

# Riverland Community College

HLC ID 1378

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STANDARD PATHWAY: Mid-Cycle Review

Review Date: 5/4/2020

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## Context and Nature of Review

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### Review Date

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5/4/2020

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit
  
- Multi-campus Review

## Institutional Context

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Although Riverland Community College has had a presence in Austin, MN since 1940, the current college was formed and accredited in 1996. Albert Lea Campus of South Central Technical College, Austin Community College, and Minnesota Riverland Technical College - Austin Campus all merged to form Riverland Community College as a part of the Minnesota State Colleges and Universities System. RCC offers degrees and certificates in both transfer programs and occupational programs. In addition, RCC offers customized training for business and industry. Today, Riverland Community College has campuses in Austin, Albert Lea, and Owatonna. Although the college has three campuses, it acts as one college both organizationally and operationally.

In 2015, Riverland Community College reviewed its vision and mission and developed Strategic Vision: A Blueprint for excellence 2015-2020. This document included the framework for the changes that RCC has made over the past five years. The strategic plan was divided into four areas - people, finance, program, and market. In addition to the strategic plan, the college has a President's Work Plan; Persistence, Retention, and Completion Plan; Master Academic Plan, Communications Plan; Equity and Diversity Plan; Affirmative Action Plan, Technology Master Plan; Master Facility Plan; and plan for the College Foundation. Based on these plans, the college has invested heavily in the infrastructure at the Albert Lea Campus with a transportation, trades, and technology center bonding project and has implemented a comprehensive advising model to assist with student success.

Because of COVID-19 and the fact that colleges were working remotely, this visit occurred on May 4-5 using Zoom

for all meetings. The meetings were well attended and the team was able to review documents virtually. The team looks forward to visiting both the Austin and Albert Lea campuses in October.

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## **Interactions with Constituencies**

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President

VP of Academic and Student Affairs

CFO

Vice President of Technology & Learning Resources

Director of Institutional Advancement

HR

Dean of Student Affairs

Dean of Nursing, Health, and Wellness

Academic Dean (Liberal Arts & Sciences, Business, and Human Services)

Academic Dean (Career-Technical and Albert Lea Campus)

Executive Director of Communications, Media Relations, and Marketing

Chief Diversity Officer

ALO

Registrar

27 faculty

Director of Residential and Student Life

7 students – Student Senate and PTK

Director of Admissions

Director Advising Services

TRiO Director

Director of Institutional Research

2 TRiO Support Staff

2 Counselors

Accessibility Services

Tutor

Assessment Services

11 Academic Advisors

Librarian

Director of Financial Aid

Customized Training Staff

Director of Business Office

Technology and Learning Resources Staff

WebMaster

Director of Grants and Alumni Relations

2 President Advisory Board Members

5 Foundation Board Members

2 Minnesota State Trustees

2 Minnesota System employees – Senior VP of AA/SA and Assoc VP

Albert Lea Campus staff and faculty including:

Admissions

Financial Aid

Registration

Academic Support

Business Office

Enrollment Services

Bookstore

3 faculty

## **Additional Documents**

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[https://mediaspace.minnstate.edu/media/SLOAP+examples+Riverland+CC/1\\_566tzd4v](https://mediaspace.minnstate.edu/media/SLOAP+examples+Riverland+CC/1_566tzd4v)

Math Assessment Data example

Throughout the visit, team members showed us documents online including blueprints for the Albert Lea campus and SharePoint. These were shared during the virtual meeting.

## 1 - Mission

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

### 1.A - Core Component 1.A

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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.)

### Rating

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Met

### Rationale

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The current mission statement at Riverland Community College was approved by the Minnesota State Board of Trustees in 2014. As per Minnesota Statute Section 135A.052, the Minnesota State system prescribes the mission of the college, but the individual college can determine the actual mission statement. The process for the mission statement in 2014 was collaborative and included all parts of the college and community. In addition, the Foundation Board and the President's Advisory Board were a part of the strategic planning process as per a meeting with these boards. At that time, a collaborative approach was taken when developing the Strategic Vision: A Blueprint for Excellence (2015-2020). The strategic plan included the mission, vision, values, heart, and Strategic Vision. A review of documents showed the process and timeline for the 2014 mission statement. Riverland Community College is unique in that they also have a Heart of Riverland statement that states that Riverland Community College is dedicated to our students, our mission, and our communities. This was reiterated several times throughout the visit. In 2017, the president asked the college to reaffirm the mission statement related to the college's strategic planning process. At that time, the college reaffirmed the mission statement, but they are re-evaluating the mission again as they finalize the 20-25 strategic planning process, which they started this past fall. While meeting with faculty and staff at Riverland Community College, the process for 2014 and the updated plan were collaborative and also included student input.

Riverland Community College enrolls approximately 4,000 students and serves over 26 school districts with an additional 1200 concurrent enrollment students. The college offers 76 credit-bearing certificates and 24 Associate Degrees in over 50 program majors that are clustered according to career categories. A majority of the college's students are part-time (64%) and 23% are taking online-only classes. In addition, Riverland Community College serves approximately 6,000

(duplicated) participants in customized training. All of these support the mission that Riverland Community College inspires personal success through education. The college offers several ways for community members to receive an education. All of the programs, including transfer programs, have advisory committees to assist with both employability and transferability. This process was shared with the team and is a part of the academic department program review, which occurs every two years. The college has recently implemented several student success initiatives such as a required first-year experience, multi-term scheduling process, priority registration, early alert system, and an academic advising program aligned with the career clusters. All of these programs help assist their student population. According to meetings with student services, faculty, and online learning support, these initiatives were all implemented to align with the mission.

Riverland Community College has several planning documents that demonstrate the alignment of planning and budgeting priorities. Some of these include the President's Work Plan; Strategic Vision; Strategic Enrollment Management; Persistence, Retention, and Completion Plan; Master Academic Plan; Communications Plan; Equity and Diversity Plan; Affirmative Action Plan; Technology Plan; Master Facilities Plan; and Institutional Advancement Plan. The president acknowledged in a meeting that planning is critical to the success of the college. Other members of his leadership team, as well as faculty and staff, supported that these plans are used to help guide the college and are not sitting on a shelf. The college shared examples of how this works in action including the decision to move toward a new advising model that aligned with the goal of student success. Another example was the decision to remove a financial barrier and allow all students to charge \$800 in bookstore charges to their account so that they are ready for day one. All technology purchases show the impact on student success, which includes the decision to purchase security cameras on all campuses and the implementation of a new CRM system. The CFO shared the budgeting process and how these plans align when decisions are made about what projects to fund. For instance, students requested mental health counselors but they did not have funding. Instead, students supported a .65/credit hour health fee for mental health counseling. Another example is a .5 FTE Faculty Support Mentor to assist with the increase in online learning. All of these projects were geared toward student success.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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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.

### Rating

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Met

### Rationale

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The team observed several places where the mission statement was shared with the public including the website and the planning document, *Strategic Vision: A Blueprint for Excellence, 2015-2020*. It also was shared with the team that it is on all of the acceptance letters and the checklist for all new employees. Although the team did not see any displays on campus since this was a virtual visit, they did hear several examples of when the mission is shared with students, faculty, and staff.

The mission and vision statements together support Riverland's commitment to scholarly work - the vision statement reads "Achieve Best in Class status in programs through excellence in teaching, scholarship and service." Throughout the visit, the team heard about the integration of the five KPIs to the President's Work Plan and the strategic plan that all work together to support student success and enhance the student experience through non-academic services. The president emphasized the student growth aspect of the mission and vision and gave examples of a student who has engaged in the national trend of food insecurity issues and developed a program in Minnesota, and the fact that several RCC students are leaders on the Minnesota State College Student Organization.

