

Assurance Argument
Pine Technical and Community College

8/21/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Response to 1.A.1

As one of the 32 colleges and universities in the Minnesota State Colleges and Universities system (MinnState), Pine Technical and Community College (PTCC) has a history of reviewing and revising mission documents to suit the needs of internal and external constituents within the community. These documents define PTCC's commitments and priorities. [Minnesota Statutes Section 135A.052](#) prescribes the mission of public postsecondary institutions in the State and further directs the governing board and administration to take actions to support the mission. [Minnesota Statutes Section 136F.05](#) authorizes each school within the System to develop its own distinct mission as provided by [Minnesota Statutes Section 135A.052](#), subject to the approval of the Board of Trustees. The Board of Trustees, in MinnState's [Organization and Administration Policy 1A.1 Part 2. Subpart C](#), has assigned a distinct mission to each state college and university that is consistent and supportive of the overall mission of the System. The Board further provides direction in MinnState's [Institution Type and Mission, and System Mission Policy 3.24](#) and [Procedure 3.24.1](#) regarding the conditions and processes for the review and approval of college and university missions.

The MinnState Board of Trustees approved PTCC's mission, vision, values, and goals in 2000. A slight revision was again approved in 2002, and the Board approved another revision in May, 2008. In 2013-2014, PTCC submitted for conversion to a comprehensive community college following a process that was [started a decade earlier](#) when the discussion around community need and institutional capacity was [set in motion](#). Although MinnState was not supportive at that time, PTCC and East Central Minnesota continued to grow, thus creating the capacity for supporting the institutional change. PTCC requested a formal change through submission to the [Higher Learning Commission](#) and finally, to MinnState, which was [approved in January, 2014](#). The mission review and rewriting process for the 2014 presentation to the Board began, as did all prior revisions, with an open forum on a strategic planning day, where all PTCC personnel participated with community members, industrial partners, and students. The revision process involved broad participation with opportunities given to all campus groups for input on the final language. As the principle of shared governance is integral to the culture of PTCC, the [Faculty Shared Governance Council](#) (FSGC) also provided a

formal motion of support. The [document](#) prepared by PTCC for submission to the Board details the extensive discussion and planning process that went into the development of the [comprehensive college mission statement](#).

Throughout fiscal year 2016, a revised version of the mission statement, values, and goals was developed during a campus-wide [strategic planning process](#) that included both internal and external constituents. A team consisting of faculty, staff, administrators, and students, who participated both on the committee and during multiple feedback events, reviewed and realigned wording to best match the [new Strategic Plan](#). Although key attributes did not change, minor revisions were made. In addition, many external individuals were interviewed by the strategic planning consultant, and all feedback was provided in [summary](#) to the steering committee.

The strategic planning development process included a [Gallery Walk](#) activity during the [spring 2016 in-service](#) and a 30-person planning retreat in January, 2016. Final feedback received from staff, faculty, and students through leader-facilitated dialogue and cross-divisional group conversations at the spring 2016 [Campus Conversation Day](#) was also incorporated. Additionally, internal and external committees reviewed the process: [FSGC December, 2015](#); [Campus Roundtable January, 2016](#); [Campus Roundtable April, 2016](#); [PTCC Foundation January, 2016](#); and [PTCC Foundation Board March, 2016](#). The resulting mission statement was reviewed in departmental meetings, during meetings of the President's Cabinet, Campus Roundtable, and PTCC Foundation Board and was shared with staff and faculty during the fall 2016 Campus Conversation Day. In January, 2018, the mission statement revision was [reviewed and approved at Minnstate](#).

PTCC's current [mission, vision, and values](#) may be accessed through the website, and they are posted in staff and student areas throughout the building, including the library, cafeteria, hallways, classrooms, and administrative areas:

Mission: Known for innovation and contributions to strengthen communities, we make college possible for those starting out or starting over. Whether a student seeks a career program, new skills or general education transferable to another college or community, Pine Technical & Community College is an excellent choice.

Vision: In 2027, the people of East Central Minnesota will first turn to Pine Technical & Community College when they want career education, new skills or general education. More than 1200 FYE will be enrolled in programs; more than 4000 will benefit from training experiences; and the region will enjoy a dynamic, vibrant cultural resource. The heart of the college will be in up-to-date, technology-driven facilities, complemented by satellite sites and online capabilities.

Values: Student-focused, Innovative, Inclusive, Transparent, Respectful, Passionate

Response to 1.A.2

PTCC's [program inventory](#) lists 26 programs and emphasizes at certificate, diploma, or two-year Associate's Degree level. Twenty-five of these are technical in nature; the other is the two-year Associate of Arts Degree. They reflect PTCC's mission of offering technical and transferable education, and their time frames and levels align with the College's status as a comprehensive community college. The courses are all lower division, undergraduate career, technical, or general education offerings. The process for changing courses or program outcomes requires Academic Affairs and Standards Council committee approval, which provides guidance and serves as a quality control mechanism for the congruence of programs to mission.

While programs do not have official mission statements, they do have program outcomes which drive program curriculum. Program outcomes are developed with the assistance of industry advisory committees, approved by the Academic Affairs Standards Council, and warehoused on the shared drive. PTCC utilizes a [five-year cycle](#) of [program review](#) detailed further in Subcomponent 4.A.1, where outcomes, student demand, staffing, and many other metrics are used to assess a program's effectiveness. The MinnState System developed the framework and evaluation tool. As programs are reviewed as to their relevancy, the process aligns to the *connecting to innovation and contribution* portions of the mission. Similarly, [non-credit offerings](#) align to the *connecting to innovation* and *strengthening the community* portions; the short-term programming allows people to begin or advance career pathways.

The College offers an array of student services consistent with its mission. The Student Services Department helps students be successful in their chosen path, whether it is a career program, new skills, or transferable general education. The department includes the registrar, admissions, testing, financial aid, marketing, and recruitment. The Student Success Division includes counseling, advising, tutoring, and disability services. Student support services are also available for PTCC's particular segments of students (i.e. low income, single parents, first generation, veterans). Additionally, grants such as the Student/Parent Grant, Second Chance Pell for Incarcerated, Dash Emergency Grants, and Micro Loan Program provide specific support services.

PTCC recognizes the value and dignity of each person and creates conditions for success for all students, staff, faculty, and members of the College through the development and implementation of educational programs, resources, and activities and presentations, which are guided by our philosophy on diversity and inclusion:

Diversity: The combined strength of the abilities, cultures/ethnicities, experiences, genders, religions, beliefs and talents each of us brings to Pine Technical & Community College. The concept of diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Inclusion: Embraces all dimensions of the human experience, from our differences to our similarities, and creates a climate where all feel valued and appreciated, where there is substantive interaction among all.

Further, PTCC's [enrollment profile](#) is consistent with its mission and with its nature as a technical and community college. Similar to the great majority of such institutions, [98% of students](#) come from Minnesota or nearby Wisconsin with 71% from nearby counties. The average age for on-campus students attending in Fall 2017 was 28 years.

Response to 1.A.3

In order to meet our mission, it is critical that PTCC maintain relevant and viable programs that meet the needs of our communities. This planning is guided by the Academic and Student Affairs Leadership Team, which is led by the Vice President of Academic and Student Affairs. Key processes include program development, enrollment projections by program, centralized scheduling, maintaining program guide sheets, targeted outreach for new and continuing students, and predictive data analysis.

The College's [budgeting](#) ties to the [PTCC strategic goals](#) and annual [Work Plan](#). Divisions are assigned expense targets based on a historical three-year average. The base budget is built from revenue assumptions derived from enrollment projections by program. Individual divisions

incorporate localized processes when finalizing expense budgeting.

See Subcomponent 5.C.1 for additional explanation of the budgeting process and alignment to the mission.

Sources

- 1.A.1 - Minutes BOT January 24
- 1.A.1 1-11-16 Summary Campus Roundtable
- 1.A.1 4-25-16 Summary Campus Roundtable
- 1.A.1 Agenda, Jan 24
- 1.A.1 Board of Trustees Minutes - 2014 Mission Approval
- 1.A.1 Board Policy 1A.1 Part 2. Subpart C
- 1.A.1 Board Policy 3.24
- 1.A.1 Campus Conversation Day_FY16_Agenda_draft
- 1.A.1 Faculty Shared Governance Mission Change Approval
- 1.A.1 Foundation Minutes January 28, 2016.pub
- 1.A.1 Foundation Minutes March 24, 2016
- 1.A.1 FSCG_Minutes_12-2-2015
- 1.A.1 Gallery Walk Results-1-6-16
- 1.A.1 HLC - Pine Technical College Change Visit Action Letter 8-12-14
- 1.A.1 Managers Planning Day - March 9th Fur Post
- 1.A.1 Minnesota Statutes Section 135A.052
- 1.A.1 Minnesota Statutes Section 136F.05
- 1.A.1 News Release Pine Tech Mission and Name Change
- 1.A.1 Pine Technical College Change Visit Action Letter 8-12-14
- 1.A.1 Process Design Draft 5 Strategic planning
- 1.A.1 Proposed Mission Change
- 1.A.1 PTCC Discovery Report 6 2015
- 1.A.1 Spring Inservice Agenda 2016 Gallery Walk
- 1.A.1 Strategic Plan Draft 5
- 1.A.1 System Procedure 3.24.1
- 1.A.1 Vision & Mission Team Minutes 11-29-04
- 1.A.1 Vision Mission Values Poster 11x17 08 15 16
- 1.A.2 Enrollment Statistics
- 1.A.2 Fall 2017 List of CECT Courses
- 1.A.2 Fall2017Catalog
- 1.A.2 Program Evaluation and Review Form 10-09
- 1.A.2 Program_Review_Tracking_2013-2019
- 1.A.2 PTCC_catalog17-18
- 1.A.2 Students by County Spring 2018
- 1.A.3 PTCC budget template
- 1.A.3 PTCC College Workplan2017-19 v2 MASTER (Cabinet and Employees)
- 1.A.3 Strategic Plan Draft 5

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Response to 1.B.1

Pine Technical and Community College (PTCC) articulates its mission, vision, and values publicly through several media: [posters](#) in general public common spaces and within office suites; committee agendas, such as [President's Cabinet](#) and [Campus Roundtable](#); [employee](#) and [student](#) handbooks; [strategic planning documents](#); and PTCC website.

Priorities for PTCC begin with the identified Minnesota State Colleges and Universities' (MinnState) [Strategic Framework](#), which is posted publicly on the MinnState website. These System priorities, along with the PTCC [Strategic Plan](#), build the outline for annual planning where the key measures are evaluated and adjusted to meet actual outcomes. After setting the direction for PTCC, the key categories are brought forward for all employees to provide feedback and departmentalize their areas.

Response to 1.B.2 and 1.B.3

As noted in Subcomponent 1.A.1, the mission statement was revisited by the College as part of a lengthy process to move from being a technical college to being a comprehensive community college, culminating in January, 2014 with [approval by the MinnState Board of Trustees](#). With new leadership in summer 2015, the [mission, vision, and values](#) were again reviewed and revised through the [strategic planning process](#), which shaped how PTCC would move forward and established a direction for the College over the next decade by prioritizing opportunities and identifying areas of strength. The process provided data and feedback from internal and external constituents who recognized the changing region and a gap between PTCC's historical mission statement and the direction the area is moving. The new mission statement closes that gap and aligns to the future. The [Work Plan](#) provides the priorities for the annual work and goals at the College and helps guide funding, hiring, and accountability.

While the mission clearly articulates PTCC's technical and community college focus and indicates the primary student audiences including those wanting career, new skill, or transfer options, the vision statement delves deeper into the College's mission in terms of more explicitly cataloging the areas of emphasis for the institution and its internal and external constituents: *In 2027, the people of East Central Minnesota will first turn to Pine Technical & Community College when they want career*

education, new skills or general education. More than 1200 FYE will be enrolled in programs; more than 4000 will benefit from training experiences; and the region will enjoy a dynamic, vibrant cultural resource. The heart of the college will be in up-to-date, technology-driven facilities, complemented by satellite sites and online capabilities. Intended constituents of PTCC's programs and services are also outlined in MinnState's [Charting the Future](#) and the many campus plans in place: [Enrollment Management Plan](#), [Strategic Plan](#), [Work Plan](#), [Marketing Plan](#), and [Diversity Plan](#).

Sources

- 1.B.1 Agenda - Campus Roundtable 10-16-17 (003)
- 1.B.1 Cabinet Agenda 10-26-17
- 1.B.1 Employee_Information_Booklet_Spring_2017
- 1.B.1 Minnesota State - Strategic Framework for Minnesota State Colleges and Universities
- 1.B.1 Strategic Plan Draft 5
- 1.B.1 student-handbook
- 1.B.1 Vision Mission Values Poster 11x17 08 15 16
- 1.B.2 2016-2019 Diversity Plan - Assessment and Accountability Working Document
- 1.B.2 Board of Trustees Minutes - 2014 Mission Approval
- 1.B.2 Charting the Future
- 1.B.2 FY2018 Marketing and recruitment plan
- 1.B.2 Process Design Draft 5 Strategic planning
- 1.B.2 PTCC College Workplan2017-19 v2 MASTER (Cabinet and Employees)
- 1.B.2 Strategic Enrollment Management Retention Goals - 2015-2016
- 1.B.2 Strategic Plan Draft 5
- 1.B.2 Vision Mission Values Poster 11x17 08 15 16

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Response to 1.C.1

As an extension of the mission established by Minnesota State Colleges and Universities (MinnState), Pine Technical and Community College (PTCC) speaks to diversity through its own mission documents and through its practices.

PTCC is specifically guided by the MinnState [Equal Opportunity and Non-discrimination in Employment and Education Policy 1B.1](#) and MinnState's [Organization and Administration Policy 1A.A Subpart B](#), which states, *The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.*

In addition to the MinnState policies and mission documents, the system-level [Strategic Framework](#) defines goal area one as, *Ensure access to an extraordinary education for all Minnesotans: Our faculty and staff will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy. We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.* Further guidance is provided by the MinnState resource page for climate, including a [Guide to Supporting Safe and Inclusive Campus Climates](#).

PTCC itself has established guidelines relating to equal opportunity, discrimination, and diversity, which are outlined in the diversity and inclusion statements; the [Non-Discrimination Disclosure](#); and the Affirmative Action and Equal Opportunity Statement, found in places such as the [Employee Information Booklet](#).

PTCC's current values are congruent with the mission and support the individuality of each person within the campus community: student-focused, innovative, inclusive, transparent, respectful, and passionate. The [Strategic Plan](#), [Work Plan](#), and [Diversity Plan](#) identify ways for staff and students to build an appreciation for diverse communities. Specific goals are identified in the plans; for example, the Strategic Plan, area six, refers to the need to nurture and sustain a positive campus culture.

The College is also guided by the [Accountability Dashboard Strategic Framework Performance Measures](#), which monitor the performance of the colleges within MinnState on selected key measures including diversity of employees and students of color, percentage of first-generation students, and percentage of underrepresented students. According to the most recent report, PTCC's percentage of employees of color is under goal which is being addressed through the recruiting and hiring processes

as outlined below. The percentage of students of color is above goal. Over the past ten years the percentage of first-generation students and underrepresented students has declined, likely attributed to the increased numbers of dual enrolled students. Also indicated by the [Community College Survey of Student Engagement](#) student data, the extent to which the College promotes contact with and understanding of diverse populations is lower than the cohort mean; however, it did increase between 2008 and 2015, showing improvement.

Response to 1.C.2

PTCC instituted a [Diversity Committee](#) in 2011 charged with developing and implementing educational programs, resources, and activities that create an awareness of persons from diverse backgrounds. The committee is led by the chief diversity officer and priority is on initiatives identified in the [Diversity Plan](#). This committee will be re-named Equity and Inclusion in 2018.

Despite its commitment to diversity and its work to promote a climate that values diversity, PTCC itself is not ethnically diverse; however, it is more diverse than its region. The racial makeup of the county is eight percent residents of color. In fall 2017, PTCC student enrollment consisted of [14% students of color](#). It could be argued that PTCC's efforts to create a welcoming climate has had some impact on the ethnic diversity of the student body.

Attention to diversity is also addressed within course curriculum. For example, in 2010, the Academic Affairs Department undertook a broad assessment of how diversity issues were being incorporated; [the report](#) shows a wide range of courses that have integrated diversity education into teaching.

More recently, PTCC participated in a voluntary [Office of Civil Rights \(OCR\) compliance visit](#) in January, 2017. The [on-site review](#) was part of an effort to continuously improve the learning environment and to ensure compliance with federal civil rights authorities, as set forth in the OCR guidelines. Each college is required to implement the provisions of these federal laws to ensure students and employees are free from discrimination. [Minimal findings](#) were noted, which PTCC took immediate action to resolve.

The College also addresses diversity and inclusivity through the website by displaying language that ensures non-traditional student access, and for professional photo shoots, efforts are made to feature student models in non-traditional career fields. Additionally, support services provides dedicated staff for students with disabilities, from low-income families, and from underrepresented communities. Programming includes financial literacy, parenting classes, and a variety of diversity speakers.

The hiring process addresses employee diversity and is outlined in the PTCC [Hiring and Search Process Policy 501](#). When the most recent hiring process was put into place, PTCC mandated the placement of one Diversity Committee member on each search team to ensure initiatives of the Diversity Committee and [Affirmative Action Plan](#) are upheld throughout the search process.

Sources

- 1.C.1 1a-01
- 1.C.1 2016-2019 Diversity Plan - Assessment and Accountability Working Document
- 1.C.1 Accountability Dashboard January 2018
- 1.C.1 CCSSE Benchmark Frequency Distributions - All Students
- 1.C.1 Employee_Information_Booklet_Spring_2017
- 1.C.1 Enrollment Report

- 1.C.1 Minnesota State - Strategic Framework for Minnesota State Colleges and Universities
- 1.C.1 Minnesota Statutes and Policies
- 1.C.1 MinnState Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education
- 1.C.1 Non-discrimination OCR form updated 2016-September
- 1.C.1 PTCC College Workplan2017-19 v2 MASTER (Cabinet and Employees)
- 1.C.1 safeandinclusiveguide
- 1.C.1 Strategic Plan Draft 5
- 1.C.2 Diversity Committee Purpose and Definition
- 1.C.2 Diversity Embedded in the Classroom
- 1.C.2 OCR Audit - Voluntary Compliance Plan 5.2.17
- 1.C.2 OCR Audit Findings
- 1.C.2 Pine Technical and Community College AA Plan - 2016-2018 - Posting Copy
- 1.C.2 Pine Technical and Community College Strategic Diversity Plan
- 1.C.2 Policy 501 REV4 Hiring and Search Process
- 1.C.2 VCP approval 6_27_17

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Response to 1.D.1

The semantics of the Pine Technical and Community College (PTCC) [mission and vision statements](#) embody its commitment to a public role and a public obligation. The revised statements, approved by Minnesota State Colleges and Universities (MinnState) System in January, 2018, directly reference the people of East Central Minnesota and task the College with strengthening the community through educational opportunities.

Evidence of the College's outreach substantiates its foundational commitment to the public good and its engagement with external constituencies. For example, PTCC formed a [Healthcare Alliance](#) (HCA), originally comprised of [74](#) area school districts, healthcare facilities, community-based organizations, and colleges, to maintain a platform for building a strong workforce and sustaining a vibrant healthcare industry in the region and to broaden the College's programming in allied health to serve the needs of that sector. PTCC provides limited staff support to [the HCA](#).

PTCC is also a member of the [Early Childhood Coalition](#) (ECC) for the communities surrounding Pine City. The ECC gathers childcare providers, preschools, and public and private K-12 teachers and administrators and is focused on early childhood programming. The College has partnered with constituents to conduct efforts toward that purpose, including implementation of the [Dragon Wagon](#), named for the local high school mascot, a mobile preschool for children in the area to receive a quality preschool education and become kindergarten-ready. The College has also operated [Child Care Aware](#), which is a state grant-funded service providing referrals for parents and training for providers in early childhood education practices. Through their Parent Aware accreditation process, they are helping to promote high quality education for early learning providers.

In addition, the [Innovation Center](#) develops new business organizations by providing a physical location and supporting the organizations with services, such as information technology and marketing, and partnering with PTCC programs and students. The [Employment and Training Center](#) provides critical employment skills to over one thousand citizens in the region through facilitation transportation, training, daycare, and living expenses for clients.

PTCC participates in other large and diverse organizations in the region, statewide, and nationally:

- [Pine City Joint Boards](#), a local board including members of the Pine County Board, Pine City

Council, Pine City School District Board, and PTCC President and Vice President of Academic and Student Affairs; accomplishments include the identification of strategic priorities for the local area and the interconnection of each organization's projects prior to pursuing them.

- [GPS 45:93](#), a regional [economic development](#) consortium including representatives from cities, counties, state agencies, utilities, other private businesses, and other entities with an interest in the economic development of the region and has a [mission](#) to better position the region to attract high-wage, technology-based jobs; to collaborate on business retention and expansion; to recruit new businesses; and to encourage entrepreneurial activity. The College provides staff support for the consortium and maintains a seat on the Executive Committee.
- [Comprehensive Economic Development Strategy](#) (CEDS), an offshoot [committee](#) of the East Central Regional Development Commission (ECRDC) whose mission is to provide leadership and direction to solve regional problems by providing technical assistance and by identifying and developing available resources.
- [Childcare Capacity Building](#), a committee to address regional concerns related to childcare also sponsored by the ECRDC.
- Local chambers of commerce.
- East Minnesota Comprehensive Workplace Solution Enterprise, a committee formed in response to the Chancellor's request to regionalize customized training operations across the state. PTCC has aligned with Fond Du Lac Tribal and Community College and Lake Superior College to serve a region that encompasses communities located near the I-35 Corridor from Forest Lake to Duluth.
- [Enterprise Minnesota](#), an organization helping to make manufacturing organizations grow.
- [Minnesota Advanced Manufacturing Partnership](#) (MnAMP), a partnership that comprises ten two-year colleges in Minnesota focused on providing consistent apprenticeship training across the state seeded with Federal Department of Labor funds primarily serving the manufacturing sector and continues to facilitate a consistent approach to workforce development in the manufacturing industry.
- [National Skills Coalition](#), a national coalition helping workers and industries prosper.

The College has continued to employ a large number of technical experts in the area who support business and industry. PTCC also employs nearly 160 people who in many cases live and support the region outside of their professional roles. Economically, PTCC has a large impact on the region due to spending locally with payroll and non-payroll purchasing.

Each of these examples and alliances illustrates a blending of the educational [mission and vision statements](#) of PTCC with its community engagement efforts and brings PTCC's technical programs in closer alignment with their industry partners in each particular sector – manufacturing, healthcare, information technology, and early childhood education. They provide guidance and support for the programs and opportunities for students. PTCC's involvement in economic development stems directly from the portions of its mission, [Strategic Plan](#), and [Work Plan](#) that compel it to improve the economic vitality of the region. A strong region builds a strong college, and a strong college advances the prospects of the entire region, both economically and socially.

Response to 1.D.2

The College determines allocations for instruction, academic support, and student services based on the goals of the [Strategic Plan](#) and [Work Plan](#) and are PTCC's fiscal priority. In fiscal year 2018, 49.46% of the [operating budget](#) is allocated to academic programs and support, 11.94% for student support, 7.05% for Continuing Education/Customized Training, and the remaining 31.55% is facilities, finance, technology, human resources, and executive management. The amount budgeted directly to academics totals more than \$3.6 million of a \$7.3 million plus operating budget.

PTCC does not have external investors. There is a Foundation Board which provides direct student support. MinnState does provide governance through the development and management of the System's Board of Trustees policies and procedures and provides oversight through financial audits and academic program management functions, including approval of program startup and closure. Tuition and fees from students remain local.

Response to 1.D.3

Program Advisory Committees are comprised mostly of external constituents with direct industry knowledge who provide a clear vision of their industries. The chair leads the meetings and provides feedback directly to the programs and PTCC leadership with respect to budgeting, coursework, and technology. As noted previously throughout Criterion 1, the [strategic planning process](#) included interviews with external community members during the initial phase of the planning process and feedback loops with external members on the PTCC Foundation Board.

Sources

- 1.D.1 2017 GPS 4593 Highlights
- 1.D.1 2018 CEDS Annual Update - FINAL
- 1.D.1 CEDS 12.4.2017 Minutes
- 1.D.1 Childcare Aware Training Catalog
- 1.D.1 Childcare Capacity Building Agenda
- 1.D.1 Dragon Wagon
- 1.D.1 Early Childhood Coalition Partner Listing
- 1.D.1 Enterprise MN
- 1.D.1 ETC 2014AnnualReport
- 1.D.1 GPS 45.93
- 1.D.1 GPS 4593 Value of Belonging - 2017 GPS 4593 Highlights
- 1.D.1 HCA May 2015 Newsletter
- 1.D.1 HCA Mtg Agenda 8.11.2017
- 1.D.1 Healthcare Alliance Partners
- 1.D.1 Innovation Center
- 1.D.1 mnamp-pathways-2016
- 1.D.1 National Skills
- 1.D.1 PC Joint Board Agenda 1-23-18
- 1.D.1 Vision Mission Values Poster 11x17 08 15 16
- 1.D.2 5.A.5.a. FY2018 Budget Summary
- 1.D.2 FY2018 Budget Summary
- 1.D.2 Process Design Draft 5 Strategic planning
- 1.D.2 PTCC College Workplan2017-19 v2 MASTER (Cabinet and Employees)
- 1.D.2 Strategic Plan Draft 5

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Pine Technical and Community College (PTCC) fulfills Criterion One through a clearly defined mission and vision. These core documents and their public display, currency, and content demonstrate the mission is fully and publicly articulated in detail. The mission change process, undertaken by PTCC in 2012-2014, to become a comprehensive community college promulgated a lengthy and intensely self-reflective analysis and discussion across the College and its constituencies and between PTCC and Minnesota State Community Colleges and Universities (MinnState) staff. The work and the revision of the mission in 2016, as part of the strategic planning process, was highly participatory, and input from stakeholders was extensive.

