1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)
1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes.

1P1a. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

As part of the Minnesota State system, Hibbing Community College (HCC) follows Minnesota State Procedure 3.36.1, which establishes "standards, processes and conditions that enable consistent implementation of academic program policy," including guidelines for program approval and academic awards (3.B.1).

The mission of HCC is to provide "life-changing education and opportunities in a dynamic learning environment." To ensure that outcomes align with HCC's mission, all course and program offerings (new and revised) are vetted through advisory boards, the Transfer and Technical Curriculum Committees, and the Academic Affairs and Standards Council (AASC).

On average, nearly 40% of HCC's students are non-traditional, and 78% of HCC's students say that their goal for attending is to "obtain or update job-related skills." HCC, therefore, offers over 30 certificate, diploma, and degree programs in career and technical fields in order to provide students with "life-changing education and opportunities" (3.E.2).

Many of HCC's career and technical programs have outcomes that align with standards articulated by state and national accrediting bodies. Each technical program holds advisory board meetings twice per year, providing an opportunity for regional partners to provide input on curriculum and industry standards. This process helps ensure that HCC continues to provide a "dynamic learning environment" for its students (3.E.2).

1P1b. Determining common outcomes (3.B.2, 4.B.4)

Core Competencies

HCC has the following Core Competencies, common learning outcomes that are acquired by every graduate:

1. Working Productively and Cooperatively
2. Communicating Clearly and Effectively
3. Thinking Creatively and Critically
4. Social / Civic Responsibility
5. Practicing Cultural, Economic, and Environmental Sustainability

On an institutional level, the Core Competencies were developed approximately twenty years ago through surveys of faculty, staff, students, advisory boards, and focus groups, as well as through research of common learning outcomes at other institutions. The goal of this process was to determine the purpose, content, and outcomes that every HCC graduate should possess (3.B.2).

The results of the research were compiled and vetted through the HCC curriculum process. The original four Core Competencies were approved by a board of HCC faculty and then by AASC. In February 2015, HCC added a fifth competency: "Practicing Cultural, Economic, and Environmental
Sustainability." As a campus committed to sustainability, including being a signatory in the American College & University Presidents' Climate Commitment, HCC recognized that a sustainability competency aligned with the Core Concept to Secure the Future in HCC's strategic plan (3.B.2).

HCC's Core Competencies are scheduled to be assessed and reviewed every five years (4.B.4).

**Minnesota Transfer Curriculum**

HCC's general education liberal arts and sciences programs abide by the Minnesota Transfer Curriculum (MnTC) (3.B.1). Established by the Minnesota State system, the MnTC articulates the expected outcomes of courses that meet any of the ten goal areas of the curriculum. To complete the MnTC, students choose courses in each goal area as required by the institution. Students must earn a minimum of 40 credits across the ten goal areas, as well as meet the requirements for each goal area.

To further aid with transferability across the Minnesota State system, technical and career program plans offer general education courses that fall within the MnTC guidelines.

As the MnTC originating document states, "The MN Transfer Curriculum is a unified response from public higher education to the changing needs of students. It offers to students high-quality general education and seamless progress toward a baccalaureate degree regardless of where they begin their education and where they finish."

New or revised courses that are part of the MnTC must follow the HCC Transfer Committee process prior to submission to AASC. This process requires faculty to complete the HCC Proposal for a New or Revised Course, the HCC Core Competency form, and the MnTC grid (utilizing the MnTC descriptions of goal areas). Through this process, faculty determine and articulate which general education requirements the course meets (4.B.4).

The Transfer Curriculum Committee reviews all documents, and if the proposal meets all specified criteria, the course is approved. The documents then move to AASC for final review and approval (4.B.4).

**1P1c. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)**

The purpose and content of the HCC Core Competencies are communicated through the HCC Core Competencies form (3.B.2). Faculty complete this form when creating a course as part of the curriculum committee process. Faculty may also choose to add or change a competency when revising a course. Once approved, the course outline identifies the Core Competency or Competencies that are achieved in the course (4.B.1).

Student learning outcomes are specified on course outlines (4.B.1). These outcomes include the HCC Core Competencies, MnTC goals, and course-level outcomes. To ensure inclusion of these outcomes, HCC provides a course outline template and minimum syllabi requirements to faculty. Outlines for new or revised courses are reviewed monthly by the Transfer and Technical Curriculum Committees and receive final approval by AASC (3.B.2).

For liberal arts and sciences programs, the purpose, content, and achievement of outcomes are guided by the MnTC goal areas (3.B.2). This Minnesota State-integrated process shapes all general education program plans at HCC.

Student assessment methods of the MnTC outcomes are determined by faculty. HCC's policy
for **academic evaluation** is specified in the student handbook, and particular grading policies may be included in course **syllabi** per **Minnesota State Procedure 3.22.1** (4.B.1).

**1P1d. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)**

All new and revised courses follow the **curriculum committee process**, ensuring that **HCC Core Competencies** and the MnTC **general education outcomes** are included in the curriculum. Course outlines communicate the inclusion of **HCC Core Competencies** and **MnTC goal areas** (3.B.3). Academic advisors guide students with **approved program plans**, ensuring that all students completing programs at HCC will have acquired all five Core Competencies and that students completing associate degrees will have met all required general education outcomes (3.B.3).

Students have many opportunities to engage the community and apply their knowledge in changing, real-world environments, including **internships**, **community service**, **skills competitions**, **service-learning**, and **resale** (3.B.3, 3.B.5).

**1P1e. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)**

The **guiding principle** of HCC's strategic plan is to strive to "provide quality educational, cultural, economic, environmental and technological leadership." This principle is accomplished through the implementation of four **Core Concepts**: "Build Relationships," "Provide a Holistic Student Experience," "Champion Inclusion & Equity," and "Secure the Future" (3.B.4).

Liberal arts students complete coursework in **human diversity** and **global perspective** as articulated by the MnTC criteria (3.B.4). Academic advisors meet with students **at least once a semester** and guide their course selections using **associate degree program plans**.

In technical programs, the **semi-annual review** of course outcomes by **advisory boards** ensures the program outcomes meet workplace and societal needs. **Regularly scheduled program reviews** facilitate discussion regarding **curriculum revisions** (3.B.4).

**1P1f. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)**

Guided by an **application process**, student **clubs and organizations** originate from students with the support of a faculty or staff advisor. The creation of clubs occurs as requested, and clubs are established, maintained, and funded through HCC Student Life per **Minnesota State Procedure 2.8.1**.

Many co-curricular activities are **aligned** with the **HCC Core Competencies** or **MnTC general education outcomes** (3.E.1, 3.E.2).

In addition to **TRiO**, HCC provides **academic planning and success support**. The **Academic Center** offers free tutoring to HCC students in most liberal arts courses and selected career courses (3.E.1). The **Veterans Center** is open every weekday and assists eligible student veterans, active duty personnel, dependents, reservists, and National Guard members with information on G.I. Bill benefits as well as state and federal educational benefits programs (3.E.1).

While HCC has not historically had a direct means of assessing co-curricular learning outcomes, HCC's Assessment Committee is currently in the process of creating a co-curricular assessment procedure similar to HCC's **assessment of Core Competencies** (4.B.2).
1P1g. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Prior to 2017, assessment of HCC Core Competencies was achieved primarily through reviewing Community College Survey of Student Engagement (CCSSE) results.

While review of the CCSSE results provides insight into student perception of their achievement of areas aligned with HCC Core Competencies, HCC recognized that CCSSE results did not demonstrate direct student achievement of those competencies.

In fall 2017, the Assessment Committee created a pilot process for assessing the achievement of HCC Core Competencies. The process, Assessment and Improvement Method (AIM), was implemented in spring 2018.

The AIM pilot focused on HCC Core Competency I: Working Productively and Cooperatively. The Core Competency Review Process ensures that all HCC Core Competencies will be evaluated within a five-year cycle (4.B.2).

To use the AIM process, instructors first identify the Core Competencies listed on their course outlines (4.B.1). Then, they determine which assessment method demonstrates the Core Competency and document that assessment method in the AIM system. Once the assessment has been completed, the instructor enters the results and documents plans for improvement.

The tools, methods, and instruments used to assess general education MnTC outcomes are chosen by faculty at the course level. Assessment methods are aligned with course outcomes and entered into TracDat, HCC's assessment software. Within TracDat, faculty assign targets to measure the achievement of course outcomes. Following the assessment, they enter results and "action" items for improvement (4.B.2).

1P1h. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

HCC clearly states learning outcomes on course outlines (4.B.1). Every course outline also states the applicable HCC Core Competencies and MnTC goal areas.

Faculty choose assessment methods that align with course outcomes and HCC Core Competencies as specified by the AIM and TracDat processes (4.B.2).

Faculty participation in TracDat and AIM has been encouraged by focused attention and scheduled work-time during mandatory faculty duty days in fall 2017 and spring 2018 (4.B.4).

The district's Office of Institutional Research provides data on retention, persistence and completion, and related employment. Data sources include Minnesota State’s Strategic Framework Performance Measures (SFPM) report and the Integrated Postsecondary Educational Data Systems (IPEDS) report.

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level?

Core Competency Results: AIM
As noted, through fall 2017, HCC primarily used CCSSE results to assess the achievement of Core Competencies. HCC recognized, however, that the CCSSE results did not directly measure the achievement of Core Competencies in individual courses. In fall 2017, HCC's Assessment Committee developed the AIM process to provide faculty with a means of directly reporting their assessment of HCC's Core Competencies. In spring 2018, 48% of faculty members participated in the pilot process.

**General Education Results: TracDat**

Guided by the MnTC criteria, faculty have chosen 6-10 learning outcomes for each course. The outcomes for all courses are documented in TracDat, HCC's assessment software. Faculty assign an assessment method (or methods) to each outcome, select criteria for achievement, and then document results, including notes for improvement. During the 2017-2018 academic year, 70% of faculty members used TracDat.

**CCSSE**

The CCSSE compares HCC to other regional and national two-year schools, providing external benchmarks. One way HCC uses the CCSSE is to analyze the results related to the Core Competencies. The 2017 CCSSE report showed that HCC excels in areas associated with Core Competency I: Working Productively and Cooperatively, scoring consistently higher than other two-year schools in several categories.

In contrast, in survey questions associated with Core Competency IV: Social/Civic Responsibility, particularly questions related to diversity, HCC scored lower than other two-year schools.

**Strategic Framework Performance Measures**

One of the chief measures used to determine if students possess the knowledge, skills, and abilities for their degrees is related employment. Over the last five years, HCC has exceeded Minnesota State strategic performance goals by an average of 8.2%.

**Labs, Shops, and Equipment**

To help meet the mission of providing a "dynamic learning environment," HCC has made several upgrades to labs, shops, and equipment. In technical programs, HCC partners with industry on equipment donation in order to take advantage of the Minnesota State Leveraged Equipment program. For every dollar of donated equipment or supplies, HCC program faculty can purchase one dollar of equipment relevant to their needs. For example, when Fairview Range Medical Center awarded over $30,000 to support a healthcare simulation center in 2016, HCC leveraged that gift to create a dollar-for-dollar match. Now, these state-of-the-art simulation labs give HCC students the opportunity to operate equipment used in real-world facilities.

In Industrial Systems Technology, students participate in a dynamic learning environment through training and hands-on operation of industry equipment, including a 3-D printer, laser engraver, and plasma cutter. In 2012, HCC invested in simulators to allow students to train in operating a grader, excavator, front-end loader, forklift, crane, and 250-ton haul truck.

HCC likewise supplies labs to support hands-on skill development for general education students. In 2012, the biology and chemistry labs received $500,000 in updates to furniture, equipment, and HVAC.
III: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Inclusion & Equity

An analysis of the 2017 CCSSE data revealed that HCC scored lower than average on questions related to diversity. As a rural college in northeastern Minnesota, physically apparent racial, ethnic, or religious difference is minimal with only 13% of the college comprised of students of color.

In response to these challenges, the Northeast Higher Education District (NHED), which includes HCC and four other regional two-year colleges, created an Inclusion & Equity Plan focused on increasing cultural awareness and sensitivity. As part of this process, HCC has established a diversity officer and work plan.

HCC initiatives enacted to address these areas include:

- Weekly meetings of the HCC Multicultural Club
- Intercultural Communication and World Religions courses offered annually
- Programs to enhance cultural understanding, including We Are All Criminals, The Black Jew Dialogues, Klan-Destine Relationships: A Black Race Relations Expert Journeys Into the KKK, What's Left (Mental Health and Suicide), showings of PBS POV Documentaries (The Light In Her Eyes, Why Treaties Matter), and more
- Faculty training during Duty Days on Cultural Sensitivity and associated topics
- Monthly Diversity Newsletter distributed to faculty and staff

HCC is striving to become a leader in facilitating conversations among diverse populations. Guided by the NHED Inclusion & Equity Plan, HCC will continue to increase efforts to create opportunities for courageous conversations and dialogue across cultural differences.

Core Competency and Co-Curricular Assessment

A key area of improvement in 2018 has been the creation of the pilot AIM process to assess HCC's Core Competencies.

Over the next one-to-three years, the Assessment Committee will refine the AIM process to ensure greater faculty participation and data access. The spring 2018 AIM pilot program provided a first attempt at a paperless tool for selecting and entering assessment methods tied to HCC Core Competencies. Initial faculty participation during the 2018 pilot suggests this method is user-friendly. However, having two different assessment tools for collecting data (AIM and TracDat) is not ideal. The Assessment Committee will continue its search for a comprehensive data collecting and reporting tool for all assessment purposes.

As for co-curricular assessment, club advisors offering co-curricular activities will begin using the AIM system to articulate the HCC Core Competency achieved by the activity. Club advisors will note the competency, assessment method, and student achievement each year.

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1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2: PROCESSES
Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.

1P2a. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

HCC's mission is to provide "life-changing education and opportunities in a dynamic learning environment." To meet this mission, HCC offers liberal arts and sciences associate degree programs and a variety of technical degrees, diplomas, and certificates.

As part of the Minnesota State system, HCC's associate degree program outcomes follow the Minnesota State Transfer Curriculum (MnTC). Any new course included in an associate degree program is aligned with the MnTC outcomes as part of the new course procedure, which requires faculty to complete the MnTC grid. Upon completion, the MnTC grid, the HCC Core Competency form, and the proposed course outline are submitted to the Transfer Curriculum Committee and AASC for review and approval (3.E.2).

HCC offers a variety of career and technical programs designed to address workforce needs. Many of these programs have associated hands-on skills labs where students participate in active learning (3.E.2). Learning outcomes for technical programs are determined by program leaders with guidance from their respective industry advisory boards. Outcomes for some technical programs are dictated by the certifications and licensing requirements within their field. Outcomes are reviewed by the Technical Curriculum Committee and given final approval by AASC (3.E.2).

For general education and technical programs, HCC adheres to the specifications for degree levels articulated in Minnesota State Procedure 3.36.1. The Minnesota State system provides oversight to ensure that all new and revised programs follow the necessary guidelines.

1P2b. Determining program outcomes (4.B.4)

For liberal arts and sciences associate degree programs, the program outcomes are stipulated by the MnTC. Minnesota State has determined the outcomes for each of the goal areas:

- Goal 1: Communication
- Goal 2: Critical Thinking
- Goal 3: Natural Sciences
- Goal 4: Mathematical/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: Humanities and the Fine Arts
- Goal 7: Human Diversity
- Goal 8: Global Perspectives
- Goal 9: Ethical and Civil Responsibility
- Goal 10: People and the Environment

Students completing associate degree programs must complete 40 of the 60 credits as articulated by Minnesota State.

When an HCC liberal arts faculty member develops a new general education course, it is the responsibility of the Transfer Curriculum Committee to ensure that the course aligns with MnTC outcomes (4.B.4). The Transfer Curriculum Committee meets monthly to review new and revised
course outlines, and final review and approval is conducted by AASC (4.B.4).

In career and technical programs, program directors and faculty determine program outcomes with the assistance of advisory board as specified in Minnesota State Policy 3.30. Per HCC Advisory Committee Policy, technical program faculty meet with their respective advisory boards twice a year to review curriculum and program outcomes.

In some career and technical programs, the expected skills and abilities of program graduates are directly tied to external certifying bodies. These institutions set standards for accredited programs within their field. The following is a list of technical programs at HCC and their external certifying bodies:

- **Automotive Technology:** [Automotive Services of Excellence (ASE)]
- **Certified Nursing Assistant:** [Minnesota Board of Nursing]
- **Dental Assistant:** [Commission of Dental Accreditation (CODA)]
- **Electrical Maintenance:** [MN Department of Labor and Industry]
- **Law Enforcement:** [Minnesota Peace Officers Standards and Training Board (POST)]
- **Medical Lab Technician:** [National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)]
- **Nursing:** [Accreditation Commission for Education in Nursing (ACEN)]
- **Pharmacy Technician:** [American Society of Health-System Pharmacists (ASHP)]

**1P2c. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)**

HCC communicates the purpose, content, and level of achievement of program outcomes through program plans, course outlines and course syllabi. The program plans are communicated through meetings with advisors, the HCC website, and the HCC Catalog (4.B.1).