The mission statement clearly outlines the intended audience. Riverland Community College inspires personal success through education and the college shared this through its Persistence, Retention, and Completion Plan. This plan outlined 8 key goals to address retention gap issues. The plan was developed in 17-18 after reviewing the retention data. The plan was implemented for 2017-2020 and the team is now looking at 2020 and beyond, with a special focus on specific student populations and the student life cycle. For example, one new goal for the 2020 plan is to focus on returning adults who started but never finished their degree program, called the Minnesota Reconnect project. Another focus is the college's five KPI's which also support the mission. The KPIs include decreasing the achievement gap, enrollment contribution, fund balance, completion rate, and employee engagement. According to staff, employee engagement is up with more than 70% of faculty and staff completing engagement surveys, which is the highest completion rate in the state.



**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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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.

### Rating

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Met

### Rationale

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The college addresses its role in a multicultural society through its Equity and Diversity Plan, which was implemented in 2016 after a review of data in 2015 showed it was not achieving the equity gap. A plan was developed from 2016-2019 and a Chief Diversity Officer was hired. In addition, bias training was implemented for search committees. A committee was formed through the Equity and Diversity Plan and training has been provided for all aspects of equity and diversity through college-wide workshops for faculty and staff. In 2017 RCC was selected to participate in the USC-Berkley's Center for Urban Education's Equity by Design training which looks at equity in the classroom. In addition, Minnesota State requires that each student take at least nine hours in courses that have student learning outcomes related to diversity, including Human Diversity, Global Perspectives, and People and the Environment. The faculty also mentioned this requirement in one of the forums. Riverland Community College seems generally interested in increasing the diversity of its faculty, staff, and students and has seen some increase in students of color enrollment over the past five years.

Riverland Community College has as one of its Key Performance Indicators the goal to close the achievement gap for students of color. As Riverland Community College has also seen an increase in enrollment of students of color, it is important that this is a priority. The Student Success Report outlines the performance of all students and assists the college with this goal. During the virtual visit, this was also addressed as a focus for the college. Riverland Community College has a Persistence, Retention, and Completion Plan that gives specific examples of how they have made changes to student support services for all students, including students from a diverse background. A few of these changes include an updated advising model for cohort advising, multi-term registration for a set schedule to help with child care and employment, and a required first-year experience course. The plan is under revision and the committee will focus on specific populations to increase persistence, retention, and completion. The committee discussed the move from an enrollment model to a completion model.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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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.

### Rating

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Met

### Rationale

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Riverland Community College has a strong commitment to the public good and this was outlined in the assurance argument and also shared with the team throughout the visit. In addition to holding a variety of events including athletics, art, music, and theater, the college is involved in several community projects. When meeting with the student leaders, it was mentioned that students in the Deed Club facilitate a Free Market for the community where donations are collected by the college and then distributed to families in need through a free event. During the Minnesota State Trustees meeting, it was mentioned that Riverland Community College outreaches to migrant families in a 60-mile radius to assist with Adult Basic Education. During an open forum, faculty mentioned that students and faculty in the past have participated in Habitat for Humanity. Finally, the President's Advisory Council members mentioned that Riverland Community College has a strong commitment to the community in all locations including Austin, Albert Lea, and Owatonna.

Riverland Community College's mission is to "inspire personal success through education" and its focus is on student success, degree completion, and job placement. The Minnesota Board of Trustees mentioned the fiduciary responsibility they have along with the president to make sure the college is acting in the interest of the students. The President's Work Plan specifically identifies long-term financial stability, and members of the college mentioned how even during times of financial constraints, the college has focused on supporting student success.

Riverland Community College is active in the communities that it serves and is a sponsor to local leadership programs such as Leadership Austin. The Foundation Board and the President's Advisory Board connect RCC to the community through the volunteers on these boards. All programs, including transfer programs, have an active advisory board from the community. Riverland Community College offers corporate training each year to over 3300 local employees through its customized training division. One specific community connection is with Hormel, one of the largest employers in the region. The Hormel Foundation supports several of the college's programs such as the Be Your Best summer bridge program and the Industrial Maintenance and Mechanics program. Riverland Community College faculty, staff, students, council members, and trustees all mentioned

the President's commitment to the community.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.S - Criterion 1 - Summary

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

### Rationale

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The mission statement, "Riverland Community College inspires personal success through education" was evidenced in several ways throughout the visit. Documents reviewed contained the mission statement including website, acceptance letters, and college plans. The college's strategic plan, *Strategic Vision: A Blueprint for Excellence 2015-2020*, outlined the vision, values, and heart of the college. The college demonstrated a commitment to the mission and vision and this was supported by the students, faculty, staff, and community that the team met with.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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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.

#### Rating

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Met

#### Rationale

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Riverland Community College operates under the Minnesota State System policies and statutes for the state's 37 colleges and universities inclusive of expectations for ethical conduct in regard to financial, academic, personnel, and auxiliary operations. Further, each institution within the state system is accountable for institutional policies addressed to their unique college. Numerous evidence inclusive of policies, financial reports, meeting agendas and minutes, and defined processes supports the Assurance Argument narrative describing how RCC meets the criterion. In particular, Minnesota Statute Sections 136F.02, 06, and 07 outline governance on ethical expectations throughout the state system. A Chancellor, appointed by the Minnesota State System oversees the presidents and chief executive officers of all colleges and universities. In a meeting with several Minnesota State trustees as part of the virtual visit, it was confirmed that state policies provide an intentionally broad framework under which individual colleges develop missions, strategic plans, fiscal operations, human resources, academic, and other institutional policies and procedures.

Minnesota State System Board Policy 7.3 addresses fiscal responsibility and administration. While each college or university in the state system is responsible for developing an institutional financial plan and operating budget, all financials from each institution eventually flow up to the system chancellor and through the state system for approval. Annual auditing of the entire Minnesota State System is combined into one report. As evidence supporting the Assurance Argument, Riverland Community College provided a copy of the FY19 independently administered final audit report for the state system indicating the absence of any material findings for Riverland Community College demonstrating clear evidence of generally accepted accounting operations. For FY19, Riverland Community College's Composite Financial Index is 2.28, and college reserves are at 28.9% which by HLC standards is considered beyond concern. Auxiliary operations fall under Board Policy 7.3.2 which Riverland Community College follows in regard to contracted services such as food services, bookstore, parking, and others.

To ensure seamless transferability of course credit throughout the state's colleges and universities, the Minnesota State System has developed the Minnesota Transfer Curriculum (MNTC), Board

Policy 3.21. Authority for approving new or changes to existing academic programs lies with the system Chancellor. Other Board policies submitted as evidence include policies on Credit for Prior Learning, Transfer Rights and Responsibilities, Undergraduate Admissions, Post-Secondary Enrollment Options (PSEO) Program, Student Conduct, and Student Complaints and Grievances. Evidence of institutional policies that have been developed to address the Riverland Community College constituents was also provided to further demonstrate an institutional commitment to ethical operations. In interviews with faculty and students, both groups mentioned access to institutional and academic policies through individual portal accounts, the Riverland Community College website, the Student Handbook, and the Riverland Community College Catalog.

Numerous Code of Conduct policies have been developed for specific populations including the following state policies:

- Policy 1C.1 – Board of Trustee Code of Conduct;
- Policy 1C.2- Fraudulent or Other Dishonest Acts;
- Policy 1C.0.2-Respectful Workplace; and,
- Procedure 1C.0.1 – Employee Code of Conduct.

Additional evidence included a list of personnel policies under the purview of Human Resources at Riverland Community College. Policies include Code of Ethics; Harassment; Respectful Workplace; Drug & Alcohol Use; and Discipline, Arbitrations & Hearings. New hires are made aware of institutional policies regarding the code of conduct, sexual harassment, and protection of confidential information during onboarding. All employees are reminded of the Riverland Community College Code of Conduct annually during Faculty Days and All-Staff Days. The Academic Dishonesty policy is shared with students within the Student Handbook which is available on the Riverland Community College website. Riverland Community College also has an institutional Student Code of Conduct and an established student grievance process from which Riverland Community College maintains a log of student complaints to facilitate improvements. Additionally, academic policies and procedure information are available on the Riverland Community College website via the Student Handbook and the College catalog. In interviews with employees, the peer review team affirmed employees are annually reminded of the institutional code of conduct and other policies regarding ethical behavior.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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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.

