Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

HIBBING COMMUNITY COLLEGE

February 23, 2015

for

The Higher Learning Commission
A commission of the North Central Association

Contents

Elements of Hibbing Community College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

> **Reflective Introduction & Executive Summary**: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP

Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative

that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary for Hibbing Community College

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

Hibbing Community College (HCC), a comprehensive two-year community college of 1100 FTE, one of the five community colleges within the Minnesota Northeast Higher Education District (NHED) and uniquely, also governed by the Minnesota State Colleges and Universities system (MnSCU). Of late, the College has experienced enrollment declines, as the surrounding area is producing fewer high school graduates. Recent initiatives have sought to improve communication between the College and prospective students, online course design, and assessment of student learning.

The portfolio appears to lack performance data on most category results or improvements. As noted in the 2010 Systems Appraisal, the stated commitment to become a more data driven institution will be instrumental as HCC fully integrates AQIP. While the initial portfolio suggests a variety of data are collected, there is limited evidence as to how data are analyzed and used to guide and influence decisions.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Hibbing Community College's** achievements and to identify challenges yet to be met.

- **Category 1:**
  - To help students learn, HCC's four competencies inform its teaching practices and reflect the skills its students should possess as a result of their coursework. The College's curriculum committees and advisory boards ensure that curriculum is current and relevant to student success. HCC has recently implemented software to assist with the collection and analysis of student learning data.

- HCC utilizes a number of advising tools and resources. Advisors and college admissions representatives often direct students to career websites such as the Minnesota Department of Education's Minnesota Career Information System (MCIS) website, or an off-shoot of ISEEK's site, MnCareers. All HCC technical programs have advisory committees that include a variety of stakeholders and dictates curriculum content, reviews curriculum to match industry needs, and provides feedback on employment trends.

- **Category 2:**
  - HCC's non-academic endeavors, particularly their goals, are not as evolved as its academic delivery methods. While the College has a multitude of non-academic initiatives, many of these initiatives do not fit into a larger scheme for institutional success. It is unclear how the organization determines its non-instructional objectives, how they communicate expectations, or how they make adjustments to the objectives and processes
  - Recent improvements include improvement of the campus career services for students and employers. Tied to efforts to improve related employment of graduates, the College developed a career services office to better serve students and connect with local employers. This actually grew into a campus career fair in partnership with the local Minnesota Job Service Office. The addition of a minority services coordinator is also a recent improvement in this area. The College's increased population of students of color expressed needs and concerns that were partially unmet and our retention and success rates of students of color are below those of white students.

- **Category 3:**
  - HCC prides itself on building connections with its students. The organization has identified mechanisms to assess the needs and satisfaction of students, but has fewer processes to assess satisfaction of stakeholder groups other than students. HCC now has the opportunity to further define and develop these processes by taking the next step and making these processes regularized, evaluated and measured, and intentional.

- **Category 4:**
  - Although not in a mature state, the organization has systematic processes for recruiting and hiring new employees, and opportunities for training and professional development. However, little significant data is collected to evaluate the processes and determine areas for improvement. Evaluation appears to be reactive rather than proactive.

- **Category 5:**
  - HCC's recent strategic planning process enabled the College to better align its mission, vision, values, and commitments to stakeholders. Mission and vision are established through campus wide, student, and community input. The College has adopted performance data analysis techniques in order to make sounder decisions, including the addition of a minority services position. Through committees of stakeholders, the College makes efforts to practice inclusive, shared governance. Annual work plans identify HCC's short term priorities and steps to accomplish the strategic measures. However, the organization indicates that it collects data on a number of metrics, but only one numeric rating is included in the results section.

- **Category 6:**
  - HCC employs student surveys, course evaluations, and tests in order to gauge student needs. Faculty and staff evaluations along with formal meetings attempt to measure employee needs. The College has employee safety training and emergency preparedness plans in place. HCC recognizes that most of these initiatives do not contain data gathering or analysis procedures. This limits the ability to identify trends and action items or help define goals.

- **Category 7:**
  - In response to a previous Systems Appraisal, HCC has established clearer data measurement techniques, including multiple student surveys and strategic performance indicators. Starting with an action project to inventory and organize its data, HCC made improvements in the collection and use of institutional data. HCC determined the minimum sets of data it would collect and analyze for purposes of institutional improvement. However, limited performance results are reported and the results section of the portfolio does not provide data.

- **Category 8:**
  - HCC's strategic plan reflects its commitment to continuous improvement. The strategic plan typically covers a two to three year time period and annual work plans identify the short term goals and expected results. Departments throughout the College create goals they are expected to document and measure. The College has linked its budget request process to its annual program review. Performance results in this category are aligned with the Accountability Dashboard metrics.

- **Category 9:**
  - Through various outreach efforts, HCC has cultivated relationships with local K-12 schools and area employers. The Applied Learning Institute provides technical education opportunities for high school students. The College has acknowledged that it should incorporate more though data gathering and analysis in order to grow these relationships.