PTCC, through its mission and actions, addresses its role in a multicultural society and provides experiences for campus-wide and other constituents to participate. The College acknowledges the importance of addressing diversity as shown by the consistent references found within the mission documents, in the goals and activities of campus committees, and in the actions within the PTCC campus climate. While the ethnic diversity of the region has direct effects on the ethnic diversity of staff and students, hiring practices are addressing staff diversity and efforts of the College have already shown the diversity of students is at a higher percentage than the region itself. These efforts will continue. Within it all, PTCC is committed to honoring the dignity and worth of all individuals.

The actions and decisions within PTCC connected to its educational role reflect an understanding that the institution serves the public and entails a public obligation. The mission and vision, Strategic and Work plans, and engagement efforts with local and regional organizations and committees demonstrate commitment to civic good of the East Central Minnesota Region.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Response to 2.A

Response to Governance

[Minnesota Statutes Section 136F.02](#) established the Minnesota State Colleges and Universities (MinnState) Board of Trustees and [Minnesota Statutes Section 136F.06](#) authorized the Board to serve as the governing authority for all MinnState schools. [Minnesota Statutes Section 136F.07](#) required the Board to appoint a chancellor to serve as the chief administrator with powers and duties as delegated by the Board. Under laws and statutes of the State of Minnesota and regulations of Minnesota Management and Budget, MinnState policies and procedures ensure System institutions operate with integrity in financial, academic, human resource, and auxiliary activities.

All Board actions and meetings are public events and are subject to the Minnesota Open Meeting Law. [Minnesota Statutes 43A.38](#) sets forth a Code of Ethics for Employees in the Executive Branch, MinnState's [Board of Trustees Code of Conduct Policy 1C.1](#) prescribes the Board of Trustees Code of Conduct, and [Procedure 1C.0.1](#) establishes a Code of Conduct for all employees of MinnState, including system administrators.

Pine Technical and Community College (PTCC) is also clearly governed by its own policies; however, the College is currently engaged in a review of all policies as a result of a System Office review which recommended minimizing the number of policies and eliminating those that merely echo Board policy and/or those that are more procedural in nature. Senior leadership has been involved in this on-going [project](#) since spring 2017.

Response to Financial

MinnState's [Finance and Administrative Authority of Board, Chancellor, and Presidents Policy 7.1](#) delegates authority to the Chancellor to develop procedures and guidelines to implement the Board's policies for administrative and financial management of the System, including all colleges and universities. The System's [Financial Administration Policy 7.3](#) requires that System procedures assure that financial records are complete and safeguarded; financial information is accurate, reliable, and useful for management reporting; and financial management methods support short-term and long-term System and college and university strategic objectives.

Under the Board's [Biennial and Annual Operating Budget Planning and Approval Policy 5.9](#), colleges, universities, and the System Office are required to prepare balanced budgets consistent with Board policies and System procedures. The Chancellor is responsible for monitoring the System, System Office, and college and university budgets. Further, according to the Board's [Reserves and Year-End Balances Policy 5.10](#) and [Procedure 5.10.1](#), all institutions in MinnState are required to accurately report financial data, which includes, but is not limited to, the composite financial index, primary reserve ratio, return on net assets, viability ratio, and operating margin ratio.

The MinnState Board submits legislative budget requests to the State of Minnesota Legislature and that funding is allocated to the different institutions using the [Allocation Framework](#), which is a model used by MinnState to equitably distribute funds to best meet the educational needs of MinnState students and the unique educational goals of each institution. Once PTCC's institutional funding allocation has been determined, PTCC begins working on the annual operating budget, which is outlined in detail in Subcomponents 1.A.3 and 5.C.1.

In addition to budgeting oversight, MinnState ensures PTCC's financial processes comply with generally accepted accounting principles and meet the highest ethical standards. The Board's [Financial Reporting Policy 7.4](#) requires the College to annually file audited financial reports and statements. Financial statements are presented to the Board of Trustees and filed with Minnesota Management and Budget. As an agency of the State of Minnesota, PTCC is included in the annual State of Minnesota Financial and Compliance Report on Federally Assisted Programs. The Office of the Legislative Auditor audits this report for compliance with the requirements contained in the U.S. Office of Management and Budget [Circular A-133](#).

MinnState's Office of Internal Auditing is another resource ensuring PTCC operates at the highest level of integrity as outlined in the Board's [Office of Internal Auditing Policy 1D.1](#). Internal Auditing is charged with improving and maintaining accountability and the proper management of programs and activities by focusing on compliance to Board policies and assisting campuses in the understanding and implementation of new policies and regulations.

The Board of Trustees also maintains authority to approve the tuition structure for each institution and regulates fees charged to students in accordance with the Board's [Tuition and Fees Policy 5.11](#) and [Procedure 5.11.1](#).

Response to Academic

[Minnesota Statutes 136F.30](#) provides that the Board shall approve programs of study and requirements for completion of programs and approve the awarding of appropriate certificates, diplomas, and degrees. The Board's [Academic Programs Policy 3.36, Part 3](#) lists the academic awards authorized by the Board of Trustees, and Part 5 delegates to the chancellor the authority to approve new academic programs, changes to existing academic programs, suspension of academic programs, and closure of academic programs at System colleges and universities outlined further in Subcomponent 4.B.4.

Academic functions are further governed by the following Board policies and procedures: [Academic Standing and Financial Aid Satisfactory Academic Progress Policy 2.9](#), [Student Rights and Responsibilities Policy 3.1](#), [Assessment for Course Placement Policy 3.3](#), [Undergraduate Admissions Policy 3.4](#), [Post-Secondary Enrollment Options Program Policy 3.5](#), [Student Conduct Policy 3.6](#), [Student Complaints and Grievances Policy 3.8](#), [Advanced Placement Credit Policy 3.15](#), [International Baccalaureate Credit Policy 3.16](#), [Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum Policy 3.21](#), [Course Syllabi and Course Outlines Policy 3.22](#), [College and](#)

[University Transcripts Policy 3.29](#), [College-Level Examination Program Credit Policy 3.33](#), and [Transfer Rights and Responsibilities Policy 3.39](#).

PTCC ensures academic integrity by promoting the ethical use of resources by staff, faculty, and students. The College is guided by MinnState's [Copyrights Policy 3.27](#) and recognizes that owners of original works have exclusive rights to their creations. As outlined by MinnState's [Intellectual Property Policy 3.26](#) the College also upholds *traditional commitment to faculty and student ownership in scholarly work*.

The [Faculty Shared Governance Council](#) (FSGC) plays a significant role in PTCC's academic integrity. The FSGC is comprised of nine members: Minnesota State College Faculty (MSCF) Chapter President and Grievance Representative and seven faculty members across disciplines. The College President may appoint up to three administrators as non-voting members who are outside of the MSCF contract. The FSGC makes recommendations to the College regarding personnel, student affairs, facilities, fiscal matters, and general matters.

Response to Personnel

MinnState requires non-discrimination and equal opportunity in both its educational and employment practices. The Board's [Equal Opportunity and Nondiscrimination in Employment and Education Policy 1B.1](#) defines the criteria for this standard and provides clear direction for accountability to campuses, faculty, and staff. The conduct of Board of Trustee members is governed under the System's [Board of Trustee Code of Conduct Policy 1C.1](#) and employees are held to a high standard of integrity through the [Fraudulent or Other Dishonest Acts Policy 1C.2](#) and [Procedure 1C.0.1](#).

The Chief Financial Officer/Chief Information Officer of the College adheres to the [Code of Conduct – Executive Branch Agency Head and Manager Certification](#) in which she agrees to perform duties honestly and ethically, enforce procedures to protect non-public data, abide by Code of Ethics guidelines and report any violations, and report unlawful use of public funds.

New employees at PTCC are required to complete [training](#) on Code of Conduct, the use of private data, sexual harassment, and, if applicable to the position, safety and security. Newly hired supervisors and managers are required to complete the "Art and Science of Supervision" in order to meet the requirements of [Minnesota Statutes Section 43A.21](#). The training touches on key items such as the appropriate use of computer technology. PTCC also sends out an annual notice informing faculty, staff, and students of the rights covered under the [Family Education Rights and Privacy Act and the Minnesota Government Data Practices Act](#) with respect to rights related to educational records. Additionally, the College adheres to policies addressing ethics in the areas of [mandatory child abuse reporting](#) and nepotism, outlined in MinnState's [Nepotism Policy 4.10](#).

PTCC is committed to be an institution of non-discrimination in education and employment. The campus establishes fair and ethical practices and does not tolerate discrimination on the basis of protected class categories in accordance with all state and federal equal opportunity/affirmative action laws, directives, orders, and regulations. The College's Human Resources Office must comply with Board policies and System procedures regarding equal education and employment opportunity: [Equal Opportunity and Nondiscrimination in Employment and Education Policy 1B.1](#) and [Procedure 1B.0.1](#), [Affirmative Action in Employment Policy 1B.2](#), [Response to Sexual Violence Policy 1B.3](#) and [Procedure 1B.3.1](#), and [Access and Accommodation for Individuals with Disabilities Policy 1B.4](#).

The College also strives to keep open communication among faculty, staff, and administrators to ensure a proactive environment. On a regular basis, the College assesses campus climate, presently

through the [Personal Assessment of the College Environment survey](#) completed by PTCC employees. The results provide conversation and action to assist in promoting more communication among all staff, faculty, and administrators. PTCC has a rich tradition of shared governance and places a high value on open dialog and the importance of transparency. In this spirit, PTCC holds a [Campus Roundtable](#) on a bi-weekly basis. The meetings are open to all faculty and staff and serve as the forum to discuss any concerns, policy revisions, and other topics brought forward. PTCC also hosts Campus Conversation Days in the fall and the spring to foster cross-campus discussions on key issues impacting PTCC and higher education as a whole.

All faculty and staff positions are covered by collective bargaining agreements that articulate requirements and protections for the position: [Commissioner's Plan](#), [Minnesota Association of Professional Employees Agreement](#), [Middle Management Association Agreement](#), [Minnesota State College Faculty Master Agreement](#), and [Minnesota State Employees Union Agreement](#). Administrator positions are covered under the [Minnesota State Administrators Plan](#). Each contract defines rights and responsibilities of employees and procedures for grievances and discipline.

Response to Auxiliary

The Board's [Financial Administration Policy 7.3](#) establishes general provisions for sound financial administration to safeguard the resources of the State of Minnesota, the System, the colleges and universities, and the constituencies they serve. System [Procedure 7.3.2](#) regulates auxiliary enterprises that are part of the college or university for proper and efficient management and System [Procedure 7.3.5](#) establishes parameters for management of the revenue fund. These policies and procedures apply to contracted services.

Sources

- 2.A 136F.06
- 2.A 136F.07
- 2.A 2015_2017_MSCF_Contract
- 2.A 2017-2019 Administrators Plan
- 2.A 43A.38
- 2.A A-133
- 2.A Abuse and Neglect
- 2.A AFSCME - 2017-2019 Contract
- 2.A Agenda - Campus Roundtable April 16 2018
- 2.A Code of conduct Certification - Wegner 6.30.17
- 2.A Commissioners-plan-2017-2019
- 2.A Enterprise Learning Management
- 2.A MAPE-2017-2019-Contract
- 2.A Minnesota Statutes Section 43A.21
- 2.A MinnState Procedure 1c-00p1
- 2.A MMA-2017-2019-Contract
- 2.A MN State Policy 1b-01
- 2.A MN State Policy 1b-02
- 2.A MN State Policy 1b-03
- 2.A MN State Policy 1b-04
- 2.A MN State Policy 1c-01
- 2.A MN State Policy 1c-02

- 2.A MN State Policy 1d-01
- 2.A MN State Policy 2-09
- 2.A MN State Policy 3.1
- 2.A MN State Policy 3.26
- 2.A MN State Policy 3.27
- 2.A MN State Policy 3-03
- 2.A MN State Policy 3-04
- 2.A MN State Policy 3-05
- 2.A MN State Policy 3-06
- 2.A MN State Policy 3-08
- 2.A MN State Policy 3-15
- 2.A MN State Policy 3-16
- 2.A MN State Policy 3-21
- 2.A MN State Policy 3-22
- 2.A MN State Policy 3-29
- 2.A MN State Policy 3-33
- 2.A Mn State Policy 3-36
- 2.A MN State Policy 3-39
- 2.A MN State Policy 4-10
- 2.A MN State Policy 5-09
- 2.A MN State Policy 5-10
- 2.A MN State Policy 5-11
- 2.A MN State Policy 7-01
- 2.A MN State Policy 7-03
- 2.A MN State Policy 7-04
- 2.A MN State Procedure 1b-00p1
- 2.A MN State Procedure 1b-03p1
- 2.A MN State Procedure 5-10p1
- 2.A MN State Procedure 5-11p1
- 2.A MN State Procedure 7-03p2
- 2.A MN State Procedure 7-03p5
- 2.A MN Statute 136F.02
- 2.A Mn Statute 136F.30
- 2.A PTCC 2017 PACE Report
- 2.A PTCC Bylaws--FSGC-AASC-MSCF Local Officer Elections 2014
- 2.A PTCC FERPA MGDPA Annual Notice
- 2.A PTCC Policy Worksheet
- 2.A summary-of-fy2018-institutional-allocations-final

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Response to 2.B

Pine Technical and Community College (PTCC) aims to communicate clear, concise, and accurate information to all audiences through the website, social media, and marketing materials which are regularly reviewed and edited to ensure the highest level of accuracy.

The College is subject to regular audits by the Minnesota Office of Civil Rights, the Federal Department of Education, and the Minnesota Office of the Legislative Auditor for compliance across a wide span of subjects, including print and online information. The Minnesota State Colleges and Universities' (MinnState) Office of Development and Public Information also monitors publications in all media from member colleges to ensure accuracy and validity.

Response to Programs and Requirements

Program details and requirements are presented to all audiences through a number of venues and marketing materials:

- [Academic Catalog](#), communicates to current and prospective students a broad offering of technical programs and general education offerings including specific program details, courses, career paths, and transfer opportunities.
- Program Fact Sheets, provide an overview of the program, career outlook, and program specifics (ex. [Automated Systems Technology](#) and [Business Transfer Pathway](#)).
- Student Handbooks, [general](#) and [program specific](#), provide information regarding the mission and vision of the College, student success tips, student resources, and Code of Conduct. The general Student Handbook is updated yearly and is designed to provide students with academic and disciplinary policies regarding their rights and responsibilities at the College and is available in the Campus Bookstore and on the PTCC website.
- MinnState website, offers details about each College's programs within the System.
- PTCC website, includes information regarding programs, courses, policies, mission and vision, student resources, facts, figures, and reports. Program-specific webpages provide a program overview, program requirements, employment outlook, accreditation information, contact information, and related club information. Program requirements pages articulate the courses required as well as special program-related requirements, such as the tool list for Automotive Technology and Advanced Manufacturing.
- Desire2Learn learning platform, provides access to course specific resources such as syllabi, assignments, and rubrics, and offers access to feedback and grades.
- PTCC's blog, Facebook, Twitter, and other social media pages, announce events, campus accomplishments, and weather-related closings.

Program inventories and course plans are presented as they have been approved by the Academic and Student Affairs division of MinnState. Marketing materials are developed by the campus marketing

director with input and guidance from program faculty who review information on program content, curriculum, and other academic subjects to further ensure programs are accurately and fairly represented in the materials outlined above. Additionally, the President, Vice President of Academic and Student Affairs, and the Chief Student Affairs Officer review any materials prepared for public consumption to ensure accuracy and fairness.

Response to Faculty and Staff

Information regarding faculty can be viewed in the online directory on the PTCC website, on program webpages under contact information, and within the [Academic Catalog](#). As internal constituents of the College, new employees are provided the [Employee Information Booklet](#) during orientation and an electronic version is available on the Human Resources section of the PTCC website. The Handbook includes information about affirmative action and non-discrimination.

Response to Costs to Students

Overall details regarding tuition rates and fees, specific program tuition and fees, cost of attendance, and a net price calculator can be found on the Tuition and Fees page of the PTCC website. Program webpages articulate special programs costs, such as tool lists in Automotive Technology and Advanced Manufacturing, as mentioned above. Cost of each course is clearly stated on the Course Schedule platform through e-services, including resident and non-resident tuition and approximate course fees. Textbook information, including costs, is available online through PTCC's Campus Store webpage. Students are directed to these resources during the admissions process, through the website, and through the [Student Handbook](#).

Response to Control and Accreditation Relationships

The "About" page on the PTCC website articulates public information about PTCC; its affiliation with MinnState; campus policies; the mission, vision, and values; and accreditation status. As an indicator of association with MinnState, their logo is located in the footer of each webpage on the PTCC website. Affiliation with the Higher Learning Commission (HLC) is also articulated on the PTCC website, including a definition of accreditation, an outline of the criteria, guiding values of the HLC, and details of the next accreditation visit. Every webpage on the PTCC website also includes the HLC logo in the footer. The [Student Handbook](#), page five, presents a statement on accreditation and governance as well. Lastly, programs with specialized accreditation make that known on their program webpages and with department handbooks (i.e. Medical Assistant).

Sources

- 2.B Associate_Degree_Nursing_Mobility_and_Practical_Nursing_Student_Handbook_2017_2018_1
- 2.B Automated Systems Technology 2018-19
- 2.B Business Transfer Pathway
- 2.B Employee_Information_Booklet_Spring_2017
- 2.B PTCC_catalog17_18_1
- 2.B student-handbook

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Response to 2.C.1

The Minnesota State Legislature created the MinnState System, a merger of the state universities, community colleges, and technical colleges, and the Board of Trustees for the System as established by [Minnesota Statute 136F.02](#). The Board's required mission is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. In order to pursue that outcome, the Board is directed to make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities so that students may benefit from improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid. The Board shall control administrative costs by eliminating duplicative administrative positions and course offerings per [Minnesota Statute 136F.05](#).

In order to accomplish that mission, the legislature granted the Board specific governing authority in [Minnesota Statutes 136F.06](#). The governance dynamic at Pine Technical and Community College (PTCC) is different from many other two-year institutions. The statewide Board, appointed by the Governor, provides governance to all System schools, the perspective, deliberations, and connections is at a much higher level and consistently reflect priorities of enhancing and preserving the institutions for which it is responsible.

Response to 2.C.2

The MinnState Board of Trustees meets at least seven times per year, and all Board meetings are open to the public in compliance with the Minnesota Open Meeting Law. The meeting dates, location, and times are posted on the MinnState website along with Board policies, roster of trustees, calendar, committee assignments, meeting materials, and meeting minutes. Comments and discussion from the general public are permitted at the discretion of the chair of the Board, subject to approval of the Board. Meetings are recorded and live streamed on the MinnState website.

The Board of Trustees submits a biennial budget request to the State Legislature reflecting its commitment to provide an extraordinary education to students at an affordable cost. The Board submitted its request for fiscal year 2016-2017 by passing a resolution (stating in part):

Minnesota's future depends upon a broad-based, highly-trained, highly-skilled workforce. To support increased educational and economic opportunities for all Minnesotans, the Board of Trustees of the Minnesota State Colleges and Universities is committed to protecting affordability and the access it provides to our academic programs and student success; providing the talented faculty and staff who deliver an extraordinary education to our students and prepare them for work and careers; and protecting the programs on our campuses that are vital to serving our students and communities across Minnesota and vital to the economic growth of our state.

The Board, through System Office processes and practices, has provided financial support for PTCC through the [Allocation Framework](#) and support for capital projects throughout the years.

In 2016, the [Allocation Framework](#) was re-designed to move towards a performance-based approach to the allocation of resources to the individual MinnState colleges and universities. In the most recent two budget years, PTCC has garnered an increasingly larger proportionate share due to increasing enrollments. The 16% growth in allocations to PTCC from [fiscal year 2017](#) to [fiscal year 2018](#) was the largest growth of any MinnState institution.

The Board also provides support for capital projects including renovations of current facilities and the building of new facilities through its capital bonding process. This process is fully outlined in the [Bonding Book](#). PTCC has received support to renovate classroom space and build new square footage over the years and most recently received a \$636,000 Asset Preservation and Replacement allotment to update interior spaces such as the student lounge and hallways. The College recently presented a [Comprehensive Facilities Master Plan](#) to the System Office to support future bonding requests, the largest of which is an expansion project for the industrial technologies area for \$11 million.

Response to 2.C.3

Membership of the Board is defined in [Minnesota Statutes 136F.02, Subdivision 1](#) as follows:

The Board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are enrolled at the time of appointment at least half time in a degree, diploma, or certificate program in an institution governed by the Board. The student members shall include one member from a community college, one member from a state university, and one member from a technical college. One member representing labor must be appointed after considering the recommendations made under section [136F.045](#). The governor is not bound by the recommendations. Appointments to the Board are with the advice and consent of the senate. At least one member of the Board must be a resident of each congressional district. All other members must be appointed to represent the state at large. In selecting appointees, the governor must consider the needs of the Board and the balance of the Board membership with respect to labor and business representation and racial, gender, geographic, and ethnic composition.

A commissioner of a state agency may not serve as a member of the Board. Removal of a member of the Board may only occur upon cause after notice and hearing or after missing three consecutive meetings, according to [Minnesota Statutes Section 15.0575](#). The Trustees must also comply with the Board's [Board of Trustees Code of Conduct Policy 1C.1](#), which prohibits the use of the position to secure personal benefits, to disclose confidential communications, or to exert influence in hiring or awarding contracts and must disclose potential conflicts of interest.

Response to 2.C.4

According to [Minnesota Statute 136F.07](#), the Board of Trustees is required to appoint a chancellor, who shall perform duties as delegated by the Board. Each college or university shall have a president appointed by the Board upon recommendation of the Chancellor. [MinnState Policy 4.2](#), part 1 clearly establishes the president as the chief executive officer, and defines key responsibilities.

MinnState faculty are represented by a collective bargaining unit and the respective agreement assigns responsibilities for academic matters to the faculty. The [Minnesota State College Faculty Master Agreement](#) assigns a critical role to the faculty in academic affairs:

Academic Affairs and Standards Council. Faculty have fundamental and unique responsibility in matters affecting the academic well-being of the state colleges. The parties agree that the faculty hold the critical role in academic decision-making at the colleges. In order to ensure such role, the parties agree to establish an Academic Affairs and Standards Council to which management and faculty will bring all proposals regarding academic affairs and standards.

MinnState maintains a systematic and thoroughly documented system for the delegation of authority from the Board to the chancellor, from the chancellor to the presidents, and from the presidents on down the [chain of command](#) as prescribed in MinnState [Procedure 1.A.2.2](#). PTCC chain of command is further detailed in PTCC's [Chain of Command Policy 107](#), and the delegations are codified in formal [Delegation of Authority](#) letters from each manager to the next level.

Sources

- 2.C.1 136F.06
- 2.C.1 MN Statute 136F.02
- 2.C.1 MN Statute 136F.05
- 2.C.2 - 292_PTCC_Comprehensive Facilities Plan_Final.pdf
- 2.C.2 Allocation_Framework_Components
- 2.C.2 bonding-book_minnstate2018capitalrequest
- 2.C.2 FY 18 Summary of Allocations
- 2.C.2 FY17 Summary of Allocations
- 2.C.3 MinnState Policy 1c-01
- 2.C.3 MN Statute 136F.05
- 2.C.3 MN Statute 15.0575
- 2.C.4 136F.07
- 2.C.4 2015_2017_MSCF_Contract
- 2.C.4 2015-2017_IFO_Contract+(4)
- 2.C.4 Current Del of Auth Template
- 2.C.4 MinnState Policy 4-02
- 2.C.4 MinnState Procedure 1a-02p2
- 2.C.4 Policy 107 REV 4 Chain of Command
- 2.C.4 PTCC Org Chart 4.18.18

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Response to 2.D

Pine Technical and Community College (PTCC) is committed to freedom of expression and the pursuit of truth in teaching and learning within the College's values of being student-focused, innovative, inclusive, transparent, respectful, and passionate and within the Inclusion Statement: *Inclusion embraces all dimensions of the human experience, from our differences to our similarities, and creates a climate where all feel valued and appreciated, where there is substantive interaction among all.*

The College values its role in society as a safe space for individuals to express their views, whether students, faculty, staff, or the public. PTCC has a designated Free Speech Area on campus subject to PTCC's [Free Speech Area Policy 601](#).

Students are encouraged to resolve disputes in the classroom through the Student Complaint and Reporting process outlined in PTCC's [Student Complaints and Reporting Policy 303](#). The PTCC [Student Code of Conduct Policy 314](#) addresses both the freedom to learn and the freedom of expression and states that *freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.* The policy goes further to say that *individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. In the classroom, students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Faculty members provide access to this Code of Conduct through syllabi and links within the Desire2Learn learning platform. The Code of Conduct can also be directly accessed within the [Student Handbook](#).

Faculty are guaranteed freedom of expression, with boundaries, through Article 23, Section 3 Academic Freedom of the [Minnesota State College Faculty Master Agreement](#) and are encouraged to afford this same right to students in their classroom. Under the contract, faculty members have the right to freely discuss the faculty member's subject in teaching, to choose teaching methods consistent with available resources, to evaluate student performance, to select library and other educational materials consistent with available resources, and to research and publish. The faculty member is *entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties.* In addition, per MinnState [Procedure 3.32.1](#), prior to being granted unlimited status, a faculty member shall successfully complete the courses in the following content areas: course construction, teaching/instructional methods, student outcomes/assessment, and philosophy of community and technical college education.

PTCC also provides venues for freedom of expression through campus committees and events. Biweekly Campus Roundtable meetings are held and any faculty or staff member or student can attend the meeting. The meeting has an open agenda that is created by those who attend with a standing agenda item called “Open Forum” where anyone in attendance can offer topic suggestions for discussion. The College also holds candidate forums where nominees for local government positions present their ideas on campaign issues, and the community is invited to attend. Additionally, the College engages in cultural events that allow members of the campus to learn from others’ voices as well as share their own. These events have included the annual Poetry and Prose Reading, visits from Mixed Blood Theater, and presentations such as “Why Treaties Matter.”