In the liberal arts and sciences associate degree programs, program plans articulate the courses that meet the MnTC criteria:

- **Associate of Arts**
- **Associate of Fine Arts**
- **Associate of Science - Business Administration**
- **Associate of Science - Engineering**
- **Associate of Science - Health Sciences Broad Field**

When developing a general education course, faculty members use the MN TC grid and outcomes to ensure that the purpose and content of the course meets Minnesota State criteria. The purpose, content, and level of achievement is then articulated through course outlines and syllabi (4.B.1).

Technical and career programs also utilize program plans to articulate the courses required to meet program outcomes. Every program plan lists the courses required to meet program outcomes.

HCC faculty draft course outlines and syllabi in accordance with Minnesota State Procedure 3.22.1, utilizing an approved HCC template. Course outlines and syllabi articulate and communicate the purpose, content, and assessment methods to be used in each course. HCC has established minimum requirements for course outlines and course syllabi, ensuring that the course description, outcomes, and assessment methods are clearly stated (4.B.1).

Faculty determine the level of achievement of course outcomes, and these goals are documented and
reviewed in TracDat. In some of the career and technical programs credited by external institutions, student achievement is stipulated by the certifying body.

1P2d. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

As part of the Minnesota State system, the liberal arts associate degree programs follow the MnTC. This curriculum outlines ten goal areas, including required coursework in Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment (3.B.4).

Developed by Minnesota State, these ten goal areas were selected because they are "all essential to meeting individuals’ social, personal, and career challenges . . . [emphasizing] our common membership in the human community; personal responsibility for intellectual, lifelong learning; and an awareness that we live in a diverse world."

To ensure career and technical programs remain relevant and aligned with student, societal, and workplace needs, technical program leaders meet with advisory boards twice per academic year to review curriculum and receive input on workplace and societal trends (3.B.4).

In addition, the chief academic officer reviews programs on a three-year rotation in accordance with HCC’s Program Review Policy. As part of the review process, faculty and program leaders examine annual data on completion rates and related employment, and they submit a Program Review Form, providing updates on industry trends, advisory board input, accreditation standards, and curriculum revision (3.B.4).

1P2e. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

HCC’s co-curricular offerings are designed to reflect the composition of the student body and contribute to students’ education. Many co-curricular offerings are directly aligned with MnTC goal areas and HCC Core Competencies (3.E.1). Guided by an application process, student clubs and organizations are created by student request under the supervision of an HCC faculty member or advisor. Campus clubs and organizations are established, maintained, and funded through HCC Student Life per Minnesota State Procedure 2.8.1.

In addition to clubs, HCC provides experiential, community-based learning opportunities through volunteering and service-learning. Faculty who integrate service-learning into their courses provide students with a service-learning packet, which outlines expectations and learning outcomes (3.E.1). Faculty assess service-learning outcomes through graded reflection assignments (4.B.2).

Faculty also coordinate internships and community service to enhance on-campus learning. For example, students in the Electrical Maintenance program provide electrical work for Habitat for Humanity houses. Likewise, in the Diesel and Culinary Arts programs, students perform resale of goods and services to local customers (3.E.1). Faculty assess both individual and group performance on-site through observation (4.B.2).

1P2f. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

In both liberal arts and technical programs, faculty select the tools, methods, and instruments to assess student attainment of course-level learning outcomes. The achievement of outcomes is documented using TracDat. Assessment methods and criterion for success are chosen for each outcome. At the end
of each semester, faculty members document **results** and make **notes** on how to improve (4.B.2).

The Medical Lab Technician and Nursing programs also document **program-level outcomes** in TracDat. In addition, several career and technical programs--including Dental Assistant, Law Enforcement, Medical Lab Technician, Nursing, and Pharmacy Tech--require students to complete state or national board certification exams. **Student pass rates** are used by faculty to assess attainment of program learning outcomes (4.B.2).

Minnesota State provides the Strategic Framework Performance Measures (SFPM) **report**, which includes data on completion and licensure exam pass rates. The chief academic officer uses this data as an additional measure for assessing student attainment of program learning outcomes (4.B.2).

**1P2g. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)**

For HCC's career and technical programs, the assessment of program-level outcomes is aligned with the requirements of the external state or national certifying bodies (4.B.1, 4.B.4). Achievement of the program outcomes are assessed through **licensure exams** (4.B.2).

The Nursing program routinely assesses program learning outcomes as part of the **Self-Study** required by the Accreditation Commission for Education in Nursing. At the end of each academic year, nursing faculty **meet to evaluate** the level of achievement for each of the Student Learning Outcomes (SLOs), review findings, and build an action plan. The Self-Study includes **benchmarks and results** of student achievement of program outcomes, licensure exam pass rates, program completion, and job placement (4.B.1, 4.B.2, 4.B.4).

HCC's liberal arts and sciences associate degree program outcomes are aligned with **the MnTC goal areas**. Assessment of the MnTC goal areas is conducted on the **course-level** and **documented** in TracDat.

**1R2: RESULTS**

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?

**State and National Exams**

In career and technical programs that are certified by external bodies, students' knowledge, skills and abilities are assessed both within the program and through external certification exams. In Nursing, program learning outcomes are assessed as part of the **Self-Study** required by the Accreditation Commission for Education in Nursing (ACEN). Results show the HCC nursing program consistently **meets or exceeds** ACEN benchmarks.

In Pharmacy Tech, the American Society of Health-System Pharmacists (ASHP) establishes the exams required for certification. Over the past four years, HCC's Pharmacy Tech students have **exceeded the national pass rate** on the Pharmacy Technician Certification Board (PTCB) exam.

Recently, HCC's Dental Assistant students **have been struggling** to pass the three required exams for licensure. Due to a state-wide trend of low pass rates, the Minnesota Dental Assisting State Exam was revised in 2015, but the pass rate has not significantly changed. The Minnesota Educators for Dental Assistants (MEDA) is currently examining how best to address the low pass rates.

Law Enforcement students take the Minnesota Peace Officers Standards and Training (POST) Board
exams. HCC students averaged a 90% POST pass rate from 2010-2014.

From 2014-2017, HCC's Medical Lab Technician students met or exceeded the national pass rate on the National Accrediting Agency for Clinical Science (NAACLS) exam.

**Strategic Framework Performance Measures**

Minnesota State's SFPM report corroborates the success indicated by HCC's program-specific data. HCC has exceeded Minnesota State's performance goals for Licensure Exam Pass Rate by an average of 1.35%. Another key measure for determining program success is Related Employment. Since 2012, HCC has exceeded Minnesota State goals by an average of 8.2%.

**112: IMPROVEMENT**

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

HCC has focused attention on assessment by providing scheduled work-time during mandatory faculty duty days in fall 2017 and spring 2018.

While the MnTC provides common outcomes, HCC does not currently have institution-specific program-level outcomes for liberal arts and sciences associate degree programs. The chief academic officer is in the process of working with liberal arts faculty leaders to develop associate of arts program-level outcomes (4.B.3).

The documentation of program-level assessment at HCC is in various stages of maturity. In Nursing and Medical Lab Technician, program learning outcomes are documented and reviewed in TracDat. Using the work of those two programs as a model, HCC is working toward documenting all technical program outcomes in TracDat (4.B.3).

HCC also continues to work on improving course-level assessment. In 2017, HCC recognized that the number of learning outcomes on course outlines was not consistent among courses and departments; some outlines had as few as five learning outcomes, others had over one hundred. Faculty from every program and department participated in creating 6-10 learning outcomes for each course outline. Using a consistent number of learning outcomes ensured that the HCC's course outlines more closely aligned with outlines from other institutions. Also, reducing the number of outcomes on course outlines made it possible to directly align assessment methods to course outcomes in TracDat (4.B.3).

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1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

1P3a. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
As part of the Minnesota State system, HCC abides by Minnesota State Procedure 3.36.1, which articulates the guidelines for academics programs within the State system. Part 5. Subpart A. Approval of New Academic Programs states that any new academic program requires approval by the Minnesota State chancellor and that the application must addresses the following items (1.C.1,1.C.2):

1. Alignment with system college or university mission
2. Collaboration, agreements, and applicable approvals
3. Curriculum attributes
4. Enterprise system requirements
5. Program marketing
6. Program demand and unnecessary duplication
7. Resources

All new and revised programs at HCC follow the Minnesota State process. Programs are first brought through the HCC curriculum process for review before final approval by AASC. New program applications are then submitted through Minnesota State’s Program Navigator system, which gathers information on curriculum design, community collaboration, labor market, and regional demand.

Program initiators use demographic data to develop an understanding of the educational needs of student stakeholders. The Northeast Higher Education District (NHED) Office of Institutional Research provides HCC with an annual Fact Book, which includes data on gender distribution, age groups, average age, ethnicity, student level of academic placement, and other demographic characteristics (1.C.1). The Fact Book also depicts stakeholder groups by county of residence and high school attended. Trend data in this report shows how demographics and enrollment have changed over time, enabling HCC to plan accordingly.

In addition, Minnesota State provides the Strategic Framework Performance Measures (SFPM) report, which includes percentages of Pell eligible, first generation, and underrepresented students. Utilizing this data, the chief academic officer works with faculty, the disabilities coordinator, the director of SSS, Student Services, and the campus diversity officer to address student stakeholder needs (1.C.2).

The HCC data-driven program review process, which was initially developed as an action project at an AQIP Strategy Forum, incorporates data on enrollment, fiscal efficiency, completion, and related employment. The chief academic officer reviews program and department data each year, with in-depth program reviews conducted every three years.

Another AQIP action project, Mapping and Assessing Support Services for Incoming Students, was developed to help HCC better identify various student stakeholder groups and to determine the needs of each group.

**1P3b. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)**

One way HCC meets regional educational needs is through membership in the Applied Learning Institute (ALI), a partnership connecting 17 northeastern Minnesota school districts with the five NHED colleges and industry partners. Through ALI, high school students gain experience using real-world industry equipment. HCC, as part of NHED, also supports Advanced Minnesota, which provides customized training and continuing education programming to meet the needs of business and industry in the region.

As a community and technical college, HCC acts as a regional partner to prepare the local workforce. HCC works with community and state agencies like the Arrowhead Economic Opportunity Agency, the Minnesota Department of Iron Range Resources and Rehabilitation, the Minnesota Department of Employment and Economic
Finally, the transfer specialist and chief academic officer work with four-year institutions to determine which credits will transfer from HCC technical programs into a specific program/major at the receiving university. For example, HCC recently partnered with Bemidji State University (BSU) in developing articulation agreements, creating a pathway for several of HCC's two-year technical programs to transfer seamlessly into four-year degree programs at BSU.

1P3c. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

HCC's programming is responsive to stakeholder needs. For example, HCC worked with 120 local displaced workers in 2016-2017 when the region experienced an economic downturn. HCC designed programs specifically to accommodate the timeline restrictions that these students were under. In addition to new programs, HCC responded to the particular needs of displaced workers by adding sections in Diesel, Electrical Maintenance, Information Technology Networking and Security, and Heating and Cooling, along with additional summer sections in Solar Photovoltaic Technician and Commercial Driver’s License.

The development of new programs occurs when the initiator brings the concept to an ad hoc advisory board made up of industry representatives, academic advisors, students, and college administration. New program concepts are reviewed by the ad hoc advisory board and, if deemed viable, the program initiator develops a new program proposal.

Once a new program has been approved by the Curriculum Committee and AASC, the program is submitted to the Minnesota State System Office. Using Program Navigator, HCC describes the service area from which 80% of the students will be drawn, outlines the needs and benefits of community collaboration, and provides additional information on student interest, employment prospects, and external accrediting bodies (1.C.2). This process systematically ensures that new programming is responsive to prospective student, business, and community needs (1.C.1).

To ensure that programs are responsive to stakeholders needs, program leaders and faculty host semi-annual meetings with advisory boards. As noted in HCC's Advisory Committee Policy, "High-quality technical programs are closely tied to local business, industry, and labor partners. These cooperative relationships ensure technical education aligns with and fulfills employers’ needs for competent employees entering the workforce" (1.C.2).

In addition, all HCC programs undergo a formal program review by the chief academic officer every three years. This process requires program leaders and faculty to document their goals and provide input on enrollment, student assessment, curriculum revision, and facility needs. Career and technical programs also use this process to discuss program cost, graduation rates, and licensure requirements.

1P3d. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

The HCC program review cycle is the selected method for assessing the currency and effectiveness of programs. This procedure was developed as an AQIP action project to improve data-driven decision-making.

The NHED Office of Institutional Research provides annual data on enrollment, instruction costs,
awards, employment, persistence and completion, and a cost-comparison to similar Minnesota State programs. The program review form is the primary tool used by program leaders and faculty for interpreting this data in preparation for a complete review and assessment of their program by the chief academic officer.

1P3e. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Courses are reviewed on a five-year cycle. Program leaders create, revise, and submit course outlines to the appropriate Transfer or Technical Committee for review and approval per the curriculum process.

Each semester, the dean of academics reviews internal enrollment data as well as course-level student success data provided by the NHED Office of Institutional Research. Courses are added or cancelled as a result of this data analysis. The dean of academics also regularly reviews enrollment data on a district-wide level to identify opportunities for sharing low-enrolled courses among NHED schools.

Program data is gathered and studied annually by the provost and dean of academics in part to determine program health and viability. Program leaders and faculty analyze and interpret data as part of their three-year comprehensive program review. All program closures are presented to and approved by AASC (4.A.1).

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Advisory Board Review

As stipulated by HCC policy, career and technical programs must meet with their advisory boards twice per academic year. The date, time, and place of each meeting; a list of advisory board members; and minutes of each meeting must be filed with the chief academic officer.

In 2016-2017, as the result of advisory board input, HCC developed specialized programs for dislocated workers. In 2017-2018, advisory boards provided input on new collaborations with regional partners in the Culinary Arts, Dental Assistant, and Pharmacy Tech programs.

HCC Program Review

From 2010 to 2016, all programs at HCC were reviewed on a rotating schedule. During the 2015-2016 academic year, HCC's provost retired, and an interim provost held a joint-office between HCC and Itasca Community College until there could be a permanent full-time hire at HCC. As a result, program reviews were not completed that academic year.

With the establishment of the permanent provost and the hiring of a dean of academics in the summer of 2017, the program review process was revised and re-established during the 2017-2018 academic year.

The three-year rotation of reviews is currently scheduled through the 2019-2020 academic year, and all 2017-2018 reviews have been completed.

This data-driven program review process has facilitated the closure of the Gerontology, Solar
Photovoltaic, and Office Administration programs. A review of enrollment trends prompted collaboration with regional partners in the Dental Assistant, Culinary, Pharmacy Tech, and Medical Coding & Scribing programs. Finally, several curriculum changes are in development as the result of input received during the program review process.

**Strategic Framework Performance Measures**

HCC administration and program leaders use the Minnesota State SFPM report data to inform program decisions. Related employment and accepted transfer credits are both indicators of HCC's success at meeting the needs of students and regional industry stakeholders. The SFPM not only provides data on past performance but also articulates goals.

Since 2012, HCC has exceeded the Minnesota State goal for related employment by an average of 8.2%. As a partner with regional universities, HCC reviews the percent of credits accepted in transfer at receiving institutions. Since 2013, HCC has maintained a consistently high performance, exceeding Minnesota State goals by an average of 22.9%.

**113: IMPROVEMENT**

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Utilizing the data-driven program review process, HCC will revise programs and course offerings to become more efficient in delivering educational solutions to meet stakeholder needs:

- In Industrial Systems Technology, HCC is developing a diploma program, which will allow students to complete training for local manufacturers and industry in a shorter time-frame, supporting the needs of students and local employers.
- HCC will search for further opportunities to partner with NHED institutions to provide diverse course offerings while being fiscally responsible.
- HCC will continue to develop cohorts of existing programs at partner schools like Dental Assistant at Lake Superior College and Nursing at Rainy River Community College.

Recognizing trends in regional employment and workforce data, HCC hosted a Transportation Summit in July 2018. Transportation industry and education professionals, workforce development leaders, and local legislators met to provide input on the future of transportation education in the region.

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1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4: PROCESSES

Describe the processes for ensuring quality academic programming.

