Welcome to Hibbing Community College's 2010 Systems Portfolio

Hibbing Community College's Systems Portfolio represents an important milestone in the college's quality journey. The Systems Portfolio is a product of collective efforts of many of the college's faculty, staff, and administrators. It guides and reinforces institutional goals and objectives congruent with our college mission and guiding principles.

The Systems Portfolio describes the fundamental institutional systems under which Hibbing Community College operates and covers the nine AQIP Categories, describing processes, results and improvement in each system. The Systems Portfolio shows evidence that Hibbing Community College continues to meet the Higher Learning Commission's Criteria for Accreditation.

For more information about Hibbing Community College and its Systems Portfolio, please contact Dr. Ken Simberg, Provost, at kennethsimberg@hibbing.edu.

MISSION STATEMENT

Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.
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Overview

Following is Hibbing Community College’s Organizational Overview presenting vital characteristics such as mission, values, strategic vision, history and location, as well as our responses to the following nine items that relate to AQIP’s nine categories.

General Overview

Hibbing, Minnesota, was one of the first cities in the nation to expand educational opportunities by opening a two-year college in 1916. Thus, Hibbing Community College (HCC) is one of the country’s oldest two-year colleges.

Through a consolidation between HCC and the former Range Technical College (RTC), a post-secondary vocational college founded in 1962, the new comprehensive Hibbing Community College was established on July 1, 1996.

The consolidation of HCC and RTC initially resulted in a geographically split campus separated by nearly one-third of a mile. The college’s 2001 co-location project resulted in a new addition to the HCC campus to house disciplines once located at RTC. The new unified campus better supports HCC’s educational mission and enriches the lives of all who study and work here.

In 2004, HCC joined the Northeast Minnesota Higher Education District (NHED), a group of two-year community colleges in Northeastern Minnesota. The NHED also includes Itasca Community College in Grand Rapids; Mesabi Range Community and Technical College in Virginia; Rainy River Community College in International Falls; and Vermilion Community College located in Ely.

Governed by the Minnesota State Colleges and Universities System (MnSCU), HCC has been accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) since 1922. HCC is a public two-year, comprehensive community and technical college consisting primarily of three major educational components: A highly esteemed liberal arts curriculum; twenty-two career programs; and a prosperous customized training and continuing education department.

- HCC enjoys a long-standing reputation for excellence in liberal arts offerings. Students transfer on to notable institutions such as Oxford, MIT, Columbia and Brown. HCC is also a leader in online education. Students may complete the entire Associate in Arts (AA) degree online or choose from a number of innovative program offerings, such as the very successful and unique online Medical Laboratory Technician program, which offers individuals currently employed in a clinical laboratory an opportunity to move up the career ladder without having to quit their job, relocate, or go back to school full-time. Through an AQIP Action Project, an orientation is being developed in an online format, to provide students with information and resources to enhance their online learning experience.

- Twenty-five career programs provide students with direct pathways for entry into the workforce. Two of HCC’s more distinguished programs include Law Enforcement and Nursing. The Law Enforcement program has been ranked in the top 7% of all colleges. Steeped in more than 30 years of tradition, the program combines academic disciplines with hands-on training in a modern education center featuring an on-site, indoor firing range, a full fleet of training vehicles, technologically advanced simulation experiences through the Firearms Training System (FATS), as well as annual trips to the Federal Bureau of Investigation in
Washington, D.C. The program also provides continuing education training for more than 900 licensed law enforcement officers annually.

Similarly, HCC’s Nursing Program is known for academic excellence and nearly 50 years of successful training of registered nurses. Students benefit from the expertise of highly credentialed instructors, of whom several are designated Certified Nurse Educators (CNE), meeting strict eligibility criteria developed by the National League for Nursing. The program is also currently in candidacy status for voluntary accreditation by the National League for Nursing Accrediting Commission. The college's nursing lab recreates a hospital setting and utilizes high-end technology such as the Sim-Man® manikin, a portable and advanced patient simulator that challenges and tests students' clinical and decision-making skills during realistic patient care scenarios. HCC Nursing students report a very high level of success on the National Council Licensure Examination (NCLEX), with a 97.3% pass rate, compared to a national average of 86%. Also noteworthy is HCC’s long history of bringing the Nursing Program to distance sites in Minnesota, which include International Falls, Grand Rapids, Bigfork, Cook, Grand Marais and Ely. Students at distance sites receive the theory portion of the nursing curriculum either by Interactive Television (ITV) or online. Clinical practicums are completed at hospitals and clinics in or near their community of residence.

- HCC’s Customized Training/Continuing Education (CT/CE) Department is a leader in providing specialized training designed to meet the workforce needs and serves more than 600 businesses annually. Customized training courses provide an innovative approach to enhancing workforce skills, career and professional development and contribute to the economic growth of the area. Courses are tailored to an organization's unique needs and are available on- and off-campus. The Continuing Education department offers daytime, evening, and weekend credit and non-credit courses including workshops, conferences, and seminars; a summer youth program; and professional continuing education.

**HCC’s Mission, Goals and Commitments**

**Mission:** Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.

The faculty, staff and administration are committed to providing a complete educational experience that will help students meet their individual goals. In support of the educational experience, HCC is committed to the following Strategic Goals:

- HCC will employ intentional enrollment management strategies to include recruitment, enrollment, retention, and completion. HCC is committed to: Student success; Inclusion of diversity; and Open-door admissions.
- HCC will provide quality, innovative and flexible education to meet the needs of students and employers. HCC is committed to: Advancement of knowledge; Collaboration to advance innovation; Excellence in teaching and learning; High academic standards; Academic freedom and diversity of thought.
- HCC will support economic development through education and provide cultural opportunities by bringing the world to us. HCC is committed to: Promotion of economic growth; and Enrichment of cultural understanding.
- HCC will provide up-to-date and technologically equipped facilities while being responsible to the environment. HCC is committed to: Sustainability of the environment; Modern learning facilities, equipment and technology.
- HCC will responsibly utilize human, financial, alternative funding, and technological resources to meet the current and future operational needs of the college. HCC is committed to: Development of faculty and staff.

**Commitments:** Hibbing Community College is committed to: student success; inclusion of diversity; open-door admissions; advancement of knowledge; collaboration to advance innovation; excellence in teaching and learning; high academic standards; academic freedom and diversity of thought; promotion of economic growth; enrichment of cultural understanding; development of faculty and staff; sustainability of the environment; and modern learning facilities, equipment and technology.

**What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?**

As the sole provider of higher education in Hibbing, HCC places emphasis on three primary goals to best serve its community:
Technical Programs – HCC offers 22 technical programs, which accounts for 55% of enrolled students.

Liberal Arts – Transferable courses – offered face-to-face, online, day and evening – leading to an Associate Degree.

Customized Training for Workforce Development – HCC is a proven leader in training for workforce development, providing more than 100,000 hours annually to more than 600 businesses, and generating more than $1.5 million in annual revenue.

Essential to HCC’s success are its productive and mutually beneficial partnerships with business and industry, K-12, the MnSCU System, the Minnesota Legislature, and the community – all of which enhance HCC’s ability to act responsively, cooperatively and innovatively. In addition, the HCC campus boasts a welcoming, respectful and safe environment conducive to learning by providing broad opportunities for growth and enrichment. HCC’s policy of open admissions and celebration of diversity encourages and enables anyone with the desire and commitment for learning to receive a college education.

HCC serves a diverse population of learners with approximately 5,540 students in credit courses each year, in addition to more than 15,000 students (enrollments) in customized training and continuing education annually.

HCC provides on-campus and online educational offerings (17% of HCC’s credits are delivered online) including a wide variety of liberal arts courses, transfer programs leading to Associate in Arts, Associate in Fine Arts, Associate in Science, and Associate in Applied Science degrees; 25 technical programs; a customized training department; continuing education opportunities; in addition to student activities, recreational and athletic programs and fine arts programs.

The college’s largest programs include Liberal Arts/Transfer offerings (Minnesota Transfer Curriculum or MNTC); Law Enforcement; Nursing; and Electrical Maintenance and Construction.

In order to support students and enhance their success, HCC provides a wide variety of services to promote and encourage student achievement in reaching their goals. A partial listing of student services includes: counseling, advising, Student Support Services (SSS), student success coordinator, multicultural/disability services, academic center, tutoring, career services, veterans center, financial aid, instructional technology, computer services, service-learning, customized training, continuing education, and a math ‘boot camp’ course.

What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

HCC offers a number of key organizational services to students and stakeholders that augment and support the college’s mission, goals and educational policies and enhance the offerings and experiences of learners.

- Customized Training – the Customized Training department is a leader in specialized training designed to meet the needs of business and industry.
- Learning Center – the Learning Center combines the areas of tutoring, access and opportunity, and disability services into one student-friendly location, offering a broad and unique support system designed to assist students with every phase of their education.
- Library – the Library is the center for research and audio visual/media support services and contains over 40,000 units of print and non-print material, subscriptions to over 300 periodicals, including local and national newspapers, and an online integrated library catalog system linking HCC to a world-wide database of library resources.
- Student Success Coordinator – working directly with students, the Student Success Coordinator provides support, resources and encouragement to students.
- Student Life – a number of activities, clubs, trips, and opportunities are provided through Student Life to enhance and complement students’ learning experiences outside of the classroom and increase the opportunity for involvement and learning.
- Career Services - this newly created office provides students and graduates a variety of resources for job seeking in addition to information regarding resume writing, employment trends, and career exploration.
- Skills USA-VICA – is a national organization in which HCC students have earned state and national honors in skills competitions.
• Student Senate – the voice of the student population, Student Senate works for students as liaisons with college administration in addition to providing opportunities and coordinating social life at HCC.

• Work Study/Financial Aid – Student work study opportunities provide on-campus employment to students who qualify for financial aid.

• Honors Society/Phi Theta Kappa (PTK) – PTK recognizes students who maintain a high academic standing and who have demonstrated leadership and service-learning in the college and community.

• Theatre – HCC’s award-winning Theatre department presents a season of productions each year showcasing college and community talent. Past productions include “Joseph and the Amazing Technicolor Dreamcoat,” “Frankenstein,” the rock musical “Hair,” and “Phantom.”

• Service-Learning – HCC’s commitment to community involvement and collaboration is evidenced through Service-Learning. Students actively participate in organized service experiences and complete components within courses and curricula.

• Veterans Center – an on-campus center for veterans and their families which provides resources, support, a computer station, and a place for camaraderie. HCC ranks among the top 15 percent of colleges in the nation for doing the most to embrace America’s military veterans as students.

• Study Abroad – Consisting of a variety of course options, this program allows students to study and travel to countries around the world and earn credits that can be used to complete general education requirements. Recent trips include England, Ireland, France, Germany, Austria, Switzerland, Italy and Greece.

Athletics – varsity and intramural athletics programs for both men and women. As a Division III school, HCC offers basketball, volleyball, golf, baseball and softball. Club sports include soccer and ice hockey.

What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

HCC has a primary responsibility to provide and meet the expectations of its stakeholders. To meet these expectations, HCC values and requires the following: Short-term requirements – availability of classes, access to classes and services; fiscal responsibility and integrity; effectiveness; efficiency; safety and maintenance of facility. Long-term requirements – remain current and up-to-date in curriculum and equipment, maintain accreditation, strengthen and maintain the college’s reputation, effective and quality hiring practices, faculty and staff credentials, safety, and maintenance of facility. Workforce Development – meeting the needs of business and industry by aligning education and economic development through workforce development courses, training and programs.

Some of the expectations (short-term and long-term) of our learners include quality education and services; affordability; responsiveness; transferability; career preparation; accommodations for learning; and accessibility including physical, financial, scheduling of classes, online offerings as well as on-campus courses.

The college has a number of entities with which it competes for students, faculty, staff, and resources including:

• Other NHED colleges – As much as the sister colleges of the NHED are partners, these colleges are also competitors for students, faculty, staff and resources;

• Other Minnesota and regional baccalaureate institutions (University of Minnesota-Duluth, Bemidji State University, etc.) attract many students who wish to leave the area, have clear and focused career goals, and those who have financial support;

• Private and public state and out-state institutions;

• Online institutions, both public and private, who provide higher education offerings;

The workforce may also be viewed as a competitor, with many potential students choosing to enter the workforce rather than further their education.
What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

The efforts invested through the college’s human resources are directed by the mission statement, goals and commitments. As a member of the NHED, HCC is an independently accredited, autonomous college governed by a provost, who in turn is supervised by the regional NHED president. A four-member administrative team supervises and works collaboratively with more than 190 employees. Employees fall into the following categories: Full-time = 54%; Female = 51%; Minority = 3%. HCC enjoys a high level of employee loyalty: 53% of employees have been at HCC for more than 10 years. HCC works within the constraints of 5 different unions: Minnesota State College Faculty (43%); American Federation of State, County and Municipal Employees (30%); Minnesota Association of Professional Employees (18%); Middle Management (3%); Commissioner’s Plan (2%); and Administration (3%). Employees work in various areas to provide mission-driven educational offerings and services. The function and responsibility of each service area determines and dictates the work assigned, as well as the number of individuals employed to meet the demands of the service unit. HCC effectively balances the efficient utilization of talents and contributions of each employee with fiscally efficiency.

What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

Because of its structure within the MnSCU and NHED systems, HCC operates under and aligns itself with these two systems and their values, policies and responsibilities. Work plans, goals, policies and processes, accountability, budget, and other decision-making issues dovetail and work in accordance with MnSCU and NHED governing bodies. Auditing and internal controls also dictate issues of accountability. The HLC, the college's accrediting agency, also sets a number of requirements. Internally, several committees such as Shared Governance, Academic Affairs Standards Council (AASC), and others, provide input and share in decision-making.

What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

HCC’s goals for administrative support and provisions include the following: Support the function and operations of the college; Sustain effective budgeting through fiscal efficiency; Maintain a strong student services department; Operate a well-maintained, safe and accessible facility; Own and operate student housing; Continuous improvement, which is evidenced in its recent update of the Strategic Plan Enrollment Management Plan, and Master Facilities Plan; and Effective use of Human Resources.

What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

What information resources and technologies govern how you manage and use data? In many instances, HCC has the mandate and responsibility to collect and communicate data including enrollment and retention numbers, job placement, graduation rates, crime data reports, financial aid data, State and federally mandated reports and training, and records documenting mandatory training. In addition, information regarding program development, curriculum, meeting minutes and policy information is collected, distributed and archived.

In order to manage and access this information, HCC employs a number of methods of data management including established processes such as the Integrated Postsecondary Education Data System (IPEDS), which collects data in the areas of enrollment, program completion, graduation rates, faculty, staff, finances, institutional prices, and student financial aid; and the Integrated Statewide Records System (ISRS), an application that manages and stores a variety of student data for the campus. In addition, HCC’s intranet hosts and archives much of the college’s day-to-day information. Other data management methods include the HCC website, email, ISRS, ImageNow, and AskUs (an online question and answer tool), which serve as effective and efficient methods of information management. For ease of access, many of the college’s processes – ranging from student applications to financial aid to grade posting – are electronic. Similarly, HCC’s printed publications, including the course catalog and faculty and student handbooks, policies, forms, course outlines, campus directories, etc. are easily available on the HCC website.
What are the key commitments, constraints, challenges, and opportunities with which you must align your institution’s short- and long-term plans and strategies?

HCC is a member of the MnSCU System, a collection of 32 colleges and universities, and benefits from the variety of resources presented through this configuration, including legal services, instructional technology, data systems support, lobbying, and fiscal and facilities support. Also, as a member of a collection of colleges through the NHED, HCC enjoys collegial relationships with its sister institutions, which are viewed as both partners and competitors for students, customers, programs, faculty and staff, and resources.

Due to HCC’s central location within NHED, the geographic and demographic composition of the area presents challenges to recruitment efforts, enrollment numbers, and diversity of staff and students. The City of Hibbing is significantly dependent on the well-being of the local iron ore mining industry, which historically enjoys and endures the cyclical nature of the industry, resulting in what is referred to in the region as a “boom and bust” economy. This phenomenon has a direct and indisputable impact on the college. During the “boom” times, HCC’s enrollment typically dips as employment opportunities in the area abound. When the local mining industry experiences shutdowns due to low demand for their product, HCC serves as a safety net for unemployed workers seeking new skills and retraining opportunities. As the enrollment tide ebbs and flows, HCC must adapt to the challenges each occurrence presents.

The region is currently experiencing a decrease in the number of high school graduates and an aging population. Less than 9% of Hibbing’s population is in the 18 to 24 age group, with the average age of a Hibbing resident at 41. HCC’s student population is primarily in the 17 to 24 age group (51%), with 38% of students ages 18 to 20. Location and demographics are two challenges that define and somewhat limit the college’s ability to draw students. Demographics reveal that 67% of HCC’s students come from two counties: St. Louis County, in which Hibbing is located, and adjoining Itasca County. Also challenging is the area’s dichotomy of increasing economic growth paired with the challenge of bringing new people to the area.

As a relatively small college, HCC prides itself in the responsive and personal attention devoted to students and learners. HCC strives to maintain personal attention and a welcoming learning environment to complement its expanse of excellent academic offerings. However, continued reductions of State-level financial support threaten HCC’s mode of operation. Approximately 50% of HCC’s operating budgets comes in the form of a State of Minnesota allocation. As the State struggles with a budget crisis, HCC has experienced significant cuts in State support and projections show additional cuts in the next biennium.

HCC continues to proactively seek improvement through engagement in its current campus-wide Strategic Planning. Through this self-reflective process, HCC examines and refines its mission, values, commitments and responsibilities and strengthens its focus on creating exceptional educational opportunities and experiences for all learners.

What key partnerships and collaborations, external and internal, contribute to your institution’s effectiveness?

HCC enjoys numerous and varied partnerships, creating opportunity and building support for programs and departments.

A number of partnerships and agreements exist between the NHED colleges, including sharing of faculty and staff, development and delivery of courses and programs, and shared services such as human resources and institutional research.

The University of Minnesota (U of M) dental clinic, housed on the HCC campus, offers dental services to community members who may be underinsured. Through this unique partnership, enhanced teaching and learning opportunities benefit U of M dental students and HCC dental assisting students alike, as well as their clientele.

HCC provides office space to the AUC, a group of colleges and universities committed to providing bachelor’s and master’s degrees on location to the communities of Northeast Minnesota. Degrees are available from Bemidji State University (BSU), The College of St. Scholastica (CSS), the University of Minnesota-Duluth (UMD) and other colleges and universities. The AUC offers classes at HCC and utilizes a combination of face to face instruction and Interactive Television and Internet technologies. For the convenience of our working students, classes are offered evenings and weekends.
The HCC Law Enforcement program is a leading provider of training to future and current law enforcement officers. The department offers skills training, known as Arrowhead Region Law Enforcement Training (ARLET) to more than 900 law enforcement officers in the Arrowhead Region of Northeastern Minnesota.

HCC’s Customized Training Department enjoys the collaboration of hundreds of regional partners – from mining companies to K-12 to area businesses – and provides training to more than 600 partners annually. HCC’s Refrigeration, Heating, Air Conditioning and Appliance Repair program enjoys a partnership with the Maytag Corporation. This program has been selected as a Regional Training Center for Maytag repairmen, and is one of only six in the nation.

HCC’s membership in the Applied Learning Institute (ALI) brings K-12 and college faculty together to design, enhance and deliver career and technical curricula to area schools and share facilities, such as lab space. This new educational partnership creates enhanced learning opportunities for students, actively responds to the evolving indicators driving our future, and fills the need for a well-educated workforce.

The HCC Foundation supports the college through providing scholarships to students, funding a variety of special projects, advocating for the college, and serving as a friend- and fund-raising committee that boosts the visibility of HCC through special events.

HCC’s membership in the Itasca Nursing Education Consortium (INEC) enhances relationships between colleges and colleagues and offers students broader opportunities.

The Veterans Resource Center opened in September 2008 to meet the needs of veterans, current military members and their families.

Note:

On the following pages you will see the 9 different categories of AQIP, each category will have Process questions, Result questions and Improvement questions:

**Process questions** address in what ways the institution works to accomplish its purposes.

**Results questions** ask the institution to look at what it has learned through its various measures and indicators in order to assess how well it has done.

**Improvements questions** tells what the institution has done in response to the results gained.
Helping Students Learn

AQIP Category One, HELPING STUDENTS LEARN, focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your institution’s credit and non-credit programs and courses, and on the processes required to support them.

Processes (P)

1P1 (2010 REVIEW)

How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

The common objectives for learning and development of all students at Hibbing Community College (HCC) are addressed primarily in two ways.

All HCC students are expected to have acquired proficiency in identified Core Competencies. These Core Competencies are a set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions. They include:

- working productively and cooperatively,
- communicating clearly and effectively,
- thinking creatively and critically, and
- social/civic responsibility.

Core Competencies are integrated into courses and curriculums. Development of the Core Competencies was faculty driven and are regularly reviewed and revised; the most recent revision took place on April 19, 2006. During the review process, members of the college’s Academic Affairs Standards Council (AASC) – a cross-campus committee comprised of faculty, staff and the Administrative Team – determine the common and shared course objectives for learning and revisit and modify the core competencies.

A second set of common learning objectives is parcelled out for all liberal arts students in the Minnesota Transfer Curriculum (MnTC). The MnTC lists ten curricular goal areas which identify learning objectives for all students seeking a liberal arts degree. Each institution within the Minnesota State Colleges and Universities (MnSCU) system certifies courses for the ten MnTC goal areas. All MnTC courses contain common learning objectives, and by agreement, transfer to other MnSCU institutions. Therefore HCC students attaining their Associate in Arts Degree must complete course work in all ten goal areas.

The MnTC is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to help students transfer their work in lower-division general education and guides all Minnesota state public higher education systems.

Core Goal Areas include:

Goal 1: Communication
To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.
**Goal 2: Critical Thinking**  
To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

**Goal 3: Natural Sciences**  
To improve students’ understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today’s scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

**Goal 4: Mathematics/Logical Reasoning**  
To increase students’ knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota’s public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

**Goal 5: History and the Social and Behavioral Sciences**  
To increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Goal 6: The Humanities and Fine Arts**  
To expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

**Goal 7: Human Diversity**  
To increase students’ understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States’ historical and contemporary responses to group differences.

**Goal 8: Global Perspective**  
To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

**Goal 9: Ethical and Civic Responsibility**  
To develop students’ capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others’ positions, be part of the free exchange of ideas, and function as public-minded citizens.

**Goal 10: People and the Environment**  
To improve students’ understanding of today’s complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues. Students must complete courses in all of the categories. These courses were added in response to advisory board and employer input and objectives were established by the AASC.

HCC adheres to the guidelines of MnSCU, which has oversight of academic and program development.
1P2 (2010 REVIEW)

How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Specific learning objectives are determined through the collaborative work of HCC faculty, staff, and administrators forming two curriculum committees — the Technical Curriculum Committee and the Transfer Curriculum Committee.

Technical programs utilize the highly important Program Advisory Boards. Program advisory boards are made up of talented leaders in business, industry, and the community. Program Advisory Boards set the curriculum for technical programs and identify the program’s learning objectives, which are listed in the appropriate course outline for each specific course. Advisory boards also approve any curricular changes, offer advice and perspective on education issues, provide a link between the college and business and industry, and serve as an advocate for the college in promoting academic program excellence. Program Advisory Boards meet a minimum of twice per year.

Each technical program has developed a set of major content areas that every student demonstrates upon program completion. Program content areas include technical skills, concepts, competencies and objectives unique to the program. These content areas are performance-based, have measurable and observable criteria, and are linked to specific classroom assessment tools.

These content areas align with program-specific industry standards and requirements. Within each technical program, there is a required General Education component. General Education classes include courses in areas of communications, critical thinking, math and logical reasoning, social/behavioral science, and civic responsibility, and people and the environment. HCC is committed to providing an education that not only leads to technical skills and employment, but also enhances and develops abilities for a lifetime of learning and adapting to our increasingly global society.

HCC relies on curriculum committees, to ensure the curriculum is academically sound, relevant, comprehensive and responsive to the needs of stakeholders. HCC utilizes two curriculum committees: the Technical Curriculum Committee focuses on technical programs, and the Transfer Curriculum Committee focuses on liberal arts/transfer.

The Transfer Curriculum Committee makes recommendations on new courses and instructional programs in accordance with the mission, philosophies, policies and objectives of the college and within the guidelines of the MnSCU system and the MnTC guidelines, which relates to liberal arts course content. Liberal arts courses are developed in accordance with the MnTC, which clearly states goals and objectives for each category. Course content is developed in order for equivalent courses to transfer seamlessly between MnSCU institutions. Courses must contain common content across MnSCU institutions in order to transfer.

1P3 (2010 REVIEW)

How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

HCC employs two distinct methods of program and course design.

Technical programs rely on the work of program advisory boards to develop programs and build their course content. Once the proposed program has been presented to the Administrative Team, it is introduced to AASC. AASC ensures the proposed program meets the mission of the college and that it does not replicate anything HCC already offers. It is then that a temporary advisory committee is formed to develop the program and its curriculum. This committee becomes more official and permanent as the process continues. The advisory board stamps its approval on the program before it is sent to MnSCU for final approval. To get to this level, a course or program must determine student interest or need; meet industry demand, and not be unnecessarily duplicated within the Northeast Higher Education District (NHED) or MnSCU system. Utilized in this process is data from the Minnesota State Labor Market Information Office, the Department of Employment and Economic Development, occupational employment and job projections, input from industry representatives. Also considered is the campus impact on fiscal and human resources, as well as enrollment.
Advisory board members are knowledgeable participants in the program and course development process as well as advocates of the college. The college’s strong relationships with business and industry make for mutually beneficial outcomes in responding to and providing services. For example, the college’s Industrial Technology-Mining program came to fruition through an expressed need by mining industry officials to college administrators. The program was developed in collaboration between the college and the industry due to a strong need for a skilled workforce in the iron ore mining industry arena. Because of the college’s innate ability to act quickly and responsively, the turn-around from inception to program start was merely several months’ time. This is but one example of the college’s ability to competitively and effectively meet the needs of students, industry, workforce, and economic development.

Design of liberal arts course offerings is handled internally, following a process of progression from curriculum committee to AASC.

The proposed course is presented to the curriculum committee for initial review. Upon approval, the course is passed along to AASC. The task of the college’s curriculum committees is to provide process guidance, standards and oversight of the curriculum approval process at Hibbing Community College. Under the leadership of the dean of academic affairs and student services, the curriculum committee receives and makes recommendations for new courses; checks the course outline for proper form, inclusion of core competency themes and identification of MnTC goals areas; and reviews and modifies the course descriptions of existing courses in accordance with existing college, MnSCU and MnTC standards. The course is reviewed by other disciplines to determine potential impact on other curriculum. For example, changes in a mathematics course may impact the engineering department.

1P4 (2010 REVIEW)

How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?

The responsibility of designing responsive academic programming is shared by technical departments, curriculum committees, technical program advisory boards, the Academic Affairs Standards Council, and ultimately with the dean of academic affairs and student services. All involved provide advice and perspective on education issues, with the advisory boards offering a valuable link between the college and business and industry. Their unique insight aids the college in identifying the specific skills necessary for student success in the technical/career programs and ensures that new program and course offerings meet market demand.

Prior to the development of a new program, extensive study is done to determine the viability of the program. Demographics, employment outlook, salary, industry and student demand are extensively reviewed and considered. The program then goes through an extensive MnSCU program approval process.

A recent example of HCC’s process for program development is newly added Industrial Technology-Mining program. The Industrial Technology-Mining program was developed in direct response to the specific needs of the iron ore mining industry. In this instance, the area’s iron ore mining industry representatives expressed to the college an urgent need for a skilled workforce. The college met with iron ore mining industry representatives, hired a consultant to do further research, and collaboratively developed a program and curriculum. The program’s first year enrollment was 55 students. Similarly, HCC’s Pharmacy Technician program and upcoming Gerontology program evolved as a result of documented employment needs and student demand.

The aforementioned programs were designed by their respective Advisory Boards, who developed and maintain the currency and relevancy of the programs’ curricula. Advisory Boards monitor the labor market and its trends. Employment trends indicate when a program should be cut back, as was recently the case in the field of Electrical Maintenance and Construction. Due to a ‘flooding’ of the market, advisory boards statewide recommended restricting enrollments in Electrical Maintenance and Construction programs.

1P5 (2010 REVIEW)

How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?
Hibbing Community College is an open door institution and has a mission to serve an array of learners of varying levels of academic preparedness. A high school diploma or GED is required for admission, or proof of ability to benefit from post-secondary education via performance on an approved test.

In general, upon admission to the college, students entering liberal arts/transfer degree programs undergo assessment testing in writing and mathematics. The Accuplacer assessment test is administered at the time of admission and measures the academic proficiency levels. Based on the results, which are MnSCU standards, students are placed in courses according to their abilities.

Through the curriculum committee process, prerequisite courses are identified as requirements for advanced courses. The college catalog and program planning information sheets identify courses for which a prerequisite course is required. Some of HCC’s technical programs, such as Law Enforcement and Nursing, have identified courses of criteria required prior to program admission. These requirements are determined by either licensing boards or advisory committee recommendations.

Hibbing Community College offers developmental-level courses for students who require pre-college-level courses. In a recent AQIP Action Project, the college implemented a process in which students who were enrolled in two or more developmental-level courses were strongly encouraged to enroll in a study skills course. This cohort of students will be followed to determine their success rate. Early data indicate benefits to students participating.

1P6 (2010 REVIEW)

How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees of credentials?

How do admissions, student support, and registration services aid in this process?

Information regarding student preparation is shared in many ways. All information avenues are part of the marketing/recruitment/advising process.

Publications such as the college catalog, program plan information sheets, and the college website provide a wealth of information to learners interested in HCC’s offerings and detail the criteria necessary for admission into programs or for progression from one course to the next in a sequence. Additionally, the MnTC guides students to program completion. While these resources are informative, nothing takes the place of one-on-one relationships with college personnel, which commonly begins with the college admissions representatives and the admissions office. As a student’s first link to the college, these individuals meet with students, informally and formally, and provide specific knowledge about program requirements. They help guide students to programs that match their interests, goals, and abilities. In addition, a variety of technical programs have specific program admissions criteria that are communicated at admission. These criteria are set to help ensure both academic success and employability in the chosen field of study.