Sources

- 2.D 2015_2017_MSCF_Contract
- 2.D 314REV2 Student Code of Conduct
- 2.D MinnState Procedure 3-32p1
- 2.D Policy 303 Rev2 Complaint and Grievance
- 2.D Policy 601 Free Speech Area designation
- 2.D student-handbook

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1

As a small, two-year institution, Pine Technical and Community College (PTCC) faculty and staff do not regularly pursue research activities. However, the institution has partnered on projects to assist in Master's Degree and Doctoral Degree studies. Although no formal Institutional Review Board exists, responsibility for assessing the merits and integrity of research projects conducted on campus rests with the Vice President of Academic and Student Affairs, who does hold a Doctoral Degree. Article 23, Section 4 of the [Minnesota State College Faculty Master Agreement](#) outlines rights and responsibilities of faculty engaged in scholarly work, including intellectual property rights.

The College does have in place policies and processes outlining ethical scholarly practice. PTCC's [Fraudulent or Other Dishonest Acts Policy 114](#) governs College employees' behavior with regard to integrity and honesty. It is a local policy companion to Minnesota State Colleges and Universities' (MinnState) [Fraudulent or Other Dishonest Acts Policy 1C.2](#), which defines a number of dishonest acts, including some relevant to the use of intellectual property and other topics that would pertain to the integrity of research and scholarly practice. Both of these policies refer to [Minnesota State Statute 43.A.38](#), which establishes a Code of Ethics for state employees. PTCC is also subject to the MinnState [Intellectual Property Policy 3.26](#), which provides for governance and establishes rules of ownership over intellectual property created by faculty and other staff. MinnState's [Copyrights Policy 3.27](#) requires an intellectual property coordinator and defines a procedure for copyright clearance. PTCC's [Copyright Policy 247](#) creates the local intellectual property coordinator and defines the roles and responsibilities of the members of the College community. The College has in place the [Statewide Electronic Communications and Technology Ethics Policy 700](#) and [Acceptable Use of Computer and Information Technology Resources Policy 708](#). These policies mirror MinnState's [Acceptable Use of Computer and Information Resources Policy 5.22](#) and establish the rules for use of information resources from which all of PTCC's guidance flows.

Response to 2.E.2

Resources are maintained on the PTCC website relating to plagiarism, copyright, and use of citations. In addition, courses such as College Composition have as a course outcome "determining, evaluating, and integrating credible source material into coursework," and students are instructed on ethical concerns related to plagiarism.

As outlined in PTCC's [Collection Development and Management Policy 240](#), the Library *strives to give students the library and information literacy tools that will serve them well not only for their*

current educational and personal needs, but also throughout their pursuit of lifelong learning. In support of this mission, the Library offers in-class instruction, workshops, and one-on-one personal consultations to assist students and faculty with finding, accessing, evaluating, and ethically using information in a wide variety of formats. PTCC's librarian works closely with faculty to design in-class instructional sessions and online research guides aimed at helping students to cite sources using appropriate guidelines. In addition, reference services are offered in-person, by e-mail, or by phone during Library hours and are also available 24/7 via the AskMN reference chat service.

Response to 2.E.3

The College considers academic integrity and honesty fundamental to the learning process. Because of its importance, every [course outline](#) contains a standard Student Code of Conduct and Academic Dishonesty section. Students are made aware of the guidelines through the PTCC [Student Code of Conduct Policy 314](#), [Student Handbook](#), and [course syllabi](#). There is no standard sanction for academic dishonesty, but common practice includes a zero on an assignment of a first offense, up to dismissal from the program or College for multiple offenses. PTCC does not have any software that tests for academic dishonesty. However, faculty are conscious of the potential for dishonesty and follow up on any student work that appears questionable, either through an Internet search and/or a formal investigation of alleged dishonest behavior. The faculty are responsible for informing students of the sanctions in their course for academic dishonesty through the course syllabus. In all cases, the College follows a progressive discipline policy where the first step is a discussion between the instructor and the student. If the result is unsatisfactory or disciplinary action is necessary, it is referred upward through Academic Affairs and Student Affairs.

Dual credit students are held to the same standard and are made aware of this through the Concurrent Enrollment webpage, the Student Code of Conduct, and course syllabi.

Sources

- 2.E.1 2015_2017_MSCF_Contract
- 2.E.1 MinnState Policy 1c-02
- 2.E.1 MinnState Policy 3-26
- 2.E.1 MinnState Policy 3-27
- 2.E.1 MinnState Policy 5-22
- 2.E.1 mn.gov_statutes__id=43A
- 2.E.1 PTCC Policy 114
- 2.E.1 PTCC Policy 247
- 2.E.1 PTCC Policy 700
- 2.E.1 PTCC Policy 708
- 2.E.2 Policy 240 Collection Dev. and Mgmt
- 2.E.3 BUSN 1110 Introduction to Business 2-2017
- 2.E.3 Example Syllabus BUSN 1120 Syllabus Spring 2018
- 2.E.3 Example Syllabus COCP2213 Android 2
- 2.E.3 PTCC Policy 314
- 2.E.3 student-handbook

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Pine Technical and Community College (PTCC) fulfills Criterion Two through sound financial, academic, personnel, and auxiliary functions. Guided by Minnesota Statutes, Minnesota State Colleges and Universities' (MinnState) policies, and internal policies, the College ensures fair and ethical behavior in its practices. As a college within the MinnState System, PTCC is governed by the legislatively-appointed Board. As part of statute, the Board has appointed a chancellor as the chief administrator of the System.

As a member of the MinnState system, the governance dynamic at PTCC is different from two-year institutions not associated with such a system. As the statewide Board, appointed by the governor, provides governance to all System schools, the perspective, deliberations, and connections is at a much higher level and consistently reflect priorities of enhancing and preserving MinnState institutions, including PTCC. The Board of Trustees provides guidance and direction to the College through Board meetings, the Allocation Framework, and support for capital projects and considers the reasonable and relevant interests of PTCC's internal and external constituencies during its decision-making deliberations. Further, the Board delegates day-to-day management of PTCC to the administration and expects the faculty to oversee academic matters.

The College presents itself clearly and completely to its students and to the public with regard to programs, requirements, faculty and staff, costs to students, control, and accreditation relationships through a number of venues: Academic Catalog, Program Fact Sheets, Student Handbooks, MinnState website, PTCC website, Desire2Learn learning platform, and social media.

PTCC is committed to freedom of expression and the pursuit of truth in teaching and learning as guided by MinnState and campus policies and the Minnesota State College Faculty Master Agreement and extends to campus constituents through committees and events. Additionally, through MinnState and campus policies and procedures, the College ensures integrity of research and scholarly practice and ethical use of information resources, and policies are enforced in instances of breach of academic honesty and integrity.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1

Pine Technical and Community College's (PTCC) technical and general education courses and programs are current and require levels of performance by students appropriate to the degree or certificate they are awarded through alignment with Minnesota State Colleges and Universities (MinnState) and [Minnesota Transfer Curriculum](#) (MnTC) requirements, suggestions from advisory committees, and program reviews.

Curriculum requirements for the various credential levels (Associate of Science (AS), Associate of Applied Science (AAS), Associate of Arts (AA), diploma, and certificate) are articulated by MinnState. Prior to implementation, new programs, new courses, and program and course revisions are approved by the [Academic Affairs and Standards Council](#) (AASC), a faculty-led standing committee that meets twice monthly during the academic year. See Subcomponent 4.A.4 for additional information on the AASC. New programs are approved by the System Office through Program Navigator, a platform used to create and redesign academic programs and enter them into program inventory. A list of [active programs](#) is maintained by MinnState within the inventory, and programs cannot be offered if they are not active. Each program has a set of program outcomes (e.g. [Early Childhood Development](#) and [Machine Tool Technology](#)) driving the program's curriculum, and all courses in the program must be aligned to those outcomes.

PTCC develops new programs in order to remain current to its service region. For example, in September, 2013, in association with three other colleges, PTCC received an \$18 million consortium grant to expand demand-driven skills training and strengthen employer partnerships. Over the grant cycle, ending in March, 2017, PTCC developed the Cyber Security AAS and Computer Programming AAS, added broadband internet service desperately needed in Pine County, added technology and furniture to several classrooms and conference rooms, and developed industry partnerships. Additional examples include the new Business Transfer Pathway AS (Fall 2017), Automated Systems Technology and Welding Technology diplomas (Fall 2018), and Emergency

Medical Services Professional Certificate (Spring 2019).

The College has developed program sequences for all programs, providing a guided pathway for students to move through their program of study. Prerequisites on courses provide an automated guarantee students are taking courses in the proper order, and thereby ensuring students learn foundational concepts prior to the more advanced. Courses often build to a capstone course, project, or activity that assesses student learning, ensuring students meet employer-driven skill requirements.

Technical and professional programs align the education they deliver to industry needs through advisory committees. In accordance with PTCC [Program Advisory Committees Policy 238](#), all technical programs are required to host meetings annually to evaluate courses and outcomes within the program, respond to proposed changes, and propose changes themselves based upon their industry knowledge.

Programs are reviewed on a [five year schedule](#) to ensure outcomes align not only with industry and professional standards, but also with PTCC [Student Learner Outcomes](#) (SLOs). Similarly, the review process assures course outcomes in the program's schedule adequately support the program outcomes. The program review process is more fully described in Subcomponent 4.A.1.

The outcomes of two of PTCC's programs are currently accredited or certified by outside bodies, adding another layer of rigor and currency: Automotive Technology – Automotive Service Excellence (ASE) certified and [National Automotive Technicians Education Foundation](#) accredited, and [Medical Assistant – Commission on Accreditation of Allied Health Education Programs](#) accredited. In addition, the Licensed Practical Nursing and Associate Degree Nursing programs are both in candidacy for accreditation by the National League of Nursing Commission for Nursing Education Accreditation. Accreditation visits are scheduled for October, 2018.

End of program testing also occurs to show required levels of learning for different programs. Advanced Manufacturing Technology, Early Childhood Development, Computer Programming, and Certified Nursing Assistant students are assessed through the National Occupational Competency Testing Institute, nursing students take the National Council Licensure Exam, and Automotive Technology students take the ASE certification.

Because PTCC is part of MinnState, many college-level general education courses align with comparable courses throughout the System through the [MnTC](#), which identifies the number of [credits](#) (40 total) that must be met within the ten goal areas: Communication, Critical Thinking, Natural Sciences, Mathematics and Logical Reasoning, History and the Social and Behavioral Sciences, Humanities and Fine Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment. Once the required number of credits is met within each area, a student's general education has been completed and is transferable throughout the System. PTCC ensures that its students are reaching these standards by incorporating the MnTC goal areas into its course outlines.

Response to 3.A.2

The College offers AS (5), AAS (10), and AA (1) degrees as well as a variety of certificates (12) and diplomas (9). The [Academic Catalog](#), which outlines the requirements for each award, is provided on the PTCC website. Students can access details for each program on the program webpage, as well as through program fact sheets. The program plan (e.g. [Advanced Manufacturing](#) and [Early Childhood AS](#)), considered to be the master program document, lists the course and credit expectations for each award, along with the credit and course differences between certificates and degrees. From this

document, program requirements are entered into the Integrated Statewide Records System (ISRS) that manages day-to-day business for students and administrative activities, as well as the Degree Audit Report System used by students. Course information (credits, lecture/lab breakdown, course description, learning outcomes, alignment to program outcomes, and general education outcomes) are articulated in the common course outline, considered to be the master course document. Active courses are also entered into ISRS.

Response to 3.A.3

Each course at PTCC has a common course outline (e.g. [PHIL 1230 Philosophy of Religion](#), [SOCL 1225 Human Diversity](#)) defining the course outcomes, the course's alignment with [SLOs](#) and MnTC goal areas, and the competencies it meets for accreditation with outside bodies. Each delivery of the course must meet these outcomes and competencies regardless of instructor, location, or mode of delivery. To this purpose, instructors are required to submit syllabi to the Vice President of Academic and Student Affairs (VPASA) at the beginning of each semester for review. In addition, regardless of delivery mode, consistent credentialing standards are required of instructors.

Non-traditional modes of delivery – online and blended courses – present unique challenges for the instructor and student. As such, PTCC makes a concerted effort to ensure the highest quality experience in terms of content and delivery across these course modes. Since 2011, PTCC has been affiliated with Quality Matters (QM), a national peer-based professional development organization providing guidelines and standards for designing quality online classes. A number of faculty members have had courses reviewed and meet QM standards. Additionally, faculty members have taken advantage of workshops offered through QM: “Design Online and Blended Courses,” “Applying the Quality Matters Rubric,” and “Peer Reviewer.” Beyond QM, in-service sessions (ex. [Fall 2015 Inservice Agenda](#), [Fall 2016 Inservice Agenda](#), and [Spring 2017 Inservice Agenda](#)) have focused on technology training for online and blended courses. The VPASA conducts course observations of online courses by reviewing the D2L shell, including course layout, assessments, and student interaction.

Sources

- 3.A.1 Active Program Inventory
- 3.A.1 Medical Assistant Accreditation Evidence
- 3.A.1 MnTC Curriculum 2017-2018
- 3.A.1 NATEF accreditation evidence
- 3.A.1 Policy 225 Appendix B -- The Minnesota Transfer Curriculum - Goals and Student Competencies
- 3.A.1 Program Outcomes_Early Childhood Development_Mission and Goals
- 3.A.1 Program Outcomes_Machine Tool Technology_2011
- 3.A.1 Program_Review_Tracking_2013-2019
- 3.A.1 PTCC Policy 238 Program Advisory Committee
- 3.A.1 Student Learner Outcomes 3-10
- 3.A.1_PTCC_Bylaws--FSGC-AASC-MSCF_Local_Officer_Elections_2014
- 3.A.2 Adv Mfg Tech-Computer Controlled Mfg Emphasis 2017-2018
- 3.A.2 Early Childhood AS 2017-2018
- 3.A.2 PTCC_catalog17_18
- 3.A.3 Fall 2015 Inservice Agenda
- 3.A.3 Fall 2016 Inservice Agenda

- 3.A.3 In-Service Agenda - A Force for Positive Change - January 2017
- 3.A.3 PHIL 1230 Phil of Religion 2-2011
- 3.A.3 SOCI 1225 Human Diversity 3-2011

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Response to 3.B.1 and 3.B.2

Pine Technical and Community College (PTCC) offers general education courses to meet the needs of the technical career education and transfer missions. Courses are offered on a published, rotating basis allowing students to meet program requirements in the expected timeframe, while maintaining choice in meeting general education goal area requirements.

PTCC offers general education courses in communication, critical thinking, math, history, sciences, humanities, human diversity, global perspectives, ethics, and environment allowing students to select options to fit their program needs. English and biology are the only disciplines that have multiple full-time [instructors](#). Others are offered through the use of adjunct only (i.e. speech, philosophy, physics, and economics). The addition of the community college mission and the AA degree has placed a strain on the General Education Department with limited offerings. PTCC meets the AA requirements, but students will benefit from more diverse course offerings and the addition of permanent faculty. As PTCC grows in full-year equivalents, general education offerings will continue to expand.

The general education program, [Associate of Arts \(AA\)](#), is built on the [Minnesota Transfer Curriculum](#) (MnTC), which includes general education competencies that have been agreed upon by all Minnesota public higher education institutions. This agreement outlines how students transfer completed general education work at one institution to meet lower division general education requirements at any public college or university in the State and is detailed further in Subcomponent 3.A.1. PTCC programs and courses align with Minnesota State Colleges and Universities' (MinnState) [Academic Programs Policy 3.36](#) and [Procedure 3.37.1](#) and PTCC's [Definition of General Education Policy 224](#) and [Minnesota Transfer Course Development Process Policy 225](#). General education courses are designed following the procedures outlined in [Guidelines for the Review and](#)

[Design of a MnTC](#) and the [MnTC Checklist](#). Each general education course indicates which MnTC goal areas are addressed and are indicated on the course outline. Beginning fall 2018, AA degree learning will be measured through key assessments which have been identified by general education faculty in the [AA Curriculum Map](#).

The general education program also focuses on campus-wide [Student Learner Outcomes](#) (SLOs), which mold the student for personal and professional success and are articulated in campus documents, such as course outlines: communication; computer, informational and technical literacy; critical thinking; self-development; and global issues. As new courses are created, curriculum developers indicate which SLOs are addressed within the course. Although common general education outcomes have been established for degree-seeking students through the SLOs, PTCC is not yet assessing these outcomes in a consistent and direct manner. See additional discussion under 4.B.2 and 4.B.3. Beyond campus-wide SLOs, some programs have developed program-specific SLOs (i.e. [Nursing](#)), which are found in the [program handbook](#).

Technical programs include general education courses as well. The MnTC general education courses are selected for students to take and are outlined in the respective program plans, such as [Business Administration](#) and [Early Childhood Development](#).

Response to 3.B.3

Collecting, analyzing, and communicating information occurs directly within courses as outlined in course outcomes: (e.g. [BIOL1250 General Biology](#), [ENGL2276 Multicultural Literature](#), and [POL1205 American Government and Politics](#)). Coursework and programs also showcase students' mastering modes of inquiry or creative works. For example, in Automotive's [ATMP 1243 Drivetrain](#), students collect information to ascertain all issues impacting performance of a vehicle, analyze information to determine best course of action, and communicate needed repairs and estimated cost and time to customers. In [CDEV 2530 Children with Challenging Behaviors](#) students complete antecedent, behavior, and consequences observations and develop intervention strategies and plans for changing challenging behaviors. In addition, in [CDEV 1290 Special Topics](#), [CDEV 2510 Practicum I](#), and [CDEV 2810 Practicum II](#), courses that incorporate literacy-based activities through the Dragon Wagon, students assist in collecting data on numbers of children and parents served and on readiness indicators of children entering Pine City School District's kindergarten.

Although PTCC is not a research institution, students are required to acquire the common [SLOs](#). PTCC has also adopted and adapted the MnTC, which includes general education outcomes in broad-based learning. Students pursuing an AA degree or the MnTC creatively use work and skills adaptable to changing environments. Students pursuing technical degrees or the Associate of Science (AS) Degree are required to complete some, but not all, of the MnTC goal areas. Specific requirements of each credential type are contained in MinnState's [Academic Programs Policy 3.36](#).

Response to 3.B.4

Diversity and inclusion are key values for PTCC as seen in its statement which is communicated in print and posted on campus and on the web, the presence of a Diversity Committee, and the intentionality in hiring practices to address diversity, which is noted in Subcomponent 1.C.2. The College adheres to the MinnState [Equal Opportunity and Nondiscrimination in Employment and Education Policy 1B.1](#) and [Procedure 1B.1.1](#) if violations occur.

PTCC also recognizes human and cultural diversity within its coursework as highlighted through classes such as [ENGL2276 Multicultural Literature](#), [POL1205 Am Gov't and Politics](#), [PHIL 1230](#)

[Philosophy of Religion](#), and [SOCI 1225 Human Diversity](#). In addition, students pursuing an AAS, AA, or AS degree are required to take courses in MnTC goal areas that connect content to diversity (humanities and fine arts, human diversity, global perspective, ethical and civic responsibility, and people and the environment).

Pine County and the surrounding areas served by PTCC are some of the poorest in the State. The majority of PTCC students are first-generation and qualify as Pell Grant eligible. To address the needs of this population, PTCC offers programs specifically for students with children and hosts financial literacy workshops. PTCC has also forged a unique collaboration with regional service providers such as Child Care Aware, which is dedicated to assisting families, early childhood professionals, and the community with child care information, grants, services, and training, and the Employment and Training Center, which provides workforce support, child care networking, skill-building, and community connections leading to economic opportunity.

PTCC has a [Diversity Committee](#) whose primary purpose is *to recognize the value and dignity of each person by providing leadership that creates conditions for success for all students, staff, faculty, and members of the campus community through the development and implementation of educational programs, resources, activities, and presentations*. In previous years, the Diversity Committee hosted [theatrical performances](#) from [Mixed Blood Theatre](#) – known for its presentations relating to diversity – and ushered in programs such as the [Safe Zone Program](#). More recently, the Diversity Committee hosted [“Why Treaties Matter: Self-Government in the Dakota and Ojibwe Nations.”](#) a traveling exhibition that explored the Native nations in Minnesota and their history of treaty making in the United States. PTCC took part in the state-wide exhibit in partnership with Minnesota Humanities Center, Minnesota Indian Affairs Council, and Smithsonian's National Museum of the American Indian. The six-week exhibit included 20 free-standing banners with text, historical and contemporary photographs and maps, and a touchscreen video featuring stories of Dakota and Ojibwe people. During the exhibit, PTCC hosted events including a reception, blessing from a Native American spiritual leader, and high school visitors and tours. Additionally, in March 2016, [Dion Clark](#) presented “Opening Doors: The Challenges We All Face” with staff and student workshops following the presentation.

PTCC is committed to the inclusion of all individuals with disabilities in its programs, services, and activities through its compliance with state and federal laws. Disabilities Services personnel help eliminate barriers and discrimination against persons with disabilities by working closely with qualified students and offering confidential assistance and reasonable accommodations, educational tools, and support. PTCC Disabilities Services also increases campus awareness by hosting workshops and seminars.

Response to 3.B.5

As a technical and community college, research is not a direct part of the mission; however, discovery of personal knowledge that translates into a career, or further education, is a key outcome of the learning process. Examples of faculty and student contributions of scholarship, creative work, and discovery of knowledge include:

- Automotive students participated in SkillsUSA Minnesota Regional Leadership and Skills Conference and showcased ability to diagnose and make automotive repairs, with two PTCC students receiving third and fourth place honors.
- Gunsmithing students display their knowledge of Alcohol, Tobacco, and Firearms Federal regulations by managing and hosting an annual PTCC Gun Show and display creative work and discovery of knowledge through handcrafting their own working firearm by end of program.

- The English department promotes scholarship and creative work through courses in creative writing and hosting poetry readings held each spring, allowing students to share poetry by public forum. In addition, a previous English department member received the 2012 Ray and Pat Browne Award for The Best Edited Collection in Popular Culture and American Culture for *Comic Books and The Cold War: Essays on Graphic Treatment of Communism, The Code, and Social Concerns*. Another English faculty member published a chapbook of poetry through Finishing Line Press, *Night Shift*, in 2015.
- Medical Assistant students discover practical knowledge by taking blood pressure for staff and faculty yearly during Medical Assistant Week. Nursing students also participate in the Wellness Fair at the Grand Casino Hinckley. These events allow students to experience practical skills while interacting with the community.
- A faculty member published “Cognitive Engines Contemplating Themselves: A Conversation with S. L. Thaler” for the *APA Newsletter on Philosophy and Computers* in fall 2017.
- A communications instructor wrote an original stage production, *Sasquatched! The Musical*, which was selected to premier at the tenth annual New York Musical Theater Festival.

Sources

- 3.B.1 AA Curriculum Map
- 3.B.1 AA Liberal Arts Advising Planner 2018-2019
- 3.B.1 Business Administration Transfer Pathway AS 2017-2018
- 3.B.1 Computers V17n1
- 3.B.1 Early Childhood AS 2017-2018
- 3.B.1 General Education Faculty Matrix Spring 2018
- 3.B.1 MN State Policy 3.36 Academic Programs
- 3.B.1 MN State Procedure 3.37.1 MN Transfer Curriculum
- 3.B.1 MnTC Curriculum 2017-2018
- 3.B.1 Nursing Program SLOs
- 3.B.1 nursing-program-handbook
- 3.B.1 PTCC Policy 224 Definition of General Education
- 3.B.1 PTCC Policy 225 Appendix A--Guidelines for the Review and Designing of a Minnesota Transfer Curriculum
- 3.B.1 PTCC Policy 225 Appendix B -- The Minnesota Transfer Curriculum - Goals and Student Competencies
- 3.B.1 PTCC Policy 225 MnTC Process
- 3.B.1 Student Learner Outcomes 3-10
- 3.B.2 MnTC Checklist 2-17-10
- 3.B.3 ATMP 1243 Drivetrain 7-2017
- 3.B.3 BIOL 1250 Gen Biology I 7-2017
- 3.B.3 CDEV 1290 Special Topics
- 3.B.3 CDEV 2510 Practicum I
- 3.B.3 CDEV 2530 Children with Challenging Behaviors
- 3.B.3 CDEV 2810 Practicum II
- 3.B.3 ENGL 2276 Multicultural Literature 3-2011
- 3.B.3 POLS 1205 Am Govt and Politics 4-2014
- 3.B.4 Clark Poster
- 3.B.4 DR KING'S DREAM poster 2016
- 3.B.4 ENGL 2276 Multicultural Literature 3-2011
- 3.B.4 Mixed Blood Press Release

- 3.B.4 MN State Policy 1B.1
- 3.B.4 MN State Procedure 1B.1.1
- 3.B.4 opening doors flyer
- 3.B.4 PHIL 1230 Phil of Religion 2-2011
- 3.B.4 Pine Technical and Community College Strategic Diversity Plan
- 3.B.4 POLS 1205 Am Govt and Politics 4-2014
- 3.B.4 Safe Zone
- 3.B.4 SOCI 1225 Human Diversity 3-2011
- 3.B.4 treaties press release

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Response to 3.C.1

As a faculty member at Pine Technical and Community College (PTCC), duties fall within and outside of the classroom. According to the [2015-2017 Minnesota State College Faculty \(MSCF\) Master Agreement](#), *a college faculty member's work assignment includes a number of diverse professional responsibilities. Classroom teaching and other contacts with students form the core of the faculty work assignment. Additionally, professional development and service to the college are the other core components of a faculty member's work assignment. A faculty member will plan to engage in such activities as student advising, course evaluation, classroom preparation, the evaluation of student performance, committee assignments, classroom research and community service as part of the overall work assignment.* The Master Agreement and PTCC's [Curriculum, Design, and Development Policy 237](#) ensure that *faculty participate substantially in the development and implementation, academic substance, currency, and relevance for internal and external constituencies.* PTCC also has a commitment to ensure a small faculty to student ratio. As reported by the National Center for Education Statistics, PTCC has a [20 to 1 ratio](#).