  - Throughout the category, HCC provides answers that frequently do not address the "how" as stated in the question. Although HCC has developed significant relationships with external stakeholders, the College would benefit by developing more intentional processes to assure that these relationships meet the expectations and needs of the College.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

Strategic Challenges for Hibbing Community College

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at

risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that **Hibbing Community College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- *The portfolio appears to lack data on any category results or improvements. As noted in the 2010 Systems Appraisal, The stated commitment to become a more data driven institution will be instrumental as HCC fully integrates AQIP. While the initial portfolio suggests a variety of data are collected, there is limited evidence as to how data are analyzed and used to guide and influence decisions. HCC's continuous improvement efforts will benefit by the systematic analysis of data, communication of the results, and feedback into the improvement of processes and student learning. In addition, benchmarking against peer and aspiration institutions can add value to the data already collected. HCC would benefit from the expansion of results comparisons beyond the state borders.*

- *The College has not addressed several of the opportunities from the previous Systems Portfolio and Review. The absence of systematic data and insufficient reporting on recent results provide opportunities for the college to better define its data collection, analysis, and improvement strategies. The College has an opportunity to clearly define its goals, link them to existing practices, set benchmarks to determine success, and drive improvements that can benefit student learning.*

- *There is a general appearance of significant cut and paste with little modification in the 2014 portfolio from the 2010 portfolio. A number of category items throughout the portfolio are duplicates with little and sometimes no update. This led the Systems Appraisal Team to question if the college is dedicated to the AQIP methodology of continuous improvement foundation.*

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for

each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn. This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 1.

> *HCC's Core Competencies link to broader system objectives like MNSCU's Strategic Goals. The College's programs are closely informed by program advisory boards and updated through collaborations among different stakeholders. Additionally, HCC offers an array of non-instructional resources for its students. Despite some clear processes in place, the College has not addressed several of the opportunities from the previous Systems Portfolio and Review. The absence of systematic data and insufficient reporting on recent results provide opportunities for the college to better define its data collection, analysis, and improvement strategies. The College has an opportunity to clearly define its goals, link them to existing practices, set benchmarks to determine success, and drive improvements that can benefit student learning.*

> *1P1, S. HCC determines its common objectives through a common core of curricular and distribution requirements. The Core Competencies are reviewed and updated at least once every five years by a cross-campus committee.*

> *1P2, S. The organization utilizes industry-specific program advisory boards to identify program learning objectives. They have also identified program content areas, which are aligned with specific assessment tools and with program-specific industry standards and requirements. Two internal committees, the Technical Curriculum Committee and*

Transfer Curriculum Committee, oversee the development and approval of new courses and programs. Additionally, an Academic Affairs and Standards Council (AASC) makes recommendations on updated curriculum to the college's administrative team.

1P3-4, O. HCC has a course and program development process that includes multiple steps; however, the College has an opportunity to integrate data systematically from scans and other sources to ensure that learning goals meet career and market needs.

1P7, S. HCC uses a variety of traditional tools such as the college convocation, "Choosing a Major" and "Transitions to College" course, advisers, online career websites, and marketing and outreach to ensure current and prospective students are knowledgeable of the specific programs and courses that match their needs, interests, and abilities. HCC also uses a variety of support services, such as the Sage learning Center, supplemental instruction, and the special needs department to meet these needs.

1P8, O. HCC has a placement testing system, academic advising, a Student Support Services program, and an Academic Center that houses tutoring and learner support services; however, it does not provide information about how these resources serve students who are underprepared.

1P9, O. While HCC recognizes different learning styles and values different instructor approaches and relationships with faculty, HCC has an opportunity to create processes that detect and address differences in student learning styles systematically and intentionally and better integrate opportunities for faculty training.

1P10, O. It is not clear how HCC determines which student subgroups are important to the College. Further, HCC has established and developed accommodations for disabled students; however, the College has the opportunity to determine a process to address the needs of other special student subgroups.

1P11, S. Course and program learning objectives, curriculum materials, program review, licensure exams, student satisfaction surveys, and the MNSCU Accountability Dashboard help the College define, document, and communicate teaching and learning practices.

1P13-14, S. HCC employs multiple assurance methods that programs and courses are up-to-date, including regular review by the AASC and program advisory boards, the annual program review process, and the System office requirement that all courses are reviewed every four years. Further, HCC has a process that utilizes faculty and advisory boards to bring course and program revision or discontinuation proposals to the AASC.

1P15, O. Although HCC gathers data from various sources to determine and address learning support needs, the process for using this data is unclear. HCC would benefit from clearly stating who gathers and analyzes the data, how courses of action are identified, who is responsible and how changes are measured for effectiveness.

1P16, O. HCC describes the alignment between core competencies and student activities, but does not describe the alignment process, nor the origin or process for identifying the co-curricular development goals.

1P17, S. A set of specific graduation requirements, including learning outcomes assessment such as capstone projects and licensure exams, and employer surveys, help determine that students have met learning and development expectations.

1P18, O. HCC describes three levels of assessment, but does not explain how they design such processes to assure, through assessment, that students are achieving a level of accomplishment for the College's Common Learning Objectives. HCC indicates that the College relies mainly on indirect measures of student learning (job placement, employer satisfaction surveys) at the program level.

1R1, OO. With the exception of licensure pass rates, none of the measures HCC states that it uses for student learning and development directly measure learning and development.

1R2, OO. With the exception of employer survey results, the College offers no performance results for common student learning and development objectives. The development of specific common student learning measures for the campus is an area HCC recognizes as an opportunity. The College is encouraged to make this a priority area.

1R3-4, OO. HCC's description of performance results is limited to three programs and does not reflect an organized means to collect direct evidence of student learning related to program learning objectives.

IR4, O. Although HCC provides data on licensure pass rates, it is not clear how it performs compared to targets, how the rates have changed over time, nor how the College analyzes the data to determine that students have the required knowledge and skills.