Once admitted to HCC, students undergo assessment testing via the Accuplacer assessment test. This test measures the academic proficiency levels of students and based on the results, students are placed in courses that promote the highest level of successful learning. Proficiency levels are set by MnSCU.

Student progression in sequenced courses is communicated in a similar manner. The course catalog indicates prerequisites mandated prior to registration in sequential courses. In order to progress from one course in a sequence to the next, pre-requisites courses are in place to make sure students successfully establish a level of knowledge and skill before progressing.

HCC students are assigned to an academic advisor, who monitors their achievement, provides academic guidance and assistance, and recommends additional resources when necessary. Technical program instructors are instrumental in communicating recommended and desired skills unique to each program. In addition, many technical programs have their own special orientation sessions to communicate specific information.

HCC works collaboratively with area high school counselors to strengthen relationships and communicate skills necessary for student success. An example of a successful college/high school partnership is HCC’s Technical Career Day, in which hundreds of local high school students visit the college to learn more about technical program offerings and their specific preparation requirements, meet HCC faculty and staff, and tour the college. Additionally,
through HCC’s Perkins Program Consortium with local high schools, a “Programs of Study” project has been
instituted. This program identifies high school course work that best prepares high school students for a smooth
transition into specific college disciplines. High school counselors and faculty share this information with students as
they begin planning their post-secondary education.

Other ways of providing information include direct mailings, phone calls, individual campus visits and tours, high
school visits, Minnesota and Wisconsin education fairs, the National Association for College Admission Counseling
(NACAC) National Conference, open house events, job fairs, county fairs, Minnesota State Fair information booth,
and a wide variety of outreach activities.

1P7 (2010 REVIEW)
How do you help students select programs of study that match their needs, interests, and abilities?

HCC provides prospective students with a wide variety of informational resources to assist in selecting a course of
study that meets their needs, interests and abilities.
Prior to admission, students utilize the college website, college catalog, program information sheets, and meet with
college admissions representatives and admissions personnel. Students also receive information through their high
school counselors or career planning staff members, the Minnesota Job Service, or their local Workforce Center.

Students seeking career exploration guidance are encouraged to visit the ISEEK website. ISEEK is Minnesota's
official resource for career exploration, education and training, and employment information. Assessment tools assist
students in understanding their strengths or weaknesses, reveal where their skills fall short of the requirements for
different jobs, and aide in goal setting. In addition, students will find tips on preparing for a career or finding a job.

HCC utilizes a number of advising tools and resources. Advisors and college admissions representatives often direct
students to career websites such as MCIS, Discover or MN Careers which help students choose a career based on
personality, interest and ability. HCC counselors may also administer one of a number of interest inventories which
help students focus on a major or technical program.

While these resources are important tools, once again the relationships students have with Student Services staff
members often are the most effective in determining student goals. Counselors and advisors interview students
regarding areas of interest, subjects enjoyed in high school, and what they see themselves doing in five to ten years.
Some students want to transfer to a 4-year school while others want skills to get a job as soon as possible.

Once on campus, students are encouraged to enroll in the courses "Choosing a Major" and “Transition to College”, a
class available only to students in the Student Support Services (SSS) program. “Choosing a Major” provides
students the opportunity to explore personality profiles and to assess their own interests, values, aptitudes, and skills.
Using career selection inventories, students then define their goals and educational pursuits. The “Transition to
College” course provides new SSS students with the tools necessary to increase their success in college. It provides
information about college and college survival skills, study skills on test-taking, reading, and note-taking. The class
employs career and academic inventories as well as personality and learning styles assessments. These courses are
provided first to students participating in the SSS Program, which serves first-generation college students, those who
are low-income, or students with a physical or learning disability.

1P8 (2010 REVIEW)
How do you deal with students who are underprepared for the academic programs and courses you offer?

As an open-door institution, Hibbing Community College serves students of a variety of levels of readiness and
preparation. It is highly advantageous that students are placed in courses that correspond with their level of
knowledge and skill. Upon admission to HCC, students undergo assessment testing via the Accuplacer assessment
test. This test is an indicator of student preparation and measures their academic proficiency levels. Accuplacer cut
scores are set by MnSCU and serve as guides in selecting courses that promote the highest level of successful
learning. Based on placement test scores, advisors recommend developmental courses to students scoring low. HCC
advisors monitor student achievement; they provide academic guidance and assistance, and recommend additional
resources, such as tutoring or study groups, when necessary. Underprepared students who qualify for the Student
Support Services program are encouraged to enroll in the “Study Skills” or “Transition to College” courses. Students
who do not qualify for SSS are encouraged to visit the Academic Center and are introduced to all of the resources HCC offers to help them succeed. The Academic Center is a resource for students and houses staff, peer tutors, and study groups. The Academic Center is home to the Student Success Coordinator, a Master Tutor, and student peer tutors, all offering students the opportunity for small group and one-on-one assistance. Qualifying students may also engage in SSS and TRiO services.

In addition, HCC gives space to Adult Basic Education classes, which provide instruction in the basic skills of reading, writing, and mathematics to adult learners in order to prepare them for transitioning into the labor market or higher academic or vocational training.

1P9 (2010 REVIEW)
How do you detect and address differences in students’ learning styles?

HCC understands that all HCC students bring to campus their unique skills, knowledge and learning styles. In fact, discussion about learning styles is presented as part of the college’s new student orientation. Students with documented learning disabilities are provided with assistance and resources at the onset. Developmental courses are offered to increase the level of understanding for students who place low on assessment tests.

Instructors employ several types of teaching tools in the classroom. Printed, visual, and hands-on learning strategies help students to understand the information in a variety of ways. Methods of course delivery give students the opportunity to select ways that best serve their preferred learning style: face-to-face, online, hybrid (a blend of online and traditional classroom instruction), Interactive Television, and small group classes are some examples. The college offers students many options and choices.

The student/instructor relationship in the classroom is invaluable when it comes to communicating and accommodating an individual’s most beneficial learning style. Students indicate or are often asked in what way and in what environment they feel helps them learn best. Several other resources are available on campus for those who need additional assistance. Staff members in the Academic Center are valuable resources for students seeking additional help.

HCC encourages attendance at the annual faculty CTL conference “Realizing Student Potential,” which provides topics for presentation and discussion during Professional Development Days. HCC devotes one Professional Development Day per year exclusively to CTL topics.

1P10 (2010 REVIEW)
How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?

The special needs of students are addressed in many ways. Accommodations for physically handicapped students is evidenced prior to entering the campus. Handicapped parking spaces, wide electric/automated doors, and ramps make for easier physical access to the campus. Signage on campus is in large print and includes Braille lettering. Restrooms are accessible for wheelchair use and include handrails for added safety.

Students who self-disclose and document a disability are provided with reasonable accommodations, which may include alternate forms of learning and supplemental materials. Interpreters, classroom lab assistants in program areas, tutoring services, skill building opportunities, test taking and note taking services, and alternative format tests are available and coordinated by HCC’s Disability Coordinator.

Marketing and promotional materials are developed in visual and audio media and can be made available in other languages and alternative formats upon request.

Access to classes is provided in a number of ways and at different times, including face-to-face, online, hybrid, ITV, and small group classes; day, evening, and weekend courses; tuition discounts are available for senior citizens. Computer labs and the Library are open later hours to accommodate students who would otherwise be unable to access these resources. Block scheduling of classes adds to the convenience of students who commute.
1P11 (2010 REVIEW)

How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

Challenging intellectual and creative work is essential to student learning and effective teaching. Expectations are defined by what objectives and goals are established for the course. Curriculum committees determine course content, ensure course objectives, and support the intent of the course goals and objectives. Each course has a Course Outline and Syllabus that defines the objectives and goals that are reviewed and accepted by the curriculum committee at least once every five years per college policy. Faculty members are required to cover the goals and objectives listed for each course. Program review is held annually for all departments and is documented and communicated. Other materials, such as the course catalog, program information sheets, and the website communicate content of courses and program offerings.

On a system level, MnSCU’s Accountability Dashboard measures and illustrates key outcomes of an individual college. It offers comparison data to other MnSCU institutions and to the system itself as a whole. Of these MnSCU Accountability Dashboard areas, High Quality Learning, Licensure Exam Pass Rates, Persistence and Completion Rate, Related Employment of Graduates, and Student Engagement are the best indicators of effective teaching and learning.

In specific programs, persistence and completion rates are monitored for student success. Program-specific tests, such as the annual Law Enforcement Peace Officers Standards and Training (POST) Exam rates and the Nursing Department National Council Licensure Examination (NCLEX) test rates, show a high rate of success.

Another measure of effective teaching and learning is through the student satisfaction survey data. The Community College Survey of Student Engagement (CCSSE) is a useful tool in monitoring and determining levels of satisfaction within a number of areas regarding teaching and learning.

The college’s assessment of student learning assessment plan establishes necessary assessment methods to ensure that the college meets its curriculum objectives and goals. It verifies that Core Competencies are covered by the stated goals and objectives, and determines how and where these competencies are met within the courses.

1P12 (2010 REVIEW)

How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?

Working collaboratively, the Dean of Academic Affairs and Student Services, the Curriculum Specialist, and faculty build a complete course scheduling system to best serve students, faculty and the institution. Student input into building the schedule is also considered. In technical programs, course offerings mirror the specific program plan sheet, which outlines sequentially courses required for program completion. In the Associate in Arts transfer curriculum courses are scheduled to provide students with choices in meeting the MnTC’s ten goal areas.

Course offerings are presented face-to-face, online, hybrid, and over ITV, in small group classes and traditional classes of up to 50 students. Course enrollment caps ensure a low student-instructor ratio. Day, evening and weekend courses are scheduled for the convenience of learners and ensure students’ ability to graduate on time. Block scheduling ensures that the college offers courses that will allow students to complete a program in the time given. Flexibility and choices ensure student satisfaction and demands are met; a variety of offerings provide students a range of choices within the MnTC goal areas. The Online AA degree offers course offerings, availability, and convenience while facilitating timely graduation. Courses or sections of a course are added or cancelled as needed, depending on enrollment numbers and fiscal responsibility to the institution.

1P13 (2010 REVIEW)

How do you ensure that your programs and courses are up-to-date and effective?

Subcommittees of the Academic Affairs Standards Council (AASC) are in place for both technical course development and transfer course development. These committees consider faculty-driven curriculum additions or
changes and pass their decision on to AASC. This group then makes a recommendation to the Administrative Team for a final decision.

In January, 2008, HCC completed the MnTC review process as required by MnSCU. Through this process, all courses to be included in the MnTC were reviewed and met the guidelines for general education as provided by MnSCU.

In addition, the AASC committee requires each course outline be reviewed for accuracy and currency by departments on a five-year cycle. Technical program advisory boards meet to monitor and assess curriculum relevancy and currency and to check for industry updates. These program advisory boards meet at a minimum of twice per year, with a complete course review held at a minimum of every five years. Additionally, there are several programs, such as Automotive Technician, Nursing and Law Enforcement, which operate under external program-specific guidelines.

HCC’s annual program review effectively examines program and course enrollment numbers, student satisfaction, cost effectiveness, job opportunities and trends.

1P14 (2010 REVIEW)
How do you change or discontinue programs and courses?

There are several ways in which HCC changes or discontinues programs and courses.

The process for changing any HCC course or program depends upon the level of change. If less than twenty percent of the course content is changed, the change is handled internally. Through this process, proposed changes are presented by a faculty member and shared with the departments or disciplines that could potentially be affected by the change. The faculty member then meets with the appropriate curriculum committee, and upon the committee’s acceptance and recommendation, the proposal for change is brought to AASC for approval. If a course change is more than twenty percent of the content, the department, the curriculum committee, AASC, and the program advisory board, if applicable, must be consulted.

Changes in technical programs are approved by program advisory boards. Advisory boards are integral to technical programs and are made up primarily of community and related business and industry members who advise program leaders as to accuracy and currency of programs and courses. Advisory board input is critical in making program changes. These changes are processed on-campus in the same manner as course changes and then sent to MnSCU for final review and approval. In addition, HCC performs independent Program Reviews that research industry requirements, upgrades and demands; equipment and personnel expenditures; student interest and enrollment patterns; cost analysis studies associated with each program; graduation rates; job placement numbers and trends; number of similar programs within the MnSCU system, etc. This process assists the Administrative Team with decision-making on program success, continuation or possible closure. The decision to discontinue a program is made by looking at all data with attempts to strengthen struggling programs prior to discontinuation.

1P15 (2010 REVIEW)
How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

Faculty learning support needs are determined and addressed through a variety of methods. AQIP and CTL surveys help determine learning support needs of faculty. Course evaluations assist the Administrative Team and faculty in determining areas of needed improvement, and faculty members address these identified needs through annual professional development plans. Faculty's professional development plans are presented to the Administrative Team for review.

Also, AASC and CTL use an Administrative Team/faculty team approach in determining methods for advancing the talents and skills of faculty. Tools such as faculty development funds, Awards for Excellence grants, sabbaticals, and professional development days all address support needs.
In determining student need for support, assessments such as the Accuplacer provide information regarding student preparation and readiness for college-level work. Evaluation of test scores aids in placing students in appropriate classes.

The Academic Center is a major learning support area for students. Academic Center staff members work closely with students to meet their needs and enhance their chances for success. Advisors work closely with students to ensure appropriate course selection and placement. Peer and professional tutoring is provided, as well as services for students in note-taking and study skills. In addition, HCC utilizes "SMARTTHINKING," a free, live, online, on-demand tutoring tool. Counselors and advisors work with faculty to closely monitor the progress of students, and pay special attention to those who are considered at-risk. Recently the college focused additional efforts to quickly intervene in enhancing the success levels of at-risk students. One of the college’s current AQIP projects focuses on improving the intervention process for at-risk students.

Conversations between faculty members and Student Services staff indicated the current paper-based process for early intervention of at-risk students was cumbersome, labor-intensive, and ineffective. This direct communication led to the AQIP project and the refinement of the intervention process that is online and user-friendly. It allows counselors and advisors to give meaningful feedback to faculty in an efficient and timely manner. It is anticipated that the new system, scheduled to be test-piloted in 2010, will provide valuable and timely information about at-risk students, give prompt feedback to students, and be a significant piece of an overall attempt to improve retention and graduation rates.

1P16 (2010 REVIEW)

How do you align your co-curricular development goals with your curricular learning objectives?

Engagement, involvement, civic-mindedness all enter into co-curricular offerings at Hibbing Community College. Activities and offerings are designed to enhance the overall experience and development of students beyond the traditional classroom. It is believed that students who become involved and engaged in activities outside of the classroom do better in the classroom.

Student activities at HCC enhance the curriculum and align with HCC’s Core Competencies:

**Core Competency: Working Productively and Cooperatively** A partial listing of activities includes:

- Service-learning – Through Service-learning, students make a commitment to community involvement and collaboration.
- Alternative Spring Break – Past experiences include building Habitat for Humanity homes in hurricane-ravaged Florida and in Northern California.
- Athletics – Participation promotes teamwork, sportsmanship, and discipline. Close relationship with coaches and teammates increases engagement and retention levels.

**Core Competency: Communicating Clearly and Effectively** A partial listing of activities includes:

- Student Clubs – Club participation provides an avenue for engagement and developing interest areas.
- Student Senate – a leadership program allowing students to make a difference and work with the college’s Administrative Team on several student-related issues. Leadership opportunities exist at the local and state level.

**Core Competency: Thinking Creatively and Critically** A partial listing of activities includes:

- Theatre – allows students to increase self-confidence and express themselves through drama, design, and management of the stage.
- SkillsUSA – Students use the skills gained in their program and labs to compete on state and national levels.
Core Competency: Social and Civic Responsibility

A partial listing of activities includes:

- Global Awareness Conference Series – allows culinary arts students to hone their skills, expand experiences, and serve the community.
- Study Abroad – The Study Abroad program allows students to study and travel to countries around the world and earn credits that can be used to complete general education requirements.
- Student Senate – a leadership program allowing students to make a difference and work with the college’s Administrative Team on several student-related issues. Leadership opportunities exist at the local and state level.

Towards a Sustainable Campus (TASC) Group – The TASC group is a student organization whose mission is to work in collaboration with the HCC Green Team to raise awareness and advocate for greater sustainability on campus and in the community.

1P17 (2010 REVIEW)
How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

In 2006, faculty at HCC met and agreed to a new set of Core Competencies that students who receive a degree or certificate must meet. It is the expectation that all graduates gain and possess the skills incorporated into the Core Competencies. Each course taught at HCC must have a minimum of three competencies listed in its syllabus. Faculty ensures that these competencies are met by assessing student learning in a variety of ways.

1P18 (2010 REVIEW)
How do you design your processes for assessing student learning?

At HCC, an Assessment Team, consisting of faculty members, leads the assessment of student learning process. The Assessment Team’s plan involves assessing student learning at three different levels: at the level of Core Competency; at the program level; and at the course level.

1. Core Competency Level – Core Competencies are defined as a set of universal skills all HCC students are expected to acquire prior to graduation. To assess student learning of the Core Competencies, each HCC course outline identifies which core competency is covered within that course. Specifically, the course outline must include course objectives specific to at least three Core Competencies. This requirement is monitored and documented by the curriculum’s program by the inclusion of HCC’s Core Competencies within the curriculum for each academic department. This documentation identifies the learning opportunities provided to students to gain proficiency in the core competencies prior to program completion.

2. Program Level – Assessment of student learning at the program level focuses on the effectiveness and intent of the individual academic programs in teaching the specific skills expected of students upon completion of the program’s full curriculum. For technical programs designed to educate and prepare students to perform entry level job skills, the effectiveness of such is measured via job placement rates and employer satisfaction surveys. HCC’s liberal arts education component is designed to provide foundational and fundamental skills, and the learning necessary for student transfer to baccalaureate institutions is measured by monitoring student grade point averages at transfer institutions.

3. Course Level – Course level assessment involves instructors’ use of formative and summative measures, such as tests, quizzes, papers, and in-class skill demonstrations to ascertain teaching effectiveness and student learning. Specific skills are expected of students upon completion of a specific course. Adjustments in teaching course delivery are made according to feedback received. Additional levels of assessment at the course level remains a goal for HCC. The goals identified by the Assessment Committee are to measure the effectiveness of prerequisite courses in preparing students for the next course in sequence. A second goal in assessing student learning at the course level is to measure the students’ mastery of the individual course objectives. Evidence of mastery of course objectives would provide evidence of student learning.
Results (R)

1R1 (2010 REVIEW)
What measures of your students’ learning and development do you collect and analyze regularly?

HCC data regarding student learning and development indicates students are meeting desired learning outcomes both in career programs and liberal arts education.

HCC employs a number of indicators that assist in measuring student learning.

- At the program level, student success rates on state and national licensure and certification exams are monitored annually. Additionally, students’ success rates in state and national skill competitions are tracked as indicators of student learning. HCC monitors liberal arts education through grade point averages and the success rate of students transferring to baccalaureate institutions. For students transferring within the MnSCU system, GPA and success at the transfer institution are compared to their performance at HCC.
- Persistence to degree completion is monitored each semester. Students’ academic performance is monitored each semester and students earning less than a 2.0 GPA (the minimum necessary for satisfactory academic progress) are placed on academic probation. Academic intervention action is taken by student services staff to assist students in improving the chances of academic success. If academic performance does not improve, students on probation are then suspended for academic reasons. Data indicates students placed on academic probation are far less likely to persist and graduate than academically successful students.

Other data collected include persistence rates from Fall Semester to Spring Semester and Fall Semester to Fall Semester; IPEDS data; number of degrees, certificates and diplomas awarded annually; completion rate within programs; placement rates; 3-year graduation / transfer rates; GPA, overall and by specific populations; GPA upon transfer to other MnSCU; Graduate Follow-up Survey; and course evaluations (student evaluations of courses).

1R2 (2010 REVIEW)
What are your performance results for your common student learning and development objectives?

The college’s technical programs are developed with specific learning/skills goals (learning outcomes) that are identified and supported by business and industry through program advisory committees and by the national skills standards or other occupational standards. Programs with certifications and/or accreditations – for example, law enforcement, nursing, dental assisting, medical lab technology, pharmacy technician, and automotive -- have additional standards which address the expectations of the accrediting agencies or boards. Regarding liberal arts/transfer studies, instructors teach the core competencies which are imbedded within course curriculum. While HCC ensures that core competencies are included within curricula and that the skills within the core competencies are taught, it is not easy to measure the level of learning. It is a goal of HCC to better measure the performance results and level of student learning.

1R3 (2010 REVIEW)
What are your performance results for specific program learning objectives?

Student performance is evaluated in the classroom and labs through content-specific testing. In addition, pass rates of students completing certification or national testing exams reveal a level of success that exceeds the national average.

As stated in 1R2, student success in technical programs is proven by their ability to apply skills required of their chosen career. Technical programs identify specific learning/skills goals (learning outcomes) that are supported by
advisory boards, business and industry, and by the national skills standards or other occupational standards. Programs with certifications and/or accreditations have additional standards addressing the expectations of the accrediting agencies or boards. Certification exams and program-specific testing scores indicate measures of student knowledge and success.

Student success in SkillsUSA competition is another indicator of high performance. Students consistently do well at the state and national levels in this skill-based learning competition in which HCC sends student representatives from a number of programs including refrigeration, microcomputer technology, and multimedia.

In addition, HCC’s pilot project of utilizing employer satisfaction surveys to determine the level of knowledge gained by students and applied in the workplace will be reviewed and expanded.

Through the AQIP process, HCC has realized a need for more systematic processes and quantitative information to determine performance results for specific program learning objectives.

1R4 (2010 REVIEW)
What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

A number of assessment tools are utilized to determine levels of knowledge and skills acquired by students. For example, HCC monitors success rates at transfer institutions, as well as employer satisfaction surveys. HCC’s longstanding tradition of sending award-winning students to the State and National SkillsUSA competitions is evidence of applied learning at its best.

Individual instructors utilize tools to assess student performance in the classroom and in the labs. Program-specific exams, such as POST, NCLEX, and other specialized and national exams are indicators of student performance. Additionally, programs such as dental assisting, nursing, and medical laboratory technician incorporate real-world lab experiences through internships. Feedback from employers provides data regarding the performance and skills of students.

Hibbing Community College has several programs that require graduates to take certification and/or licensing exams. HCC’s pass rates are consistently at or above state and national norms. Provided in Figure 3 are the pass rates of HCC’s nursing program, which is one of the college’s largest programs.

Related employment of graduates can be found in Figure 4.

Related employment rates vary by program. Programs, such as Business Administration (100%), Culinary Arts (100%), Medical Coding (100%), Refrigeration (100%), Sales and Business Management (100%), Healthcare Supervision (100%), Nursing (85.1%), Liberal Arts (83.3%), Diesel Mechanics (80%), Automotive Technician (75%), Law Enforcement (72.7%), Medical Laboratory Technician (66.7%), Microcomputer Technology (66.7%), Multimedia (66.7%), report high rates of related employment. Information is from HCC’s Graduate Follow-up Report.

1R5 (2010 REVIEW)
What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

The CCSSE indicates somewhat average satisfaction ratings from full-time HCC students in the areas of academic advising (2.37 on a scale from 1 to 3), career counseling (2.05), job placement assistance (1.90), peer tutoring (2.10), skill labs (2.19), student organizations (1.99), and transfer credit assistance (2.08). Students report the highest level
of satisfaction with the college’s computer labs (2.60). Benchmark scores provide a useful way for the college to monitor areas of student satisfaction and identify areas needing attention.

1R6 (2010 REVIEW)
How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

College career programs requiring specific credentialing or certification guidelines (law enforcement POST testing, nursing NCLEX testing) are routinely evaluated internally from year to year, and also with other institutions within the MnSCU system in the areas of performance levels and test pass rates. In other career programs, the college has the opportunity to compare graduation and retention rates with sister colleges in the NHED. In addition, the performance of students enrolled in and/or completing coursework in the liberal arts/transfer areas are compared within the NHED through graduation and retention rates and through broader comparisons nationally and regionally via CCSSE benchmarks.

Hibbing Community College’s graduation rate is 42%. This compares with a graduation rate of 35% for the IPEDS comparison group*. (Note: Graduation rate, for IPEDS purposes, refers to full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion)

Hibbing Community College’s full-time retention rate is 56%. This compares closely with the full-time retention rate of 57% for the IPEDS comparison group.

Hibbing Community College’s part-time retention rate is 17%. This compares with the part-time retention rate of 36% for the IPEDS comparison group.

Improvements (I)

1I1 (2010 REVIEW)
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

As an AQIP institution, HCC has initiated AQIP Action Projects to enhance and strengthen student learning. Issues of developmental learners, the need for a revised early intervention process, and learning communities specifically intended for students in health occupations, were needs HCC identified. These systematic and narrowly focused projects, listed below, enable the college to meet the needs of students and enhance their changes for success.

1. Improved retention of full-time, degree-seeking developmental learners. Given the high priority HCC places on improving student success, this action project was adopted to improve services to and retention of full-time, degree-seeking developmental learners. A specific at-risk student population was identified for data collection, academic progress, and assessment purposes. Project components included improving processes and programs for student orientation, registration, advising, tutoring/mentoring, study skills and student activities.

2. Creating learning communities for developmental learners in health careers. This action project focused on the needs of new students with health career goals who also tested into developmental courses. Student cohorts were created and a success plan was put into place which included enrollment in pre-biology, developmental math, reading, English, and study skills courses. Students gained skills in time management, effective listening, studying, note-taking, and examination preparation, in addition to career exploration, guest speakers, and field trips to medical facilities.

3. Orientation for learners in online courses. The goal of this action project is to provide online students with a realistic and informative orientation at HCC through an online orientation, giving students information and resources to enhance their online learning experience.

These systematic and narrowly focused projects enable the college to meet the needs of students and enhance their changes for success.
1I2 (2010 REVIEW)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

HCC enjoys an inclusive leadership style which promotes and encourages participation, ideas, and input from all campus stakeholders. Professional Development Days involve campus-wide input and idea gathering, which leads to development of AQIP projects. The projects are further refined and narrowed by an AQIP sub-committee called JUMP (Join US, Make Progress). The JUMP Committee is a working group that focuses the actions and activities of the selected AQIP Action Project. JUMP members are committed to projects and work to identify issues, create solutions, implement projects and monitor results. Campus involvement is solicited to achieve desired outcomes, and progress and results are shared and communicated campus-wide. The topic of AQIP is a standing agenda item at AASC meetings because at least one annual project is focused on the improvement of student learning. Likewise, attention to the improvement of ‘helping students learn’ is openly discussed at Professional Development Days, Provost Information Sessions – provost-led campus-wide meetings involving information sharing, and other on-campus venues whereby feedback is solicited and encouraged.

Accomplishing Other Distinctive Objectives

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Processes (P)

2P1 (2010 REVIEW)

How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Alumni affairs: The Hibbing College Foundation is comprised of business leaders and community volunteers and serves as the main point of contact with alumni. College representatives serve on the Hibbing College Foundation board in ad hoc roles. Each semester, the college and the Hibbing College Foundation work together to design, write and distribute an alumni newsletter detailing news and events. The college and the Hibbing College Foundation have a symbiotic relationship in which they are separate entities but support one another and serve and support each other’s needs.

Continuing Education/Customized Training: HCC is a leader in specialized training designed to meet the needs of business and industry. Serving more than 600 companies annually, HCC is the premier training provider for Northeastern Minnesota. Customized training courses provide an innovative approach to enhancing workforce skills, career and professional development and contribute to the economic growth of the area. Courses are tailored to an organization’s unique needs and are available on and off campus.

Customized Training provides quality education for employment in the following occupational areas:

- Organizational Development -- Identifying potential problem areas and creating solutions.
- Leadership -- Meeting the challenge of change in today’s complex business world and providing leaders with skills necessary to achieving goals.
- Total Quality -- Promoting increased productivity and competitiveness by providing employees with a total quality work environment.
• Health Occupations -- Providing training for health care professionals to promote multi-dimensional employment skills in the rapidly changing health care environment.
• Workforce Skills -- Providing workforce skills required by today's employers.
• Computer Training -- Providing up-to-date training on all computer applications and Computer Aided Drafting systems currently used in business and industry.
• Emergency Medical Services (EMS) -- Assisting industry professionals and businesses in keeping up-to-date with new techniques and equipment as well as providing training to prepare employees for emergency situations.
• Craft Training / Apprenticeship Programs -- Electrical, American Welding Society (AWS) welding certification, electronics, heating ventilation and air conditioning, maintenance mechanics, auto and diesel mechanics, and heavy equipment operation.
• Mine Safety and Health Administration (MSHA) -- Developing appropriate training programs to meet governmental and industry-specific requirements.
• Safety and Health Compliance Management -- Assisting business, industry and governmental agencies with regulatory compliance issues dealing with Occupational Safety and Health Administration, Minnesota Pollution Control Agency, Environmental Protection Agency, and the Department of Transportation.
• Industrial Hygiene Services -- Conducting on-site needs analysis to develop a monitoring schedule and education program specifically to assist business with regulatory and compliance issues.
• Mobile Equipment -- Safe Operation.
• Other -- Commercial Driver's License Training, Global Positioning Systems, and Defensive / Safe Driving.

Many offerings are developed in response to requests from individuals, professional and civic groups, and area businesses and industries.

In addition, HCC's Continuing Education Department offers a wide variety of non-credit classes, workshops, and training for individuals of all walks of life and all ages. Courses support the college curriculum. Classes may be based on trends, relevance, or industry need. The Continuing Education Department provides education, training, and Continuing Education Units (CEUs). Many continuing education offerings are developed in response to requests from individuals, professional organizations, and workplace management. Since the marketplace is always changing, the college works closely and responsively with employers to offer new or upgraded skills required by employers. It is a priority of HCC to offer opportunities for skill enhancement or re-training so individuals can be successful in a changing market.

The goals of the HCC Continuing Education Department include:

• To enrich the personal and professional lives of people through quality, creative, and innovative learning experiences.
• To lead and collaborate with the community to develop classes, workshops, and certificate programs that will increase skill levels, as well as provide new training to individuals.
• To generate lifelong learning opportunities for a diverse and evolving society.