The College makes efforts to ensure continuity of faculty. Each biennium, faculty turnover is calculated for the [Affirmative Action Plan](#). As of June, 2016, PTCC had 53 faculty members, and over the 2014-2016 years, five faculty members separated, for a turnover rate of 9.4% over two years or 4.7% each year. This includes unlimited faculty and temporary part-time and adjunct as well, many of whom have taught for PTCC and other Minnesota State Colleges and Universities (MinnState) schools for a number of years. Sufficient numbers of faculty are also evidenced in the amount of [overload assigned](#), which is used as a way to manage fluctuations in student demand and the amount of adjunct hiring needed. These leveling-out strategies provide continuity in staffing, minimizing the need for layoffs and hiring. PTCC has also demonstrated an on-going commitment to maintaining

sufficient numbers of faculty by sustaining current programs as well as developing new programs. Examples include the replacement of a retiring Gunsmithing faculty member in 2017, the replacement of a retiring Automotive Technology faculty member in 2018, and the hiring of new full-time faculty members to develop and implement the new Automated Systems Technology diploma and Welding Technology diploma.

Faculty members oversee curriculum and expectations for student performance through the program and course design and revision processes. Program and course additions and revisions must be presented and approved through the Academic Affairs and Standards Council (AASC). The AASC consists of two-thirds faculty members and one-third administrators and/or staff, including the Vice President of Academic and Student Affairs, and is chaired by a faculty member. Further details regarding the committee are outlined in Subcomponent 4.A.4.

Beyond committee work, faculty members are individually responsible for creating and/or compiling course and program content, determining course textbooks and resources, and delivery of curriculum. Instructors lead students to course and program expectations through syllabi, rubrics, program plans, and program handbooks, such as the [Nursing Student Handbook](#). In addition, grading policies are outlined in PTCC's [Grade and Credit System Policy 209](#). Students are assessed within the classroom through writing assignments, presentations, capstone projects, internships, group projects, and lab projects and at the end of programs through technical skills assessments as described further in Subcomponent 3.A.1. To ensure understanding and importance of assessment of student learning, faculty members participate in training through in-service and outside professional development conferences.

The College follows MinnState's policies and procedures to ensure quality faculty and staff are hired. As stated on the [MinnState credentialing page](#): *The MinnState Academic Affairs College Faculty Credentialing unit develops policies and procedures to assure qualified individuals perform faculty work in our two-year colleges through system-established faculty minimum qualifications.* These qualifications are outlined under MinnState's [College Faculty Credentialing Policy 3.32](#) and [Procedure 3.32.1](#) and are described further in Core Component 1.C.

The [Joint Committee on Credential Fields](#), an ongoing committee established under the MSCF Master Agreement, makes recommendations regarding credential fields and minimum qualifications for two-year faculty, including the alignment of appropriate credential fields with programs and disciplines at the System level. The committee is comprised of six faculty members appointed by MSCF and six college administrators appointed by the System.

PTCC has established a [procedure](#) when hiring staff, faculty, and administrators. The hiring manager follows a logical sequence of hiring actions in collaboration with the Human Resources (HR) Department. The hiring process is conducted through a committee structure, utilizing review instruments for applications, resumes, and interviews that establish a scoring process so all committee members review candidates and their documentation on the same standards. This process culminates in a hiring decision based upon thorough review of a candidate's paperwork and interview performance. In regards to faculty hires, all applicants are screened by the search committee chair to ensure all credential requirements are met. Upon hire, faculty members present documentation proving they meet minimum educational requirements.

Response to 3.C.2

MinnState has consistent and rigorous credentialing requirements for all faculty, including full-time, part-time, adjunct, and dual credit. Faculty are expected to meet credentialing requirements prior to

being hired as outlined in the MinnState [Faculty Qualifications College Faculty Credentialing Policy 3.32](#) and [Procedure 3.32.1](#). The policy is in place *to ensure that qualified individuals perform faculty work in the colleges and universities of Minnesota State*. In some emergency cases, a non-credentialed faculty member may be hired, according to the policy. The PTCC [Faculty Credentialing for Temporary Faculty Policy 220](#) further outlines expectations for temporary faculty, while still upholding the intent of the MinnState policy.

In addition, PTCC [Post-Secondary \(High School\) Education Options Policy 319](#) outlines expectations for dual enrollment instructors at the secondary level: *The minimum qualification for concurrent enrollment instructors shall be those determined by the College, consistent with the system-established credential fields and minimum qualifications for faculty*. PTCC is transitioning to more rigorous education and work experience credentialing requirements for dual enrollment instructors as established by the Higher Learning Commission (HLC) and MinnState. MinnState was granted an extension by HLC until 2022 to come into full compliance with established requirements. During the transition, every effort is being made to appoint high school teachers who meet the [credentialing requirements](#). If a teacher does not, a [professional development plan](#) articulating a move toward compliance is developed and filed with the College. All dual credit teachers are assigned a credentialed [faculty mentor](#) for every course taught to assure quality of instruction. Finally, the [MSCF Master Agreement](#) reiterates the expectation that faculty members meet credential requirements. The minimum qualifications for any instructor position are reviewed and confirmed through the [hiring process](#), as described above.

Response to 3.C.3

Adjunct and probationary faculty members are evaluated through course observation every semester. Unlimited full-time faculty are evaluated through course observation every three years. Observations are followed by a meeting between the observing Dean and the faculty member to review feedback and sign the [faculty observation form](#), maintained in the HR Department with a copy provided to the faculty member. Online courses are included in the cycle of observation; the VPASA is granted access as a student to review the course. Faculty may also request more frequent observations when trying new teaching techniques and/or wanting specific feedback.

Each semester, students complete [feedback surveys](#), providing faculty members with information regarding course content, instruction, student learning, facilities, and technical support. Over the years the format has changed from a hard copy survey, to a Desire2Learn (D2L) survey, to a Survey Monkey with a dedicated, personal link, providing anonymity to the student. This feedback is solicited for each course taught each semester by adjunct and probationary faculty, and for two course sections each semester for unlimited full-time faculty. Results are aggregated and provided to the faculty member to inform teaching and learning practices. Earlier iterations of the survey made aggregation of the data difficult. For this reason, the switch was made to Survey Monkey in spring 2018, enabling efficient aggregation of data at the course level. A future improvement will be to aggregate and analyze student evaluation data at the institutional level.

Faculty mentors for dual enrollment instructors perform a course observation, documented on the [Faculty Mentor Site Visit Report](#). In addition, [student surveys](#) are administered each semester in dual enrollment classes, and the data is provided to the teacher to inform teaching practices. Due to changes in the assessment and chief academic officer roles, these student surveys were not conducted in spring 2017. The practice resumed in fall 2017 with the hiring of a director of student success.

Lastly, faculty complete self-assessments of professional development goals and activities by completing professional [development plans](#) annually, the process for which is outlined in more detail

below.

Response to 3.C.4

In addition to the initial credentialing requirements, unlimited full-time faculty are required to complete Teaching and Learning Competency courses that are offered through Southwest Minnesota State University on a regular schedule. The coursework includes course construction, teaching/instructional methods, student outcomes assessment/evaluation, and philosophy of community and technical college education.

According to PTCC's [Faculty Development Plan Policy 227](#), which applies to faculty in unlimited positions, and MinnState [Procedure 3.321](#), the completion of professional development plans is required and has the following purpose: *identify activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills and may include activities that go beyond maintaining currency*. While not required, temporary part-time and adjunct faculty are encouraged to complete a [professional development plan](#). Plans are developed in consultation with the dean and VPASA, and address specific objectives and expected outcomes in six component areas of development: advancement of academic credentials, occupational/job skills development, development in teaching techniques, special skills development, community/civic services, and other activities. The plans are signed by the faculty member and VPASA; the original is kept with HR and a copy is provided to the faculty member.

Outside of individual professional development efforts, MinnState provides on-going training and networking opportunities, and faculty and staff are encouraged to attend. PTCC is also a member of the Quality Matters (QM) network and several faculty have gone through training, had their courses reviewed, and, in some cases, become QM reviewers. Six days are dedicated each academic year for faculty and staff in-service. Activities are planned by the VPASA, the HR Director, and the President of MSCF to ensure relevancy. Recent topics have included HLC accreditation, establishing a culture of assessment, curriculum mapping, and best-practice sharing.

Although there are many opportunities for faculty to participate in professional development activities, PTCC plans to expand in the following ways: make professional development a faculty-led initiative (as it has been in the past), establish learning communities, and improve mentoring for new full-time faculty.

MinnState's and PTCC's policies and procedures support faculty professional development:

- [MSCF Master Agreement Article 17 Section 1](#), outlines that each college will allocate faculty development funds and establishes procedures regarding the allocation and use of funds. The fund is administered by a faculty committee. Funds in addition to this budget are made available on an as-needed basis (i.e. accreditation preparation) as requested by faculty and staff.
- PTCC's [Faculty Professional Development Funds Policy 204](#), describes procedures for accessing funds and specifies connection to the MSCF Master Agreement obligations.
- [MSCF Master Agreement Article 17 Section 4](#), addresses sabbatical leave: *The purpose of sabbatical leaves is to give faculty members the opportunity to secure additional education, training, or experience which will make them better prepared for carrying out their college assignments, and will support the professional development of the faculty, the development needs of academic departments or areas, and the planned instructional priorities of the college/system mission.*

Response to 3.C.5

According to the [MSCF Master Agreement](#) Article 11 Section 2 Subdivision 5 and Article 11 Section 3 Subdivision 5, *Each instructor shall post and maintain one (1) office hour or one (1) hour of student availability in some other campus location per week for each three (3) credits taught to a maximum of fifteen (15) credits. Additional office hours or student availability may be scheduled at the instructor's option.* Article 11 Section 3 Subdivision 6 notes guidelines for faculty members teaching outside of general education disciplines: *Each instructor shall post and maintain two (2) office hours of student availability per week on campus outside the instructor's scheduled instructional time. These hours will be scheduled in increments of not less than one-half (½) hour. Additional office hours of student availability may be scheduled at the instructor's option.*

Faculty members include office hours and contact information on course syllabi, and office hours are posted outside of instructors' offices. Many instructors are also available through D2L discussion, chat, and instant messaging components and/or Adobe Connect. Online instructors are also required to have office hours; although they may be through the virtual environment.

Response to 3.C.6

At PTCC, to ensure qualified staff hires, each vacancy has a unique position description that outlines minimum qualifications for the position. Search committees follow the hiring procedure described in Subcomponent 3.C.1.

While the formal Staff Development Committee has been on hold due to funding restrictions, staff may access professional development through discussions with the HR Department as well as supervisors. These individuals connect with employees during the annual review processes and are encouraged to discuss development plans with each employee and assist them with local- or System-related training. MinnState also provides trainings to increase job-specific and student support skills, and PTCC has purchased a subscription to [Atomic Learning](#)/Hoonuit, an online technology training and professional development tool for educators and students with nearly 50,000 step-by-step tutorials.

Along with job-specific training, employees are eligible to participate in trainings and conferences each year to remain informed on compliance with current Federal and State laws and best practices in student support services. MinnState has also established listservs specific to each area, such as admissions, financial aid, and transfer to ensure all employees have up-to-date information on processes and procedures.

Sources

- 3.C.1
Associate_Degree_Nursing_Mobility_and_Practical_Nursing_Student_Handbook_2017_2018_1
- 3.C.1 Credentialing Page
- 3.C.1 Faculty Overload 15-17
- 3.C.1 Faculty to Student Ratio
- 3.C.1 JCCF_Charge_Doc
- 3.C.1 MN State Board Policy 3.32
- 3.C.1 MN State Board Procedure 3.32.1
- 3.C.1 MSCF Contract
- 3.C.1 Pine Technical and Community College AA Plan - 2016-2018
- 3.C.1 PTCC Policy 209

- 3.C.1 PTCC Policy 237
- 3.C.2 Minn State Procedure 3-32
- 3.C.2 MinnState Policy 3-32
- 3.C.2 Policy 220 REV 2 -Faculty Credentialing Policy for PTC
- 3.C.2 Policy 501 REV4 Hiring and Search Process
- 3.C.2 PTCC Concurrent Enrollment Handbook 2017-2018
- 3.C.2 PTCC Concurrent Professional Development Plan
- 3.C.2 PTCC Policy 319 Post Secondary (High School) Education Options
- 3.C.2 Teacher Credential Review Form
- 3.C.3 Concurrent Enrollment Course Survey
- 3.C.3 Faculty Mentor Site Visit Report.pdf
- 3.C.3 Faculty_Observation_Form_Template_2-2010
- 3.C.3 Professional Development Plan Template
- 3.C.3 Sample Course Survey Fall 2017
- 3.C.4 Minn State Procedure 3-32
- 3.C.4 MSCF Contract
- 3.C.4 PTCC Policy 204 Faculty Professional Development Funds
- 3.C.4 PTCC Policy 227
- 3.C.6 Atomic Learning
- 3.C.6 STAFF DEV FUNDS APPLICATION

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Response to 3.D.1

Pine Technical and Community College (PTCC) serves the five-county [7E geographic region](#) characterized as low educational attainment (about one half of the State rate of Bachelor's Degree attainment), low income (Pine County has the seventh-lowest median household income in the State as of 2015), and homogenous with regards to diversity (less than six percent non-White population) resulting in a large portion of students who have risk factors. PTCC, as a small, rural institution, is committed to serving these at-risk students through services addressing their unique needs.

Student Affairs, located at the main entrance of the College, offers a variety of assistance suited to the needs of the entire student population. Student support services begin when a prospective student makes a program inquiry, and continue until graduation and beyond. Student Affairs staff provide prospective students with accurate information about programs to determine the best program of study, and they assist students with the assessment process for course placement. Frequent updates are provided to ensure students are aware of the services provided and are continually connected with their advisors to help achieve learning goals.

PTCC provides a full array of student resources crucial to supporting all student demographics. They especially support first-generation students who may struggle with the transition to college, those coming from a difficult and unsupportive family background, and parenting students who may miss exams or fall behind due to emergency situations involving their children. Services include admissions and enrollment, assessment and testing, business services, registrar, transfer specialist/registration, student/parent support services, goal planning, academic advising, counseling, disability services, e-services (Degree Audit Report System, transcripts, and account information), financial aid, veteran's services, career services, and on-site childcare. Assistance specific to many of these resources is as follows:

- Academic testing: accommodated and make-up testing services, provides academic accommodations for students approved through Disability Services and make-up testing to

students who, due to an emergency situation and/or unforeseeable circumstances, are not able to attend the original exam.

- Student/Parent Support Program: provides resources to students who are parents or expectant parents regardless of family income or age of children and provides assistance in navigating childcare options, balancing classes with busy lives, and connecting with other student parents and resources to support and stabilize their lives and families.
- On-site childcare: provides childcare services and serves as a learning lab for the Early Childhood Development (ECD) program.
- Counseling services: offers help to overcome barriers and is free and available for all students. Resources and support are tailored to help with career, academic, and/or personal concerns.
- Disability Services: strives to eliminate barriers and discrimination against persons with disabilities by offering accommodations in and out of the classroom, support services, and other resources.
- Veterans Center: provides the over 50 veterans on campus with a wide array of services such as social events, G.I. Bill information, peer support, and counseling.
- Financial Aid services: provides resources about obtaining financial aid, applying for scholarships, securing payment plans, and procuring student employment.

In addition, students receive support through student life activities such as Student Senate, Phi Theta Kappa, and student clubs. A staff or faculty member is provided work release time to serve as advisor for these activities.

PTCC provides grant funds for at-risk student populations. For example, the [DASH Grant](#), through Great Lakes Higher Education, enabled PTCC to make small emergency grants for non-academic financial needs for the 2016-2017 and 2017-2018 academic years, distributing \$20,000 each year. This grant was replaced by the new Office of Higher Education Emergency Assistance for Postsecondary Students grant for 2018-2019. Students become aware of these resources through referral to Student Affairs staff or through the PTCC website. An advisor assists students in applying online. The process is geared for rapid turnaround, often giving immediate assistance in the form of food and gas cards.

In addition to the DASH grant, PTCC provides direction for the Minnesota Post-Secondary Child Care Grant for Minnesota parenting residents to assist with childcare expenses while attending college. Students must meet income guidelines. Central Minnesota Jobs and Training Services funds are also available for students of all ages who are unemployed or displaced workers. Clients who meet income guidelines are retrained for a new career after an injury or they become unemployed.

Several key student service functions such as Disability and Counseling Services are funded through grants and are not full-time positions. As student headcount grows, PTCC will increase these services commensurately. In addition, the Cabinet plans to wean key functions off of grant funding as finances allow.

The overall effectiveness of student services is evaluated through general student surveys, such as the [Survey of Entering Student Engagement](#) (SENSE) and the [Community College Survey of Student Engagement](#) (CCSSE) and [CCSSE Benchmark Scores](#). The SENSE survey was administered in fall 2013 and the CCSSE was administered in spring 2017. Summary information was reviewed by the Cabinet and shared with the campus in an in-service activity further described in 4.B.3.

Assessing specific student services is a relatively new venture for PTCC; however, the College has taken strides in certain areas to gather evaluation data. As an example, all students who sign in to use the Academic Skills Center, who attend a student success workshop, or who attend Jump Start New

Student Orientation are asked to complete a short evaluation to determine alignment with intended [Student Learner Outcomes](#). These activities are outlined further in the response to Subcomponents 4.B.2 and 4.B.3.

The College also gathered evaluation data for students who participated in the [Appreciative Advising Pilot](#). Development and implementation of a cohort-based Appreciative Advising Model occurred in fall 2017 and spring 2018. Student success coaches met with six classes at six points throughout the semester. As part of the advising, students identified and met with their faculty advisor to discuss academic goals. Early retention data will be analyzed after fall semester begins.

Beyond those services, students are provided with the [Student Handbook](#), available in print and online, which provides guidelines, policies, and services available to students, including contact information and processes to connect the students to those services. The Handbook not only assists students in their initial adjustment to the College but continues to serve as a reference throughout their studies.

Additionally, students can access pertinent information, forms, and guidelines through the "Current Students" page on the PTCC website. Forms, brochures, the academic calendar, and other student success supports are also displayed in brochure racks outside the Academic Services Office and in the Student Affairs Office.

Response to 3.D.2

Learning support services are offered in the Learning Resource and Technology Center (LRTC) and Academic Skills Center (ASC). PTCC's Student Affairs staff also provides workshops and brochures containing information on topics such as test-taking strategies, stress management, and financial management to all students each semester.

PTCC's academic support services are offered in the following manner:

- LRTC: provides free resources to support learning needs and has computers equipped with software applications supporting specific curriculum needs. Staff is available for assistance in basic online learning tools, such as Desire2Learn (D2L), and accessing student e-mail.
- ASC: offers free assistance with basic computer tools (PowerPoint, D2L, and My Math Lab), provides a quiet place to study with a variety of textbooks and computers, and offers free peer tutoring for any enrolled student. Peer tutors are current PTCC students who did particularly well in a class or subject. They have established hours and do one-on-one tutoring. Schedules are emailed to staff and faculty and are posted throughout campus.
- Smarthinking: provides free online tutoring accessed through D2L on subjects such as writing, math, nursing, and resume assistance.
- Testing Center: provides a dedicated space for entrance testing, accommodated testing, make-up testing, and industry-proctored testing.
- Assessment testing: determines course placement. Per MinnState's [Course Placement Policy 3.3](#) and [Procedure 3.31](#) and PTCC's [Assessment for Course Placement Policy 300](#), the College uses the Accuplacer test to determine the level of preparation in math and reading for each incoming, degree-seeking student. The Accuplacer assessment is administered prior to a student's first semester. Immediately upon completing the assessment(s), students meet with an advisor and are guided to the appropriate courses based on results. "Cut scores" have been determined for most general education courses, as well as many technical courses. In some cases scores may lead to a referral to Adult Basic Education (ABE). In fall 2018, PTCC will migrate to the Next Generation Accuplacer. A cross-functional team, which included developmental education

faculty, managed the migration, including the setting of new cut scores.

- ABE: provides free education assistance by staffing a [St. Croix River Education District](#) employee on campus. Since fall 2015, the staff member has been team teaching with PTCC faculty in math concepts, measuring tools, quality in manufacturing, and blueprint reading. Data is currently being gathered to determine the impact of this intervention on student success.

Entering students are highly encouraged to attend [Jump Start New Student Orientation](#) which provides students with an [opportunity to acclimate](#) to the campus, meet faculty, be welcomed by administration, buy textbooks, and gain information and technical literacy skills to prepare for academic study. Additionally, faculty advisors provide students with necessary program information during program-specific orientations.

Lastly, a [first year experience course](#) assists students in building student success skills and gaining academic confidence and focuses on support and resources at school, engaging the student in identifying their strengths, and applying those strengths and academic goals to college. This course is required for all Associate of Arts students as well as certain scholarship recipients.

Response to 3.D.3

Advising roles are dictated by the MSCF Contract, and differ by a student's program of study. Students enrolled in a technical program are assigned a program faculty member as their academic advisor. Students enrolled in the Associate of Arts (AA) program are assigned an academic advisor (the Student Success Coordinator) who is part of the Student Affairs Department. Advisors, whether staff or faculty, assist students with educational and career planning, including advising students on transfers to other institutions. In addition, advisors provide students with information about programs, services, policies, procedures, and academic resources. Advising weeks are clearly communicated in the academic calendar.

With the exception of some scholarship recipients, advising meetings are not mandatory but are highly encouraged through regular communication with students. Although students are assigned academic advisors, many do not seek this assistance resulting in errors in registration. To address this issue, in fall 2017, advising tools including [program sequences](#), registration guides, and [program planners](#) were created for faculty, staff, and students as part of the college's Quality Initiative. These advising tools have been referred to as "game-changers" in making advising more effective and consistent at the college.

In further support of continuous improvement of advising, PTCC chose to create and pilot a more intensive academic advising strategy for the [Quality Initiative](#) activity for HLC re-accreditation. The Appreciative Advising methodology, described in Subcomponent 3.D.1, was initiated in academic year 2017-2018 in developmental education, first-year experience, and introductory philosophy courses. The pilot consisted of a small number of students (n=106). Data analysis on fall to fall retention rates was conducted in June, 2018 and reported in the Quality Initiative Report. As part of this initiative, an Advising Handbook was drafted, along with the advising tools discussed above. The next phase team will be working on how to scale this advising methodology to the rest of campus in fall 2018.

The Student Success Coordinator and Counselor work collaboratively with faculty throughout each semester to help students stay on track and achieve their goals. One effective tool is the [Academic Alert System](#). Faculty inform Student Affairs of any student issues, which can be academic or personal in nature. Once the alert is received, Student Affairs staff reach out to the students and

connect them with appropriate student services.

Response to 3.D.4

In 2017, a cross-functional group of staff and faculty created the [PTCC Comprehensive Facilities Plan](#) that articulates both building and site conditions and proposes projects for facilities improvement over the next five-year period. Although facilities infrastructure was identified as a strength, the key improvements planned for the following years include growth in square footage for trades (e.g. Welding, Automated Systems Technology, CNC Machining) and additional classroom space, and an overall aesthetic makeover to reflect the comprehensive mission of the College (e.g. student study and lounge spaces, food service, and green space). These improvements will ensure PTCC has the capacity to serve its communities and provide state-of-the-art learning spaces.

PTCC provides classroom and technical lab space necessary to conduct teaching and learning, including appropriate technology. Each classroom is equipped with projectors and teacher stations with computers, document cameras, and white boards. Some are equipped with video conferencing and recording capability. Dedicated lab space is provided for Manufacturing, Automotive Technology, Gunsmithing, Nursing, Medical Assistant, Early Childhood Development, and Biology. A future improvement planned is to identify standard classroom technology and equipment and bring all classrooms up to this standard.

The College's Information Technology (IT) Services provides both hardware and software technological support to faculty, staff, and students. PTCC uses D2L Brightspace as its common learning management system. IT personnel provide administrative services to ensure the system is running smoothly. Many instructors also utilize publisher-provided digital assets, such as My Math Lab, LearnSmart, and Mind Tap, to support student learning.

PTCC features the LRTC at the heart of its campus, and it offers a variety of print and reference materials on-site, as well as on- and off-campus computer access to electronic resources at any time of day. Items not owned by PTCC may be interlibrary loaned through a shared delivery system, which includes all Minnesota Program for Automated Library Systems (MnPALS) and Minnesota Library Information Network libraries. These resources are available to all current faculty, staff, and students of PTCC.

Materials and resources include the following:

- 4926 print books
- 15,493 e-books
- 44 periodicals
- 431 DVDs and streaming videos
- 34 databases
- Atomic Learning web-based inventory of videos and animation

Additionally, the LRTC offers computer orientations, checkout of computer and audio-visual equipment, private study rooms, photocopying and fax services, and 27 computers available for general use.

Besides IT and the LRTC, specific programs offer additional resources to support learning:

- Nursing: uses 28 clinical practice sites throughout the area including hospitals, clinics, and long-term care facilities with transition care, memory care, assisted living, and long-term care.

Each Nursing Program submits a report to the Minnesota Board of Nursing in October, which includes clinical site information: course (title and number), term, actual site, type of patient, and age group across the lifespan. A portion of the Associate Degree Mobility Nursing Program clinical hours are in precepting during the last clinical rotation. Starting spring 2018, some of the clinical hours are being fulfilled using simulation.

- Human Services Eligibility Worker: works with the Department of Human Services and has access to training curriculum and computer systems: Minnesota Axis, Minnesota Electronic Child Care, and Medicaid Management Information System.
- Cyber Security and Networking: utilizes a dedicated room kept up to date with the latest hardware and software.
- Early Childhood Development: collaborates with a private vendor on-site childcare facility for observation, lab, and practicum experiences and is an integral partner with Pine City's Early Childhood Coalition, a group of stakeholders supporting Pine City's youngest members in their development.

Response to 3.D.5

Students and employees are offered guidance and training on the ethical and appropriate use of information resources through PTCC's [Statewide Electronic Communications and Technology Ethics Policy 700](#) and [Acceptable Use of Computer and Information Technology Resources Policy 708](#), which are local enactments of MinnState's [Acceptable Use of Computer and Information Resources Policy 5.22](#), [Procedure 5.22.1](#), and [Procedure 5.22.2](#).

The College employs a .half-time Librarian responsible for maintaining the library collection and conducting informational literacy sessions. In addition, the librarian and library staff compile, organize, and share information resources (such as Research Guides) and instruction via the LRTC website so students can access the information on an as-needed basis.