1R5, OO. HCC benchmarks its CCSSE results against comparable CCSSE participating institutions. The response provides some figures but the college does not offer any interpretation of the results or indication of areas for improvement.

1R6, O. HCC provides some comparative data but with a more robust set of measures and results would have the opportunity to benefit from some more useful benchmark and comparative measures. Further, it is not clear what year(s) these data represent, how HCC interprets the results, or how the results have changed over time.

1I1-2, O. Three of HCC's six recent improvements are carryovers from the previous portfolio. The Action Plans reported are valuable projects; however, since the institution failed to report the data results that led to the creation of the projects or the benchmarks that will determine if the efforts are successful, it is difficult to evaluate their success.

AQIP Category 2: Accomplishing Other Distinctive Objectives. This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 2.

HCC has employed a handful of sound strategies to address some non-instructional objectives that are linked to its strategic plan. Its growing commitment and resources to its minority student population indicate that it is proactive when addressing some stakeholder needs. However, the College appears to be a reacting institution in this area, creating activities that link to the strategic plan as isolated tasks and activities rather than processes with operations that primarily respond to immediate needs or problems identified through the use of data. The institution has an opportunity to develop and document more formalized approaches to meeting other distinctive objectives, including the development of processes that provide for analysis of those objectives.

2P1, O. HCC identifies key non-instructional entities, such as the Hibbing College Foundation and Continuing Education training, that serve the stakeholders, but does not describe the processes by which HCC designs and operates such entities.

2P2, O. While the college identified several non-instructional objectives, it is not clear how the organization determines them, or whom they involve in setting these objectives. For example, although the organization indicates that it identifies its major non-instructional objectives from the mission, guiding principles, goals, and commitments, it is not clear how these items were identified for inclusion.

2P3, O. HCC describes their mission, visions, values, and strategic plan statements. The plan is printed campus wide, but there is an opportunity for the College to develop processes for communicating expectations beyond the mentioned printed materials.

2P4, O. HCC does not provide information regarding the processes by which it assesses and reviews the appropriateness and value of its distinctive objectives, nor does the College state who is involved in the reviews.

2P5, S. HCC conducts annual employee performance reviews, formal meetings between administration faculty, and staff, and holds all-campus meetings to address professional development and other pertinent topics.

2P6, O. It is not clear how the organization uses the methods identified in 2P5 (for example, performance evaluations, professional development days, etc.) to make adjustments to the objectives and processes.

2R1, O. The College employs a variety of non-instructional performance measures, some structures and formalized, including partnership reviews and a state outreach program. Other measures are more informal and include reporting the number of participants, rather than their effectiveness. HCC could benefit from enhanced tracking mechanisms to monitor and improve these objectives.

2R2, OO. HCC describes examples of data for measures, but does not provide data for all measures described in 2P1, and does not provide any longitudinal data to identify trends. The institution has an opportunity to develop, articulate, assess, analyze, and provide evidence from more robust measures of accomplishing their major non-instructional objectives and activities.

2R3, O. The College recognizes that they have limited comparative data measures. HCC has an opportunity to identify or develop more measures that can be benchmarked and compared against other institutions.

2R4, O. HCC's performance results may very well strengthen its non-instructional objectives, but the explanation regarding how this process occurs is anecdotal rather than formal.

2I1, S. HCC describes some recent examples of improvements and comprehensive processes and performance results.

2I2, O. The College is utilizing a variety of activities to help select specific targets and areas for improvement. HCC has an opportunity to document how these activities are a part of its improvement efforts.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs. This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 3.

HCC has made strides in addressing students' needs. Improvements related to minority student outreach, the admissions process, and campus safety reflect its commitment to enhancing academic operations and campus life. HCC now has an opportunity to more systematically collect and analyze data related to students' and other stakeholders' needs. While the College presents results from surveys which support student satisfaction, it has not extended the results to include building relationships, stakeholder satisfaction, and comparison data. Although the College is improving in maturity relative to Understanding Students' and Other Stakeholders' needs, many processes appear to be reactive, as noted in the last Systems Appraisal Feedback Report. The College has the opportunity to align data and information to decision making in a more formal method, which will greatly enhance the College's ability to demonstrate a focus on quality in a proactive manner.

3P1, S. HCC has a variety of means to ascertain the changing needs of students, including Student Senate, admissions questionnaires, the CCSSE survey, strategic planning, and campus wide committees that include student representation.

3P2, S. HCC has developed multiple formal and informal methods for building and maintaining relationships with students, including a Student Senate which has regular meetings with administration, student activities and clubs, and interactions with advisors, counselors and instructors.

3P3, O. While HCC lists a variety of methods it uses to collect information regarding the changing needs of key stakeholders, the College has an opportunity to better describe the processes it uses to identify, prioritize, and select courses of action. The examples that are provided in this section may be better suited in the Results section of this category.

3P4, O. Although HCC provides numerous examples of its relationships with state and local stakeholders, the College may benefit by defining a stronger process for developing and maintaining these relationships, which will move the College from a reactive to proactive relationship building. The examples provided would be better suited in the Results section of this category.

3P5, O. HCC utilizes past enrollment trends, local and regional job market research, economic growth indicators, and a wide range of demographic data, which are excellent inputs to determine new student stakeholder groups. The College now has the opportunity to develop a more thorough new student stakeholder target process by determining who will gather and analyze the data, how the analysis will be communicated and reviewed, how new directions will be determined, who will complete the actions and how will the results be measured.