1P4a. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

In determining student preparation for specific programs, courses, and learning, HCC conforms to the expectations denoted in Minnesota State Policy 3.4 Undergraduate Admissions. Part 3 of the policy
outlines Minnesota State's commitment to open admissions. The requirement for admission into a state college is a high school diploma, a General Educational Development certificate, or a passing score on an approved Ability to Benefit Test. Board Policy 3.3 Assessment for Course Placement articulates that there is no guarantee of admission to college-level courses (4.A.4). HCC determines preparation of students as guided by Minnesota State Procedure 3.4.1 Undergraduate Admissions, which stipulates the requirements and guidelines of admissions policies at all Minnesota State colleges and universities.

To determine student readiness for introductory college-level courses, HCC utilizes the Accuplacer assessment, the Minnesota State System-endorsed placement instrument per State Procedure 3.3.1. Students entering HCC take the Accuplacer assessment as the first step before meeting with an advisor and registering for classes.

HCC faculty operate under State Procedure 3.36.1 Academic Programs in determining the student preparation required for curricula, programs, and courses. Subpart JJ. Undergraduate Course Level notes that the "course level reflects the degree of difficulty, the breadth and depth of learning expectations or the sequential learning required of knowledge." Developmental course content prepares students for entry into college-level courses. Lower-division course content prepares students for specific academic program outcomes or for upper-division undergraduate coursework at a university. Upper-division course content builds upon or integrates knowledge gained in lower-division undergraduate courses (4.A.4).

For career and technical education, faculty determine student preparation and program learning outcomes based on industry standards and advisory board input as per HCC policy. For those programs with external certifications, program leaders follow standards set by the certifying body. In liberal arts and sciences programs, the academic discipline’s standards, practices at peer institutions, and content expertise are used to determine required preparation levels.

In determining student preparation requirements, both technical education and liberal arts and sciences faculty must bring proposed and revised coursework through the curriculum process for review and final approval (4.A.4).

The primary channels for communicating student preparation requirements are program plans, which are available in the HCC Catalog and on program pages on the HCC website. Advisors also provide students with a hard copy. Other channels for communicating preparation level include course outlines and course syllabi. Course information, including prerequisites, is also communicated via the course schedule on HCC's website.

Program-specific information is provided by additional means. For example, the Dental Assistant program requirements document is provided to students during the admissions process. The document specifies the need for a record of physical examination to be submitted before final enrollment. The document also lists the approximate costs of student-purchased uniforms and equipment, and explains the potential for exposure to hazardous materials, radiation, and/or infectious diseases (4.A.4). Likewise, the Medical Lab Technician handbook articulates the admission requirements of a background study and a record of physical examination (4.A.4).

To ensure course outlines clearly communicate student preparation requirements, HCC provides faculty with a course outline template to aid in writing and developing course outcomes and major content of courses (4.A.4). Course outlines communicate prerequisites and learning outcomes. HCC minimum requirements for outlines and syllabi are noted in the HCC Minimum Requirements document.
The Degree Audit Reporting System (DARS) delivers computerized information about course requirements needed to complete a degree or program of study at HCC.

1P4b. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

HCC delivers courses face-to-face and online and offers PSEO, concurrent enrollment, and distance learning options. HCC ensures program rigor through the use of curriculum committee-approved learning outcomes, program plans, course outline review, and the data-driven program review process (3.A.3). Instructors for all courses must meet the Minnesota State requirements for credentialing.

All courses, regardless of modality or location, share standard syllabi and learning outcomes. Course outlines articulate the outcomes for each course. Minimum requirements for outlines and syllabi help ensure consistency (4.A.4).

Faculty review their course outlines every five years. Faculty bring revised course outlines through the curriculum review process to ensure courses are relevant and outcomes are appropriate for their associated program (3.A.1, 4.A.4).

HCC ensures programs are current and require appropriate levels of student performance through the program review process (3.A.1, 4.A.4). The chief academic officer meets with faculty on a three-year rotating schedule to evaluate program currency.

For online courses, HCC ensures quality and consistent learning goals through the Quality Matters (QM) process. Faculty members submit their online course to external QM reviewers who utilize a rubric to score the design of the course. QM certification helps establish quality assurance for HCC's online offerings and promotes student learning through quality online instruction. During Duty Day at the beginning of each semester, faculty are informed about QM and are encouraged to submit an online course for review. QM-certified courses are noted on HCC's course schedule (3.A.3, 4.A.4).

HCC offers dual-credit opportunity through the PSEO program. As part of the Minnesota State system, HCC provides dual-credit learning in accordance with Minnesota State Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program. HCC ensures that high school instructors providing concurrent enrollment courses are credentialed to teach in their field or are on track to be credentialed by September 1, 2022, per the HLC's extension. HCC provides a college faculty member who communicates regularly with the concurrent enrollment instructor, overseeing the development of the course syllabus, student assessment, and instructional effectiveness to ensure that the course meets the learning outcomes articulated in the course outline (3.A.3).

Faculty offering courses via video conferencing follow the same program and course review processes required of face-to-face courses.

1P4c. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Regarding transfer credits, HCC abides by Minnesota State Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum. HCC's transfer specialist reviews all credit requests following Minnesota State Procedure 3.21.1 Undergraduate Course Credit Transfer, which specifies practices for accepting credit for undergraduate college-level courses transferred into the college (4.A.2, 4.A.3).
HCC’s Student Handbook articulates policy regarding transfer credits (4.A.3). The transfer specialist evaluates all credit (4.A.3), including credit from regional and non-regional accredited institutions, MnTC transfer credit, credit for prior learning, advanced placement (AP), College Level Examination Program (CLEP), DANTES/DSST: The Defense Activity for Non-Traditional Education Support, the International Baccalaureate (IB), credit achieved through military training, tech prep, and credit by exam (4.A.2).

HCC credit award is guided by Minnesota State Procedure 3.15.1 Advanced Placement Credit, which stipulates that the college "shall grant lower division course credit for scores of 3 or higher on Advanced Placement (AP) examinations." The procedure articulates equivalent course credit, non-equivalent course credit, credit limit, transfer of credit, and implementation (4.A.2, 4.A.3).

State Procedure 3.33.1 College-level Examination Program (CLEP) Credit requires the consistent practice for granting credit based on student performance on College-Level Examination Program (CLEP) examinations, a College Board testing program designed to measure prior learning. HCC recognizes nationally and regionally accepted credits per state procedure. HCC considers CLEP exams for the transfer of credit toward general education and awards credit if students achieve standard scores recommended by the Council on College Level Examinations (4.A.2, 4.A.3).

State Procedure 3.16.1 International Baccalaureate Credit specifies that HCC shall grant "six (6) lower division course credits for scores of 4 or higher on each Higher Level IB examinations and two (2) lower division course credits for scores of 4 or higher on each Standard Level IB examination." As with Advanced Placement, equivalent and non-equivalent course credit, credit limit, and implementation procedures are specified (4.A.2, 4.A.3).

In awarding credit for prior learning, State Procedure 3.35.1 Credit for Prior Learning defines the requirements for "evaluating and granting undergraduate credit to a student admitted to a system college or university for successful college-level learning gained in non-credit or experiential settings." It articulates the accepted methods of assessing credit for prior learning, including nationally recognized and locally developed examinations as well as portfolio review or competence demonstration (4.A.2, 4.A.3).

Finally, State Policy 3.39 Transfer Rights and Responsibilities identifies the rights and responsibilities of students and HCC in facilitating the transfer of students between Minnesota State colleges and universities in order to minimize the loss of credit and time to completion (4.A.2, 4.A.3).

1P4d. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

As a community and technical college, HCC takes pride in providing career programs leading to immediate employment. Specialized accreditations are chosen, implemented, and maintained by program leaders. Accrediting bodies are chosen based on the standards established by state and national boards. For example, the Accreditation Commission for Education in Nursing (ACEN) is the only national body recognized by the U.S. Department of Education that offers specialized accreditation for associate degree-level nursing education. Likewise, the Commission on Dental Accreditation is the only accrediting body that specializes in dental education (4.A.5).

The following programs maintain specialized accreditations by meeting the standards of their respective accrediting bodies:

- Automotive Technology: Automotive Services of Excellence (ASE): NATEF
- Certified Nursing Assistant: Minnesota Department of Health
1P4e. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

HCC assesses the level of outcomes as dictated by State Procedure 3.36.1 Academic Programs Subpart JJ. Undergraduate Course Level, which states that the course level should reflect "the degree of difficulty, the breadth and depth of learning expectations or the sequential learning required of knowledge." Part 3. Authorized Academic Awards articulates emphases and credit hours for certificates, diplomas, and degrees (3.A.2).

HCC assesses the attainment of outcomes through related employment rates, certification pass rates, and graduate surveys (4.A.6). HCC surveys its graduates annually to collect follow-up information as prescribed by Minnesota State Policy 3.31. HCC administers the Minnesota State’s Graduate Follow-up Survey to graduates one-year after graduation. Graduates are asked about their employment and/or educational status, and results are provided by program/major code. The Minnesota State System Office sets goals for rates of related employment among graduates as well as for completion, which includes both graduation and transfer (4.A.6).

1P4f. Selecting the tools, methods and instruments used to assess program rigor across all modalities

HCC uses the program review process as a primary means of ensuring that programs meet rigorous standards. This comprehensive process begins with annual data collection for both technical programs and liberal arts departments. Program leaders and faculty then meet with the chief academic officer to review enrollment, assessment, curriculum, and facilities for liberal arts departments, as well as program cost, placement rates, and licensure requirements for career and technical programs.

For programs with external certification, successful specialized program accreditation is used as evidence of program rigor. Programs achieving external accreditation must meet the exacting standards of the state or national accrediting body. Advisory boards likewise provide feedback on program rigor. Through semi-annual meetings, advisory boards communicate workplace needs and assess program course outcomes.

In addition, HCC uses the Strategic Framework Performance Measures (SFPM) report, which includes data on persistence and completion, licensure, certificates and degrees awarded, and related employment. This report outlines the goals set by the Minnesota State system and documents HCC’s performance. By reviewing this data, HCC can assess student achievement of program-level outcomes.

The rigor of individual courses is assessed by the Transfer Curriculum Committee for liberal arts courses and the Technical Curriculum Committee for career and technical courses.

1R4: RESULTS
What are the results for determining the quality of academic programs?

All HCC technical programs that receive specialized accreditation are currently approved.

Program Review

Between 2010-2016, the chief academic officer completed 35 program reviews, which informed program revisions and closures. For example, Industrial System Technology was revised in 2010 and again in 2018. Similarly, the Medical Coding program was revised, adding content related to medical scribing in order to better meet industry need. The program review process also aided in the decisions to close the Gerontology, Solar Photovoltaic, and Office Administration programs.

Completion Rates

Minnesota State’s SFPM report provides data on completion rates, which measures graduation or transfer percentages for full-time students by the end of their third year. While falling just shy of Minnesota State’s goals, HCC has increased its completion rate every year with the exception of fall 2013.

Related Employment

The SFPM report also includes data on related employment. Aside from 2016, HCC has exceeded Minnesota State goals each year.

Quality Matters

HCC faculty have successfully passed seven courses through the QM certification process.

114: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

As noted, HCC has implemented a data-driven program review process. Using this revised process, HCC will continue to use campus and state data to inform program-related decisions.

In addition, HCC will continue to develop TracDat as a means of assessing program-level outcomes across all technical and liberal arts programs.

In 2018, HCC became a member of National Alliance of Concurrent Enrollment Partners (NACEP) and will continue revising concurrent enrollment policies in order to meet NACEP accreditation standards.

Sources

- 3-03 Assessment for Course Placement Policy
- 3-03p1 Assessment for Course Placement
- 3-03p1 Assessment for Course Placement - Accuplacer (Highlighted)
- 3-04 Undergraduate Admissions
- 3-04p1 Undergraduate Admission Procedure
- 3-05p1 Post Secondary Enrollment Options Procedure
- HCC Fact Book 2017
- HCC Fact Book 2017 (page number 47)
- HCC Online Course Review Rubric
- HCC Online Course Review Rubric Scoreheet
- HCC Transfer of Credit Policy_2016_2017
- HCC Website - Course Schedule
- Liberal Arts Department - One-Year Follow-Up.pdf
- Liberal Arts Department Review Form
- Minnesota State - Post-Secondary Enrollment Options
- MLT Handbook
- MLT Handbook (page number 8)
- MN Board of Peace Officer Standards and Training Model Policies _ Learning Objectives
- MN Department of Labor and Industry Electrician Training Program 3801
- MN Department of Labor and Industry Electrician Training Program 3801 (page number 3)
- NAACLS - National Accrediting Agency for Clinical Laboratory Science - About
- NAACLS - National Accrediting Agency for Clinical Laboratory Science - Starting a NAACLS Accredited or Approved Program
- NAACLS - Standards Compliance Guide
- NABCEP Certification Handbook - 2014
- NHED - District Research Information
- Nursing Assistant Registry - Minnesota Dept of Health
- Nursing Assistant Registry - Minnesota Dept of Health (page number 4)
- OER and QM Courses
- Online Course Review Rubric Scoring
- Online Courses - Intent of the Project
- Outcomes Alignment - Technical Programs.pdf
- Pharm Tech and MLT Exam Pass Rates
- Program Accreditation Approval Letters.pdf
- Program Data Sheets - 2018
- Program Plan Examples - Transfer and Technical
- Program Plans on Website
- Program Review Policy 2017
- Program Review Schedule 2009-2020 - Both Formats
- Program Review Schedule 2010-2014
- Program Reviews - Completed 2017-2018.pdf
- Program Reviews Completed 2010-2016
- PSEO Admissions Checklist - HCC
- QM Invitation
- QM Note on Course Schedule (Highlighted)
- SFPM Report - May 2018.pdf (page number 4)
- SFPM Report - May 2018.pdf (page number 12)
- Standards - ASHP
- Status of Graduates by Program Major 2010-2016
- Student Handbook - Transfer (Highlighted)
- Student Handbook - Transfer (Highlighted) (page number 18)
- Syllabi Examples.pdf
- Technical Minutes - All 2017-2018.pdf
- Technical Minutes - All 2017-2018.pdf (page number 11)
- Technical Program - One-Year Follow-Up.pdf
• Technical Program Review Form.pdf
• Transfer Minutes - All 2017-2018.pdf
1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty.

1P5a. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

HCC is committed to and ensures freedom of expression and integrity of research and scholarly practice through policies, labor agreements, and tools and training. HCC's commitment to academic freedom is articulated in the Course Catalog, and students' rights to freedom of association, freedom of expression, and freedom to learn are articulated in the Student Handbook (2.D.).
For faculty, the right of full freedom, within the law, of inquiry, teaching, and research is articulated in the MSCF contract. As the contract states, faculty members have the right to "teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching." The contract further states that "there is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction" (2.D.).

Student Code of Conduct expectations are outlined in the Student Handbook (2.E.3). Complaints against a student are investigated by the Student Conduct Officer, and students are given rights to due process, including formal hearings and avenues for appeal.

While HCC, as a two-year community and technical college, does not require research by faculty, HCC utilizes the NHED Institutional Review Board to provide oversight and support for research or scholarly pursuit (2.E.1). Proposals are sent to the NHED president, who establishes a review committee for review of the proposal and oversight of the process.

Faculty and staff guide the student in the ethical use of information resources (2.E.2). HCC’s library technician provides guidance and research tools to assist students in avoiding plagiarism, conducting research, and using proper citations.

1P5b. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

The Student Handbook articulates HCC's commitment to creating and maintaining an environment in which students are free to pursue their academic, social, and personal goals. Policies around academic dishonesty, including, but not limited to, cheating, plagiarism, misrepresentation of student status, and furnishing false information to the college, are noted (2.E.2, 2.E.3).

Faculty guide students in ethical learning and research within courses and programs as outlined in Minnesota State Procedure 3.22.1 Course Syllabi. The HCC Minimum Requirements for Course Syllabi policy requires the inclusion of academic dishonesty section within course syllabi (2.E.3). Students violating the Code of Conduct are referred to the Student Conduct Officer for investigation.

Ethical learning and research practices are also articulated in the policies of certain career and technical programs. The Nursing Handbook outlines the program's Academic Honesty Policy. In the Medical Lab Technician program, the moral and ethical guidelines for the classroom and clinical sites are outlined in the MLT Handbook. The program director and faculty oversee and enforce student submission to these policies.

Test proctoring also helps to ensure that students are abiding by ethical academic practices.

1P5c. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Ethical teaching and research practices for faculty are outlined under Academic Freedom in the MSCF contract, which says, "In the exercise of academic freedom, the faculty member may, without limitation, discuss his/her own subject in the classroom. The faculty member may not, however, claim as a right the privilege of persistently discussing in the classroom any matter that has no relation to the course subject. There is an obligation to respect the dignity of others, to acknowledge their right to express differing opinions to foster and defend intellectual honesty, freedom of inquiry and instruction" (2.E.3).

Newly hired faculty are required to complete mandatory Code of Conduct and Data Privacy
training within ten days of hire. As employees of the State of Minnesota, faculty practices fall under
the guidance of Minnesota Statute 43.A.38 Code of Ethics for Employees (2.E.3).