### Rating

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Met

### Rationale

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Riverland Community College's academic program information, tuition and fees rates, gainful employment information, net price calculator, student life information, and other student consumer information is provided on the Riverland Community College website, the college catalog, the student handbook, and other various publications. While meeting with the peer review team, Riverland Community College personnel affirmed the federally required direct notification of availability and location of student consumer information including student right to know information that is provided to students. A summary of Riverland Community College's *Strategic Vision: A Blueprint for Excellence 2015-2020* is available on the Riverland Community College website for public review.

The peer review team confirmed Riverland Community College program accreditation is published and provided to the public as well as the affiliation of accreditation (active status) within the accreditation information on the Riverland Community College website. The Net Price Calculator with the most recently available information for prospective students is also provided to compare college costs. Other evidence provided to support the Assurance Argument included links to articulation agreements with other educational entities and numerous college policies. In meetings with Riverland Community College employees, personnel stated Riverland Community College is working towards a more comprehensive list of faculty credential information to be available to students.

Riverland Community College's Communications Department has developed Media Guidelines and Media Procedures to ensure content integrity. Riverland Community College's Executive Director of Communications, Media Relations, and Marketing are tasked to ensure the accuracy and ethical content of Riverland Community College publications whether through printed materials, the Riverland Community College website, or social media content.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 2.C - Core Component 2.C

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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.

### Rating

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Met

### Rationale

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Under the Minnesota State System post-secondary education framework, a board of trustees oversees the state's 30 colleges and 7 universities. The system chancellor reports directly to the board of trustees, and presidents or chief executive officers of the individual colleges or universities report to the system chancellor. Over-arching state policies have been developed applicable to all institutions within the system; however, the policies are broad in nature as confirmed by trustees whom the peer review team met with during a virtual meeting. The general nature of the system policies is designed as such to allow for each individual state institution to have some autonomy in decision-making to address the needs of their particular community. Executive, academic, and financial representatives from all state institutions are involved and have input into system planning meetings. The Board of Trustees operates under Minnesota Law 1.B.1: the Board of Trustee Code of Conduct. Under the Minnesota Open Meetings law, Minnesota State System board meetings are open to the public, live-streamed, and recorded for review by the public. The board consists of student representatives who are included for a student perspective on discussion topics. In visiting with state trustee representatives, the peer review team witnessed trustee awareness of campus-level student events, activities, and achievements.

The president or chief executive office of each individual college is accountable for the individual campus operations and responsible to ensure the community's needs are considered in the mission and operations of the college. Riverland Community College's *Strategic Vision: A Blueprint for Excellence 2015 – 2020* shows that input from all levels of the college community was solicited as well as from students and external community partners for inclusion in the plan. In meetings with both students as well as the Foundation Board, and the President's Advisory Board, the peer review team heard how the president actively sought input from students and external partners for a comprehensive collaboration ensuring execution of the college mission and vision.

Represented on the Minnesota State College Faculty (MSCF) collective bargaining unit, Riverland

Community College faculty have a critical responsibility for academic matters and ensuring academic freedom according to Article 8-Section 2 Academic Affairs and Standards Council of the current MSCF Contract. The Academic Affairs and Standards Council review all academic affairs programs and curriculum for institutional approval before going to the state for final approval.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Rationale

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The Minnesota State System Board Policy 3.26 guarantees faculty rights to syllabi while Article 23, Section 3 of the Minnesota State College Faculty (MSCF) Contract outlines Academic Freedom rights. In addition, RCC supplied institutional policies on peaceful assembly and academic policies prohibiting censorship and plagiarism.

Students are also guaranteed certain rights under Board Policy 3.1 regarding the Freedom to Learn, Board Policy 3.2 Freedom of Expression, and Board Policy 3.3 Freedom of Association. The Student Handbook contains information on the student's freedom to learn and express their thoughts in the classroom. When meeting with students, the peer review team learned how students participated freely in activities and student groups, such as the Free Market and Leadership, which augmented their learning experience.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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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.

### Rating

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Met

### Rationale

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Minnesota State System Board Policies 3.26 Intellectual Property, and 3.27 Copyrights provide overarching expectations for colleges and universities under the state system. Riverland Community College institutional Policy Series #2000—Student Code of Conduct provides standards for academic and behavior conduct including information on plagiarism and other academic integrity issues. Riverland Community College employs a Director of Intellectual Property to guide faculty and students on safeguarding intellectual property and to guard against copyright infringement.

Riverland Community College institutional Policy Series #1000—Administration describes the institution's stance on the acceptable use of computer and information technology resources. Riverland Community College also cites as evidence the Student Code of Conduct which contains information on plagiarism and the ethical use of resources with accompanying examples. Technology prohibitions are also noted within the Student Code of Conduct. The peer review team heard in several meetings with Riverland Community College employees that students are provided with guidance on ethical research through the First Experience class and by ad hoc presentations provided by the Riverland Community College librarian. Riverland Community College also notes reminders of academic integrity topics such as copyright information are posted in common public view. Riverland Community College keeps a log of Student Code of Conduct issues with the Student Conduct and Complaint Summary logs.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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

### **Rationale**

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The Minnesota State System is the over-arching authority for the state's 30 colleges and 7 universities and provides broad policies and procedures for academic, human, auxiliary, and fiscal operations. Individual state institutions of higher education are led by either a president or chief executive officer and have the autonomy to develop institutional policies reflecting the spirit of system policies yet address the unique needs of their communities. Both system and institutional policies and procedures provide guidance for ethical conduct and operational integrity.

Riverland Community College has provided within the Assurance Argument ample artifacts in the form of system and institutional policies and procedures, open meeting evidence, published materials and information available to the public, and many other forms of evidence demonstrating Riverland Community College's commitment to ethical and high integrity operations. Affirming this evidence, conversations with Riverland Community College employees on many levels and cross-sectional, students, Minnesota State System trustees, and external constituent representatives sealed the belief RCC meets all of the core components of Criterion 2.

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

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

### 3.A - Core Component 3.A

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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).

### Rating

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Met

### Rationale

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Riverland Community College is guided by several processes to ensure that its courses and programs are current and meet the required academic rigor necessary for student success. Riverland Community College has developed a Program Review process that occurs on a biannual basis. The team heard from different faculty members how the Program Review is structured, the steps that are involved, and they verified that results of the reviews were tied to Riverland Community College's overall budgeting process. Faculty from the Albert Lea campus verified that their programs participate in Program Reviews in the same manner as programs at the Austin campus. Additionally, faculty members shared that their advisory committees are active and involved with curriculum suggestions and keeping Riverland Community College informed of current industry trends.

In 2008, Riverland Community College developed a system to differentiate and assess student learning referred to as the Student Learning Outcomes Assessment Process (SLOAP). SLOAP culminated in a SharePoint-based website that allows faculty to enter outcomes assessment data throughout the academic year. The Faculty Coordinator of SLOAP explained to the team how the process is utilized. For example, a music faculty member at Riverland Community College shared that the course uses a common assessment rubric to evaluate student performance. He further explained that Concurrent faculty members use the same rubric to maintain consistency among grading, regardless of the delivery location so all data entered into the system in reference to the music class is standardized. General Education faculty as well as CTE faculty were familiar with and participated in the process when asked by the peer review team.

Riverland Community College participates in the Minnesota State Transfer Curriculum (MNTC) that

has established learning outcomes and courses in ten goal areas. Additionally, nineteen of Riverland Community College's programs are accredited, approved, or certified by external agencies. Articulation agreements have been established and are outlined on Riverland Community College's website.

