AQIP Systems Portfolio

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Hibbing Community College Organizational 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.

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

The colleges of NEHD, including HCC, are governed by the Minnesota State Colleges and Universities system (MnSCU), which consists of 31 Minnesota publicly, funded colleges and universities. This statewide collection of colleges operates under a Chancellor, a Board of Trustees, and System Office. Because of this unique structure of operating within MnSCU and NHED systems, HCC aligns itself with two systems and their respective levels of governance, policies, and responsibilities. HCC’s work plans, goals, policies, processes, accountability, budget, and mission dovetail in accordance with MnSCU and NHED administration.

As a public two-year comprehensive community and technical college, HCC consists of three major educational components. A liberal arts curriculum offering Associate of Arts (AA), Associate of Science (AS), and Associate of Fine Arts (AFA) degrees primarily designed as transfer degrees; nineteen career and technical programs offering certificates, diplomas, and Applied Associate of Science (AAS) degrees primarily focused on career preparation; and a customized training department, Advanced Minnesota, which provides incumbent workforce training for area business and industries. HCC provides these three major educational components as an independently accredited, autonomous college governed by a provost, who in turn is supervised by the regional NHED president. HCC’s three member administrative team supervises and works collaboratively with more than 170 employees. Employees fall into the following categories: Full-time =54%; Female =51%; Minority=3%. HCC works within the parameters of 5 different collective bargaining agreements: Minnesota State College Faculty (MSCF) (43%); American Federation of State, County, and Municipal Employees (AFSCME) (30%); Minnesota Association of Professional Employees (MAPE) (18%); Middle Management Association (MMA) (3%); Commissioner's Plan (3%), and Administration (3%). The collective bargaining agreements for each of these unions determine work assignments and job responsibilities. Employees work in various departments to provide mission-driven educational offerings and services.
HCC’s 2013 student enrollment was approximately 1100 full time equivalent students, with a headcount of 1368. Nearly 70% of HCC’s student body comes from less than a seventy-five mile radius from the college and approximately ninety students living on campus in a student housing complex. Fifty-five percent of enrolled students are in technical education programs. On-line courses make up 17% of the courses delivered by HCC. Eighty nine percent of the student body self- identifies as white or Caucasian+6 and 45% percent are female. HCC has experienced significant enrollment decline over the past four years which has presented fiscal challenges and adjustments. Northeastern Minnesota 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 18-24 age group and annually the majority of HCC students are in this age group, with an average student age being 26. These demographics continue to challenge HCC.

The information shared above is a brief description of HCC and some of its challenges. As an AQIP institution HCC has recently targeted various action projects to improve the college and address some of its challenges. Data regarding student enrollment and retention, and continued efforts to improve quality, resulted in institution of the following action projects. “Redesigning the Admission’s Communication Flow” re-evaluated the communication between the college and perspective students. “The Student Experience from the Point of Inquiry to the First Day” expanded on examining the college’s contact with perspective students including the application and registration process. To address student retention and student success issues, action projects “Continuous Quality Improvement of Online Course Design” and “Improvement of At-Risk Student Intervention Process” were implemented with positive results. A very key action project, identified in HCC’s last System Appraisal, focused on direct methods of measuring and documenting student learning. More about this action project is addressed in the body of this portfolio.

**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.
Hibbing Community College 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.

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.

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.

**CATEGORY ONE – Helping Students Learn**

**Category One Introduction**

HCC’s efforts and processes for Helping Students Learn fall under the “Systematic” level of maturity. Helping students learn operates under generally understood and repeatable processes. The design of new programs and continuous efforts to keep programs up to date are established processes. Curriculum committees play strong roles in verifying the appropriate content, such as inclusion of common learning objectives, course rigor, and mission “fit” for all courses and programs. By policy, the curriculum committee reviews all HCC curriculums at least every five years.
All HCC technical programs are required to have an advisory committee, consisting mainly of business and industry representatives, but also including students, college advisors, and faculty. Advisory committees dictate the curriculum content, review the curriculum to match it with industries’ changing needs, and provide valuable feedback on employment trends. College staff members serving on advisory boards help align industry’s needs with college requirements and policies.

In support of student learning, HCC has in place testing to determine student academic preparedness and academic support for underprepared students, and an effective course delivery system. An annual program review process is in place to review holistically the status of courses and programs. As needed, steps are identified to change programs and courses or possibly discontinue programs and courses.

HCC’s maturity in collecting data and information regarding student learning has moved into the “systematic” level. Initially collection of data regarding student learning was more indirect and mostly summative. Courses were examined for having appropriate content of shared learning objectives, and graduation rates and license exam rates were collected. HCC added employer surveys to analyze satisfaction of the colleges’ common learning outcomes. Very recently HCC implemented the use of TracDat software. This software allows faculty to identify, measure, and collect results of student learning, and make adjustments accordingly. This faculty lead initiative has a goal of moving into the “aligned” level of measuring student learning by establishing benchmarks, key goals, and strategies for student learning.

Processes (P)

1P1 - 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 for potential revision.
at least every five years. The most recent revision took place on in 2009 which sets up the next review for this current academic year. Academic Affairs and 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 parceled 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. HCC adheres to the guidelines of MnSCU, which has oversight of academic and program development.

1P2 - 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 supplemented with college faculty and students. 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, 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 courses.

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 - 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.

Faculty developing a new technical program initially seek approval from the college administration to pursue the concept of a new program. An ad hoc advisory board consisting of industry experts is assembled to begin the building of the micro and macro student learning objectives supporting the program intent. Once this ad hoc committee develops program learning outcomes and supporting courses, the date is introduced to the college’s technical program curriculum committee. The task of the college’s curriculum committee is to apply the standards and oversight being certain the course is in proper form, and core competencies and general education requirements are included. The college’s AASC must then approve of the entire curriculum development process up to that point. Administration then reviews the recommendations of AASC. At this point the program is approved to be submitted to the academic affairs department of the System Office.

Design of liberal arts course offerings is handled in a similar manner, but advisory boards are not involved. The curriculum still must be scrutinized by the college’s curriculum committee and be sent on to AASC for approval. Success at the college curriculum level allows the new course to be presented to the System Office. Here the course is reviewed to be certain it meets the Minnesota Transfer Curriculum guidelines, which certifies the course for transfer among Minnesota State Colleges. Based on reputation for high quality, Minnesota Transfer Curriculum courses are typically also accepted for transfer by colleges and universities outside of the collection of Minnesota State Colleges.

**1P4 - How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?**

1P3 described the college’s curriculum and program development process. Steps and processes involved in remaining responsive to student’s career needs and the realities of the employment market include the following.

Once a technical program is operational and students are enrolled, several checks and balances are in place to be certain the program is meeting the needs of both the employer and students. Every HCC technical program has an advisory board of business and industry experts. These boards are considered content experts and
oversee curriculum and program course content of their specific program, to the extent of any curriculum change involving more than 20 percent of the course requires advisory board approval. Advisory boards also are the college’s pipeline of information on regional job availabilities and employer needs.

Regarding the realities of the employment market, HCC administers a Graduate Follow-up Survey where annual placement rates are then tracked and published by the college. This annual publication identifies the number of graduates from each technical program that within one year of graduating found employment related to their field of study, whether it was full or part-time employment, the number of graduates who found work unrelated to their field of study and the number of graduates who continued their education after graduation. Technical programs with low related employment of graduates are put on “academic watch” by the college and plans for improvement are developed before determining if the program is viable and should continue being offered to students.

In addition to the twice annual curriculum review by the respective advisory committee, all courses are required to go through a curriculum committee review at least every five years. This process is just another check to be certain course outlines are current, meet the existing college requirements for learning objectives, prerequisites and various college curriculum requirements.

To further establish the quality of a technical program and how well it may serve students and employers, the college turns to external program accreditation. Currently, sixty percent of HCC’s technical programs possess some form of accreditation from an external body, and our goal is one hundred percent. A recent example is our two year nursing program who, prior to any requirement or mandate, earned their accreditation from the Accreditation Commission for Education in Nursing (ACEN). All programs without external accreditation are either exploring their options or actively in the process of accreditation.

As a member of a state system of college and universities, there are occasions when our System Office will become involved in balancing program development with the employment market. All MnSCU colleges, including HCC, when considering a new academic program must submit an intent to develop a new program application to our System Office. A key factor in determining the need for a new program is regional and state labor market data, since the investment of resources must be justified by a fair market for program graduates. In a similar manner, saturated labor markets may, which happened with electricians during the housing recession, necessitate the System Office’s involvement in holding or reducing existing program enrollments.

**1P5 - 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 standardized examination.

In general, upon admission to the college, students entering liberal arts/transfer degree programs undergo assessment testing in reading and mathematics. This ACCUPLACER assessment test is administered at the time of admission and measures 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, with the expected result of developmental learners would matriculate into college level course. However, HCC’s data showed poor student retention when learners were enrolled in two or more developmental level courses. In a recent Academic Quality Improvement Program (AQIP) Action Project, the college implemented a process in which students who tested into two or more developmental-level courses were enrolled in a learning community cohort. The first cohorts of developmental education learning community students experience higher retention rates compared to non-learning community students. The developmental learning cohorts were therefore continued and will be discussed further in the results section of this profile.

1P6 - 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. Academic advisors utilize information technology tools to compliment the advising process. One specific tool is the Degree Audit Reporting System (DARS), which compares a student’s academic transcript against the graduation requirements for a desired educational degree. This tool can also be used to assist the auditing of a student’s academic record in preparation for transferring to another college or university, and takes the guessing out of the transferability of courses and credits.

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 - 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 the Minnesota Department of Education’s Minnesota Career Information System (MCIS) website, or an off-shoot of ISEEK's site, MnCareers. The websites 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." The "Choosing a Major" course 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 is only available to students in the Student Support Services (SSS) program. The Course provides new SSS students with the tools necessary to increase their success in college. It provides information about college and college survival skills, as well as 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 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 - 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 our System Office 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. Student scores on the ACCUPLACER exams are occasionally below the cut score for HCC’s developmental courses. In these cases, HCC partners with a local community agency, Arrowhead Economic Opportunity Agency (AEOA), to provide adult basic education services. Housed on our campus, AEOA serves a population of adult learners not yet academically prepared for college. These students receive instruction in the basic skills of reading, writing, and mathematics. HCC monitors student progress through the Adult Basic Education (ABE) process with the intent of college enrollment as the goal.

Students testing into college level courses, yet academically at risk, may qualify for the Student Support Services program. These students are enrolled in the "Study Skills" or "Transition to College" courses where they receive extra preparation for 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.