Should faculty pursue research, HCC utilizes the NHED Institutional Review Board procedure.

HCC has established procedures for handling complaints and grievances to ensure ethical teaching
practices of faculty. Any HCC student has the right to seek a remedy for a dispute or disagreement
through the designated complaint or grievance procedure. The grievance process is coordinated by the
dean of academics. If the grievance is against the dean of academics, the provost becomes
the coordinator (2.E.2). The procedure is initiated by the completion of a grievance form and a student
request for a hearing.

1P5d. Selecting the tools, methods and instruments used to evaluate the effectiveness and
comprehensiveness of supporting academic integrity

The Student Conduct Officer creates and saves written documentation of code of conduct violations
or grievances.

Faculty ensure academic honesty and integrity by using internet tools to verify original student work.
In online education, D2L Brightspace tools, such as timed tests and locked browsers, help to ensure
student honesty. IT policies and procedures, including unique user names and passwords, help protect
student work.

1R5: RESULTS

What are the results for determining the quality of academic integrity?

During the 2017-2018 academic year, the student conduct officer and the dean of academics received
over 100 informal complaints, and two official complaints were submitted, which were investigated
and resolved.

There were five total grade appeals from 2012-2016. During the 2017-2018 academic year, there were
three formal grade appeals, one of which was approved. The dean of academics did not oversee any
petitions related to academic dishonesty in 2017-2018.

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in
the next one to three years?

HCC is in the process of developing a better system for tracking the types of complaints that are
received and assigning targets for the number of complaints in each area. Prior to the 2017-2018
academic year, hard copies of complaints, once resolved, were filed but not categorized. HCC is now
categorizing complaints and assigning targets, which will enable more effective year-to-year
comparison.

Sources

- 2015-2017 MSCF Contract
- 2015-2017 MSCF Contract (page number 132)
• 3-22p1 Course Syllabi and Outlines
• 43A Minnesota Statute Code of Ethics for Employees
• Course Outline and Syllabi Minimum Requirements.pdf
• HCC Catalog
• HCC Catalog (page number 15)
• HCC Grievance Policy and Procedure
• HCC Strategic Plan 2016-2018
• HCC Website - Test Proctoring
• Library Demo of Research Tools
• MLT Handbook
• MLT Handbook (page number 13)
• NHED_IRB
• Nursing Handbook
• Nursing Handbook (page number 38)
• Orientation Policies - NHED
• Research Tools - HCC
• Student Complaints and Appeals by Semester and Type - Year-to-Year Comparisons
• Student Complaints and Appeals by Semester and Type 2017-2018
• Student Complaints and Appeals by Semester and Type 2017-2018 (page number 2)
• Student Handbook
• Student Handbook (page number 29)
• Student Handbook (page number 30)
• Student Handbook (page number 58)
• Student Handbook (page number 64)
• Syllabi Examples - Student Conduct (Highlighted)
• Syllabi Examples - Student Conduct (Highlighted) (page number 3)
2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the
next one to three years?

Responses

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students.

2P1a. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

Underprepared and at-risk students are identified through two separate procedures during the testing and registration process. The first is through the **Accuplacer assessment**, which is administered to all students who do not have qualifying ACT, SAT, or MCA scores or prior college-level coursework. Through the Accuplacer, students who test below college level are identified and then are advised and registered for a **Learning Community cohort**, which includes a refresher reading, refresher English, and Study Skills course. Those who are looking to major in either Law Enforcement or a medical area are also advised to take an introduction to biology course or an introduction to law enforcement course.

Through these Learning Communities, faculty for the courses, along with a counselor and academic support person, meet weekly throughout the semester to determine student needs in these courses. Services are provided through a weekly study lab, which is delivered by academic support personnel who work with **AEOA/Adult Basic Education** (3.D.1).

The second procedure for identifying under-prepared and at-risk students is through the **TRiO SSS Grant Program**. The NHED TRiO SSS project provides support services to the high majority of enrolled students that meet the eligibility criteria (72%) of being first-generation, low-income, or having a disability. Project goals are to increase the persistence, academic standing, graduation, and four-year transfer rates of participants. Services include academic instruction and tutoring, academic advising/coaching for course selection, academic guidance, career exploration, assistance with financial aid information and applications, education in financial and economic literacy, and transfer assistance.

TRiO eligible students are identified through an **application process**. This application is given to all students who attend testing and registration sessions as well as students who have in-office appointments with **TRiO advisors**. Through the application, TRiO determines if a student is able to qualify for additional academic, career, financial, and personal support. If the student qualifies, a second form called an **Individual Success Plan**, or ISP, is completed by the advisor and student. This form indicates possible resources the student may be interested in related to college success.

A third form called a TRiO Eligibility Determination form is completed as a final step prior to admitting a student to the TRiO Grant Program. This form indicates whether a student meets **low-income guidelines** set by the federal TRiO grant criteria and also is a verification for first-generation status and a second check regarding the need for disability services. The form has an academic need determination piece, which allows the TRiO program to focus on at-risk areas and offer options to the student (3.D.1).

PSEO students self-report during the college application process, and counselors are specifically
assigned to this student group. PSEO students are grouped together during Cardinal Kick-off orientation and must complete the forms on the PSEO checklist, which is available on the HCC website. As a student success measure, PSEO students are subject to grade checks during the semester.

International students are assigned to a faculty member liaison who helps collect paperwork and communicate the necessary steps to admission. A checklist for international students has been developed and is accessible via the HCC website. The designated international liaison’s contact information is listed here as well. In conjunction with the HCC registrar, paperwork, such as the I-20, is made available to the students before travel to the United States is complete.

Once a military veteran self-discloses to the college, they are assigned to a designated liaison for military veterans. HCC's Veterans Resource Center is run by the Minnesota Department of Veterans Affairs Higher Education Veterans Program. Students are able to discuss their VA benefits, employment, family assistance, and transition issues. This service is open to veterans, current military members, or dependents. HCC is a designated Yellow-Ribbon campus (3.D.1).

2P1b. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

HCC's Student Services office is comprised of counselors and advisors who assist students with course selection on an individual basis. Prior to the opening of registration, access codes are assigned to all HCC students. Any student wishing to register must see either their assigned academic advisor or another counselor/advisor in the Student Services office to receive their individual access code. Students are unable to register without this code. Upon receiving this code, students are advised on courses that fit their degree plan, but also on course rigor and fit (3.D.2).

TRiO SSS students, students with disabilities, and students in technical programs receive priority registration, which allows each of these groups to register for courses the first day of the registration period. Priority registration is in place to help at-risk groups ensure they have successful registrations and are able to arrange a schedule that meets their needs. All other students are able to register on a credit-completion basis.

During each semester, students receive support academically through the process of Academic Intervention Forms. These forms are completed by faculty members for students who are struggling academically or are at-risk of failing a course. An Academic Intervention Form can be submitted at any time throughout the semester. These forms are submitted to a Student Services committee made up of advisors, counselors, and the housing director. The forms are discussed individually, and an action plan is put in place to assist the student. Additionally, students in the TRiO SSS Program have mid-term grade checks completed.

As part of the Academic Intervention process, a student may be referred to the Academic Center. Overseen by a Master Tutor, the Academic Center provides free tutoring to HCC students in most liberal arts courses and selected career courses. Peer tutors, recommended by faculty and staff and trained in the Academic Center, are available to help students by appointment or on a first come, first served walk-in basis. Study group support is also available. The Academic Center also offers printing and computer access, making it a campus hub of activity for students (3.D.2).

HCC provides online tutoring services through Smarthinking. A link on students’ D2L Brightspace homepage allows direct access to this website. Academic Center staff can assists students with this free service.
The HCC library provides materials and information on a variety of topics from a number of different sources. These include other libraries, online resources, lists of library-owned periodicals, newspapers, library guides, and tutorials, as well as entertainment sources, such as movie rentals.

2P1c. Ensuring faculty are available for student inquiry (3.C.5)

One of HCC's Core Concepts is to Provide a Holistic Student Experience, with one of the objectives being to engage proactively with students. Therefore, part of HCC's culture is to be available to students beyond the minimum hours specified in the faculty contract. HCC policy requires office hours to be articulated on each course syllabus (3.C.5). Faculty also post office hour at their door. Administration reminds faculty of office hours requirements digitally and provides an optional template for contact hour distribution. Technical program faculty are with their students for virtually the entirety of academic hours due to the cohort design of their programs.


Faculty and staff determine and address the learning and support needs of students through the admissions process; assessment and appropriate course placement (3.D.1); preparatory courses as needed; advising through student support staff (3.D.3) faculty, library services, and tutoring in the Academic Center (3.D.4); and counseling.

Industry needs and student demand for certain job training drives program development and outcomes. Advisory boards composed of industry experts tell HCC what they expect in terms of outcomes for graduates. These advisory boards meet semi-annually. Likewise, outcomes for many of HCC's technical programs are driven by standards established by external specialized accrediting bodies.

HCC administers the CCSSSE to determine needs being met, such as with adequate tutoring. Student evaluations of courses may mention deficiencies or needs in regards to classroom and lab equipment.

Students in technical programs regularly utilize appropriate learning labs and shops (3.D.4). In the Dental Assistant program, students work in an on-site clinic. Other hands-on practice facilities include labs for information technology, nursing simulation, medical lab and pharmacy technician, electrical (motor control and residential), and heating and cooling technician. The auto, diesel, and industrial technology students work in on-site shops. Finally, students in the commercial truck driver program use tractor trailers and a high-tech simulator housed at HCC.

Sources of funding can be external partners. HCC's Industrial Systems Technology, Nursing Simulation Lab, and Transportation programs have evolved through funding provided by the Department of Iron Range Resources and Rehabilitation.

Students in liberal arts programs have access to biology and chemistry labs, which were redesigned and updated in 2014. Art students have access to a drawing/painting studio and a separate ceramics building. Students receive guidance in the effective use of research and information resources through faculty instruction and class visits to the library, during which HCC's library technician provides tutorials on how to use research tools (3.D.5).

HCC encourages all employees in life-long learning and career development and articulates this in the Employee Handbook. NHED has a process for employee review to discuss continued training and education, and faculty complete a professional development plan to lay out plans for continued
education. Recently, via a survey, HCC asked all employees to submit their preferences regarding future professional development opportunities.

2P1e. Determining new student groups to target for educational offerings and services

In HCC's Strategic Plan, one goal is to "Attract Diverse Students and Employees." To meet this goal, the diversity officer and marketing team have targeted increasing the enrollment of underrepresented students. HCC’s Inclusion and Equity Plan articulates the goals for diversifying ad placement and increasing students of color in marketing materials.

HCC recognizes that the decrease in high school graduates from Hibbing area high schools puts a strain on enrollment. Therefore, HCC has targeted groups outside of the immediate area. For example, HCC's nursing program has a growing population of African-born students who live in the Minneapolis area. To continue attracting this group of students, HCC has included this group of students in marketing materials, provided a quiet room, and a faculty member leads a grant-funded support group.

HCC has partnered with its sister NHED colleges in developing a regional advancement strategy. One outcome of that strategy was the hiring of a regional recruiter who is assigned to recruit specifically in the Minneapolis-St. Paul metropolitan area for technical programs at the colleges. The recruiter presents in high school classrooms, generates prospect cards, and passes them on to the appropriate colleges for further contact with the prospective students.

HCC's athletic programs have connected with a recruiting agency in Puerto Rico to attract student athletes to HCC largely in the area of baseball. HCC has assigned a faculty member credits to focus on attracting and supporting international students. Also, a redesigned webpage better interfaces with international students.

2P1f. Meeting changing student needs

Fact Book data on HCC students shows that the average age of all of our students is 26.4 while 56.8% are underrepresented, 13% are students of color, 47% are Pell eligible, and 64% are first generation college-goers.

Student Services administers a New Student Survey at the beginning of fall semester for new students. The results of the survey place students in support groups designed to specifically to meet the needs of each student. This process is a work in progress but early success in this concept was evident in a similar process used in the AQIP project Closing the Gap.

HCC offers a variety of clubs and organizations targeting different student demographics. New clubs can be formed by filling in a New Student Organization form with a faculty advisor. Student Senate approves new clubs, provides student leadership, and acts as a communication conduit of student needs to administration.

2P1g. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

HCC identifies student subgroups through ISRS Operational Data during the admissions process.

A variety of initiatives work to support student subgroups with distinctive needs. The Diversity Committee works in concert with the NHED diversity effort to address inequity and inclusion for all underrepresented and underserved students, including students of color. The committee meets
monthly during the academic year and maintains an annual Inclusion and Equity plan to track initiatives (3.D.1).

Military veterans and and family members are first directed to HCC's veterans' coordinator for evaluation of benefits. The veterans' coordinator and HCC's registrar work with veterans to ensure they are maximizing benefits and accessing available community resources.

The process for supporting students with disabilities is coordinated by HCC's disability coordinator. Students must self-disclose their disability and are made aware of this at orientation sessions.

Online students are supported via HCC's IT department. Tutorials for online learning are available on D2L and accessible via our online education webpage. Test proctoring services are provided by designated computer lab staff, and off-campus test proctoring information and procedures are available on the website. IT has an online help desk to address student and employee questions.

2P1h. Deploying non-academic support services to help students be successful (3.D.2)

HCC directs students with diverse needs to support services during the admissions process and by faculty and staff referral during the semester (3.D.2).

Students who self-identify as having a disability to any HCC faculty or staff are referred to Disability Services. The Disability Services office supports students with documented disabilities by insuring that they have equal access to educational programs and college courses. Students can obtain materials and publications in alternate formats, utilize academic support and other services, and fully participate in college-sponsored events and activities (3.D.2).

Multicultural Club, run by the HCC diversity officer, provides a place for students to connect and feel included.

In 2017, HCC developed the EMPOWER program, which works with women entering nontraditional careers to overcome barriers. An EMPOWER coordinator meets regularly with an HCC team to discuss recruiting and retention strategies.

On-Campus apartments are available for students to live conveniently within walking distance of campus buildings.

2P1i. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

To ensure staff are well qualified, HCC has a comprehensive hiring process, promotes professional development, conducts annual reviews, and supports the well-being of employees through several established processes.

During the hiring process, HCC administration and relevant program leaders first determine the qualification necessary for any vacant position based on job responsibilities. These qualifications are included as part of the position posting and are broken into minimum qualifications and preferred qualifications. HCC's HR staff vets applicants and sends only qualified individuals on to the interview committee for consideration (3.C.6).

HCC has a culture of regular performance management and feedback. Supporting informal feedback is a process for conducting annual formal reviews for all non-academic support staff. The reviews are based on performance related to the specific categories of their position descriptions and include goal
setting, self evaluation, and discussing professional development needs.

Departments or staff that attend regular conferences/meetings build those costs into their annual departmental budgets. Less regularly scheduled training needs that arise for staff are funded by other accounts established by administration. As part of the Minnesota State system, HCC employees have access to frequent training opportunities both in person and via distance learning.

At a campus level, monthly Shared Governance meetings, annual AFSCME meetings, and departmental meetings allow staff and leadership work together to create a supportive environment. Annual holiday coffee/cookie parties, summer BBQs, retirement cakes/coffees, and Duty Day lunches help show support and care toward employees.

2P1j. Communicating the availability of non-academic support services (3.D.2)

Communication to students starts immediately through Cardinal Kick-Off, an orientation program for all new students. This event is split into separate days for technical and liberal arts students to better customize the content to their needs. This process is led by our student services/admissions staff and focuses heavily on non-academic support services (3.D.2).

The HCC website is a valuable resources for linking students to non-academic support services. This website is maintained by our webmaster, but specific people with expertise have access to maintain their area of responsibility. The Ask Us button on HCC’s website allows anybody to ask questions, which are then directed to the appropriate staff.

Advisors for clubs and organizations post information on our website, email meeting notices to all students, faculty, and staff, and post invitation flyers on bulletin boards. Student Services provides printed materials, and the Student Handbook lists support services and community resources.

Academic advisors, faculty, and staff are made aware of services available to students during Student Services meetings and all-campus Duty Days. All HCC employees are empowered to direct students as needed to available services.

A career fair, health career day, community block party, and graduation preparation day are all held each year to provide students with non-academic support. These events include access to community resources and employment opportunities, interview tips and loan repayment information, and free professional clothing.

2P1k. Selecting the tools, methods and instruments to assess student needs

The tools, methods, and instruments to assess student needs vary depending upon service. Since HCC prides itself on giving students individual attention, oftentimes students with needs are referred personally by staff or faculty.

In Disability Services, an application is completed to assess student need. Likewise, in Veteran's Services, an application and suite of services is utilized to assess which materials are most appropriate for the student. In counseling, students self-report issues that they are experiencing. Counselors can then direct them to internal and community resources, such as HCC’s Food Shelf, Amy's Closet for free clothing, or mental health programs in the area.