Classes are offered in the following areas: Arts; Fitness and Leisure; Computers; Day Care Provider CEUs; Healthcare CEUs; Dental CEUs; Industry and Craft; Emergency Medical Services; Professional Development; College for Kids; and a variety of special events.

Athletics: Athletic opportunities are offered on a variety of participation levels, such as varsity, club, and intramurals. Survey results and communication from students indicate their interest, need and potential participation levels. Student action of this type resulted in the college's addition of club soccer and club hockey.

Student Clubs: HCC and HCC's Student Senate have developed a process by which students may organize HCC-sanctioned clubs. Upon completion and approval, student clubs are eligible for operating funds of up to $500 annually.

Cooperative events and activities: Hibbing Community College highly values and seeks out opportunities for partnership, collaboration and enrichment. HCC often partners with local organizations, Chamber of Commerce, Hibbing High School and other entities to provide enrichment events and opportunities for students and the general public. Examples of partnership activities and events include:

• Presentations with polar explorer Ann Bancroft.
• Community and classroom visits by the Minnesota Supreme Court Justices.
• Annual Bob Dylan Days hometown celebration, including literary and theatre events.
• Global Understanding Conference Series host.
• Power to the Eighth program, which encourages eighth grade students to prepare for college.
• City of Hibbing branding initiative, in which representatives from HCC worked collaboratively with city representatives to promote and celebrate the City of Hibbing.
• HCC utilized as a venue for monthly Chamber of Commerce lunch seminars; One-Act play competitions; speech events; American College Testing (ACT) exams; Drivers’ Refresher classes; musical and theatre events; community events.

Other service-related activities, such as a collaborative effort between HCC, student and community volunteers, resulted in research data valuable in monitoring the wellness of the local St. Louis River’s tributaries. The impact of this type of collaboration is great, and the learning goes beyond the classroom.

Many of the college’s non-instructional objectives are addressed through strategic planning and guided by the college’s Mission Statement. The recently revised Strategic Plan serves as a valuable touchstone to direct the college’s efforts and achieve common goals.

2P2 (2010 REVIEW)

How do you determine your organization’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

All goals and objectives are mission critical to serve and meet the needs of stakeholders in a multitude of ways. The college’s efforts and activities are guided by the Mission Statement, Guiding Principles, Goals, and Commitments. These shared statements were developed with and through campus-wide input and information sessions.

The college Mission Statement reads as follows: Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.

The college Vision Statement reads as follows: Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

HCC’s Guiding Principle reads as follows: To provide quality educational, cultural, economic, environmental and technological leadership.

The Goals of the College are as follows:

In order to fulfill its Mission, Hibbing Community College is committed to the following strategic goals:

**Strategic Goal 1**: Hibbing Community College will employ intentioned enrollment management strategies to include recruitment, enrollment, retention, and completion. Hibbing Community College is committed to:

- Student success;
- Inclusion of diversity;
- Open-door admissions.

**Strategic Goal 2**: Hibbing Community College will provide quality, innovative and flexible education to meet the needs of students and employers. Hibbing Community College is committed to:

- Advancement of knowledge;
- Collaboration to advance innovation;
- Excellence in teaching and learning;
- High academic standards;
- Academic freedom and diversity of thought.

**Strategic Goal 3**: Hibbing Community College will support economic development through education and provide cultural opportunities by bringing the world to us. Hibbing Community College is committed to:
• Promotion of economic growth;
• Enrichment of cultural understanding.

**Strategic Goal 4:** Hibbing Community College will provide up-to-date and technologically equipped facilities while being responsible to the environment. Hibbing Community College is committed to:

• Sustainability of the environment;
• Modern learning facilities, equipment and technology.

**Strategic Goal 5:** Hibbing Community College will responsibly utilize human, financial, alternative funding, and technological resources to meet the current and future operational needs of the college. Hibbing Community College is committed to:

• Development of faculty and staff.

HCC is dedicated to a series of Commitments, including:

• student success;
• inclusion of diversity;
• open-door admissions;
• advancement of knowledge;
• collaboration to advance innovation;
• excellence in teaching and learning;
• high academic standards;
• academic freedom and diversity of thought;
• promotion of economic growth;
• enrichment of cultural understanding;
• development of faculty and staff;
• sustainability of the environment;
• modern learning facilities, equipment and technology

**2P3 (2010 REVIEW)**

**How do you communicate your expectations regarding these objectives?**

The college’s mission, vision and value statement are the foundations upon which the college’s objectives, goals and operations are developed. Through a recent (Spring 2009) campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction. The new mission statement was accepted by the college and approved by the MnSCU Board of Trustees in May 2009. These fundamental statements are included in the college catalog and the college website; the mission statement is prominently displayed at campus entryways and is printed on the back of employee business cards.

In addition to the college’s unique defining statements, other objectives are derived from the college’s Strategic Plan, as listed in 2P2. This strategic plan identifies and communicates ways to build on the college’s strengths to continue its distinguished tradition of commitment to academic excellence. Each of the five principal strategic goals emerges from an existing strength, and each goal flows from the college Mission Statement.

The MnSCU Office of the Chancellor also hands down a workplan that is mandated to all colleges and universities within the system. The MnSCU Strategic Goals are as follows:

**Strategic Direction 1: Increase access and opportunity**

Goal 1.1 Raise Minnesota’s participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.
Goal 1.2 Maintain an affordable cost of attendance for Minnesota residents.
Goal 1.3 Work with other organizations to prepare all young people to graduate from high school and enroll in college ready for success.
Strategic Direction 2: Promote and measure high-quality learning programs and services
Goal 2.1 Demonstrate high quality in all educational programs.
Goal 2.2 Produce graduates who have strong, adaptable and flexible skills.
Goal 2.3 Provide multiple delivery options for educational programs and student services.

Strategic Direction 3: Provide programs and services integral to state and regional economic needs
Goal 3.1 As a major partner in educating Minnesota’s workforce, participate in identifying and meeting regional and statewide economic development priorities.
Goal 3.2 Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.
Goal 3.3 Develop each institution’s capacity to be engaged in and add value to its region.

Strategic Direction 4: Innovate to meet current and future educational needs efficiently
Goal 4.1 Build organizational capacity for change to meet future challenges.
Goal 4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.
Goal 4.3 Identify and remove barriers to innovation and responsiveness.
Goal 4.4 Hire and develop leaders who will initiate and support innovation throughout the system.
Goal 4.5 Promote accountability for results through a system of accessible reports to the public and other stakeholders.

Additionally, the Minnesota Legislature has specified its objectives for higher education institutions in Minnesota in state statute MN135A.053:
(1) to ensure quality - to provide a level of excellence that is competitive on a national and international level, through high quality teaching, scholarship, and learning in a broad range of arts and sciences, technical education, and professional fields;
(2) to foster student success - to enable and encourage students to choose institutions and programs that are best suited for their talents and abilities, and to provide an educational climate that supports students in pursuing their goals and aspirations;
(3) to promote democratic values - to enhance Minnesota’s quality of life by developing understanding and appreciation of a free and diverse society;
(4) to maintain access - to provide an opportunity for all Minnesotans, regardless of personal circumstances, to participate in higher education; and
(5) to enhance the economy - to assist the state in being competitive in the world market, and to prepare a highly skilled and adaptable workforce that meets Minnesota’s opportunities and needs.

The collective responsibility to serve our learners and our community, and to be available and valued as a community resource, is evidenced by example, participation and time invested in the purposeful and intentional efforts to abide by the aforementioned Mission, Values, Goals and Commitment statements.

2P4 (2010 REVIEW)
How do you assess and review the appropriateness and value of these objectives and whom do you involve in these reviews?

As stated in 2P3, all college efforts are directed and guided by the Mission, Values, Goals and Commitment statements of the college and the MnSCU system. The college routinely reviews and modifies its Strategic Plan for currency and efficiency, and feedback from all stakeholders – internal and external – is solicited and appraised. The college is making a concerted effort to become more data driven, rather than anecdotal, in its assessment efforts.

2P5 (2010 REVIEW)
How do you determine faculty and staff needs relative to these objectives and operations?

HCC faculty and staff have a number of ways in which to voice their needs. The Administrative Team have created an open and collegial environment in which employees can easily meet informally with supervisors and the Administrative Team to communicate needs. Formal meetings with faculty members are held annually, in which budget, equipment needs, and instruction are discussed and communicated.

Campus-wide input is sought and received regarding budget development. All-campus meetings – such as Professional Development Days, Provost Information Sessions, President’s Conversations with Colleagues Meetings – are other venues in which employees have the opportunity for input and feedback.
Ultimately, it is the task of the Provost and the Administrative Team in determining what needs most benefit the college and are fiscally possible.

2P6 (2010 REVIEW)

How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

As previously stated, all college efforts are directed and guided by the Mission, Values, Goals and Commitment statements of the college and the MnSCU system. Objectives and the processes that support them are guided by the same statements. These communicated guidelines create mutually beneficial and respectful methods of readjusting college's efforts.

Individual needs are communicated to an employee's immediate supervisor either through informal means or through the formal performance review process. Department needs, or needs of a union group, are communicated through appropriate channels, such as Shared Governance, AASC, or CAC meetings and acted upon.

Results (R)

2R1 (2010 REVIEW)

What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

HCC collects and analyzes the following in regard to non-instructional objectives and activities:

Admissions: Enrollment numbers are tracked from semester to semester as well as from year to year. Enrollment numbers are also compared with the projected enrollment growth, which is incorporated into the development of the college's budget planning. HCC also tracks enrollment in specific courses and programs. This information is essential in determining the vitality and viability of course offerings and programs.

Enrollment data indicate that HCC is a vital institution with programs that are in demand. Fall 2009 enrollment numbers rank among the highest the college has experienced. Waiting lists for technical programs indicate students are willing to delay enrollment in order to participate in their selected program.

Community College Survey of Student Engagement Report: The past several CCSSE Reports (2005, 2007, 2009) indicate students enjoy a high level of quality relationships with people they encounter at Hibbing Community College, including other students, instructors, and administrative personnel and offices. They report above average satisfaction with services such as college computer labs and financial aid advising.

Athletics: The Grade Point Average (GPA), graduation rates, completion rates, and retention rates of student-athletes are monitored and compiled.

CT/CE: HCC's Customized Training and Continuing Education department regularly surveys students and customers regarding the satisfaction of courses and services. Data is collected on the number of classes offered, how many of those classes actually ran, the number of students enrolled, participation levels, and the number of businesses served annually.

Hibbing College Foundation: The Hibbing College Foundation completes annual giving reports detailing the donations of alumni and friends of the college. This report is submitted to MnSCU through the Counsel for Aid to Education’s Voluntary Support of Education survey. This survey is the authoritative national source of information on private giving to higher education.

2R2 (2010 REVIEW)

What are your performance results in accomplishing your other distinctive objectives?

The college's performance results are highlighted in MnSCU's Accountability Dashboard, which monitors the performance of selected key measures. The MnSCU Accountability Dashboard is designed as a tool in improving our
services and objectives. Results are shown for the system as whole, separately for four-year universities and two-year colleges, and for each institution. Students report above average satisfaction with services such as college computer labs and financial aid advising.

Data collected through the Fact Book regarding student satisfaction with non-instructional services indicate the following satisfaction rates: 75.8% of respondents indicate satisfaction with computer labs; 75% - financial aid office; 71.5% - food service; 71% - registration; 68.2% - library. Areas with sub-par satisfaction ratings include: varsity sports – 33%; intramural sports – 32%; and disability services – 29.7%.

Data collected and analyzed through Customized Training from 2004 through 2009 show a 53% increase in the number of training sections offered; a 22% increase in the number of students served; and a 115% increase in the number of student hours.

Data collected and analyzed by the Hibbing College Foundation show a steady level of support from donors over the years. Annual dinner participation varies little with a range of 89 to 104 supporters between the years of 2000 through 2010. Economic factors have recently hindered the foundation’s ability to fund scholarships, with $19,575 awarded for incoming students in Fall of 2010 dollars compared to $27,000 awarded in Fall of 2007.

**2R3 (2010 REVIEW)**

How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The system-wide MnSCU Accountability Dashboard is the main comparison tool for Hibbing Community College efforts. As shown on the MnSCU Accountability Dashboard, HCC regularly monitors data such as the licensure exams pass rates, student persistence and completion, tuition and fees, and the facilities condition index and compares performance levels to other institutions. Results indicate HCC meets MnSCU expectations in the areas of student engagement, persistence, and facilities condition, and exceeds MnSCU’s expectations in the areas of enrollment and access and opportunity.

On the U.S. Department of Education Institute of Education Sciences Integrated Postsecondary Education Data System (IPEDS) website, the performance of institutions is monitored and comparison data of Hibbing Community College and other institutions is presented. At IPEDS, data may be obtained for a single institution, or in comparison with other institutions, on variables such as institutional characteristics, pricing and tuition, admissions, completions, enrollment, graduation rates, financial aid, finance, and human resources.

HCC has joined a large number of American colleges and universities that have made a commitment to achieving climate neutrality and reducing its carbon footprint. Hibbing Community College is participating in “Schools Cutting Carbon,” a State initiative that studies and audits the energy use of campuses with the purpose of working to reduce the energy use and carbon footprint. The Minnesota Schools Cutting Carbon is a three-year initiative that helps schools save money and reduce their carbon footprint. The program gives 103 Minnesota public high schools, colleges and universities guidance, collaboration tools, technical assistance, and mini-grants to make their schools more energy efficient and reduce greenhouse gas emissions. For more information on HCC’s efforts, please see the Schools Cutting Carbon website.

HCC has shown leadership by participating in the American College and University Presidents’ Climate Commitment by modeling ways to eliminate global warming emissions and by providing the knowledge and the educated graduates to achieve climate neutrality.

**2R4 (2010 REVIEW)**

How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with the communities and regions you serve?

Many of the college’s distinctive objectives are addressed through strategic planning and guided by the college’s Mission Statement. The recently revised Strategic Plan serves as a valuable touchstone to direct the college’s efforts and achieve and strengthen common goals.

Through the Spring 2009 campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction and how they enhance relationships with learners and the greater community served. Initiatives such as ALI, STEM-related
activities, sharing faculty with other NHED colleges, and involvement in Habitat for Humanity projects are only some of the ways in which the college and community partners collaborate for the greater good. In addition, the college routinely reviews and modifies its Strategic Plan for currency and efficiency, and feedback from all stakeholders – internal and external – is solicited and appraised. This communication and request for feedback builds and strengthens relationships and provides valued input and information for improvement.

**Improvements (I)**

2I1 (2010 REVIEW)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Strategic Planning and the recent association with AQIP have given the college a more focused and intentional course of action in identifying and accomplishing objectives and goals that align with the college Mission Statement. One outcome of Strategic Planning was the establishment of the Global Conference. The purpose of this community initiative is to increase global awareness, opportunity, and economic development possibilities with nations of the world. The first Global Awareness Conference focused on India; the second event, held in March 2010, focused on China.

Another important initiative has been the AQIP project of Improving Campus Safety. The goal of this project is to improve campus safety by developing, updating, and building on current practices. The main premise of this project is working to mitigate possible safety concerns, publicize safety processes and procedures, improve communication regarding campus safety, and ensure compliance with state and federal safety regulations. This project was developed to address current challenges in crisis management, maintain compliance, and implement new technologies. The safety of the institution's faculty, employees, and students is a top priority and of the utmost importance. An awareness of safety processes and procedures will be generated along with increased attention to all safety issues for all campus constituencies. The college's commitment to this initiative will continue long after the project is retired and regular evaluation, updates and attention to implementing and revising procedures will become common practice.

2I2 (2010 REVIEW)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

HCC utilizes several processes by with targets are set and projects are set in motion to identify and improve distinctive objectives. Professional Development Days, Provost Information Sessions, President's Conversations with Colleagues sessions, AQIP and JUMP meetings offer opportunities for input and open communication, with the direct benefit of ideas that lead to work plans that result in progress.

**Introduction to Understanding Students' and Other Stakeholders' Needs**

*Understanding Students’ and Other Stakeholders’ Needs examines how your institution works actively to understand student and other stakeholder needs.*
Processes (P)

3P1 (2010 REVIEW)

How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Hibbing Community College is committed to providing the best educational experiences and actively seeks avenues for receiving input and processes for achieving improvement. HCC’s responsive learning environment encourages self-reflection and feedback from our varied stakeholders.

HCC’s recently revised Strategic Plan outlines the college’s commitment to provide quality, innovative and flexible education to meet the needs of students and employers. Likewise, the college’s stated Commitments include the following: student success; inclusion of diversity; open-door admissions; advancement of knowledge; collaboration to advance innovation; excellence in teaching and learning; high academic standards; academic freedom and diversity of thought; promotion of economic growth; enrichment of cultural understanding; development of faculty and staff; sustainability of the environment; modern learning facilities, equipment and technology.

HCC students have opportunities for direct input regarding their needs and concerns. The HCC Student Senate is an on-campus voice for all students, and Senate members regularly communicate with Student Services staff and the college Administrative Team on areas of interest and concern. In addition, HCC administrators meet with Student Senate members in the administrative decision-making process, especially in regard to items such as campus improvement, administrator hiring committees, and tuition rates. Communication with Student Senate on tuition rates is mandated by MnSCU board policy.

Campus-wide committees give students the opportunity for active involvement in many areas, such as the TASC group, the Strategic Planning Committee, hiring committees, student clubs, athletics, theatre, service-learning, among others.

Student input is received by way of the Student Satisfaction Survey, the annual Graduate Follow-up Survey, and the CCSSE.

In addition, Student Services department meetings are held twice monthly to discuss and address student-related issues, as well as other topics that widely impact the student experience at HCC.

The campus climate is one of open doors and open communication. Students are provided with the opportunity to meet with faculty, staff and the Administrative Team to express their needs or concerns or to offer input and suggestions. Sometimes these needs result in AQIP Action Projects, which is what occurred after review of the nursing program’s admissions process.

During the nursing program registration session, it was discovered that there were pre-nursing students who tested into developmental courses. Because of the intensity of the RN program HCC created a health career study skills class and an introduction to biology class to enhance students’ chances for success.

Many student needs are identified through informal and unexpected ways. Several years ago, a counselor noticed that many male students told similar stories of lacking the social connections that are so important in the retention process. In response, a men’s group was formed, and met twice monthly for dinner and group activities. Student Services staff report that trends and patterns of student issues change as times change. Focus group meetings and individual sessions with students identify needs and issues that change from year to year. Information is gathered and brainstorming follows to address possible options to address or affect change as effectively as possible.

Another example of identifying a need and creating a solution came about when the college began workshops for students who had been suspended and were returning to class. Students who attended these workshops were more successful then those who did not attend. The next year the college expanded these workshops to include students who were on probation. These workshops, along with intrusive advising for students who tested into two or more developmental classes, have proven to be successful in student success and retention.

HCC looks to the surrounding community to gather input regarding the college’s perceived value and requested feedback on how the college could better serve its stakeholders. In preparing for the AQIP process, HCC prepared a
survey and sent it out to community members. Survey results indicated a strong sense of pride and satisfaction in the college, and results indicated that 98% of respondents would recommend HCC to a family member or friend for higher education opportunities.

3P2 (2010 REVIEW)

How do you build and maintain a relationship with your students?

Building relationships begins prior to individuals becoming students at HCC. The college’s relationship with a student begins with a phone call to the admissions office or with a visit with an admissions representative, either on-campus or at a high school, college fair, or other venue. These key front-line people are invaluable resources for information and help guide students through the process of applying to the college and becoming an HCC student. These relationships often last throughout a student’s academic career at HCC.

Students have strong connections with their advisors, counselors, and instructors. Students enrolled in technical programs form relationships with their fellow students, instructors and lab assistants due to the structure of the program. In the college the size of Hibbing Community College, it is easier to get to know students and call them by name.

Student activities are essential to building relationships with other students and with members of the Student Services department. Activities such as intramural sports, student clubs, or events such as Grocery Bingo or free movie nights bring students together in informal ways. The impact and value of these activities cannot be underestimated.

Students residing in the on-campus student housing have a collegiate experience that is broadened by living with classmates. The relationships forged in student housing can be lifelong.

Relationship building is key to student comfort and confidence-building and aids in the retention process. It is important that students feel engaged and part of the college.

3P3 (2010 REVIEW)

How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

HCC utilizes a number of methods to determine and analyze the changing needs of stakeholders.

- Survey results show that students are satisfied with the level of interaction and attention received within the classroom. In the same manner, course evaluations are utilized to gain input and effect change when deemed necessary.
- Faculty-developed Program Department Plans are based on course evaluations and other input.
- Meetings with various groups – ranging from student senate, faculty and employee unions, Shared Governance, public focus groups – result in discussion and discourse that provide valuable insight and may lead to courses of action and next steps. Input sometimes leads to the development of policies, procedures, strategic planning goals and AQIP action projects.
- Specific information is gathered through committees such as program advisory boards, Carl D. Perkins Grant Committee meetings, or through K-12 partners.
- The efforts of the Iron Range Higher Education Committee (IREC), a committee created by the Minnesota Legislature, result in research and funding with regard to higher education in northeastern Minnesota, in addition to the creation of select career programs.

3P4 (2010 REVIEW)

How do you build and maintain relationships with your key stakeholders?

HCC works closely with a number of off-campus stakeholders and continues to develop a wider constituency and base for collaboration, training, and friend-making.
HCC’s CT/CE department works with over 600 businesses annually and provides training and skill development that is highly regarded. Survey results and feedback from business and industry indicates a high level of satisfaction, and repeat business over many years reveals a loyalty to HCC.

HCC’s Law Enforcement program is widely regarded and trains the more than 700 Northeastern Minnesota law enforcement officers in annual training and firearms refresher.

The college receives many donations in various forms to technical programs by business and industry that support our programs and aid in training of students.

The Hibbing College Foundation holds an annual fundraising dinner to raise scholarship dollars for students. The success of this event is evidenced by selling out the available tickets – with a waiting list – and is a much-anticipated event in the community.

3P5 (2010 REVIEW)

How do you determine if you should target new student stakeholder groups with your educational offerings and services?

The level of relationships HCC has with business and industry allows for easy communication between parties and indicates a high degree of value in HCC’s offerings and resources. One example of HCC’s responsiveness to student and stakeholder needs is the expansion of program offerings to accommodate the need for skilled workers in the iron ore mining industry. Iron ore mining industry representatives approached HCC officials with the need, and HCC responded by developing the Industrial Technology-Mining program. The iron ore mining industry representatives and HCC administrators collaborated to create a program that met the needs of the industry and trained students with skills that would be marketable in not only the iron ore mining industry, but in many other similarly-skilled areas of employment.

Other tools utilized by the college include analyzing past enrollment trends, local and regional job market research, economic growth indicators, a wide range of demographic data, and the ability to effectively and efficiently offer new programs that will be mutually beneficial to the college, the students, and the workforce.

3P6 (2010 REVIEW)

How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Complaints from students and stakeholders are handled both informally and formally. Because of the small and communicative nature of the college, many complaints are communicated informally and verbally. Conversations with faculty, staff, and instructors can often remedy minor complaints. Formal complaints are received through conversations with the Administrative Team, instructors or coaches; written complaints such as course evaluations, surveys, and petitions or through feedback on the college website; or through the harassment office. The college keeps a file of all written student complaints. HCC clearly communicates the procedure for complaints in the student handbook.

Staff grievances are processed through Shared Governance or AASC or through an employee’s supervisor. The college provost or his designee may enter into the discussion, as will the employee’s union representative if representation is desired.

Complaints from other stakeholders are communicated in similar ways and handled by the appropriate employee or supervisor for possible corrective action. Feedback is analyzed and a course of action is determined by following the college policies and procedures. Discussion may follow in which appropriate personnel review the information and recommend improvements, modifications, or corrective action. If the situation requires, the harassment officer, counselors, or MnSCU’s legal counsel may enter as resources for resolution.

Depending on the level of formality, corrective action or implemented solutions may be communicated face to face, over email, via formal letters per policy, in petition reports, or through campus meetings such as curriculum committees, training committees, advisory board, or staff meetings.
Results (R)

3R1 (2010 REVIEW)

How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

HCC employs a variety of methods in determining student satisfaction.

Student feedback is regularly received through the Student Satisfaction Survey, which is administered to gauge students’ satisfaction with their academic experiences and provides individual instructors with suggestions to improve their teaching.

HCC participates in the CCSSE, which addresses both student satisfaction and demonstrates the importance of having data from colleges that serve student populations comparable to the Hibbing Community College student population.

Course evaluations are collected each semester. The CT/CE department also conducts course evaluations on every one of their class offerings.

Meetings and conversations with Student Senate as well as with individual students, in both formal and informal settings, offer valuable insight.

HCC is committed to the satisfaction of its employees. The Staff Leadership Needs Assessment is utilized to identify staff development needs through self-reporting and is the first step in the development of planning that will guide future training initiatives as well as guide future employee recruitment efforts. The HCC Employee Development Philosophy statement is as follows:

**We are committed to developing the talents of HCC's employees. We value our employees and understand that continuous learning benefits the entire college by developing and maintaining our employees' personal health and wellness and employee skills that link to achieving college goals and objectives. Supporting all employees also builds institutional capacity to better serve our students and our communities. This commitment is realized as a shared responsibility among all employees.**

Upon distribution of the assessment survey, 67% of employees eligible to participate chose to do so.

External levels of satisfaction were recently measured as the college prepared for entry into AQIP. A survey was prepared and distributed to gauge the level of community approval and awareness of college programs and offerings. Survey results indicated 98% of respondents would recommend Hibbing Community College to a family member or friend.

A pilot project surveying employers of HCC graduates was initiated in 2009-2010. Although the project’s resulting data are from a small sampling of participants, the data indicate satisfaction with graduates and acceptable attainment of soft skills contained within HCC’s Core Competencies.

3R2 (2010 REVIEW)

What are your performance results for student satisfaction?

The CCSSE is a valuable indicator of student satisfaction and is effective in giving the college a snapshot of where the college stands in relation to its peers. CCSSE results indicate, on a scale of 1 to 7 with 7 as the highest level of satisfaction, students rate "relationships with instructors" at 5.60. CCSSE results with regard to Student Services indicated, on a scale of 0 to 3 with 3 as the highest level of satisfaction, students rank "Computer Labs" at 2.62, "Services to Students with Disabilities" at 2.50, and "Financial Aid Advising" at 2.28. The college's 2008-2009 Graduate Survey indicates high student satisfaction with 91% of graduates responding positively to all areas. The records office had the highest percentage of positive responses - 98%.

The college has begun requesting feedback following student events to determine satisfaction levels and to give opportunity for input on planning additional events of interest to students.
In addition, the college was honored by being selected as a “Military Friendly” school by “G.I. Jobs.” HCC is among the top 15 percent of colleges, universities and trade schools in the nation for doing the most to embrace America’s military veterans as students. The list was compiled through exhaustive research during which G.I. Jobs polled more than 7,000 schools nation wide. Criteria for making the Military Friendly Schools list included efforts to recruit and retain military and veteran students, results in recruiting military and veteran students and academic accreditations. HCC was one of only 12 schools in the Minnesota State Colleges and Universities system to make the list. For more information please see G.I. Jobs 2010 Military Friendly Schools website.

3R3 (2010 REVIEW)
What are your performance results for building relationships with your students?

As described in response to Question 3R1, the most recent data from the CCSSE pertain to building relationships with students. Benchmark data indicate that HCC students, when asked about student-faculty interaction, report similar but somewhat lower levels of overall satisfaction than consortium or CCSSE cohort comparison groups, with a benchmark score of 53.7 out of a possible 100. This compares with the consortium score of 57.4 and the CCSSE cohort score of 55.6.

HCC’s CT/CE department fulfills customer and market demands by offering credit and open enrollment classes and customized training. Through this department, HCC has developed strong partnerships with NE Minnesota businesses, local workforce centers, area chambers of commerce, and local government entities that will best serve our communities, regional businesses, and individual learners.

The numbers of individuals served and hours of training provided have grown steadily since Fiscal Year (FY) 2004. Offerings have increased by more than 53% which yielded a 22% increase in students from approximately 15,000 in FY 2004 to more than 18,300 in FY 2009. In that same period of time, the number of student hours more than doubled from 57,500 to more than 123,000.

Survey results and course and training assessments reflect a high level of satisfaction with HCC’s CT/CE training services overall. The department’s strong business partner relationships have resulted in continued requests for services year after year.

The AQIP process has revealed a need for more systematic processes and quantitative information to determine performance results for building relationships with students.

3R4 (2010 REVIEW)
What are your performance results for stakeholder satisfaction?

The previously mentioned community survey indicated a high level of approval and satisfaction with the programs, offerings, and activities provided by Hibbing Community College. Survey results indicate a 98% approval rating when asked if the respondent would recommend HCC to a family member or friend.

The success of the strong relationships between Hibbing Community College, the Hibbing College Foundation, and our community members is evidenced by the annual fundraising dinners and by the commitment of sustained financial support of donors. HCC has more than 10,000 alumni in its ever-growing database. To keep alumni apprised of activities at HCC, the Hibbing College Foundation regularly distributes a newsletter, the “Cardinalumni.”

3R5 (2010 REVIEW)
What are your performance results for building relationships with your key stakeholders?

- Relationships with business and industry, the K-12 system, sister colleges in the NHED, law enforcement, training contractors, community members and service groups are strong, long-lasting, and growing. HCC hosts numerous events including annual technical career days and STEM-dedicated career days with more than 300 students in attendance; a sustainability fair for approximately 200 middle school students; Power to the 8th, an event focusing on preparing eighth-grade students for college with more than 250 participants; and a number of diversity day events. HCC also hosts the Region 7A One-Act Play Competition as well as
regional speech and debate events. In partnership with the NHED, HCC shares 20 low-enrollment courses; collaborates with three colleges to provide the LPN to RN pathway; shares one program (IT-Mining) with another college; collaborates on at least two major grant applications annually; and shares Instructional Technology personnel and services with the NHED.