1P9 - 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 Center for Teaching and Learning (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 - 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. HCC is reviewed by the Department of Education’s Office of Civil Rights every five years and fully cooperates with the voluntary compliance plan to assure the campus is fully accessible to all learners. Accommodations for physically handicapped students are 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 - 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 and communicated by the objectives and goals established for each course and academic program. Curriculum committees determine course content, ensure course objectives, and support the intent of the course goals and objectives. Each course has a Course Outline that identifies 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.

Our System Office uses a tool, the Accountability Dashboard to measures and illustrate key outcomes of college performance. The tool compares data between MnSCU institutions and to the system itself as a whole. Examples of the Accountability Dashboard include Licensure Exam Pass Rates, Persistence and Completion Rates, and Related Employment of Graduates.

In specific programs, persistence and completion rates are monitored for student success. Program-specific tests, such as the annual Law Enforcement Peace Officers Licensing Exam (POLE) rates and the Nursing 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 plan is comprised of college level learning expectations or Core Competencies, program level learning expectations such as graduation and licensure exam success rates, and course level learning objectives. The course level learning objectives are measured by a software package called “TracDat” which will be discussed in detail in the results section of this portfolio.

1P12 - 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, through information gathered from course evaluations. In technical programs, course offerings mirror the specific program plan sheet, which outlines sequentially all courses required for program completion. These program plan sheets act as a contract between students and the college, in a manner that students can count on the courses required in their degree program to be scheduled as listed. HCC policy states that students not registering for courses according to the program plan sheet may not graduate on time, and careful advising is used to prevent these instances.

In the Associate of Arts or Associate of Science transfer curriculum, courses are scheduled to provide students with choices in meeting the MnTC’s ten goal areas, and the Associate of Arts degree within a two year time frame. Students have options within the curriculum to support a variety of offerings. Courses are offered in several delivery options including 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. The Online AA degree offers course offerings, availability, and convenience while facilitating timely graduation.

1P13 - How do you ensure that your programs and courses are up-to-date and effective?

Subcommittees of the Academic Affairs and 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.

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.

All HCC academic disciplines undergo an annual program review process. This review effectively examines programs and courses for key performance items such as course enrollment numbers, student satisfaction, cost effectiveness, job opportunities and enrollment trends. Also, pertinent to this topic is the review of transfer courses successfully transferring to other colleges and universities.

An additional factor in keeping courses up-to-date is our System Office requirement of reviewing all MnTC courses every four years. Through this process, all courses to be included in the MnTC were reviewed and met the guidelines for general education as provided by MnSCU.

1P14 - 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.

Certain curricular changes made by technical programs and approved by HCC’s curriculum committee, must be reported to our System Office as they maintain an inventory of the college’s approved program offerings. Such changes include a change in the required number of credits for graduation, a change in the degree level, and suspension or discontinuation of a program.

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 - 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 annually 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 exams provide information regarding student preparation and readiness for college-level work. Evaluation of test scores aids in placing students in appropriate classes. HCC also relies on student success data in determining learning support needs. For the college as a whole, student retention, and student completion data is tracked annually by the strategic measures document. At the course level, the program review process identifies classes that have high failure. These courses are targeted for intervention, which may be curricular adjustments, academic support by tutors or program lab assistants working with students outside the classroom.
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. 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.

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 an AQIP project which refined the intervention process by putting it online and making it more user-friendly. This change allows counselors and advisors to give meaningful feedback to faculty in an efficient and timely manner. It is anticipated that the new system 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 - 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.
• Annual campus health care fair - conducted by HCC Health Care programs, it provides students opportunities to express and demonstrate health care information.

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

• Campus art fairs and art demonstrations allow students opportunities to display and express their creativity.
• 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 Understanding Conference Series – a conference series, hosted by HCC, aimed at introducing citizens and businesses in the region to new cultural opportunities. The event encompasses cultural music, cuisine, speakers, history, travel, and business information about the featured country. It also allows our culinary arts students to hone their skills, expand experiences, and serve the community.
• 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 - How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

HCC determines that students earning degrees or certificates have met our learning and developmental outcomes in a variety of ways. Based on sound, current and documented curricular learning objectives, all graduates must earn a minimum of a 2.00 grade point average on a 4.00 scale, and some of our college’s programs have higher GPA requirements. Some programs and classes use capstone projects as summative learning tools and evaluation methods. Licensure exam pass rates are also used as measurement of student learning where applicable. Success rates of students transferring to other college and universities are also tracked and are a measurement of student learning, particularly when the transfer is directly in to an advanced degree track. For certain technical programs, HCC began a pilot process of using externally developed assessment tests to measure student learning. Our Automotive and Diesel Heavy Equipment Programs used NOCTI assessment tests to measure student learning in specific industry identified skill areas. NOCTI is the largest provider of
industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation. Every four years the college surveys employers of our graduates regarding the attained levels of our Core Competencies. Additionally, HCC recently began using TracDat software to measure student learning at the course objective level and as this process matures it will allow faculty to determine student mastery of specific key course learning objectives.

**1P18 - 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 Core Competency level; 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. Additionally, HCC has piloted NOCTI skills assessment in two technical programs and our assessment committee is considering continuing and expanding these industry based exams.

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 - What measures of your students' learning and development do you collect and analyze regularly?

The MnSCU System Office tracks and publishes annually Strategic Framework Performance Measures for each college in the system, which makes available to HCC the following measures of student learning and development:

• Student licensure exam pass rate
• Student persistence, transferring, or graduating by the second fall
• Completion rate in three years
• Student success as a combination of student persistence and completion rates
• Student success for students of color
• Student success for Pell eligible students
• Student Success for first generation students
• Completion rate for students of color
• Completion rates for Pell eligible students
• Completion rates for first generation students
• Number of certificates and degrees awarded
• Related employment of graduates

Additionally, HCC monitors program and course success and failure rates, transfer course success rates and regularly conducts student course evaluations.

1R2 - What are your performance results for your common student learning and development objectives?

HCC ensures that core competencies are included within curricula and that the skills within the core competencies are taught prior to students reaching graduation. HCC realizes the measurement of this learning objectives goes beyond inclusion in our curriculum. Employer surveys have been used primarily with our technical programs and 90% of employers surveyed rated HCC graduates as either “good” or “excellent” regarding competencies in communication skills, ethical behavior, respect towards co-workers, punctual, and job knowledge. Currently, HCC is involved with the State Higher Education Executive Officers Association in a multi-state collaborative to advance learning outcomes. This initiative involves faculty, from multiple institutions of higher education, measuring student outcomes that parallel HCC’s Core Competencies. Rubrics are used to score student learning artifacts and faculty receive feedback on their students’ performance. It is a goal of HCC to better measure the performance
results and level of student learning, and HCC’s implementation of TracDat software as explained in 1P17.

1R3 - What are your performance results for specific program learning objectives?

One measurement of performance for specific program learning objectives is HCC graduates licensure exam pass rate. Measured annually, HCC typically scores between 84% and 96% on licensure exams, with a recent five year average of 90%.

HCC’s new pilot project in our Diesel and Automotive mechanics programs involving NOCTI assessment exams measured student’s knowledge in various industry identified skill areas. In 2013 (66.8%) and 2014 (76.1%) our automotive students scored above the state (65.3%) and national averages (64.9%). Our Diesel Mechanics program improved their scores from 2013 (64%) to 2014 (65.5%) but scored below the state (71.9%) and national averages (67%).

1R4 - 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)?

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.

**HCC Pass Rates** for various Programs are as follows:

Medical Lab Technician (State Boards): 100% in 2013.

Nursing (NCLEX): 78.33% in 2013 (National Pass Rate: 80.42%)
87.27% in 2012 (National Pass Rate: 86.7%)

Nursing Assistant: 100% in 2013.

Dental Assistant (State Boards): 93% in 2013.

Law Enforcement (POST License): 90% five-year pass rate average.


Microcomputer Software Technical Associate: 75% in 2013.

Truck Driving (Commercial Driver’s License): 60% in 2013.
HCC’s average related employment rates of graduates for all technical programs are as follows: 2012 – 84.5%; 2011 – 69.3%; 2010 – 69.5%; 2009 – 68.7%; 2008 – 78%; and 2007 – 79%.

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

HCC’s most recent CCSSE data shows a “support for learners” student rating of 52.9 which is slightly above the average of 52 for CCSSE small colleges. The results from HCC’s most recent Graduate Survey, shows student satisfaction ratings on a scale of 1 to 5 as follows: Computer labs- 4.17, Library-3.87, Learning Center-3.96, Academic advising-3.88, tutors-3.59, lab facilities-4.24, classroom facilities-4.24.

1R6 - 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?

To improve and support student learning, HCC has made several recent changes. The direct impacts of these changes are difficult to measure, but HCC continues to monitor the intended impact of these changes. Some of the changes include: increase in the use of learning communities, improved intervention efforts for students academically at risk, addition of an orientation process for students enrolling in online classes, and implementation of Quality Matters criteria into the development of online courses. Measurements of student learning compared to other higher education institutions are listed below.

Hibbing Community College's graduation rate is 35%. This compares with a graduation rate of 28% 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 transfer out rate is 22%. This compares closely with the transfer out rate of 21% for the IPEDS comparison group.

Hibbing Community College’s full-time retention rate is 53%. 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 23%. This compares with the part-time retention rate of 35% for the IPEDS comparison group.

HCC’s strategic performance measures do not compare HCC against other higher education institutions, but the data is measured against goal levels set by our System Office. The measures regarding student learning include;
Licensure exam pass rate 87.9% compared to the goal of 87.6%

Student persistence and completion rate 67% compared to the goal of 65.9%

Student completion rate of 53.1% compared to a goal of 57%

Success rate of students of color compared to white students .86 with a goal of .82

**Improvement (I)**

111 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

Based on our System Office’s Strategic Framework Initiatives, HCC’s annual work plan focuses on improving student success in a number of areas. As an AQIP institution, HCC commonly uses AQIP Action Projects as the vehicle to enhance and strengthen student learning. HCC’s AQIP committee uses the data and goals from the System Office and applies the changes and adjustments that fit our campus to improve our product of delivering quality educational opportunities. Recent action plans focused on Helping Students Learn are listed below.

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. Students testing into two or more developmental classes were scheduled into learning communities. The concepts of extra support, peer support and academic support beyond the classroom were applied to these learning community students.

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. In a similar manner and the action project mention previously, 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 chances for success.
4. Improvement of at-risk student intervention process. The process of faculty notifying student services and our academic counselors of students academically at risk was overhauled. The information went from a paper process to an electronic communication. Better and more complete information was shared and the biggest improvement included an action plan with direct steps for every student referred through the intervention process.