3P6, S. HCC has a policy, included in the student handbook, which covers student complaint/grievance procedures. HCC also collects student complaint data and selects courses of action to address student complaint issues.

3R1, O. Although HCC has measures for student satisfaction, appropriate measures for other stakeholders are limited to a biannual climate survey. HCC has an opportunity to identify additional measures to ensure other stakeholder satisfaction.

3R2, O. While some performance results are reported from the New Student Satisfaction Survey and the Graduate Survey, no longitudinal data is included that would allow HCC

to determine whether the data is indicating an upward or downward trend. The College may also benefit by setting target levels for its measures. This will help the College to determine if a particular score or rating is satisfactory according to the expectations of the College. In many cases, the College provides results but gives no indication if the College believes the results are good or require improvement. An analysis of the results by comparison to historical data, target levels, and possibly comparison institutions, may inform further institutional improvements.

3R3, O. HCC is using its CCSSE data to generate performance results for building relationships with students. Based on gaps in performance, HCC instituted a minority service position, created a baseline survey, and has identified student disconnect with college leadership as an area for further research. However, HCC only reports CCSSE results for three metrics and does not explain how the data is analyzed and used to improve relationships with students. It is unclear how the organization is performing on the other areas of the survey.

3R4, O. With the exception of feedback from program advisory boards, the College has few performance results for stakeholder satisfaction. The College recognizes this area as an opportunity for improvement.

3R5, O. HCC provides limited quantitative data for assessing how they build relationships with key stakeholders. The only quantitative data that is provided is on the number of people attending various events, and it is not clear how this information provides a measure of success with building relationships. It may be useful for the College to gather objective information from advisory committees that can be used to identify needs and improve satisfaction. HCC recognizes that it lacks a method to formally gather performance results in this area.

3R6, O. With the exception of CCSSE results, HCC lacks comparative performance results for its students and other stakeholders. The College recognizes this area as an opportunity for improvement.

3I1, S. HCC provides examples of several improvements in the area of understanding student needs such as improving the admissions process, supporting students of color, space for a student senate, faculty involvement in recruiting, and the expansion of learning communities.

AQIP Category 4: Valuing People. This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 4.

HCC has sound processes in place for hiring faculty and staff. The College has made some improvements in Valuing People through its RESPECT Action Project and enhancements to safety and emergency response. While these efforts are indications that HCC is progressing from reacting to systematic in its Valuing People, a lack of data and information to design and determine improvements to processes remains. By coupling improvement activities to measures, results, analysis, and targets, HCC can align and integrate its systems and demonstrate how it is Valuing People.

4P1, S. Through the work of its supervisors, Administrative Team, and Human Resources, HCC has a process in place that identifies the specific credentials, skills, and values required for its employees. The College also utilizes position descriptions that are reviewed and approved by the State of Minnesota Department of Management and Budget to identify the specific credentials and skills required for positions.

4P2, S. HCC utilizes search committees, with representatives from all bargaining units, to ensure that new hires possess the required credentials and skills. The hiring processes include pre-screening of applicants, face-to-face interviews, a teaching demonstration for faculty positions, a hiring recommendation from the search committee, and appropriate due diligence.

4P3, O. HCC has a process in place to recruit new employees; however, there does not seem to be a process to retain employees, beyond an employee orientation session. The College has an opportunity to develop more formal methods to retain employees.

4P4, S. HCC has multiple methods for orienting employees to the College's history, mission and values, including through new employee orientation, an Employee Guidebook, the employee newsletter, informal mentoring, and additional orientation as needed.

4P5, O. HCC has the opportunity to develop a more efficient approach by developing a process that better defines how notification and replacement of personnel will take place and who is responsible for assuring that this is done in a timely manner. The College recognizes this as an area for improvement.

4P7, S. The organization has multiple processes for ensuring the ethical practices of their employees, including mandatory code of conduct training, departmental communication, training offered by the Human Resources office, and audits.

4P8, O. While HCC provides evidence that it considers professional development important and strategic, it is unclear how training needs are determined other than through bargaining unit negotiation. HCC has an opportunity to describe processes that identify needs assessments, plans, prioritization, and budgeting for professional development. It is also unclear how the organization aligns short- and long-range organizational plans with employee training. For example, although employees can request training, and there is a committee that plans the professional development days, it is not clear how these processes align the needs with organizational plans.

4P9, S. HCC has developed multiple opportunities for faculty, staff and administrator training and professional development, including sabbaticals, professional development days, professional development plans, brown bag lunches, newsletters and meetings.4P10, O. While HCC conducts annual employee performance evaluations, the College has the opportunity to strengthen these processes by assuring that they reinforce the expectations of the College and align to its instructional and non-instructional programs and services.

4P11, O. Although HCC recognizes years of service and has developed a Recognizing Excellent Service Promotes Employee Commitment and Teamwork (RESPECT) program, it is unclear how these reward, compensation and benefit systems align with the College's instructional and non-instructional objectives.

4P12, O. Other than listening sessions associated with an AQIP action project, it is unclear how the organization identifies key issues. The College may be able to further develop its process of determining key issues related to motivating its employees by reviewing the process it used during its AQIP Action Project selection process, which determined that employees wanted more appreciation and which eventually led to the RESPECT award. If the College can put together the steps of how the AQIP selection process occurred, the College may be able to apply these steps to this process as well.