- Collaboration efforts, such as the **Applied Learning Institute** (ALI) -- a legislatively-funded collaboration between NHED colleges, five high schools, and local K-12 partners to offer college-level, technical courses to high school juniors and seniors -- are mutually beneficial to all involved. Projects initiated through HCC’s involvement in the ALI encompass six difference academic areas including Automotive, Engineering, Technical Math, Business/Entrepreneurship, Electrical/Solar and Habitat for Humanity and create expanded and enhanced learning opportunities previously not possible.
- College events such as the **Hibbing College Foundation** fundraiser dinners, theater events, and events such as the Culinary Arts program’s holiday buffets are traditionally well attended.
- Hibbing College Foundation donations and support continues to grow despite the continued economic distress.
- Presentations by HCC faculty, staff and the Administrative Team to various service groups expand awareness and appreciation for college offerings and are well attended. Feedback has been positive.

### 3R6 (2010 REVIEW)

**How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

Each year, all students graduating from HCC are asked to complete a student satisfaction survey known as the Graduate Survey. This survey’s intent is to determine student satisfaction in both instructional and non-instructional areas within the college and gather feedback for improvement. Results of the 2007-2008 Graduate Survey indicate 91% of students would attend HCC again.

### Improvements (I)

### 3I1 (2010 REVIEW)

**What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?**

Hibbing Community College has strengthened its commitment to students’ and stakeholders’ needs through several recent AQIP projects.

1. **Improving Campus Safety** -- The goal of this project is to improve campus safety by developing, updating, and building on current practices. The project's main premise is to mitigate possible safety concerns, publicize safety processes and procedures, improve communication regarding campus safety, and ensure compliance with state and federal safety regulations. This project was developed to address current challenges in crisis management, maintain compliance, and implement new technologies. The safety of the institution's faculty, employees, and students is a top priority and of the utmost importance. This project will affect all students, faculty, and employees as well as anyone who visits or is served by the campus. Involvement will include a cross-section of the organization including students, human resources, facilities, student services, campus safety team, the Administrative Team, and others deemed appropriate as the project progresses.

2. **Learning Communities** -- Incoming students declaring a health-science major and who also tested into developmental courses were placed into a cohort. Fall semester coursework included pre-biology, developmental math, reading, and English, as well a study skills course designed to provide students with skills in time management, effective listening, studying, note-taking, examination preparation, among others, relating specifically to the health-science field. Career exploration, guest speakers, and field trips to medical facilities are included.

Spring semester classes included Freshman Composition, General Psychology, Anatomy/Physiology and Interpersonal Communications courses. Individual counseling sessions, proactive academic advise, career exploration, job shadowing and transfer visits were components of the cohort. This cohort learning community was designed in the anticipation of improving learning and retention. HCC’s cohort group of students enrolled in the same classes and had the opportunity for sharing not just academics, but also interests and experiences.
While many students pursue the goal of a medical-related career, they often flounder or become frustrated because they do not have specific goals or are not prepared for the academic rigors of that major. Students become discouraged and drop out without realizing there are other options available.

A study of 34 students enrolled in Nursing 1250 during fall semester 2006, revealed that 21 students successfully completed this course. Of the 21 who were successful, 20 students were successful in their biology coursework. Of the 13 who were not successful in Nursing 1250, nine students were also unsuccessful in their biology coursework. Based on this data, an AQIP Action Project was developed in which students who tested into developmental courses, and who had specified a health science major, would be placed into a cohort that contained a pre-biology course. This pre-biology course examines the various topics within the study of biology, offers students foundational skills, and prepares them for the rigors of health science related majors. Students in the cohort group engage in frequent academic advising in an effort to increase Grade Point Averages, credit completion, and retention, and extensive opportunities for career exploration and job shadowing.

3. **Orientation for learners in online courses** -- The goal of this project is to provide online students with a realistic and informative orientation at Hibbing Community College. The object is to develop an orientation, delivered in an online format, to give students information and resources to enhance their online learning experience. The institution would like to increase success and completion rates for online courses. The orientation will provide specific information about advantages, challenges, and information regarding online learning as well as resources and contact information for students. This is a priority because the institution has seen enrollment growth in online courses, more students are showing an interest in online learning, faculty are offering hybrid courses (delivered face-face and online), and there is a need to provide equal opportunity and information regarding available services to students. Students will become aware of the differences in an online learning environment. Faculty, advisors, and counselors will have an established resource students can re-visit, and students will experience increased success in online courses.

4. **Improvement of at-risk student intervention process** -- The goal of this project is to improve the at-risk student intervention process at Hibbing Community College. The object is the development of an effective method for faculty to provide information about at-risk students. This method would also include a structure allowing counselors and advisors to give meaningful feedback to faculty in an efficient and timely manner. Currently, the at-risk student intervention process is paper-based. This creates a system that is labor intensive and inefficient. If this system provided valuable and timely information about at-risk students, it would provide prompt feedback to students and be a significant piece of an overall attempt to improve retention and graduation rates. Faculty, advisors, and counselors will use a web-based process to submit and respond to information about at-risk students.

3I2 (2010 REVIEW)

**How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?**

A recent **AQIP action project** focusing on data collection and inventory practices is one example of the ways in which HCC has strengthened its processes to improve performance results. Currently, there is not a comprehensive document identifying data collection methods and practices. The goal of this action project is to identify HCC’s current data collection practices and provide a matrix showing existing data, timelines, and collection methods for the past five years. This matrix will be made available to assist in determinations for further collection and use of data for decision-making.

In order to accurately reflect all types of data collected on campus, research into each area (services, human resources, students, faculty, etc) is necessary. This project, along with HCC’s access to the NHED’s Office of Institutional Research -- which provides the NHED colleges with information and analysis for use in institutional assessment, strategic planning, policy and decision making, accreditation, and grant writing – will enhance HCC in developing a “culture of evidence” for use in maintaining institutional effectiveness.
Introduction to Valuing People

AQIP Category Four, VALUING PEOPLE, explores your institution’s commitment to the development of your faculty, staff, and administrators.

Processes (P)

4P1 (2010 REVIEW)
How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Specific jobs require specific talents and skills.

All employees, except for faculty, have position descriptions detailing their job duties. Staff position descriptions are approved by the State of Minnesota’s Department of Management and Budget, which determines and sets skill levels and pay categories.

Staff members are screened for specific credentials, skills, and education requirements, along with the required job tasks and responsibilities determined by the position description. Position descriptions are established by the position’s supervisor with assistance from the Administrative Team and Human Resources. All potential, newly created positions must be reviewed and approved by the State of Minnesota’s Department of Management and Budget for an audit and a class/level determination before any job is posted.

Under contract, minimum qualifications are set for every faculty position. Faculty members are screened to determine that credentials established by MnSCU and specific to the subject / program area are met.

4P2 (2010 REVIEW)
How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

Throughout the hiring process for each position, search committees are instructed to follow the specific guidelines laid out by the MnSCU system as well as through the appropriate bargaining unit agreements. Minimum qualifications are mandated for the college via these contract agreements.

Search committees, comprised of representatives from all bargaining units, are established and follow the hiring procedures and guidelines. The committee has a key role in the identification of candidates, in initial screening (reviewing applications for minimum qualifications) and interviewing (establishing interview questions / presentations). Minimum qualifications and credentials must be met by the candidate, and program-specific licensures must be kept up to date. Teaching demonstrations or skill demonstrations in interviews indicate an applicant’s knowledge of the subject and their ability to engage students.

Upon completion of the search committee’s role in the interview, the search committee forwards the finalists’ names - along with their strengths and weaknesses as compared to the position description - to the college Provost, who checks references and makes the final hiring decision.

4P3 (2010 REVIEW)
How do you recruit, hire, and retain employees?

Hibbing Community College utilizes a well-structured process of recruiting and hiring employees that is set out by the NHED’s Human Resources office. Upon receiving communication of an employment opening, the HR office determines where, how and when to publicize and promote the opportunity. Traditionally, local and area newspapers, websites, and other online methods of communication, such as the Minnesota Management and Budget employment
websites are employed to post job openings. Trade magazines or other publications may be used to gain additional awareness in specific fields. Area workforce centers and job service offices are also informed. Once applications are received, a search committee works to determine the best potential candidates, and interviews are held. The finalists are sent to the college provost for final review and consideration, and the provost makes the final hiring decision.

As a retention strategy, HCC conducts new employee orientation sessions, in which new hires are introduced to key support people, both in their departments and within other areas of the college. Informal mentoring within departments is encouraged.

4P4 (2010 REVIEW)
How do you orient all employees to your organization’s history, mission, and values?

Upon hire, new employees undergo an employee orientation session and receive the Employee Guidebook. In the orientation session, as well as in the Employee Guidebook, new employees learn more about the history, the mission, vision, values and commitments of the college. Employee orientation includes required training in employee safety, sexual harassment, hazardous waste, and code of conduct. In addition, these statements and values are communicated through the college’s employee newsletter, the Dialogue. Informal mentoring within departments and programs reinforces the mission of the college and the employee’s role. Additional orientation is available on a one-on-one basis as necessary or desired.

4P5 (2010 REVIEW)
How do you plan for changes in personnel?

Because the college enjoys a high level of employee loyalty and longevity, personnel changes occur infrequently. Employees retiring or resigning are not required to give substantial notice to their supervisors. Consequently, the college is typically reacting rather than planning for changes in personnel. The process takes place as vacancies occur. Employees nearing retirement discuss their plans with their supervisor, which puts a plan for continuation of operations into play.

However, HCC does plan for growth in curriculum and in programs, and employs a number of part-time faculty members who’s work assignments are adjusted according to enrollment levels.

4P6 (2010 REVIEW)
How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Position descriptions detail the activities of each employee and are developed and designed to ensure that duties contribute to the organization and are aligned with the mission of the college. Review of position descriptions comes through job audits, which are either requested by an employee or supervisor.

Employees who wish to progress in their area of work have the opportunity to participate in staff development or professional development training. As positions open within the college, employees are encouraged to apply.

During regularly scheduled performance reviews between employee and supervisor, job descriptions are reviewed to make sure they are up to date and accurately reflect the employee’s duties. Employee satisfaction levels are also assessed. Supervisors additionally ask employees what resources or training may be necessary to better perform their job duties. Employees may indicate their future goals within the institution.

Clear and open communication across all levels of the institution is necessary to determine that employee contributions and organizational needs are met.

4P7 (2010 REVIEW)
How do you ensure the ethical practices of all of your employees?

HCC and the MnSCU system operate under a series of guidelines and expectations communicated to all employees at the time of hire. Mandatory code of conduct training is communicated through new employee orientation. A series
of other mandatory conduct-related issues are communicated via specific departments, such as purchasing ethics and guidelines through the business office; computer and online guidelines training through the instructional technology department; and code of conduct and diversity and harassment awareness training handled by the Human Resources office. HCC conducts audits of procedures and practices and all mandated training is documented by the college safety officer. HCC also houses the Office of Internal Auditing which conducts routine audits and assists HCC with compliance as needed.

4P8 (2010 REVIEW)

How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional program and services?

HCC’s Professional Development Days are planned by a committee formed to determine and respond to the communicated needs of employees. The committee selects pertinent topics to present to faculty and staff.

Training needs may be mandatory, such as safety and health related training or training in ethics-related areas. Training may be requested by an employee, and may range from additional computer skills to faculty sabbaticals. Faculty sabbaticals may be granted if the content serves the interests of the college, the department and the students. Faculty members must complete annual professional development plans and review the plan with college administrators. CTL offerings are available for faculty.

By contract, various bargaining units have staff development funds available. Staff development funds for members of the AFSCME union are available and a training needs assessment was recently conducted for middle management and MAPE employees. MnSCU staff and leadership development training is also available.

Additionally, during annual performance reviews supervisors ask employees what training is needed or desired.

4P9 (2010 REVIEW)

How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

It has been said that one of the most important things HCC can do is hire the right people. Through the hiring process, potential employees are identified and assessed for the skills, knowledge and ability to do the job and contribute fully to the college. Once hired, those skills are enhanced through a variety of methods.

Opportunities such as the all-employee Professional Development Day, Staff Development, New Employee Orientation, and New Administrator Training serve to increase the knowledge and abilities of employees. Performance reviews reveal options and possibilities for further professional improvement. The college supports performance building opportunities financially through professional development and staff development funds. Training opportunities, job-specific training, customer service training, diversity training, student services workshops, and maintenance professional development days are all supported by the college.

Mandatory training is covered on Professional Development Days. This training includes all employee sessions on safety, hazardous materials and ethics. These Professional Development Days also cover information on a variety of educational topics related to classroom teaching, such as student conduct, special needs, security, etc.

Additionally, annual professional development plans are required of all faculty members. Faculty members who teach online courses are required to complete specific training before teaching online courses. Training is available for faculty wanting a “refresher” in online course delivery.

A number of other training options are available. The HCC Health and Wellness Committee provides brown bag lunches, newsletters, mini sessions, and physical health promotion activities to all employees to enhance not only physical and emotional health, but intellectual health.

4P10 (2010 REVIEW)

How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?
Through annual employee performance reviews, dialogue between supervisor and employee reinforces college expectations, gives feedback on productivity, and gauges employee needs and satisfaction. Course evaluations are required for all faculty members which tie into their professional development plans. New faculty members also have their teaching evaluated through their first three years by the dean of student services and academic affairs.

4P11 (2010 REVIEW)

How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

HCC does not participate in local contract negotiations, but rather follows the guidelines pre-set by the State of Minnesota and the specific compensation structure of the employee union contracts. Compensation benefits and rewards are tied to employee contracts.

MnSCU’s Board of Trustees grant annual “Awards for Excellence” to instructors submitting a winning proposal for creativity in teaching. HCC forwards an instructor’s name for consideration by the Board of Trustees. The award honors exceptional individual professional accomplishment and excellence in teaching that goes beyond job expectations.

Beyond recognition of employees’ years of services at the annual Professional Development Day sessions, HCC does not have a formally designed system of employee recognition.

4P12 (2010 REVIEW)

How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

HCC continually strives to maintain and strengthen the satisfaction and motivation of its employees. Communication is key. College administrators understand fully the importance of listening to concerns of internal stakeholders, asking for input and involvement, and acting toward resolution and improvement.

A recent course of action was followed when the college listened to its employees during the AQIP Action Project selection process. At this time it was determined that employees would appreciate more opportunities for interaction with co-workers. This need was recognized and embraced by the college and resulted in a project of ‘valuing people’ that was treated with the care and attention of a formal AQIP project. A variety of activities were initiated that strengthened internal relationships and created opportunity for employee involvement.

HCC also conducts bi-annual campus climate surveys and provost evaluations which shed information on issues related to employee motivation.

4P13 (2010 REVIEW)

How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

In addition to the previously mentioned AQIP Action Project of Valuing People (4P12), HCC has recently responded to employee feedback and the request for a safer campus. An AQIP Action Project concerning Improving Campus Safety has resulted in the proactive processes for maintaining the well-being of all campus stakeholders. This effort has led to the reinstatement of the Campus Crisis Team and the Safety Committee, and the creation of the Emergency Response Team. Much progress has been made through recently provided security enhancements such as the Star Alert System, updated campus maps, the identification and communication of evacuation routes, and regularly scheduled fire drills and evacuations. HCC has also revived its Wellness Committee, which provides activities and action steps to enhance employees overall wellness.

Other proactive efforts include mandatory Right-to-Know and HazMat training as well as the campus climate survey.
Results (R)

4R1 (2010 REVIEW)
What measures of valuing people do you collect and analyze regularly?

It has been several years since the college formally collected and analyzed data regarding the measurement of valuing people.

The AQIP process has revealed a need for more systematic processes for measuring, collecting and analyzing how HCC ‘values people.’

4R2 (2010 REVIEW)
What are your performance results in valuing people?

During the initial selection process for the college’s first Action Projects, “Valuing People” was recognized as an area of opportunity, and improvement efforts began. Efforts resulted in a number of initiatives and opportunities for employees to become involved in workplace wellness activities and events that enhanced relationships and morale. Participation in these activities has grown and the opportunities have expanded since the project’s inception. Participation levels will continue to be monitored and assessed through the campus climate survey.

4R3 (2010 REVIEW)
What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping your achieve your goals?

HCC relies on summative information as an indicator of employee productivity and effectiveness. A number of initiatives, awards and accolades to HCC programs and individuals indicate the college’s commitment to excellence, effectiveness and productivity. The certification awarded to many of the college’s technical programs (Automotive, Dental Assistant, Electrical Maintenance, Law Enforcement, Medical Lab Technician, Nursing, Nursing Assistant) indicates a level of performance deserving of special recognition. Graduation rates, retention rates, pass rates on licensure exams, and student success in SkillsUSA competition are all indicators of positive performance.

Financial audit findings have been superior and indicate the high level of integrity and attention to process in the financial aid and business offices.

4R4 (2010 REVIEW)
How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The AQIP process has revealed a need for more systematic processes and quantitative information to determine performance results for valuing people and how the college compares with other higher education organizations and those organizations outside of higher education. At this time HCC does not compare our performance results for Valuing People with other higher education organizations or organizations outside of higher education.

Improvements (I)

4I1 (2010 REVIEW)
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

HCC has made a number of recent improvements in the area of Valuing People. Efforts include:
- **Health and Wellness Committee** – The Health and Wellness Committee was revived in 2008 and has grown to be a self-sustaining group of committed individuals. This committee regularly plans activities, distributes a newsletter, and communicates with employees to encourage healthy lifestyles and overall well-being.

- **Employee Photo Display** – A concerted effort has been made to encourage employees to know their colleagues. A photo display was created with pictures of employees and their names augmenting the process of employees’ ability to know one another.

- **Safety Awareness and Improvements** – Major developments have recently taken place concerning campus safety. HCC has proactively developed processes for maintaining the well-being of all campus stakeholders. The Campus Crisis Team and the Safety Committee have been reinstated, and an Emergency Response Team was created. Much progress has been made through recent security enhancements such as the Star Alert System, updated campus maps, the identification and communication of evacuation routes, and regularly scheduled fire drills and evacuations.

- **Recognition/Celebrations** – HCC participates in the MnSCU Board of Trustees annual teaching award by nominating a faculty member for this prestigious honor. In addition, HCC celebrates and builds community through holiday break pot-luck gatherings; summer session employee BBQs; and Professional Development Day recognition of years of service.

Evaluation data regarding improvement efforts will be revealed upon the completion of the next climate survey.

**4I2 (2010 REVIEW)**

**How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?**

HCC is currently using the AQIP framework and its recent strategic planning to guide the processes for improved performance in Valuing People.

HCC enjoys a communicative culture encouraging interaction of ideas and transparency in decision-making. The leadership style of the Administrative Team encourages discussion, leading to input and suggestions, resulting in an inclusive process that incorporates and values employee input. Venues for discussion and input may include professional development day, strategic planning sessions, provost’s information sessions, or small group meetings.

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**Introduction to Criterion Five: Leading and Communicating**

AQIP Category Five, **LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.**

**Processes (P)**

**5P1 (2010 REVIEW)**

**How are your organization’s mission and values defined and reviewed? When and by whom?**

HCC recently engaged in the process of updating its **Strategic Plan** (May 2009). During this exercise, the college meticulously reviewed its mission, values, and commitments and redefined the statements to better define, focus, and communicate its purpose.

The college’s mission and values statements were reviewed through an open strategic planning process which included internal and external stakeholders. Through this intensive process, college, community and MnSCU
representatives worked collaboratively. These newly designed statements will better guide the efforts and decision-
making of the college. The college will regularly review these statements every three years for relevancy and make
changes and modifications as necessary through the same process.

5P2 (2010 REVIEW)
How do your leaders set directions in alignment with your mission, vision, values, and commitment to high
performance?

As a member of the MnSCU System, HCC follows the trickle-down, layered planning of the system office, as well as
the strategic planning of the NHED. MnSCU’s Office of the Chancellor sets forth a four-point plan that is handed
down to all MnSCU institutions. From this plan, NHED’s workplan is created, by which HCC’s direction is aligned and
established. HCC’s mission, goals, vision, value statements and commitments dovetail and align with those of
MnSCU and NHED and, under these guidelines, college administrators set the direction for planning.

MnSCU’s Accountability Dashboard serves as a measurement tool to reflect and monitor the college’s performance
in four areas and its rankings in relation to other MnSCU institutions. The MnSCU Accountability Dashboard
highlights areas of Access and Opportunity; Meeting State and Regional Economic Needs; Quality Programs and
Services; and Innovation and Efficiency.

5P3 (2010 REVIEW)
How do these directions take into account the needs and expectations of current and potential students and
key stakeholder groups?

The Chancellor’s workplan is developed through numerous meetings with constituents throughout the State of
Minnesota. Through this series of listening sessions with key stakeholders, the Chancellor and his staff determine
needs of the people, and from this communication, a work plan is created and passed down to the colleges.

HCC developed its Strategic Plan to align with the expectations of the Chancellor and ultimately the college’s
students and stakeholders. HCC adapts the plan to serve the unique needs and desires of its stakeholders. Through
the Strategic Planning process, HCC’s stakeholders – internal and external – were involved in the conversation and
the planning. It is critical that HCC listens to its stakeholders and delivers what it promises.

5P4 (2010 REVIEW)
How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus
on students and learning?

HCC turns to its Mission Statement and Strategic Plan as operating guides when seeking future opportunities.
HCC is a key community resource for education and training. Relationships with the area high schools led to the
creation of the Applied Learning Institute (ALI), which partnered colleges and K-12 districts in creating and
expanding opportunities that would not otherwise exist. Existing relationships with the area’s iron ore mining industry
led mining industry officials to approach the Administrative Team of HCC for help in training a skilled workforce. The
needs of the iron ore mining industry and the ability of the college to provide training led to the development of the
Industrial Technology-Mining program. HCC’s mission of providing higher education and its commitment to workforce
development merged into a win-win situation. Other relationships, such as those with Iron Range Resources, the area
Workforce Center, and the other NHED colleges, have resulted in mission-driven initiatives that serve our
stakeholders and expand the ability of the college to provide services and offerings.

5P5 (2010 REVIEW)
How do you make decisions in your institution? How do you use teams, task forces, groups, or committees
to recommend or make decisions, and to carry them out?

HCC’s four-member administrative team operates by means of an inclusive management style. A number of
committees, teams, and boards are utilized and empowered with varying levels of authority to make
recommendations and decisions at multiple levels.
• HCC’s Administrative Team is the nucleus of HCC’s leadership system and is responsible for all major campus decisions. The Administrative Team holds weekly meetings.
• The Shared Governance committee meets monthly to make decisions on campus issues. Issues such as finance, tuition rates, hiring, etc. are discussed and input derived from this committee aid the Administrative Team in decision-making.
• AASC meets monthly and focuses on curriculum issues. It is supported by HCC’s two curriculum committees, and is the decision-making board relevant to curriculum related content.
• The College Advancement Committee meets bi-weekly and shares and discusses issues presented by college and department leaders.
• Advisory boards direct our technical programs according to current industry standards.
• The Enrollment Management Team puts in place integrated strategies for recruitment, enrollment, and retention of students.
• The Activities Team provides various types of activities, educational and cultural events, and encourages purposeful, relevant involvement for all students.
• The Hibbing College Foundation works to support the college through friend- and fund-raising efforts and annually awards scholarships.

5P6 (2010 REVIEW)
How do you use data, information, and your own performance results in your decision-making processes?
HCC uses data in primary decisions including course scheduling, program review, budgeting, enrollment management, grant management, marketing, and staffing levels. However, HCC has an enormous amount of additional data available and recognizes the need for, and advantages of, better utilization of data. In fact, this realization is so great that Data Identification and Inventory has become one of the college’s current AQIP projects. The questions asked include: ‘What data do we collect?’; ‘Who collects the data?’; ‘Why do we collect it?’; ‘How is the data used?’; ‘Who uses the data?’; ‘Where is the data stored?’; ‘Who has access to the data?’

This project will lead to greater understanding and use of data, enabling the college to become increasingly reflective and purposeful and less reactive.

5P7 (2010 REVIEW)
How does communication occur between and among the levels and units of your organization?
HCC communicates in a number of formats and in both formal and informal ways.

Person-to-person, printed materials, and various electronic methods provide HCC with methods of communication.

Formal avenues include: Professional Development Days, AASC, Program Leader Meetings, Provost and President information sessions, meetings with union leadership, email (official means of communication), administrative meeting with student senate advisor acts as a liaison between the Administrative Team and students; monthly NHED-wide chief academic officers meetings to discuss best practices and sharing possibilities. Common messages are shared among various groups often carried from group leaders to staff members.

A number of newsletters – including the weekly employee newsletter The Dialogue, committee and meeting minutes, employee guidebook, student handbook, the Strategic Plan, department workplans, the college budget, and AQIP projects are examples of some of the formal printed communication tools utilized.

Informal methods of communication include discussions between colleagues, time for information sharing at Professional Development Days, and an open-door policy in the provost’s office.

5P8 (2010 REVIEW)
How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?
HCC’s mission, vision, goals and commitments are the guidelines by which HCC conducts business and focuses all
efforts. These statements are communicated via the employee guidebook, student handbook, the college catalog, the Dialogue, in the Strategic Plan, at HCC’s main entry, and on the back of employee’s business cards. Mission, vision and value statements are formally reviewed every three years and their intent and focus are emphasized in HCC’s work and planning. These shared goals are evidenced and carried out in the Provost’s workplan, department workplans, and in AQIP projects. HCC’s defining statements are regularly evaluated for relevance and were last reviewed and modified in May 2009.

5P9 (2010 REVIEW)
How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

HCC values the contributions of employees and encourages personal development and continuing education. A number of opportunities for improvement include training and workshops, continuing education for faculty and administrators, Professional Development Day sessions, and guest speakers. Faculty development funds are available to support learning and personal development.

Opportunities for leadership are presented through committee membership, AQIP projects, and through a number of college activities and events. HCC has supported employee participation in community and state level leadership development programs. HCC also encourages participation in the MnSCU Board of Trustees Teaching Award initiative, which encourages and supports innovative teaching.

HCC celebrates employee efforts for improvement at public venues, such as Provost Information Sessions and Professional Development Days.

Two external leadership-building options are also available to HCC employees. One, at the state level, called the Luoma Leadership Program, and a second at the NHED level. Both programs are currently suspended due to budget reasons.

5P10 (2010 REVIEW)
How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

As previously stated, HCC’s mission, vision and goals drive the efforts of the college and are central in all decision-making. Communication of these defining statements to employees begins at hire, and permeates into the goals of HCC’s Strategic Plan, department workplans, and employee efforts.

HCC does not have a formal succession plan beyond our organizational structure, which outlines the lines of authority. However, HCC’s Administrative Team and members of employee hiring committees ensure that the mission, vision and values are passed on during leadership succession.

The hiring process results in the addition of people who have common values and goals and compliment the mission of the college. At times, professional development of current employees positions them to advance as opportunities arise. Further indoctrination occurs on the job.

A recent example of succession planning occurred during the NHED presidential search process. A significant effort was put forth ensuring appropriate succession planning with MnSCU’s help. The former and current NHED presidents experienced overlap in service, allowing for a higher level of understanding, knowledge and transition. MnSCU also offers ‘new leadership training’ to further ensure success.
Results (R)

5R1 (2010 REVIEW)
What performance measures of Leading and Communicating do you collect and analyze regularly?

Biannual performance evaluations of HCC administrators occur on-campus, giving employees the opportunity to provide assessment and offer comments. An additional performance evaluation of HCC’s Provost at the NHED level occurs annually. Annual performance review of faculty and staff are completed by direct supervisors.

Imbedded in HCC’s culture is the dedication to and awareness of the importance of campus-wide communication. As discussed in 5P7 and 5P8, HCC employs a number of venues and methods for communication and sharing. HCC asks for participants’ feedback following information sessions and Professional Development Days to evaluate satisfaction and effectiveness of information-sharing. HCC conducts biannual campus climate surveys.

HCC realizes the need for improved communication as well as for more intentional gathering, utilization and storage of data. This awareness led to AQIP action projects regarding improved communication and data collection.

5R2 (2010 REVIEW)
What are your results for leading and communicating processes and systems?

HCC utilizes several systems of comparison, including the Provost evaluations, the campus climate survey, and information gathered from the annual Graduate Survey. Results indicate HCC’s provost’s performance regarding leadership and communication, as rated by faculty and staff, scores well above average. Specific scores on a scale of 1 to 5 show the following: Leadership skills -- 3.90; Participatory management -- 4.13; Approachable -- 4.56; Supports mission of the college -- 4.43; and Communicates with clarity -- 4.25.

These results are compared and analyzed annually by the NHED president, and data is shared with HCC employees.

HCC highly values comments received from students in the annual Graduate Survey. The 2007-2008 survey indicates an overall satisfaction rating of 95% when asked about a variety of instructional services.

HCC will be conducting a Campus Climate Survey in Fall 2010; additional data will be gathered and analyzed at that time.

5R3 (2010 REVIEW)
How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

HCC currently has no comparative results in this area and realizes this is an area of opportunity.

The AQIP process has revealed a need for more systematic processes and quantitative information to determine performance results for leading and communicating processes and systems.

Improvements (I)

5I1 (2010 REVIEW)
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

HCC’s recent evaluation and retooling of the critical mission, vision and goals, as well as a newly designed Strategic Plan, have refocused and aligned HCC’s efforts. Significant work and collaboration was involved in the processes for
improving and refining these direction-charting documents. HCC is committed to reviewing these documents every three years for relevancy.

HCC’s entry into the AQIP process has given the college a streamlined process for evaluating efforts and activities. One of the first AQIP Action Projects was focused on communication; a current project is dedicated to data collection. These two initiatives enhanced communication and created pathways for the identification and utilization of data which will lead to data-driven planning, decision-making, and improved effectiveness and leadership.

5I2 (2010 REVIEW)
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

Under AQIP, HCC has the format to become more purposeful, planned, and focused on continuous improvement. HCC’s decision to adopt AQIP was embraced campus-wide. Action Projects are chosen through inclusive input and discussion, and gap areas are identified as areas for opportunity, which lead to Action Projects. AQIP work teams are selected based on the project’s topic, and these teams spearhead the projects’ efforts and activities. Progress is communicated via multiple meeting venues, and shared with the entire campus at Professional Development Days.