Initially, when students enter our college, they complete a New Student Survey. This informs the college of the educational goals, perceived current skill set, and the admissions/orientation experience of our incoming freshmen. The results of this survey are then compared to skill set and
academic progress perception upon graduation. Once students are working toward their degree, HCC uses a Satisfactory Academic Progress assessment procedure to ensure that they are continuing to achieve their goals and will matriculate in time.

To benchmark with national data, HCC utilizes the nationally recognized Community College Survey of Student Engagement (CCSSE), administered biannually. The intent of the CCSSE is to "assess institutional practices and student behaviors that are correlated highly with student learning and student retention." This includes access to tutoring, accessibility of instructors, and other regular student needs.

At the end of each semester, faculty choose a course to evaluate. Students respond to questions regarding the availability and attitude of the instructor, as well as the usefulness of the course and materials.

Finally, student-led initiatives are often driven by Student Senate. For example, a recent effort to encourage faculty to adopt Open Educational Resources to lower student cost was spearheaded by Student Senate. A committee was formed to achieve this, and the Student Senate President represented their needs.

2P11. Assessing the degree to which student needs are met

Once results from the CCSSE suvey are sent to HCC, AASC and Shared Governance review the CCSSE summary. These results are benchmarked over our yearly progress, as well as against other small colleges, Minnesota State colleges, and the top-performing CCSSE schools. This allows for tracking of instructional and non-instructional student needs.

New Student Surveys and Graduate Surveys are reviewed by leadership and benchmarked from year to year by improvements on the previous years' data.

Student Success is an outcome of meeting student needs. Rates of retention, transfer, and completion are complied through the Minnesota State system in an annual SFPM report. Our college is benchmarked against other peer institutions, as well as five-year targets set by the Minnesota State System Office. These results are reviewed by administration and shared with the wider campus on the website and during Duty Day gatherings.

Results from student course evaluations are reviewed by the dean of academics prior to being sent to the respective faculty members. Course evaluations are one topic of conversation during faculty reviews.

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met?

In reviewing the CSSEE results, the general benchmark summary survey results show that HCC is performing slightly lower in 2017 in Academic Challenge that it has in previous years, with a 2017 score of 46.4 and historic HCC data from 2009-2015 spanning ~49-56. HCC also tracks lower than Minnesota State institutions in this area. Other areas, such as Active Learning and Student Effort, exceed the Minnesota State schools.

In Academic Advising, students at HCC met frequently with advisors and generally exceeded other CCSSE cohorts in frequency of advising. Overall student experience is rated at a 3.61, as compared to 3.5 for Minnesota State and 3.55 for other CCSSE cohort colleges.
HCC received an award in 2014 for our partnership with AEOA and Adult Basic Education in providing developmental education Learning Communities.

The initial Regional Recruiter Inquiry Report shows that students have indicated interest in HCC in the MN metropolitan area at a rate of 1,362 over the 2017-2018 academic year relative to the combined total of 4,383 for all NHED schools. This is a good start toward reaching a new student base. In the subsequent years, we hope to build these numbers to a more sustaining level. Being that this is a relatively new endeavor and position, this will be reassessed each year to ensure a satisfactory cost-benefit ratio.

Results from the Graduate Survey show that in 2015-2016, of 288 respondents, satisfaction with instructional and non-instructional services was very high, typically between 96-99% satisfaction scores. One area that was quite low was satisfaction in childcare services. This indicates strong student need for a service that HCC does not currently offer. All areas in instructional and non-instructional services increased on average from 2014 data.

In self-graded skill assessment, students, on average, ranked their skills higher than on the New Student Survey. However, these rankings were not very high in mechanical skills (67%), study skills (75-76%), or math skills (73%).

Students rated computer lab usage high, much of which occurs in the Academic Center; however, students rated peer tutoring below the CCSSE cohort and Minnesota State two-year schools.

During the 2017-2018 academic year, 98% of HCC's faculty members participated in distributing and reviewing course evaluations. However, some faculty expressed a need and interest for online course evaluations. Currently our evaluations are paper-based and distributed during class for maximum participation by students.

**2II: IMPROVEMENT**

**Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?**

An early intervention process for at-risk students is being developed as an AQIP project. To support the effort, HCC has secured EAB membership to help us in tailoring a nationally tested student success plan to our campus.

Also as part of an action project, HCC has developed a flowchart and lists of support practices in order to better assess needs and deploy services for students.

One of HCC's counselors was on sabbatical in the 2017-2018 academic year. Her sabbatical project revolved around efficacious Learning Communities and creating casual Learning Communities that any students could join. For the 2018 fall semester, she is spearheading a project to offer three Beyond the Classroom groups to all students. This was communicated at Cardinal Kick-Off and will be shared via email in the coming months. The satisfaction of these students with their college experience will be compared to their peers. We are currently researching the best tools to assess this in spring 2019.

Although we have in-class course evaluations that are distributed by faculty to students, there is not yet a standardized online course evaluation. Some faculty have worked with our Institutional Researcher to apply a course evaluation to their online classes, but this is at their behest and is not
widely available. We are currently exploring the best way to apply digital surveys to online courses while still achieving satisfactory participation by students.

HCC is planning on enhancing the services provided by the Academic Center. For one, the Academic Center will be relocated to a central location on campus in spring 2019. Also, a better process for tracking Academic Center usage is needed. HCC would like to provide students with a student ID swipe to access printing and to maintain more accurate records of Academic Center usage. Better usage data will enable better decision-making regarding resources in this area.

As mentioned, the CCSSE indicated that Academic Challenge tracked lower than other survey categories. Therefore, we will be gathering faculty groups to craft a liberal arts academic plan.

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● Website - TRIO Upward Bound
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2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion.

2P2a. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

HCC receives student retention, persistence, and completion data from the NHED Office of Institutional Research (OIR). Data sources include Minnesota State’s student record system, the Integrated Statewide Record System (ISRS); Minnesota State’s Strategic Framework Performance...
Measures (SFPM); and the Integrated Postsecondary Educational Data Systems (IPEDS) reports. The NHED OIR also provides program data sheets to college leadership upon request. Among other items, program data sheets include persistence and completion rates.

Likewise, the NHED OIR provides annual updates to HCC's Fact Book, which includes data on retention, persistence, transfer, and graduation rates. Student success information includes trends and comparisons to other two-year colleges in retention. The Fact Book contains fall-to-spring and fall-to-fall retention rates; persistence/success and three-year graduation rates by various demographic categories; IPEDS 3-year graduation and transfer rates; and graduate employment/continuing education information by program. Fact Books are shared with college leadership and available to the public on HCC's website (4.C.2, 4.C.4).

2P2b. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Targets for student retention, persistence and completion are set by the Minnesota State system through the SFPM dashboard. These goals are set based on prior years' performance, as well as the performance of other institutions in the Minnesota State system. Benchmarking takes place internally by comparing year-to-year rates for retention, persistence, and completion. HCC is also benchmarked internally against the other NHED institutions. Graduation rates are benchmarked to other peer institutions in IPEDS (4.C.1, 4.C.4).

2P2c. Analyzing information on student retention, persistence and completion

Data and information from the SFPM report is reviewed by the president and provost. The president discusses this data as part of his performance review and evaluation with the Minnesota State chancellor. This report is also shared at a district-level during NHED Cabinet meetings and occasionally at campus Duty Day presentations. IPEDS data and SFPM benchmarks are also discussed at NHED District Student Success committee meetings.

HCC's Join Us in Making Progress (JUMP) committee consults Fact Book data when selecting new action projects for the college. For example, a review of graduation data prompted the creation of the action project Graduation and Beyond.

Data on retention, persistence, and completion is also compiled and used during program review.

2P2d. Meeting targets for retention, persistence and completion (4.C.1)

To improve student success performance and to meet targets for retention, persistence, and completion, HCC has designed action projects centered around Learning Communities, performance of male athletes of color, assessing student support practices, and more recently, improving retention. These projects were selected by the JUMP committee, and campus champions were designated to lead these projects. Additionally, incorporating data-driven program review practices places further emphasis on meeting retention, persistence, and completion goals. Likewise, the program review process allows for collaborative conversations between administration and program faculty in regards to improving student success (4.C.1).

Finally, Student Services Strategic Planning and values development is driven by data on student success.

2P2e. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)
IPEDS is a nationally recognized system from the National Center for Education Statistics. The inclusion of peer groups and the ability to aggregate and disaggregate data within this system make it ideal for benchmarking and making peer-to-peer comparisons of data.

Minnesota State performance metrics were selected by the Minnesota State System Office. This process was completed with input from the Minnesota State Board of Trustees and Institutional Researchers across the system.

Beyond these metrics, New Student Surveys and Graduate Surveys allow us to track perceived academic and personal progress as well as the perception of usefulness and availability of non-instructional resources, which are factors that can all play a role in student success metrics (4.C.4).

**2R2: RESULTS**

**What are the results for student retention, persistence and completion?**

Student Success metrics compiled in the SFPM report indicate that HCC is achieving a student persistence and completion rate that is at or greater than benchmarked goals from Minnesota State of roughly 71%. Completion is high but historically just under the benchmarked goals for Minnesota State. Student transfer success is also much higher than benchmarked goals and has, for the most part, continued to increase from year-to-year within our institution.

Success for students of color should be at an ideal ratio of 1:1 with white students. We are currently at a ratio of 0.8, with a goal of 0.9. HCC has, however, exceeded the goal of increasing students of color in our total student population (~13%, goal of ~12%).

From our IPEDS data, retention rates of full-time, first-time degree/certificate seeking students in the fall 2015 cohort was 59% (peer cohort average 60%), and graduation and transfer-out rates for the 2013 cohort were 30% (peer cohort average 26%). For part-time students, retention rates were 19% (peer cohort average 42%), and graduation and transfer rates were 21% (peer cohort average 18%).

Data from the New Student and Graduate Student surveys indicate that students were highly satisfied with instructional and non-instructional support services. In the 2016 New Student Survey, admissions, registration, and orientation processes were rated slightly lower than in 2013. This early interaction may be an area of improvement for HCC since early experiences influence retention and persistence.

**2I2: IMPROVEMENT**

**Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)**

Development of more rigorous internal targets that are clearly communicated to faculty, staff, and administration will be an area of improvement in 2018-2019. Likewise, to more consistently discuss retention and completion data across departments, "Data" will be a standing agenda item during Admin Leadership, AASC, and Shared Governance meetings.

Recent efforts to increase Student Services access to at-risk or underrepresented groups resulted in the JUMP committee targeting this metric for an AQIP action project. Deploying in 2018-2019 is a project to Map and Assess student needs. The purpose of this project is to illustrate when various student groups are identified during the admissions and registration process; to provide a comprehensive list of how HCC currently supports student groups; and to identify opportunities to
add new support practices.

Attention to Retention through Early Intervention is an action project slated for the 2018-2020 time period. We have engaged EAB to assist the college in student success procedures. The action project team was made aware of the need for an effective early intervention process through the input of various campus leadership groups, including a review of LDA and retention data which indicated that HCC was not meeting internal targets.

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2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups.

2P3a. Determining key external stakeholder groups (e.g., alumni, employers, community)

The process for determining key external stakeholder groups is guided by HCC's mission, vision, and core values, which emphasize economic development, community vitality, life-changing opportunities, and community leadership. HCC, therefore, values its symbiotic relationships with key external stakeholder groups. While students remain the primary stakeholder of HCC, existing in a rural community adds responsibility to the college's role as a regional leader beyond the classroom.
HCC serves the needs of regional business and industry by training/educating students in over 20 technical programs and a customized training department called Advanced Minnesota. HCC produces graduates that fill workforce needs and conducts customized training to upskill incumbent workers. HCC faculty and Advanced Minnesota staff lead the efforts to determine appropriate partnerships based on program outcomes and stated trends/demands resulting from advisory board meetings.

HCC administration selects its K-12 stakeholders based mainly on geography. Sister colleges immediately surround HCC, which limits access to other regional high schools. Three specific programs further delineate levels of partnership in high schools: Concurrent Enrollment, Perkins Grant, and the Applied Learning Institute. HCC assigns three separate individuals to lead each of these efforts on behalf of HCC. Those individuals meet with their K-12 counterparts to determine appropriate annual programming.

HCC serves universities by providing pipelines for transfer students to their institutions through articulation agreements. These arrangements are led by our transfer specialist. HCC also participates in the Minnesota Transfer Curriculum, which aligns our courses with universities’ offerings.

As a rural community college situated in a small town, HCC organically exists as an important community asset with wide-ranging community stakeholders not necessarily selected by the college in an intentional effort. Therefore, HCC attracts stakeholders by offering programming and facilities space for area residents and community groups. The gymnasium, conference rooms, the theater, and our culinary space are all frequently used by our community. The HCC Foundation exists to allow alumni and others to serve and give back to students and the college through fund development, scholarship awards, and funding special projects at HCC.

HCC values the normed standards and expertise provided through institutional and program-level accreditation. Therefore, HCC considers the HLC and program-level accreditors and licensing bodies as key stakeholders. Program faculty are responsible for determining the appropriate accrediting body based on their needs and upon the advice of their advisory boards.

As a state-funded organization, HCC's local legislators have a keen interest in their local college. The NHED president serves as the key contact to our government officials. HCC hosts listening sessions and regular facility tours. HCC administration invited adult basic education (ABE) and the local workforce center to office at HCC as HCC's students' needs align well with the services of these organizations.

2P3b. Determining new stakeholders to target for services or partnership

The process for targeting new stakeholders is again guided by HCC's mission, vision, and values. An environmental change or an emerging need is usually the catalyst for partnering with a new stakeholder. Faculty are empowered at an academic program level to partner with new industry stakeholders based on their program needs, employer needs, or changes in industry. Student Services staff are authorized to partner with new stakeholders whose function is to serve and support the unique needs of students.

HCC's administration builds institutional partnerships with stakeholders through relationships developed by serving on boards, community committees, and service organizations. An example of developing a new service with a key stakeholder occurred when the local mining companies conducted mass layoffs, which meant hundreds of miners were required to return to college for retraining in order to maintain their pay and benefits. HCC secured an office on campus for the local workforce center so HCC and workforce staff could meet with affected workers on a regular
basis. This created a seamless communication process for the two organizations to best serve students. Another example is the Arrowhead Economic and Opportunity Agency (AEOA) approaching HCC with a need for residents to have a testing center. HCC's Information Technology and Network Security Program agreed to take on the request. HCC now operates a Pearson Vue testing center for students and community members to use.

2P3c. Meeting the changing need of key stakeholders

HCC is aware of the ever-changing needs of stakeholders for credit-based programs, customized training, and generalized regional/community needs. The process for meeting the changing needs of stakeholders varies depending on what department of the college is involved. HCC's mission recognizes that we exist in a "dynamic learning environment" and must adapt accordingly.

Academic changes requested from business and industry in for-credit programs result from semi-annual advisory board meetings, evolving accrediting or licensing standards, and from faculty research/professional development. Minutes are kept from the advisory board meetings and reviewed by administration. Advanced Minnesota's focus is serving the changing needs through training that is customized and delivered to the specifications of stakeholders' point-in-time demands.

To meet the needs of high school partners, HCC assigns a faculty mentor to each concurrent enrollment instructor, and high school and college administrators and counselors meet annually. The HCC Perkins coordinator and local high school Perkins representative work constantly together on the changing pathways of Perkins. The Applied Learning Institute members meet together at least twice per year to determine emerging needs.

HCC maintains and updates articulation agreements to ensure necessary changes are made for curriculum alignment with universities. These changes are coordinated by the HCC transfer specialist.

HCC utilizes a facilities-use form that allows community groups to occupy a variety of spaces and services based on their changing needs. Administration, faculty and staff serve actively within community groups, such as chamber of commerce, foundations, organizational boards, and school boards, which allows for timely recognition of a changing environment. HCC administration uses the HCC Foundation board in an advisory capacity in support of the community.

Faculty, staff, and administration are all part of the accreditation/licensing processes (institutional and program level), which ensures HCC adapts as a whole institution to ever-evolving accreditation requirements.

The NHED president holds regular meetings with legislators to keep in step with the changing needs within the political system or meets with them upon their request.

2P3d. Selecting the tools, methods and instruments to assess key stakeholder needs

Faculty hold semi-annual advisory board meetings to assess industry needs. Also, administration meets at least twice per year with the general program advisory council (GPAC) to receive a broader/across-sector overview of the state of industry. Advanced Minnesota sales representatives meet personally with individual businesses to assess their specific training needs.

HCC participates in the Minnesota State Transfer Pathways project, which allows HCC to assess appropriate course and program outcomes that align with university needs/requirements. Three HCC faculty have served on development committees and two programs have developed discipline
pathways with others in progress.