4P13, S. With the assistance of an AQIP action project, HCC has taken a number of steps to improve campus safety and health, including developing a campus crisis team and safety and wellness committees, security enhancements, and updates to campus maps.

4R1, OO. It is unclear from the review of the portfolio if HCC has identified any measures for its Valuing People.

4R2, OO. HCC does not provide any performance measures for Valuing People. The College states that "People feel valued and important." However, the College provides no evidence supporting this statement. The institution could benefit from establishing a process to collect data concerning employee satisfaction. This would allow HCC to focus their efforts on specific areas that would improve the employee experience.

4R3, O. The response describes student success data collected, but it does not indicate how it correlates to the effective practices of HCC employees.

4R4, O. HCC does not possess comparative data related to this category. The College recognizes this item as an area of opportunity.

4I1, S. HCC has made improvements towards Valuing People through its RESPECT Action Project and enhancements to safety and emergency response.

AQIP Category 5: Leading and Communicating. This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 5.

HCC's leading and communicating approach employs a structured hierarchy, the use of teams and multiple communication methods. Guidance from the MnSCU system allows the college to have an additional layer of support and communication for key initiatives. It is unclear, however, how HCC uses the input it obtains and the data it collects for decision-making, to reinforce characteristics of high performing organizations, to identify improvements, to set direction, or to enhance a focus on students and learning. Further,

limited results are provided, there is no comparative data, and the provided data are not direct measures of leading and communicating.

5P1, S. HCC has a five-year process for reviewing and modifying its mission and values that includes strategic planning and environmental scanning. For both local and statewide strategic planning, all employees and students have avenues in which to provide feedback.

5P2, O. The direction for HCC is set by its College administrators and is required to align with MnSCU and NHED; however, it is unclear if or how College administrators receive input from stakeholders or what process administrators use in setting direction and assuring that the direction set aligns with MnSCU, NHED, or the College's mission or vision.

5P3, O. While the statewide planning process utilizes a variety of mechanisms to gain feedback, it is unclear how HCC obtains feedback locally and uses it to modify existing plans.

5P4,O. Relationships with the area K-12 districts, mining industry, workforce center and other colleges are a result of using the mission statement and strategic plan as operating guides, however it is unclear how HCC's leaders guide the institution in seeking future opportunities while enhancing a strong focus on students and learning.

5P5, S. HCC possesses a structured hierarchy that enables it to make and convey important decisions to the larger college community. A series of teams comprised of a wide array of stakeholders, including the HCC administrative team, shared governance committee, AASC, and other committees, contribute to the comprehensive decision-making process.

5P6, O. While HCC has access to statewide indicators, it is unclear how they are using these data and performance results for decision-making. HCC has the opportunity to develop a process to ensure that data is used as a regular part of the decision-making process and directly incorporated into the College's work plan.

5P7, S. HCC has developed a number of methods to communicate between and among the levels and units of the organization.

5P8, O. While HCC has established a number of channels to communicate information and plans, it is unclear whether these channels are utilized to reinforce characteristics of high performance institutions, such as modeling the use of data in decision-making. HCC has an opportunity to more intentionally utilize institutional structures and processes to deepen and reinforce a shared mission, vision and values.

5P9, S. Training workshops, continuing education opportunities, professional development activities, and guest speakers help the College encourage its employees' leadership abilities.

5P10, O. HCC has not developed a leadership succession plan.

5R1-3, OO. HCC collects and analyzes a variety of data, purportedly as performance measures of leading and communicating; however, limited results are provided and there is no comparative data. Further, of the results provided, most are not direct measures of Leading and Communicating. For example, the organization indicates that there are some items that scored "well above the acceptable level" or some results that are the "highest" or "lowest" rates, but actual numbers are only provided for one metric. HCC has an opportunity to focus measures specifically on leadership development, integration of mission and values, succession planning, and communication to monitor progress in its quality journey in the area of leading and communicating as well as developing improvement projects based upon data.

5I1, O. Strategic planning and utilization of the statewide workplan are listed as examples of improvements, however it is not clear how these demonstrate continuous improvement in the area of leading and communicating. HCC does not describe improvements in this category.

5I2, S. HCC has processes for developing work plans and AQIP action projects to select processes to improve and targets for achievement.

AQIP Category 6: Supporting Institutional Operations. This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal

Team identified various strengths and opportunities for **Hibbing Community College** for Category 6.

> *HCC has made many improvements in processes for student and administrative support services, and continues to mature in its ability to implement improvements. Through stakeholder feedback and the AQIP process, HCC has devoted increased attention to supporting institutional operations. Areas such as campus safety and student retention have benefited from the College's more formalized mechanisms of collecting and analyzing stakeholder feedback. Some improvements appear to be reactive, rather than part of a comprehensive process. AQIP principles suggest that an institution develops and refines systems for gathering and assessing valuable feedback and data, and continually seeks better methods for obtaining the most useful information on which to base decisions and improvements. An opportunity remains for HCC to identify key measures of performance and linking data and information, including performance results, to process design and improvement. Without clearly defined key measure of performance at the institutional level, HCC may continue to struggle with demonstrating a commitment to continuous quality improvement as a method of operating. Establishing a regular systematic method to review and evaluate key measures may enable HCC to demonstrate its operations as being truly focused on the principles of AQIP and continuous quality improvement.*