In addition to AQIP efforts, HCC’s infrastructure includes several layers of complimentary mission-driven workplans. These workplans exist in a hierarchy from MnSCU to NHED to HCC as a whole, and by HCC programs and departments. Each HCC administrator is charged with an area of supervision for which they are responsible. Administrator workplans include finance, academics, and student services. Additional workplans exist within each area, such as marketing or enrollment management. These mission-driven workplans set targets for achievement and performance in each area.

Supporting Organizational Operations

AQIP Category Six, SUPPORTING ORGANIZATIONAL OPERATIONS, addresses the institutional support processes that help to provide an environment in which learning can thrive.

Processes (P)

6P1 (2010 REVIEW)
How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Student needs are identified through a variety of methods, from formal to informal. Annual student engagement and satisfaction surveys, dialogue between students and faculty and staff, interaction with advisors, counselors and Academic Center staff, regularly scheduled Administrative Team/Student Senate meetings, student housing, club meetings, and interaction with administrators bring to light the variety and volume of student needs. Identification of student needs often results in modification of HCC methods of operating, such as adding more remedial courses and tutoring staff.

Tools such as the CCSSE are valuable data resources indicating levels of student satisfaction and offering comparative data regarding HCC’s performance with peer institutions.

HCC uses Accuplacer – a suite of tests that quickly, accurately, and efficiently assess reading, writing, math, and computer skills – to gauge students’ readiness for college-level work. Test results indicate areas where additional college resources might be required.
Other avenues of identifying needs include assessment testing, voluntary reporting of special accommodation needs, and faculty-generated intervention forms.

External feedback is gained through college advisory boards, alumni, employer surveys, community surveys, participants of campus events, and general public input.

**6P2 (2010 REVIEW)**

How do you identify the administrative support service needs of your faculty, staff, and administrators?

Strategic planning and open communication are critical tools in identifying support service needs. Through a variety of venues – **AASC, Shared Governance, College Advancement Committee**, Professional Development Days, Strategic Planning, budget meetings, performance reviews, and a number of surveys – HCC is able to discern the needs of faculty, staff and administrators. For example, the College Advancement Committee serves as an avenue for discussion between cross-campus leaders and department heads regarding campus needs. The channel of communication leads to idea sharing, identification of a need, and a process for improvement. This discourse has resulted in changes in services, policies, and AQIP Action Projects such as those regarding website and on-campus safety. Additionally helpful will be the upcoming Campus Climate Survey, scheduled to be administered in Fall 2010.

**6P3 (2010 REVIEW)**

How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

Much effort has been dedicated to the improvement of campus safety. HCC focused a recent **AQIP project** on the improvement of campus safety. A committee was formed to review, analyze, re-design, carry-out, and communicate improved processes and procedures that enhance and strengthen HCC’s abilities to protect employees and students. Through analysis, feedback and suggestions from internal and external stakeholders, as well as testing and evaluating safety efforts and plans, HCC has created a safer environment in which to work and learn.

In addition, HCC has a responsibility to provide and ensure all employees are trained and informed with regard to safety issues. Training and workshops on topics such as Right to Know, Sexual Harassment, No Violence Policy, and Code of Conduct are mandated and conducted on-site during work hours at Professional Development Days or upon hire. Visits from MnSCU officials, such as MnSCU’s fire and safety center’s annual campus inspection, also support the safety efforts of the campus.

**6P4 (2010 REVIEW)**

How do you manage your key student, administrative and organizational support services processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Effective management of key support services is the responsibility of the Administrative Team and the employees working with them. Each Administrative Team member is responsible for specific service areas within the college, and develops and communicates workplans to ensure the efficient and effective operations of each area. Each area holds regularly scheduled meetings in which information is shared, needs are communicated, feedback on productivity and ideas for improvement are brought forward, and action for positive change is effected.

HCC’s small size allows for a high level of daily interaction between employees, and the pulse of ongoing operations is assessed in a swift manner. HCC utilizes team meetings as a key method of communication. Examples of regularly scheduled meetings include: Student Services Meetings; Enrollment Management Team Meetings; Administrative Team Meetings; Administrative Team and Student Senate; Business Office Staff Meetings; **AASC; CAC; Shared Governance**; Technical and Transfer Curriculum Committee Meetings; Academic Weekly Meetings; and Safety Committee Meetings.

Meetings such as those mentioned above give opportunity to communicate needs and concerns.
6P5 (2010 REVIEW)

How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

HCC’s management style allows all stakeholders the opportunity to contribute, whether it be at one of the formal campus meetings (CAC, AASC, Shared Governance, student senate, etc.), at Professional Development Days, through advisory board and Hibbing College Foundation meetings, and through a variety of internal and external surveys. Communication and information sharing happens face-to-face, online, and through newsletters and other printed materials. Meeting minutes reflect the topics of discussion and are distributed through the committees and are attached to the weekly faculty and staff newsletter, the Dialogue. Proposed policies are developed through an inclusive sharing process and are distributed for comment from all employees before adoption. Other methods, such as HCC’s Faculty Development Lab, serve to support interaction, sharing of information and instructional training and support.

HCC sees the need for improvement in systematically documenting, supporting, and encouraging knowledge sharing, innovation and empowerment.

Results (R)

6R1 (2010 REVIEW)

What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

As mentioned throughout Category 3, HCC utilizes a number of measurement tools to assess the satisfaction of students and other stakeholders. Surveys such as the Graduate Survey (found within the HCC Fact Book, beginning on page 30), CCSSE and IPEDS provide a wide-range of data collected regularly and assessed by various groups on campus. Internally, the Campus Climate Survey reports general perceptions concerning HCC and gives opportunity for comments and feedback. Evaluation forms following on-campus events -- ranging from students’ Technical Career Day to employees’ Professional Development Day -- give feedback and provide constructive input for improvement.

Student Services monitors enrollment and retention numbers and compares that data with past semesters and years as well as with other NHED colleges. Information regarding Post-Secondary Education Option (PSEO) students, SSS students, student demographics, financial aid recipients, and other student support services are regularly monitored.

The office of the Dean of Student Services and Academic Affairs routinely looks at enrollment numbers and trends in courses and programs, as well as instructional cost analysis numbers.

The Business Office and the Chief Fiscal Officer collect and analyze data on tuition and fees, budget and budget projections, information regarding student housing, purchasing and acquisition of equipment. Reports generated from this office result in a multifaceted analysis of the financial situation of HCC and directly impacts planning, budgeting, services, and staffing. Commitment to learners is evident with every strategic decision.

The Financial Aid Office tracks financial aid applications and percentage of financial aid applications packaged throughout the year, as well as scholarship data.

6R2 (2010 REVIEW)

What are your performance results for student support service processes?

In the annual Graduate Survey, HCC graduates rate satisfaction with their educational experience at HCC. Survey results from 2007-2008 indicate that respondents remain satisfied with both instructional and non-instructional services at HCC. When asked “Would you attend HCC again?” 91% of respondents said yes. Satisfaction with instructional services is rated high among HCC graduates. On a scale with 5 as the highest level of satisfaction, 3 as neutral, and 1 being the lowest level of satisfaction, all areas in instructional served rated above 3. The area of ‘course content’ had the lowest score, 3.66, and ‘a sense of security and safety on campus’ reported the highest score with a 4.17. The Graduate Survey report stated “Even though the 2007-2008 respondents had a high level of
satisfaction in all areas of instructional services, they tended to have lower levels of satisfaction than the prior year's respondents and those of the region. Hibbing respondents were more positive about the classroom and lab facilities at HCC than the regional respondents were. Overall, more than 91% of the graduates responded positively to all areas on instructional services. The scores for non-instructional services were all above neutral (3.0) and varied when compared to the prior year and the 2007-2008 regional means. The level of satisfaction in non-instructional services ranged from job placement at 3.35 to the financial aid office at 4.03. More than 76% of the responses for non-instructional services were positive.

6R3 (2010 REVIEW)
What are your performance results for administrative support service processes?

Performance results for administrative support services are gathered primarily through audits. HCC’s financial aid office and business office both engage in annual audits, with exemplary results. It is a goal of HCC to expand the processes for gathering and utilizing data in order to better analyze administrative support services.

This area of assessment is currently considered an opportunity for improvement for the institution.

6R4 (2010 REVIEW)
How do your key student, administrative, and organizational support areas use information and results to improve their services?

As explained in 6R1, Hibbing Community College utilizes a wide range of informational resources in determining, analyzing and measuring the effectiveness and efficiency of support areas. Data gleaned from this information leads to prioritization of budget, staffing needs, scheduling of classes, etc. In a concerted effort to better use the vast array and large volume of data, HCC engaged in an AQIP Action Project devoted to identifying and improving the use of data.

6R5 (2010 REVIEW)
How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

As indicated in 6R2 above, HCC’s performance results for Supporting Organizational Operations compare favorably with those of its CCSSE cohort group. In addition, the MnSCU Accountability Dashboard provides the opportunity to compare HCC’s performance with other institutions in the system. The MnSCU Accountability Dashboard currently monitors colleges in four areas: access and opportunity, including enrollment and tuition and fees; quality programs and services, including licensure exam pass rates and persistence and completion; meeting state and regional economic needs, including related employment of graduates; and innovation and efficiency, including a facilities condition index. Performance is indicated by categories of “needs attention,” “meets expectations,” and “exceeds expectations.” HCC meets expectations in the areas of enrollment, licensure exam pass rates, persistence and completion rates, related employment of graduates, and facilities condition index.

Improvements (I)

6I1 (2010 REVIEW)
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?
Regarding efforts to keep tuition and fees affordable, HCC operates under the MnSCU System, which to a great degree sets cost of attendance. The MnSCU Board of Trustees expressed a strong and abiding policy objective of maintaining quality and access while lowering the tuition burden. MnSCU’s strategic plan contains the goal to “maintain an affordable cost of attendance for Minnesota residents.” MnSCU’s Office of the Chancellor is completing a study looking at the price of attending MnSCU institutions, including how prices vary by institution and program. The conclusion of the study will enable development of new or altered incentives in the pricing structure for consideration by the Board of Trustees.

Internally, HCC has made strides through the refocusing of the Strategic Plan and through entry into the AQIP process. The Strategic Plan guides the college’s efforts and maintains focus on mission-critical decision-making. AQIP facilitates processes for improvement.

6I2 (2010 REVIEW)

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

HCC gives great attention to the processes for improving organizational operations. The Administrative Team, as previously mentioned, is charged with the management of operational units across campus. Workplans and related work teams focus efforts on advancing the ideals of the mission statement and goals of the Strategic Plan. Additionally, HCC gives various committees a level of authority to make decisions, set process, and affect change.

Through the AQIP process, HCC’s efforts have become more intentionally directed and focused. Paired with HCC’s inclusive and communicative management style, the course for thoughtful and intentional processes for change has been strengthened. An example is the recent AQIP Action Project of improving the college’s intervention process for at-risk students. The current paper-based process for early intervention of at-risk students is cumbersome, labor-intensive, and ineffective. Conversations between faculty members and Student Services staff led to the AQIP project to refine and simplify the intervention process by moving it to an online format. The new process will make it possible for counselors and advisors to give meaningful and timely feedback to faculty. It is anticipated that the new system, scheduled to be test-piloted in 2010, will be a significant tool in the overall attempt to enhance student learning and improve retention and graduation rates.

Because of its culture and small size, HCC has the ability to engage in informal yet meaningful conversations that lead to formal results. Through the AQIP process, however, HCC realizes the need for more formal documentation of the selection processes leading to planning for improvement.

Measuring Effectiveness

AQIP Category Seven, MEASURING EFFECTIVENESS, examines how your institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Processes (P)

7P1 (2010 REVIEW)

How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

As a member of MnSCU and the NHED, HCC has access to and utilizes a variety of data collection instruments and surveys including the Graduate Survey, the Student Satisfaction Survey, the Campus Climate Survey, individual department and program information, Instructional Cost Studies, the CCSSE and the MnSCU Accountability Dashboard, event evaluations, among other tools.
The [MnSCU](#) system, and therefore HCC, is moving toward using the MnSCU [Accountability Dashboard](#) data as one of its primary means of measuring institutional effectiveness. The MnSCU Accountability Dashboard is a user-friendly, visually-oriented “scorecard” rating performance based on performance measures. Data for the MnSCU Accountability Dashboard is collected, monitored, and communicated annually, both comparatively and on an individual institution basis.

In the case of the CCSSE survey, data is collected every other year.

The [NHED](#) President's Cabinet, consisting of the President and Provosts, directs the efforts of the Office of Institutional Research regarding the use of surveys, data collection, and distribution of information. HCC publishes and distributes information gleaned from surveys and research to appropriate audiences, both internal and external.

The selection and use of data and information is used to establish institutional objectives and strategies for planning. Although every effort is made to use data to impact decision-making, the College still has progress to be made in this area.

### 7P2 (2010 REVIEW)

**How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?**

HCC utilizes participatory processes to unite users and support service providers in identifying needs and solutions. Data needs and accessibility are determined by individual office staff, programs and departments.

Some data needs are driven by state and federal reporting requirements, such as [IPEDS](#) and other governmental reporting. Other data needs are identified by end-users. For example, HCC has invested considerable time and money in recent years improving the college web page, which was long-identified as an opportunity for improvement. Information that was once predominantly paper-based (the course catalog, college policies, Faculty Guidebook and Student Handbook) is now housed on the website, increasing accessibility. Information is maintained by the college web master, specific offices or individuals. Also, data generated by HCC’s Master Facility Planning, which is done every five years, led to a plan to upgrade the college’s science labs. Other data is utilized to create annual workplans for HCC as well as the NHED.

Additional data tools are used to establish objectives. HCC’s draws on the information contained within sources such as student satisfaction surveys, instructional cost studies, facility use reports, external demographic data from the State of Minnesota’s Department of Employment and Economic Development, internal demographic data from ISRS, employee outlook data, among other sources.

The Office of Institutional Research provides data upon request and generates reports at the request of the college. Data received increases the college’s ability to participate in data-driven planning. Data-driven planning leads to more effective strategic planning, management of fiscal and human resources, and assists in determining needs, performance measures, performance goals, and identifying better practices.

HCC’s commitment to increased data-driven decision making was the impetus for a recent [AQIP Action Project](#) focused on data identification, collection, management, and utilization.

### 7P3 (2010 REVIEW)

**How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?**

Each department within HCC determines its individual needs and communicates those needs accordingly to direct supervisors or to the Administrative Team. Some information needs are mandatory, such as state and federally mandated reports. Other needs are essential to providing services, such as ISRS. Additional requests are communicated anecdotally through individual requests, in meetings, or through the program review process. The Office of Institutional Research provides data in compliance with state and federal reporting obligations. For example, the technology committee solicits input from all employees about needs and ways to best support the college’s internal customers – students and employees. Training regarding operations systems or software is offered throughout the year to employees.
7P4 (2010 REVIEW)

How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

HCC analyzes information regarding overall performance through departments and programs and at the administrative level. Individual departments and programs analyze data and trends to make data-driven decisions and information-based future planning. For example, the Student Services’ Enrollment Management Team meets regularly to determine and create enrollment-growth and retention initiatives, monitor progress through surveys and data, modify efforts for increased success, and conduct future planning through the use of trends and collected data. Admissions report data is useful in tracking the interest in program offerings. Course registration reports track the offerings and trends, and data is used to determine the number of sections offered of a particular course. This information also leads to determining the human resources required to teach. Annual academic program reviews are important in determining the viability of programs. The format for program review was established by the AASC which, due to its composition of both faculty and administrators, fosters an alignment with a whole-college perspective, including college-wide goals.

HCC’s fiscal officer gathers data, presents it reliably and guides our administrative team through difficult decisions. There is concern for the human impact of fiscal recommendations and decisions. The primary goal is to create and maintain a healthy, nurturing environment which supports the advancement of student learning.

Analysis and sharing of information is broadly shared internally and with relevant external audiences. Information is reviewed by the Administrative Team and distributed to appropriate audiences.

HCC’s participation in the AQIP process has reaffirmed the value and importance of data-driven decision-making. HCC is striving for more purposeful data-handling and usage.

7P5 (2010 REVIEW)

How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

HCC’s needs and priorities are derived directly from the college’s mission and pertain to operational data, enrollment, budget and finances, contracts, compliance issues, etc. The NHED comparison reports, IPEDS, CCSSE and the MnSCU Accountability Dashboard provide the most widely utilized comparative data, and are of a mandatory nature. Being part of MnSCU allows comparison of data between the system’s colleges. The MnSCU System uses data to compare performance measures relevant to institutional performance, and holds individual institutions accountable for continually improving performance in a variety of ways, including but not limited to enrollment, retention, cost, and facility use.

7P6 (2010 REVIEW)

How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

As stated in 7P5, HCC collects data that is pertinent and useful in progressing the mission and objectives of the college. Strategic planning decisions in all areas of the college -- budget, enrollment planning, program review, course scheduling, etc. -- depend vastly on data and alignment with the college’s mission, goals, and objectives. Workplans are of a ‘trickle down’ nature, with goals and expectations handed down from MnSCU to NHED then to HCC. HCC’s workplan is shaped by the NHED and MnSCU, and reports accountability and advancement in meeting goals to each level of governance.

Some comparative data is available and reported on the MnSCU Accountability Dashboard, IPEDS, CCSSE and other formal data collection methods. Other information is communicated through formal meetings, Provost Information Sessions, President Conversations with Colleagues sessions, via email or newsletter, or through informal conversation, depending on the nature of the data.

Data is substantiated through comparing internal data with external sources of the same information. Validation occurs when several sources confirm the same results.
As stated previously, HCC’s current AQIP project focusing on data identification, management and usage will streamline efforts and further contribute to HCC’s ability to align data with achievement of goals and objectives.

7P7 (2010 REVIEW)

**How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?**

HCC ensures the timeliness, accuracy, reliability and security of information systems and related processes by maintaining an effective system of processes and upgrading its information technology network regularly in order to ensure a reliable system for all users.

HCC’s [Technology Plan](#) includes the following goals:

**Goal 1:** Hibbing Community College will provide students, faculty, and staff a web portal through which all college resources and campus services are available, including: e-student services; e-learning/online education; campus website, communications (email, web-enhanced courses); library; and campus computing.

**Goal 2:** Hibbing Community College will provide opportunities for the college community in the development and use of technology.

**Goal 3:** Hibbing Community College will provide efficient technology support for students, faculty, staff, campus infrastructure, and the college community.

**Goal 4:** Hibbing Community College will have in place policies and procedures to communicate appropriate use of information technology, security of IT resources, data privacy, and intellectual property.

**Goal 5:** Hibbing Community College will establish a funding plan to support its technology goals.

**Goal 6:** HCC will continue to collaborate with industry and community groups to develop, enhance, and support technology.

The IT Department also offers employee training on the use of new hardware and software program as needed. Help Desk personnel are available to assist employees and students and respond to work request forms, available online.

In addition, [MnSCU](#) has an Information Technology Strategic Plan which prescribe[s] data applications, security, and technology standards in order to assure the effectiveness, efficiency, timeliness, and accuracy of information gathered, stored, and utilized by the System Office, colleges, and universities. MnSCU’s Information Technology Services Division collaborates with staff from the individual campuses to meet their information technology needs and to provide a solid infrastructure.

The MnSCU I.T. office’s mission statement reads:

“Within the Minnesota State Colleges and Universities, we provide technological support for achieving success in the Minnesota State Colleges and Universities’ learning enterprise, our system and campus services: (a) Enhance teaching and learning; (b) Strengthen leadership, planning, and decision-making; (c) Increase technology-user productivity; (d) Generate confident and satisfied students, faculty, and staff; (e) Ensure timely and efficient access to information. A key to our success is maintaining a balance between a reliable common infrastructure and the flexibility to tailor to local needs. Ultimately, we provide the innovative services and tools to help Minnesotans shape and adjust to the future in the Knowledge Age.”

The [College website](#), the online employee newsletter the [Dialogue](#), and the AskUs online question/answer component serve as information resources in addition to the traditional publications, such as the college catalog, information sheets, and printed newsletters which various stakeholders may access for important information about the College.

Additional information is gathered, stored and organized through a systematic process at the NHED Office of Institutional Research.
Results (R)

7R1 (2010 REVIEW)
What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

HCC’s IT department employs several methods to ensure data backup is maintained and secure. Department staff assist with information and knowledge management by making resources available in order that faculty and staff may share and collaborate while maintaining reasonable restrictions to ensure data security.

Data integrity is ensured through the practice of requiring all users to save work-related information to either their personal home directory or a departmental share on the campus file server. Login scripts are utilized to automate connections to department shares in an effort to make the process as easy as possible for authenticated users of the system. All data saved to our file server is backed up regularly throughout the day via snapshots and archived on a server in a secured, physically separate location. HCC’s move to virtualization technologies will further increase the ability to guarantee current backups and rapid availability of recovery data.

Email distribution lists enable the campus to better share information, news, and ideas. Users have the ability to contact groups of individuals on campus (faculty, staff, students, or everybody). All inbound email is analyzed and quarantined if found to be infected with a virus or is simply SPAM. Users may opt-out of the SPAM filtering process, but not the virus scanning.

HCC’s web-based helpdesk allows IT staff to manage, track, and classify various types of “trouble tickets” into groups for long-term analysis.

A network monitoring system is in place, which tracks the uptime of our servers, network equipment, and voice-over internet protocol (VoIP) system, and centralized logging easily monitors server resource levels. Careful monitoring of the network carefully and planned repair work ensures reliability and functionality.

7R2 (2010 REVIEW)
HCC’s IT department and NHED are collaborating to improve data gathering systems to assist our institutions in meeting current goals and also deliver a set of solutions that define the path to new goals as well. Analysis of data from our helpdesk will be compared with industry-standard data and trends.

HCC’s size and community-nature gives rise to many ‘small chats’ with employees campus-wide. One-on-one dialogue offers tremendous insight into the needs of the users that a helpdesk cannot provide, and a pilot project of implementing a social-sourcing (crowd-sourcing) for learning about new problems, desires, and ideas from individuals on campus is under consideration.

HCC’s system reliability is monitored by an internal network management service system. Alerts are generated and sent out via email and short message system to designated individuals when specific error thresholds are reached. The network undergoes scheduled maintenance several times each year, and as a result experiences minimal unscheduled downtime. HCC’s practice of having on-site backup equipment allows IT staff to rapidly mitigate network hardware failures and continue to deliver campus-critical services such as VoIP and other data services.

HCC’s IT system offers a few levels of accessibility, from non-authenticated public users, to authenticated high-security users who are in custody of sensitive/private data. A user’s accessibility is determined by security privileges and group membership at a user level, and virtual local area network (VLAN) assignment and firewall rules at a network level. Wide wireless service, off-campus VLAN services, and campus-wide wired connections are available to all of HCC’s clients.

Availability of systems is determined by annual technology and equipment requests and reports from computer lab assistants on lab usage. The use of a simple sign-in/out procedure ensures resource availability. HCC’s open labs are well equipped and sized according to demand, allowing availability on-demand during regular business hours. Included in the technology plan is an IT lifecycle for equipment and software upgrades.
7R3 (2010 REVIEW)
How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

HCC’s systems for measuring effectiveness has been recently highlighted as an area in need of improvement, as are sister NHED colleges. Helpdesk feedback and informal conversations reveal IT issues and determine the effectiveness of solutions, as well as the desires of users. The implementation of a method to place values to various performance metrics is being investigated.

Through professional relationships with colleagues at our regional hospitals, casinos, factories and K-12 schools, HCC’s performance is superior. In those locations, the one-on-one dialogue is less utilized due to the volume of requests. Understaffing, poor helpdesk systems, lack of documentation and effectiveness measures, and overburden of workload are reported as hindering performance in outside organizations.

Improvements (I)

7I1 (2010 REVIEW)
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

HCC has made several recent improvements in the category of Measuring Effectiveness, namely the review and revision of HCC’s Strategic Plan and the college’s entry into AQIP.

The revised Strategic Plan aligns itself with NHED and MnSCU workplans and is an action-oriented living document that establishes institutional goals and objectives congruent with the mission, vision and guiding principles of the college. All action is directed toward providing quality educational, cultural, economic, environmental and technological opportunities and leadership.

Entry into AQIP concentrates the college’s efforts on areas in need of improvement. HCC’s nine Action Projects have resulted in systematic and comprehensive processes that have enhanced and positively changed HCC’s effectiveness.

Through AQIP, the college realizes this is an area in which there is an opportunity to improve.

7I2 (2010 REVIEW)
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

As stated throughout this document, HCC enjoys a communicative, inclusive management style that values input and collaboration from all stakeholders – internal as well as external. Suggestions for improvement of performance are welcomed at all venues: formal meetings, Provost Information Sessions, Professional Development Days, casual conversations, employee performance reviews, and one-on-one meetings with members of the Administrative Team. Specific campus-wide attention is given to AQIP during Provost Information Sessions and Professional Development Days, whereby ideas for future Action Projects are discussed. In addition, AQIP is a standing agenda item at AASC meetings. Monthly JUMP meetings ensure that team members are working progressively toward completing the desired outcomes of the Action Projects. MnSCU also holds HCC accountable as evidenced by the MnSCU Accountability Dashboard.

The current AQIP Action Project of data inventory and collection will provide a clearer understanding of where we stand regarding data and will result in improved usage of data and enhanced effectiveness. HCC is remiss in that the college has not used data to its full potential.
Planning Continuous Improvement

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT, examines your institution’s planning processes and how your strategies and action plans help you achieve your mission and vision.

Processes (P)

8P1 (2010 REVIEW)
What are your key planning processes?

HCC’s inclusive management style allows for a high level of communication and input regarding planning. Instances of this planning process include, but are not limited to, the following key items:

- **Strategic planning** – HCC routinely reviews and modifies its Strategic Plan for currency and efficiency, and feedback from all stakeholders – internal and external – is solicited and appraised. HCC’s most recent strategic planning initiative was held in May 2009, at which time the college revisited and refined its defining statements to better reflect its purpose and direction, and put in place a plan that outlines goals and commitments for the coming years.
- **AQIP** – HCC’s entry into AQIP has resulted in a more focused and intentional course of action in identifying and accomplishing objectives and goals that align with the college Mission Statement.
- **Program Review** – The primary goal of program review is to evaluate the quality of HCC’s education. Reviews are intended to be helpful and supportive in recognizing strengths and achievements, promoting goal setting and planning, and identifying areas in need of attention.
- **Course Scheduling** – Collaborative work involving the Dean of Student Services and Academic Affairs, the Curriculum Specialist, and instructors results in the construction and publication of each semester’s academic offerings.
- **Budget Review** – The Chief Fiscal Officer works in tandem with the Administrative Team and the college’s department heads to develop annual operating budgets, maintain long-range financial planning models, and provide reports and data to assist the Administrative Team in making sound fiscal decisions. The business office values an inclusive approach and careful stewardship to long-range planning and fiscal integrity.
- **Enrollment Management** – The Enrollment Management Plan strives to increase enrollment and meet established goals and includes recruitment, admission policies, and retention programs.
- **Marketing** – The Marketing Plan is an integrated, well-planned strategic plan, reflecting data and identified media-based strategies utilized to communicate common messages and positively impact stakeholders’ perception of the college.
- **Annual Workplans** – A variety of workplans – from MnSCU, NHED, HCC, and college department and programs – dovetail and compliment the overall mission and goals of the college.

8P2 (2010 REVIEW)
How do you select short- and long-term strategies?

Planning strategies are selected and put in place at various levels of the college keeping the MnSCU and NHED workplans in mind. Strategic planning is guided by the college’s mission, vision, objectives and goals. Planning processes are based on data projections such as budget, enrollment numbers, personnel, economic factors, program/course demand, area and state demographics, etc. This data is critical in preparing for and creating both short- and long-term plans across the college.

Short-term planning is primarily guided by the Administrative Team’s workplans and through AQIP goals. Annual workplans include academic planning, program development, enrollment management and fiscal planning. Annual AQIP Action Projects are also a focus of short-term planning.

An example of long-term planning is the multi-year, detailed, long-range plan created by the Chief Fiscal Officer that predicts the future growth of our college and develops a facilities master plan anticipating physical plant and facilities
needs to support enrollment and program growth projections as it relates to the college budget. This report details the funding formula and state allocation received over the next several years, and thoughtfully plans for and anticipates changes that will impact college operations.

Another example of long-term planning is the use of demographic and economic data on factors that will impact our service area over the next several years including a population profile, projected number of high school graduates, industry overview, workforce trends, and program analysis. Enrollment projections are highly useful to the fiscal office, admissions, recruitment, retention and marketing initiatives of the college. Demographic information provides the college with trend information important to strategic planning in both the short- and long-term. Trend data, emerging issues, and documented interest in areas of study oftentimes leads to curriculum planning and new program development, as evidenced in new program offerings of Elder Care/Gerontology and Energy Technical Specialist.

8P3 (2010 REVIEW)
How do you develop key action plans to support your organizational strategies?

The strategic planning process is key to the development and support of HCC’s organizational strategies. Organizational strategies incorporate the college’s mission, vision and values statements. Achievement of organizational strategies lies in HCC’s Strategic Plan and individual department workplans. These annual plans are developed with specific goals and targets for productivity, progress and improvement. Each department workplan includes unique strategies, responsibilities, timelines, processes, and measures for assessment.

8P4 (2010 REVIEW)
How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?

HCC’s planning processes and organizational strategies are derived from and are aligned with the workplans of MnSCU, the NHED, and those within HCC. Through the Strategic Plan, commons goals, objectives, and priorities are communicated and emerge in well-developed initiatives within each area of the college. The Provost’s annual workplan is reflected by the workplans of the Administrative Team, including academic, enrollment management, and finance and facilities workplans. The Administrative Team workplans further focus the efforts of the college’s departments, resulting in collaboration and synergy due to the communication of common mission and goals.

8P5 (2010 REVIEW)
How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

HCC’s overarching objectives are outlined in the Strategic Plan, department workplans, employee position descriptions, and AQIP Action Projects, as well as through the goals handed down from MnSCU and the NHED. Additional objectives are selected and defined through individual office and department plans, through CAC and Shared Governance, or other college groups, such as the Safety Committee or TASC. The Administrative Team gives authority in limited measure to these groups to take action, keeping HCC’s mission and core values in focus.