The HCC Join Us in Making Progress (JUMP) committee meets regularly to assess HCC's continuous quality improvement initiatives and accreditation progress. Program faculty use industry/program test pass rates, graduation rates, and related employment data to assess their effectiveness in serving stakeholders.

2P3e. Assessing the degree to which key stakeholder needs are met

HCC has strong bonds with stakeholders that largely depend on informal conversations along with meetings where needs and satisfaction of outcomes are discussed. HCC also has results/data related to the work with stakeholders. HCC recognizes that more formality is needed to assess the degree to which these results meet stakeholder needs. As an example, based on this recognition, the HCC provost and HCC Foundation president have hired a consultant in non-profit board development to conduct a board self-assessment followed up with a planning strategy that aligns with the needs/desires of the board.

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met?

High Schools

As a relative newcomer to concurrent enrollment, HCC has worked closely with two local high schools to grow concurrent enrollment from 18 FYE students in FY2014 to 34 FYE in FY2018.

HCC provides financial and educational support for local high schools' technical education programs through the Applied Learning Institute. HCC also conducts an annual Tech Career Day to provide high schools and their students information about future career and training opportunities.

Community Support

HCC uses a facilities scheduling tool, EMS, to track usage. In the past year, HCC facilities were used by several groups, such as the St. Scholastica - MBA program for local residents; MN State Mankato - Nurse Practitioner Graduate program; International Brotherhood of Electrical Workers - Apprentice Training; and Chamber of Commerce - Leadership Training. This usage is reflected in the EMS data, which tracked a total of 1,052 scheduled bookings outside of HCC's direct use.

HCC's on-campus Testing Center in partnership with the Arrowhead Economic Opportunity Center serves over 500 people annually.

HCC's on-campus Adult Basic Education partnership allowed ABE staff to serve students for a total of 3,099 hours in the last measured year.

Business and Industry

Several HCC career programs are accredited and/or state-approved/licensed.

HCC produces graduates that align with business and industry needs. Related employment of graduates at HCC has exceeded our system metric every year since FY2012 with the exception of FY2016.
**Customized Training**

HCC's customized training center, Advanced Minnesota, has conducted between 10,000 and 16,000 hours of annual customized training for local industries over the past five years but has not met the system metric since FY2013. A significant drop in training hours occurred in FY2016, which correlates with significant layoffs during that year in local mining. Advanced Minnesota served over 7,400 incumbent workers in 2017-2018.

**Universities**

Through articulation agreements, participating in the Minnesota Transfer Curriculum, and the Minnesota State Transfer Pathways project, HCC's accepted transfer credit rates have steadily improved.

In addition to the Transfer Pathway project, HCC also enters into university-specific articulations. Recently, Bemidji State University agreed to articulate with four of their bachelor's degrees. Since these agreements are new, student data is not yet available.

**213: IMPROVEMENT**

**Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?**

HCC has robust processes for determining appropriate stakeholders, meeting and listening to stakeholders, and adapting to their stated changing needs. HCC also has data supporting the efforts of serving stakeholders but currently lacks a formal process for measuring to what degree results match with stakeholder needs.

Following the self-assessment, the HCC Foundation board is in the process of developing a strategy that aligns with the results.

HCC's JUMP committee will incorporate appropriate assessment tools/methods for measuring stakeholder satisfaction, specifically to determine if the results of our processes match the needs of the stakeholders. The JUMP committee will bring their recommendations forward to Shared Governance for discussion/editing/approval/implementation.

HCC's customized training department is expanding its reach through a partnership with Bemidji State University and Northwest Technical College with a goal of helping more customers.

**Sources**

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- ABE Office - HCC Directory (Highlighted) (page number 3)
- Adv MN Customers Trained
- Advanced MN Web page
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- Advisory Committee Policy
- AEOA College Prep Partnership
- ALI Email - Approved Projects
• ALI Info
• Articulation Agreements - HCC to BSU.pdf
• CITS Role of the HCC Mentor 2017-2018
• Concurrent Enrollment FYE (Highlighted)
• Duty Day Presentation - President Maki - August 2018
• Duty Day Presentation - President Maki - August 2018 (page number 28)
• Email - Articulation Agreements
• Email - Tour
• Email - Tour (page number 2)
• Facility Use Form
• GPAC Info
• HCC Catalog
• HCC Catalog (page number 69)
• HCC Employer Survey
• HCC Facilities Usage Data
• HCC Fact Book 2017
• HCC Fact Book 2017 (page number 32)
• HCC Foundation - Self-Assessment
• HCC Foundation Agenda 2-2-18
• HCC Foundation Scholarship General Application-2018-2019
• HCC Strategic Plan 2016-2018
• HCC Strategic Plan 2016-2018 - Mission (Highlighted)
• JUMP Minutes
• Listening Session - Tina Smith
• MN Transfer Curriculum - HCC
• Outcomes Alignment - Technical Programs.pdf
• Pearson Vue Test Center
• Perkins Grant Info
• Pharm Tech and MLT Exam Pass Rates
• Program Accreditation Approval Letters.pdf
• Program Data Sheets - 2018
• Program Data Sheets - 2018 (page number 2)
• SFPM Report - May 2018.pdf
• SFPM Report - May 2018.pdf (page number 2)
• SFPM Report - May 2018.pdf (page number 12)
• Tech Career day email number of participants
• Testing hours AEOA 2016
• Transfer credits data to university
• Transfer Pathway Submissions
• Transfer Pathways
• Website - HCC Foundation
• Website - HCC Foundation (page number 2)
• Website - HCC Foundation (page number 3)
2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups.

2P4a. Collecting complaint information from students

HCC's Student Complaint Form is available on HCC's website and on campus in Student Services. The process for submitting a complaint, grievance, or appeal is specified in the Student Handbook.

When a student has a complaint against the college or a student, HCC uses the following process:
The first attempt is to resolve any concern(s) directly with the person (or office) with whom they have the concern.

If the student is not satisfied, they speak with a counselor who listens and helps the student identify alternative solutions.

If upon meeting with a counselor, the student determines that they would like to file a formal complaint, they complete the Student Complaint Form, which is submitted to the provost's office to be disseminated to the appropriate person for action (i.e. student conduct officer, harassment and discrimination officer, dean of academics, etc.).

Appropriate college personnel meet with the student to gather as much information as possible initially and follow investigative steps if appropriate.

As a Minnesota State college, HCC follows state policies and procedures depending on the type of complaint:

**Discrimination or harassment based on protected class**

- Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment Education
- Procedure 1B.1.1 Report/Complaint of Discrimination/Harassment Investigation and Resolution

**Sexual violence**

- Board Policy 1B.3 Sexual Violence Policy
- Procedure 1B.3.1 Response to Sexual Violence

**Student Code of Conduct violations**

- Board Policy 3.6 Student Conduct
- Procedure 3.6.1 Student Conduct

**Other complaints and grievances**

- Board Policy 3.8 Student Complaints and Grievances
- Procedure 3.8.1 Student Complaints and Grievances

The Code of Conduct section in HCC's Student Handbook outlines the policies and regulations that are in place regarding student conduct.

Students have the right to submit a formal grade appeal if they believe their final grade has been awarded out of error, arbitrariness, or prejudice. The student begins the process by submitting a written petition to the instructor. The instructor responds to the student with a decision within two weeks.

If the student is not satisfied with the outcome, the student and the instructor supply a copy of their statements to the dean of academics. The dean then convenes a meeting of the College Grade Appeals committee, which is made up of three faculty and two students. The committee reaches a decision based on the statements and other evidence. If the student is not satisfied with the committee's decision, they may make a final appeal to the provost. If the instructor is not satisfied with the provost's decision, they may appeal to the college president.

The dean of academics keeps copies of all student complaints and appeals.
2P4b. Collecting complaint information from other key stakeholders

HCC's process for collecting complaints from other key stakeholders is similar to the process for collecting student complaints. As with students, the first attempt is to resolve the concern directly with the person. If the stakeholder is not satisfied, they speak with the supervisor of the affected area (student conduct officer, harassment and discrimination officer, dean of academics, etc.). Then, appropriate college personnel meet with the stakeholder to gather information and follow investigative procedure if necessary.

Complaints from both students and stakeholders are categorized by type, and records are kept with the dean of academics.

2P4c. Learning from complaint information and determining actions

Complaints are an item of discussion during bi-weekly admin meetings, which include the provost, dean of academics, director of financial aid and enrollment, SSS director, and director of facilities and student conduct. With leadership represented from multiple areas of the college, admin meetings are an ideal time to discuss and learn from student and stakeholder complaints.

Complaints are also discussed among faculty and staff leadership at AASC and Shared Governance meetings.

Actions for particular complaints are determined by decision makers following the applicable complaint procedure. Actions for preventing similar complaints in the future are discussed in department and admin meetings and approved through AASC and/or Shared Governance, depending on the area affected.

2P4d. Communicating actions to students and other key stakeholders

Each complaint policy and procedure has a built-in process for notifying students and other stakeholders of actions and results. For example, petitions are reviewed weekly, and students are informed of the decision by HCC's registrar following the Petition Committee meetings. During the Grade Appeal process, the instructor informs the student of the initial decision in writing within two weeks of the appeal. If the appeal proceeds to the next step, the dean of academics informs the instructor and the student of the Grade Appeal committee's decision in writing.

2P4e. Selecting the tools, methods and instruments to evaluate complaint resolution

The tools, methods, and instruments for evaluating complaint resolution are dictated by college and/or State Board policies and procedures as outlined above depending on the type of complaint.

2R4: RESULTS

What are the results for student and key stakeholder complaints?

During the 2017-2018 academic year, HCC met internal targets for the number of informal complaints about staff and the number of grade change complaints submitted. The number of complaints exceeded internal targets in all other categories.

HCC received a total of seven formal complaints submitted by Student Complain Form from 2012-2016, and there were two formal complaints submitted during the 2017-2018 academic year. All formal complaints in that time were satisfactorily resolved. There were five total grade appeals from
2012-2016. During the 2017-2018 academic year, there were three formal grade appeals. Two of the appeals were denied and one was approved.

214: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Prior to the 2017-2018 academic year, HCC kept records of all Student Complaint Forms and Grade Appeals; however, the complaints were not categorized by type nor entered into any database. In order to more effectively track the volume of complaints in various categories as well as to enable year-to-year comparison, HCC began categorizing complaints by type and tracking the results of grade appeals in 2017-2018.

Sources

- 1B.1 Equal Opportunity
- 1B.1.1 Procedure Equal Opportunity
- 1B.1.1 Report Complaint
- 1B.3 Sexual Violence
- 1B.3.1 Procedure Sexual Violence
- 3.6 Student Conduct
- 3.6.1 Student Conduct
- 3.8 Student Complaints
- 3.8.1 Procedure Student Complaints
- AASC Minutes - All 2017-2018
- AASC Minutes - All 2017-2018 (page number 11)
- Email - Bi-Weekly Admin Meetings
- Email - Grade Appeal - Meeting with Provost - Names Removed
- Email - Grade Appeal - Names Removed
- Email - Grade Appeal Committee - Names Removed
- Grade Appeal Policy Approved
- Shared Governance Minutes - All 2017-2018
- Shared Governance Minutes - All 2017-2018 (page number 11)
- Student Complaint Form
- Student Complaints and Appeals by Semester and Type - Year-to-Year Comparisons
- Student Complaints and Appeals by Semester and Type 2017-2018
- Student Complaints and Appeals by Semester and Type 2017-2018 (page number 2)
- Student Forms - HCC Website
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- Student Handbook
- Student Handbook (page number 29)
- Student Handbook (page number 58)
- Student Handbook - Notification (Highlighted).pdf
- Student Handbook - Notification (Highlighted).pdf (page number 44)
- Student Handbook - Notification (Highlighted).pdf (page number 58)
2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution.

2P5a. Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

In all partnerships and collaborations, HCC seeks to serve the needs of organizations while in return receiving benefits that further the mission of the college. The process for selecting partners is guided by this idea of mutual benefit and by the tenets of HCC's mission, vision, and values, notably the Core Concept to Build Relationships. Factors considered in selecting mission-critical partners include
enrollment data, cost efficiencies, and employment data. The need to provide students clinical and internship settings prompt program faculty to find suitable partners on an annual basis. Grant opportunities that arise create meaningful partnerships, which strengthen grant applications and grant results. Serving community needs guides HCC into partnerships that make regional impact while providing students with opportunity. To summarize, mission-critical partnerships in a rural community college are driven by data and by relational knowledge.

2P5b. Building and maintaining relationships with partners

HCC/NHED co-employs a workforce development coordinator along with the Department of Iron Range Resources and Rehabilitation (IRRR). This joint hire fosters meetings between HCC and IRRR’s higher education committee, which is charged with funding innovative academic programming that meet local workforce needs. These committee meetings occur annually and include HCC administration, who receive prior consultation from program faculty.

The HCC provost chairs the board of the Fairview Range Regional Medical Center (the largest regional employer and healthcare provider). The provost meets monthly with the CEO/President to discuss board-related issues but also to discuss potential partnership that are mutually beneficial to both organizations, especially involving HCC’s healthcare programs.

HCC partners with other NHED colleges to gain efficiencies and to maintain/enhance academic offerings. HCC administration meets monthly with the four other college provosts, during which time partner opportunities are discussed. A joint student success committee meets monthly and a district strategic planning committee meets about quarterly to explore potential partnership opportunities. Data-driven decisions also lead to college partnerships outside the district. HCC's administration and faculty work together in these cases to build partnerships that serve students and benefit colleges on both sides of the arrangement.

HCC healthcare faculty select healthcare partners annually for student clinical experiences. Most partners are selected locally to accommodate on-campus students, but faculty do select partners in other communities when it benefits the students.

HCC pursues granting at all levels of the institution as needs arise. Faculty and staff who pursue grant partners work with administration to ensure the grant meets the college's overall mission. The HCC provost serves on the executive committee of the Hibbing Community Foundation, which creates a close bond between the organizations.

HCC empowers technical faculty in programs of high demand to partner with industry on equipment donation in order to take advantage of the Minnesota State Leveraged Equipment program. For every dollar of donated equipment or supplies, HCC program faculty can purchase one dollar of equipment relevant to their needs.

HCC administration signs an annual partnership agreement with two local high schools and Habitat for Humanity to build one house per year for a family in need.

2P5c. Selecting the tools, methods and instruments to assess partnership effectiveness

The tools for determining partnership effective vary by partner type.

Healthcare programs survey their clinical partners to measure satisfaction with clinical students and nursing students also evaluate their clinical experiences each semester.
Granting and funding partners are measured by success of grant applications and deliverables of the grant's purpose. Longevity of these partnerships and repeat giving are methods of assessing satisfaction and effectiveness.

The effectiveness of relational partnerships, such as Habitat for Humanity and Fairview Range, are measured in annual results of each respective partnership and continued longevity of the partnerships.

The effectiveness of academic partnerships are measured by enrollment data, student success, and cost efficiency.

**2P5d. Evaluating the degree to which collaborations and partnerships are effective**

HCC has strong partnerships that largely depend on discussions among partner members/leaders along with meetings where needs and satisfaction of outcomes are discussed. HCC has results/data related to work with stakeholders. HCC recognizes, however, that more formality is needed to assess the degree to which results align with the needs of stakeholders.

**2R5: RESULTS**

*What are the results for determining the effectiveness of aligning and building collaborations and partnerships?*

A focus on partnerships and collaborations has tremendously benefitted HCC.

The Department of IRRR has funded three academic program revisions over the last eight years for a total of approximately two million dollars. The results of the funding were a new program: Industrial Systems Technology; a new three-room healthcare simulation center for our Nursing program; and revised curriculum and new equipment in our Transportation sector programs (in progress).

HCC partners with the University of Minnesota to operate a fully functional dental clinic on Hibbing's campus. HCC Dental Assisting students work alongside U of M senior dental students to provide care to area residents. After analyzing data related to the need for rural healthcare programs in higher education, HCC has partnered with Lake Superior College to offer the Dental Assisting program to students in the Duluth, MN, area.

The Commercial Truck Driving certificate and Pharmacy Tech degree that is offered at HCC has been offered on other NHED campuses through video conferencing. This has been made possible through partnerships with Itasca Community College and Rainy River Community College.

HCC also partners with Central Lakes College and Alexandria Technical College to offer a Medical Coding and Scribing program to students. This collaboration will give HCC the ability to offer the program on an annual basis when in the past it was offered biannually.

HCC also increases opportunities for its students by collaborating with its sister NHED colleges in summer online offerings, providing 29 different shared courses in the summer of 2018.

In partnership with the Women's Foundation of Minnesota, HCC started the EMPower program to assist women in pursuing non-traditional careers. The foundation awarded HCC $100,000 and then another $50,000 to continue the work started in the first grant.