5. Continuous quality improvement of online course design. This action project involved the adoption of Quality Matters processes and principles into the development of all new online courses. A Quality Matters faculty development training session was held for all HCC online faculties. The process was adopted by the college and the AASC committee passed policy stating all new online courses must follow the Quality Matters format and rubrics to be introduced into the college's curriculum. Achieving Quality Matters certification for courses was not required by policy, but some faculties have received that certification for their courses.

6. Supporting technical students in their general education courses. HCC’s data showed a barrier to graduation for some students enrolled in technical education courses was completion of the programs required general education courses. General education faculty and technical program faculty held a series of meetings to design collaborative, concrete steps and interventions for students academically at risk in general education courses. Items such as shared teaching materials and topics, out of class academic support and team teaching were implemented.

112 - 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.
CATEGORY TWO – Accomplishing Other Distinctive Objectives

Category Two Introduction

HCC’s maturity level in Accomplishing Other Distinctive Objectives is mainly at the “reacting” level, as HCC’s efforts in this area largely focus on responses to problems or identified needs. Goals are seldom defined, except to address the matter at hand. The college lacks a defined process to determine and develop measurable objectives. Non-instructional examples would be student athletics and community events. These activities have value, but exist mostly out of habit. Little data is analyzed in these areas and data about quality is primarily assumed. HCC does monitor participation of these activities and athletics tracks student-athlete academic success, but only this broad data is available for decision-making.

Some areas of Accomplishing Other Distinctive Objectives are edging into the “systematic” level of maturity, and these tend to be areas included in the college’s mission or goals. Increasing and supporting diversity on campus is an example. Data is collected regarding enrollment and academic success of students or color and is compared to data regarding white students. This data was used in decision making that led to hiring a campus Diversity Services Advisor and establishment of a multicultural club. This “distinctive objective” does have measurable data and expected results that are used as comparative measures. In a very similar manner is HCC’s role in economic development. It is mission driven and has some measurable data, such as graduation and placement rates, yet complete data on which to base continuous quality improvement is lacking. This is an opportunity area for HCC.

Processes (P)

2P1 - 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 with the help of generous donors, fund student scholarships and support educational programs, so that a HCC education is always accessible, always relevant and always looking to the future to serve the needs of the community. The 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 healthcare professionals to promote multidimensional employment skills in the rapidly changing healthcare 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 (MPCA), 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.
- Commercial Driver's License Training.

Continuing Education: As funding for higher education has reduced, HCC has made the conscious decision to support its primary mission of providing quality higher educational opportunities. In this process some auxiliary enterprises, such as, continuing education have been drastically scaled back. HCC’s continuing education department now primarily only provides professional level continuing education courses to support the local workforce needs, and does not provide personal enrichment courses. HCC met with other local providers of continuing education, the city of Hibbing and Central Mesabi Medical Center, and collaboratively developed a plan to serve the needs of our community.
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:

- Monthly music performances in the college’s theater are open to students and the public.
- Hosted a Grammy Museum art display of the works of Daniel Kramer.
- 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.
- HCC is 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; and other community events such as the recent political rally with Vice-President Joe Biden and Congressman Rick Nolan.

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 - 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. HCC’s strategic plan identifies several non-instructional objectives which are in bold in the following data.
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 intentional 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 - 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 campus-wide strategic planning initiative involving faculty, staff, students, and the community, the college revisited and refined its strategic plan. The overarching goals and directions were not changed, as it was determined the changes were to be in the action steps to implement the plan. The plan is printed and distributed college wide and 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 statement and strategic plan, other objectives are derived from the System Office’s work plan and strategic goals. 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 - 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, the vast majority of 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.

2P5 - How do you determine faculty and staff needs relative to these objectives and operations?

The most direct ways for staff to voice their needs are through performance reviews, which include a discussion on how administration can better support them in their work, and a discussion on personal goals for the year. Faculty have the same opportunity through the course evaluation process, where needs and goals are discussed. HCC’s Administrative team works to create an open and collegial environment in which employees can easily meet informally to discuss pertinent issues. 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. Other venues in which employees have the opportunity to provide input and feedback are at all-campus meetings - such as Professional Development Days, Provost Information Sessions, and President’s Conversations with Colleagues Meetings.

Ultimately, it is the task of the Provost and the Administrative Team to determine what needs most benefit the college and are fiscally possible.

2P6 - 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 College Advancement Committee (CAC) meetings and acted upon.

Results (R)

2R1- What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?
Non-instructional objectives from HCC’s strategic plan are measured in a variety of ways. Diversity and cultural understanding are self-measured by the number of cultural events and activities held on campus annually. In addition, and according to the Provost’s work plan, a diversity officer has been added to the staff of the college and is developing a campus diversity plan.

Partnerships are also self-measured by the number of partnerships in which the college is involved. The majority of these partnership are through Advanced Minnesota as their outreach to business and industry exceeds 600 partnerships annually. Economic growth is indirectly measured by job placement data of graduates and the technical programs offered by the college that support the local workforce needs. Sustainability is measured by the data submitted to the President’s Climate Commitment program. The college just completed a STARS sustainability inventory to set our baseline to measure the impact of our future sustainability efforts. Finances are measured in annual reports to our System Office covering multiple measures. HCC’s composite financial index is a major factor in determining our financial health. College debt, revenue, and assets are weighed to help determine the college’s financial position and additional financial items, such as instructional costs per Full TimeEquivalent (FTE) students are used to monitor financial health.

Other non-instructional activities such as athletics have measurements to determine their alignment with the college’s priorities. The Grade Point Average (GPA), graduation rates, completion rates, and retention rates of student athletes are monitored and compiled. This is to be certain athletics continue to follow the intent of developing student athletes in an academic setting of academics as the priority. Student-athletes must maintain a 2.00 GPA in a minimum of 12 credits to participate in athletics.

The Hibbing College Foundation completes annual giving reports detailing the donations of alumni and friends of the college. This report is submitted to our System Office 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 - What are your performance results in accomplishing your other distinctive objectives?

Regarding diversity, HCC monitors the percent of students self-identifying as a person of color on an annual basis. This percentage averages about 10% of the student population and is well above the 3% of people of color living in our community. HCC also tracks academic success of students of color, which unfortunately runs about 15% below the success rate of white students.

Data for Advanced Minnesota’s customized training activities shows annually over 600 business and industries served and a duplicated number of individuals served at 15,000. These numbers have stayed fairly steady in the past few years.
Data collected and analyzed by the Hibbing College Foundation show a slow but gradual increase in the level of support from donors over few years. Annual fundraising dinner participation varies little with a range of 89 to 104 supporters. This past year the foundations assets reached the one million dollar mark for the first time and they were able to award over $64,000 in student scholarships this past year.

2R3 - 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?

HCC has limited data comparing our performance on non-instructional processes to other higher education organizations. Some of the data we do have includes:

HCC’s most recent CCSSE data shows support for learners ranked slighter higher than the CCSSE comparison cohort, and interaction with faculty other than course work ranked 3% higher than the comparison group. One item ranked lowest on the CCSSE data by more than 0.65% was encouraging contact among students from different economic, social, and racial backgrounds.

The MnSCU accountability dashboard, which evaluates all thirty-one MnSCU institutions rates HCC as follows: License exam pass rate, student persistence and completion, customized training and private giving ratio of dollars raised to dollars invested, all in the acceptable range. Areas indicated as in need of work include: related employment of graduates, employee diversity of color, and completion rates of students of color to white students.

2R4 - 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?

As HCC’s other distinctive objectives are tied to its strategic plans and the System Offices’ priorities, these objectives strengthen our institution and support our overall mission. These objectives help define the college and add to our central role of providing access to quality higher education opportunities.

In addition, accomplishing these important objectives helps to define and cement our role in the community. As HCC provides cultural events and diversity workshops, it becomes a role the community expects from the college and expresses HCC’s values and beliefs. In a similar manner the same effect happens with our business and industry partners. As we adapt and expand our technical education to meet the regional workforce needs, HCC’s reputation is strengthened. It’s our reputation and past performance that opens door and avenues to partnerships with business. Securing grant funding from the Higher Education subcommittee of the IRRRB, donations of equipment from industry, and scholarship dollars all become a little easier when your reputation of being a high quality educational partner that takes seriously its role as a “community” college is consistently demonstrated.
Improvement (I)

2I1 - 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 continued quality improvement initiatives through our AQIP action projects 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. In that manner the college is systematic about accomplishing these objectives and other objectives are identified by data or opportunities to expand services.

Recent improvements include improvement of our campus career services for students and employers. Tied to our efforts to improve our related employment of graduates, the college developed a career services office to better serve students and connect with local employers. This actually grew into a campus career fair in partnership with the local Minnesota Job Service Office. The addition of a minority services coordinator is also a recent improvement in this area. The college’s increased population of students of color expressed needs and concerns that were partially unmet and our retention and success rates of students of color are below those of white students. Adding this position provides a point person to serve students and connect them with other campus services.

A recent important initiative towards accomplishing other objectives is the college’s involvement in the Educational Innovative Partnership. This initiative is comprised of twenty one area K-12 school districts and the five NHED colleges. Working under a MOU, this entity exists to formulate plans on how to improve education for all students across the north east region of Minnesota. The focus is not on a particular school or college, but rather than improving education for every student and raising the bar of quality with the goal of having the best educational system possible. EIP has secured initial funding for operations and is pursuing additional grants. Priorities and initial goals have been established and the work continues with monthly meetings of the steering committee.

2I2 - 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 which 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. HCC’s strategic plan identifies the majority of these targets, and it is revisited every three years through an open process on the campus with full college representation.
CATEGORY THREE – Understanding Students’ and Other Stakeholders’ Needs

Category Three Introduction

In this category of understanding students’ and stakeholders’ needs, HCC’s maturity falls into two separate levels. In regards to understanding students’ needs, HCC practices are “aligned.” Operations are according to clear processes that are repeated. Key goals and strategies are covered in these processes and results are communicated across college departments. Specifically, this level of “aligned” maturity is met by HCC’s ongoing efforts to identify students’ needs and building relationships with students. On an annual basis, HCC conducts student course evaluations and every faculty member is included in the evaluation process. This is a valuable tool providing direct feedback regarding student learning opportunities. This feedback is shared with instructors and appropriate feedback is addressed in faculty professional development plans for improvement. Additional annual student feedback collected and reviewed by administration and student services departments includes the New Student Satisfaction Survey, the CCSSE surveys, and the Graduate Survey. These three surveys were intentionally chosen as major student feedback items, as they provide direct student information and cover student services topics, teaching and learning issues, and an overall student assessment of the college at the end of the student experience. Results from these surveys directly impact decisions on budgets, services to be provided, and areas in need of improvement.