Sources

- 3.D.1 2016 - 2017 Student Handbook
- 3.D.1 Appreciative Advising Student Evaluation
- 3.D.1 CCSSE
- 3.D.1 CCSSE Benchmark Scores
- 3.D.1 Course Catalog
- 3.D.1 DASH Grant infor for staff_faculty
- 3.D.1 Region 7E
- 3.D.1 Retention Committee Minutes
- 3.D.1 SENSE Report
- 3.D.1 Student_Learner_Outcomes_3-10
- 3.D.2 2017-2018 SCRED Professional Learning Catalog
- 3.D.2 FYEX 1010 First Year Experience Course Outline
- 3.D.2 Jump Start Program Fall 2017
- 3.D.2 Jump Start Student Learner Outcomes
- 3.D.2 MN State Policy 3.3 Course Placement
- 3.D.2 MN State Procedure 3.3.1 Course Placement
- 3.D.2 Policy 300 REV 6 Assessment for Course Placement
- 3.D.3 Academic Alert
- 3.D.3 Early Childhood Program Sequences

- 3.D.3 Liberal Arts Advising Planner 2018-2019
- 3.D.3 Quality Initiative Proposal
- 3.D.4 Comprehensive Facilities Plan - DRAFT 95%
- 3.D.5 MN State Board Policy 5.22- Acceptable Use of Computer and Information Resources
- 3.D.5 MN State Board Procedure 5.22.1- Acceptable Use of Computers and Information Technology Resources
- 3.D.5 MN State Board Procedure 5.22.2- Cellular and Other Mobile Computing Devices
- 3.D.5 PTCC Policy 700- Statewide Electronic Communications and Technology Ethics
- 3.D.5 PTCC Policy 708Rev1- Acceptable Use of Computers

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Response to 3.E.1

Prior to becoming a comprehensive college in 2014, Pine Technical and Community College's (PTCC) primary co-curricular activities were program-related student clubs and Student Senate. While those have been maintained and expanded over the last several years, the College has added student life activities appealing to younger demographics associated with liberal arts transfer such as the Jump Start New Student Orientation, Money Matters (a non-mandatory activity providing financial literacy assistance), and De-Stress Fest (a week of fun activities prior to finals week). As PTCC adds more co-curricular activities, learning outcomes associated with activities will be developed in order to better measure the student learning associated with them. Examples of this are provided in Subcomponent 4.B.2.

Student life clubs directly connected to technical programs highlight the educational experience for students through their [mission statements](#).

There are numerous instances of students excelling through these co-curricular programs. For example, the Computer Club assists with robotics competitions. Various teams from local high schools build their own robots and compete in a nation-wide challenge. In addition, students in the Health Sciences Club have facilitated Family Fun Night with over 60 young visitors to health-related activities in the nursing lab; promoted and supported Culture Day by providing input regarding regional ethnic and religious groups such as Amish, Hmong, American Indian, Scientology, Mormon, etc.; sponsored an annual Memorial Blood Drive; and supported and promoted Student/Parent Support Program meetings and activities.

Beyond student life clubs, PTCC considers support functions as co-curricular: disability services, counseling, Student/Parent Support Program, daycare center, Academic Skills Center (ASC), Veterans' Center, and advising. All of these are suited to the mission and contribute to the educational experiences for students. For example, the Student/Parent Support Program helps parenting students create innovative solutions and make informed choices to improve their lives. They motivate and encourage others to achieve their own personal and professional fulfillment. Their motto is, *Together, we believe that the best in each of us enriches all of us*. The Academic Skills Center provides free on-campus tutoring services to assist students in becoming independent learners who will achieve their personal goals. The Veteran's Center is committed to providing student veterans a successful and fulfilling educational experience and offers a wide array of services such as social events, G.I. Bill information, peer support, counseling, and more. They are available to aid veterans through the transition of returning to civilian life and more specifically into college life.

Students also have opportunities through Student Senate. Student Senate officers and voting senators attend Minnesota State Colleges Student Association (MSCSA) trainings, meetings, and workshops teaching them leadership, responsibility, and networking and how higher education works on the state and federal levels. MSCSA helps students have a voice in and advocate for themselves and other students on important issues, such as keeping tuition and textbook costs low. Each year the PTCC Student Senate sends two members to Washington D.C. to meet with representatives.

Response to 3.E.2

PTCC's dual mission of workforce development and liberal arts transfer is evidenced through key metrics such as graduation rates, licensure pass rates, placement rates, transfer rates, gainful employment statistics, and graduate follow-up survey responses. As an example, PTCC's three-year completion rate is 54.8% for the most recent cohort (fall 2013 entry). The most recent overall licensure pass rate is 85%. The [Strategic Framework Accountability Measures Report](#) through MinnState summarizes several of these metrics, often analyzing them by specific student demographic (i.e. students of color, first-generation, and Pell Grant eligible).

PTCC [transfer rates to baccalaureate universities](#) within MinnState have been steadily climbing since the College's mission changed to include liberal arts transfer. As an example, nearly 33% of the fall 2012 entering cohort had transferred to a university within three years of entry. This is in comparison to only 24% of the fall 2011 cohort and 23% of the fall 2010 cohort.

Due to its size and career-centered mission, PTCC does not offer athletics, study abroad, or residential life activities.

Sources

- 3.E.1 Mission Statements
- 3.E.2 Minnesota State Colleges Transfer Rates
- 3.E.2 Pine Strategic Performance Measures Report May 2017

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Pine Technical and Community College (PTCC) offers technical and general education credentials: Associate of Science, Associate of Applied Science, Associate of Arts, diploma, and certificate. All programs are approved by the Academic Affairs and Standards Council at PTCC and by Minnesota State Colleges and Universities. Student learning aligns with program outcomes, course outcomes, and Student Learner Outcomes, and students are exposed to experiences engaging them with the greater diversities of the world and its people. Technical programs are reviewed through program advisory committees and internal evaluations, and many programs are accredited by outside organizations. General education aligns with Minnesota State Transfer guidelines and college student learner outcomes.

Quality and credentialed faculty and staff are hired through a thorough process and are evaluated through annual reviews, observations, and student feedback surveys. Through coursework, co-curricular opportunities, and student services, faculty and staff provide students occasions to participate in creative and expansive scholarship and participate in a supportive learning environment.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Response to 4.A.1

Program reviews are conducted formally through the five-year program review process as well as informally through an on-going study of program viability metrics and processes. Minnesota State Colleges and Universities' (MinnState) [Academic Programs Policy 3.36 Part 7](#) and [Procedure 3.36.1 Part 7](#) and the College's [Academic Program Review and Evaluation Policy 210](#) outline the process for completing program reviews. Every technical program is on a [five-year cycle for review](#). Department faculty, Academic Affairs staff, and administration work collectively on completing a comprehensive [self-study](#) that is evaluated by a team composed of Program Advisory Committee members, program faculty from another MinnState institution, current students, and graduates who make recommendations for improvements or changes to the program as necessary. All of the reviewers' credentials are evaluated by the Vice President of Academic and Student Affairs to ensure they have delegated authority to make decisions based on industry expertise. An example of a [self-study document](#) and [response](#), completed in 2016, comes from the Human Services Eligibility Worker Program.

Due to turnover in Academic Affairs leadership and other key positions, PTCC missed the planned reviews for 2016-2017; however, the programs scheduled for review that year went through an extensive curricular re-write to adopt the Business and Computer Science transfer pathways. Those programs will be re-scheduled for program review in the next cycle. The General Education faculty conducted their self-study of the Associate of Arts program in spring 2018. Final results are still pending. With the new Chief Academic Officer in place, the College will gather a team in fall 2018 to assess the effectiveness of the current program review process to ensure the information gained is truly driving program improvement. The College will also be implementing an annual review process to provide faculty with trend data on a more consistent and timely basis.

Program review is also done informally by the academic deans through an on-going review of key program metrics such as enrollments, average section size, faculty workload, placement rates, transfer rates, completion rates, course observations, and course evaluation surveys, to name a few. This review has resulted in conversations with some program faculty (i.e. Automotive Technology, Medical Assistant) in just the last 18 months, and driven program changes. This on-going review of data, as well as the integrity of key processes such as the curriculum development and revision process, the MnTC curriculum process, and the budgeting and resource allocation processes, all provide assurance that programs offered are of high quality, relevant, and result in student learning.

Response to 4.A.2

The College follows the guidelines for grading within the [Grade and Credit System Policy 209](#), which outlines *a process where student learning is documented by means of letter grade*. The purpose of the policy is to document *academic achievement, which reflects competency...recorded in letter grades at the end of each semester or summer term for all course work for which credit is granted*. The policy also defines notations found on the student transcript.

Credit may be given for prior learning: non-college or experience-based learning that has been attained outside the sponsorship of an accredited post-secondary educational institution. Credit for prior learning (CPL) includes knowledge acquired from work and life experiences; community and volunteer extension courses; individual study and reading; civic, community, and volunteer work; and participation in informal courses and in-service training sponsored by associations, business, government, and industry. CPL is not awarded for experience but for college-level learning that entails knowledge, skills, and competencies students have obtained as a result of an experience. PTCC awards CPL based on the MinnState [Credit for Prior Learning Policy 3.35](#) and [Procedure 3.35.1](#) and the College's [Credit by Examination Policy 228](#) and [Experiential and Non-academic Learning Credit Policy 217](#). PTCC's philosophy of CPL learning also aligns with MinnStates' *Charting the Future: recommendations to increase access, affordability, excellence, and service by forging deeper collaborations among our colleges and universities to maximize our collective strengths, resources, and the talents of our faculty and staff through certifying student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees*.

Some of the college-level learning methods for awarding CPL include the following:

- Standardized tests: College-Level Examination Program, Excelsior College/formerly American College Testing Proficiency Program, Defense Activity for Non-traditional Educational Support, Advanced Placement, and International Baccalaureate.
- Institutional challenge examinations: exam equivalent to the comprehensive final exam that may be written, oral, demonstration, or a combination of all three and is evaluated by a

- department faculty or designated subject expert.
- Published guides: American Council on Education (ACE) for military training and experiences, ACE (non-collegiate) for industrial and corporate training programs, and others developed by nationally-recognized organizations.
- Portfolios: credit through the development of a portfolio evaluated by department faculty or subject expert.

According to the [CPL Handbook](#), academic credit will be awarded only for those courses directly applicable to curriculum requirements at the College and to the student's declared certificate or degree program. No more than 20 percent of credit hours of CPL may be counted toward graduation. All work assessed for CPL must meet or exceed "C-level" work if the course requires a minimum of "C" for graduation requirements. Minimum scores on standardized tests are also set at "C-level" work. The assessments to evaluate CPL will include the prerequisite skills required to ensure the likelihood of student success in subsequent courses. Students planning on transferring to another institution may have their CPL transferred to that college or university as long as the credits are applicable to the degree or certificate the student has declared and if the receiving institution will accept the credits awarded.

As part of CPL, PTCC has done significant work in the area of military education and training. Through a MinnState initiative to make processes for credit evaluation more user friendly, PTCC has reviewed every military occupation and selected appropriate numbers of credits military personnel can apply toward a degree. PTCC is also able to evaluate military transcripts and training.

Response to 4.A.3

In compliance with MinnState's [Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum \(MnTC\) Policy 3.21](#) and [Procedure 3.21.1](#) and PTCC's [Credit Transfer Policy 233](#), the College takes into consideration the following when accepting transfer credits: educational quality of the learning experience which the student transfers; comparability of the nature, content, and level of the learning experience; and appropriateness and applicability of the learning experience to the programs offered by the College in light of the student's educational goals.

Students who wish to transfer credit to PTCC must provide an official transcript to the Records Department in order to have the credit evaluated; if credits are transferred from another MinnState institution the Records Department retrieves transcripts via eTranscript at no cost. Students may be asked to provide course descriptions and/or syllabi. Transfer evaluations are overseen by a transfer specialist. To determine whether or not there is educational quality, comparability in the nature and content, and appropriate learning experiences, the specialist will often consult a faculty subject expert before rendering a decision. In the event a student is not satisfied with the outcome of the credit transfer process, the student may appeal the decision by completing a [student petition](#).

The College considers courses for transfer from colleges and universities that have been accredited by their regional associations and will also consider courses taken at institutions lacking regional accreditation but having been accredited by specialized agencies or at institutions outside the United States chartered or authorized by their national governments. In general, transfer credit is considered only for courses that fulfill PTCC graduation requirements and have been completed with a grade of "C" or better. Grades of transfer courses are not included in the student's grade point average.

The MnTC curriculum is a 40-credit package of general education courses, aligned to a framework consisting of ten goal areas, that are accepted for transfer to State colleges and universities. Once a course has met the criteria necessary for inclusion in the MnTC in any goal area, the course must be

accepted for full credit in that goal area (see Subcomponents 3.A.1, 3.B.1, 3.B.2, and 4.A.6) for additional details). General education credits have no transfer time limit; however, some program areas may limit transfer time to meet program standards. Technical course credits earned more than five years prior to the time of request will not be accepted for transfer; certain occupational programs may have more stringent requirements. For courses that do not meet the time limit criteria, students may demonstrate course content mastery by utilizing the PTCC test-out or experiential learning assessment option as noted in Subcomponent 4.A.2 and PTCC's [Experiential and Non-academic Learning Credit Policy 217](#).

PTCC will accept developmental courses in reading, writing, and math providing equivalencies can be or have been established. The courses will be accepted with zero credit value and must have a grade of "C" or better to be accepted in transfer.

The College may accept up to 16 semester credits of occupational/professional courses for transfer as electives that are not comparable or equivalent to specific courses taught at the College. Credits may be accepted beyond this limit if they contribute to an educationally-coherent program for an individual student. There is no maximum to the number of credits a student may transfer. However, the College does have a residency requirement of 20 credits or half the technical credits of the program major, whichever is larger. The number of transfer credits granted per course shall not exceed the number granted by the originating institution. Semester credits transfer at a one-to-one ratio. Quarter credits transfer at two-thirds semester credit.

Response to 4.A.4

PTCC reviews academic programming and course changes through the [Academic Affairs and Standards Council](#) (AASC). The process is governed by PTCC's [Curriculum, Design, and Approval Policy 237](#). According to the [AASC By-laws](#) and the [MSCF Master Agreement](#), the AASC *provide[s] direction for the college in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings*. AASC is a cross-sectional, faculty-led committee comprised of two-thirds faculty (general education and technical) and one-third administration. All academic divisions are represented. AASC reviews all curricular changes and provides quality assurance for compliance with PTCC standards for rigor. Program faculty, in consultation with industry advisory or accreditation input, initiate course and program revisions. Course and program development and revisions are initiated using the [Course Request Form](#) and the [Program Request Form](#). Typically course changes include credit distribution, course description and outcomes, and prerequisite and/or co-requisite changes. Major changes require two readings and minor changes are often approved on one reading.

To support the AASC, the [Curriculum Committee meets](#) throughout the [year](#) to monitor the integrity of the PTCC curriculum in all aspects including appropriate development, approval, communication, and warehousing of curriculum documentation. The committee is comprised of the vice president of academic and student affairs, the registrar, academic deans, marketing staff, Student Affairs staff, and the scheduling assistant. New programs and complex program revisions are presented by faculty prior to submission to the AASC. The committee ascertains the impact of curriculum decisions on other programs and courses and guides faculty through the program development process. Once curriculum changes are approved by AASC, this committee carries the decision through the various systems needing updating such as the curriculum warehouse, the Degree Audit Reporting System (DARS), the website and other marketing materials, and the scheduling system. The work of this committee does not duplicate the work of the AASC but rather operationalizes AASC decisions. Specific work of the committee includes developing and implementing a clear process for curriculum changes ensuring timely and accurate deployment of new courses and course revisions and new programs and program

revisions; ensuring roles are clarified in the curriculum process; establishing a clear process for scheduling; identifying recurring curriculum errors; and holding “curriculum integrity” meetings with program faculty as appropriate to review curriculum including course sequencing and prerequisites.

PTCC’s courses are all developed in a common course outline format, and clearly articulate expectations for student learning. The common course outline is described, and examples are provided, in Subcomponent 3.A.3. Every course section taught, whether in traditional, online or dual enrollment delivery, utilizes the common course outline. Each K-12 faculty member is assigned a PTCC faculty member as a mentor who verifies the college-level outcomes are being met. The mentors share teaching and learning resources with K-12 instructors if they choose. Dual enrollment faculty enjoy the same academic freedom to accomplish student outcomes as on-campus faculty. Dual-enrollment course grades are applied to the College transcript the same way all other College-level courses are transcribed and are not delineated as dual enrollment.

PTCC students have open access to all learning resources provided by the College including the Academic Skills Center, the Learning Resource Technology Center, and academic advising. Authority over these services, and student access to them, including time and place of delivery, rests with the Director of Student Success. PTCC offers all students the same access to all student and academic support including dual enrollment students. Every course offered is assigned a Desire to Learn learning management system site where students are enrolled. Faculty use their sites differently; some install all course materials regardless of delivery method and some post grades and syllabi only.

The academic deans, in collaboration with the Chief Human Resources Officer, maintain authority over faculty qualifications. PTCC faculty adhere to MinnState’s [Faculty Credentialing Policy 3.32](#) and [Procedure 3.32.1](#), PTCC’s [Faculty Credentialing for Temporary Faculty Policy 220](#) and [PSEO Policy 319](#), the [Minnesota State College Faculty \(MSCF\) Master Agreement](#), and Higher Learning Commission guidelines in its credentialing. Open faculty positions are posted with minimum qualifications, including credentialing requirements for the position. Qualifications (i.e. education, occupational experience) are vetted through the hiring process by the search committee and Human Resources. Credentialing of faculty, including dual enrollment faculty, is detailed further in Subcomponents 3.C.1 and 3.C.2.

Response to 4.A.5

Currently the College holds two program accreditations and one specialized endorsement by the Minnesota Department of Human Services (DHS):

- Automotive Technology: [National Automotive Technicians Education Foundation](#) (NATEF) accreditation ensures graduate competency at the mastery level. Students are prepared to take the Automotive Service Excellence (ASE) Examination.
- Medical Assistant: [Commission on Accreditation of Allied Health Education Programs](#) (CAAHEP) and specifically the American Association of Medical Assistants (AAMA) Certified Medical Assisting (CMA) endorsement accreditation ensures the program is meeting requirements to prepare graduates to successfully complete the AAMA CMA Examination. This is an industry-recognized credential.
- Human Service Eligibility Worker: The Minnesota Department of Human Services endorsement guides graduates to work in DHS helping clients identify social and public assistance needs. This program is recognized by the National Eligibility Workers Association.

The Licensed Practical Nursing and Associate Degree Nursing Programs are both in candidacy for accreditation by the Commission for Nursing Education with accreditation visits scheduled for October, 2018.

Local and regional industry is the driving force between programs and accreditation. If industry will not hire PTCC graduates without having an accredited program, faculty and administration encourage academic program accreditation. All other accreditations are voluntary and are not industry requirements. Programs are encouraged to seek accreditations to maintain viability, rigor, and quality within their fields.

Response to 4.A.6

In compliance with MinnState's [Graduate Follow-Up System Policy 3.31](#), PTCC evaluates the success of its graduates to ensure the credentials offered are accomplishing their intended purpose. Graduate information can be obtained from the [MinnState System Office Institutional Research](#), the National Student Clearinghouse, and the [Integrated Post-secondary Education Data System \(IPEDS\)](#). PTCC has also historically participated in Federal and State grants that have required graduate information as part of the granting objectives. Additionally, programs such as Automotive and Medical Assistant are required to monitor graduates as part of their accreditation standards.

In general, the success of graduates from technical programs is determined by placement rates ([related employment of graduates](#)) and [licensure pass rates](#), and the success of graduates from liberal arts programs is determined by [transfer rates](#). Placement rates over the last five years have averaged 88%, with the most recent two years reaching over 90%. These rates have been well above established goals each year. PTCC licensure pass rates overall have maintained at 80% or above for the last ten years. Pass rates for the Medical Assistant program have often reached 100%. However, the pass rates on the Nursing National Council Licensure Exam (NCLEX) did fall below the established targets in 2013, 2014, and 2015 causing the program to be placed on conditions by the Minnesota Board of Nursing. Over the course of three years, several changes were implemented by the faculty to correct this issue. The result was a most recent pass rate of 91.67%, thereby lifting the conditions on the program in January, 2018. Additionally, the College [surveys graduates](#) each year to determine whether they are employed full or part time in their chosen careers or if graduates are available for employment if they are not employed.

PTCC follows guidance from MinnState's [Undergraduate Course and Credit Transfer Policy 3.21 Part 7, Procedure 3.21.1](#), and the MnTC website resources with regard to transfer and MinnState's [Transfer Report](#) provides data on students who transfer. Until recently, PTCC was not considered a comprehensive college, and therefore transfer was not a primary mission. Transfer rates have varied over the years but remain relatively low when compared with the State average. As the Associate of Arts grows, the College will expect growth in transfer rates as well.

Students at PTCC have several options for transferring credit to four-year institutions. As part of the MinnState System, students are guaranteed transfer of credits to the four-year public colleges in Minnesota through the MnTC. The System colleges and universities provide a number of resources for transfer students including DARS, Transferology.com (course equivalency service for students to determine how credits will transfer from institution to institution), and academic credit for military training.

In addition to the MnTC, PTCC has adopted two transfer pathways within the MinnState system: Business Transfer Pathway Associate of Science (AS) and Computer Science AS. Transfer pathways is a collaborative effort between the two-year colleges and four-year universities to establish 60-credit

pathways providing students with a seamless transfer into MinnState universities in certain disciplines. Students utilizing the transfer pathway are guaranteed admittance as a junior and given the assurance that all 60 credits will count towards the related Bachelor's Degree.

PTCC has taken the initiative to establish a number of cooperative agreements (articulation agreements) with four-year colleges within and outside of the MinnState System. Such agreements ensure students completing specified coursework or degree programs at PTCC will transfer into designated programs at partner universities/colleges per the terms of the agreement. For example, Early Childhood Development (ECD) has articulation agreements with [Southwest Minnesota State University](#), and Medical Assistant has an articulation agreement with [Concordia College](#). PTCC continuously seeks additional articulation agreements to offer students the opportunity to continue on for bachelor's degrees. Students can find relevant transfer options on the MinnState Transfer web page (mntransfer.org).

The College ensures all graduates are prepared to enter the work force or continue education upon completion of programs. Each program that is Perkins eligible is required to participate in a nationally-normed, standardized, end-of-program exam that assesses program outcomes as described in Subcomponent 3.A.1. Program faculty and advisory board members use the results to modify curriculum as needed.

Although PTCC does not prepare students to enter into professional degrees, the College does establish all student graduates are prepared to be life-long learners through the incorporation of the [Student Learner Outcomes](#) into the curriculum. PTCC currently does not offer any fellowships or special programs. However, there are several programs that have a clinical and/or internship experience: Nursing and Medical Assistant offer clinicals, ECD offers a practicum, and Machining and Welding provide internships.

Sources

- 4.A.1 HSEW Program Review 2016
- 4.A.1 HSEW Program Review Response
- 4.A.1 MinnState Policy 3.36
- 4.A.1 MinnState Procedure 3.36.1
- 4.A.1 Policy 210 Rev 2 - Academic Program Review and Evaluation
- 4.A.1 Program Evaluation and Review Form 10-09
- 4.A.1 Program Review Tracking
- 4.A.2 CPL Handbook
- 4.A.2 MinnState Policy 3.35
- 4.A.2 MinnState Procedure 3.35.1
- 4.A.2 PTCC Policy 209
- 4.A.2 PTCC Policy 217
- 4.A.2 PtCC Policy 228
- 4.A.3 MinnState Policy 3.21
- 4.A.3 MinnState Procedure 3.21.1
- 4.A.3 Policy 233 Rev2 Credit Transfer
- 4.A.3 PTCC Policy 217
- 4.A.3 PTCC Policy 233
- 4.A.3 Student Petition
- 4.A.4 11-22-17 Curriculum Committee Agenda

- 4.A.4 12-13-17 Curriculum Committee Agenda
- 4.A.4 2015_2017_MSCF_Contract.pdf
- 4.A.4 Course Request Form 11-2017
- 4.A.4 Curriculum Committee Purpose Statement
- 4.A.4 Minn State Procedure 3-32
- 4.A.4 MinnState Policy 3-32
- 4.A.4 Policy 501 REV4 Hiring and Search Process
- 4.A.4 Program Request Form 8-2017
- 4.A.4 PTCC Bylaws--FSGC-AASC-MSCF Local Officer Elections 2014
- 4.A.4 PTCC Concurrent Enrollment Handbook 2017-2018
- 4.A.4 PTCC Concurrent Professional Development Plan
- 4.A.4 PTCC Policy 220
- 4.A.4 PTCC Policy 237
- 4.A.4 PTCC Policy 319
- 4.A.5 Medical Assistant Accreditation Evidence.pdf
- 4.A.5 NATEF accreditation evidence.pdf
- 4.A.6 Accountability Dashboard January 2018
- 4.A.6 Concordia AAS Medical Assistant to BA Health Care Administration 5-2016 to 5-2021
- 4.A.6 Graduate Survey
- 4.A.6 IPEDS Report.pdf
- 4.A.6 MinnState Policy 3-21
- 4.A.6 MinnState Policy 3-31
- 4.A.6 MinnState Procedure 3-21-1
- 4.A.6 Pine Tech AAS to ECE signed April 2014
- 4.A.6 Student Learner Outcomes
- 4.A.6 Transfer Report 1B

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Response to 4.B.1

PTCC's [Curriculum Design, Development, and Approval Policy 237](#) and MinnState's [Academic Programs Policy 3.36](#) direct the design, development, maintenance, and intent of courses and programs. According to the PTCC policy, *All academic courses and programs shall be designed, developed, and maintained through established procedures that facilitates continuous improvement and academic accountability.* The MinnState policy states, *The academic programs of the Minnesota State Colleges and Universities should prepare graduates for work, life, and citizenship. Academic programs should create graduates who are creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships. Graduates should be able to lead their professions and adapt to the multiple careers they will have over their lifetimes. Graduates should have the ability to think independently and critically; be able to resourcefully apply knowledge to new problems; proactively expect the unexpected, embrace change and be comfortable with ambiguity; and be able to communicate and work effectively across cultural and geographic boundaries.*

At the institutional level, student learning outcomes are outlined as the [Student Learner Outcomes](#) (SLOs), which were developed a number of years ago through a [committee process](#) and reviewed through the Faculty Shared Governance Committee and the Academic Affairs and Standards Council (AASC). Pine Technical and Community College (PTCC) is committed to preparing students for a changing, diverse, and global society. To affirm that commitment, the College provides teaching and learning opportunities in a broad-based foundation of general knowledge and skills. Through that core of general knowledge and skills, students gain experience and development in the following areas: computer, informational and technical literacy; communication; critical thinking; self-development; and global issues.