Additional target measures are established externally, such as with the MnSCU Accountability Dashboard, which sets a variety of performance indicators. In areas where HCC is performing well, the goal is to maintain and further improve performance. In areas requiring attention, HCC works to identify problems and seeks solutions for improvement. Since joining AQIP, HCC’s identified areas of opportunity have resulted in Action Projects.

8P6 (2010 REVIEW)
How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Attention to HCC’s mission and vision statements ensures all activities reflect the core values of the college. These important statements are established in the Strategic Plan and all other planning documents adopted by HCC. It is critical to preserve the mission in all strategy and action planning. Adherence to the Mission Statement becomes even more important during difficult economic times, as it guides future strategic planning and decision-making.
Fiscal challenges and budgetary constraints mandate that the college dedicates resources to areas supporting and promoting the college’s core values. Currently, these challenges are daunting. Identifying mission-critical objectives sets the course for efficient and effective utilization of human and fiscal resources and operations.

8P7 (2010 REVIEW)

How do you assess and address risk in your planning processes?

As a steward of the State of Minnesota’s resources, and with a deep commitment to serving students and stakeholders, HCC works diligently to avoid jeopardy or risk-taking. HCC’s commitment to preserving educational and fiscal integrity, enhancing benefits to students, and maintaining the well-being of the college is evidenced in its planning processes. Action steps are identified through the strategic planning process, keeping the college’s Mission Statement in clear focus.

HCC’s Continuation of Operations Planning (COOP) establishes policy and guidance to ensure the execution of the mission essential functions of the college in the event that an emergency threatens, disrupts or diminishes operations and services. It includes the relocation of selected personnel and functions of the college in order to mitigate impact to students and other stakeholders.

The duties of HCC’s Chief Fiscal Officer and staff are integral to the current and future financial well-being of the college and its facilities. As a result of prudent budget planning, the college has a sizable fiscal reserve. This reserve helps to ensure financial stability in the event of unforeseen risk, funding cuts and budget shortfalls. Systems provide a level of oversight in purchasing and expenditures. In addition, regular facility inspections and needs assessments are conducted to address repair and betterment issues and concerns.

Trend analysis and a variety of demographic data is utilized to project fiscal forecasts, as well as to plan for enrollment growth and reductions, program interest and development, personnel changes, technology needs, and opportunities for collaboration, sharing, and partnerships.

In addition, HCC works closely with MnSCU’s Office of the Chancellor’s Risk Management Division and legal counsel to ensure compliance and accountability.

8P8 (2010 REVIEW)

How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

HCC is keenly aware that nurturing the capabilities of employees leads to a more engaged workforce, mutual trust and respect, higher morale, increased job satisfaction, and employee loyalty and commitment. Nurturing employee potential is fundamental to HCC’s competitive strength, increases efficiency, and leads to more cooperative and innovative efforts. Employees seeking out greater responsibility have a variety of opportunities to impact and progress HCC’s mission.

HCC dedicates eight days each year to Professional Development Days. These sessions include information sharing, mandatory and optional training, break-out sessions on a variety of topics, and opportunities for collaboration-building. Time is devoted to the activities of the Center for Teaching and Learning (CTL), which focus on improving teaching and learning.

To develop leadership skills and enhance staff knowledge and performance, NHED has developed a professional development program, the Really Important People (RIP) Conference, which is a retreat and training opportunity for all NHED support staff.

Each year the Provost, Dean of Academic and Student Affairs, and the Chief Fiscal Officer attend a NHED-wide summer retreat to set priorities for the upcoming academic year. Each member of the Administrative Team provides annual workplans, which are evaluated annually as part of the administrator’s performance review. All goals must relate to HCC’s strategic directions. Members of the Administrative Team are also eligible for continuing education funds, as allowable in the budget.

All full-time unlimited and part-time unlimited faculty members are eligible for sabbaticals. Sabbatical projects provide faculty the time to advance knowledge in their discipline through continued coursework, engagement in a substantial research or writing project, development of new curriculum, or other relevant endeavors. Sabbatical projects must
support learning. At the end of their sabbatical, faculty members submit a report to the Dean of Academic Affairs and Student Affairs on their project. Annually, 3% to 10% of faculty are granted sabbaticals.

External opportunities for development exist with the NHED’s Leadership Program, available to any interested employee, and with MnSCU’s Faculty Awards for Excellence, which provides funding for innovative faculty projects that support student learning that go “above and beyond the normal requirements of the individual’s position.”

Results (R)

8R1 (2010 REVIEW)
What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

Planning processes and systems detailed in 8P1 provide HCC with a collection of data resources that are tracked and analyzed on a regular basis. This data equips the college with feedback to gauge the success and effectiveness of processes and make informed decisions regarding improvement measures.

HCC’s new Strategic Plan will be evaluated, and the college will have a more definite assessment of its effectiveness in the next few years.

Because of the unprecedented uncertainty in higher education’s fiscal environment, HCC’s attention to the budget is of utmost importance. HCC works diligently to operate with fiscal integrity and stewardship assuring that current spending policies and processes are responsible and sustainable over time.

8R2 (2010 REVIEW)
What are your performance results for accomplishing your organizational strategies and action plans?

HCC receives consistently stellar financial aid and business office audit reports and is recognized for its excellence in accounting and financial reporting. These reports validate HCC’s commitment to full disclosure and transparency of its financial standing and performance and demonstrate the college is an excellent steward of student and taxpayer funds.

Enrollment and retention numbers have grown over the past several years. Also, in accordance with HCC’s Strategic Plan, annually pursuing at least two new programs for addition to curriculum is a goal.

External assessment of HCC’s performance may be viewed on the MnSCU Accountability Dashboard.

8R3 (2010 REVIEW)
What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

HCC’s Strategic Plan identifies and summarizes HCC’s key opportunities, strengths, goals and challenges for the next three years. The plan is a result of collective efforts lead by the provost and supported by the college community. The plan encompasses the Mission Statement and the college’s Vision Statement, values, goals and commitments. HCC’s Strategic Plan is based on strengthening the campus community, fiscal resources, nurturing partnerships and relationships with business and industry and the community, and providing life-long learning and professional development opportunities. Each strategic area is developed for the successful accomplishment of outcomes over the next three years, including staff responsibilities, timelines and budget.

Examples of some specific objectives from the plan include:

- Employ intentional enrollment management strategies to include recruitment, enrollment, retention, and completion. To accomplish this objective HCC will develop a network of services to help students reach their academic goals, with the measurement of goal completion vs. graduation, (student intent) as the
objective’s measure. Implementation suggestions include evaluating graduation rates, improving student/faculty intervention processes, Early Action Referral System (EARS) process at other system institutions, development of exit/re-entry strategies, and targeting students who do not meet academic standards.

- **Support economic development through education and provide cultural opportunities by “bringing the World to Us.”** To accomplish this objective HCC will engage in global education and cultural experiences and exchanges. Measures include increasing the number of cultural activities offered, hosted or sponsored by the college as well as the number of participants.
- **Provide updated technologically equipped facilities while being responsible to the environment.** To accomplish this objective HCC will enhance and maintain the appearance, functionality, accessibility and safety of our facilities and implement at least three annual campus improvement projects.
- **Responsibly utilize human, financial, alternative funding, and technological resources to meet the current and future operational needs of the college.** Objectives include maintaining fiscal integrity and responsibility while recognizing the importance of flexibility in an ever changing environment. Keeping a balanced budget, improved compliance with policies and procedures, identify and utilize resources to support innovation and change, and institutional strategic priorities. A transparent budget process and accessible information is of great importance.

Short-term goals of one academic year are detailed in the Presidential Work Plan as well as individual department workplans, and are continually evaluated for performance.

**8R4 (2010 REVIEW)**

How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

HCC performance results are compared with other MnSCU colleges and universities via the MnSCU Accountability Dashboard, IPEDS and CCSSE. Comparative data is useful in guiding efforts for maintaining positive performance as well as identifying areas in need of improvement.

The MnSCU Accountability Dashboard indicates HCC exceeds expectations outlined by MnSCU in the area of “percent change in enrollment” and meets expectations in areas of “licensure exams pass rate,” “persistence and completion rate,” “student engagement,” and “facilities condition index.” HCC ranks as “needs attention” in the area of tuition and fees, as do all MnSCU institutions.

**8R5 (2010 REVIEW)**

What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

HCC’s strategic planning processes and activities are evaluated in a number of ways, both internal and external, and evidenced by the following:

- Enrollment numbers have continued to rise over the past several years. HCC’s FTE enrollment numbers exceed those of the IPEDS comparison group.
- HCC’s recent MnSCU-conducted campus inspection for compliance in the areas of OSHA, MPCA, Fire Code, Security, and Safety found HCC to be at the highest level of compliance.
- Audits of the financial aid and business offices routinely result in stellar reports.
- The number of relationships HCC enjoys with business, industry, K-12 partners, Arrowhead University, Iron Range Resources (IRR), legislators, employers, Foundation and advisory board members, numerous other entities is growing, resulting in strong mutually-beneficial partnerships.
- New initiatives such as ALI create innovative partnerships and expand opportunities for collaboration and student learning experiences.
- HCC’s AQIP Action Projects were selected through campus-wide input, completed by collaborative work teams, and evaluated on-campus and by AQIP evaluators.

HCC’s new cycle of focused strategic planning is in its first year of implementation, and the college looks forward to reviewing and assessing measurable results and data to determine effectiveness. A three-year review of the Strategic Plan will determine effectiveness and success.
Department and Administrative work plans are created and reviewed annually for effectiveness and productivity to ensure target goals and timelines have been met.

HCC’s four-person Administrative Team was restructured over the past two years. New personnel in the positions of Dean of Student Services and Academic Affairs, Associate Dean of Student Services, and Chief Fiscal Officer present opportunities for new vitality and ideas, as well as challenges as new synergy is forged. In addition, leadership at the NHED level also changed, as a new president was hired in 2008.

**Improvements (I)**

**8I1 (2010 REVIEW)**
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

HCC is just beginning a significant shift in organizational behavior by reinventing and realigning its planning efforts. Three changes are leading this organizational change. First is the recently completed strategic planning, which included steps to review the entire strategic plan every three years. The second change is HCC’s development of annual work plans that align with the college's Strategic Plan as well as with the initiatives of the Office of the Chancellor and the NHED President. The third recent institutional improvement in planning for continuous improvement is the college’s embracement of the AQIP accreditation process. AQIP has paved the way for the college to plan improvements with wide participation and in a prescribed manner. The college’s entry into AQIP has resulted in Action Projects targeting areas in need of improvement, resulting in improved processes and increased effectiveness.

Recent strategic planning further serves to redefine and illuminate the mission and core values of the college. Campus-wide communication ensures the continuous attention and dedication to mission. Regular re-evaluation of the Strategic Plan leads to performance monitoring and a focus on progress and improvement.

**8I2 (2010 REVIEW)**
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

HCC’s inclusive style of management creates an environment of personal investment. The open and collaborative style of the Administrative Team encourages feedback for improvement from internal as well as external stakeholders.

Ideas for processes for improvement emerge at every level of the college and are brought to various committees, such as CAC, AASC, and the Administrative Team for consideration. AQIP has emerged as an important all-inclusive, campus-wide initiative aligning continuous improvement and the mission of the college. Along with the Strategic Plan, these efforts shape the processes for improvement and increased effectiveness.

**Building Collaborative Relationships**

**AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS, examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission.**

**Processes (P)**

**9P1 (2010 REVIEW)**
How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

Hibbing Community College values and realizes the critical and essential nature of relationships within and external to the college. Relationships created and maintained serve to promote and strengthen the mission, goals and commitments of the college.

HCC enjoys a wide variety of relationships with organizations from which it receives students, ranging from the sister colleges of the NHED, the extended family of the MnSCU system, and the local relationships of our K-12 partners. HCC’s relationships with colleges in which we share articulation agreements are mutually beneficial to the college, students, and the collaborating institutions. In order to provide baccalaureate opportunities to area students, HCC provides office space to the Arrowhead University. External relationships are numerous. Examples include:

- Efforts of HCC admissions representatives result in strong relationships with high school officials and students.
- The Perkins Committee collaborates with local high schools to collaboratively offer programs such as Technical Career Day and STEM (Science/Technology/Engineering/Math) Day, in which hundreds of students participate in learning workshops on the HCC Campus. HCC sponsors the area high schools’ student planners.
- Upward Bound provides fundamental support to 50 local high school students in their preparation for college.
- The partnerships of the ALI create strong and valuable relationships that benefits all involved by providing career education in cooperation with local high schools. HCC administrators serve on the ALI Leadership Council and Steering Committee.
- HCC faculty and staff routinely act as guest speakers and lecturers in the local K-12 system.
- HCC annually hosts the regional high school one-act play competition.
- The relationship HCC has with the Hibbing College Foundation is invaluable. Fund-raising and friend-making activities and events assist the college in providing scholarship dollars for students in need.
- More than 600 business and industry partners receive training from the CT/CE department. HCC’s partnerships enhance the area’s economic development.

9P2 (2010 REVIEW)

How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

Relationships between HCC and key educational partners and employers are strong, mutually beneficial and mission-focused. Organizations that depend on the supply of HCC students are as follows.

- HCC’s utilization of technical program advisory boards builds and strengthens relationships with business and industry, many of which hire HCC graduates, and ensures that HCC’s programs meet the needs of these employers.
- HCC maintains essential collaborative relationships and has signed contracts with healthcare providers who offer hands-on clinical training for our health-related technical programs, such as nursing assistant, nursing, medical laboratory technician, and dental assisting. These employers also depend on HCC graduates to fill workforce needs.
- HCC’s on-campus connection with the Arrowhead University provides learners with access to baccalaureate and masters degree options.
- Articulation agreements with MnSCU transfer institutions and participation at related conferences build relationships that are advantageous to all involved.
- HCC and the Iron Range Higher Education Committee are strong partners in identifying the needs of employers and the region. The Iron Range Higher Education Committee brings together select regional employers who serve in a general advisory capacity with the purpose of creating, funding, and promoting opportunities to close the gap. In addition, the NHED and Iron Range Resources share an employee who serves as a liaison between business and higher education.
9P3 (2010 REVIEW)

How do you create, prioritize, and build relationships with the organizations that provide services to your students?

Through involvement in economic development endeavors, meeting with educational associates, or working with various community groups, HCC strives to build relationships that are compatible with the college’s mission and goals. Primary examples of relationships built with organizations providing services to our students include:

- A Veterans’ Center, established to support the needs of our student veterans and their families; English as a Second Language (ESL); and Arrowhead University, which provides bachelors and masters degrees – all are housed on the HCC campus and benefit our student population.
- Local hospitals and clinics work with the college to provide clinical sites and the University of Minnesota (U of M) School of Dentistry utilizes space on campus to provide dental services to the community as well as clinical internship opportunities for HCC dental assisting students.
- A local private business, Northern Helicopters, works in tandem with HCC to provide the flight instruction portion of the college’s professional helicopter training program.
- HCC’s relationship with automotive companies, such as DaimlerChrysler, results in donations of resources for use in student training.
- HCC’s annual back-to-school Cardinal Block Party invites local businesses, churches, and organizations to come to campus to build awareness and promote their services to students.
- Articulation agreements with MnSCU institutions provide pathways to upper level degree programs. In addition, HCC regularly hosts representatives of baccalaureate institutions and invites them to distribute materials and talk with students.
- Hibbing’s Workforce Center partners with HCC in an annual Easy Registration Day for dislocated workers.

9P4 (2010 REVIEW)

How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

Because of the college’s status as a state agency, many of the materials and professional services supplied must be obtained by a state bid process or through state contracts. Through this process, college representatives and vendors work closely to communicate clearly and concisely. Relationships with organizations supplying materials and services to HCC are maintained to serve the needs of the institutions, its employees, and students.

Another example of critical relationships is that between the college and the Hibbing College Foundation. HCC faculty members serve on the Hibbing College Foundation Board to provide insight and information. The college Provost, financial aid director, and the director of public information serve as ad hoc members of the Hibbing College Foundation. The Hibbing College Foundation’s primary role is fundraising and providing scholarships to HCC students.

9P5 (2010 REVIEW)

How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

HCC’s Administrative Team, faculty and staff build relationships with educational associations and external agencies by participating in meetings, attending conferences, and through community interaction. Many educational relationships center around accreditation, articulations or resource sharing. Relationships in the local community are most often focused on work force development or community events. All relationships between HCC and its partners are of shared mission. Partnerships are formed through the common bond of providing services and opportunities to learners. Examples of these important relationships include:

- HCC’s Annual Global Understanding Series conferences, pairing various community agencies to increase global trade prospects, cultural understanding, and diversity awareness.
- The regional One-Act Play Competition is held on the HCC campus, providing young actors and audiences with a venue for theatrical productions.
• The Northeast Alliance for Telecommunications is housed on the HCC campus and provides HCC and other agencies with the tools and support to enhance and expand learning opportunities through interactive television (ITV).

• Community relationships – ranging from HCC employees serving on city and Chamber of Commerce boards to providing an open community computer lab – increase collaboration efforts and serve to fill mutually beneficial needs.

• HCC’s attention to and attendance at HLC and AQIP requirements, meetings and workshops strengthens the defining purpose of HCC and the relationships with the accrediting agencies.

9P6 (2010 REVIEW)

How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Relationships created serve a purpose and are maintained to promote and strengthen the mission, goals and commitments of the college. Some relationships, such as those with our local K-12, the ALI, the sister NHED colleges, MnSCU, etc. are essential mission-critical. Other relationships enhance the college’s abilities to better serve our learners, our stakeholders, and the community in general. The college looks outward to provide essential feedback, such as from advisory boards or public surveys. A specific example is the NHED president’s visits with several area employers to gain insight to their needs and make it known that she is open and available to conversation, suggestions, and input. HCC recently ran a limited pilot of employer surveys to gauge satisfaction with HCC graduates. Lastly, HCC’s Customized Training department is perhaps the best at ensuring their partners’ satisfaction by regularly surveying classes for feedback. Partnerships with the Customized Training department are further enhanced through membership with outside organizations such as the Arrowhead Manufacturers and Fabricator's Association, Hibbing and Chisholm Chamber of Commerce committees, the Minnesota Mine Safety Association, and the Central Iron Range Initiative, a community-based collaboration created to contribute to the area’s economic stability and improve quality of life.

9P7 (2010 REVIEW)

How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

Internal relationships are of critical nature. Like the cogs in a wheel, the fine-tuned workings of the college depend on the mutual respect, trust and cooperation between co-workers. HCC’s inclusive leadership style is a clear advantage in building and strengthening relationships, communication and opportunities. At each Professional Development Day, the college provost demonstrates the essential nature of working together by bringing all employees to the college commons for sharing of information, training, discussion and celebration. Common goals, participation, and sharing of thoughts and ideas create stronger working relationships and reaffirm the common goal of serving students and our stakeholders.

Departments stay connected and focused through regularly scheduled department meetings. College Advancement Committee meetings are held twice monthly and serves as a venue to inform and discuss topics of campus-wide concern and interest. Minutes from campus meetings are attached to the college’s weekly faculty/staff newsletter, the Dialogue, so that information is widely shared and communicated.

Informally, colleagues may often be seen having working lunches or casual conversation in the college commons or faculty lunchroom. In addition, all-employee gatherings, such as a summer BBQ or semester potluck gathering, serve to further bond employees.

Results (R)

9R1 (2010 REVIEW)

What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

HCC measures the effectiveness of several key collaborative relationships, both internal and external.
Internal relationship data analyzed includes student applications, enrollment, retention overall and within specific programs; student enrollment trends with regard to feeder K-12 schools; student satisfaction; participation levels in campus events and related activities; student feedback on STEM and Technical Career Days.

External relationships are evaluated through employer satisfaction surveys; the number of articulation agreements between HCC and transfer institutions; the continuation and expansion of joint partnership projects such as those with ALI and the HCC/ Hibbing High School Engineering collaboration; the number of HCC students utilizing the services of Arrowhead University; and the number of shared services with the NHED such as purchasing, hiring, sharing faculty and staff, advertising initiatives.

9R2 (2010 REVIEW)

What are your performance results in building your key collaborative relationships, external and internal?

HCC’s strong affiliations with various partners result in win-win situations for all involved. HCC’s relationship with Hibbing High School and area feeder K-12 systems is evidenced by the number of joint initiatives – such as ALI – and student enrollment trends. Nearly 75% of HCC students come from our feeder schools in neighboring school districts and counties. When querying students regarding satisfaction, information indicates 85% of respondents would attend HCC again and 87.2% of students reported satisfaction with the course content in their major field of study. For additional measures of student satisfaction, please refer to the table below.

Many of HCC’s performance results are documented by continued growth in shared activities or services. The increasing numbers of articulation agreements, customized training contracts, and participation at college events are measures of satisfaction. Further, HCC’s customized training department has continuously grown and prospered, evidenced in the increase of number of training hours of 75,665 in 2004 to 130,434 in 2008. HCC’s customized training department serves more than 600 business partners annually.

Additional information will be forthcoming as HCC expands its employer satisfaction survey and upon completion of the campus climate survey, scheduled for Fall 2010.

9R3 (2010 REVIEW)

How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The MnSCU Accountability Dashboard serves as a graphic display monitoring the successes of each MnSCU college in a variety of areas and provides comparison to other MnSCU colleges. “Building Collaborative Relationships” will be added to the MnSCU Accountability Dashboard as an additional measurement indicator. When this indicator dial becomes available, the college will readily see the effectiveness of its efforts and expects to compare itself favorably to its peers.

Improvements (I)

9I1 (2010 REVIEW)

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

Hibbing Community College continually strives to maintain and strengthen relationships with internal and external stakeholders through a variety of methods. Internally, communication is key. When selecting the first round of AQIP Action Projects, it was realized that employees would appreciate more opportunities for interaction with co-workers. This resulted in an informal Action Project of ‘valuing people’ and led to a variety of initiatives and activities that strengthened internal relationships.

External relationships are fed by listening and being responsive. The college has a wealth of resources provided by programs, departments, and individuals and continues to encourage outreach in any form to serve its stakeholders and expand opportunities. One of several recent examples is the ever-expanding nursing program, which
collaborates with remote areas of Northeastern Minnesota to provide nursing education to place-bound students. Another recent example is the successful ALI initiative, which partners HCC and K-12 school districts to provide career education otherwise unavailable to local students. Additionally, the soon to be creation of a public computer center housed at HCC was the direct result of combined efforts of the area workforce center, the public housing authority, and HCC. These relationships are mutually beneficial and serve greater Minnesota in ways that would not be possible working independently.

Hibbing Community College’s role in the Iron Range Higher Education Committee (IRHEC) is another recent example of outward relationships. Created to serve a wide range of stakeholders, the Iron Range Higher Education Committee, created by the 2008 Legislature, provides funding for new programs in the Iron Range Resources service area. HCC’s progress in new program development is monitored by the IRHEC.

9I2 (2010 REVIEW)
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

HCC’s inclusive management style and open communication naturally allows for positive collaborative relationships and partnerships. HCC’s Strategic Plan reinforces the importance and benefit of these integral relationships, both internal and external. Such relationships are detailed throughout this document. Through this infrastructure, processes for improvement and input from all stakeholders are possible. It is frequently reiterated and widely understood that the HCC mission drives all initiatives and guides strategic planning. HCC’s entry into AQIP has further reinforced and streamlined efforts for continuous improvement in this area.

HLC Accreditation Criteria Index

In this section you will find Hibbing Community College’s responses to the Higher Learning Commission’s accreditation criteria. The HLC Criteria Index addresses each Core Component of each Criterion separately. Evidence is presented to each of the five criteria sections via hyperlinks back to Hibbing Community College’s System Portfolio.

HLC Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The college Mission Statement reads as follows: Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.
- Through a recent (Spring 2009) campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction. The new mission statement was accepted by the college and approved by the MnSCU Board of Trustees in May 2009. These fundamental statements are included in the college catalog and the college website; the mission statement is prominently displayed at campus entryways and is printed on the back of employee business cards.
- The college’s mission and values statements were reviewed through an open strategic planning process which included internal and external stakeholders. Through this intensive process, college, community and MnSCU representatives worked collaboratively. These newly designed statements will better guide the efforts and decision-making of the college. The college will regularly review these statements every three years for relevancy and make changes and modifications as necessary through the same process.
- Mission, vision and value statements are formally reviewed every three years and their intent and focus are emphasized in HCC’s work and planning.
- Recent strategic planning further serves to redefine and illuminate the mission and core values of the college. Campus-wide communication ensures the continuous attention and dedication to mission.
• It is frequently reiterated and widely understood that the HCC mission drives all initiatives and guides strategic planning.

Processes - 2P2 (2010 REVIEW)  
Processes - 2P3 (2010 REVIEW)  
Process - 5P1 (2010 REVIEW)  
Process - 5P8 (2010 REVIEW)  
Improvements - 8I1 (2010 REVIEW)  
Improvements - 9I2 (2010 REVIEW)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

• Hibbing Community College is an open door institution and has a mission to serve an array of learners of varying levels of academic preparedness.
• HCC understands that all HCC students bring to campus their unique skills, knowledge and learning styles.
• All goals and objectives are mission critical to serve and meet the needs of stakeholders in a multitude of ways. The college’s efforts and activities are guided by the Mission Statement, Guiding Principles, Goals, and Commitments. These shared statements were developed with and through campus-wide input and information sessions.
• The collective responsibility to serve our learners and our community, and to be available and valued as a community resource, is evidenced by example, participation and time invested in the purposeful and intentional efforts to abide by the aforementioned Mission, Values, Goals and Commitment statements.
• HCC’s recent evaluation and retooling of the critical mission, vision and goals, as well as a newly designed Strategic Plan, have refocused and aligned HCC’s efforts. Significant work and collaboration was involved in the processes for improving and refining these direction-charting documents. HCC is committed to reviewing these documents every three years for relevancy.
• Relationships between HCC and key educational partners and employers are strong, mutually beneficial and mission-focused.
• Relationships created serve a purpose and are maintained to promote and strengthen the mission, goals and commitments of the college.
• All relationships between HCC and its partners are of shared mission. Partnerships are formed through the common bond of providing services and opportunities to learners.

Processes - 1P5 (2010 REVIEW)  
Processes - 1P9 (2010 REVIEW)  
Processes - 2P2 (2010 REVIEW)  
Processes - 2P3 (2010 REVIEW)  
Improvements - 5I1 (2010 REVIEW)  
Processes - 9P2 (2010 REVIEW)  
Processes - 9P6 (2010 REVIEW)  
Processes - 9P5 (2010 REVIEW)

Core Component 1c. Understanding of and support for the mission pervade the organization.

• The college’s mission, vision and value statement are the foundations upon which the college’s objectives, goals and operations are developed.
• Many of the college’s distinctive objectives are addressed through strategic planning and guided by the college’s Mission Statement.
• Upon hire, new employees undergo an employee orientation session and receive the Employee Guidebook. In the orientation session, as well as in the Employee Guidebook, new employees learn more about the history, the mission, vision, values and commitments of the college.
• Informal mentoring within departments and programs reinforces the mission of the college and the employee’s role.
• Position descriptions detail the activities of each employee and are developed and designed to ensure that duties contribute to the organization and are aligned with the mission of the college.
• HCC’s mission, vision, goals and commitments are the guidelines by which HCC conducts business and focuses all efforts.
As previously stated, HCC’s mission, vision and goals drive the efforts of the college and are central in all decision-making. Communication of these defining statements to employees begins at hire, and permeates into the goals of HCC’s Strategic Plan, department workplans, and employee efforts.

In addition to AQIP efforts, HCC’s infrastructure includes several layers of complimentary mission-driven workplans.

**Processes - 2P3 (2010 REVIEW)**
**Results - 2R4 (2010 REVIEW)**
**Processes - 4P4 (2010 REVIEW)**
**Processes - 4P4 (2010 REVIEW)**
**Processes - 4P6 (2010 REVIEW)**
**Process - 5P8 (2010 REVIEW)**
**Process - 5P10 (2010 REVIEW)**
**Improvements - 5I2 (2010 REVIEW)**

Core Component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- HCC turns to its Mission Statement and Strategic Plan as operating guides when seeking future opportunities.
- HCC’s mission of providing higher education and its commitment to workforce development merged into a win-win situation.
- Other relationships, such as those with Iron Range Resources, the area Workforce Center, and the other NHED colleges, have resulted in mission-driven initiatives that serve our stakeholders and expand the ability of the college to provide services and offerings.
- Workplans and related work teams focus efforts on advancing the ideals of the mission statement and goals of the Strategic Plan.

**Process - 5P4 (2010 REVIEW)**
**Process - 5P4 (2010 REVIEW)**
**Process - 5P4 (2010 REVIEW)**
**Improvements - 6I2 (2010 REVIEW)**

Core Component 1e. The organization upholds and protects its integrity.

- HCC recently engaged in the process of updating its Strategic Plan (May 2009). During this exercise, the college meticulously reviewed its mission, values, and commitments and redefined the statements to better define, focus, and communicate its purpose.
- HCC’s mission, goals, vision, value statements and commitments dovetail and align with those of MnSCU and NHED and, under these guidelines, college administrators set the direction for planning.
- HCC’s needs and priorities are derived directly from the college’s mission and pertain to operational data, enrollment, budget and finances, contracts, compliance issues, etc.
- The revised Strategic Plan aligns itself with NHED and MnSCU workplans and is an action-oriented living document that establishes institutional goals and objectives congruent with the mission, vision and guiding principles of the college.
- Attention to HCC’s mission and vision statements ensures all activities reflect the core values of the college. ......Adherence to the Mission Statement becomes even more important during difficult economic times, as it guides future strategic planning and decision-making. ...... Identifying mission-critical objectives sets the course for efficient and effective utilization of human and fiscal resources and operations.
- HCC’s commitment to preserving educational and fiscal integrity, enhancing benefits to students, and maintaining the well-being of the college is evidenced in its planning processes. Action steps are identified through the strategic planning process, keeping the college’s Mission Statement in clear focus.
- Financial audit findings have been superior and indicate the high level of integrity and attention to process in the financial aid and business offices.
- HCC works diligently to operate with fiscal integrity and stewardship assuring that current spending policies and processes are responsible and sustainable over time.
HLC Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- **Strategic Goal 3:** Hibbing Community College will support economic development through education and provide cultural opportunities by bringing the world to us. Hibbing Community College is committed to:
  - Promotion of economic growth;
  - Enrichment of cultural understanding.