In regards to understanding stakeholder’s needs, HCC’s processes are not as mature as those involved in understanding students’ needs, and fall into the “reacting” category. Informal procedures account for the majority of our efforts in this area, and the monitoring for quality is subjective. However, HCC is closely involved with many community and industry partners. The majorities of these partnerships are mission driven and advance college’s purpose. ALI is a key example, as HCC collaborates closely with local K-12 districts to provide technical education experiences and training for high school students. The high school participation has increased in both the number of students enrolled and the number of different programs offered, but little other data is collected. Regarding other stakeholder relationships, a similar pattern exists. These relationships advances the college’s priorities, such as our General Program Advisory Committee or adult basic education services, but little data is collected regarding changing needs or stakeholder satisfaction. HCC has an opportunity to improve the understanding of stakeholders’ needs to the same level it has with student stakeholders.

Processes (P)

3P1 - 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; and 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 System Office board policy.

Avenues to directly identify students' changing needs include course evaluation, which are conducted annually for every instructor. Students anonymously complete survey questions regarding the course and open questions regarding the best and worst part of the class in regards to student learning. New students complete a lengthy questionnaire regarding their experiences in the application, enrollment, and registration process. The CCSSSE survey provides the college with excellent feedback regarding student engagement. The annual student demographics data also provides valuable information regarding students.

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

All of the identified sources of student data are used in development of annual work plans and strategic planning. However, certain feedback data can be reason for immediate change rather than waiting for a formal planning process. Adjustments to better serve students, such as scheduling of classes are continually being revamped.

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.

**3P2 - 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 as they guide students through the process of applying to the college and becoming a HCC student. These relationships often last throughout a student’s academic career at HCC.

Perhaps the most direct way of building relationships with students, occurs between the college administration and the student senate. These two groups meet regularly throughout the year and important information and decisions impacting students are topics of conversation. Student senate is the vehicle administration uses to involve students in decision making and serving on college committees.

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 a 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. A committee of student housing residents regularly meets with the housing director and housing staff to cooperatively make their residential experience the best possible.

**3P3 - 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.

3P4 - How do you build and maintain relationships with your key stakeholders?

Relationships with key stakeholders stem from our collaborative approach to meeting our mission. New academic programing always involves ad hoc committees to guide the development, plus this type of industry input is required by System Office policy. Administration and faculty often take the lead in developing partnerships and collaborating with our community. Often these partnerships are driven by grant opportunities requiring collaboration to best serve learners. Examples of HCC’s efforts in working with stakeholders as we continue to improve our college are as follows:

• HCC's Advanced Minnesota Customized Training department works with over 500 businesses annually and provides training and skill development that is highly regarded.
• HCC's Perkins grant program, which has been operational for over twenty years, requires collaboration with one or more K-12 partners to improve delivery and student pathways to technical education.
• HCC's Law Enforcement program is widely regarded and offers annual training and firearms refresher courses to more than 700 Northeastern Minnesota law enforcement officers.
• Zeigler Inc., a local heavy equipment sales and repair company, provides student internships, scholarships, and equipment to be used in the training of mechanics at HCC.
• 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.
• Education Innovative Partners is a collection of 21 local K-12 school districts and the 5 NHED colleges focusing on improvement of educational opportunities for the regions students.
• The General Program Advisory Committee (GPAC) is a collection of local employers who meet with the college to express their workforce and training needs. Results of these meeting have been the development of new academic programs and short term training solutions.
• HCC recently developed a new partnership with the University of Minnesota, Mankato to deliver upper level nursing program at HCC in response to workforce needs expressed by local health care providers. Currently, a bachelor’s degree and Master’s degree in nursing are offered on the HCC campus.
• The Applied Learning Institute is a collaboration with local K-12 educational providers to join with the NHED colleges in providing technical educational course to high school students, who typically do not have these opportunities within their high school curriculum.

3P5 - How do you determine if you should target new student stakeholder groups with your educational offerings and services?

As a two-year technical and community college, the student stakeholder group we serve with educational offerings is primarily defined by our mission, with the inclusion of Post-Secondary Enrollment Options (PSEO) students.

Employer needs often drive the development of new technical programs and articulation agreements with four-year colleges are often determined by student demand of transfer options directly into their chosen field of study. This becomes a balance of educational offerings meeting workforce needs and drawing the interest of student groups to fill the classes.

Of late many local employers are expressing a shortage of skilled workers and HCC is participating with AEOA in a Fast Track grant to train the unemployed or under-employed in high wage, high demand occupations. Currently students are enrolled in academic skill courses preparing them for entry into HCC’s Heating and Cooling Technician Program and Professional Truck Driver Program.

In a broader sense, tools utilized by the college to analyze new possible educational opportunities 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 - 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?

Depending on the nature of a complaints stemming from students and stakeholders, it may be handled informally or formally. In all situations, complaints are taken seriously. The nature of the complaint can determine the path for its handling. Harassment, sexual violence or discrimination of any sort, are processed through a very formal investigative process with trained staff. This entire process is spelled out by HCC policy and included in the student handbook.
Student complaints or concerns are often handled by a defined grievance procedure including a full appeal process should the complainant not be satisfied with the outcome. In a similar manner, student grade appeals are processed according to policy with the AASC committee hearing the complaint and the Provost as the appeal avenue.

General complaints from students or other stakeholders are asked to be presented in written form and handled by the appropriate department 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 System Office legal counsel may enter as resources for resolution.

Depending on the level and nature of the complaint, corrective action or implemented solutions may be communicated face-to-face, or in written form. Personnel matters or information protected by policy may not be communicated, but information is shared indicating the matter has been reviewed and brought to conclusion.

**Results (R)**

**3R1- 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 New Student Satisfaction Survey. It is administered at the beginning of fall term to gauge students' satisfaction with their admissions, enrollment, and services they received as they enrolled at HCC.

Upon application for graduation, HCC surveys students to determine their satisfaction in both instructional and non-instructional areas.

Course evaluations are collected annually for every HCC faculty member in at least one course. These evaluations are completed by students and cover a variety of topics related to the quality of the educational experience.

Advanced Minnesota conducts course evaluations for all face-to-face training sessions. This information is collected and analyzed for customer satisfaction and possible improvement areas.

Biannually college administration is evaluated by faculty and staff via an online survey which inquires about employee satisfaction with overall leadership, campus climate, and general operations.
Hibbing Community College

HCC surveys employers of our graduates every four years. This year is a survey year in the rotation and the intent is to determine continued satisfaction of our graduates as entry level employees.

3R2 - What are your performance results for student satisfaction?

The New Student Satisfaction Survey allows students to rate college services on a one to four scale, with four being the best possible rating. In rating the quality of the information provided to students, including verbal, printed and online, the lowest score was 2.96 for the college catalog and the highest score was 3.46 for enrollment/admissions staff. Other key rankings on the survey included Financial Aid 3.43, Counselors 3.28, and overall customer service 3.10. All of the above services scored higher this year than the last student satisfaction survey, with the exception of catalogs. The ratings by students for the quality of services received during the enrollment process ranged from a low of 2.97 for assistance with housing to high of 3.25 for choice of classes. Additional ratings include 3.27 for admissions process, 3.24 for registration process and 3.10 for placement testing. All of these scores were improved from our last new student satisfaction survey.

A rating scale of one to five is used for the Graduate Survey. Regarding instructional services, cost of tuition scored lowest at 3.48 with a satisfied percentage of 48%. Sense of security on campus rated the highest at 4.36 with 88% of students rating this area satisfactory or higher. The rating of “the college in general” received a ranking of 4.28 with 88% rating it satisfactory or higher.

Student course evaluations ratings vary widely and open ended questions allow the data received to vary extensively. Faculty have the ability to compare course evaluation results from year to year and make delivery or curricular adjustments accordingly. Trends identified in the course evaluations are often addressed in the faculty professional development plans.

Employee evaluations of administration are individual to each administrator and to be used for professional development purposes and for evaluation with their respective supervisor. Trends of unsatisfactory performance, if identified, are addressed in performance expectations.

Employer satisfaction surveys of HCC graduates were put in place to help measure HCC Core Competencies of: working productively and cooperatively, communicating clearly and effectively, thinking creatively and critically, and social/civic responsibility. With only a small sample and limited time period, all core competencies were rated as satisfactory or above. The next round of employer satisfaction surveys will be conducted this academic year to broaden our data.

3R3 - What are your performance results for building relationships with your students?
HCC’s CCSSE data is our best measurable indicator of performance in building relationships with students. HCC has implemented changes we believe to influence our CCSSE scores. Changes such as instituting learning communities, more direct advising of students academically at risk, and additional academic student support outside of the classroom. In the major CCSSE benchmarks used to measure student engagement, HCC showed improvements in the following areas compared to the previous CCSSE survey: Active and Collaborative Learning, Academic Challenge, Student-faculty Interaction, and Support for Learners. The only category which did not show an increase was Student Effort. Data from our most recent new student satisfaction survey shows improvements in areas related to building relationships with students including: 91% of students rated enrollment/admissions staff as good or excellent. Other categories also receiving the same rating of good or excellent were counselors at 89%, and coaching staff at 85%.

One area of possible concern in building relationships with students was identified last year as we instituted our Minority Service position. To set a baseline of data, an internal survey of students of color was conducted and one finding was that surveyed students felt some disconnect with college leadership. This is certainly an area in which we will research further.

3R4 - What are your performance results for stakeholder satisfaction?

HCC lacks hard data in the area of stakeholder satisfaction. Some relevant data is gathered through our employer satisfaction survey which indicates high approval of our graduate’s entry level job skills, which is also supported by high job placement results in many of our technical programs.

The Graduate Survey indicated a high level of satisfaction with the college, with a 98% approval rating when asked if the respondent would recommend HCC to a family member or friend.

In a more subjective manner of satisfaction results is the feedback HCC regularly receives from program advisory committees. These committees consist largely of regional employers who have direct input to our curriculum and hire the students trained under that curriculum. HCC receives strong approval for the quality of our graduates from various advisory committees.

Advanced Minnesota collects student satisfaction input from all of its training programs. As a large part of this training is the incumbent workforce, the student feedback is known by the company. Repeat business with local business and industries is the mainstay of Advanced Minnesota’s training. Customers returning annually for training is an indirect measure of their satisfaction.

3R5 - 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 day and Science Technology Engineering Mathematics (STEM) day - 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 7AOne-Act Play Competition as well as regional speech and debate events. In partnership with the NHED, HCC collaborates with three colleges to provide the LPN to RN pathway, and collaborates regularly on grant applications.