Degree programs at Riverland Community College are governed by and comply with the Minnesota State System Board Policy 3.36 Part 8. Riverland Community College utilizes a Master Course Outline (MCO) and a syllabi template that follows the state system Board Policy 3.22 for all courses, regardless of modality or location of delivery. Interviews with faculty confirmed that they received training on the MCOs and syllabi development during new faculty orientation. Faculty verified that concurrent faculty members in the high school also received this training. In the past, Riverland Community College has utilized the principles of Quality Matters to guide online course development. Recently, Riverland Community College hired two experienced faculty part-time to mentor and develop other faculty to maintain the same quality and integrity of its online and hybrid course offerings. Faculty members shared with the team that changes in courses and programs must be submitted to and approved by their Academic Affairs and Standards Council (AASC). The council is comprised of faculty, a faculty chairman, the Registrar, and college administrators. The team confirmed that the faculty were knowledgeable of the submission process. During faculty interviews, CTE and Transfer program faculty members explained to the team that the AASC approves new courses after progressing through first and second readings of the proposed course before the course is included in the next Fall schedule, based on state approval.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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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.

### Rating

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Met

### Rationale

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As previously noted, the framework for Riverland Community College's general education program is defined through its participation in the Minnesota Transfer Curriculum. Learning outcomes and courses in ten goal areas were established to include communication, critical thinking, mathematics, natural science, history, and the social and behavioral sciences, humanities and fine arts, human diversity, global perspective, ethical and civic responsibility, and people and the environment. During the 2017 academic year, Riverland Community College participated in a Transfer Pathways initiative with other state universities. The pathways reflect the level of study and proficiency needed for effective student transfer to any Minnesota State University. During faculty interviews, General Education faculty members affirmed that all transfer courses complied with the course requirements as determined by the Minnesota State System.

The purpose, content, and intended learning outcomes for each course are conveyed through the Master Course Outline (MCO) and syllabus. All MCOs are approved by the Academic Affairs and Standards Council (AASC) and program advisory committees prior to use. During the 2017-2018 academic year, Riverland Community College reviewed and updated all 1,100 of its MCOs for accuracy. Interviews with faculty confirmed that all courses, regardless of section, utilize the established MCOs. Faculty confirmed with the team that each faculty member develops their own syllabus based on a college template that also contains learning outcomes and expectations of the course.



Riverland Community College has ninety-nine programs of study. General Education courses within the programs are aligned with the Minnesota Transfer Curriculum. Faculty affirmed the use of the MCOs for all course sections. They also shared that their advisory committees were helpful in keeping the curricula updated.

Riverland Community College has developed seven courses that focus on human diversity and all students are required to complete a minimum of one course as a part of the Minnesota Transfer Curriculum. Other learning opportunities related to human and cultural diversity include travel abroad programs and the hosting of international business and accounting faculty from China. The Austin Campus has a Multi-Cultural Center. The Minnesota State Board of Trustees applauded the efforts of Riverland Community College's student outreach to the migrant community located sixty miles from their campus when speaking with the team.

Riverland Community College offers a variety of student clubs and organizations, as well as an Honors Program and a Phi Theta Kappa Chapter to foster scholarship and creative works for students. During an interview with students, it was shared with the team that events such as Advocacy Day helped prepare them for professional roles in the future. Policies for faculty sabbaticals, tuition waivers for further study, and professional development opportunities are available as affirmed by Riverland Community College's faculty members.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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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.

### Rating

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Met

### Rationale

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Riverland Community College has established clear hiring processes that involve multiple stakeholders including academic leadership and human resources. Riverland Community College has 75 full-time and 46 part-time faculty members. Their student-to-faculty ratio is 19-to-1. Full-time faculty teach 70% of the RCC's coursework; 30% is taught by adjunct faculty per the Minnesota State College Faculty contract, Article 20, section 7. During interviews, faculty verified that during New Faculty Orientation they were trained on SLOAP and their Program Review process. They shared that they were given a Faculty Resource List, assigned a faculty mentor, and directed to the Faculty Support Center.

All new full-time faculty members are required to complete a non-credit Philosophy of Community and Technical education course to provide new faculty with a foundational knowledge base for their roles within the college. Full-time faculty are expected to participate in college committees, program review, professional development, SLOAP, submission of curriculum changes to the AASC, and advisory boards if applicable. Minimum faculty qualifications are verified by the appropriate academic Dean to comply with Minnesota State's policy 3.32. It was verified by the team that all faculty members, including high school instructors, are on track for the minimum qualifications necessary for course delivery.

All non-tenured faculty are evaluated during the first, second, and/or third years of employment. After a faculty member becomes tenured, they are evaluated on a four-year rotation. Students

evaluate faculty via the online Student Assessment of Faculty form. Supervising administrators perform faculty class observations. Faculty and their supervisors meet to discuss the findings of the student and administrator evaluations.

Riverland Community College provides opportunities for faculty professional development as evidenced by Board Policy 3.32 and the Minnesota State College Faculty contract (MSCF). Each full-time faculty member is provided \$250 for professional development as well as funds available for faculty to access resources to be used for conferences, workshops, training, educational credits, and professional memberships. Faculty discussed that each faculty member has a three-year plan for professional development that is reviewed with the supervisor during evaluations. Professional development takes many forms at Riverland Community College: sabbatical, conference attendance, in-house training, involvement in state educational committees, and many others. Faculty members affirmed to the team that they attended conferences such as the Minnesota Health Conference.

Faculty are expected to maintain one office hour or one hour of student availability for each of three credits taught, up to a maximum of 15 credit hours. This requirement was verified by interviewed faculty members. Overall, students commented that faculty members were helpful; however, it was mentioned by students that at times some faculty members were not present in their offices during assigned office hours nor responded to emails in a timely fashion.

Staff positions utilize a position description template to determine the minimum qualifications, knowledge, skills, and abilities needed for job performance. There is a comprehensive performance evaluation process for staff members annually. Professional development is provided in a number of ways to include conference attendance, division meetings, and regular Common Hour planning and training sessions covering topics such as process review, cultural diversity, community resource training, safety and student conduct management, and strategic planning as affirmed by interviewed staff members on both campuses. Interviews with staff members from the Austin and Albert Lea campuses shared that they were supported in professional development opportunities.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### 3.D - Core Component 3.D

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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.

#### Rating

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Met

#### Rationale

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Riverland Community College offers a myriad of services for its students. In addition to traditional services such as tutoring, advising, counseling, admissions, and accessibility, the Student Senate operates food pantries at all three of its campuses. Because of their growing population of Hispanic/Latino students, RCC provides specialized programming to include additional advising services and financial support received from the Consulate of Mexico in Saint Paul, MN. Students confirmed to the team that a designated advisor is assigned to all international students. The students indicated overall satisfaction with the international advisor; however, they suggested that it would be beneficial to international students to provide transportation resources.

Meetings with Student Services and Advising personnel confirmed that students have access to individual advisors based on career clusters that help students determine which courses to take while attending RCC. It was confirmed by the Director of Advising that each advisor has a caseload of around 300 active students, which allows more one-on-one advising. Riverland Community College also offers academic services such as writing and math labs, as well as tutoring services. They verified that students are placed in developmental courses as determined by their scores on Accuplacer in their first semester. Riverland Community College also offers English as a Second Language course for students.

Riverland Community College monitors the progress of its students through the Alert Zone-Early Alert Referral System. Faculty are encouraged to report students who may be experiencing personal or academic challenges so that counselors and academic advisors can intervene. While meeting with faculty, it was referenced as a support program for students.

The advising structure at Riverland Community College changed during the 2017-2018 academic

year with the establishment of an Advising Services Department. Upon admission, students are assigned an academic advisor based upon their career cluster. Students have the option of preparing a year-long academic schedule to map out their individual paths to graduation. One adult student commented that the ability to schedule three terms during one advising session was efficient and convenient.

Riverland Community College abides by Board Policy 3.3 -Assessment for Course Placement when determining the appropriate academic placement of students upon entry. Students take the Accuplacer exam or provide evidence that they are prepared to take college-level course work. If students need developmental courses based upon their scores, they are enrolled in the appropriate courses during their first semester. During the Fall 2019 semester, seven percent of Riverland Community College's students were enrolled in developmental courses. Riverland Community College maintains up-to-date technology as evidenced by its faculty. For example, the Radiologic Technology Program Director shared with the team that several new equipment purchases and laboratory expansions have been obtained recently such as a new digital lab and a portable x-ray machine. Overall, the faculty described their resources to the team and indicated satisfaction with their facilities.