Each program at PTCC has established objectives that guide the curriculum of the program. They are routinely reviewed by program advisory committees as well as during program reviews. Per PTCC's [Program Advisory Committee Policy 238](#) and Minnesota State Colleges and Universities' (MinnState) [College Program Advisory Committees Policy 3.30](#), Program Advisory Committees are consulted for guidance on program design, operation, accountability, and closure. The PTCC policy states advisory meetings must occur once per year, at minimum, with twice per year recommended. According to PTCC's [Academic Program Review and Evaluation Policy 210](#) and MinnState's [Academic Programs Policy 3.36](#), programs must also go through a comprehensive review process

every five years to ensure purposeful academic planning and improvement. The program review process is further detailed in Subcomponent 4.A.1.

Program plans, found on the PTCC website and in brochure racks, delineate which courses are necessary for program completion. Students who are working toward an Associate of Arts (AA) degree must complete the Minnesota Transfer Curriculum (MnTC) goal areas, which are fully outlined on the PTCC website and in more detail in Subcomponents 3.A.1, 3.B.1, 3.B.2, 4.A.6, and 4.B.1, along with elective credits.

Finally, learning goals at the course level are defined on common course outlines maintained in the PTCC shared curriculum drive and communicated to students through the course syllabus. The AASC reviews and approves changes to all of these outcomes. To ensure alignment between SLOs, program outcomes, and course outcomes, faculty are in the process of creating curriculum maps (e.g. [Associate of Arts](#), [Early Childhood Development](#) and [Advanced Manufacturing Technology](#)).

Beyond curricular learning outcomes, some co-curricular programs and activities have established outcomes as outlined in the response to Subcomponents 4.B.2 and 4.B.3. For example, the twice yearly Jump Start New Student Orientation has the following [learning goals](#): develop personal and professional relationships with PTCC faculty, staff, and peers; identify and use campus programs and resources in support of academic, professional, and personal success; define academic, professional, and personal goals and execute a plan for achieving them; identify and use basic campus technologies necessary for academic success; and integrate PTCC's academic culture and values with student's unique background, values, and experiences. The Academic Skills Center (ASC) has also created [learning outcomes](#) that tie directly back to the SLOs.

PTCC is committed to the assessment of student learning at the classroom level and program level. Faculty members are responsible for the assessment of student learning in the classroom using a variety of strategies such as quizzes and tests, writing assignments, presentations and demonstrations, capstone projects, internships, group projects, and lab projects. These assessments are tied to course objectives. Many faculty use the Desire to Learn (D2L) learning platform grade book to communicate results to students and provide feedback. Additionally, many faculty use rubrics to validate their assessments and communicate the assessment criteria to students.

The assessment of student learning process was the subject of a monitoring report required by the 2009 HLC visit team. Based on that recommendation, PTCC made purposeful strides in implementing effective processes for assessment of student learning. A [5-Year Assessment Plan](#) was prepared. Two Assessment Annual Reports were written in 2009-2010 and 2010-2011, included as appendices to the [HLC monitoring report](#) submitted July 2011. The Assessment and Institutional Effectiveness team met regularly until 2016 (ex. [Oct 2011](#), [Sept 2013](#), [Feb 2016](#)). In 2013, the focus of the team changed from academic assessment to the upcoming HLC accreditation visit. Much work was done by the team to draft the initial assurance argument. Unfortunately, with organizational change and loss of several key members in fall 2016, the team stopped meeting. Course-level assessment data continued to be entered into the assessment data warehouse, TracDat, at the end of each semester, but without an assessment champion in place to drive the process, formal data analysis and program improvements did not occur.

The new Chief Academic Officer recognized a growth opportunity to refine and expand assessment practices to include gathering program- and institutional-level assessment data, data analysis, curricular improvements, and reporting. To this end, PTCC has embarked on an initiative to gather and analyze student assessment data across a program using the [Program Maturity Model](#) framework: establish program foundation, integrate curriculum design, identify key assessments, collect student

data, and enhance teaching and learning. [This initiative](#) will be phased in from spring 2018 through spring 2019. A new annual assessment planning and reporting process was defined and piloted in spring 2018 (e.g. [Automated Systems](#), [Advanced Manufacturing](#)). The new process will be fully operational by fiscal year 2019. SLOs are indirectly assessed through course activities; direct assessment will begin with the MnTC goal areas, which serve as the program outcomes for the Associate of Arts degree.

In addition, as guided by the Minnesota Department of Education and MinnState, some programs implement technical skills assessments, such as the National Occupational Competency Testing Institute (NOCTI), the Automotive Service Excellence (ASE), and the National Council Licensure Examination (NCLEX). These assessments are completed once students have finished a program, and they assess program-level learning.

Response to 4.B.2 and 4.B.3

At the course level, as noted in Subcomponent 4.B.1, in previous years faculty members have utilized the TracDat system to monitor whether students have achieved specific learning outcomes connected to specific courses. The system was introduced in the 2012-2013 academic year. For this process, faculty members create a measure and criterion for each learning outcome. Once the semester is completed, faculty members review the results and state whether the criterion was met or not met. Criterion may be measured in a number of ways. Some faculty members create detailed rubrics that measure levels of learning. Others utilize licensing exams, surveys, direct observations, and tests – including industry-standard testing. Faculty members then make any necessary curriculum adjustments to the course to once again ensure all course learning objectives are met, a continuous process of improvement. See examples of TracDat assessment reports for [Biology](#) and [English](#).

As noted above, however, due to administrative and faculty turnover, the process of assessment and alignment through TracDat has been intermittent, with the last data entered into the system being Fall 2016.

Many faculty members also utilize data from D2L to assess and continuously improve courses. For example, faculty are able to obtain statistics on individual quiz questions or review compiled rubric data and adjust instruction accordingly. Faculty members use in-class assessments to drive academic improvement. For instance, the Networking and Cyber-Security instructor, in a majority of his information technology classes, implements a pre-assessment on the first day of class that does not count toward the final grade. The post-assessment is used as the final for the course. This allows him to track both how well the students learned the materials and where he may need to focus his efforts in the classroom in upcoming semesters. The Nursing Associate Degree instructors use a Scantron to analyze test questions and tests overall, which helps identify topics that need more attention, or test questions that need adjustment.

Faculty members also review responses from [course feedback surveys](#) as considerations for course improvement. These surveys address course content; instruction; achievement of learning; and facilities, technology, and learner support. The anonymous feedback is reviewed by faculty members and necessary adjustments to course content, course delivery, and course learning activities are made.

At the program level, program learning outcomes are assessed in efforts to improve student learning. As noted in Subcomponents 1.A.2, 4.A.1, and 4.B.1, each program participates in a thorough review at least every five years to guide improvement. As an example, in 2016 when the Gunsmithing program was reviewed, the following assessment information was part of the review: program completion, number of students in multiple stages of completion, grades, and other significant data

points. Reviewing the data and gathering feedback from industry partners, students, staff, and faculty led to a complete revision of the program, including a name change to Gunsmithing and Firearms Technology. The articulated [program pathway](#) is now clearer. Outside of reviews, programs host advisory committee meetings to address industry standards and needs. As an example, in fall 2012, changes in industry reported by PTCC partners, including students, led to significant revisions to the Public Welfare Financial Worker program, including another name change to Human Services Eligibility Worker.

It is inherently understood that program goals are reached through individual course completion. All programs have recently created curriculum maps to show the alignment of courses to program outcomes and identify key program-level assessments. It is the intent of the College to incorporate future assessment data into the review of program outcomes. Just as course learning objectives are historically reviewed on a semester basis to guide curriculum adjustments, so too will program assessment data be used.

In the interim, [technical](#) and [general education](#) faculty have created Assessment Plans, which include a program's key assessment that measures program learning outcomes, the course in which the assessment is conducted, the benchmark, and the data collection period. For example, MnTC Goal Area 1: *Communication* will be assessed for the Associate of Arts degree through an Argumentative Research Paper in College Composition. Eighty percent of students will achieve at least 80% on the activity. Data will be collected in fall 2018. Once that data is collected, it will be analyzed and conclusions will be made regarding instruction if necessary.

PTCC has also identified several program areas that are currently using a standardized licensure, an industry-recognized certification, or a technical skills assessment to evaluate end-of-program learning: NOCTI, ASE, and NCLEX. Programs have made changes based on these results. As an example, low NCLEX pass rates prompted the Nursing Department to change their grading practices, requiring a minimum percentage on proctored tests in addition to lab skills performance. In addition, the department instituted a student success plan requirement for students not performing well in class. In Advanced Manufacturing, low performance on the NOCTI exam prompted a change in teaching and review practices.

Furthermore, many PTCC programs participate in [Minnesota Programs of Study](#). A program of study (POS) is a set of aligned programs and curricula that begin at the high school level and culminate with a college degree, diploma, or certificate. The MN Dept of Education, through Carl D. Perkins funding, has paired to make this state-wide initiative a reality. The student can enter a program at the secondary level and continue in an intentional, sequential series of courses leading to a credential; which can occur by taking post-secondary enrollment options (traditional, concurrent enrollment, or articulated agreement). At the end of the post-secondary program, students are assessed through a technical skill attainment such as NOCTI. Beginning with the fiscal year 2015 Perkins plan, each consortium is required to have at least one State-approved Rigorous POS for the consortium and at least six additional State-approved POSs. Currently, PTCC has [one Rigorous POS](#), Early Childhood Development (ECD), and has a goal to add Manufacturing as the second in January, 2019. Additionally, there are [16 state-approved POS's](#), [44 others submitted](#) for spring 2018 state approval, and [23 in progress](#).

At the institutional level, SLOs describe general learning outcomes. Individual course outlines indicate which SLOs are addressed within a course. The assessment of the achievement of these outcomes is limited to in-class assessments at this time, but aggregate data will be gathered for the MnTC goal areas (which are similar to the SLOs) according to the Associate of Arts curriculum map in the coming semesters. This process will serve as the pilot for gathering SLO data in the future.

The College has historically conducted the [Survey of Entering Student Engagement](#) (SENSE) and [Community College Survey of Student Engagement](#) (CCSSE). The SENSE collects data on practices that are most likely to strengthen early student engagement, and the CCSSE focuses on educational practices and student behaviors associated with higher levels of learning, persistence, and completion. The most recent CCSSE data, gathered Spring 2017, was analyzed and communicated during a Spring 2018 [in-service activity](#) in which faculty and staff were provided [graphs](#) of various comparative data and asked to discuss, in small groups, the meaning of the data in the graph, as well as provide feedback as to how PTCC could improve performance, if warranted.

Assessment for co-curricular programs is relatively new at PTCC. Assessment occurs through end-of-semester course surveys, which ask students to score student support services, such as the ASC and disabilities services. Additionally, a few programs have established learning outcomes, as noted in Subcomponent 4.B.1. For those programs, data was collected beginning in the 2017-2018 academic year. The ASC has students assess their [individual experience](#) as well as the [peer tutors](#) who assisted them. These assessments provide the ASC with [data](#) to determine the [student learning](#) as it relates to the SLOs. Some recent adjustments made as a result of this data include: increased tutoring in certain subjects, additional online tutoring, extended hours and increased need for group study locations. Student learning data is also being gathered and analyzed as it relates to [Student Success Workshops](#) and [Jump Start New Student Orientation](#).

Additionally, besides assessing curricular practices, the SENSE and CSSEE reports allow students to assess some co-curricular experiences. For example, the most recent SENSE indicated the following findings and further guided improvements and actions:

- PTCC ranked above the comparison cohort but just below the top performing schools with respect to overall effective educational practice with entering students. As a result, Student Affairs incorporated the Jump Start New Student Orientation, established changes to orientation/registration, and increased engagement with students during the first week of the semester.
- PTCC ranked above the comparison cohort but below top performing colleges with respect to an effective track to college readiness. As a result, Student Affairs has enhanced the level of Accuplacer advising and created a more student-centered process.
- PTCC ranked above the comparison cohort but below top performing colleges with respect to engaged learning. As a result, Student Affairs has supported Student/Parent Support Program grant initiatives, family fun nights, and student clubs.

Response to 4.B.4

Faculty and staff participate in the assessment of student learning from the establishment of learning goals to the final improvements made in a course or program as a result of gathered data. Individual faculty propose new or revised learning goals at the course and/or program levels. These must be approved by the faculty-led AASC as further outlined in Subcomponents 3.C.1 and 4.A.4.

Course-level assessment data has been routinely gathered and analyzed by faculty, as described in 4.B.2. To move to program- and institutional-level assessment, the CAO has initiated a new process, [Student Learning Evidence at PTCC](#) . This initiative was developed with the input of all full-time faculty over the course of the 2017-2018 academic year. Phase One began with all technical and liberal arts faculty completing curriculum maps that identify how course competencies build to support program outcomes or how general education classes build to support MnTC goal areas. Each map identifies the course(s) in which key assessments for each program outcome will be conducted.

In fall 2018, Phase Two will be initiated where programs will finalize key assessments to be used according to the curriculum maps and begin collection of data. In Phase Three, to begin spring 2019, programs will finalize the key assessments according to the curriculum maps and begin data analysis. The first Assessment Reports will be due in Fall 2019, in which faculty will identify program improvements based on assessment data gathered in 2018-2019. The process aligns with the [Program Maturity Model – Curricular Alignment and Integrity](#), which results in closing the loop on student learning. All full-time faculty, and some adjunct, will be involved in this entire process.

To further ensure good practice, faculty members participate in in-service and Campus Conversation Day sessions focused on assessment. For example, the spring 2018 Campus Conversation Day included [workshops](#) regarding assessment cycles and curriculum mapping. New faculty members are also required to take teaching and learning competency courses. The courses include course construction, teaching/instructional methods, student outcomes assessment/evaluation, and philosophy of community and technical education. To be hired at PTCC, faculty members must meet credentialing standards as outlined in Subcomponent 3.C.2, where education and experience adhere to certain qualifications. These are fully outlined in MinnState’s [Faculty Qualifications Policy 3.32](#) and [Procedure 3.32.1](#) and are addressed in the PTCC [Faculty Credentialing for Temporary Faculty Policy 220](#) for temporary and adjunct faculty and external instructors.

In the past, assessment oversight and direction occurred through the Assessment Committee that met on a monthly basis. Per the most recent [Assessment Plan](#), the committee had the following purposes: increase academic achievement of students; ensure academic assessment integrity; support and encourage faculty and student assessment goals; promote faculty development and strengthen faculty assessment skills; assess and promote programs, program planning, and development; confidently communicate to all stakeholders the quality of the skills of graduates and promote a climate of academic excellence; and support and enhance the over-arching plan for institutional effectiveness, using quality data to drive decisions. The new CAO chose, in her first year, to utilize all full-time faculty as her Assessment Committee as she established new assessment practices. In Fall 2018, the Assessment Committee will be re-established with the intent to bring academic assessment to the next level. This committee will include Student Affairs staff as well in order to refine the assessment of co-curricular activities.

Sources

- 4.B.1 2-17-2010 Minutes - Assessment
- 4.B.1 AA Curriculum Map
- 4.B.1 AcademicSkillsCenter_SLO
- 4.B.1 AIE Committee Meeting - 10-12-11 Summary
- 4.B.1 AIE Committee Meeting - 2-16-16 Summary
- 4.B.1 AIE Committee Meeting - 9-5-13 Summary
- 4.B.1 Assessment Plan and Report AST
- 4.B.1 Assessment Plan and Report MTTP
- 4.B.1 Curriculum Mapping Worksheet CDEV
- 4.B.1 Curriculum Mapping Worksheet MTTP
- 4.B.1 Final Academic Assessment Plan 2009-2014
- 4.B.1 HLC Monitoring Report for Pine Technical College 7.29.2011
- 4.B.1 MinnState Policy 3-30
- 4.B.1 MinnState Policy 3-36
- 4.B.1 Program Maturity Model

- 4.B.1 PTCC Policy 210
- 4.B.1 PTCC Policy 238
- 4.B.1 SLO - Jump Start (Spring 2018)
- 4.B.1 Student Learner Outcomes
- 4.B.1 Student Learning Evidence at PTCC
- 4.B.2 2013.SA.Strategic Plan
- 4.B.2 20185 Jump Start - Student
- 4.B.2 Academic Skills Center (ASC) _ Student Self-Assessment (1-15)
- 4.B.2 Academic Skills Center _ Individual Peer Tutor Evaluation(1-13)
- 4.B.2 Assessment Plan and Report-Associate of Arts
- 4.B.2 Assessment Plan and Report-Technical Programs
- 4.B.2 CCSSE
- 4.B.2 Gunsmithing and Firearms Technolgy 2017-2018
- 4.B.2 In Progress POS
- 4.B.2 Individual Peer Tutor Evaluation- ASC _SLO
- 4.B.2 MinnState Policy 3-36
- 4.B.2 PTCC Policy 237
- 4.B.2 Revised-RPOS-Guide-4-1-15
- 4.B.2 Rigorous POS
- 4.B.2 Sample Course Survey Fall 2017
- 4.B.2 SENSE Report
- 4.B.2 State Approved POS
- 4.B.2 Student Self-Assessment _ASC _SLO
- 4.B.2 Student Success Workshop Evaluation-ASC _SLO
- 4.B.2 Submitted to State
- 4.B.3 Assessment _ Course Four Column BIOL
- 4.B.3 Assessment _ Course Four Column ENGL
- 4.B.3 Campus Conversation Day March 2018 - PPT
- 4.B.3 College Conversation Day - Data Cards-CCSSE
- 4.B.4 Academic Assessment Plan 2008-2013
- 4.B.4 Campus Conversation Day - Academic Affairs
- 4.B.4 Course Request Form 11-2017
- 4.B.4 MinnState Policy 3-32
- 4.B.4 MinnState Policy 3-36
- 4.B.4 MinnState Procedure 3-32-1
- 4.B.4 Program Maturity Model
- 4.B.4 Program Request Form 8-2017
- 4.B.4 PTCC Policy 220
- 4.B.4 Student Learning Evidence at PTCC

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Response to 4.C.1

Pine Technical and Community College (PTCC), along with other colleges and universities in the Minnesota State Colleges and Universities (MinnState) System, has defined goals for student persistence and completion that are established by MinnState using a uniform [methodology](#) across the system. MinnState determines the appropriate benchmark, and PTCC must meet or exceed the benchmark. These goals, PTCC's progress towards them, and ten-year trend data in numerical and graph form are reported in the [Accountability Dashboard](#), available through the Oracle Enterprise Performance Management, version 11 (EPM11) data warehouse. For the most recent cohort of students being reported (fall 2015 entrants), the persistence and completion goal is 75.5%. Persistence and completion are defined as retained, graduated, or transferred by the second fall following original enrollment. The goal for completion for the most recent cohort of students being reported (fall 2014) is 56%. Completion is defined as having graduated by the third spring following original enrollment. Both of these measures include only full-time students, which accounts for only 16% of PTCC students.

In keeping with PTCC's mission as a community college dedicated to serving traditionally underserved populations, student success and completion goals have been established for students of color (Success of Students of Color Ratio to White Students and Completion Rate – Students of Color Ratio to White Students) within the Accountability Dashboard. While goals have not been established for other at-risk populations, actual success data is reported for low-income students (Student Success – Pell Eligible Students Ratio to Non-Pell-Eligible) and first-generation students (Student Success – First Generation Ratio to Non-First-Generation) as well.

Additionally, these goals align PTCC's practices with MinnState's [Charting the Future](#) initiatives to strengthen academic advising, identify partnership opportunities for technology tools to support retention and completion, and ensure affordability for all students.

Response to 4.C.2

The [EPM11](#) Student Persistence and Completion Analytic Tool and the Integrated Statewide Record System (ISRS) allow the College to analyze student retention by full- and part-time status and by various demographic characteristics. PTCC is also able to compare to other MinnState schools through the EPM11 program. This program, however, does not offer the ability to analyze retention data by program.

Outside of EPM11 and ISRS data, the College refers to [Integrated Postsecondary Education Data System](#) (IPEDS) reporting, which is mandatory and filed annually on the College's behalf by MinnState. PTCC does not use this data often for analyzing retention and completion because it is calculated using a small cohort of first-time, full-time, degree-seeking students who start in the fall term. As this represents less than 16% of the College's students, PTCC prefers to use a data set that is more inclusive and representative of the student base, such as the Student Persistence and Completion Analytic Tool in EPM11 noted above.

The Academic and Student Affairs (ASA) Leadership Team, led by the Vice President of Academic and Student Affairs (VPASA), has primary responsibility to collect and analyze student retention and completion data. This data is discussed at weekly meetings as new data becomes available. Targeted interventions are developed by the Team based on the data analysis; see Subcomponent 4.C.3 for examples of improvements made. The College plans to review student persistence and completion data more formally, by program and by demographics. In July, 2017, PTCC hired a Director of Student Success (DSS), and a Student Success Coordinator (SSC) was added in February, 2018. With these hires, there are anticipated improvements surrounding data analysis to include process and development of planning documents that directly address retention, persistence, and completion.

The College also looks to relevant parts of the [Community College Survey of Student Engagement](#) and the [Survey of Entering Student Engagement](#), such as students' perceptions of advising, planning, and goal setting, which are useful in helping PTCC determine targeted student interventions needed to improve retention, persistence, and completion.

Response to 4.C.3

In 2011, Student Affairs created a three-year [Strategic Plan](#) to address retention, communication, and the new student experience which resulted in several new initiatives still in use. More recently, an analysis of retention, persistence, and completion data showed that PTCC lagged the MinnState average, especially in the 18- to 22-year-old demographic, and is not meeting established goals. To address this, the VPASA communicated the key focus areas and trend data to faculty and staff at the [fall 2017](#) and spring 2018 in-services to increase awareness of the metrics and the role faculty and staff play in improving them. Resulting strategies included hiring the SSC, appointing an academic advisor for Associate of Arts students, adding tutoring hours, writing and receiving a grant to provide special support for parenting students, and improving the sequencing and scheduling process to provide a clearer path to completion for students. The new SSC will be the champion of continuing to refine the use of data to provide targeted interventions where appropriate.

Response to 4.C.4

PTCC is a small, rural college and therefore does not have the benefit of an institutional research department that would add more formality to data analysis activities. However, the ASA Leadership Team has the benefit of people who engage with and understand data analysis. This, coupled with the robust data warehouse offered by MinnState, leads to a culture of data analysis that continues to grow

as additional like-minded individuals are hired, such as the DSS and the SSC.

There are a variety of resources used to analyze data on student retention, persistence, and completion at the program level. Each program goes through a rigorous program review. Within this self-study process, program coordinators and faculty are required to identify trends in enrollment, completion, and academic goals of students. For Carl Perkins eligible programs, the Career and Technical Education Division at MinnState monitors retention, persistence, and completion percentages using the same data PTCC collects locally. The College is required to take corrective action if falling below targeted projections for three years.

Some programs also have established accreditation (Automotive Technology and Medical Assistant) or are seeking program accreditation (Nursing) that require coordinators to track and monitor student completion and retention and track and monitor employment and transfer data.

Through the work of the ASA Leadership Team, PTCC is consistently monitoring retention, persistence, and completion data to provide faculty and staff awareness and guidance at in-services and beyond for improving advising, career planning, and graduation of students. Additionally, the data is used to make decisions regarding program sustainability and viability.

Sources

- 4.C.1 Accountability Dashboard
- 4.C.1 Charting-the-Future-June-Report-vf
- 4.C.1 Strategic Performance Metrics-Goal-Setting Methods
- 4.C.2 CCSSE
- 4.C.2 EPM
- 4.C.2 IPEDS Report - Pine Techniucal and Community College 2016-2017
- 4.C.2 SENSE Report
- 4.C.3 2013.SA.Strategic Plan
- 4.C.3 Fall 2017 In-Service All Staff

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Pine Technical and Community College (PTCC) demonstrates responsibility for the quality of its educational programs in many ways: completing program reviews; ensuring quality credit by evaluating what it transcripts and what it accepts in transfer, including credit for prior learning and Minnesota Transfer Curriculum; providing quality assurance of programs and courses through committee review and approval; offering learning resources equally to all students; hiring credentialed faculty; maintaining specialized accreditations for relevant programs; and evaluating the success of students who graduate or transfer. The College is also committed to educational improvement through attention to retention, persistence, and completion rates of students.

In addition to ensuring quality of educational programs, PTCC engages in ongoing assessment of student learning as a commitment to educational achievement and improvement. PTCC clearly states learning goals at the institutional, program, and course level and has effective processes in place to assess those learning goals. In addition to curricular learning, some PTCC co-curricular activities provide learning objectives and assessment of those objectives. The involvement of faculty and staff in assessment processes is well established. While processes for assessment at PTCC are in place, the College also recognizes this as an area in need of improvement and has new and updated processes slated for the upcoming academic years: fully developing curriculum maps, gathering and analyzing student assessment data across a program using the Program Maturity Model, directly assessing Student Learner Outcomes, re-establishing an assessment committee, and incorporating a relevant and useful assessment data warehousing system.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Response to 5.A.1

Response to Fiscal Resources

Per [Minnesota Statute 136F.10](#), Pine Technical and Community College (PTCC) is within Minnesota State Colleges and Universities (MinnState). PTCC's fiscal position is summarized in the audited year-end statements presented in the [consolidated System-wide financial statements](#) and [supplement](#). The College collects, reports, maintains, and monitors its financial data independently from MinnState but has financial support of the System if needed.