Collaboration efforts, such as the Applied Learning Institute (ALI) are mutually beneficial to all involved. ALI is a legislatively-funded collaboration between NHED colleges, five high schools, and local K-12 partners that offer college-level, technical courses to high school juniors and seniors. Projects initiated through HCC’s involvement in the ALI encompass six different academic areas including Automotive, Engineering, Technical Math, Business/Entrepreneurship, Electrical/Solar, and Habitat for Humanity. The collaboration effort creates 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.

However, often HCC builds relationships with stakeholders, which are often viewed as strong and many are long term, but we lack a method to formally gather performance results and is a prime future project.

3R6 - 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?

HCC lacks comparison data regarding our performance of understanding stakeholders’ needs to other organizations. Currently as we gather various data sets, we draw conclusions, such as our latest improvement in our CCSSE data is related to changes we made in student support service, which in time, should improve our student success performance. These type of results will continue to be tracked to determine the strength between the variables.
Improvement (I)

3I1 - 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 recently strengthened its commitment to understanding students' and stakeholders' needs. HCC made institutional changes and some improvements were through AQIP projects. The majority of these changes are based on college data or trends we experienced. Examples are:

- A documented achievement gap between students of color and white students lead to changes in academic advising and creation of a minority service position. These efforts aimed at providing additional personal and professional services to students of color in support of their academic journey.
- National and local concerns about violence on college campuses led to improvements of HCC’s emergency action planning. The emergency action committee attended training programs, expanded to include community safety personnel and developed new campus safety procedures and training for faculty and staff members.
- Feedback from students regarding our admissions and application processes indicated a need to simplify the operation. Two action projects grew from that feedback. The first action project examined the student experience from the first point of inquiry to the first day of class. Revisions were made and the new processes are in place, with student feedback planned as the processes are rolled out. A second action project grew out of the first one, as during the process the need to improve the written communication flow to students and parents became clear. This action project is currently underway, with the intent of gathering student input on the revisions and resulting product.

Expansion of learning communities also came about from understanding students’ needs. Data showed very low success rates for new students who tested into two or more developmental courses. A cohort of these developmental learners was scheduled into learning communities. Initial results showed higher rates of success for the learning community students compared to developmental learners not placed into a learning community.

Two non-instructional examples of improvements in supporting stakeholders needs include one for students as stakeholders and another is for that of HCC faculty. The student senate group at HCC has for many years operated from shared office space located out of the main flow of student traffic. Student Senate requested a meeting space of their own, preferably located near student traffic to increase visibility. HCC administration worked with the senate and remodeled underutilized space on campus and their new office has resulted in more senate participation and increased representation on campus. HCC faculty made a request to become more involved in recruitment and admissions work to help bolster the colleges struggling enrollment numbers. An alternative work schedule was jointly developed by faculty working with
college administrators in which all faculty now schedule two days a year to work directly on recruitment activities. This is the first year of the initiative and results will be analyzed to determine benefits of the alternate calendar.

312 - 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?

HCC as a relatively small college can be inclusive in its planning of new initiatives and strategies. To determine processes to improving students’ and stakeholders’ needs HCC uses professional development days and infinity planning to involve faculty and staff in determining new initiatives. Broad input, facilitated by processes and AQIP guidelines, provides many useful initiatives from which the college may choose. The AQIP team is the next level of narrowing further the initiatives that become “official” AQIP projects. Each project has a project champion and team that carries out the project from start to finish.

CATEGORY FOUR – Valuing People

Category Four Introduction

In regards to valuing people, HCC’s practices regarding hiring of credentialed people, new employee orientation, and design of work process, all fit into the “systematic” maturity level. As a State of Minnesota entity, HCC is mandated to follow many state policies in these areas. Additionally, MnSCU has additional policies in these areas. Examples are: clear employee recruiting processes in support of equal opportunity practices, institutional goals to diversify the workforce, and specified personal credentials of applicants for faculty positions that demonstrate educational and professional qualifications required for the various academic disciplines. Beyond the mandatory hiring and orientation practices, HCC conducts new employee orientation covering HCC’s mission, vision, values and purpose in effort to further indoctrinate staff and faculty. Additionally, prescribed training in data practices, safety, and ethical conduct are required of all new employees at the time of orientation. Data is collected carefully by our Human Resources Department regarding compliance with these employment mandates.

In regards to valuing people beyond the hiring and orientation process, HCC’s processes are less mature. Determining training needs and assistance for employees to be effective in their careers are often times reactive, and data is not generated. HCC does offer opportunities for employee training. Faculty sabbaticals do follow a prescribed process outlining faculty eligibility, content expectation, and reporting criteria. However, data is not collected in any formal manner nor necessarily used for improvement purposes. Annual performance evaluations are conducted with all staff and training needs and are addressed as a part of the process. Direct and overt practices of employee recognition take place in a few ways. The college’s safety
committee is very active and communicates well across the college addressing important safety issues. HCC faculty annually participates in the MnSCU system Board of Trustees teacher of the Year process. One HCC faculty member has won the statewide award and every year a faculty member is recognized as a college finalist and competes in the statewide selection process. Locally HCC conducts an employee R.E.S.P.E.C.T. award. Staff or faculty who are nominated for the recognition, are randomly selected to possess the traveling R.E.S.P.E.C.T. trophy. In order to improve its efforts in valuing employees, HCC needs to examine its goals and establish feedback processes.

Processes (P)

4P1- 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 meet minimum qualifications, established by the System Office, specific to the academic discipline or program.

4P2 - 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 System Office and established through collective 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.

To assist in the development of newly hired employees, performance reviews are conducted and all positions include defined probationary periods to allow for evaluation of performance.

4P3 - 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 - 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 the 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 - 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.

At the administrative level our System Office has become increasingly concerned with leadership transition. From this concern development opportunities for potential leaders have been implemented to grow from within the next generation of leaders. HCC has recommended participants in this new executive leadership academy program. The System Office has since added training for graduates of the executive leadership academy on how to apply and personally prepare for the selection process involved in high level leadership positions.

4P6 - 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 maybe 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.

Required by contract, all HCC faculty members develop and perform professional development plans. These plans outline profession, discipline related continuing education or personal development strategies. The plans are reviewed and approved by college administration.

4P7 - 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 - 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. Additionally, HCC administration uses professional development training days to cover new policies, updates, and topics pertinent to local and system wide key performance indicators.

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 just 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 AFSCME are available and a training needs assessment was recently conducted for members of MMA and MAPE. System Office staff conduct monthly Webinars on various topics related to staff development or review of processes and policies. All employees are welcome to participate in the Webinars, and depending on the topics supervisors may direct staff to participate.

Additionally, during annual performance reviews supervisors ask employees what training is needed or desired in support of their work requirements.

**4P9 - 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.

Faculty members after six years or service are eligible for paid sabbatical leaves to continue their personal professional development. Plans are reviewed for content by
administration and throughout their careers faculty can apply for additional sabbatical leaves every six years.

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 - 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. Employee performance is compared to the work requirements detailed in the position description. 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 - 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 - 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. What grew out of the valuing people project is the ongoing R.E.S.P.E.C.T award - Recognizing Excellent Service Promotes Employee Commitment and Teamwork. It is an employee recognition program which encourages employees at all levels to acknowledge the contributions of other employees showing they have demonstrated exemplary customer service, work ethic, or performed tasks above and beyond their normal scope of responsibilities. Each semester, employees and students nominate deserving faculty or staff for recognition as an outstanding employee. All nominees are acknowledged publicly each semester at our Professional Development Days. Two winners are randomly drawn and receive a traveling R.E.S.P.E.C.T medallion and the other nominated employees are recognized on the bulletin board in our mailroom.

4P13 - 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 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 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 which allows HCC to text message and/or e-mail students and employees quickly in the event of campus emergencies or events that severely impact standard campus operations. Furthermore, we've updated campus maps, identification and communication of evacuation routes, and regularly schedule 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- 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. With the valuing people action project and RESPECT award, HCC does tract employees recognized by the award.

The MnSCU System Office conducts and annual faculty "Board of Trustees Teaching Award for Excellence." Employees and students may nominate faculty for excellence in teaching. Nominated faculty are then selected by their college to be the representative at the “BOT” award ceremony at the System Office. The board of trustee select four faculty for the teacher of the year award.

4R2 - What are your performance results in valuing people?

Performance results in this area are not measured with hard data and statistics. The results are that employees are now acknowledged formally for their outstanding work, and concerns for additional safety training and attention to campus safety is an ongoing effort. People feel valued and important.

4R3 - What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

HCC relies on summative information as an indicator of employee productivity and effectiveness. Enrollment numbers, graduation rates, and placement rates are all indications of collective efforts towards the college’s goals. A number of initiatives, awards and accolades to HCC programs and individuals indicate the college's commitment to excellence, effectiveness and productivity. Industry certifications awarded to our Electrical Maintenance, Law Enforcement, Medical Lab Technician, Nursing, and Nursing Assistant programs 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.
Faculty review the student evaluations of their courses, which the majority of the time functions as positive feedback.

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 - 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?

At this time HCC does not compare our performance results for Valuing People with other higher education organizations or organizations outside of higher education. It is clear HCC could benefit from a 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.

Improvement (I)

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

The recent improvements made by HCC in the area of Valuing People include:

• Twice a year HCC announces its RESPECT award winners. These are employes who have been nominated by students or other employees for outstanding service and dedication to the college. Every employee nominated is publically acknowledged and two winners are selected by a random drawing. These two winners of the RESPECT award hold the traveling trophy for that semester.
• HCC faculty annually compete for the System Office Board of Trustees faculty teacher of the year award. At least one faculty member, nominated by other faculty or students, is selected by HCC to move into the statewide competition for MnSCU teacher of the year. All nominees are acknowledged by the college and System Office. Nominees attend a gala event with the Board of Trustee where the four state wide teachers of the year are announced.
• Safety Awareness and increased staff training have recently taken place concerning employee and 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.

Evaluation data regarding improvements in this area will be monitored upon the completion of the next climate survey.
4I2 - 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 include the campus wide professional development days. On these days the college takes advantage of gathering wide input from practically all employees regarding this or other important matters.

CATEGORY FIVE – Leading and Communicating

Category Five Introduction

HCC’s leading and communicating is at the “aligned” maturity level. In setting its direction, mission and vision the processes are clear and repeatable. Mission and vision are established through campus wide, student, and community input. Changes in mission must be approved by the System Office Board of Trustees. Strategic planning efforts also incorporate wide stakeholder input, and are conducted at regular intervals, with the strategic goals aligned to the System Office priorities and strategic framework performance measures. Annual work plans identify HCC’s short term priorities and steps to accomplish the strategic measures. This information is shared across the college in print, on-line and at professional development in-service meetings.