Riverland Community College provides library services for its students to include instruction on ethical research. Riverland Community College's librarian shared that they provide instructional sessions for resource utilization and ethical conduct when researching. Personnel at the Albert Lea campus stated that their students have access to databases virtually and can order research materials from the Austin campus.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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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.

### Rating

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Met

### Rationale

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Riverland Community College offers many co-curricular opportunities for students through its Student Life department. These include organizations, clubs, and activities that are linked to career programs, art and creative expression, cultural diversity, academic honors, student leadership, and intercollegiate and intramural athletics. For example, students spoke of the Human Services club called DEEDS that organized a free market for community members who were food insecure. Students on the Albert Lea Campus participate in Skills USA. The Student Life budget is \$407,000 and is funded by a student life fee. Through student interviews, the team affirmed that students were appreciative of the opportunities, especially those that have given them leadership training. One student shared that RCC has "helped me grow personally, not just professionally."

Interviews with Riverland Community College employees provided various examples of engagement opportunities for their students. Faculty spoke about the national recognition of their Phi Theta Kappa chapter and the Student Senate involvement with starting food pantries at all three of its campuses. They also discussed the utilization of the Community College Survey of Student Engagement (CCSSE) results to help guide student support.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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

### **Rationale**

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Riverland Community College has developed policies and procedures that ensure a quality educational experience for all students. Riverland Community College follows guidelines put forth by the Minnesota State system. Through the process of biannual Program Reviews, Riverland Community College is able to identify areas in need of improvement and plan for future initiatives. Its use of the state-approved Master Course Outlines by full-time, adjunct, and concurrent faculty allows for consistency among course content, regardless of the delivery location. New faculty members, as well as concurrent faculty, are provided adequate training through the on-boarding process. Faculty credentials are verified by the appropriate academic dean. Both faculty and staff are provided numerous opportunities for professional development. Riverland Community College offers an impressive amount of support services for students and many co-curricular experiences to enhance student engagement. Overall, Riverland Community College has met the requirements for Criterion 3.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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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).

### Rating

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Met

### Rationale

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Riverland Community College demonstrates responsibility for the quality of its programs through program reviews, input from program advisory committees, guidance from accreditation agencies, quality assurance related to transfer, and by evaluating its graduates. Riverland Community College has 99 programs of study listed on the college website with 19 of those maintaining specialized accreditation, certification, or approval from external entities. In 2016-17, after the first review cycle, Riverland Community College evaluated and redesigned its program review process for quality improvement and strengthened the process with input from the Academic Affairs and Standards Council (AASC), which is composed of faculty, academic administrators, and staff. The Vice-President of Academic and Student Services is responsible for facilitating the process that is



completed by faculty with Academic Dean input. Programs are reviewed on a biannual cycle in compliance with the Minnesota State Policy 3.36 Part 8 and Riverland Community College is currently in its second cycle of reviews. Riverland Community College provides fact sheets for each program at the beginning of the review cycle in the fall of odd-numbered years. These data sheets contain program enrollment data, course success with grade analysis, cost analysis for the program, and completion data. Evidence is presented for completed reviews from multiple years and programs with specific examples from Liberal Arts, including the English and Biology programs, and several workforce programs including Computer Technology; Construction Electrician; Truck Driving; and Carpentry. The faculty teaching forensic sciences discussed specific examples of program improvement through the review process. For example, their program review revealed that students needed hands-on experiences to better meet the student learning outcomes, thus a lab component was added to the curriculum. This is one of several examples the review team heard from faculty that confirmed the process is indeed effective and there is a clear linkage between program review and the budgeting process.

The institution has policies and practices in place to provide quality assurance for applying credit to educational experiences and alternative forms of prior learning assessments, including experiential learning. RCC has adopted the Council on Adult and Experiential Learning (CAEL) Standards of Assessment for evaluating prior college-level course work. The Registrar's office, in consultation with faculty, utilizes a variety of tools for evaluating PLA including, but not limited to: Credit by Exam (test out), Advanced Placement (AP), College Level Examination Program (CLEP), and the Defense Activity for Non-Traditional Education Support (DANTES). Transfer credit from nationally accredited schools recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education is reviewed for transfer credit acceptance on a case-by-case basis. Conversations during the visit confirmed that faculty are involved in evaluating these processes.

The institution is clear about transfer information, policies, and practices to ensure that credits are appropriately reviewed and applied to the students' transcript. Transfer student instructions are clearly displayed on the Riverland Community College webpage, including information about the Minnesota Transfer Curriculum (MnTC). The MnTC is a statewide transfer agreement with all public colleges and universities in the state that ensures credits on the transfer pathways is accepted within the system. Faculty are responsible for evaluating and aiding in the acceptance of transfer credits. The Riverland Community College website also lists colleges and universities that have articulation agreements with the college and the specific programs associated with each one. When transferring in credit, an audit report is reviewed with the student, and if needed, any course substitution requests are reviewed by academic advisors and faculty.

Curriculum initiation, program changes, and course prerequisites are the responsibility of the faculty and are approved by the Academic Affairs and Standards Council (AASC). The AASC requires all career-technical program curriculum to be reviewed by the advisory committees, faculty, and the academic dean. Final approval must be obtained from the Minnesota State Board of Trustees for any program or major offered at Riverland Community College. Faculty are also responsible for creating student learning outcomes that align with the ten Goal Areas of the Minnesota Transfer Curriculum (MnTC). The student learning outcomes are listed on each Master Course Outline and in course syllabi. The rigor of online courses is maintained through the application of Quality Matters (QM) standards and consistent learning outcomes for all modalities of instructional delivery. The college offers nearly 50 QM certified courses across a variety of disciplines. Riverland Community College has published a Concurrent Instructor's Guide to maintain consistency in course learning outcomes,

course syllabi, and mentoring expectations. These resources are shared through professional development workshops for high school instructors. Additionally, mentor workshops focusing on concurrent instruction are offered for college faculty.

When hiring, the institution reviews faculty qualifications at the beginning of the process. Job postings also include a clear description of the required qualifications. The academic deans review faculty credentials to ensure standards are being met. Faculty who teach concurrent enrollment courses are not Riverland Community College faculty; however, high school faculty who teach the concurrent enrollment courses are required to maintain the same qualifications as Riverland Community College adjunct faculty. There are 13 faculty in progress to meet the concurrent credentials required by fall 2022 - 10 liberal arts and 3 career-tech faculty. There is a repository for faculty credentials on the faculty website, however, the submission of faculty information is optional.

Riverland Community College has 19 programs listed on their website with specialized accreditation, certification, or approval from external agencies. Recently, the Nursing (RN Track) program has had its accreditation changed to Continuing Accreditation with Conditions by the Accreditation Commission for Education in Nursing (ACEN). More details on this change can be found in Criterion 4 B. The visiting Team confirmed with faculty and program directors that there are strong relationships with industry partners and advisory committees.

To evaluate the success of its graduates, Riverland Community College collects and analyzes data through the Minnesota State Institutional Performance Measures Report, the Riverland Student Success metrics, IPEDS, and a post-graduate follow-up survey. Several samples of these measures are presented in the evidence file and contain persistence and completion data, certification and licensure pass rates, and employment statistics. Conversations with both faculty and staff confirmed that data is collected from graduates and disseminated to faculty and staff for use in program review and co-curricular improvement.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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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.

### Rating

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Met With Concerns

### Rationale

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Evidence is presented that goals, objectives, and outcomes have been developed for curricular courses at Riverland Community College and are published in each Master Course Outline and syllabus. Riverland Community College began designing their three-year cycle assessment system in 2008 through the Student Learning Outcomes Assessment Project (SLOAP) that is led by a faculty coordinator who receives reassigned time for compensation. Riverland Community College has identified five Core Themes and Student Competencies (student learning outcomes) based on the Minnesota Transfer Curriculum (MnTC) ten Goal Areas: Goal 2 (Critical Thinking), Goal 7 (Human Diversity), Goal 8 (Global Perspectives), Goal 9 (Ethical and Civic Responsibility), and Goal 10 (People and Their Environment). The SLOAP coordinator discussed with the visiting team the resources available to faculty to support assessment activities: a SLOAP newsletter containing pertinent updates and resource links, a SLOAP Resource site that contains templates and forms, a SLOAP data site, and numerous workshop and webinar opportunities for assessment training.