> *6P1, O While HCC has several processes designed at various data evaluation frequencies to identify the support service needs of students and key stakeholder groups, it is not clear how HCC uses data and information at the overall institutional level to identify overall key needs. Establishing a method to effectively link the various service and program level services to the overall institutional plan may assist HCC with being able to identify the over-arching support needs of students and stakeholders.*

> *6P2, O. The College utilizes several campus groups, like the AASC, Shared Governance Committee, the College Advancement Committee, and programming efforts like Professional Development Days and the Strategic Planning Process to identify support service needs for internal stakeholders. While these are useful tools to discern support service needs of employees, it would be useful for the institution to establish a process for soliciting information from employees concerning their support needs.*

> *6P3, S. HCC has proactively assessed its needs in the area of campus safety. Based on the findings of an AQIP action committee, HCC has made process improvements in its*

safety procedures. This includes the creation of an on-campus Police Force. Additionally, all new employees go through significant safety training on their first day on professional development days.

6P4, O. Although several examples are provided of meetings amongst student, administrative and organizational support services groups, it is not clear how these meetings ensure that these units are addressing intended needs and a clearer overarching process for managing support services could benefit the college's ability to serve its stakeholders optimally.

6P5, O. HCC lacks clear documentation of support processes. Current processes are limited to sharing at campus meetings, meeting minutes, newsletters, and the Faculty Development Lab.

6R1, S. The College administers a variety of measurement tools, including campus surveys and evaluation forms, which allow it to collect data on organizational support processes. Campus offices, including Student Services, analyzes the data in order to identify trends and make improvements.

6R2, O. While the College reports several measures to evaluate support service processes, the only results included are the Graduate Survey, and those are only results from one year. HCC reports that ten items scored below previous results, but do not specify what, if any, plan to address the results. HCC may want to consider how these measures and related results aid in identification of the needs of student, administrative, and organizational support service processes.

6R3, OO. HCC does not report any quantitative performance results for administrative support services processes.

6R4, O. Although HCC says that it uses data to make decisions on college priorities and initiatives, it is not clear how this is done. Establishing high level key measures of performance collected and analyzed in a formal, collective, and regular manner may enable the institution to evaluate overall performance to inform process improvements.

6R5, O. Although HCC participates in the MnSCU benchmarking projects, this does not provide any comparative data as measured against other institutions. HCC may benefit from establishing additional key measures that can be trended over time and compared to peers or national averages to effectively understand institutional performance and to identify areas for improvement.

6I1, S.   Committed to a culture of continuous quality improvement, HCC has implemented changes to support organizational operations. Recent improvements in Supporting Organizational Operations in facilities appear comprehensive and reflect the institution's short- and long-term plans.

6I2, S. The response cites HCC's small size and newfound reliance on AQIP continuous improvement efforts as pieces of its culture and infrastructure that contribute to support services success. Action Projects created from stakeholder feedback help the College address areas of concern.

AQIP Category 7: Measuring Effectiveness. This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 7.

HCC's commitment to measuring effectiveness has grown since its last Portfolio submission. The College has identified data sets to provide evidence for the effectiveness of its processes. Now that the processes have been identified and adopted by campus stakeholders, the College has an opportunity to clearly outline how it will use the results to make improvements to existing practices or craft new processes to supplant ineffective ones. HCC's next step in its continuous quality journey will require the College to develop a stronger process for the collection, analysis, dissemination, target-setting, and use of data and process measures to inform change. While the College has shown dedication to the continuous quality process, without the development of its Measuring Effectiveness processes, the College will not be able to meet its full potential.

7P1, O. The MnSCU system office collects and manages college infrastructure and financial data while the regional NHED Institutional Research office administers surveys and performance reviews. HCC has the opportunity to strengthen its use of data by developing a process on how it selects data and performance information and distributes it at the local level.

7P2, O. State and federal reporting mandates drive some of the college's data needs. Local stakeholders influence other data collection and improvement initiatives, such as the recent project to enhance the college's website. The College could benefit from a more strategic, over-arching data collection, review, improvement, and distribution plan.

7P3, O. HCC's data may be widely distributed to stakeholders, but the item response is not entirely clear on how local data needs are determined. Information cited describes the procedures as "anecdotal." A more formalized means to determine data needs could benefit the College's ability to make more data-driven decisions and spur improvements.

7P4, O. It is clear that HCC has significant data available to it to assist the College in moving its continuous improvement efforts forward; however, it is unclear if there is a process in place to assure analysis of the data takes place and that the analysis of the data is shared with the appropriate stakeholders.

7P5, O. Although the College has several channels to analyze comparative data, including the statewide Dashboard, federal IPEDS and CCSSE data, and regional comparison reports, the criteria and methods for selecting sources of comparative data is not stated.

7P6, O. It is not clear how HCC aligns its data collection and analysis with its goals for instructional and non-instructional programs and services. The response to this question focuses on alignment with the System office and the college mission, but not on alignment with the goals for instructional non-instructional programs and services.

7P7, S. HCC has multiple methods for ensuring the timeliness, accuracy, reliability and security of information systems, including integration into the HCC Technology Plan, availability of employee training, use of the Help Desk, the System Information Technology Strategic Plan, and an AskUs online question and answer program.

7R1, O. The organization lacks measures for gathering quantitative data on performance and effectiveness of its system for information and knowledge management.

7R2, O. No evidence is provided that the system for measuring effectiveness meets HCC's needs. The response indicates that data is included in work plans and reports, but no evidence from any of these documents is provided.

7R3, OO. HCC lacks data that compares its results with results of other higher educational organizations.