HCC has made significant progress in determining and evaluating results of leading and communicating. Pertinent performance data, particularly strategic performance measures and system priorities, is incorporated into decisions regarding strategic plans and annual work plans which guide efforts and improvements coordinated by HCC leadership. Taking advantage of leadership training opportunities through the System Office helps develop HCC’s current leadership, and formal transitions plans in times of leadership change keeps the college aligned to our mission and vision.

The data gathered by HCC for leading and communicating is derived from metrics and baseline data from strategic performance measures, work plans, and student surveys. Currently, the System Office is conducting a system wide strategic planning effort, “Charting the Future” to identify how the MnSCU educational system can best meet the future needs of the State of Minnesota. HCC is represented in these planning efforts and all employees and students have avenues in which to provide feedback.
Processes (P)

5P1 - 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 2013). 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 System Office representatives worked collaboratively. These newly designed college priorities will better guide the efforts and decision making of the college. HCC reviews their strategic plan every three years. Every five years HCC is required by System Office policy to review its mission statement and values, and this review or changes are then approved by the MnSCU board of trustees.

5P2 - 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 work plan 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 - How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

The Chancellor's work plan 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 - 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 the Iron Range Resources & Rehabilitation Board (IRRRB), area Workforce Center, and 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 - 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 three-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.

As a college operating under five separate collective bargaining agreements, some of the shared governance relationships are required by these various agreements, such as:

- 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.
- Meet and Confer meetings are held to review budgets, staffing patterns, and campus operations in a collaborative method by college administrators and support staff.
Other committees, not required by any contract exist to support the work of the college and gather input for decision making. These committees include:

- 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.
- Meet and Confer meetings are held to review budgets, staffing patterns and campus operations in a collaborative method by college administrators and support staff.

5P6 - How do you use data, information, and your own performance results in your decision-making processes?

HCC’s efforts and processes of using information in decision making have improved, and will continue as a work in progress. The strategic framework performance measures are the key data sets used in decision making and planning. These performance measures directly relate to HCC’s mission and values, so their tie to decision making is not accidental. Items measured, student success, meeting workforce needs, providing cost-effective higher education, and educational opportunities for all students are at the heart of HCC existence. These categories are all incorporated into HCC’s annual work plans. HCC’s efforts and initiatives are designed to improve these strategic performance measures and fiscal decisions align with these plans and efforts.

The recent addition of a minority services position at HCC is an example of using data in decision making and applying appropriate fiscal resources to support the decision. The achievement gap data between white students and students of color clearly called for action, and was also supported by the MnSCU priorities. This intended intervention, along with other efforts, will be evaluated for effectiveness and adjustments made if necessary.

5P7 - 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 in which the student senate advisor acts as a liaison between the Administrative Team
and students; monthly NHED-wide Chief Academic Officers (CAO) 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 work plans, 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 - 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 work plan, department work plans, and in AQIP projects. HCC’s strategic goals are regularly evaluated for relevance and were last reviewed and modified in May 2013.

5P9 - 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, and faculty are eligible for sabbaticals after each six year segment of employment.

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, which promotes leadership development across all levels of the college, and a second System Office leadership program focused on executive leadership development.

5P10 - 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. HCC’s annual work plan is communicated to the NHED President who in turn communicates a work plan, incorporating HCC’s plan, to the MnSCU Chancellor.

Communication of these defining statements to HCC employees begins at hire, and permeates into the goals of HCC’s Strategic Plan, department work plans, and employee efforts.

HCC does not have a formal succession plan beyond our organizational structure, and relies on the System Office leadership development programs described in 5P9.

Results (R)

5R1 - What performance measures of Leading and Communicating do you collect and analyze regularly?

Biannual performance evaluations of HCC administrators take place 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 SP7 and SP8, 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.

5R2 - 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, scored well above the acceptable level. Results showed the highest ratings for integrity, trust, and supporting the college’s mission and vision. The lowest ratings were for timeliness of decision making.

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 2013 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 2014; additional data will be gathered and analyzed at that time.

5R3 - 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.

Improvement (I)

5I1 - 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 largest improvement in leading and communicating came in the last few years when the college’s annual work plan was designed to complement the MnSCU system work plan. It aligned efforts and goals in a way that called for HCC and the other 30 MnSCU institutions to focus their efforts towards providing the best higher educational experiences for our students.

5I2 - 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 work plans. These work plans 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 work plans include finance, academics, and student services. Additional work plans exist within each area, such as marketing or enrollment management. These mission-driven work plans set targets for achievement and performance in each area.

**CATEGORY SIX – Supporting Institutional Operations**

**Category Six Introduction**

HCC’s maturity level regarding supporting institutional operations falls mainly in the “reacting” level. Support needs of students are identified in various student surveys, course evaluations, and tests to determine academic preparedness. Support needs of faculty and staff is gathered in the program review process and performance evaluations, but data is not tabulated or studied broadly for trends in need of attention. Overall goals are largely undefined and activities primarily react to problems or requirements. Advanced Minnesota’s efforts are more mature in this process, as they regularly collect data regarding operational needs from their customer base and use a feedback process to make quality improvements.

HCC’s has several methods in which physical safety and security are addressed, and these processed are “systematic” in nature. Employee safety training is mandated and the types of training are specific to the employees’ work assignments. Participation and satisfaction data is collected in this area. HCC is also required to have plans regarding emergency preparedness and continuation of operations. These planning efforts are shared at college wide professional development days and reviewed for quality and completeness by the System Office.

Processes are also in place for HCC’s administration to gather support needs of faculty and staff through formal meetings. These contractually required meetings are open dialogs regarding the support needs of faculty and staff. These important and regularly scheduled meetings gather valuable information, but lack a process to measure quality or effectiveness. The value of these meetings and efforts would be maximized by instituting a satisfaction and quality review process and is a potential future action project.
Processes (P)

6P1 - 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. Formal methods include CCSSE surveys, new student satisfaction surveys, graduate surveys and student course evaluations. The informal ways typically are consultation with student leadership and information gathered by advising and counseling staff. 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 and math - 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, and general public input of campus events.

6P2 - 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 2014.

6P3 - 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.

HCC is also mandated by System Office policy to develop an emergency response team, consisting of key campus staff, trained and informed on how to manage college operations in the event of an emergency. Another related System Office mandate is a continuance of operations plan, requiring HCC to set guidelines in continuing educational services following some type of emergency situation that potentially could hinder or halt the college’s operations.

6P4 - 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 work plans 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 affected.

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 - How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?
HCC’s management style and institutional structure allow 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 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 - 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 support services. Surveys such as the Graduate Survey and the new student satisfaction survey are our most direct measurement. 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.

Regularly scheduled meetings between staff and administration are also avenues to gather feedback on support services. All of these meetings capture issues in the meeting minutes therefore tracking of changes and progress can be monitored. These meetings include, meet and confer meetings involving support staff and administration, AASC our campus wide committee focusing largely on academic issues, Shared Governance meetings between faculty and administration, student consultation meetings between Student Senate leadership and administration, and the College Advancement Committee consisting of all supervisors and directors who meet to share cross departmental issues and concerns.

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 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 - 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 2011-2012 indicate that respondents remain satisfied with both instructional and non-instructional services at HCC. When asked "Would you attend HCC again?" 84% 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 support services rated above 3. The area of ‘tuition’ had the lowest score, 3.48, and ‘a sense of security and safety on campus’ reported the highest score with a 4.36. Of the eighteen items in the instructional services portion of the survey, fifteen items scored higher than the previous year’s survey.

In the same Graduate Survey, results for non-instructional services scored as follows. “Child care center,” which the college does not have, scored the lowest with a score of 2.74 and was the only area scoring below 3.00. The highest area was “financial aid” with a score of 4.28. Of the twenty four non-instructional survey items, ten items scored slightly below the results from the previous survey.

6R3 - 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 - 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. Most importantly, the data gathered is used for making decisions on college priorities and initiatives. In previous graduate survey data, classroom facilities, lab facilities and the bookstore scored below current student ratings. These three areas have all been recently upgraded through facility improvements and leadership, and higher ratings are likely the reason.

6R5 - 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?

HCC's performance results for Supporting Organizational Operations are not currently compared in any significant way to other institutions. The MnSCU Accountability Dashboard provides target goals in related areas but not direct institution to institution comparisons. 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 licensure exam pass rates, persistence and completion rates, related employment of graduates, and facilities condition index. HCC's performance regarding enrollment, and tuition and fees are flagged as needing attention. Based on comparisons with prices at other U.S. public two-year colleges, every college in the MnSCU system has been placed in a "needs attention" zone on the individual institution measure for tuition and fees. Like most other public higher education systems, state appropriation has been the primary revenue source for MnSCU. With diminishing state support, MnSCU relies more on tuition revenue to fund basic educational activities.

Improvement (I)

6I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Regarding the facility improvements mentioned in 6R4, HCC is very systematic. Our System Office drives facility planning and facility upgrades on both the short and long term. Annually HCC updates its short term facility improvement requests and every five years submits an updated long term facility planning document supported by enrollment numbers, space utilizations results, facility upkeep costs, and operational costs. Based on need, funds are allocated to colleges for facility improvements. HCC's most recent improvements were in classroom and lab upgrades.
Changes in improvements in services are considered on a combination of student and staff input along with survey data collected. Where possible, HCC attempts to gather data to measure changes and consider the results for possible continuation or adjustments. Due to a recent decline in student enrollment, HCC added a second enrollment specialist position and will monitor the results. Due to declining use of campus open computer labs, HCC closed one lab and converted it into a new academic support center which was in need of a location closer to academic spaces.

Internally, HCC has made strides in using data to guide as much as possible of its Strategic Plan. The Strategic Plan guides the college’s efforts and maintains focus on mission-critical decision-making. Commonly, AQIP projects facilitate the processes for improvement.

6I2 - 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. Work plans 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 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.

CATEGORY SEVEN – Measuring Effectiveness

Category Seven Introduction
This category of measuring effectiveness is an area in which HCC has devoted much time and effort towards improvement. HCC’s previous Institutional Portfolio and subsequent Systems Appraisal clearly identified this category as an opportunity for improvement. Changes in this area have moved HCC’s maturity level into the “aligned” category. Starting with an action project to inventory and organize its data, HCC made improvements in the collection and use of institutional data. HCC determined the minimum sets of data it would collect and analyze for purposes of institutional improvement. These data sets include: CCSSE, New Student Satisfaction Survey, Graduate Survey, course evaluations, administrators’ evaluations, instructional cost study, financial reports, and Strategic Performance Indicators. Key goals and strategies including planning of budgets, institutional changes, staffing patterns, course delivery system, and work plans all use these data pieces for baselines, and improvement measures. These sets of data are shared widely across campus to keep all stakeholders informed. Other institutional data is available, but typically used for specific instances and seen as supplemental to this core set of data.