Although they have a comprehensive assessment plan and system in place for collecting and measuring results to improve student learning, there is a paucity of evidence of measurable results available at this time. Conversations with the visiting team confirmed all full-time faculty are required to participate in assessing at least two of the course learning outcomes in two of their courses and documenting the results in the SLOAP SharePoint site. Part-time faculty who teach greater than five credit hours are also required to participate in the assessment process. Evidence is presented on the number of plans implemented and responses collected between 2011 and 2018, however, missing are details of the outcomes assessed, the assessment tools utilized, and any improvements made based on the results. Although examples of complete assessment cycles are presented for courses in two CTE programs, no examples of improving student learning through assessment were viewed in the evidence file or discussed during the site visit associated with non-externally accredited programs or general education.

It is worthy to note that the Nursing (RN Track) program has struggled with licensure examination

pass rates resulting in a focused site visit in March 2020 by the Accreditation Commission for Education in Nursing (ACEN). The visit resulted in the program accreditation status being changed to Continuing Accreditation with Conditions related to Standard 6, Outcomes. ACEN determined "There is a lack of evidence that there is ongoing assessment of the extent to which students attain the end-of-program student learning outcomes" and "There is lack of evidence that assessment data are consistently analyzed and used in program decision-making for the maintenance and improvement of students' attainment of the end-of-program student learning outcomes".

Although Riverland Community College has identified student learning outcomes for curricular courses, co-curricular assessment is still being developed at the college. Currently, the only way to assess program effectiveness is by the number of students participating. The evidence file contains a Co-curricular Program and Assessment report from 2019-20 which states there were currently no institutional goals or outcomes specific to Student Life. Riverland Community College developed a strategy to resolve the issue with a work team of advisors, staff, and students to determine best practices for co-curricular assessment and to develop learning outcomes to be assessed in Student Life programming. The evidence file contains a brochure with a list of nine Student Activities and Organizational Learning Outcomes and Objectives. One example is that participation in activities and organizations will support students' in-class experiences. However, the list was not found on the college website, and given the virtual aspect of the visit, the review team was not able to determine if the outcomes are posted around campuses. The evidence file contains examples of athletic programs' successes and improvements but does not reflect the assessment of how the programs meet the stated student activities learning objectives or outcomes. Conversations during the visit confirmed there is not consistent, ongoing assessment of student learning in co-curricular areas.

In many ways, Riverland Community College's assessment processes and methods reflect good practice. The college has created a clear process and provided the tools needed to ensure students are learning. However, conversations with faculty during the visit, and evidence presented in the assurance argument, do not support substantial and systemic participation in ongoing activities of at least one cycle of assessment, which would be expected at this time. The next step would be for Riverland Community College to integrate curricular and co-curricular assessment into a comprehensive system that allows the college to evaluate its students' learning across all of their experiences at Riverland Community College.

## **Interim Monitoring (if applicable)**

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The team recommends a required follow-up interim report on Criterion 4, Core Component 4.B., submitted no later than December 2021. The report will demonstrate that RCC has maintained its focus, has implemented established practices, and has documented the results in order to achieve a meaningful process for the assessment of course learning outcomes, program learning outcomes, and co-curricular activities; and that those practices are being used to improve student learning.

1. The interim report should contain the following documentation of the assessment of Program Learning Outcomes:
  1. Documentation of measurable program outcomes for all degrees, including Transfer Pathways Programs.
  2. Detailed documentation of program assessment of those outcomes, including samples of

- the assessment of program learning outcomes.
3. Several representative examples of how analysis of assessment data has been used at the program level for focused improvement of content delivery and student learning.
2. The interim report should contain the following documentation of the assessment of Course Learning Outcomes:
  1. Documentation of measurable course learning outcomes for all courses.
  2. Detailed documentation of the course assessment of those outcomes.
  3. Several representative examples of how analysis of assessment data has been used at the course level for focused improvement of content delivery and student learning.
3. The interim report should contain the following documentation of the assessment of co-curricular activities:
  1. Documentation of measurable student learning outcomes for all co-curricular activities.
  2. Detailed documentation of student learning assessment of those activities.
  3. Several representative examples of how analysis of assessment data has been used at the co-curricular level for focused improvement of the student overall experience at RCC.

## 4.C - Core Component 4.C

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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.)

### Rating

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Met

### Rationale

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Riverland Community College has clearly articulated goals for student retention and completion that are ambitious, attainable, and appropriate for the institution. These goals are presented in the Persistence, Retention, and Completion Plan 2017-2020 that was created by a diverse representation across the college, including instructional faculty, program coordinators, advisors, academic deans, and administrators. Specifically, the overarching strategic goal of the plan is to achieve a completion rate of 65% for the fall 2016 first-year semester starts. In addition to this overarching goal, eight goals were declared for measuring student success at Riverland Community College that included student engagement, persistence in online courses, completion of programs, and enhancement of academic and student support services. These goals are the result of several working sessions: a Retention Summit led by the Riverland Community College President, Employee Conversations, Enrollment Management Team meeting, and the review of existing retention data.

To further strengthen their student success measures, a detailed review of the services available to students for supporting retention and completion is presented in the assurance argument. A sample of these areas includes academic advising, the early alert reporting system (EARS), accessibility services, tutoring services, and Student Life.

The Office of Institutional Research uses the Minnesota State Institutional Performance Measures Report, the Riverland Student Success metrics, IPEDS, and a post-graduate follow-up survey for collection and analysis of student retention, persistence, and completion of its programs. The collective results are presented in an Executive Summary Report for distribution among faculty and staff. The evidence file contains several examples of Program and Department Fact Sheets that were

created from this data and used by faculty during their program reviews. Evidence presented in the Argument includes six years of data for annual enrollments, retention and completion, and various achievement gaps. In addition, data of six-year performance trends and student success metrics are also included in the evidence file.

Although the college relies heavily on the Minnesota State Institution Performance Measures reports to identify areas of weakness and opportunities for improvement of student success outcomes, Riverland Community College has been proactive in surveying students with a post-graduation follow-up questionnaire. Overall, data analysis of student progress and completion metrics from these resources have informed the current Strategic Enrollment & Retention Plan that was presented in the Assurance Argument. The visiting team heard confirmation from faculty and staff that fact sheets created from these analyses and are used in program reviews, advisory committee meetings, and budgetary decisions.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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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.

### **Rationale**

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Riverland Community College demonstrates responsibility for the quality of its educational programs. The institution reviews its programs regularly in accordance with the Minnesota State Policy 3.36 Part 8 requirements. The College's practices for evaluating and transcribing credit follow policies and procedures from the Minnesota Transfer Curriculum (MnTC). The College maintains authority over its programs, courses, and faculty qualifications, including oversight of its concurrent enrollment offerings.

Riverland Community College has several programs with external accreditation or specialized approval and outcome measures for these programs are published on the college webpage. Riverland Community College tracks its graduates' success, and the recent hiring of a Director of Institutional Research has been instrumental in presenting data and student outcomes for faculty and staff to use for improving student learning. The President of the college has been aspirational in setting retention and completion goals, particularly in his commitment to closing achievement gaps among students.

In general, Riverland Community College has developed an effective process for engaging faculty and other staff members in the assessment of student learning, however, evidence demonstrates a limited and inconsistent commitment by all employees to utilize the system in place for improvement through ongoing assessment of student learning. It will be particularly important that the college develops and regularly assess co-curricular outcomes to better understand how well its graduates are learning and developing the soft skills needed for each program. It is essential for Riverland Community College to take steps to ensure assessment of learning outcomes is pervasive throughout the institution in all of its academic programs and co-curricular programs and that faculty are regularly analyzing and using assessment results to improve student learning.