7I1, S. The College has adopted the TracDat software to assess student learning outcomes in its courses and programs. A more robust Program Review process indicates that HCC is committed to continuously improving its academic programs. Improvements to the College's budgeting procedures also indicate that it is attempting to measure the effectiveness of non-academic processes.

AQIP Category 8: Planning Continuous Improvement. This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 8.

HCC has a developed Planning Continuous Improvement process that could be supported by measures and results. However, HCC provides limited evidence to support recent improvements related to planning continuous improvement.

8P1, S. HCC has identified a number of key elements of its planning process.

8P2, O. Although examples are provided of long-term planning, it is unclear how the organization selects long-term strategies. It is also not clear how the planning elements identified in 8P1 are integrated to drive short-term and long-term planning. To strengthen their planning process, the College can help assure alignment of all the separate processes by better defining how these processes are integrated and connected to each other.

8P3, O. While HCC uses the strategic planning process and annual work plans to document key action plans, HCC has the opportunity to further improve its development of key action plans by defining more specifically how its plans are developed and how the College assures they are supported and that follow-thru occurs. For example, the College states that departments create individual plans, but the portfolio does not state how these plans are specifically developed, who is involved, where are plans documented, and how does the College assure that actions are actually taken?

8P4, O. HCC does not describe how they coordinate and align planning processes, organizational strategies and action plans.

8P5, O. HCC describes processes for define objectives, select measures, and set performance targets. However, it is not clear what measures are used to assess the objectives identified through individual office and department plans. Further, it is not clear how the organization determines if it is performing well, and how it establishes targets in areas where performance is less than expected.

8P6, O. HCC states that it is vital for the College's activities to reflect the core value of the College, but it does not state how it assures that its activities do, in fact, reflect this. The College may benefit by developing stronger processes that assure that actions taken do meet the needs of the College, its mission and its strategic plan.

8P7, S. HCC has multiple mechanisms to assess and address risk, including a continuation of operation plan, the use of financial reserves, and the use of fiscal forecasting.

8P8, S. HCC provides a variety of opportunities to faculty, staff and administration to assure they meet the changing needs of the organization, including eight days of Professional Development and a Center for Teaching and Learning (CTL).

8P8, O. Although HCC has a number of opportunities for professional development (ex: Professional Development Days, leadership training, and sabbaticals), it is not clear how these opportunities are aligned with the needs identified in organizational strategies and action plans.

8R1, OO. HCC does not identify any specific measures that are utilized to measure the effectiveness of its planning process. The college indicates that it will have a more definite assessment of its effectiveness in the next few years.

8R2, OO. HCC does not describe any measures of effectiveness of their planning process.

8R3, O. HCC identifies specific initiatives that will be implemented in the future, and measures that will be assessed, but it does not identify any projects, targets or trends for performance.

8R4, S. The Accountability Dashboard provides a source of comparative data for performance results. A limited number of examples are provided, including comparisons in the areas of student persistence, tuition and fees, and CCSSE data.

8R5, OO. Although a limited number of examples of measures are provided, it is not clear how these measures demonstrate effectiveness for planning continuous improvement. For example, it is not clear how campus inspections and partnerships data demonstrate evidence of effective planning. The review team notes a contradiction with enrollment statements on page 2 of the current portfolio. The 8R5 statement appears to be identical to the 2010 portfolio statement and may be an oversight.

I1, S. HCC describes recent improvements that seem to be a result of comprehensive processes.

AQIP Category 9: Building Collaborative Relationships. This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Hibbing Community College** for Category 9.

HCC has developed numerous collaborative relationships with its stakeholders, however there is no evidence that these relationships have proven to be very effective. To assure that the College continues to build effective relationships and the relationships that will best meet the needs of the College and its stakeholders, the College may benefit by defining a complete process for developing and maintaining these relationships, including a measurement process. Having an established process with assigned staff responsibilities may help the College build stronger relationships as well as assure that its relationships are meeting the expectations of the College and its stakeholders.

9P1,O. While it is clear that HCC has developed numerous relationships with external stakeholders, the College does not state an actual process for how it creates, prioritizes, and builds these relationships. Having an established process with assigned staff responsibilities may help the College build stronger relationships as well as assure that its relationships are meeting the expectations of the College as well as its stakeholders.

9P2,O. HCC provides a few examples of relationships that are critical to the success of its programs and how those relationships are maintained. For example, HCC uses program advisory boards to build and strengthen relationships with business and industry and has signed contracts with healthcare providers who offer the training for

their health-related programs. However, the College does not state an actual process for how it creates, prioritizes, and builds these relationships.

9P3, O. It is not clear how HCC identifies which relationships with organizations that provide services to its students are important to create other than through alignment with its mission and goals. For example, it is not clear why HCC is focusing on relationships associated with Veterans services and services for underprepared students as compared with other demographic groups that may be important to them.

9P4, O. HCC uses the state bid process to determine which organizations that supply materials and services to the organizations to create relationships with, however, it is not clear what steps HCC takes to prioritize and build those relationships.

9P5,O. HCC utilizes accreditation, articulations and resource sharing opportunities to determine which organization with whom to create partnerships. Once identified, they build those relationships by participating in meetings, attending conferences, and interacting with the community. However, the College does not state an actual process for how it creates, prioritizes, and builds these relationships.