The selection and use of these data sets in planning and making institutional changes is a large part of HCC’s improvement in this area, but additional outcomes have accompanied these changes. Stakeholders are better informed, trends are identified and decision making is better understood. This improved understanding by stakeholders has been most valuable in recent times as decreased student enrollment and declining budgets have necessitated difficult institutional changes.

Processes (P)

7P1 - How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

HCC’s selection and management of data is driven by decisions at the System Office level and the local level. The System Office collects and manages data such as facility conditions and planning, financial statements and all fiscal matters, plus considerable amounts of data regarding student enrollment, student success, diversity, etc. that has been described earlier in matters relating to the accountability dashboard and strategic framework performance results.

On the local level, HCC has committed to collecting certain data, at a minimum, to aid in the management of the organization. This data is consistent with the other NHED colleges. For this purpose, NHED shares an institutional research office who assists in the data collection and storage. The institutional research office has access to System level data and it can supplement our local NHED data. The NHED data consists of graduate surveys, new student satisfaction surveys, CCSSE surveys, course evaluations, climate surveys, and administrator’s performance reviews. This data, combined with System Office data comprises our annual college Fact Book, which is distributed and published on our college website.
7P2 - 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. Key data is compiled in HCC’s Fact Book and distributed widely. Data needs sometimes is determined by individuals, programs or 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 which increases 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 work plans for HCC as well as the NHED.

Additional data tools are used to establish work plan 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, and 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.

7P3 - How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

HCC makes widely available the common data sets described in 6R1. 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 - How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

Data regarding HCC’s overall performance is contained primarily in a few key documents. The Accountability dashboard is the major source regarding overall performance. This document covers pertinent data including enrollment, student success, diversity, finances, and campus climate. Administration shares this data at college wide professional development days and in-service training. Department or programs in need of more detailed information work with our institutional research office. Data specific to certain areas of the college, such as Student Services, is shared with that particular department head for distribution within the department and used for planning and decision making.

The college fact book is another major source and distribution method of college data. Updated annually, this book serves as a summary of key sources of data, plus a snapshot of the college regarding student and employee demographics, historical trends, college policies, regional demographics, general college statistics, and other useful information to be used in planning, reporting, or grant writing.

Enrollment data drives much of the college’s decision making and planning. Enrollment determines over fifty percent of the college’s income, thereby impacting staffing levels, course scheduling, non-instructional budgets, and facility use. Enrollment even drives the delivery methods employed by the college. Typically sixteen to twenty percent of the college’s enrollment is offered via on-line classes. As enrollment fluctuates, it affects the number of on-line classes offered.

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.

7P5 - 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 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 - 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. Work plans are of a 'trickle down' nature, with goals and expectations handed down from the System Office to NHED then to HCC. HCC's work plan is shared across campus and reviewed annually by the NHED president.

Some comparative data is available and reported on the 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.

7P7 - 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 Information Technology (IT) department must comply with System Office standards and policies. Audits of IT processes, equipment and security are conducted by the System Office IT department.

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 programs as needed. HelpDesk personnel are available to assist employees and students and respond via the telephone and through written request forms available online.

In addition, System Office has an Information Technology Strategic Plan which prescribes 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. The System Office’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 System IT 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- 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 voiceover 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 - What is the evidence that your system for Measuring Effectiveness meets your organization's needs in accomplishing its mission and goals?

HCC has satisfactory data for its current needs in order to operate the college on an informed, planned manner. Major decisions and mandatory reporting regarding budgets, operations, staffing levels, curriculum offerings, student success, student support services, academic success, campus climate, and non-instructional services can largely be supported by data. HCC’s annual work plan contains measureable objects, supported by data and compared to baseline data. Reports to government agencies and various accrediting bodies requiring data sets are sufficiently completed. Additionally, System Office and NHED institutional research offices are available to support the college’s specific data requests as needed.

7R3 - 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 lacks defined comparative data in this area. However, as stated in 7R3 HCC does not appear to be outside of the range of other institutions with data adequate to support their major objectives.
Improvement (I)

7I1 - 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, and the improvements in this area started with and continue with HCC’s commitment to the AQIP process. Measuring student learning is an area in which HCC has made a recent improvement by incorporating TracDat software into the process. TracDat allows a faculty member to identify specific course learning outcomes, assess the identified objectives and measure the students’ success in “learning” that objective. All HCC faculty are using TracDat and the plans call for faculty to now gather assessment data on their identified learning outcomes.

The program review process now incorporates more data as an improved method to measure the health of a program. Costs per Full Year Equivalent (FYE), enrollment trends by delivery method, and student success rates are some of the items added to the program review process. In a related area, course scheduling has become more data driven and supported. Past course enrollments are analyzed to predict trends and past practices are not routinely repeated based only on past practices.

HCC’s budgeting has also become even more data driven. Instructional budgets are not simply tied to last year’s budget, but based more on enrollment, costs of new initiatives, success of past funded initiatives, and student to faculty staffing ratios. This process has increased the accountability of departmental budgets and their impact on the college’s overall finances.

7I2 - 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.

The other part of our culture is of course our relationship with the System Office. Their mandates of what we measure and report often determine what targets we set and
performance we measure. It is a true axiom, that what is measured is important and what is important we measure. These System Office mandates align with the HCC’s mission, goals and values, so the measurement of these targets serves our college well.

CATEGORY EIGHT – Planning Continuous Improvement

Category Eight Introduction

HCC’s maturity level for planning continuous improvement fits the “systematic” level. HCC operates within well understood and repeated processes. These processes are documented and goal oriented. Examples are HCC’s key planning processes of regularly updating, documenting, and measuring results of its strategic plan. The strategic plan typically covers a two to three year time period and annual work plans identify the short term goals and expected results. The HCC work plan dovetails to the System Office work plan, and is initiated by the Provost. Within the plan are departmental goals to be completed by various departmental leaders. The expected results of the work plan derive from past performance, and certain measures, such as student success and enrollment numbers, are set at the System Office level. Certain goals are addressed by action plans, which are developed by HCC’s AQIP committee. Common practice in choosing action plan initiatives is to gather broad campus input to suggest priority topics.

Strategic plans are shared broadly in print and online format. Annual work plans are shared across campus in Provost informational sessions and campus professional development days. Planning for continuous improvement stems from these efforts with previous results used as the metrics.

Coordination and communication among departments was improved when the college’s program review process, which includes all academic disciplines, incorporated the budget request process. Academic priorities are now better matched with financial decisions made by the college. In the financial area, HCC is required, by the System Office, to meet certain fiscal measures and report annually on financial operating expenses and fiscal reserves. Additionally, reports of anticipated operating budgets are examined by the System Office, and prior System Office approval is required for purchases exceeding one hundred thousand dollars.

Processes (P)

8P1 - 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 instructor’s 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 Work plans** - A variety of work plans - from MnSCU, NHED, HCC, and college department and programs - dovetail and compliment the overall mission and goals of the college.

• **Master Facility Planning** - Coordinated with the System Office this work determines short term facility issues to be addressed and long term master facility plans that prepare the campus for the next generation of learners.

**8P2 - 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 work plans 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 work plans and through AQIP goals. Annual work plans 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 our new program offerings of Elder Care/Gerontology and Energy Technical Specialist.

**8P3 - 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 work plans. These annual plans are developed with specific goals and targets for productivity, progress and improvement. Each department work plan includes unique strategies, responsibilities, timelines, processes, and measures for assessment.

**8P4 - 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 work plans of System Office, 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 work plan is reflected by the work plans of the Administrative Team, including academic, enrollment management, and finance and facilities work plans. The Administrative Team work plans further focus the efforts of the college’s
departments, resulting in collaboration and synergy due to the communication of common mission and goals.

8P5 - 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 work plans, employee position descriptions, and AQIP Action Projects, as well as through the goals handed down from the System Office and 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 - 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 - 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’s 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 - 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 the System Office offers two levels of leadership training. The first level of leadership training is aimed at support staff and faculty. Its intent is to grow new leaders either within their current roles or roles of higher responsibility. The second level is aimed at administrative positions called the ”Executive Leadership Program” and is intended to increase leadership skills among administrators.
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 work plans, 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 sabbatical.

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 - 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 - What are your performance results for accomplishing your organizational strategies and action plans?

As previously stated, HCC’s performance results are tied closely to its mission, and our strategies and action plans support our mission. The most pertinent performance results are therefore measured by the results of our annual work plan and strategic
performance strategies. The Accountability Dashboard is the reporting mechanism for all of HCC’s strategic performance indicators.

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.

8R3 - 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, 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 increasing 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 work plans, and are continually evaluated for performance.

In regards to HCC’s performance on its strategic performance measures, the System Office determines targets for future performance. A few examples are, student completion rate for HCC is 53.1% and the target set is 57%, and student persistence is 68.8% and the target is 65%.

8R4 - 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 "student persistence" and meets expectations in areas of "licensure exams pass rate." HCC ranks as "needs attention" in the area of tuition and fees, as do all MnSCU institutions. On CCSSE data, HCC ranks equal or above CCSSE cohort institutions in four of the five main measures of student engagement.

8R5 - 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, IRRRB, legislators, employers, Foundation and advisory board members, and numerous other entities is growing, resulting in strong mutually-beneficial partnerships.
• New initiatives such as ALI create innovative partnerships and expanded 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.

**Improvement (I)**

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

HCC’s culture has been impacted by the continuous quality improvement philosophy behind AQIP. Once AQIP was introduced to the college as an accreditation process, the awareness and importance of continuous quality improvement has been accepted and continues to grow. The three annual AQIP action projects are the most visible and ongoing changes HCC has made regarding planning continuous improvement. AQIP projects are featured during staff information session, they are posted in the staff mail room, and keep in the forefront of campus information. One of our AQIP projects actually focused on college wide continuous quality improvement across all departments. Every department was required to submit at least one improvement project to improve an important function or part of their department. Projects ranged from painting and decorating improvements in the student activities area to communication alterations with potential students. The continuous planning for improvement process of “plan, do, check, act” has been incorporated into HCC’s annual work plan. The work plan goals are measurable, compared to previous baseline information and efforts are analyzed for the expected results. In a similar manner, HCC has incorporated a continuous improvement philosophy into the course evaluations and annual professional development plans. Course evaluation feedback is addressed as necessary in faculty professional development plans, with the results reviewed for impact and determination is made if additional adjustments are necessary.

8I2 - 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, various efforts are identified to meet HCC’s goals and strategic performance indicators.