- In addition, the college routinely reviews and modifies its Strategic Plan for currency and efficiency, and feedback from all stakeholders – internal and external – is solicited and appraised. This communication and request for feedback builds and strengthens relationships and provides valued input and information for improvement.

- HCC recently engaged in the process of updating its **Strategic Plan** (May 2009). During this exercise, the college meticulously reviewed its mission, values, and commitments and redefined the statements to better define, focus, and communicate its purpose.

- HCC developed its **Strategic Plan** to align with the expectations of the Chancellor and ultimately the college’s students and stakeholders. HCC adapts the plan to serve the unique needs and desires of its stakeholders.

- HCC’s four-member administrative team operates by means of an inclusive management style. A number of committees, teams, and boards are utilized and empowered with varying levels of authority to make recommendations and decisions at multiple levels.

- Effective management of key support services is the responsibility of the Administrative Team and the employees working with them. Each Administrative Team member is responsible for specific service areas within the college, and develops and communicates workplans to ensure the efficient and effective operations of each area.

- Internally, HCC has made strides through the refocusing of the Strategic Plan and through entry into the AQIP process. The Strategic Plan guides the college’s efforts and maintains focus on mission-critical decision-making. AQIP facilitates processes for improvement.

- Through the AQIP process, HCC’s efforts have become more intentionally directed and focused. Paired with HCC’s inclusive and communicative management style, the course for thoughtful and intentional processes for change has been strengthened.

Core Component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Adherence to the Mission Statement becomes even more important during difficult economic times, as it guides future strategic planning and decision-making. Fiscal challenges and budgetary constraints mandate that the college dedicates resources to areas supporting and promoting the college’s core values.
• Identifying mission-critical objectives sets the course for efficient and effective utilization of human and fiscal resources and operations.

• As a steward of the State of Minnesota’s resources, and with a deep commitment to serving students and stakeholders, HCC works diligently to avoid jeopardy or risk-taking. HCC’s commitment to preserving educational and fiscal integrity, enhancing benefits to students, and maintaining the well-being of the college is evidenced in its planning processes.

• HCC’s Strategic Plan is based on strengthening the campus community, fiscal resources, nurturing partnerships and relationships with business and industry and the community, and providing life-long learning and professional development opportunities. Each strategic area is developed for the successful accomplishment of outcomes over the next three years, including staff responsibilities, timelines and budget.

• Responsibly utilize human, financial, alternative funding, and technological resources to meet the current and future operational needs of the college. Objectives include maintaining fiscal integrity and responsibility while recognizing the importance of flexibility in an ever changing environment.

Processes - 8P6 (2010 REVIEW)
Processes - 8P6 (2010 REVIEW)
Processes - 8P7 (2010 REVIEW)
Results - 8R3 (2010 REVIEW)
Results - 8R3 (2010 REVIEW)

Core Component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

• The college’s assessment of student learning assessment plan establishes necessary assessment methods to ensure that the college meets its curriculum objectives and goals. It verifies that Core Competencies are covered by the stated goals and objectives, and determines how and where these competencies are met within the courses.

• At HCC, an Assessment Team, consisting of faculty members, leads the assessment of student learning process. The Assessment Team’s plan involves assessing student learning at three different levels: at the level of Core Competency; at the program level; and at the course level.

• In order to accurately reflect all types of data collected on campus, research into each area (services, human resources, students, faculty, etc) is necessary. This project, along with HCC’s access to the NHED’s Office of Institutional Research -- which provides the NHED colleges with information and analysis for use in institutional assessment, strategic planning, policy and decision making, accreditation, and grant writing – will enhance HCC in developing a “culture of evidence” for use in maintaining institutional effectiveness.

• Planning processes and systems detailed in 8P1 provide HCC with a collection of data resources that are tracked and analyzed on a regular basis. This data equips the college with feedback to gauge the success and effectiveness of processes and make informed decisions regarding improvement measures.

• HCC’s new cycle of focused strategic planning is in its first year of implementation, and the college looks forward to reviewing and assessing measurable results and data to determine effectiveness. A three-year review of the Strategic Plan will determine effectiveness and success.

Processes - 1P11 (2010 REVIEW)
Processes - 1P18 (2010 REVIEW)
Improvements - 3I2 (2010 REVIEW)
Results - 8R1 (2010 REVIEW)
Results - 8R5 (2010 REVIEW)

Core Component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

• Many of the college’s non-instructional objectives are addressed through strategic planning and guided by the college’s Mission Statement. The recently revised Strategic Plan serves as a valuable touchstone to direct the college’s efforts and achieve common goals.

• The college routinely reviews and modifies its Strategic Plan for currency and efficiency, and feedback from all stakeholders – internal and external – is solicited and appraised. The college is making a concerted effort to become more data driven, rather than anecdotal, in its assessment efforts.
HCC's recently revised Strategic Plan outlines the college's commitment to provide quality, innovative and flexible education to meet the needs of students and employers. Likewise, the college's stated Commitments include the following: student success; inclusion of diversity; open-door admissions; advancement of knowledge; collaboration to advance innovation; excellence in teaching and learning; high academic standards; academic freedom and diversity of thought; promotion of economic growth; enrichment of cultural understanding; development of faculty and staff; sustainability of the environment; modern learning facilities, equipment and technology.

HCC developed its Strategic Plan to align with the expectations of the Chancellor and ultimately the college’s students and stakeholders. HCC adapts the plan to serve the unique needs and desires of its stakeholders. Through the Strategic Planning process, HCC’s stakeholders – internal and external – were involved in the conversation and the planning. It is critical that HCC listens to its stakeholders and delivers what it promises.

Strategic planning decisions in all areas of the college -- budget, enrollment planning, program review, course scheduling, etc. -- depend vastly on data and alignment with the college’s mission, goals, and objectives.

The revised Strategic Plan aligns itself with NHED and MnSCU workplans and is an action-oriented living document that establishes institutional goals and objectives congruent with the mission, vision and guiding principles of the college. All action is directed toward providing quality educational, cultural, economic, environmental and technological opportunities and leadership.

HCC routinely reviews and modifies its Strategic Plan for currency and efficiency, and feedback from all stakeholders – internal and external – is solicited and appraised. HCC’s most recent strategic planning initiative was held in May 2009, at which time the college revisited and refined its defining statements to better reflect its purpose and direction, and put in place a plan that outlines goals and commitments for the coming years.

Strategic planning is guided by the college’s mission, vision, objectives and goals. Planning processes are based on data projections such as budget, enrollment numbers, personnel, economic factors, program/course demand, area and state demographics, etc. This data is critical in preparing for and creating both short- and long-term plans across the college.

**Processes - 2P1 (2010 REVIEW)**
**Processes - 2P4 (2010 REVIEW)**
**Processes - 3P1 (2010 REVIEW)**
**Process - 5P3 (2010 REVIEW)**
**Processes - 7P6 (2010 REVIEW)**
**Improvements - 7I1 (2010 REVIEW)**
**Processes - 8P1 (2010 REVIEW)**
**Processes - 8P2 (2010 REVIEW)**

**HLC Criterion Three: Student Learning & Effective Teaching**
The organization provides evidence of student and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**Core Component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- The MnTC lists ten curricular goal areas which identify learning objectives for all students seeking a liberal arts degree.
- Program Advisory Boards set the curriculum for technical programs and identify the program’s learning objectives, which are listed in the appropriate course outline for each specific course.
- Each technical program has developed a set of major content areas that every student demonstrates upon program completion.
- These content areas are performance-based, have measurable and observable criteria, and are linked to specific classroom assessment tools.
- These content areas align with program-specific industry standards and requirements. Within each technical program, there is a required General Education component.
- Each course has a Course Outline and Syllabus that defines the objectives and goals that are reviewed and accepted by the curriculum committee at least once every five years per college policy.
- The Assessment Team’s plan involves assessing student learning at three different levels: at the level of Core Competency; at the program level; and at the course level.
For technical programs designed to educate and prepare students to perform entry level job skills, the effectiveness of such is measured via job placement rates and employer satisfaction surveys.

**Processes - 1P1 (2010 REVIEW)**  
**Processes - 1P2 (2010 REVIEW)**  
**Processes - 1P2 (2010 REVIEW)**  
**Processes - 1P2 (2010 REVIEW)**  
**Processes - 1P11 (2010 REVIEW)**  
**Processes - 1P18 (2010 REVIEW)**  
**Processes - 1P18 (2010 REVIEW)**

Core Component 3b. The organization values and supports effective teaching.

- All HCC students are expected to have acquired proficiency in identified **Core Competencies**. These Core Competencies are a set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions. ...Core Competencies are integrated into courses and curriculums.
- HCC is committed to providing an education that not only leads to technical skills and employment, but also enhances and develops abilities for a lifetime of learning and adapting to our increasingly global society.
- Under the leadership of the dean of academic affairs and student services, the curriculum committee receives and makes recommendations for new courses; checks the course outline for proper form, inclusion of core competency themes and identification of **MnTC** goals areas; and reviews and modifies the course descriptions of existing courses in accordance with existing college, MnSCU and MnTC standards.
- Their unique insight aids the college in identifying the specific skills necessary for student success in the technical/career programs and ensures that new program and course offerings meet market demand.
- The **Community College Survey of Student Engagement** (CCSSE) is a useful tool in monitoring and determining levels of satisfaction within a number of areas regarding teaching and learning.
- Also, AASC and CTL use an Administrative Team/faculty team approach in determining methods for advancing the talents and skills of faculty. Tools such as faculty development funds, Awards for Excellence grants, sabbaticals, and professional development days all address support needs.
- Likewise, the college’s stated Commitments include the following: student success; ... advancement of knowledge; ... excellence in teaching and learning; high academic standards;
- Student feedback is regularly received through the Student Satisfaction Survey, which is administered to gauge students’ satisfaction with their academic experiences and provides individual instructors with suggestions to improve their teaching.

**Processes - 1P1 (2010 REVIEW)**  
**Processes - 1P2 (2010 REVIEW)**  
**Processes - 1P3 (2010 REVIEW)**  
**Processes - 1P4 (2010 REVIEW)**  
**Processes - 1P11 (2010 REVIEW)**  
**Processes - 1P15 (2010 REVIEW)**  
**Processes - 3P1 (2010 REVIEW)**  
**Results - 3R1 (2010 REVIEW)**

Core Component 3c. The organization creates effective learning environments.

- To get to this level, a course or program must determine student interest or need; meet industry demand, and not be unnecessarily duplicated within the Northeast Higher Education District (**NHED**) or MnSCU system.
- In order to progress from one course in a sequence to the next, pre-requisites courses are in place to make sure students successfully establish a level of knowledge and skill before progressing.
- Accuplacer cut scores are set by MnSCU and serve as guides in selecting courses that promote the highest level of successful learning. Based on placement test scores, advisors recommend developmental courses to students scoring low.
- The **Community College Survey of Student Engagement** (CCSSE) is a useful tool in monitoring and determining levels of satisfaction within a number of areas regarding teaching and learning.
Advisory boards are integral to technical programs and are made up primarily of community and related business and industry members who advise program leaders as to accuracy and currency of programs and courses.

Faculty learning support needs are determined and addressed through a variety of methods. AQIP and CTL surveys help determine learning support needs of faculty. Course evaluations assist the Administrative Team and faculty in determining areas of needed improvement, and faculty members address these identified needs through annual professional development plans. Faculty's professional development plans are presented to the Administrative Team for review.

Because of the intensity of the RN program HCC created a health career study skills class and an introduction to biology class to enhance students' chances for success.

These workshops, along with intrusive advising for students who tested into two or more developmental classes, have proven to be successful in student success and retention.

Processes - 1P3 (2010 REVIEW)
Processes - 1P6 (2010 REVIEW)
Processes - 1P8 (2010 REVIEW)
Processes - 1P11 (2010 REVIEW)
Processes - 1P14 (2010 REVIEW)
Processes - 1P15 (2010 REVIEW)
Processes - 3P1 (2010 REVIEW)
Processes - 3P1 (2010 REVIEW)

Core Component 3d. The organization's learning resources support student learning and effective teaching.

- HCC relies on curriculum committees, to ensure the curriculum is academically sound, relevant, comprehensive and responsive to the needs of stakeholders.
- The Academic Center is home to the Student Success Coordinator, a Master Tutor, and student peer tutors, all offering students the opportunity for small group and one-on-one assistance.
- Students with documented learning disabilities are provided with assistance and resources at the onset.
- HCC encourages attendance at the annual faculty CTL conference “Realizing Student Potential,” which provides topics for presentation and discussion during Professional Development Days. HCC devotes one Professional Development Day per year exclusively to CTL topics.
- Interpreters, classroom lab assistants in program areas, tutoring services, skill building opportunities, test taking and note taking services, and alternative format tests are available and coordinated by HCC’s Disability Coordinator.
- The Academic Center is a major learning support area for students. Academic Center staff members work closely with students to meet their needs and enhance their chances for success. Advisors work closely with students to ensure appropriate course selection and placement. Peer and professional tutoring is provided, as well as services for students in note-taking and study skills.
- Tools such as faculty development funds, Awards for Excellence grants, sabbaticals, and professional development days all address support needs.
- A pilot project surveying employers of HCC graduates was initiated in 2009-2010. Although the project’s resulting data are from a small sampling of participants, the data indicate satisfaction with graduates and acceptable attainment of soft skills contained within HCC’s Core Competencies.

Processes - 1P2 (2010 REVIEW)
Processes - 1P8 (2010 REVIEW)
Processes - 1P9 (2010 REVIEW)
Processes - 1P9 (2010 REVIEW)
Processes - 1P10 (2010 REVIEW)
Processes - 1P15 (2010 REVIEW)
Processes - 1P15 (2010 REVIEW)
Results - 3R1 (2010 REVIEW)
HLC Criterion Four: Acquisition, Discovery, & Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- All HCC students are expected to have acquired proficiency in identified Core Competencies. These Core Competencies are a set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions.
- Engagement, involvement, civic-mindedness all enter into co-curricular offerings at Hibbing Community College. Activities and offerings are designed to enhance the overall experience and development of students beyond the traditional classroom. It is believed that students who become involved and engaged in activities outside of the classroom do better in the classroom.
- The goals of the HCC Continuing Education Department include:
  - To enrich the personal and professional lives of people through quality, creative, and innovative learning experiences.
  - To lead and collaborate with the community to develop classes, workshops, and certificate programs that will increase skill levels, as well as provide new training to individuals.
  - To generate lifelong learning opportunities for a diverse and evolving society.
- The HCC Employee Development Philosophy statement is as follows: We are committed to developing the talents of HCC’s employees. We value our employees and understand that continuous learning benefits the entire college by developing and maintaining our employees’ personal health and wellness and employee skills that link to achieving college goals and objectives. Supporting all employees also builds institutional capacity to better serve our students and our communities. This commitment is realized as a shared responsibility among all employees.
- Training needs may be mandatory, such as safety and health related training or training in ethics-related areas. Training may be requested by an employee, and may range from additional computer skills to faculty sabbaticals. Faculty sabbaticals may be granted if the content serves the interests of the college, the department and the students. Faculty members must complete annual professional development plans and review the plan with college administrators. CTL offerings are available for faculty.
- Staff development funds for members of the AFSCME union are available and a training needs assessment was recently conducted for middle management and MAPE employees. MnSCU staff and leadership development training is also available.
- Opportunities such as the all-employee Professional Development Day, Staff Development, New Employee Orientation, and New Administrator Training serve to increase the knowledge and abilities of employees.
- The HCC Health and Wellness Committee provides brown bag lunches, newsletters, mini sessions, and physical health promotion activities to all employees to enhance not only physical and emotional health, but intellectual health.

Processes - 1P1 (2010 REVIEW)
Processes - 1P16 (2010 REVIEW)
Processes - 2P1 (2010 REVIEW)
Results - 3R1 (2010 REVIEW)
Processes - 4P8 (2010 REVIEW)
Processes - 4P8 (2010 REVIEW)
Processes - 4P9 (2010 REVIEW)
Processes - 4P9 (2010 REVIEW)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- These Core Competencies are a set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions.
- HCC is committed to providing an education that not only leads to technical skills and employment, but also enhances and develops abilities for a lifetime of learning and adapting to our increasingly global society.
• HCC’s liberal arts education component is designed to provide foundational and fundamental skills, and the learning necessary for student transfer to baccalaureate institutions is measured by monitoring student grade point averages at transfer institutions.

• The college’s technical programs are developed with specific learning/skills goals (learning outcomes) that are identified and supported by business and industry through program advisory committees and by the national skills standards or other occupational standards.

• Many continuing education offerings are developed in response to requests from individuals, professional organizations, and workplace management. Since the marketplace is always changing, the college works closely and responsively with employers to offer new or upgraded skills required by employers. It is a priority of HCC to offer opportunities for skill enhancement or re-training so individuals can be successful in a changing market.

• Student activities are essential to building relationships with other students and with members of the Student Services department.

• A pilot project surveying employers of HCC graduates was initiated in 2009-2010. Although the project’s resulting data are from a small sampling of participants, the data indicate satisfaction with graduates and acceptable attainment of soft skills contained within HCC’s Core Competencies.

**Processes - 1P1 (2010 REVIEW)**
**Processes - 1P2 (2010 REVIEW)**
**Processes - 1P18 (2010 REVIEW)**
**Results - 1R2 (2010 REVIEW)**
**Processes - 2P1 (2010 REVIEW)**
**Processes - 3P2 (2010 REVIEW)**
**Results - 3R1 (2010 REVIEW)**

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

• Prior to the development of a new program, extensive study is done to determine the viability of the program. Demographics, employment outlook, salary, industry and student demand are extensively reviewed and considered. The program then goes through an extensive MnSCU program approval process.

• HCC encourages attendance at the annual faculty CTL conference “Realizing Student Potential,” which provides topics for presentation and discussion during Professional Development Days. HCC devotes one Professional Development Day per year exclusively to CTL topics.

• The college’s assessment of student learning assessment plan establishes necessary assessment methods to ensure that the college meets its curriculum objectives and goals.

• In addition, the AASC committee requires each course outline be reviewed for accuracy and currency by departments on a five-year cycle. Technical program advisory boards meet to monitor and assess curriculum relevancy and currency and to check for industry updates.

• Assessment of student learning at the program level focuses on the effectiveness and intent of the individual academic programs in teaching the specific skills expected of students upon completion of the program’s full curriculum.

• Other tools utilized by the college include analyzing past enrollment trends, local and regional job market research, economic growth indicators, a wide range of demographic data, and the ability to effectively and efficiently offer new programs that will be mutually beneficial to the college, the students, and the workforce.

• Collaboration efforts, such as the **Applied Learning Institute (ALI)** -- a legislatively-funded collaboration between NHED colleges, five high schools, and local K-12 partners to offer college-level, technical courses to high school juniors and seniors -- are mutually beneficial to all involved. Projects initiated through HCC’s involvement in the ALI encompass six difference academic areas including Automotive, Engineering, Technical Math, Business/Entrepreneurship, Electrical/Solar and Habitat for Humanity and create expanded and enhanced learning opportunities previously not possible.

• Annual academic program reviews are important in determining the viability of programs. The format for program review was established by the AASC which, due to its composition of both faculty and administrators, fosters an alignment with a whole-college perspective, including college-wide goals.

**Processes - 1P4 (2010 REVIEW)**
**Processes - 1P9 (2010 REVIEW)**
**Processes - 1P11 (2010 REVIEW)**
Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The responsibility of designing responsive academic programming is shared by technical departments, curriculum committees, technical program advisory boards, the Academic Affairs Standards Council, and ultimately with the dean of academic affairs and student services. All involved provide advice and perspective on education issues, with the advisory boards offering a valuable link between the college and business and industry. Their unique insight aids the college in identifying the specific skills necessary for student success in the technical/career programs and ensures that new program and course offerings meet market demand.
- Student performance is evaluated in the classroom and labs through content-specific testing. In addition, pass rates of students completing certification or national testing exams reveal a level of success that exceeds the national average.
- Student success in SkillsUSA competition is another indicator of high performance. Students consistently do well at the state and national levels in this skill-based learning competition in which HCC sends student representatives from a number of programs including refrigeration, microcomputer technology, and multimedia.
- Hibbing Community College has several programs that require graduates to take certification and/or licensing exams. HCC’s pass rates are consistently at or above state and national norms.
- Each year, all students graduating from HCC are asked to complete a student satisfaction survey known as the Graduate Survey. This survey’s intent is to determine student satisfaction in both instructional and non-instructional areas within the college and gather feedback for improvement. Results of the 2007-2008 Graduate Survey indicate 91% of students would attend HCC again.
- Employees who wish to progress in their area of work have the opportunity to participate in staff development or professional development training.
- The revised Strategic Plan aligns itself with NHED and MnSCU workplans and is an action-oriented living document that establishes institutional goals and objectives congruent with the mission, vision and guiding principles of the college. All action is directed toward providing quality educational, cultural, economic, environmental and technological opportunities and leadership.

HLC Criterion Five: Engagement and Service
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Advisory boards are integral to technical programs and are made up primarily of community and related business and industry members who advise program leaders as to accuracy and currency of programs and courses. Advisory board input is critical in making program changes.
- Hibbing Community College highly values and seeks out opportunities for partnership, collaboration and enrichment. HCC often partners with local organizations, Chamber of Commerce, Hibbing High School and other entities to provide enrichment events and opportunities for students and the general public.
• The collective responsibility to serve our learners and our community, and to be available and valued as a community resource, is evidenced by example, participation and time invested in the purposeful and intentional efforts to abide by the aforementioned Mission, Values, Goals and Commitment statements.

• Through the Spring 2009 campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction and how they enhance relationships with learners and the greater community served.

• HCC looks to the surrounding community to gather input regarding the college's perceived value and requested feedback on how the college could better serve its stakeholders. In preparing for the AQIP process, HCC prepared a survey and sent it out to community members. Survey results indicated a strong sense of pride and satisfaction in the college, and results indicated that 98% of respondents would recommend HCC to a family member or friend for higher education opportunities.

• Strategic planning and open communication are critical tools in identifying support service needs. Through a variety of venues – AASC, Shared Governance, College Advancement Committee, Professional Development Days, Strategic Planning, budget meetings, performance reviews, and a number of surveys – HCC is able to discern the needs of faculty, staff and administrators.

• HCC utilizes participatory processes to unite users and support service providers in identifying needs and solutions. Data needs and accessibility are determined by individual office staff, programs and departments.

• Hibbing Community College values and realizes the critical and essential nature of relationships within and external to the college. Relationships created and maintained serve to promote and strengthen the mission, goals and commitments of the college.

**Processes - 1P14 (2010 REVIEW)**  
**Processes - 2P1 (2010 REVIEW)**  
**Processes - 2P3 (2010 REVIEW)**  
**Results - 2R4 (2010 REVIEW)**  
**Processes - 3P1 (2010 REVIEW)**  
**Processes - 6P2 (2010 REVIEW)**  
**Processes - 7P2 (2010 REVIEW)**  
**Processes - 9P1 (2010 REVIEW)**

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and committees.

• **Core Competency: Working Productively and Cooperatively** A partial listing of activities includes:
  - Service-learning – Through Service-learning, students make a commitment to community involvement and collaboration.
  - Alternative Spring Break – Past experiences include building Habitat for Humanity homes in hurricane-ravaged Florida and in Northern California.

• Activities and offerings are designed to enhance the overall experience and development of students beyond the traditional classroom. It is believed that students who become involved and engaged in activities outside of the classroom do better in the classroom.

• HCC is a leader in specialized training designed to meet the needs of business and industry. Serving more than 600 companies annually, HCC is the premier training provider for Northeastern Minnesota. Customized training courses provide an innovative approach to enhancing workforce skills, career and professional development and contribute to the economic growth of the area.

• Other service-related activities, such as a collaborative effort between HCC, student and community volunteers, resulted in research data valuable in monitoring the wellness of the local St. Louis River’s tributaries. The impact of this type of collaboration is great, and the learning goes beyond the classroom.

• The college’s mission, vision and value statement are the foundations upon which the college’s objectives, goals and operations are developed. Through a recent (Spring 2009) campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction.

• HCC's CT/CE department fulfills customer and market demands by offering credit and open enrollment classes and customized training. Through this department, HCC has developed strong partnerships with NE Minnesota businesses, local workforce centers, area chambers of commerce, and local government entities that will best serve our communities, regional businesses, and individual learners.

• The Perkins Committee collaborates with local high schools to collaboratively offer programs such as Technical Career Day and STEM (Science/Technology/Engineering/Math) Day, in which hundreds of students participate in learning workshops on the HCC Campus. HCC sponsors the area high schools’ student planners.
The college has a wealth of resources provided by programs, departments, and individuals and continues to encourage outreach in any form to serve its stakeholders and expand opportunities. One of several recent examples is the ever-expanding nursing program, which collaborates with remote areas of Northeastern Minnesota to provide nursing education to place-bound students.

**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- Faculty learning support needs are determined and addressed through a variety of methods. AQIP and CTL surveys help determine learning support needs of faculty. Course evaluations assist the Administrative Team and faculty in determining areas of needed improvement, and faculty members address these identified needs through annual professional development plans.
- The iron ore mining industry representatives and HCC administrators collaborated to create a program that met the needs of the industry and trained students with skills that would be marketable in not only the iron ore mining industry, but in many other similarly-skilled areas of employment.
- HCC’s CT/CE department fulfills customer and market demands by offering credit and open enrollment classes and customized training. Through this department, HCC has developed strong partnerships with NE Minnesota businesses, local workforce centers, area chambers of commerce, and local government entities that will best serve our communities, regional businesses, and individual learners.
- HCC’s Strategic Plan is based on strengthening the campus community, fiscal resources, nurturing partnerships and relationships with business and industry and the community, and providing life-long learning and professional development opportunities.
- The number of relationships HCC enjoys with business, industry, K-12 partners, Arrowhead University, Iron Range Resources (IRR), legislators, employers, Foundation and advisory board members, numerous other entities is growing, resulting in strong mutually-beneficial partnerships.
- More than 600 business and industry partners receive training from the CT/CE department. HCC’s partnerships enhance the area’s economic development.
- A Veterans’ Center, established to support the needs of our student veterans and their families; English as a Second Language (ESL); and Arrowhead University, which provides bachelors and masters degrees – all are housed on the HCC campus and benefit our student population.
- HCC’s inclusive management style and open communication naturally allows for positive collaborative relationships and partnerships. HCC’s Strategic Plan reinforces the importance and benefit of these integral relationships, both internal and external.

**Core Component 5d. Internal and external constituencies value the services the organization provides.**

- the college’s Industrial Technology-Mining program came to fruition through an expressed need by mining industry officials to college administrators. The program was developed in collaboration between the college and the industry due to a strong need for a skilled workforce in the iron ore mining industry arena.
• Customized training courses provide an innovative approach to enhancing workforce skills, career and professional development and contribute to the economic growth of the area. Courses are tailored to an organization's unique needs and are available on and off campus.

• Goal 3.1 As a major partner in educating Minnesota's workforce, participate in identifying and meeting regional and statewide economic development priorities.

• In preparing for the AQIP process, HCC prepared a survey and sent it out to community members. Survey results indicated a strong sense of pride and satisfaction in the college, and results indicated that 98% of respondents would recommend HCC to a family member or friend for higher education opportunities.

• HCC is keenly aware that nurturing the capabilities of employees leads to a more engaged workforce, mutual trust and respect, higher morale, increased job satisfaction, and employee loyalty and commitment.

• One of several recent examples is the ever-expanding nursing program, which collaborates with remote areas of Northeastern Minnesota to provide nursing education to place-bound students. Another recent example is the successful ALI initiative, which partners HCC and K-12 school districts to provide career education otherwise unavailable to local students.

_Processes - 1P3 (2010 REVIEW)
_Processes - 2P1 (2010 REVIEW)
_Processes - 2P3 (2010 REVIEW)
_Processes - 3P1 (2010 REVIEW)
_Processes - 8P8 (2010 REVIEW)
_Improvements - 9I1 (2010 REVIEW)
# Glossary of Terms and Acronyms

Following is a list of terms and acronyms used at Hibbing Community College and in higher education in general.

We have spelled out the acronyms the first time they appear in our eFolio and then abbreviate them thereafter. Please refer to this section at anytime you need to identify an acronym.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASC</td>
<td>Academic Affairs and Standards Council. A contractual curriculum council of faculty, representing each division, that acts upon curriculum changes, participates in annual program review, and makes recommendations to the administration regarding new programs.</td>
</tr>
<tr>
<td>Accountability Dashboard</td>
<td>Serves as a tool to reflect and monitor the college’s performance and its rankings in relation to other MnSCU institutions.</td>
</tr>
<tr>
<td>ACCUPLACER</td>
<td>Assessment test administered at the time of admissions and measures the academic proficiency levels of a student.</td>
</tr>
<tr>
<td>Advisory Board</td>
<td>A committee consisting of employers, students and faculty who provide guidance and advice on program design, operation, accountability and closure.</td>
</tr>
<tr>
<td>AFSCME</td>
<td>Association of Federal, State, County, and Municipality. Employees bargaining unit for clerical and maintenance workers.</td>
</tr>
<tr>
<td>ALI</td>
<td>Applied Learning Institute. A collaborative initiative funded through the legislature to offer college level, technical courses to high school juniors and seniors.</td>
</tr>
<tr>
<td>AUC</td>
<td>Arrowhead University Consortium. An organization designed to facilitate delivery of Bachelor’s and graduate degree programs and the associated student services to the communities of NE Minnesota that otherwise are not served by nearby 4-year institutions of higher learning.</td>
</tr>
<tr>
<td>CAC</td>
<td>College Advancement Committee.</td>
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<tr>
<td>CAO</td>
<td>Chief Academic Officer.</td>
</tr>
<tr>
<td>CEUs</td>
<td>Annual requirements per licensing area.</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement.</td>
</tr>
<tr>
<td>CLEP</td>
<td>College Level Examination Program.</td>
</tr>
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<td>Core Competencies</td>
<td>A set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions.</td>
</tr>
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<td>Course Evaluations</td>
<td>An evaluation process allowing students to provide feedback on instructor, content, and classroom experience.</td>
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<td>Customized Training Customized Education.</td>
</tr>
<tr>
<td>CTL</td>
<td>Center for Teaching and Learning.</td>
</tr>
<tr>
<td>D2L</td>
<td>Desire 2 Learn, an instructional management software for online and web-enhanced courses.</td>
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<td>DARS</td>
<td>Degree Audit Reporting System. Allows learners to track their progress on their degree requirements.</td>
</tr>
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<td>Dialogue</td>
<td>A weekly newsletter distributed to faculty and staff to help orient employees about the activities on campus, to distribute information from the president and provost, and to give updates on pertinent information.</td>
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Factbook = An organization designed to facilitate delivery of Bachelor’s and graduate degree programs and the associated student services to the communities of NE Minnesota that otherwise are not served by nearby 4-year institutions of higher learning.