## 5 - Resources, Planning, and Institutional Effectiveness

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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

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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.

### Rating

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Met

### Rationale

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The Minnesota State System provides a broad overview of financial operations of state institutions within Board Policy 7.3 Financial Administration and Procedure 7.3.16 Financial Health Indicators. Operating under these guidelines, Riverland Community College established an institutional budgeting and planning process. To offset institutional operational expenses, Riverland Community College receives income from state funding, assessed tuition, grants, federal and state student financial aid, contractual revenue sources as well as a few miscellaneous sources. Riverland Community College develops strategic plans and accompanying operating budgets by assessing risk factors through an initial SWOT analysis. Due to several factors including a freeze on state funding for multiple years and a decline in enrollment, in FY16 RCC found itself with a Composite Financial Index (CFI) of .38 and subsequently placed on a four-year Financial Recovery Plan by Minnesota State. In visiting with RCC personnel, the peer review team learned that with direct and intentional investment to grow revenue, RCC was able to improve its financial position and by FY19 the CFI had increased to 3.75, and reserves had climbed to 28.9%.

Annual auditing of the entire Minnesota State System is combined into one report. As evidence

supporting the Assurance Argument, Riverland Community College provided a copy of the 2018-19 independently administered final audit report for the state system indicating the absence of any material findings for the college. Riverland Community College has created a comprehensive budget request template for stakeholders to complete which flows up through institutional levels for approval eventually linking back to Riverland Community College's mission and vision. Included in the budget is initiative funding at the dean and presidential level to stimulate the enhancement of or innovations to academic or student services. In the 2018-19 Annual Institutional Data Update report to HLC, Riverland Community College calculated to have a student to faculty ratio of 19:1 which is quite adequate to support instructional and student needs. In visiting with Albert Lea campus personnel, peer reviewers heard that the campus technology needs are met. In fact, the peer review team learned this campus is also expanding the current facilities to include several new classrooms, vocational program space, student commons areas, and ADA-compliant bathrooms.

To ensure all employees are appropriately qualified, Riverland Community College describes a hiring process screening mechanism to ensure candidates meet at least minimum qualifications. Onboarding of new hires and monthly training, as well as other continuous professional development opportunities, are available to faculty and staff. During meetings with Riverland Community College employees, representatives supplied the peer review team with examples of professional development and training opportunities. In-house training is available twice a year at All College Days as well as a "Common Hour" to facilitate campus conversations. Professional development is also offered externally and both are made available through operating budgets.

In the Assurance Argument, Riverland Community College describes a well-developed process for budgeting and monitoring expenses. Individuals accountable for departmental operating budgets submit a budget request that is reviewed and approved by the President's Leadership Team. Riverland Community College's Chief Financial Officer regularly monitors expenditures and is tasked with filing quarterly financial reports with the Minnesota State System.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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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.

### Rating

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Met

### Rationale

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Riverland Community College falls under the Minnesota State System governing board which was established to oversee all state post-secondary institutions and includes cross-state representation from industry and students. Minnesota State provides a broad framework under which all state post-secondary institutions operate with direction to provide institutional oversight for academic (Board Policy 3.36 Academic Programs) and fiduciary operations. The board gathers input about individual institutional operations via the system chancellor's administrative academic performance and financial management reports as well as, through periodic monitoring reports such as the annual independent system financial audit. Riverland Community College's president is part of the system's President's Council that meets monthly regarding institutional issues. The peer review team had an opportunity to visit with several of the trustees who appeared to be very knowledgeable and complimentary regarding Riverland Community College operations.

Feedback from stakeholders including students and community members as well as employees is solicited through formal and informal channels and influences college operational policies and procedures. Input has been intentionally woven into Riverland Community College's strategic planning process as evidenced by Riverland Community College's *Strategic Vision: A Blueprint for Excellence 2015-2020*. Institutional policy and procedure development, revision, or inactivation goes through comprehensive research and development including stakeholder input. The president meets quarterly with community partners to gain insight into community and industry trends. Student representation is included in many college committees. In visiting with students, the peer review team heard the president meets with students monthly to hear their voice. Student surveys also provide valuable feedback for college operations. The president also meets with the Foundation Board monthly and the President's Advisory Board composed of business and industry voices quarterly according to representatives of these which the peer review team visited. Riverland Community College has developed policy templates, timelines, review processes, and feedback

solicitation through which all policies and procedures are vetted prior to final consideration by the Riverland Community College's President's Cabinet. Planning teams include the Dean's Council, Academic Affairs and Standards Council, Faculty Shared Governance, and Student Affairs Leadership Team as well as several student groups.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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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.

### Rating

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Met

### Rationale

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Riverland Community College has developed multiple strategic plans including ones for Enrollment and Retention, Master Academic, Marketing, Equity and Inclusion, Technology, Master Facilities, Foundation, and the over-arching Strategic Blueprint Plan. Planned operational budgeting links to these strategic plans. Riverland Community College's Planning, Budgeting, & Savings Initiative Form which is used in the budgeting process directly links back to the college mission. The Office of Institutional Research compiles and supplies Fact Sheets with trend data which is used by various planning groups to make data-informed decisions. Riverland Community College also uses CCSSE data to spur improvements. In meetings with various employee groups, the peer review team heard numerous references to the Fact Sheets and also to CCSSE data. One such improvement gleaned from the CCSSE data and cited frequently by employees was the reorganization and bolstering of academic advisement for students. Several improvements made from insights gained from the PACE campus climate survey used as a mechanism to gather employee feedback include changes within the hiring process to ensure compliance with affirmative action goals and to decrease staff turnover.

The peer reviewers also heard college employees speak about the Student Learning Outcomes Assessment Plan (SLOAP) which Riverland Community College uses to assess student learning. Again, Fact Sheets produced by the Office of Institutional Research are used to assess multiple factors during Program Reviews to determine program efficacy. After the first cycle of the Program Review process, employees related that the process was improved for the next cycle by adding a fiscal review component.

Riverland Community College seeks both internal and external feedback for planning consideration in various ways including college-wide All-Staff Days, planning retreats, college forums, monthly meetings with the Foundation Board, and quarterly meetings with the President's Advisory Group which includes business and industry representation. The peer team had the

opportunity to visit with several community members who sit on the President's Advisory Group and affirmed their voice is heard through these meetings with the president. Riverland Community College's Director of College Partnerships and Transitions acts as the liaison with the community and K-12 connections. In addition, the college enjoys a strong collaborative partnership with the Hormel Foundation which has provided gap scholarships for Riverland Community College students. Other connections include participation with the Chamber of Commerce, Career Force Centers, and Adult Basic Education.

Riverland Community College monitors fiscal operations through a variety of data including Program Fact Sheets, enrollment monitoring reports, program FYE reports, and an annual Institutional Summary of Performance Measures report all of which the college provided as evidence of meeting Core Component 5.C.4. In visiting with Riverland Community College employees, the peer review team heard how Riverland Community College employs a risk management component when considering any fiscal review to ensure making sound judgments with the least possible liability. However, Riverland Community College also considers the ever-changing state of higher education and community needs and shows its commitment to innovation.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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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.

### Rating

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Met

### Rationale

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Riverland Community College has developed an over-arching strategic plan, the *Strategic Vision: A Blueprint for Excellence 2015-2020* under which falls multiple operational strategic plans including ones for Academic Affairs, Student Affairs, Facilities, Technology, Communications, Foundation, Diversity, and Human Resources. When the peer team visited with Riverland Community College representatives, continuously and frequently individuals referred to the mission, Personal Success, as the guiding principle in planning. Analysis of the various strategic plans relies on data from multiple sources including the Program Fact Sheets which were provided as evidence and referred to in multiple instances during meetings with college employees. Other data for consideration include reports on student demographics, student performance, enrollment, persistence and retention, student success, state system reports, and many others as well as ad hoc reports as needed. Analysis of these data sources is used to make improvements to further student success.