9P6, O. In 2010, HCC identified being in the early stages of identifying mechanisms to ensure that its partnership relationships are meeting the needs of those involved. For example, they have developed an employer survey, and they survey classes associated with HCC's Customized Training. The process has not progressed since 2010.

9P7, O. HCC creates and builds relationships among departments and units through professional development days, departmental meetings, committee meetings and casual conversation. These activities do not speak to an intentional and organized process of building collaborative relationships. The process has not progressed since 2010.

9R1, S. HCC describes some measures of building relationships. Measures for building relationships are provided, including student performance metrics, satisfaction surveys, and participation levels.

9R2, O. HCC has the opportunity to strengthen its results data by tracking trends and setting targets for its collaborative relationships.

9R3, O. HCC does not have comparative measures for this category and recognizes the need to identify or develop them. The results have not progressed since 2010.

9I1, O. HCC does not describe recent improvements since the 2010 Portfolio.

9I2, O. HCC's Strategic Plan reinforces the importance and benefit of these integral relationships, both internal and external. HCC relies upon an informal and open communication to build relationships. However, HCC does not describe how culture and infrastructure help select processes or targets. Infrastructure and culture have not advanced since the 2010 Portfolio.

Accreditation Evidence Hibbing Community College

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's Criteria for Accreditation and Core Components, or that it may face difficulty in meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

Place evidence issue(s) here. If there are none, add "No evidence issues noted by the team," or similar statement.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.					
Adequate but could be improved.	X				
Unclear or incomplete.		X	X	X	
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X	X		X	
Adequate but could be improved.			X		X
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.		X	X		
Adequate but could be improved.	X			X	
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.			X		
Adequate but could be improved.	X	X			
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.		X			
Adequate but could be improved.					

Unclear or incomplete.	X		X	X	

1P1 & 1P2 evidence for Core Component 3.B. *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

1P2 & 1P18 evidence for Core Component 4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. However, improving the explanation of how processes are used to describe student level of accomplishments for the College's Common Learning Objectives.*

1P4 & 1P10 evidence for Core Component 1.C. *The institution's understanding of the relationship between its mission and the diversity of society could be clearer if data is incorporated to determine if needs are met as well as clearly defining which student groups are important to the College.*

1P4 & 1P12 evidence for Core Component 3.A. *The institution's degree programs are appropriate to higher education. However, data integration to show course and program development processes meet career and market needs are met would help better explain the processes.*

1P4 & 1P13 evidence for Core Component 4.A. *The institution demonstrates responsibility for the quality of its educational programs. However, data integration to show course and program development processes meet career and market needs are met would help better explain the processes.*

1P6 evidence for Core Component 2.B. *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

1P7 & 1P15 evidence for Core Component 3.D. *The institution provides support for student learning and effective teaching. However, HCC would benefit from clearly stating who gathers and analyzes the data, how courses of action are identified, who is responsible and how changes are measured for effectiveness.*

1P11 evidence for Core Component 2.D. *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

1P11 evidence for Core Component 2.E. *The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.*

1P16 evidence for Core Component 2.E. *The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff could be enhanced by describing the alignment process for identifying co-curricular development goals would help improve the evidence presented.*

3P1 evidence for Core Component 4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

3P3 & 3P5 evidence for Core Component 1.D. *The institution's mission to demonstrate commitment to the public good could be made clear by describing processes would significantly help support identify, prioritize, and select courses of action thus providing supporting evidence for the core component.*

4P2 & 4P10 evidence for Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

4P7 evidence for Core Component 2.A. *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.*

4P7 evidence for Core Component 2.E. *The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.*

5P1 & 5P2 evidence for Core Component 1.A. *The institution's mission is broadly understood within the institution and guides its operations. Documenting how and what inputs administrators use to set direction and align with MnSCU and NHED would improve evidence supporting the core component.*

5P2 & 5P6 evidence for Core Component 5.C. *Documenting how and what inputs administrators use to set direction and align with MnSCU and NHED would help clarify core component evidence. In addition, better processes describing how data is used in decision making would also add clarification.*

5P2 evidence for Core Component 2.C. *Documenting how and what stakeholder inputs administrators use to set direction and align with MnSCU and NHED would improve the evidence supporting the core component.*

5P3 & 5P8 evidence for Core Component 1.B. *The mission being articulated publicly can be made better by describing how HCC collects and uses local feedback as well as college-wide support of a shared college mission, vision, and values. This would improve the evidence supporting the core component.*

5P5 & 5P9 evidence for Core Component 5.B*. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

7P2 & 7P4 evidence for Core Component 5.D. *Strategic data collection, comprehensive information review and quality assurance would provide increased evidence clarifying support of the core component.*

8P6 evidence for Core Component 5.A. *The college can clarify their supporting evidence by developing stronger processes that assure actions taken by the college meet the needs of the college, its mission, and its strategic plan.*

Quality of Systems Portfolio for Hibbing Community College

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Hibbing Community College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

The portfolio appears to lack performance data on most category results or improvements. As noted in the 2010 Systems Appraisal, the stated commitment to become a more data driven institution will be instrumental as HCC fully integrates AQIP. While the initial portfolio suggests a variety of data are collected, there is limited evidence as to how data are analyzed and used to guide and influence decisions. Additionally, the review team found it difficult to identify the responses for evidence of meeting core components of the criteria for accreditation. HCC did not Identify or refer to specific information intended to support that the institution meets those specific components. HCC is encouraged to pay careful attention to this aspect of the portfolio next time they submit their Systems Portfolio.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.