The College's financial viability is measured with a variety of tools and monitoring strategies such as the [composite financial index](#) (CFI). In 2016, PTCC was put into financial recovery by MinnState due to a low CFI score and responded to the [Higher Learning Commission](#) (HLC) to [address the position](#). The primary cause for a declining CFI is reduction in reserves due to negative changes in net assets for two consecutive years, which occurred in fiscal year 2015 (FY15) and fiscal year 2016 (FY16). The overstating of projected tuition and fees, without adjusting expense budgets, also negatively impacted the CFI.

In FY16, PTCC implemented corrective measures such as human resource efficiencies resulting in cost reductions, incorporated planning measures, and promoted revenue increases.

Through operational efficiencies, campus-wide staff [full-time equivalents](#) (FTE) fell from 117 in FY16 to 106 in FY17 to 103 in fiscal year 2018 (FY18) and [general fund total expenses](#) remained flat

between FY16 and FY17. FY18 expenditures will show an increase of approximately 17% due to significant expenditures, such as a mobile welding lab and the development of an Automation Technology Program; however, expenditures are reflective of income-generating activities and revenue is estimated to increase at the same rate.

As a planning tactic, PTCC started projecting and monitoring student full-year equivalent by [payer mix](#) to more accurately project revenues and establish strategies for meeting goal areas. Once base revenue projections are determined, the following [amounts are prioritized](#) and set aside:

- Financial sustainability repayment of \$200,000.00 annually at a minimum.
- Strategic investments to support Strategic Plan goals; \$100,000 was allocated in FY18.
- 2.5% operating contingency; Unspent contingency is applied to reserve funds.
- General operations; both personnel and non-personnel activities.

PTCC relies on three main sources of revenue: state aid, tuition, and grants. From [fiscal year 2006 to FY19](#), PTCCs base allocation from state aid has risen from .47% to .75%, driven primarily by an 88% enrollment increase during the same time period.

Growing enrollments and retaining students is the most effective way to generate tuition revenue. To this end, two recruiters have been hired and evidence shows improvement. While course saturation rates (average section size) fell from 18 in fiscal year 2012 to 14 in FY16, the [FY17](#) and [FY18](#) course saturation rates have now increased to 16.

The driving force of the enrollment growth is [dual-credit high school students](#) who generate state aid through the cost allocation formula but whose cost of instruction is less than on-campus students. Because of this increase between FY14 and FY18, overall enrollment growth has occurred. It should also be noted that since FY16, both dual-credit and on-campus enrollments continue to rise (1.8% in FY17 and 4.0% in FY18).

The third revenue source, [grants](#), has significantly impacted the campus. Since fiscal year 2009, PTCC has received five Trade Adjustment Assistance Community College and Career Training [Federal Department of Labor Grants totaling \\$18.3 million](#) allowing expanded program offerings, including purchasing state-of-the-art [equipment](#).

In summary, based on successful corrective measures, the CFI, as an overall measure of the adequacy of PTCC's fiscal resources, has steadily improved from [-.52 in FY15](#) to [-.04 in FY16](#) to .61 in FY17. By continuing to incorporate efficiency and planning measures and increasing revenue, PTCC estimates the [FY18 CFI to be .87](#) and that by FY19, the projected CFI is 1.16.

Response to Human Resources (HR)

In FY17, the PTCC staff [headcount](#) was 114 [employees](#) (FYE of [106](#)). Out of those 114, 86 were full-time and 28 were part-time:

- Administrators: 7 full time, 1 part time
- Instructional faculty: 28 full time, 15 part time
- Managers/supervisors: 4 full time
- Professional staff: 27 full time, 9 part time
- Service support: 20 full time, 3 part time

PTCC HR has 2.0 FTE: 1.0 [Chief Human Resources Officer](#) (CHRO) and 1.0 [HR Technician](#). Job

responsibilities are split ensuring checks and balances of functions and correct compliance with bargaining contracts, federal and state law, and MinnState policies and procedures. The CHRO handles contractual obligations surrounding program offerings, and the HR Technician, in partnership with the MinnState HR Service Center, completes transactional responsibilities for payroll and work assignments.

PTCC uses the FTE to FYE ratio to gauge the adequacy of human resources to support its operations. In FY17, the ratio was [7.0](#), while the overall system ratio was [9.0](#) suggesting that PTCC is adequately staffed with room to grow without adding FTE.

Response to Physical Infrastructure

The College's physical plant is [managed](#) by the Physical Plant Supervisor (PPS), one General Repair Worker, and two General Maintenance Workers. The PPS reports to the President and makes annual and long-range planning decisions with the President's input. The [Facilities Condition Index](#) (FCI) describes the relative condition of the campus in relation to current replacement value of the building. PTCC's FCI is .03, one of the best in the System, where the average is .11.

PTCC's facilities include [functional spaces](#) which support operations. The College's financial sustainability is contingent upon increasing student enrollments. Currently, space is adequate for programs offered; however, space limitations may hinder the ability to add technical programs in the future.

The most recent [Comprehensive Facilities Plan](#), developed between January and September, 2017, outlines a list of short- and longer-term plans for strengthening the quality of spaces. Any potential physical infrastructure project will address the following questions: Does the project help students navigate campus? Does it enhance students' experience and foster success? Does it encourage student engagement? Does it eliminate barriers?

Identifying and prioritizing equipment needs across programs given limited funding has not been well defined in the past. However, in spring 2017, Academic and Student Affairs (ASA) leaders adopted a new process. Department faculty complete a [Budget Request Form](#) prioritizing each request. The Vice President of Academic and Student affairs (VPASA) considers these requests when budgeting. A future planned improvement to this process adds ranking criteria, especially for large equipment.

Besides general funds, the state appropriates specific funds to purchase state-of-the-art instructional equipment to train students in areas of high employer need. These leveraged funds must be matched dollar for dollar by cash or in-kind contributions from a non-State source. The College has purchased [equipment](#), such as a milling machine and tire balancer, with these funds. The FY19 allocation for leveraged equipment is \$57,800.

Response to Technological Infrastructure

As of June 2017, the Chief Financial Officer/Chief Information Officer (CIO) leads the Information Technology (IT) Department. IT offers a wide range of services, including computer and network support, enterprise applications and portal management, web services, multimedia services, and telephone and technical support.

IT supports technology systems to facilitate improved learning and working environments on campus. MinnState's primary information system, Integrated Statewide Record System (ISRS), supports student records, financial aid, finance, and HR services. Additionally, the Desire2Learn

(D2L) Brightspace learning management system (LMS) for all MinnState institutions provides a mature, centralized hosting environment; highly-capable, enterprise-level operational and support staff; and a network of over 200 local administrators, e-learning directors, trainers, and CIOs. In FY17, PTCC also upgraded its wireless system from an Aruba product to a Computer Information System Company product. The College is currently working with the System to acquire Eduroam, an international roaming service for users in higher education providing easy and secure network access when visiting other institutions with Eduroam.

PTCC's IT Department houses a helpdesk for faculty, staff, and students to support the following:

- Account creations
- Faculty software
- Emergency notification system
- Username and log-in identifications
- Web updates
- D2L
- Helpdesk
- Hardware
- Remote Support
- Virus/security
- Reports
- MS Office 365 support
- Imaging
- Inventory

At present, PTCC does not have an active Academic Technology Committee; however, it will be revitalized in Fall 2018 with the hiring of a new Teaching and Learning Coordinator who will co-chair the committee along with a faculty member. The committee will provide recommendations on the acquisition and use of academic technology, assist in developing classroom technology standards, select academic technology tools, and coordinate training for end users.

In summer 2018, PTCC will migrate its infrastructure to the Managed Administrative Computing (MAC) model provided by MinnState. Outsourcing support for technology infrastructure is more cost effective, efficient, and stable. It will provide 24/7 coverage for system failures and expand expertise for technology needs. Campus IT can then focus on the technology needs of students, faculty, and staff.

PTCC perpetually upgrades its website, but continues to see opportunity for improvement. The current website was initially built by a third-party vendor using the MODX platform, a free, open-source content management system and web application framework for publishing content. Through FY15 and FY16, IT migrated the site to a locally-hosted server and terminated its relationship with the third-party vendor. The site has many formatting, navigation, design, and access issues, and currently, PTCC does not have a programmer on staff with MODX expertise. The MAC agreement will allow PTCC to move web hosting to Microsoft Azure Cloud providing added benefits, such as security to the current website. However, the MODX platform will still remain as an issue. PTCC is in the process of determining whether to continue with that platform, get third-party assistance, or migrate to a new platform.

PTCC serves as a Minnesota IT (MNIT) state-wide network hub, a central connection point for network equipment including the devices that carry the data. As a hub, we provide technological connectivity to the campus, other MinnState campuses, state agencies, and public sector entities in the

region. PTCC provides network access, physical access, space, power, cooling, and hosting for the equipment used by MNIT and other entities.

Response to Non-academic Divisions

Additionally, the College supports non-academic divisions, such as Childcare Aware and the Employment and Training Center. HR provides staffing, orientation, onboarding, payroll, benefits, campus climate assimilation, and bargaining contract compliance support. It is sound accounting practice to allocate funds properly to functions that expend PTCC's time and effort, so it should be noted that per PTCC's [Indirect Costs for Grants and Contracts Policy 411](#), the College cannot enter into agreements that do not allow for indirect or administrative support allocation. The allocation process is completed in a variety of ways: actual usage, per FTE, per transaction, and administrative percentage.

Response to 5.A.2

Per MinnState [Financial Administration Policy 7.3](#), the Board of Trustees is directed to provide sound financial administration to safeguard resources of the State, System, College, and constituencies they serve and preserve long-term viability. Effective financial administration includes planning, forecasting, monitoring, and improving managerial performance and evaluating financial effects of management decisions. Accounting guidelines are based on standards and guidelines of the Government Accounting Standards Board, National Association of College and University Business Officers, Minnesota Statutes, and prevailing policies and procedures. An encumbrance and allotment system is required by [Minnesota Statute 16.A.15, Subdivision 3](#).

MinnState colleges and universities receive a [single annual allocation](#) in accordance with the [Allocation Framework](#), as outlined in Core Component 2.A. Components include student success outcomes, instruction and academic support, student services and institutional support, facilities, research and public service, and enrollment. [Changes](#) to the [allocation framework](#) were implemented for FY19 resulting in an increase in PTCC's allocation, largely because student support allocations are now based on headcount rather than FYE (it was determined that every student, whether full-time or part-time, receives similar support). Conversely, dual-enrollment students (a significant portion of PTCC enrollment) will be weighted at .75 rather than 1.0 in the new framework, negatively impacting the PTCC allocation. Another new component is [student success measures](#). For this component, a cohort of students are monitored for completion. Due to PTCC small cohort size, one or two students not completing can have a dramatic impact on the results.

Campus [resource allocations](#) begin with revenue projections calculated from tuition and fees estimates, estimated Continuing Education/Customized Training's (CECT) contract revenues, appropriation estimates, and miscellaneous revenues. As noted in Subcomponent 5.A.1, once base revenue assumptions are determined, amounts are set aside for financial recovery, strategic initiatives, and contingency, and the remainder is used for the operating expense budget. Divisional expense targets are based on a historical 3-year average. PTCC's guiding principles for budgeting include student focus, transparency, inclusiveness, and promote organizational efficiencies and resource growth. The budget is entered and tracked within ISRS. Cabinet members, division management, and cost center managers have real-time, electronic viewing access to their assigned budget and expenditures.

PTCC has internal controls in place to limit risks in these areas: [expenses](#), [capital assets](#), [cash and investments](#), [student billing](#), [student financial aid](#), [control environment](#), [employee payroll](#), [grants](#), [financial reporting](#), [student payroll](#), and [auxiliary](#). Procedures are documented

annually to assure duties are segregated, avoid inappropriate use and/or reporting of campus assets, prepare for external audit, and verify internal control procedures are followed.

Response to 5.A.3

As noted in Subcomponent 1.B.1, PTCC priorities begin with the MinnState [Strategic Framework](#) indicating that all System schools play an essential role in growing Minnesota's economy and opening the doors of educational opportunity to all Minnesotans by ensuring access to an extraordinary education; being the partner of choice to meet workforce and community needs; and delivering to students, employers, communities, and taxpayers the highest value/most affordable higher education option.

To localize these goals, PTCC has developed the [Strategic Plan](#) and [Work Plan](#), which operationalize its dual technical and community college mission. The strategic goals are realistic in that they address the College's region, as specifically outlined in the [vision](#). The goals are also realistic as they have been informed not only by the College's internal constituents but also external constituents, as explained in Subcomponent 1.A.1 and Subcomponent 1.B.2, to assist in identifying additional opportunities to support our communities. The budgeting process aligns with these goals through the set-aside of the strategic investments budget described in 5.A.1 to support new initiatives.

Additionally, the mission statement, Strategic Plan, and Work Plan goals guide resource allocation, further detailed in Subcomponent 1.A.3, leading to opportunities for students. The goals of the College are consistently reviewed by senior leadership to ensure opportunities for students are the driver of resource allocation decisions.

Response to 5.A.4

The College hiring process is guided by PTCC's [Hiring and Search Process Policy 501](#), as outlined in Subcomponents 1.C.2 and 3.C.1. Prior to the hiring process, position descriptions, which outline qualification requirements, are reviewed to ensure inclusiveness, and positions are posted on various websites to produce a diverse pool. The hiring process is conducted using a committee structure, utilizing rubrics for applications, resumes, and interviews. A Diversity Committee member is required on each committee.

College faculty are expected to meet credentialing requirements prior to hire, as referenced in Subcomponent 3.C.2 and directed by MinnState's [Faculty Qualifications Policy 3.32](#) and [Procedure 3.32.1](#); requirements for all credentialing fields are found on MinnState's College Faculty Credentialing website page. Also described in Subcomponent 3.C.2, the same credentialing requirements are expected of [dual-credit instructors](#). Some have not yet met credentialing requirements but have a professional development plan in place outlining time frames and processes for obtaining appropriate credentials. All instructors are required by [HLC](#) to comply by September, 2022.

The [onboarding process](#) for new staff and faculty occurs during the first month of employment and addresses logistics, IT, security, HR, department welcome and campus acclimatization. New hires are also complete [mandatory trainings](#) on topics such as safety and the Code of Conduct.

Throughout employment, staff participate in [annual performance reviews](#). Supervisors, administrators, and managers follow a similar [annual review process](#). These evaluations provide opportunities to review accomplishments, provide feedback, set goals, and identify personal and professional development goals for upcoming years and are part of the on-going process of

performance management and coaching. Evaluations are completed in a manner consistent with requirements found in Minnesota Statutes and the applicable collective bargaining agreements or personnel plans.

Additionally, as noted in Subcomponent 3.C.3, the VPASA regularly observes faculty members in their teaching environments and provides constructive feedback. Subcomponent 3.C.3 also mentions that faculty members create development plans annually, which are reviewed with the VPASA. Subcomponent 3.C.4 highlights that faculty members participate in professional development opportunities, including in-services and regional, state-wide, and national programs and conferences. Faculty are allotted funds as outlined in PTCC's [Faculty Professional Development Funds Policy 204](#) to support professional development.

Response to 5.A.5

As noted in Subcomponents 5.A.1 and 5.A.2, divisions are provided with an annual operating expense [budget](#). Web accounting provides budget managers online, real-time access to accounting information to track actual expenditures. Training on the system is provided at [in-services](#) and individually. The College follows [Minnesota Statute 16A.15, Subdivision 3](#) guidelines, which notes State agencies are required to [encumber funds](#) prior to incurring an obligation of the State. A payment made in violation of this statute is illegal.

Additionally, the System and College have internal financial controls in place to monitor and review all expenditures and overall budget activity. Internal auditing at the System level provides the following services to PTCC:

- Assurance services, informs stakeholders about the reliability and accuracy of information.
- Fraud inquiry and investigation support services, ensures evidence of fraud or dishonest acts are investigated professionally and promptly.
- Professional advice, promotes an understanding and implementation of law, rules, regulations, policies, procedures, standards, management, and organizational development of best practices.

Finally, MinnState financial statements are consolidated and are audited annually by an independent firm. This audit includes an assessment of risks of material misstatement, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to MinnState's preparation and fair presentation of the financial statements. Additionally, the Federal Single Audit Report is prepared and submitted annually by Minnesota Management and Budget to support compliance with major Federal programs based on the U.S. Office of Management and Budget Circular A-133.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Response to 5.B.1

The Legislature established the [Board of Trustees](#) in [Minnesota Statutes Section 136F.02](#) with membership representing students and labor and at least one representative residing in each congressional district. The governor is required to consider the needs of the Board, the balance of the Board with respect to labor, and business interests as well as race, gender, and ethnicity. The mission of the Board is included in [Minnesota Statutes Section 136F.05](#):

The mission of the board is to provide programs of study that meet the needs of students for occupational, general, baccalaureate, and graduate education. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the approval of the board, each community college, state university, and technical college may develop its own distinct campus mission. The board shall develop administrative arrangements that make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities for providing these several different programs of study, so that students may have the benefit of improved and broader course offerings, ease of transfer among schools and programs, integrated course credit, coordinated degree programs, and coordinated financial aid. The board shall control administrative costs by eliminating duplicative administrative positions and course offerings.

The authority of the Board is included in [Minnesota Statutes Section 136F.06 Subd.1](#):

The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions. Sections 14.01 to 14.47 do not apply to policies and procedures of the board.

Oversight of academic policies is required by [Minnesota Statutes Section 136F.30](#):

The board shall review and approve or disapprove campus proposals for adding, deleting, or substantially changing programs of study, including graduate and undergraduate academic programs, training in professional, semiprofessional, and technical fields, and adult education. The board shall avoid duplicate program offerings. The board may initiate activities to close programs. The board shall place a high priority on ensuring the transferability of credit.

In Minnesota State College's and Universities' (MinnState) [Academic Programs Policy 3.36](#), the Board directs decision-making regarding the development, approval, and management of academic programs at its colleges and universities and delegates program approval responsibilities to the chancellor under 3.36, Part 5. The [most recent PTCC programs approved](#) include Welding Technology Diploma, Automated Systems Technology Diploma, Gunsmithing Associate in Applied Science, Computer Science Transfer Pathway Associate of Science (AS), and Business Transfer Pathway AS.

Oversight of fiduciary responsibilities is required by [Minnesota Statutes Section 136F.06, Subd. 2](#):

The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency.

The Board shall also require auditing of each college and university in order to ensure financial integrity, implementation of necessary financial controls, and appropriate accordance between Board policies and campus expenditures, according to [Minnesota Statutes Section 136F.526](#). The Board is authorized to acquire and manage facilities as outlined in [Minnesota Statutes Sections 136F.60 – 136F.68](#) and to set tuition and manage funds, grants, gifts, and bonds as outlined in [Minnesota Statutes Sections 136F.70 – 136F.98](#). MinnState's [Finance and Administrative Authority of Board, Chancellor, and Presidents Policy 7.1](#) mandates there be a high degree of coordination of administrative systems across all colleges and universities, while allowing sufficient autonomy to the colleges and universities. Part 2 specifies the responsibilities of the chancellor and the presidents:

The chancellor shall periodically advise the board of the administrative and financial management performance of the system, system office, colleges and universities. The chancellor is responsible for periodic communications, reporting, and oversight of the presidents. Presidents shall have the authority, responsibility and accountability to administer their colleges and universities in accordance with board policies, delegation from the chancellor, system procedures, and federal, state and local laws and regulations. The president of each college and university is responsible for developing and maintaining conforming and compliant college/university-wide administrative, financial, and facilities management procedures in consultation with students, faculty, staff and recognized organizations for faculty, students, and staff.

The Board of Trustees is authorized by [Minnesota Statutes Section 136F.06, Subd. 1](#) to adopt suitable policies for the institutions it governs and exercises oversight through MinnState's [Board Policies and Procedures Policy 1A.1, Part 6](#). Subpart G of that section authorizes the president of the College to adopt policies and procedures provided they are consistent with Board policy and procedure.

For the past four years, beginning in 2014, MinnState schools have been guided by the [Charting the Future](#) initiative. The intent of this initiative was *to enable fundamental change so that the system can meet the significant challenges facing all of higher education and continue to fulfill three fundamental commitments: ensuring access to an extraordinary education for all Minnesotans; being the partner of choice to meet Minnesota's workforce and community needs; [and] delivering to students,*

employers, communities and taxpayers the highest value, most affordable higher education option. As part of this initiative, eight implementation teams were created: student success, diversity, comprehensive workplace solutions, system incentives and rewards, academic planning and collaboration, competency certification and credit for prior learning, education technology, and information technology systems design. The [Charting the Future Overview](#) states that over 5,000 students, faculty, and staff provided recommendations. Campus and virtual [Gallery Walks](#) encouraged input and feedback from campuses as to the goals and directions of the initiative.

Charting the Future came to a close in fiscal year 2017; however, work continues to move the goals and milestones into ongoing efforts of campuses in fiscal year 2018 and beyond. It will be important for MinnState and PTCC to continue to support the gains made across the enterprise in organizational development and change, including the way the System schools work together to achieve common goals. In addition, it is critical to maintain the inclusion of all voices in planning and implementation of campus and enterprise work.

Response to 5.B.2

As further explained in Core Component 2.C, the Board of Trustees considers a variety of items related to finance, academics, student services, and human resources (HR) at their regular meetings. The Board meets ten months each year, and the agenda for all [meetings](#) is set by the Chair. The Board publishes all action items on its regular monthly agenda and action is limited to the published agenda items which are mailed to Board members not less than five business days prior to the meeting. The Chair may designate appropriate items to be included on a consent agenda.

MinnState's Presidents Leadership Council meets nine times a year with meetings scheduled prior to Board of Trustee meetings. Packets are sent from the Chancellor's Office within three to five days before the meeting. The meetings take place over one-and-a-half days at the System Office and are not open to the public, staff, or faculty. All handouts and discussion items are considered confidential unless otherwise noted for distribution.

PTCC is led by its senior leadership Cabinet, which meets every two weeks to discuss budget and operational policies and provide cross-departmental communication. The Cabinet consists of the President, Vice President of Academic and Student Affairs (VPASA), Chief Human Resources Officer (CHRO), Chief Financial Officer/Chief Information Officer, Dean of Continuing Education/Customized Training, Physical Plant Supervisor, and Executive Assistant to the President. They strive to create a transparent culture by seeking input on appropriate matters and communicating regularly. The Cabinet communicates the organizational structure through the [organizational chart](#) maintained within the President's Office. The chart delineates departments, lines of authority, chains of command and highlights the governance structure of the College.

Constituents within the College are engaged in governance through the many committees on campus. These groups are used, as standard practice, to engage internal constituencies regularly in discussions of institutional value. The committees vary in decision-making authority. As an example, the PTCC [Policy Development, Review and Approval Policy 100](#) requires new policies to be presented through Faculty Shared Governance Council (FSGC) and Campus Roundtable, and, if academically related, through Academic Affairs and Standards Council (AASC), prior to being accepted into practice. While most committees are advisory in nature, PTCC leadership carefully considers this input when making decisions.

Other options for staff, faculty, and student engagement come through the following: Curriculum Committee, Diversity Committee, Strategic Enrollment Management Committee, program advisory

committees, Safety Committee, Comprehensive Facilities Planning Committee, Strategic Planning Committee, Technology Committee, and Website Advisory Committee. Additionally, all staff and faculty are encouraged to complete the bi-annual Climate Survey, providing an opportunity to anonymously voice opinions regarding internal policies; communication; governance; and strategies to move forward with the College's mission, vision, values, and goals.

Faculty, staff, and the Student Senate President are invited to attend any bi-weekly open attendance Campus Roundtable meetings to provide input on policy, procedure, or general campus updates. It is noted that these meetings are poorly attended and may not be adequate to engage all constituencies. Planned remedies for the future to further encourage communication and engagement include reviewing Campus Roundtable meeting times and to open other venues for regular communication such as Sharepoint, a newsletter, or a president's blog.

In an effort to ensure collaborative processes that align with the mission, a day is reserved for [Campus Conversation Day](#) which has been held each year since 2010 (presently meeting in spring semester). This day is built into the academic calendar, and all faculty and staff are scheduled to attend. An additional five in-service days have also been established as part of the academic calendar to engage staff in dialogue about institutional strategies, priorities, and practices.

Additionally, the [Strategic Planning Design Team](#) provided input into operational areas. At in-service in January 2016, staff and faculty were provided the [Strategic Planning Discovery Report](#). The Design Team developed the [Strategic Master Plan](#) based upon that report. The Strategic Plan and supporting [Work Plan](#) continues to guide campus initiatives through FY19.

Response to 5.B.3

PTCC's administration is represented on all of the primary committees established for gaining regular input and dialogue. The VPASA leads the Curriculum Committee and sits on FSGC and AASC where academic requirements, policy, and processes are discussed and approved, and regularly attends Campus Roundtable where policies are further discussed and communicated. The president and CHRO sit on FSGC and Campus Roundtable.

Faculty are part of the [Minnesota State College Faculty](#) (MSCF) bargaining unit. MSCF enters into negotiations every two years with MinnState representatives where many facets of the Master Agreement are addressed, including provisions for shared governance at the campus level and curriculum development and approval. It is through this approach that concerns and working conditions/provisions are addressed and faculty from all campuses have input via the negotiations team.

Faculty specifically engage with governance through the [FSGC](#). According to the [bylaws](#), this committee makes *recommendations to the College on the following topic areas: personnel, student affairs, facilities, fiscal matters, and general matters*. Membership includes nine faculty members, seven who are elected, and the committee meets [monthly](#) during the academic year.

Through the Academic Affairs and Standards Council ([AASC](#)), faculty provide *direction for the college in all matters included in academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings*. The committee is comprised of [faculty members](#) brought forth and approved by the MSCF Chapter President and the College President.

Staff are involved in setting academic requirements, policy, and processes as well. In addition to on-

going departmental discussions around academic processes, the senior academic leadership Administrative Assistant, the Registrar, and the Director of Student Success attend the bi-weekly AASC meetings and regularly contribute. These individuals also sit on the Curriculum Committee. All staff are invited to the monthly Campus Roundtable discussions, and are mandated to attend all in-service days.