FTE = Full Time Equivalent. The measure of full time employees on an annualized basis.

FY = Fiscal Year.

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Graduate Follow-up Survey = A survey intended to provide students, prospective students, policy makers and the general public with information about the employment and educational outcomes of graduates of the Minnesota State Colleges and Universities.

Graduate Survey = An annual survey that allows institutional graduates to rate their educational experiences at HCC.

Groupwise = An email program that provides e-mail, calendaring, task management, and contact management functions.

HCC = Hibbing Community College.

HLC = Higher Learning Commission. The commission of the North Central Association of Colleges and Schools that accredits degree-granting higher education organizations.

Hybrid = An instructional delivery method combining face-to-face instruction and online learning modes.

IPEDS = Integrated Postsecondary Education Data System. A department of the National Center for Education Statistics and the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States.

ISEEK = Minnesota’s official resource for career exploration, education and training, and employment information.

ISRS = Integrated Statewide Records System.

ITV = An instructional delivery method using interactive video allowing for two-way interaction among faculty and students and separate classrooms.

IT = Information Technology.

JUMP = Join US, Make Progress. A working group that focuses the actions and activities of the selected AQIP Action Projects.

K12 = Kindergarten through Grade 12 Public School District.

MAPE = Minnesota Association of Professional Employees. A bargaining unit for director positions.

MMA = Middle Management Association. A bargaining unit for middle managers.

MnSCU = Minnesota State Colleges and Universities (the state system governing all state colleges and universities, with the exception of the University of Minnesota.)

MnSCU Dashboard = An Accountability System providing increased public visibility of measures the MnSCU system uses to manage for continuous improvement.

MnTC = Minnesota Transfer Curriculum. A collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to help students transfer their work in lower-division general education.

MPCA = Minnesota Pollution Control Agency. Monitors environmental quality, offers technical and financial assistance, and enforces environmental regulations for the state of Minnesota.
MSCF = Minnesota State College Faculty. Bargaining unit for two-year college faculty.

NATEF = National Automotive Technicians Education Foundation. Sponsor of certification exams for automotive technicians.

NCLEX = National Council Licensure Examination.

NHED = Five northeastern Minnesota colleges governed by a district president along with a campus provost.

Open Door Institution = Any person, whether a high school graduate or non-graduate, and who is able to profit from further formal education will be served by the institution.

Open Enrollment = When applied to the College, this means that we do not have selective admissions. Everyone who is a high school graduate who completes the application process is admitted to the College. When applied to a course, this refers to hour-based courses offered through Custom College. Enrollment is open to anyone and no admission to the college is necessary.

POST = Peace Officer Standards and Training Exam.

PSEO = Post-Secondary Enrollment Options. An academic option open to high school seniors and juniors allowing students to take courses at the college level.

Professional Development Days = Eight days per year that focus on faculty and staff development, refresher safety information, campus announcements, introduction of new employees, etc.

Shared Governance = A council that makes recommendations to the College on personnel, student affairs, facilities, fiscal matters and general matters.

SkillsUSA = One of the Career and Technical Student Organizations offered in Minnesota's school system. SkillsUSA serves high school and college students enrolled in technical, skilled, service and health occupations.

SSS = Student Support Services. Is a federal grant funded program providing opportunities for academic development and serves to motivate students towards the successful completion of their postsecondary education. The goal of SSS is to increase college retention and graduation rates of its participants and facilitate the process of transition within higher education.

STAR ALERT = Student Alert System. An emergency notification system using text messaging and/or email addresses.


Student Satisfaction Survey = A survey administered to gauge student satisfaction with various components of their academic experience.

TASC = Towards a Sustainable Campus. Student organization whose mission is to work to raise awareness and advocate for greater sustainability on campus and in the community.

Technical Curriculum Committee = A subcommittee of AASC whose purpose is to review and approve new and revised courses and program plans for Career programs at HCC.

Transfer Curriculum Committee = A subcommittee of AASC whose purpose is to review and approve new and revised courses for inclusion in the MnTC (Minnesota Transfer Curriculum) and transfer to 4 year institutions.

TRIO = Federal grant funded programs providing educational opportunity outreach designed to motivate and support students from disadvantaged backgrounds.

Upward Bound = A Federal grant funded program providing support to participants in preparation for college entrance. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.
VICA = Vocational Industry Club of America is a partnership of students, teachers and industry working towards a skilled work force.
development and delivery of courses and programs, and shared services such as human resources and institutional research.

The University of Minnesota (U of M) dental clinic, housed on the HCC campus, offers dental services to community members who may be underinsured. Through this unique partnership, enhanced teaching and learning opportunities benefit U of M dental students and HCC dental assisting students alike, as well as their clientele.

HCC provides office space to the AUC, a group of colleges and universities committed to providing bachelor's and master's degrees on location to the communities of Northeast Minnesota. Degrees are available from Bemidji State University (BSU), The College of St. Scholastica (CSS), the University of Minnesota-Duluth (UMD) and other colleges and universities. The AUC offers classes at HCC and utilizes a combination of face to face instruction and Interactive Television and Internet technologies. For the convenience of our working students, classes are offered evenings and weekends.

The HCC Law Enforcement program is a leading provider of training to future and current law enforcement officers. The department offers skills training, known as Arrowhead Region Law Enforcement Training (ARLET) to more than 900 law enforcement officers in the Arrowhead Region of Northeastern Minnesota.

HCC’s Customized Training Department enjoys the collaboration of hundreds of regional partners – from mining companies to K-12 to area businesses – and provides training to more than 600 partners annually. HCC’s Refrigeration, Heating, Air Conditioning and Appliance Repair program enjoys a partnership with the Maytag Corporation. This program has been selected as a Regional Training Center for Maytag repairmen, and is one of only six in the nation.

HCC’s membership in the Applied Learning Institute (ALI) brings K-12 and college faculty together to design, enhance and deliver career and technical curricula to area schools and share facilities, such as lab space. This new educational partnership creates enhanced learning opportunities for students, actively responds to the evolving indicators driving our future, and fills the need for a well-educated workforce.

The HCC Foundation supports the college through providing scholarships to students, funding a variety of special projects, advocating for the college, and serving as a friend- and fund-raising committee that boosts the visibility of HCC through special events.

HCC’s membership in the Itasca Nursing Education Consortium (INEC) enhances relationships between colleges and colleagues and offers students broader opportunities.

The Veterans Resource Center opened in September 2008 to meet the needs of veterans, current military members and their families.
The organization's learning resources support student learning and effective teaching.

- HCC relies on curriculum committees, to ensure the curriculum is academically sound, relevant, comprehensive and responsive to the needs of stakeholders. (1P2 - 2010 REVIEW)
- The Academic Center is home to the Student Success Coordinator, a Master Tutor, and student peer tutors, all offering students the opportunity for small group and one-on-one assistance. (1P8 - 2010 REVIEW)
- Students with documented learning disabilities are provided with assistance and resources at the onset. (1P9 - 2010 REVIEW)
- HCC encourages attendance at the annual faculty CTL conference "Realizing Student Potential," which provides topics for presentation and discussion during Professional Development Days. HCC devotes one Professional Development Day per year exclusively to CTL topics. (1P9 - 2010 REVIEW)
- Interpreters, classroom lab assistants in program areas, tutoring services, skill building opportunities, test taking and note taking services, and alternative format tests are available and coordinated by HCC's Disability Coordinator. (1P10 - 2010 REVIEW)
- The Academic Center is a major learning support area for students. Academic Center staff members work closely with students to meet their needs and enhance their chances for success. Advisors work closely with students to ensure appropriate course selection and placement. Peer and professional tutoring is provided, as well as services for students in note-taking and study skills. (1P15 - 2010 REVIEW)
- Tools such as faculty development funds, Awards for Excellence grants, sabbaticals, and professional development days all address support needs. (1P15 - 2010 REVIEW)
- A pilot project surveying employers of HCC graduates was initiated in 2009-2010. Although the project's resulting data are from a small sampling of participants, the data indicate satisfaction with graduates and acceptable attainment of soft skills contained within HCC's Core Competencies. (3R1 - 2010 REVIEW)
HLC Criterion Four: Acquisition, Discovery, & Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

• All HCC students are expected to have acquired proficiency in identified Core Competencies. These Core Competencies are a set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions. (1P1 - 2010 REVIEW)
  • Engagement, involvement, civic-mindedness all enter into co-curricular offerings at Hibbing Community College. Activities and offerings are designed to enhance the overall experience and development of students beyond the traditional classroom. It is believed that students who become involved and engaged in activities outside of the classroom do better in the classroom. (1P16 - 2010 REVIEW)
  • The goals of the HCC Continuing Education Department include:
    o To enrich the personal and professional lives of people through quality, creative, and innovative learning experiences.
    o To lead and collaborate with the community to develop classes, workshops, and certificate programs that will increase skill levels, as well as provide new training to individuals.
    o To generate lifelong learning opportunities for a diverse and evolving society. (2P1 – 2010 REVIEW)
  • The HCC Employee Development Philosophy statement is as follows:
    We are committed to developing the talents of HCC’s employees. We value our employees and understand that continuous learning benefits the entire college by developing and maintaining our employees’ personal health and wellness and employee skills that link to achieving college goals and objectives. Supporting all employees also builds institutional capacity to better serve our students and our communities. This commitment is realized as a shared responsibility among all employees. (3R1 - 2010 REVIEW)
  • Training needs may be mandatory, such as safety and health related training or training in ethics-related areas. Training maybe requested by an employee, and may range from additional computer skills to faculty sabbaticals. Faculty sabbaticals maybe granted if the content serves the interests of the college, the department and the students. Faculty members must complete annual professional development plans and review the plan with college administrators. CTL offerings are available for faculty. (4P8 – 2010 REVIEW)
  • Staff development funds for members of the AFSCME union are available and a training needs assessment was recently conducted for middle management and MAPE employees. MnSCU staff and leadership development training is also available. (4P9 - 2010 REVIEW)
  • Opportunities such as the all-employee Professional Development Day, Staff Development, New Employee Orientation, and New Administrator Training serve to increase the knowledge and abilities of employees. (4P9 - 2010 REVIEW)
  • The HCC Health and Wellness Committee provides brown bag lunches, newsletters, mini sessions, and physical health promotion activities to all employees to enhance not only physical and emotional health, but intellectual health. (4P9 - 2010 REVIEW)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

• These Core Competencies are a set of universal skills that assist students in enhancing confidence, communication, ethical decision-making, and self-knowledge necessary for productive, successful lives, careers, and personal interactions. (1P1 - 2010 REVIEW)
  • HCC is committed to providing an education that not only leads to technical skills and employment, but also enhances and develops abilities for a lifetime of learning and adapting to our increasingly global society. (1P2 - 2010 REVIEW)
  • HCC’s liberal arts education component is designed to provide foundational and fundamental skills, and the learning necessary for student transfer to baccalaureate institutions is measured by monitoring student grade-point averages at transfer institutions. (1P18 - 2010 REVIEW)
  • The college's technical programs are developed with specific learning/skills goals (learning outcomes) that are identified and supported by business and industry through program advisory committees and by the national skills standards or other occupational standards. (1R2 - 2010 REVIEW)
  • Many continuing education offerings are developed in response to requests from individuals, professional organizations, and workplace management. Since the marketplace is always changing, the college works closely and responsibly with employers to offer new or upgraded skills required by employers. It is a priority of HCC to offer opportunities for skill enhancement or re-training so individuals can be successful in a changing market. (2P1 - 2010 REVIEW)
• Student activities are essential to building relationships with other students and with members of the Student Services department. (3P2 - 2010 REVIEW)
• A pilot project surveying employers of HCC graduates was initiated in 2009-2010. Although the project's resulting data are from a small sampling of participants, the data indicate satisfaction with graduates and acceptable attainment of soft skills contained within HCC's Core Competencies. (3R1 - 2010 REVIEW)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

• Prior to the development of a new program, extensive study is done to determine the viability of the program. Demographics, employment outlook, salary, industry and student demand are extensively reviewed and considered. The program then goes through an extensive MnSCU program approval process. (1P4 - 2010 REVIEW)
• HCC encourages attendance at the annual faculty CTL conference "Realizing Student Potential," which provides topics for presentation and discussion during Professional Development Days. HCC devotes one Professional Development Day per year exclusively to CTL topics. (1P9 - 2010 REVIEW)
• The college's assessment of student learning assessment plan establishes necessary assessment methods to ensure that the college meets its curriculum objectives and goals. (1P11 - 2010 REVIEW)
• In addition, the AASC committee requires each course outline be reviewed for accuracy and currency by departments on a five-year cycle. Technical program advisory boards meet to monitor and assess curriculum relevancy and currency and to check for industry updates. (1P13 - 2010 REVIEW)
• Assessment of student learning at the program level focuses on the effectiveness and intent of the individual academic programs in teaching the specific skills expected of students upon completion of the program's full curriculum. (1P18 - 2010 REVIEW)
• Other tools utilized by the college include analyzing past enrollment trends, local and regional job market research, economic growth indicators, a wide range of demographic data, and the ability to effectively and efficiently offer new programs that will be mutually beneficial to the college, the students, and the workforce. (3R5 - 2010 REVIEW)
• Collaboration efforts, such as the Applied Learning Institute (ALI) -- a legislatively-funded collaboration between NHED colleges, five high schools, and local K-12 partners to offer college-level, technical courses to high school juniors and seniors -- are mutually beneficial to all involved. Projects initiated through HCC's involvement in the ALI encompass six difference academic areas including Automotive, Engineering, Technical Math, Business/Entrepreneurship, Electrical/Solar and Habitat for Humanity and create expanded and enhanced learning opportunities previously not possible. (3R5 - 2010 REVIEW)
• Annual academic program reviews are important in determining the viability of programs. The format for program review was established by the AASC which, due to its composition of both faculty and administrators, fosters an alignment with a whole-college perspective, including college-wide goals. (7P4 2010 REVIEW)

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

• The responsibility of designing responsive academic programming is shared by technical departments, curriculum committees, technical program advisory boards, the Academic Affairs Standards Council, and ultimately with the dean of academic affairs and student services. All involved provide advice and perspective on education issues, with the advisory boards offering a valuable link between the college and business and industry. Their unique insight aids the college in identifying the specific skills necessary for student success in the technical/career programs and ensures that new program and course offerings meet market demand. (1P4 - 2010 REVIEW)
• Student performance is evaluated in the classroom and labs through content-specific testing. In addition, pass rates of students completing certification or national testing exams reveal a level of success that exceeds the national average. (1R3 - 2010 REVIEW)
• Student success in SkillsUSA competition is another indicator of high performance. Students consistently do well at the state and national levels in this skill-based learning competition in which HCC sends student representatives from a number of programs including refrigeration, microcomputer technology, and multimedia. (1R3 - 2010 REVIEW)
• Hibbing Community College has several programs that require graduates to take certification and/or licensing exams. HCC's pass rates are consistently at or above state and national norms. (1R4 - 2010 REVIEW)
• Each year, all students graduating from HCC are asked to complete a student satisfaction survey known as the Graduate Survey. This survey's intent is to determine student satisfaction in both instructional and non-instructional areas within the college and gather feedback for improvement. Results of the 2007-2008 Graduate Survey indicate 91% of students would attend HCC again. (3R6 - 2010 REVIEW)
• Employees who wish to progress in their area of work have the opportunity to participate in staff development or professional development training. (4P6 - 2010 REVIEW)
• The revised Strategic Plan aligns itself with NHED and MnSCU workplans and is an action-oriented living document that establishes institutional goals and objectives congruent with the mission, vision and guiding principles of the
Hibbing Community College AQIP Portfolio

HLC Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Advisory boards are integral to technical programs and are made up primarily of community and related business and industry members who advise program leaders as to accuracy and currency of programs and courses. Advisory board input is critical in making program changes. (IP14 - 2010 REVIEW)
- Hibbing Community College highly values and seeks out opportunities for partnership, collaboration and enrichment. HCC often partners with local organizations, Chamber of Commerce, Hibbing High School and other entities to provide enrichment events and opportunities for students and the general public. (2P1 2010 REVIEW)
- The collective responsibility to serve our learners and our community, and to be available and valued as a community resource, is evidenced by example, participation and time invested in the purposeful and intentional efforts to abide by the aforementioned Mission, Values, Goals and Commitment statements. (2P3 - 2010 REVIEW)
- Through the Spring 2009 campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction and how they enhance relationships with learners and the greater community served. (2R4 2010 REVIEW)
- HCC looks to the surrounding community to gather input regarding the college's perceived value and requested feedback on how the college could better serve its stakeholders. In preparing for the AQIP process, HCC prepared a survey and sent it out to community members. Survey results indicated a strong sense of pride and satisfaction in the college, and results indicated that 98% of respondents would recommend HCC to a family member or friend for higher education opportunities. (3P1 - 2010 REVIEW)
- Strategic planning and open communication are critical tools in identifying support service needs. Through a variety of venues - AASC, Shared Governance, College Advancement Committee, Professional Development Days, Strategic Planning, budget meetings, performance reviews, and a number of surveys HCC is able to discern the needs of faculty, staff and administrators. (6P2 - 2010 REVIEW)
- HCC utilizes participatory processes to unite users and support service providers in identifying needs and solutions. Data needs and accessibility are determined by individual office staff, programs and departments. (7P2 - 2010 REVIEW)
- Hibbing Community College values and realizes the critical and essential nature of relationships within and external to the college. Relationships created and maintained serve to promote and strengthen the mission, goals and commitments of the college. (9P1 - 2010 REVIEW)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and committees.

- Core Competency: Working Productively and Cooperatively A partial listing of activities includes:
  - Service-learning - Through Service-learning, students make a commitment to community
  - Involvement and collaboration.
  - Alternative Spring Break - Past experiences include building Habitat for Humanity homes in hurricane-ravaged Florida and in Northern California. (IP16 - 2010 REVIEW)
- Activities and offerings are designed to enhance the overall experience and development of students beyond the traditional classroom. It is believed that students who become involved and engaged in activities outside of the classroom do better in the classroom. (IP16 - 2010 REVIEW)
- HCC is a leader in specialized training designed to meet the needs of business and industry. Serving more than 600 companies annually, HCC is the premier training provider for Northeastern Minnesota. Customized training courses provide an innovative approach to enhancing workforce skills, career and professional development and contribute to the economic growth of the area. (2P1 - 2010 REVIEW)
- Other service-related activities, such as a collaborative effort between HCC, student and community volunteers, resulted in research data valuable in monitoring the wellness of the local St. Louis River’s tributaries. The impact of this type of collaboration is great, and the learning goes beyond the classroom. (2P1 - 2010 REVIEW)
- The college's mission, vision and value statement are the foundations upon which the college’s objectives, goals and operations are developed. Through a recent (Spring 2009) campus-wide strategic planning initiative involving faculty, staff, students and the community, the college revisited and refined its defining statements to better reflect its purpose and direction. (2P3 - 2010 REVIEW)
- HCC's CT/CE department fulfills customer and market demands by offering credit and open enrollment classes and customized training. Through this department, HCC has developed strong partnerships with NE Minnesota
businesses, local workforce centers, area chambers of commerce, and local government entities that will best serve our communities, regional businesses, and individual learners. (3R3 - 2010 REVIEW)

- The Perkins Committee collaborates with local high schools to collaboratively offer programs such as Technical Career Day and STEM (Science/Technology/Engineering/Math) Day, in which hundreds of students participate in learning workshops on the HCC Campus. HCC sponsors the area high schools’ student planners. (9P1 - 2010 REVIEW)

- The college has a wealth of resources provided by programs, departments, and individuals and continues to encourage outreach in any form to serve its stakeholders and expand opportunities. One of several recent examples is the ever-expanding nursing program, which collaborates with remote areas of Northeastern Minnesota to provide nursing education to place-bound students. (911 - 2010 REVIEW)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Faculty learning support needs are determined and addressed through a variety of methods. AQIP and CTL surveys help determine learning support needs of faculty. Course evaluations assist the Administrative Team and faculty in determining areas of needed improvement, and faculty members address these identified needs through annual professional development plans. (IP15 - 2010 REVIEW)

- The iron ore mining industry representatives and HCC administrators collaborated to create a program that met the needs of the industry and trained students with skills that would be marketable in not only the iron ore mining industry, but in many other similarly-skilled areas of employment. (3P5 - 2010 REVIEW)

- HCC's CT/CE department fulfills customer and market demands by offering credit and open enrollment classes and customized training. Through this department, HCC has developed strong partnerships with NE Minnesota businesses, local workforce centers, area chambers of commerce, and local government entities that will best serve our communities, regional businesses, and individual learners. (3R3 - 2010 REVIEW)

- HCC's Strategic Plan is based on strengthening the campus community, fiscal resources, nurturing partnerships and relationships with business and industry and the community, and providing life-long learning and professional development opportunities. (8R3 - 2010 REVIEW)

- The number of relationships HCC enjoys with business, industry, K-12 partners, Arrowhead University, Iron Range Resources (IRR), legislators, employers, Foundation and advisory board members, numerous other entities is growing, resulting in strong mutually-beneficial partnerships. (8R5 - 2010 REVIEW)

- More than 600 business and industry partners receive training from the CT/CE department. HCC’s partnerships enhance the area’s economic development. (9P1 - 2010 REVIEW)

- A Veterans’ Center, established to support the needs of our student veterans and their families; English as a Second Language (ESL); and Arrowhead University, which provides bachelors and masters degrees – all are housed on the HCC campus and benefit our student population. (8P3 - 2010 REVIEW)

- HCC's inclusive management style and open communication naturally allows for positive collaborative relationships and partnerships. HCC's Strategic Plan reinforces the importance and benefit of these integral relationships, both internal and external. (912 - 2010 REVIEW)

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The college's Industrial Technology-Mining program came to fruition through an expressed need by mining industry officials to college administrators. The program was developed in collaboration between the college and the industry due to a strong need for a skilled workforce in the iron ore mining industry area. (1P3 - 2010 REVIEW)

- Customized training courses provide an innovative approach to enhancing workforce skills, career and professional development and contribute to the economic growth of the area. Courses are tailored to an organization’s unique needs and are available on and off campus. (2P1 - 2010 REVIEW)

- Goal 3.1 as a major partner in educating Minnesota's workforce, participate in identifying and meeting regional and statewide economic development priorities. (2P3 - 2010 REVIEW)

- In preparing for the AQIP process, HCC prepared a survey and sent it out to community members. Survey results indicated a strong sense of pride and satisfaction in the college, and results indicated that 98% of respondents would recommend HCC to a family member or friend for higher education opportunities. (3P1 - 2010 REVIEW)

- HCC is keenly aware that nurturing the capabilities of employees leads to a more engaged workforce, mutual trust and respect, higher morale, increased job satisfaction, and employee loyalty and commitment. (SPS - 2010 REVIEW)

- One of several recent examples is the ever-expanding nursing program, which collaborates with remote areas of Northeastern Minnesota to provide nursing education to place-bound students. Another recent example is the successful ALI initiative, which partners HCC and K-12 school districts to provide career education otherwise unavailable to local students. (911 - 2010 REVIEW)
Self-Evaluation

The following chart shows Hibbing Community College's self-evaluation of our status on each item for each AQIP category, as follows:

**SS** - A significant or "super" strength, something the institution does so well that it should be the model of good practice, efficient operation, or effectiveness for others.

**S** - An institutional strength - a process that is well designed and operating effectively, a performance result that everyone is proud of, an improvement system that consistently finds and implements effective improvements.

? - A system or performance result that people in the institution do not agree represents either a strength or an opportunity for improvement.

0 - An opportunity for improvement, an area that everyone agrees can and ought to be done better.

00 - An outstanding improvement opportunity, one that urgently needs attention, either because it represents an opportunity to diminish a significant risk to future effective operations, or because it represents an opportunity to innovate in a way that would significantly strengthen the institution in the future.

The second column of the chart indicates those items that we have answered in depth and for which we would like reviewer feedback. Since this is Hibbing Community College's first portfolio, we have chosen to answer every question in depth.

Category 1 Self-Evaluation
May 2010
The following charts show our self-evaluation of Category items. Hibbing Community College is requesting feedback on all the items that we have identified below as being an in-depth response.

**TABLES**
Glossary of Terms and Acronyms

Following is a list of terms and acronyms used at Hibbing Community College and in higher education in general.

We have spelled out the acronyms the first time they appear in our eFolio and then abbreviate them thereafter. Please refer to this section at any time you need to identify an acronym.

**AASC** = Academic Affairs and Standards Council. A contractual curriculum council of faculty, representing each division that acts upon curriculum changes participates in annual program review, and makes recommendations to the administration regarding new programs.

**Accountability Dashboard** = Serves as a tool to reflect and monitor the college’s performance and its rankings in relation to other MnSCU institutions.

**ACCUPLACER** = Assessment test administered at the time of admissions and measures the academic proficiency levels of a student.

**Advisory Board** = A committee consisting of employers, students and faculty who provide guidance and advice on program design, operation, accountability and closure.

**AFSCME** = Association of Federal, State, County, and Municipality. Employees bargaining unit for clerical and maintenance workers.

**ALI** = Applied Learning Institute. A collaborative initiative funded through the legislature to offer college level, technical courses to high school juniors and seniors.

**AQIP** = Academic Quality Improvement Program. An accreditation program of the Higher Learning Commission of the North Central Association of Colleges and Schools.

**AUC** = Arrowhead University Consortium. An organization designed to facilitate delivery of Bachelor’s and graduate degree programs and the associated student services to the communities of NE Minnesota that otherwise are not served by nearby 4-year institutions of higher learning.

**CAC** = College Advancement Committee.

**CAO** = Chief Academic Officer.

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Hybrid = An instructional delivery method combining face-to-face instruction and online learning modes.

IPEDS = Integrated Postsecondary Education Data System. A department of the National Center for Education Statistics and the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States.

ISEEK = Minnesota’s official resource for career exploration, education and training, and employment information.

ISRS = Integrated Statewide Records System.

ITV = An instructional delivery method using interactive video allowing for two-way interaction among faculty and students and separate classrooms.

IT = Information Technology.

JUMP = Join US, Make Progress. A working group that focuses the actions and activities of the selected AQIP Action Projects.

K12 = Kindergarten through Grade 12 Public School District.

MAPE = Minnesota Association of Professional Employees. A bargaining unit for director positions.

MMA = Middle Management Association. A bargaining unit for middle managers.

MnSCU = Minnesota State Colleges and Universities (the state system governing all state colleges and universities, with the exception of the University of Minnesota.)

MnSCU Dashboard = An Accountability System providing increased public visibility of measures the MnSCU system uses to manage for continuous improvement.

MnTC = Minnesota Transfer Curriculum. A collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to help students transfer their work in lower-division general education.

MPCA = Minnesota Pollution Control Agency. Monitors environmental quality, offers technical and financial assistance, and enforces environmental regulations for the state of Minnesota.

MSCF = Minnesota State College Faculty. Bargaining unit for two-year college faculty.
NATEF = National Automotive Technicians Education Foundation. Sponsor of certification exams for automotive technicians.

NCLEX = National Council Licensure Examination.

NHED = Five northeastern Minnesota colleges governed by a district president along with a campus provost.

Open Door Institution = Any person, whether a high school graduate or non-graduate, and who is able to profit from further formal education will be served by the institution.

Open Enrollment = When applied to the College, this means that we do not have selective admissions. Everyone who is a high school graduate who completes the application process is admitted to the College. When applied to a course, this refers to hour-based courses offered through Custom College. Enrollment is open to anyone and no admission to the college is necessary.

POST = Peace Officer Standards and Training Exam.

PSEO = Post-Secondary Enrollment Options. An academic option open to high school seniors and juniors allowing students to take courses at the college level.

Professional Development Days = Eight days per year that focus on faculty and staff development, refresher safety information, campus announcements, introduction of new employees, etc.

Shared Governance = A council that makes recommendations to the College on personnel, student affairs, facilities, fiscal matters and general matters.

SkillsUSA = One of the Career and Technical Student Organizations offered in Minnesota's school system. SkillsUSA serves high school and college students enrolled in technical, skilled, service and health occupations.

SSS = Student Support Services. Is a federal grant funded program providing opportunities for academic development and serves to motivate students towards the successful completion of their postsecondary education. The goal of SSS is to increase college retention and graduation rates of its participants and facilitate the process of transition within higher education.

STAR ALERT = Student Alert System. An emergency notification system using text messaging and/or email addresses.


Student Satisfaction Survey = A survey administered to gauge student satisfaction with various components of their academic experience.

TASC = Towards a Sustainable Campus. Student organization whose mission is to work to raise awareness and advocate for greater sustainability on campus and in the community.

Technical Curriculum Committee = A subcommittee of AASC whose purpose is to review and approve new and revised courses and program plans for Career programs at HCC.

Transfer Curriculum Committee = A subcommittee of AASC whose purpose is to review and approve new and revised courses for inclusion in the MnTC (Minnesota Transfer Curriculum) and transfer to 4 year institutions.

TRiO = Federal grant funded programs providing educational opportunity outreach designed to motivate and support students from disadvantaged backgrounds.

Upward Bound = A Federal grant funded program providing support to participants in preparation for college entrance. Upward Bound serves high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

VICA = Vocational Industry Club of America is a partnership of students, teachers and industry working towards a skilled work force.