Examples of improvement were supplied as evidence to support the college's Assurance Argument including the partnership with the Hormel Foundation which was mentioned by the Minnesota State Board of Trustees when visiting with them. The peer review team also heard examples of improvements such as the development of a multiple-term registration system, the "Flex Pace" business certificate program, improvements in the nursing licensure pass rates, revamping of student academic advising, and extended credit for the purchase of books at the college bookstore.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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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.

### **Rationale**

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Upon review of Riverland Community College's strategic planning, and resource budgeting processes artifacts, there is clear evidence the college plans in a prudent, systematic, and responsible manner. Internal and external stakeholder input is gathered through multiple channels and mechanisms and is considered during the planning processes to ensure changing societal and community needs are met and to provide awareness and transparency to constituents. Data sources available for analysis such as the Fact Sheets showing trends are used when planning and to spur data-informed improvements. These were supplied as evidence within the Assurance Argument and were also referenced by Riverland Community College representatives during conversations with the peer review team. This confirms the systemic actualization of strategic planning throughout the institution which in turn ensures faithful execution of the college's mission.

Evidence provided also supported a robust technology infrastructure, appropriate faculty ratios, qualified instructors and staff, and on-going professional development and training opportunities to ensure continuous ability to support student and community needs. Overall Riverland Community College has provided ample evidence of engagement in continuous planning and resources management meeting the spirit of Criterion 5.



## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

## Review Summary

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### Interim Report(s) Required

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#### Due Date

12/17/2021

#### Report Focus

The team recommends a required follow-up interim report on Criterion 4, Core Component 4.B., submitted no later than December 2021. The report will demonstrate that RCC has maintained its focus, has implemented established practices, and has documented the results in order to achieve a meaningful process for the assessment of course learning outcomes, program learning outcomes, and co-curricular activities; and that those practices are being used to improve student learning.

1. The interim report should contain the following documentation of the assessment of Program Learning Outcomes:
  1. Documentation of measurable program outcomes for all degrees, including Transfer Pathways Programs.
  2. Detailed documentation of program assessment of those outcomes, including samples of the assessment of program learning outcomes.
  3. Several representative examples of how analysis of assessment data has been used at the program level for focused improvement of content delivery and student learning.
2. The interim report should contain the following documentation of the assessment of Course Learning Outcomes:
  1. Documentation of measurable course learning outcomes for all courses.
  2. Detailed documentation of the course assessment of those outcomes.
  3. Several representative examples of how analysis of assessment data has been used at the course level for focused improvement of content delivery and student learning.
3. The interim report should contain the following documentation of the assessment of co-curricular activities:
  1. Documentation of measurable student learning outcomes for all co-curricular activities.
  2. Detailed documentation of student learning assessment of those activities.
  3. Several representative examples of how analysis of assessment data has been used at the co-curricular level for focused improvement of the student overall experience at RCC.

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## Conclusion

Overall, Riverland Community College is meeting the needs of the students, faculty, staff, and community. The college has a strong strategic planning process that addresses several areas of planning at the college. Team members heard that the strategic planning process is inclusive and that the leadership of the college includes input on every level. The team also heard that the strategic plan is a living document and is used for budget and planning. RCC is meeting the needs of its students through the academic programs and student support services that it provides. Meetings across the college determined that students' needs are being met and that the infrastructure is in place for both transfer and CTE programs. As mentioned in the report, a systemic assessment across the college will ensure that student learning is occurring both in and out of the classroom. RCC has started

this process but will need to demonstrate at least one cycle of assessment in each area. The team was impressed with the planning process and the college has shown that constituents have input in all areas of the college.

## **Overall Recommendations**

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### **Criteria For Accreditation**

Met With Concerns

### **Sanctions Recommendation**

No Sanction

### **Pathways Recommendation**

Not Applicable to This Review



## Institutional Status and Requirements Worksheet

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**INSTITUTION and STATE:** Riverland Community College, MN

**TYPE OF REVIEW:** Standard Pathway Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** Year 4 Comprehensive Evaluation. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement.

A multi-campus visit will take place in conjunction with the comprehensive visit. The following campuses will be visited:  
 Albert Lea Campus: 2200 Riverland Drive, Albert Lea, MN 56007

This visit is being conducted as a virtual visit followed by a verification visit. The verification visit will take place on October 26-27, 2020 by Kris Binard (Chair) and Heather Kincaid.

**DATES OF REVIEW:** 5/4/2020 - 5/5/2020

No Change in Institutional Status and Requirements

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: no change**

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Degrees Awarded: Associates

**Recommended Change: no change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016

Year of Next Reaffirmation of Accreditation: 2025 - 2026

**Recommended Change: no change**

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### Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist,



## Institutional Status and Requirements Worksheet

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Doctoral

**Recommended Change: no change**

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Additional Location:

Prior HLC approval required.

**Recommended Change: no change**

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Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: no change**

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Accreditation:

\* Note on date of accreditation: Accredited as a single entity on July 1, 1996. The result of the merger of Austin Community College, first accredited in 1971; the Austin Campus of Minnesota Riverland Technical College, first accredited in 1995; and the Albert Lea Campus of South Central Technical College, first accredited in 1995.

**Recommended Change:**

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### Accreditation Events

Accreditation Pathway

Standard Pathway

**Recommended Change: no change**

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### Upcoming Events

Comprehensive Evaluation: 2025 - 2026

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

**Recommended Change: no change**

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### Monitoring

Upcoming Events

None

**Recommended Change: Interim report due 12/17/2021 on assessment of student learning.**

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## Institutional Status and Requirements Worksheet

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### Institutional Data

Educational Programs		Recommended Change:
<b>Undergraduate</b>		
Certificate	53	_____
Associate Degrees	34	_____
Baccalaureate Degrees	0	_____
<b>Graduate</b>		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

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### Extended Operations

#### Branch Campuses

Albert Lea Campus, 2200 Riverland Drive, Albert Lea, MN, 56007-3435

**Recommended Change: no change**

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#### Additional Locations

Federal Correctional Institution - Waseca, 1000 University Drive SW, Waseca, MN, 56093 - Active

Owatonna College Center, 965 Alexander Drive SW, Owatonna, MN, 55060-4711 - Active

**Recommended Change: no change**

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#### Correspondence Education

None

**Recommended Change: no change**

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#### Distance Delivery

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Associate, Computer Technology

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Associate, Web Developer - AAS

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Certificate, Web Developer - Diploma

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Certificate, Web Developer Game Design

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Certificate,



## Institutional Status and Requirements Worksheet

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### Web Page Design

11.0601 - Data Entry/Microcomputer Applications, General, Certificate, Microsoft Systems Engineer

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Certificate in Web Master

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Certificate in Web Page Design

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts

51.0712 - Medical Reception/Receptionist, Certificate, Medical Receptionist

51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, Medical Administrative Assistant

51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Administrative Assistant - Diploma

51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Secretary

52.0101 - Business/Commerce, General, Associate, Business

52.0201 - Business Administration and Management, General, Associate, AA - Business Emphasis

52.0201 - Business Administration and Management, General, Certificate, Supervisory Management - Quality

52.0301 - Accounting, Associate, AAS in Accounting

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting - Diploma

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Clerk

52.0401 - Administrative Assistant and Secretarial Science, General, Associate, Administrative Assistant

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Assistant - Diploma

52.1005 - Human Resources Development, Certificate, Supervisory Management - Human Resource Development

52.1005 - Human Resources Development, Certificate, Supervisory Management - Leadership

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### Contractual Arrangements

None

**Recommended Change: no change**

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### Consortial Arrangements

15.0303 - Electrical, Electronic and Communications Engineering Technology/Technician - Certificate - Automation Tech - 360 eTech

15.0702 - Quality Control Technology/Technician - Certificate - Production Tech - 360 eTech

48.0501 - Machine Tool Technology/Machinist - Certificate - Machine Tech - 360 eTech

48.0508 - Welding Technology/Welder - Certificate - Welding Tech - 360 eTech

**Recommended Change: no change**

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# Institutional Status and Requirements Worksheet

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