In partnership with Fairview Range Medical Center and their foundation, HCC was awarded over $30,000 to support the healthcare simulation center. HCC leveraged that gift through Minnesota
State's Leveraged Equipment to create a dollar-for-dollar match.

The Blandin Foundation has partnered with HCC to offer board development training for HCC's foundation and funded a broadband initiative, which allowed HCC to offer an IT Career Day for high school students.

A health and a history instructor both partnered with the System Office's grant-making department to use or develop OERs for their courses. The System Office also funded a Success in Nursing Grant to support our foreign-born nursing students.

HCC's online Medical Laboratory Technician (MLT) program partners with labs in approved states across the United States. Students take online MLT coursework through HCC and work in an approved clinical laboratory. The clinical lab requires a designated liaison and clinical coordinator. The liaison or mentor works with the students on laboratory exercises, and the clinic coordinator serves as a proctor for written exams.

The Electrical Maintenance program at HCC partners with Mesabi Community College, local high schools, and Habitat for Humanity to give students on-the-job experience. The collaboration project allows students to work together with Habitat for Humanity to build a home or remodel homes in the region.

The RN completion to DNP track via Minnesota State University-Mankato has been established through Advanced Minnesota as Iron Range Nursing. Nursing faculty support this program, which brings advanced education to the region. Mankato pays an HCC advisor to work with local students interested in this track.

Adult Basic Education (ABE) is located on the HCC campus. ABE offers programs to community members, such as transition to college, career assessment, GED preparation, basic computer skills, and English language learner. This partnership is extremely beneficial to HCC students who are not quite ready for college-level coursework. ABE served nearly 300 students in a recent one-year period.

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

The Minnesota State system is undergoing a comprehensive change in how it serves industry through customized training. Termed "Comprehensive Workforce Solutions," the system is working toward regionalizing customized training. Therefore, Advanced Minnesota is in the process of broadening services beyond its normal service area. The process for serving clients will be based on what expertise can be provided instead of solely by geography. HCC/Advanced Minnesota will participate in this new process.

While HCC has partnered with its sister NHED colleges in academic program areas and in individual classes, the process for determining areas of these partnership have been reactive based on data, such as low enrollment or high-cost programming. HCC along with its NHED college partners is now entering a comprehensive district-wide academic planning session to formalize the process for determining appropriate academic partnerships.

Sources
- ABE Contact Hours with Students
- ABE Office - HCC Directory (Highlighted)
- ABE Office - HCC Directory (Highlighted) (page number 3)
- Advisory Meeting Minutes Dental Distant Cohort
- Advisory Meeting MLT Spring 2018 Minutes
- ALI Email - Approved Projects
- Broadband grant news release
- BSU Pooled Offerings Adv MN
- Cardinal Kickoff Agenda - Liberal Arts
- Cardinal Kickoff Agenda - Technical
- CDL - ITV (Highlighted)
- CLC HCC Agreement - Med Coding and Scribing
- CMMF-Fairview Sim Lab donation 2015
- Collaboration Grant - Call for Proposal
- Email - Habitat Build
- Email - IT Career Day.pdf
- Employer Surveys 2015 MLT
- EMPOWER Award 50000
- EMPOWER First Award
- Fairview Board of Directors Chair
- Grant Approval Example
- Habitat House Build Planning Email
- HCC Strategic Plan 2016-2018
- HCC Strategic Plan 2016-2018 - Build Relationships (Highlighted)
- HCC Strategic Plan 2016-2018 - Community (Highlighted)
- Hibbing Dental Clinic Partnership
- Hibbing Dental Clinic Partnership (page number 2)
- House Sponsorship Agreement 2017-2018
- Instructional Cost Study
- IRHEC Meeting Agenda
- Iron Range Nursing Flyer
- Iron Range Resources and Rehabilitation Board (IRRRB)
- IST SUMMIT AGENDA
- Leveraged Equipment Email
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- LSC Collaboration - Rural Healthcare Need
- LSC Collaboration - Rural Healthcare Need (page number 5)
- LSC HCC Dental
- Medical Coding and Scribing - Courses and Partner Colleges
- MLT Online Brochure
- MLTProgramBrochureOnlineRevised
- NHED Regional Planning 2018
- NHED Strategic Planning Meeting - Agenda and Notes
- OER Course Redesign Award- Brau
- OER Steve Potts
- Pharm Tech - ITV (Highlighted)
- Power of Technology Broadband Grant
- Presidents Cabinet Meeting Agendas
- Program Data Sheets - 2018
- Program Data Sheets - 2018 (page number 2)
- Simulation Lab Budget - IRRRB Summary
- Success in Nursing Grant Report
- Summer Online Course Rotation
- Tech Career day email number of participants
- Transportation IRRR
- Website - EMPOWER
- Who We Are - Education Innovation Partners
- Workplace Solutions Regionalized
- Workplace Solutions Regionalized (page number 2)
3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators.
3P1a. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

The process of hiring at HCC is a collaborative effort across faculty, staff, and administration. Faculty and staff involvement on each screening/hiring committee is essential to provide feedback on candidates and select well-rounded, qualified employees. Campus unions self-select representation, and a call-out for committee volunteers is emailed to employees in their respective unions at the start of a hiring process.

The hiring committee is obligated to review the Hiring Procedures Handbook for the Northeastern Higher Education District (NHED). These policies discuss confidentiality, appropriate representation on the hiring committee, and nondiscrimination policies.

Initially, the hiring authority will identify vacancy and prepare the position description. They will work with Human Resources (HR) to determine if a job audit is needed. After this, an Intent to Fill form is completed and sent to the provost for approval. Full-time faculty vacancies or new positions are approved by administration after consultation with faculty via Shared Governance.

Screening Committees are formed as soon as possible after approval for positions has been given and are composed of representatives from the following groups, depending on the position: MSCF (faculty), AFSCME, MAPE/MMA, students, administration, community, or Commissioner’s Plan. A representative from the program advisory board may also be asked to participate for technical faculty positions.

The provost appoints a Chair of the Screening Committee and reviews the committee membership to assure that there is a gender/diversity balance. Once the committee has been finalized, the Chair notifies HR of the members. Then, the Screening Committee receives sample interview questions, NHED hiring procedures, a confidentiality agreement form, and links to training on confidentiality and avoiding bias.

Recruitment takes place over commonly used posting locations, such as the Chronicles of Higher Education, as well as the MN State employment page and the NHED webpage. Applications are also available in alternate formats to ensure recruitment of individuals with diverse needs. Once applications are received, HR compiles these applications and reviews credentialing for faculty and minimum qualifications for all employees. Once it is ascertained that the candidates meet these requirements, applications are forwarded to the Chair for consideration by the Screening Committee.

The Screening Committee then meets to determine semi-finalists, whose names are submitted to HR. Approval of the applicant pool and the semi-finalist (interviewees) pool is the responsibility of the Affirmative Action Officer. The Affirmative Action Officer has the authority to add available and qualified individuals to the pool for diversity. HR notifies the Screening Committee when their list of semi-finalists has been approved.

Next, the Screening Committee conducts interviews. Each candidate is given the same set of questions to answer. Typical questions include how the candidates will promote diversity and equity on campus, how they will address difficult situations, and what kinds of experiences they have that recommend them to this position. The answers to these questions may be rated on a scoring sheet provided by HR.

Following the interviews, the Screening Committee selects 2-3 qualified finalists, whose names are forwarded to the provost. The provost then contacts references, affirms the qualifications of each
candidate, and interviews the candidates briefly. After this, a decision is made, and the top applicant is informed of their selection. If there is only one acceptable finalist due to the size of the pool and the result of the interviews, the provost has the discretion to hire or not hire and may declare a failed search if no candidates are acceptable.

HCC has also developed an Active Peer Mentorship Program as an AQIP action project. This project arose from a need identified by new employees to have a casual and personal point of contact with a mentor. Mentors apply to the program and are matched to mentees by the Active Peer Mentorship Committee. The mentor/mentee dyad is given a schedule of topics to cover each week, in addition to meeting and addressing any concerns the mentee may have (3.C.6).

3P1b. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

The credentialing process to determine salary placement for faculty is based on their in-field credits as well as equivalent background experience for technical program faculty. As part of the Minnesota State system, HCC follows State Procedure 3.32.1 College Faculty Credentialing, which articulates standards for hiring qualified and credentialed staff to serve our students. This procedure is utilized to ensure that our students are taught by qualified professionals within their field (3.C.1).

A typical liberal arts faculty member will have a minimum of a master's degree, with 30 credits in field. Additional credits alter their pay designation, and this credentialing process also helps establish wages in a fair and equitable way, as agreed upon in the MSCF contract. Per Article 20, Section 9 of the contract, if the Minnesota State System Office changes the minimum qualifications (MQ) of a credential field, the employer will bear the costs. This was utilized by some HCC faculty over the past two years when MQs were changed from 16 to 18 graduate course credits in field (3.C.1, 3.C.2).

Although the MSCF contract allows faculty to teach sub-fields (not their credential field) based on special expertise, the HLC recommends that colleges hire faculty that meet MQs for general education fields. It is HCC's intent to abide by this recommendation (3.C.2).

Staff and administration are hired based on criteria that include meeting the minimum qualifications for the position, which often includes educational background and in-field experience. This practice follows the agreements outlined in the MAPE, MMA, and AFSCME contracts.

Dual-credit instructors are expected to meet the same credentialing standards as on-campus faculty. HCC is ensuring that all dual-credit instructors are credentialed by September 1, 2022. Confidential files which include the current qualifications and credential plans for all of HCC's dual-credit instructors have been submitted to the Minnesota State System Office (3.C.2).

3P1c. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

HCC examines and assesses program hiring needs each semester as employees retire, move on to other opportunities, or change their positions internally. Class and program enrollment is monitored via bi-weekly academic meetings between the dean of academics and the curriculum specialist. Enrollment informs the decisions for staffing. Larger scale enrollment trends are analyzed during the program review process.

HCC abides by the MSCF contract by first hiring full-time faculty to meet enrollment demand in programs and then hiring additional part-time and adjunct faculty to accommodate any surplus of
students. Enrollment drives hiring decisions as well as HCC's strategic planning processes. Changes in hiring are discussed through Shared Governance and ultimately approved by HCC's provost and the NHED president (3.C.1).

3P1d. Ensuring the acquisition of sufficient numbers of staff to provide student support services

Along with faculty hiring and staffing processes, Student Services hiring decisions are made based on need. Enrollment and strategic planning processes determine need for staffing of each position, and changing demand from students directs staffing decisions. Dependent on need, qualifications, promotion, and position vacancies, some individuals change within their staffing directives to best serve the needs on campus. These decisions are made with input from Student Services and administration.

3P1e. Tracking outcomes/measures utilizing appropriate tools

Human Resources, departmental and program review, and Student Services meetings allow for data collection and needs assessment in regards to employee staffing and hiring. Additionally, HCC can compare hiring data with a cohort of similar schools using the IPEDS data tool. Enrollment and program changes, as well as contractual agreements, allow HCC to abide by the aforementioned processes, and HR is a repository for hiring data and credentialing information. Campus climate surveys are utilized to assess employee perception of development, resources, communication, and other items.

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services?

When hiring, HCC typically has a sufficient applicant pool. Job postings have attracted talent from around the country. For example, in a recent biology faculty search, HCC received applications from areas far from rural Minnesota, including Georgia, Florida, and Hawaii. Similarly, recent psychology and nursing postings have attracted applicants from Ohio, California, and Scotland.

One finding that HCC has focused on is the lack of noticeable diversity among employees. This is fairly reflective of the population within our geographic area; however, HCC is increasingly drawing in more diverse students from multiple locations in Minnesota, particularly the Minneapolis/St. Paul metro area. We strongly value the merits of a diversified staff, especially when our students can identify with and explore new perspectives through our staff and their experiences. Therefore, HCC sees the need for continued improvement in our growth and expansion of a diverse and multidimensional workforce.

There were some significant changes to faculty credentialing requirements within the last three years. For those faculty currently teaching general education sub-fields and not meeting MQs, HCC facilitated tuition waivers if the necessary courses were taken at a Minnesota State institution. This has resulted in three HCC faculty retraining over the past two years.

As enrollment has declined over the past few years, so has staffing needs. Job vacancies due to retirements have led to increased assessment of necessary positions, causing HCC to make some internal changes to best retain institutional skill and memory.

Results from the 2018 Climate Survey show that HCC employees rank, on a scale of 1 to 4, access to
resources at 3.14 and professional growth at 3.32. Those scores match the averages of other two-year colleges in the district. On questions related to equity and diversity, HCC ranks higher than NHED averages.

Collective bargaining with the MSCF specifies that 70% of all faculty within the system should be full time. Out of the 30 two-year colleges in the system, HCC has the second-highest percentage of "unlimited" faculty (79%), compared to a state-average of 70% and an average of 60% among other NHED schools.

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

HCC will continue to seek qualified candidates to teach and support our students. Having studied our findings, HCC seeks to increase diversity among our new employees. Recently, NHED crafted a new Inclusion and Equity Plan, with a goal to "increase and retain the number of diverse faculty and staff at the colleges of the Northeast Higher Education District." This plan identifies the Minnesota State Accountability Dashboard as a benchmark for HCC's improvement in its recruitment and hiring of individuals from diverse backgrounds and viewpoints. HCC has also recently approved a new Affirmative Action Plan for 2018-2020. Among the stated objectives is to "recruit, hire and retain affirmatively."

HCC will continue to seek feedback from our new and long-standing employees via surveys, which will help us better understand the needs of our current employees as well as improve our recruitment and retention of future employees. HCC will also continue to use the program review process as a means of identifying the needs of each program, which will allow us to efficiently and effectively staff our classes and programs.

Sources

- Advisory Committee Policy
- Affirmative Action Plan 2018-2020
- Affirmative Action Plan 2018-2020 (page number 44)
- Affirmative Action Plan 2018-2020 (page number 45)
- AFSCME Email for Screening Committee.pdf
- AFSCME Master Contract 2015-2017
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- AQIP - Closing Project: Active Peer Mentorship
- Bi-Weekly Academic Meetings
- Climate Survey - Spring 2018
- Climate Survey - Spring 2018 (page number 2)
- Climate Survey - Spring 2018 - Results with NHED - Development (Highlighted)
- Climate Survey - Spring 2018 - Results with NHED - Development (Highlighted) (page number 4)
- Climate Survey - Spring 2018 - Results with NHED - Diversity (Highlighted)
- Climate Survey - Spring 2018 - Results with NHED - Diversity (Highlighted) (page number 4)
- Concurrent Enrollment Credentialing Review
- Confidentiality Agreement - NHED
- Diversity HCC Inclusion and Equity Plan - 2016
- NHED Inclusion Equity Plan 2016-2019
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- PDP - 2017
- Percent of Unlimited Faculty at HCC (Highlighted)
- Position Description - Psychology
- Program Data Sheets - 2018
- Program Review Policy 2017
- Race & Ethnicity in Hibbing, MN - chart
- Sample Reference Questions - Hiring
- Shared Governance Minutes - All 2016-2017 - Hiring (Highlighted)
- Shared Governance Minutes - All 2016-2017 - Hiring (Highlighted) (page number 4)
- Staffing and Enrollment graphs
- Student to Faculty - National Cohort
- Student to Faculty - National Cohort (page number 3)
- Student to Faculty - NHED Comparison
3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution.

HCC engenders and celebrates the success of employees through a variety of workplace practices,
including regular recognition of hard work and accomplishment as well as through compensation for taking on additional projects and responsibilities. Specific practices in recent years include award-based recognition: compensation through competitive salaries, merits, and stipends; and acknowledgement of employee needs, concerns, and growth through newsletters, HCC email updates, Professional Development Plans (PDPs), employee reviews, and public recognition during faculty and staff Duty Days.

3P2a. Designing performance evaluation systems for all employees.

As mandated by Minnesota State, HCC's staff and administrators receive annual performance reviews. The process includes a standard NHED-wide performance evaluation form that outlines goals and expectations, allows for a work plan conversation, and evaluates responsibilities and work duties as they have evolved over the year. As part of the review, the employee submits a self-appraisal form, which includes a means for the employee to reflect on the year’s performance and provide feedback to the supervisor. The annual review process helps ensure continued support and improvement of employee development, candid and constructive feedback for encouragement and growth, and opportunities for conversations about continued training and education.

Faculty are reviewed on a three-year rotation with probationary faculty (a period that covers the first three years of employment) receiving annual reviews. As with HCC's staff and administration performance reviews, faculty submit a self-appraisal form that includes a PDP. As part of the review process, the dean of academics sits-in on a class period to observe the faculty member. The dean of academics and the faculty member then have a follow-up conversation, during which they discuss the self-appraisal form, the classroom observation, and further faculty responsibilities (such as professional development and campus involvement). This review process helps facilitate conversations about instructional techniques, current strengths, and opportunities for improvement. It also provides a formal means for faculty to give feedback and discuss future goals.

