiness staffing costs. We have conservatively estimated faculty salaries at the average new, entering, full-time faculty salary and benefits level. However, some faculty will be adjunct or part-time, and they will be less costly than full-time staff. We included the increased base level salaries of existing instructors into our cost projections. Current college readiness staff levels have the capacity to serve additional FYE without adding staff for the first two years of implementation. In two years we will add positions as needed either through part-time or adjunct staff. Again, we conservatively budgeted the expenditures to cover the costs of full-time instructors.

SCTC will require some expenditures to implement the expanded mission. We have identified several areas that are directly tied to the mission change. A transfer specialist would be required to advise students coming in, intending to transfer to a four-year institution after two years. He/she will advise students on which general education curriculum they would need to take for seamless articulation into their chosen four-year college and program. In order to best support expanding our role into a comprehensive college, we are proposing adding a student life activity director to create a more collegiate environment. We have calculated the cost of current MSCF faculty moving from the former UTCE side of the bifurcated faculty agreement to the former MCCFA side, including decreased credit load, decreased required class preparations, additional supplemental retirement costs, and retirement benefits for faculty who qualify.

As a result of expanding our mission, SCTC proposes an increase in our annual marketing budget by \$65,000. Marketing the expanded mission is extremely important to increasing the percentage of south central Minnesotans who seek higher education. An internal marketing plan will also be necessary to engage undecided students in technical options. Any increase in the marketing budget will improve the overall branding of SCTC as a comprehensive two-year college.

There will also be one-time costs related to the change of mission. These include name change, printing, and logo identification. We expect to use the annual President's Initiative fund to cover these one-time expenditures.

1
2 Future Costs

3 SCTC has identified several other future costs relative to the expanded mission. SCTC
4 will need to look at expansion of its library collections. Depending on student demands
5 and scheduling, extended evening and weekend staffing may increase our costs. With the
6 growth of the general education population in the future, there may be a need for an
7 additional transfer specialist.

8
9 Additional Financial Considerations

10 There are several additional programmatic and staffing requests being considered by the
11 college not specifically related to mission change. These additions include the following:

- 12 ○ Expanding the nursing program to meet student enrollment demands as well as
13 continued demand for graduates by the health care industry
- 14 ○ Expanding the college's mathematics lab to the Faribault campus and the creation of
15 writing labs across the college to support student success
- 16 ○ Adding a multicultural specialist to support the projected growth of diverse
17 populations.
- 18 ○ Supporting enrollment and customized training growth on and off campus which is
19 creating a need for additional financial aid and registration staff

20
21 Because we understand that future state resources will be scarce, implementing any of
22 these or other future priorities will involve reallocation of existing resources. SCTC will
23 also continue to examine academic and non-program areas to increase efficiency.

24
25 *Documentation of financial analysis is available in SCTC's Mission Change Portfolio.*

26
27 **d. Show how the new mission will meet accreditation requirements**

28 Approval by the Higher Learning Commission (HLC) is required for institutional
29 changes in mission and in educational offerings. The HLC requires that an institution
30 proposing changes that need the Commission's approval submit a change request,
31 developed by the college, that addresses six questions outlined in the *Handbook of*
32 *Accreditation, 3rd Edition*. The six questions address the:

- 33 ○ Proposed changes
- 34 ○ Factors that led to the proposed changes
- 35 ○ Internal and external approvals required
- 36 ○ Impact on the organization based on challenges identified at the last comprehensive
37 visit
- 38 ○ Plans to implement and sustain the changes
- 39 ○ Organizational strategies to evaluate the proposed change

40
41 HLC approval could be accomplished through a HLC staff review and submission to an
42 Evaluator's Panel for action or through a HLC staff recommendation for a focus visit.

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1 The length of time for Commission approval will vary depending on the approval process
2 that is deemed appropriate by HLC staff. The SCTC administration has been working
3 with the Commission staff liaison assigned to the college to inform the Commission of
4 the changes being contemplated by the college. The change request will be submitted to
5 the HLC after action is taken by the Minnesota State Colleges and Universities Board of
6 Trustees approving an expanded mission that includes the AA degree for SCTC.
7

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

10
11 Costs / Negatives Associated with Mission Change

- 12 ○ Feeling by some internal stakeholders that the college may abandon its technical
13 mission no matter what the college does to try to reassure them to the contrary
- 14 ○ Difficulty of change for some stakeholders, particularly when this change involves
15 the reallocation of resources, e.g., space, time, and finances
- 16 ○ Potential for short-term identity confusion among the college's external stakeholders
- 17 ○ Increase in costs due to change in contractual obligations
- 18 ○ Strain on faculty and staff during implementation

19
20 Benefits / Positives Associated with Mission Change

- 21 ○ Opportunity to encourage more south central Minnesotans to pursue higher education
- 22 ○ Opportunity to streamline the process for current collaborative AA degree students
- 23 ○ Opportunity to expose undecided students to technical education, thereby possibly
24 increasing technical enrollments
- 25 ○ Likelihood of the college meeting the conservative FYE/FTE ratio assumptions, thus
26 having mission expansion pay for itself over five years
- 27 ○ Ability to increase the number of students transferring to four-year colleges and
28 universities
- 29 ○ Ability to provide students with more opportunity for personal growth and student-
30 life activities
- 31 ○ Increase in PSEO opportunities for students
- 32 ○ Opportunity to expand online learning
- 33 ○ Opportunity to enhance the college's image

34
35 Overall Risks Associated with Mission Change

- 36 ○ New comprehensive college identity may take time to emerge
 - 37 ○ Assumptions used in the planning for mission change, e.g., class size, enrollment, and
38 staffing, may prove difficult to meet and unanticipated costs may be incurred
 - 39 ○ Bifurcated elements in the faculty contract may negatively impact college
40 cohesiveness
 - 41 ○ Marketing to undecided students may not result in technical student growth
- 42

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1 Conclusion

2 SCTC has the support of its internal and external stakeholders to change its mission to a
3 comprehensive college that provides an AA degree. In addition, the Leadership Council
4 of the Minnesota State Colleges and Universities, at its February 2005 meeting, supported
5 SCTC’s mission change. SCTC is ready and committed to providing a high quality AA
6 degree and program that meets the needs of its students and communities.
7

8 **RECOMMENDED COMMITTEE MOTION**

9
10 The Educational Policy Committee recommends that the Board of Trustees approve the South
11 Central Technical College request to change its mission to become a comprehensive two-year
12 college. The new mission is, “South Central Technical College provides comprehensive higher
13 education for employment and continuous learning to promote individual growth and economic
14 development.”

15
16 **RECOMMENDED MOTION**

17
18 The Board of Trustees approves the request by South Central Technical College to change its
19 mission to become a comprehensive two-year college. The new mission is, “South Central
20 Technical College provides comprehensive higher education for employment and continuous
21 learning to promote individual growth and economic development.”
22
23

24 **LETTERS OF SUPPORT ARE ATTACHED**