Lastly, students have opportunities for involvement in policies and processes through certain groups and organizations. [Student Senate](#) is a governing board with the following purposes: to organize, maintain, and stimulate activities within the student body; to further academic interest and achievement with all groups of students; to encourage students to join student organizations related to their field of study; to encourage and support student understanding and participation in citizenship activities; to promote student/community relations; and to establish communication between students and staff, community organizations, and other educational bodies. In addition, students engage through student organizations: Business Club, Computer Club, Shooters Association, SkillsUSA, Student/Parent Club, Fabrication Club, LGBTQ Club, Phi Theta Kappa, Trap Shooting Club, and Automation Club. Students are often invited to participate in committees, advisory boards, and hiring searches.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Response to 5.C.1

Pine Technical and Community College (PTCC) participated in extensive [strategic planning](#) resulting in the [2017-2019 Plan for Growth and Service](#), including a new [mission](#) statement, highlighting an ultimate three-year goal to increase the higher education attainment rate and contribute to prosperity in the region. This goal was supported by six objectives: 1) achieve a sustainable financial model that allows for increased investment in educational programs and services, 2) increase enrollment, 3) build greater appreciation in the market for the College as a choice for career and general education, 4) launch and expand educational programs and courses, 5) strengthen support for current students, and 6) nurture and sustain a positive campus culture.

The campus [Work Plan](#) operationalized the Plan for Growth and Service, adding priorities and metrics by which to gauge progress. Each Cabinet member is assigned priorities to champion. The Cabinet discusses timelines and milestones and makes decisions concerning the budget, referring back to how resource allocation meets priorities.

A component of the current budget process includes set-aside funds for strategic initiatives before allocating division operational budgets. These funds are used to meet specific goals identified in the Strategic and Work Plans and may include classroom updates, capital equipment, program upgrades, program launches, and technology improvements. The process for identifying strategic investments will vary; however, any divisional suggestions must include priorities and rationale tied to the Strategic Plan with ultimate decisions made at the Cabinet level. Additionally, all operational budget decisions are aligned with the plans' three-year goals.

As outlined in Subcomponent 5.A.1, PTCC has been placed in financial recovery, driving the campus to directly focus on the mission: make college possible for those starting out or starting over. The most effective way for PTCC to reach financial sustainability is to provide education to more constituents in the region. By deliberately recruiting and retaining tuition-paying, full-time equivalents (FTE), both financial sustainability and higher education attainment goals are achieved.

The College follows a [revenue-focused budget model](#) that aligns directly with the mission. Known for

innovation and contributions to strengthen communities, PTCC makes college possible for students seeking a career program, new skills, or general education transferable to another college. Additionally, the budgeting process recognizes the major influence of the academic mission through a 47% allocation of funds to Academic Affairs in 2017. This allocation is based on three-year spending patterns, and has not varied significantly over [the past six years](#).

It should be noted that the Employment and Training Center (ETC) and Child Care Aware (CCA) are not part of the campus-wide budget process. Their revenues and expenses are tracked in different appropriations. PTCC does allocate costs from the general fund to these two programs based on full-year equivalent (FYE), square footage, time study, and business services transactions. The [allocations](#) are made as either direct program expenses or as indirect administrative costs. Both partners offer direct relationships to the PTCC mission. ETC provides employment and training services to assist displaced workers for four counties in the region. Oftentimes, the connection to the campus can expedite the training of those services. CCA has a mission to train child care providers serving Minnesota and to assist them in achieving star rating. Secondly, CCA is a companion to the PTCC on campus Early Childhood Development program.

Response to 5.C.2

The College links its processes for assessment of student learning, evaluation of operations, planning, and budgeting through the creation and implementation of the Strategic Plan and Work Plan. As noted in Subcomponent 1.A.1 and Subcomponent 5.C.1, the over-arching goal of this plan is *to increase higher education attainment and contribute to prosperity in the region*. All processes are driven by this single broad goal, creating alignment, and linking them together.

Examples of linked processes relating to the achievement of this goal include:

- Bi-annual employee survey, [Personal Assessment of the College Environment](#) evaluates operations specific to climate to drive improvements.
- Student input through the [Community College Survey of Student Engagement](#) and course evaluations identifies improvement areas for programs and services, which drives budget allocations
- Budgeting process prioritizes resource allocation towards the Strategic and Work Plans initiatives.
- System-wide [services and activities](#), aid in operations.
- Department expenditures, such as licensing for Desire2Learn Brightspace, aid in assessment of student learning.
- Assessment of student learning, both curricular and co-curricular, drive operations, planning, and budgeting by highlighting continuous improvement needs to ensure learning objectives are met.
- Student Success component of Allocation Framework provides financial incentives for improving persistence rate, including the rate for students of color, a new component of the Framework reflected in [fiscal year 2018 \(FY18\) allocation](#).
- Academic deans, program review teams and program advisory committees evaluate graduation rates, student learning assessments, equipment needs, and employment rates and lead to program revisions/improvements.

Integration and interpretation of data accumulated from campus- and System-wide sources occurs at ASA Leadership, Cabinet, Campus Roundtable, standing committees, and division and subdivision meetings. Through the use of Enterprise Project Management, version 11 (EPM11), a tool that gathers and organizes data for reporting and analysis, PTCC monitors data needed to support budgeting,

planning, and operational decision making.

Although the above linkages are established, the College recognizes an opportunity to more fully integrate the evaluation of operations into the budgeting process, and is committed to becoming more sophisticated in using data to drive strategic priorities and resource allocation. Additionally, assessment of student learning will be more fully integrated into the budgeting process as the new assessment planning and reporting processes outlined in Criterion 4 become fully implemented.

Response to 5.C.3

On a System level, during 2011, the Chancellor traveled Minnesota and visited 29 MinnState schools meeting with more than 1,000 faculty, students, and staff. He met with the Governor, commissioners, and government leaders and representatives of organized labor, business, and foundations as well as civic leaders to gather input for the [Strategic Framework](#), the System-wide guiding document. Three workgroups were created and charged with identifying strategies for meeting the goals of the Strategic Framework. The report – [Charting the Future](#) – was adopted by the Board in November, 2013. Eight implementation teams comprised of 173 team members from 30 campuses drafted 42 recommendations.

At PTCC, the perspectives of both internal and external constituents are pivotal to the planning process. The [Strategic Plan](#) and accompanying [Work Plan](#) were developed using broad input as outlined in detail in Subcomponent 1.A.1 and Subcomponent 5.C.1. Staff and faculty also participated in a [Gallery Walk](#) resulting in extensive and relevant feedback.

In addition, the College engages internal and external constituents in other planning processes. For example, an external firm facilitated broad stakeholder participation in the development of the [Facilities Master Plan](#). Opportunities for review by internal constituents was made available during in-service breakout sessions and large group settings. A draft was presented to the System Office in December 2017.

PTCC works closely with local, regional, state-wide, and national external constituents and actively includes them in the planning processes, as outlined in Subcomponent 1.D.1. These connections provide networking and opportunities to work through common challenges, all addressed by the College while planning. In addition, each department holds regular program advisory committee meetings to ensure programs are meeting immediate and future needs of industry and to glean input for specific program planning and budgeting.

Lastly, campus employees participate in a variety of [System-wide meetings](#). Departmental listservs keep the campus community informed regarding changes and updates. Each division, including Academic and Student Affairs, Information Technology, Office of the President, Facilities, Human Resources, Finance, and Continuing Education/Customized Training have system-wide affinity group meetings, which provide networking and learning opportunities.

Response to 5.C.4

PTCC references a variety of metrics to gauge capacity including student [FYE](#), staff [FTE](#), [budget](#), faculty workloads, average section size, class section additions and cancellations, [classroom/lab utilization](#), and parking lot utilization. Management reports through MinnState assist in determining current capacity and utilization. The reports measure performance over time and provide benchmarks with other MinnState schools. For example, according to the reports, it was found that classroom/lab space was underutilized. As a result, the College moved to a centralized scheduling process effective

FY18. Further, through EPM11, the College accesses local data that may not be in the MinnState reports. As examples, administrators review workloads by faculty, average class size, and student credits generated. The analysis of all capacity metrics over time informs the Strategic Plan, the Facilities Master Plan, Human Resources and technology planning.

Institutional planning allows the College to anticipate fluctuations in sources of revenue. Within the budgeting process, revenue projections include setting [enrollment goals](#) by Academic and Student Affairs personnel. Those goals are established by payment type, are presented to the Cabinet at minimum once per term, and are monitored by the President, Vice President of Academic and Student Affairs (VPASA), Director of Student Affairs (DSA), and Chief Information and Finance Officer (CIO/CFO). The CIO/CFO shares weekly enrollment comparison reports with the Registrar, Dean of Nursing and Health Sciences, Director of Student Success, Recruitment and Admission Specialists, DSA, VPASA, and Marketing Specialist. Because the expense budget is based on revenue projections, it is understood that if enrollment targets are not reached there is a direct and immediate effect on the expense budget, which heightens the importance of meeting projections. Additionally, increases in expenditures must be defensible as a direct reflection of increased revenues.

Nationally, the demand for technically-skilled workers aligns with the PTCC mission. The College remains aware of key indicators by participating in a variety of organizations and program planning activities as outlined in Subcomponent 1.D.1. Direct contact with industry and educational resources, MinnState System staff and resources, and access to information from other campuses and System Office staff all aid in PTCC's ability to plan and determine capacity. PTCC uses a variety of sources for labor market information, including the Employment Outlook Projections Data Tool provided through the Minnesota Department of Employment and Economic Development (DEED); CAREERwise Education, a website produced by the Workforce Development Department of MinnState; and the Bureau of Labor Statistics Occupational Outlook Handbook. Informal sources are also considered, such as local job postings and discussions with local employers about current and projected employment demand. By accessing these resources, the College is able to collect and review timely career and labor market information, which is mainly utilized in academic planning, especially when considering a new program. The College specifically looks at ten-year job and average salary projections in the Minnesota 7E Region, the region most served. The 7E Region has the lowest secondary attainment rate in the State. Because of that, the College maintains awareness of workforce needs and appropriateness of program offerings.

The System Office informs campuses of the higher education financial climate at the State level. The Government Relations Division tracks legislation, advocates on the System's behalf, and assists all MinnState entities with political and legislative guidance. All employees can receive legislative updates from the Managing Director of Government Relations. Divisional System-wide meetings also address legislative updates. The CIOs are updated specifically on changes in financial support from the Legislature. The System Office Finance Division provides guidance, training, information, and resources concerning State funding.

Through planning and implementation, the College has addressed recent fluctuations. A key finding of the strategic planning process was financial sustainability through campus growth and revenue generation without sacrificing existing service to the community, industry, and K-12. With PTCC's steady, overall enrollment growth, an increase in State appropriation has occurred. The College also sees growth potential with the approval to award the Associate of Arts (AA) Degree, which when promoted effectively, will attract a new market of students. To further growth and revenue, attention has also been given to increasing enrollments through the hire of recruiters and admissions staff. Lastly, the College has been awarded several alternative funding resources, such as Pathways to Prosperity grants, targeted at students seeking careers in high-growth, high-demand jobs.

Response to 5.C.5

By aligning with MinnState's Charting the Future, which has technology, demographic shifts, and globalization as key components, PTCC's institutional planning accounts for emerging factors. Additionally, College employees participate in state-wide group meetings and national conferences (i.e. Higher Learning Commission Annual Conference), advisory committee meetings, and regional economic development groups, which all provide information to inform the planning process.

To ensure planning addresses current trends in technology, PTCC is working with MinnState to provide managed administrative computing (MAC) services including network management, security, servers, data storage, and workstation management. Allowing MinnState to provide MAC will broaden the expertise and technology staff coverage for PTCC's data systems, assist with keeping abreast of changing technologies, and allow existing Information Technology Department staff to focus on teaching, learning, and end-user support.

PTCC maintains a careful awareness of [current student demographics](#) and anticipates how demographics may be shifting or how strategic initiatives may cause a shift. As an example, when PTCC became a comprehensive community college, the College anticipated the average student age would decrease based on an increase in high school students taking advantage of post-secondary education options. As a result, the Facilities Master Plan includes features that will appeal to a younger age group such as a coffee shop, informal study spaces, and plug ins for technology. Additionally, planning called for an increase in online courses, which appeals to younger students and complements liberal arts offerings. The College also values programming in nontraditional occupations, such as the Welding Program for women.

Changes in technology and globalization continue to drive academic programming and delivery options. [Online course offerings](#) have increased rapidly over the last three years, growing from 12% in fiscal year 2016 to 16% in fiscal year 2017 and 19% in FY18. The College also expanded high-flex offerings, allowing students to attend in person, online synchronously, or online asynchronously, expanding access to students who may be place-bound.

As a small, rural college PTCC is rather insulated from emerging global factors. However, as a publicly-funded institution, legislation and policy making has impact on PTCC's own policies, practices, and funding sources. The College also stays abreast of global events and trends and possible impacts on the College through communication with System Office staff and uses that information to influence planning and strategic initiatives.

Sources

- 5.A.3 PTCC College Workplan2017-19 v4 w Cabinet Comments.pdf
- 5.A.3 PTCC College Workplan2017-19 v4 w Cabinet Comments.pdf
- 5.C.1 Charting-the-Future-June-Report-vf
- 5.C.1 Expenditures to academic programs
- 5.C.1 Indirect FY2018 based on year FY2017
- 5.C.1 Mission, Vision, Values _ Pine Technical and Community College
- 5.C.1 Process Design Draft 5 Strategic planning
- 5.C.1 Revenue Budget FY2018 1.23.2018
- 5.C.1 Strategic Plan
- 5.C.2 CCSSE

- 5.C.2 FY 2019 Student Success Allocation-2018-03-07-Final
- 5.C.2 Inventory of services_REV02.14.2018-includes D2L
- 5.C.2 PTCC 2017 PACE Report
- 5.C.2 SENSE Report
- 5.C.3 Academic and Student Affairs fallasaconfagenda2017web
- 5.C.3 Charting-the-Future-June-Report-vf
- 5.C.3 Gallery Walk Results
- 5.C.3 MnSCU's challenge -- and a proposed strategic framework _ MinnPost
- 5.C.3 PTCC Facilities Plan Summary
- 5.C.3 Strategic Plan
- 5.C.4 FTE 5.1.2017 FY17
- 5.C.4 FY2017.2018.2019 enrollments 2.15.18
- 5.C.4 FYE by payer mix
- 5.C.4 Pine - FY2018 Budget and Enrollment
- 5.C.4 Room utilization summary
- 5.C.5 Online
- 5.C.5 Student Demographics

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Response to 5.D.1

Pine Technical and Community College (PTCC) utilizes assessments, tools, and observations to document academic programs' performance, and college operations and services: [Community College Survey of Student Engagement](#) (CCSSE); [Survey of Entering Student Engagement](#) (SENSE); program reviews; program advisory committees; individual [course evaluations](#); instructor [observations](#); in-class assessments; end-of-program assessments (such as National Council Licensure Examination); program accreditations (such as National Automotive Technicians Education Foundation); [graduation follow-up surveys](#); and Minnesota State Colleges and Universities' (MinnState) [Accountability Dashboard](#) goals, [Integrated Statewide Record System](#) (ISRS), and [Integrated Postsecondary Education Data System](#) (IPEDS) all provide evidence of performance in operations.

PTCC gathers data from students on a regular schedule in spring semesters using either CCSSE or SENSE (most recently the CCSSE in spring 2017). This data is housed on the shared drive under the Chief Academic Officer (CAO) folder and Student Affairs Joint folder. Similarly, PTCC gathers data from staff every two years using the [Personal Assessment of the College Environment](#) (PACE), (most recently in spring 2017) housed in the Human Resources Office and available upon request. Summaries of these surveys have been widely circulated, with discussions at Cabinet and Academic and Student Affairs Leadership meetings and during the most recent in-service with all staff. An in-service activity asked staff to review a graphical version of data elements from the CCSSE and PACE surveys. An example of a question on the CCSSE is "In your experiences at this college, about how often have you talked about career plans with an instructor?" An example of a PACE item is "I perceive there to be individual accountability." Staff reviewed the data, students' or staff members' responses to the item, and comparative data with other MinnState schools and the 2017 CCSSE cohort (for a CCSSE item) or two other comparative groups (for a PACE item). Staff discussed what the data meant to PTCC as an institution and offered suggestions as to how to improve if needed. Suggestions were gathered and then discussed by the Cabinet at their summer retreat while reviewing the Work Plan.

Data from program reviews is housed on the shared drive in the Curriculum/Program Review folder. Faculty maintain program advisory committee information. A future improvement includes the CAO's office maintaining agendas and minutes of advisory meetings.

Data from individual course evaluations and observations is housed in the Vice President of Academic and Student Affairs office and is referenced and/or discussed with instructors when appropriate. Course assessment data is housed in Desire2Learn through rubrics and course outcome matching. In addition, course, program, and Student Learner Outcome data has historically been

maintained in Tracdat. As PTCC transitions away from Tracdat as a warehouse for assessment data, faculty have completed their [Assessment Plans and Reports](#), in anticipation of a new data collection cycle and process in 2018-2019.

Refer to Criterion 3 and Criterion 4 for detailed descriptions of development, documentation, and utilization of academic assessments. Additionally, as noted throughout Criterion 4, PTCC recognizes that updating and refining processes for developing and documenting evidence of academic performance is necessary for upcoming academic years.

Non-academic programs also develop and document evidence of performance. For example, co-curricular activities are measured through surveys, as outlined in Subcomponents 4.B.2 and 4.B.3. Evidence of performance relating to campus climate is gathered through the [PACE survey](#), as noted above.

PTCC performs a graduate follow-up survey of all graduates asking about employment status, current employer, and whether employment is within a field related to their program of study. Results are recorded in MinnState's information system and shared on the MinnState Accountability Dashboard for PTCC.

The College uses MinnState's Integrated Student Reporting System to manage day-to-day business for students and administrative activities. MinnState Information Technology Services (ITS) provides a set of common technology services and solutions supporting academic and administrative operations and establishing and maintaining enterprise software, networks, telecommunications, information security, identity access management, managed administrative computing, reporting, and analytics, which allow the System to provide a broad range of student services, instruction, human resources, and finance services to individual authorized users at the local campus level.

The Financial Aid Office utilizes several metrics to gauge the performance of the department. For example, tracking annual financial aid applications, percentage of those applications that result in completed awards, and average time from receipt of applications to award. In addition to internal tracking, the financial aid department is subject to audits from both internal and external auditors who review processes and overall administration of federal and state financial aid funds.

Human Resources (HR) measures vary dependent on initiative. For example, the Affirmative Action Plan (AAP) is completed on a biannual basis to ensure hiring practices are fair and equitable as mandated by federal law. The AAP also provides an analysis of separations, hires, and promotions to view trends and identify potential areas of concern. This is reviewed by governing bodies within the institution and formally approved by the President. It is then reviewed by the central governing body, Minnesota Management and Budget, and upon final approval, communicated to all campus employees via email and website. Additionally, payroll transactions are entered and reviewed on a bi-weekly basis with PTCC's internal HR Office and the contracted payroll service via the Campus Service Cooperative located at MinnState. In addition to internal tracking and reporting mechanisms, processes and administration are reviewed by internal auditors on a reoccurring basis.

System-wide management reports are developed to assist in management and policy decisions for the Board of Trustees, MinnState System Office, and institutional managers and are available to all users within the MinnState intranet.

Per MinnState's [Financial Health Indicators Procedure 7.3.16](#), the Vice Chancellor for Finance (VCF) reports the financial well being of the System and colleges to the Board of Trustees. Financial information is monitored periodically to ensure financial health and stability, and the VCF works

with leadership at the College to resolve any financial issues. If concerns continue beyond a reasonable amount of time, the Chancellor and Board of Trustees will be notified. Financial health indicators include enrollment-based, cash-based, accrual-based, and facility-based risk factors.

Per MinnState's [Office of Internal Auditing Policy 1.D.1](#), MinnState's Office of Internal Auditing must submit an annual audit plan, which includes enterprise risk assessment as a guiding principle, to the Board of Trustees Audit Committee and must receive Board approval. The plan includes coordination of the external annual financial statement audit, annual Federal student financial aid compliance audit, and other external party audits. External auditors for the financial statement audit are procured through a public request for bid process, typically granting a three-year contract with option to extend. Generally, the System has stayed with the awarded audit firm for six years before a new bid.

PTCC will continue to budget for reserve replenishment until it is restored to a sustainable amount. The College will continue to monitor revenues and adjust expense budgets based on projected revenues, focus on revenue growth campus wide, budget an expense contingency, budget for strategic investments, maximize classroom seat capacity without impacting quality, scrutinize staffing needs, and continue to communicate efforts and their role in financial recovery.

Response to 5.D.2

Standards for performance in all parts of the College are noted in campus policies. In addition, there are systems in place allowing the College to learn from operational experiences to promote improvement:

- [MinnState Accountability Dashboard](#), provides trend data reviewed by the Academic and Student Affairs Leadership team, specifically relating to student persistence and completion. This, along with Perkins indicators, provides lagging data about effectiveness of student support activities, academic support activities, scheduling process, and other mission-critical functions. The data informs decisions about offering new student supports and how to target them to specific student groups.
- [President's Report](#), provides opportunity for review of major accomplishments and outcomes in light of goals and priorities set for the year, identifies where unexpected challenges arose and/or where PTCC fell short of stated goals, and identifies strategies to be used to address those challenges. Performance metrics are at the foundation of the report, are developed by senior System leadership, and provide a comparison to other two-year colleges in the System. The report is provided to the Chancellor annually and is built from three organizing principles: student success; diversity, equity, and inclusion; and financial sustainability.
- [Full-year Equivalent Report](#), compares enrollments to the same week the previous year and to other MinnState schools, provides information on relevancy of program mix, signals need for more aggressive recruiting or potential need to open additional sections or cohorts. The report is received from the System Office each week and is circulated to all staff on Monday mornings and when coupled with more specific data (i.e. section fill rates), informs decision-making.
- [PACE Survey](#), indicates institutional effectiveness. Every two years, employees are encouraged to complete the survey. Results are reviewed by faculty and staff for informational purposes at all-staff gatherings and by the Cabinet, who determine initiatives based on results.
- Strategic Plan and Work Plan, support and guide continuous improvement initiatives as described further in Subcomponents 5.C.1.
- [ISRS](#) and the [IPEDS](#) data, document persistence, retention, and completion and are outlined further in Subcomponent 4.C.2.

Continuous improvement efforts have risen from a review of a variety of these data, including a centralized scheduling process, program revision process, targeted recruiting, and data-driven retention initiatives. While this occurs across campus in many areas, PTCC desires to be a learning organization in which systematic reviews of key metrics are completed and used to inform all practice and planning. Therefore, as a future improvement, key dashboards, such as program health and organizational metrics, will be created and reviewed by the Cabinet, and ultimately be used in decision-making.

Sources

- 5.D Accountability Dashboard
- 5.D Assessment Plan and Report-Technical Programs
- 5.D CCSSE
- 5.D Charting the Future
- 5.D Course Survey
- 5.D Faculty Observation Form
- 5.D Gaps - Version Two
- 5.D Graduate Survey
- 5.D IPEDS
- 5.D ISRS
- 5.D Narrative
- 5.D PACE Report
- 5.D SENSE
- 5.D.1 MinnState Procedure 7.3.16
- 5.D.1 PTCC 2017 PACE Report
- 5.D.2 Fall Campus Compare 20193 20180514
- 5.D.2 MinnState Policy 1D.1
- 5.D.2 Report to the Chancellor

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Pine Technical and Community College (PTCC) has fiscal and human resources and physical and technological infrastructure to support operations. PTCC's Human Resources, Facilities, and Information Technology (IT) Departments all have enjoyed historical successes while acknowledging continued student and campus needs, such as creating space for additional technical programs and continuing to improve IT processes and supports. The College is in financial recovery mode; however, drastic measures have been taken to resolve the situation including implementing organizational efficiencies resulting in cost reductions, incorporating planning measures, and promoting revenue increases. Additionally, the situation is being monitored by Minnesota State Colleges and Universities (MinnState) and the Higher Learning Commission.

The resource allocation process, guided by MinnState policy and the Allocation Framework, ensure fair and equitable funding for all MinnState schools. PTCC also has established practices for campus budgeting, internal controls that limit risk, and hiring and training qualified staff and faculty all guided by the College's mission, vision, and planning documents. Further, PTCC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting and highlights the importance of academics through significant financial support. PTCC understands that evaluation of operations and assessment of student learning could be more fully integrated into the budgeting process, allowing data analyses to drive needed strategic priorities, and has begun those improvement initiatives.

PTCC is governed by the Minnesota State Legislature and the MinnState Board, which are knowledgeable about the College and provide oversight of financial and academic practices through statute, policies, and procedures that guide the College to meet its legal and fiduciary responsibilities. The College also has and employs policies and procedures to engage internal constituents through administrative practices, planning, and governing. In addition, all administration, faculty, staff, and students are provided opportunities to engage in setting academic practices and policy through many campus committees and required campus gatherings, such as in-service and Campus Conversation Days.

The College participated in a lengthy strategic planning process involving both internal and external constituents that ensures resources and processes for assessment of student learning, evaluation of operations, planning, and budgeting are in place and in alignment with the mission and strategic priorities.

PTCC looks to labor market data; information from local, regional, state, and national organizations; and System Office guidance and support to determine capacity and plan and anticipate enrollment, economic, and state funding fluctuations. Planning also anticipates emerging factors, such as technology, demographic shifts, and globalization.

The College develops and documents evidence of performance in its academic and non-academic

programs through assessments and observations of academic and non-academic performance, surveying graduates, utilizing MinnState reports and services, following policy and procedure, and monitoring the fiscal situation. PTCC learns from its operational experience through review of the Accountability Dashboard, President's Report, Full-time Equivalent Report, and campus plans and data and applies that learning to improve institutional effectiveness.

PTCC celebrates our historical successes, and recognizes opportunities for improvement to continue to meet our mission, vision, values, and goals.

Sources

There are no sources.