**CATEGORY NINE – Building Collaborative Relationships**

**Category Nine Introduction**

The majority of HCC’s efforts and practices in building cooperative relationships meet the “reacting” maturity level. These various efforts in relationship building stem from HCC striving to better serve students, meet area workforce needs and maintain our fiscal responsibilities. The nature of these efforts is often in response to a need or problem and lack defined outcomes. Examples of these relationships include: The Applied Learning Institute in which HCC collaborates with local K-12 districts to provide technical education opportunities for high school students; Technical Career Day, a recruiting effort to bring high school students on campus; Counselor visit days in which local high school counselors visit HCC to learn about the college and opportunities for students; and Administrative breakfasts where the college’s administration meets for planning purposes with local K-12 administrators.

Relationships with employers are developed through the General Program Advisory Committee and program specific advisory committees. These groups are HCC’s closest links to the workforce and are invaluable. However, much like K-12 relationships, little data is collected, aggregated or analyzed in support of the quality of these efforts. Without appropriate data, results of these relationships cannot be compared to results of other educational institutions. This certainly is an area in which HCC could improve its quality improvement processes, but it is not the college’s highest priority at this time.

**Processes (P)**

**9PI - 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 internally and externally. 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. 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. Fundraising 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 - 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 and employers 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. Working with these advisory boards also ensures that HCC’s technical programs meet the needs of the 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.
- 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 IRRRB share an employee who serves as a liaison between business and higher education.

9P3 - 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:

• Housed on the HCC campus and benefits our student population are a Veterans' Center, established to support the needs of our student veterans and their families; Upward Bound, which helps prepare high school students for college admissions; Advanced Minnesota, which provides bachelors and masters; and AEOA which provides Adult Basic Education.
• 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.
• Due to an increased need for educational support below the college level, HCC has partnered with a local community development agency, Arrowhead Economic Opportunity Agency, to provide adult basic education services on the HCC campus.
• 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 on campus 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 - 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 - 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.
• A local health care provider identified a need for additional advanced degree nurses. HCC partnered with Minnesota State Mankato, a provider of bachelorette and master’s degree nursing programs, to deliver advanced degree nursing at HCC.
• The Northeast Alliance for Telecommunications (NEAT) 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 - 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, and other MnSCU institutions 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 - 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 - 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, and 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 at times evaluated by hard data such as employer satisfaction surveys; the number of articulation agreements between HCC and transfer institutions; the number of programs and students involved in the ALI; the enrollment numbers in the HCC/ Hibbing High School Engineering collaboration; and the number of HCC students successfully utilizing adult basic education services. Other collaborative relationships are measured in a "soft" manner by determining if the relationship met its intended outcome. Examples are if program advisory boards are meeting and submitting documentation of their efforts; shared services with NEAT for telecommunications capability is in place and supporting distance delivery, or if advanced degree options requested are in place and meeting an identified need.

9R2 - 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 main 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.

Many of HCC’s performance results are documented by continued growth in shared activities or services. HCC has increased its number of articulation agreements with bachelorette degree institutions by four over the past year, ALI has expanded into two new disciplines, Introduction to Health Care and Business and experienced a moderate increase in student participation each year; and customized training contracts have increased with the overall number of training hours delivered up over past years’ totals. Partnerships such as the Northeast Law Enforcement Administrator’s Council (NLEAC), the University of Minnesota Dental School, Veteran’s Service Center and Upward continue as key partnerships year after year.

9R3 - 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" has been identified as the next category of performance to be added to the MnSCU Accountability Dashboard. 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.
Improvement (I)

9I1 - 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 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 occurred in HCC’s nursing program. Employer feedback identified a need for HCC nursing graduates to have more clinical experience prior to entering the work force. Facing an already increased burden of time and resources on clinical site affiliates, simulation learning was seen as a solution. HCC partnered with a local health care provider in securing a financial donation towards the development of a nursing simulation training center. HCC submitted a funding proposal to the IRRRB educational subcommittee collaboratively with the local health care provider. The proposal identified the need and problems in increasing student clinical training, and the proposed solution of simulation training. The proposal was supported and HCC, with funding in hand, is in the developmental stages of setting up a nurse education simulation center. Another recent example is the successful ALI initiative, which partners HCC and K-12 school districts to provide career education otherwise unavailable to local high school students. These relationships are mutually beneficial and serve greater Minnesota in ways that would not be possible working independently.

HCC’s partnership with Minnesota State Mankato is a prime example of a recent improvement in building relationships. A workforce need was identified by a community partner and the need, an advanced degree in nursing, was outside of HCC’s mission. A partnership was developed with Minnesota State Mankato to meet the workforce need and deliver the advanced nursing program.

9I2 - 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.

October 2014
Self-Evaluation

The following charts 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.
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.

**Category 1 – Self-Evaluation**

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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.

**AA** = Associate of Arts or AA degree (60-64 credits): This degree does not name a field of study and is designed for transfer to baccalaureate degree granting institutions.

**AAS** = Associate of Applied Science or AAS degree (60-72 credits): This degree prepares graduates for employment in a specific scientific, technological or other professional field. While not designed for transfer, some AAS degrees transfer to specific types of baccalaureate degrees by way of a special articulation agreement made between schools.

**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.

**ABE** = Adult Basic Education. The mission of ABE in Minnesota is to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members, and citizens.

**AFA** = Associate of Fine Arts or AFA degree (60-64 credits): This degree is in a particular fine art and is designed to transfer in its entirety to at least one related baccalaureate degree by way of a special articulation agreement made between schools.

**AS** = Associate of Science or AS degree (60-64 credits): This degree is in a specific scientific, technological or other professional field and is designed to transfer to a related baccalaureate degree by way of a special articulation agreement made between schools.

**Accountability Dashboard** = Serves as a tool to reflect and monitor the college's performance and its rankings in relation to other MnSCU institutions. Its purpose is to promote continuous improvement and provide accountability to Minnesota State Colleges and Universities' stakeholders by providing an ongoing strategic assessment of performance.
**ACCUPLACER** = Assessment tests administered at the time of admissions to quickly, accurately, and efficiently assess the academic proficiency levels of a student in reading and mathematics.

**Advanced Minnesota** = Advanced Minnesota. Advanced Minnesota serves Northeast Minnesota and those looking for a challenging and rewarding career. Advanced Minnesota is a group of five elite colleges and their customized training units that help create the most highly skilled workforce in the world.

**Advisory Board** = A committee consisting of employers, students, and faculty who provide guidance and advice on program design, operation, accountability and closure.

**AEOA** = Arrowhead Economic Opportunity Agency. The Northeast Minnesota division of the 1964 Economic Opportunity Act which declares a “war on poverty.” Community officials, service providers, schools, and neighbors come together to plan and implement programs and services to help low-income people and call it “Community Action.”

**AFSCME** = American Federation of State, County & Municipal Employees. AFSCME is a public services employees union which includes our clerical and maintenance workers. AFSCME advocates for fairness in the workplace, excellence in public services and prosperity and opportunity for all working families.

**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.

**CCSSE** = Community College Survey of Student Engagement.

**Core Competencies** = 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.
**Course Evaluations** = An evaluation process allowing students to provide feedback on instructor, content, and classroom experience.

**CT/CE** = Customized Training/Customized Education.

**CTL** = Center for Teaching and Learning. The Center for Teaching and Learning is a system wide resource for faculty development in the Minnesota State Colleges and Universities.

**DARS** = Degree Audit Reporting System. Allows learners to track their progress on their degree requirements.

**Dialogue** = 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.

**Fact Book** = The Hibbing Community College Fact Book provides general statistical and descriptive information about the college which may be useful to those engaged in planning, assessment, preparing reports, writing grant proposals or other endeavors within the college. The Fact Book is a reference tool that provides a picture of Hibbing Community College for fiscal year 2014 by using Fall 2013 data, along with historical trend data.

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

**FYE** = Full Year Equivalent. The measure of full time learners on an annualized basis (total credits divided by 30).

**GPAC** = General Program Advisory Committee. A collection of local employers who meet with the college to express their workforce and training needs.

**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.

**HCC** = Hibbing Community College. Opened in 1916, Hibbing Community College (HCC) is one of the country’s oldest two-year colleges.

**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 Post-secondary 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 post-secondary institutions in the United States.

**IRRRB** = Iron Range Resources & Rehabilitation Board. A State of Minnesota development agency whose mission is to promote and invest in business, community and workforce development for the betterment of northeastern Minnesota. IRRRB provides vital funding for businesses relocating or expanding in the region. Additionally, grants are available to local units of government, education institutions, and nonprofits that promote workforce development and sustainable communities.

**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.

**K-12** = Kindergarten through Grade 12, Public Schools.

**MAPE** = Minnesota Association of Professional Employees. A bargaining unit which represents state employees in the “General Professional Unit,” which includes those professionals who are not managerial, supervisory, or academic.

**MMA** = Middle Management Association. A bargaining unit which is comprised of supervisory employees who provide professional and technical services and also supervise employees in all state agencies.

**MnSCU** = Minnesota State Colleges and Universities (the Minnesota state system governing all state colleges and universities, with the exception of the University of Minnesota.)

**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. Exclusive representative for public, two-year college faculty in Minnesota that negotiates, enforces, and defends the Contract with (MnSCU) and seeks to expand and improve faculty professional life in all aspects.

NCLEX = National Council Licensure Examination for the licensing of nurses in the United States.

NEAT = Northeast Alliance for Telecommunications. NEAT 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).

NHED = Northeast Higher Education District consisting of five northeastern Minnesota colleges governed by a district president along with a campus provost.

NOCTI = The largest provider of industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation.

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.

POLE = Peace Officer Licensing Exam. The exam is administered when an individual has completed a Minnesota Professional Peace Officer Education (PPOE) program and has been awarded a post-secondary degree.

POST = Minnesota Board of Peace Officer Standards and Training. The POST Board establishes law enforcement licensing and training requirements, and set standards for law enforcement agencies and officers.

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. A federal grant funded program providing opportunities for academic development and serves to motivate students towards the successful completion of their post-secondary 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** = An emergency cell phone text messaging and/or e-mail service to notify students and employees quickly in the event of campus emergencies that threaten life, safety and/or severely impact standard campus operations.

**STARS** = Sustainability Tracking, Assessment & Rating System™. STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

**STEM** = Science Technology Engineering Mathematics. The ultimate goal of STEM education is to encourage students to take an interest in STEM subjects at an early age.

**Student Satisfaction Survey** = A survey administered to gauge student satisfaction with various components of their academic experience.

**System Office** = MnSCU’s central office which provides governance and support services to its 31 member colleges and universities.

**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.

**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 post-secondary education.

**VICA** = Vocational Industry Club of America is a partnership of students, teachers and industry working towards a skilled work force.