3P2b. Soliciting input from and communicating expectations to faculty, staff and administrators

In addition to the employee review process, input is solicited and expectations are communicated through departmental meetings, AASC, and Shared Governance, allowing for regular communication and assessment of college-wide and departmental needs. HCC's New Employee Orientation and Employee Guidebook provide groundwork for expectations of behavior and conduct. Recognizing a need for additional one-on-one support, HCC recently created an AQIP action project focused on peer mentorship, which helps facilitate conversations between new and seasoned employees regarding campus culture and expectations. Also, in addition to using Duty Days as an opportunity to give in-person updates from faculty, staff, and administration, HCC also uses the time to administer surveys for the purpose of gauging campus climate and soliciting input on campus-wide initiatives.

Additionally, each semester HCC selects notable achievements and news regarding our employees and students to share across our district via the NHED newsletter. Administration reaches out to faculty and staff to provide information on current successful projects. Each college’s project is then highlighted in the NHED newsletter and disseminated to all employees in the district. This provides an opportunity to celebrate and communicate best practices and successful projects.

Inter-college email is another common means of communication. Casual emails from the provost and dean of academics allow for the expression of regular updates. Although digital communication is the official mode of communication at the college, HCC also hosts Provost Information Sessions at least once per semester. Open to all HCC employees, these sessions allow for
more lengthy updates and conversations about upcoming events, activities, and college-wide projects.

**3P2c. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services**

HCC's institutional objectives to **Build Relationships** and **Secure the Future** are aligned with employee evaluation and recognition. Employees that feel valued and involved will **maintain tenure** at our institution. Employees are **surveyed** to gauge their involvement and satisfaction. Evaluation of employees will ensure that their training and skill sets actively enable them to effectively teach and support a changing student body with diverse needs. This evaluation and relationship building is achieved through **regular review**, maintenance of **credentialing**, **departmental meetings**, and **intentional celebration** of employee success.

**3P2d. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)**

As noted in 3P2a, evaluation is important for employee growth and satisfaction. Staff and administration are reviewed **annually**. As part of the review process, employees complete a **self-evaluation**, providing opportunity for self-reflection and input. The supervisor completes an **evaluation form**, which covers employee responsibilities, goals, development, and feedback.

Full-time faculty are **reviewed** on a **three-year rotation**. Faculty members complete a **self-appraisal**, which includes a PDP. Then, the dean of academics sits-in and observes a class period. Afterward, the faculty member and the dean of academics meet to discuss the self-appraisal, the results of the **observation**, and other faculty **responsibilities** (3.C.3).

**3P2e. Establishing employee recognition, compensation and benefit systems to promote retention and high performance**

**Award-Based Recognition**

Every year following fall semester, students, staff, faculty, and administration have the opportunity to **nominate** instructors for the **Board of Trustees Award for Excellence in Teaching**. Once nominations are received by the MSCF Union chapter president, nominees are **reviewed** and up to two faculty names can be submitted from the district to the state level for consideration. The statewide committee determines awards for up to six educators in the Minnesota State system. Over the past several years, HCC has had a state winner, as well as **several nominees** that have been forwarded out of the district for state-wide consideration.

Minnesota State also accepts nominees from all colleges and universities within the system for the annual **ASA award**. Nominees may include any member of the college or university community who has to excellence and innovation in academic and student affairs.

From 2012-2015, HCC utilized a **peer-nominated recognition process** to celebrate the achievements and good work of our employees. Developed as part of a 2012 **AQIP action project**, the Recognizing Excellent Service Promotes Employee Commitment and Teamwork (RESPECT) award was created to encourage employees to recognize and celebrate the contributions of coworkers.

**Compensation**

Salaries at HCC are contract-negotiated by bargaining unit. For faculty, this includes a **step-and-**
column-placement advancement that relates to time accrued and education credits achieved by the faculty member. Reasonable Credit Equivalencies (RCEs) can also be assigned as per the MSCF contract. A faculty member may be assigned non-instructional duties by written mutual agreement among the faculty member, MSCF union leadership, and administration. The instructor’s regular workload is then reduced by an equal number of credits/student contact hours.

For AFSCME staff, pay is based on Article 18 of the contract, with provisions for adjustments based on events such as promotions and changes in job description. The MAPE contract specifies that "employees may receive a one (1) step salary increase annually on their anniversary date provided satisfactory performance is indicated by their Appointing Authority and the employee’s salary does not exceed the salary range maximum rate." For MMA administrative staff, pay is directed under Article 16 of the MMA contract, with provisions made for wage adjustment after year one and beyond.

**Stipends, Merit, Achievement Awards**

For MMA staff, Individual Achievement Awards may be given. According to the contract, "any supervisor who has demonstrated outstanding performance may receive an achievement award in the form of 1) a lump sum payment of $1,600, or 2) a one step salary increase." Additionally, the president or provost, at his/her discretion, may provide Team Achievement Awards to any supervisor who has demonstrated outstanding performance as part of a team. MAPE employees may also receive achievement awards.

AFSCME employees have a directed system of promotion and salary change as outlined in Article 18 of the AFSCME contract.

**Benefits**

HCC offers a competitive benefits package, including medical, dental, prescription drug coverage, retirement plans, vacation, sick leave, and personal days as outlined in the AFSCME, MAPE, MMA, and MSCF contracts.

**3P2f. Promoting employee satisfaction and engagement**

Recent efforts to promote camaraderie include off-campus gatherings and celebrations of employee life events. Employee achievements are regularly shared and celebrated verbally and by email. Additionally, life events that are less joyful are also shared (with permission), allowing for support of employees that are experiencing loss or transition. An example of this was the development of a voluntary meal train for an employee that was recently battling breast cancer.

Employees are encouraged to join committees and groups on campus. Each year, emails from committee chairs are sent forth to welcome all interested parties to join in committee work. These emails include scheduling polls to accommodate most employees' work schedules. Work that is done on campus is shared and recognized through email updates from the provost. Employees are compensated financially for additional work through stipends and Reasonable Credit Equivalencies (RCEs), which reduces barriers to working on novel projects. Opportunities and funding for growth and training are made available to all employees.

For faculty, class scheduling is often a collaborative process, with many departments taking turns rotating class assignments. This allows for change, growth, and employee control over day-to-day experiences. Faculty can also develop new classes through a curriculum development process, which
can increase engagement in the educational material.

3P2g. Tracking outcomes/measures utilizing appropriate tool

Employee feedback surveys and campus climate surveys are utilized to assess the recognition that employees feel and the culture that is engendered by our processes. Likewise, employee evaluations are used to examine engagement and satisfaction on the job.

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution?

According to IPEDs data, HCC compensates full-time instructional staff 1.3 times the rate of other comparable colleges.

Annual employee reviews are on schedule, and all scheduled faculty on the three-year rotation were reviewed during the 2017-2018 academic year. As part of the review process, the self-appraisal forms demonstrate that HCC’s employees are active within our community, both on and off campus.

The RESPECT award was not as successful as hoped. Each semester, only 5-6 people would be nominated, and the names were often the same. Therefore, HCC discontinued the program in hopes of finding a more effective approach to recognizing high performance.

Employee tenure at HCC is significant, with many employees serving this community for over 15 years. Due to retirements, many new employees have also been added in the last five years. Results from the 2018 Climate Survey show that HCC ranks slightly below NHED averages on questions related to incorporating input and responsiveness to questions and concerns.

The 2018 New Employee Support Survey asked employees hired within the last five years to rank the support they'd received on a scale of 1 to 10. Employees who had been part of HCC’s newly created Peer Mentorship program submitted an average rating of 9.07 on questions related to the quality of support they'd received. Employees who had been hired prior to the start of the Peer Mentorship program submitted an average rating of 6.04 on the same questions.

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Prior to the 2017-2018 academic year, probationary full-time faculty were reviewed once per semester for three years (the length of the probationary period), and part-time faculty were reviewed intermittently. However, there was no definitive review schedule for regular full-time faculty, which meant that some faculty hadn't been reviewed in over ten years. The implementation in 2017-2018 of a faculty review rotation ensures that all HCC faculty receive periodic evaluations. This will also open opportunity for employees to connect with administration, which is a step toward addressing the recent Climate Survey results regarding input and responsiveness to questions and concerns.

When assessing the evaluation of HCC’s employees, it is clear that our faculty and staff are active within our community. Faculty currently use self-appraisal forms to identify their involvement with professional organizations, licensing bodies, nonprofits, and other community groups. HCC, however, would like to develop a more formal list that documents employee involvement within the greater
community. We have developed a preliminary survey, which was applied during the fall 2018 Duty Day. The data from this survey shows that, on average, faculty and staff serve on 2 campus committees and have attended 6.5 training opportunities over the last five years. We have also developed an employee roster for community work, which we will work to complete over the next several years.

Sources

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- Action Project - Improving Employee Morale Using Employee Recognition
- Action Project - Securing the Future Through Active Peer Mentorship
- AFSCME Master Contract 2015-2017
- AFSCME Master Contract 2015-2017 (page number 68)
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- ASA Awards Nomination
- Board of Trustees Award Guidelines
- Board of Trustees Nomination from Hibbing Community College
- BOT Nomination Form - HCC
- BOT Nomination Instructions - NHED
- Climate Survey - Spring 2018
- Climate Survey - Spring 2018 - Results with NHED - Input, Participation (Highlighted)
- Climate Survey - Spring 2018 - Results with NHED - Responsive (Highlighted)
- Committee Involvement Invite Email with Doodle Pool - OER
- Cooperative Course Scheduling Email
- Curriculum Committee Process
- Duty Day Agenda - January 2018
- Duty Day Presentation - Fall 2018
- Duty Day Surveys - Questions
- Email - Academic Updates.pdf
- Email - HCC Updates - Spring 2018 - Thank Yous and Celebrations (Highlighted)
- Email - HCC Updates.pdf
- Employee Development and Involvement Survey - Results - 2018.08
- Employee Recognition Nomination Form
- Employee Self Appraisal 2011
- Employee Self Appraisal Form
- Faculty Professional Development Request form
- Faculty Review Form.pdf
- Faculty Review Form.pdf (page number 2)
- Faculty Review Policy
- Faculty Review Rotation 2018-2020
- Faculty Reviews - All Completed Spring 2018 - Names Removed
- Faculty Reviews - All Completed Spring 2018 - Names Removed (page number 2)
- Faculty Self-Appraisal
- Faculty Self-Appraisal (page number 2)
- Flyer - Recognition Award
- Grant - OER
- HCC Performance Reviews
- HCC Roster of Committees and Memberships - 2018-2019
- HCC Roster of Committees and Memberships - 2018-2019
- HCC Strategic Plan 2016-2018 - Build Relationships (Highlighted)
- HCC Strategic Plan 2016-2018 - Secure the Future (Highlighted).pdf
- HCC Student Services Meeting 3 28 2013
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- MAPE Contract (page number 75)
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- Meal Train Email - Names Redacted.pdf
- Mentorship Schedule
- MMA Contract
- MMA Contract (page number 39)
- MMA Contract (page number 40)
- MMA Contract (page number 43)
- MMB - Annual Performance Review Language (Highlighted)
- MSCF Master Contract
- MSCF Master Contract (page number 43)
- MSCF Master Contract (page number 52)
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- MSCF Master Contract (page number 114)
- New Employee Directions
- New Employee Orientation Checklist
- New Employee Support Survey
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- New Employee Support Survey - Results (page number 3)
- NHED Newsletter - March 2017
- NHED Newsletter - March 2017 (page number 5)
- NHED Performance Evaluation Form
- OER Course Redesign-Ancillary Materials Application Fall2018
- Orientation Policies - NHED
- PD Packet
- PD Packet (page number 2)
- PDP - 2017
- Provost Fall Update 2017
- Provost Information Session - Spring - Email and Presentation.pdf
- RCEs - Spring 2018
- Retirement Party Invite
- Shared Governance Minutes - All 2017-2018
- Student Services Meeting Agenda
3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees.

3P3a. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

HCC regularly provides opportunities for employees to work on professional development and
As specified in the MSCF contract, HCC allocates $250 per each full-time equivalent faculty position at the college per year for faculty development. HCC's local MSCF Chapter determines an equitable procedure for the distribution of faculty development funds. Often, there are excess funds available, so HCC faculty typically each have access to $400 dollars per year. These funds are used to help faculty members attend conferences and workshops, take courses, and participate in other on- and off-campus professional development opportunities (3.C.4).

Full-time faculty members are required to complete courses on instructional strategies, assessment, curriculum planning, and philosophy of community college education. To aid in continuing education, qualifying employees may receive tuition waivers for courses within the Minnesota State system (3.C.4).

The Minnesota State system makes several development opportunities available to all employees through monthly webinars and regular in-person training classes. Minnesota State also makes grant funding available for special projects. In addition, HCC provides release time for faculty and staff to attend conferences and training opportunities (5.A.4).

HCC uses faculty and staff Duty Days to provide safety and diversity training as well as an opportunity to invite outside speakers to present on issues that affect our campus and community, such as Adverse Childhood Experiences (ACEs).

As a member of the Hibbing Chamber of Commerce, the employees of HCC are eligible for nomination to the Hibbing Chamber Leadership Program. This training program allows employees to explore their strengths and resources as local leaders. The program is hosted on the HCC campus. The Blandin Leadership Program is also available to communities in Minnesota. This strengthens problem-solving skills, builds social capital, and enhances community relationships.

3P3b. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

HCC encourages the continual growth, training, and education of its instructors. Up until the 2017-2018 academic year, every faculty member annually completed a Professional Development Plan (PDP). Beginning with the 2017-2018 year, faculty now submit a PDP on a three-year rotation as part of the more comprehensive faculty review process. The PDP, which is reviewed by the dean of academics during faculty reviews, covers development in the following categories: advancement of academic and professional credentials, related experience, development of teaching methods and instructional strategies, and service to the college and the greater community (3.C.4).

Each year, allocated professional development funds are used to support the ongoing training of faculty, including participation in conferences, workshops, and professional organizations (3.C.4).

Per the MSCF contract, faculty are encouraged to take a sabbatical leave for the purpose of enhancing their education and contributions to the college. Faculty qualify for a sabbatical after six or more years of continuous service.

Online instruction poses unique challenges. Therefore, HCC faculty are encouraged to participate in Quality Matters, an online course review process that assesses the accessibility and rigor of online course design.
Probationary faculty are required to take four Teaching and Learning Competency courses within the first three years of employment. The Minnesota State system offers additional tuition-free courses and training sessions to encourage continual learning and the development of instructional content and technique.

Finally, HCC's hiring process ensures that faculty are appropriately credentialed within their field, based on their in-field credits and equivalent background experience for technical faculty. HCC, as a college in the Minnesota State system, follows Procedure 3.32.1 for hiring qualified and credentialed staff to serve our students (3.C.4).

3P3c. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

HCC staff members have many opportunities to train within their field. HCC provides leave time and reimbursement to attend training sessions. Recently, staff members have received training in financial aid, student testing, counseling, supervision, and several other fields. Monthly Student Services meetings allow for dissemination of information pertinent to student interactions, such as changes in program admission policies and directives. Professionals from community organizations and services are often invited to present during these meetings (3.C.6).

Staff are also hired at or above minimum qualification for their position, complete New Employee Training, and receive Active Peer Mentorship upon hire (3.C.6).

3P3d. Aligning employee professional development activities with institutional objectives

HCC's mission of providing "life-changing education and opportunities in a dynamic learning environment" is made possible by the highly skilled employees who craft, update, and improve the learning environment. Hiring practices guided by the NHED Equity & Inclusion Plan as well as professional development opportunities, such as diversity training, helps HCC to champion inclusion and equity. Likewise, promoting professional development is one of three ways in which HCC secures the future.

3P3e. Tracking outcomes/measures utilizing appropriate tools

Using employee evaluation and faculty review processes, continued training, licensure, and community engagement is tracked and reevaluated annually for staff and on a three-year rotation for faculty. Continual development is also tracked through the program review process.

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development?

From 2013-2017, faculty attended 5.9 conferences or professional development webinars on average. Staff averaged 7.5 conferences or professional development webinars over the same five-year period. In 2016, HCC hosted a professional development day through NHED to create collaboration across instructional areas.

From faculty professional development funds in 2018, $6,443 was carried over to FY2019. In FY2019, there are $23,078 to be spent on faculty professional development out of contract mandated funds. Other staff and administration funds will be made available as training are needed. Recent professional development for staff and administration included training for testing, the faculty
In 2018, HCC's financial aid director attended a spring Financial Aid Conference, and a cohort traveled to the Higher Learning Commission Conference. In 2018, two individuals completed a sabbatical leave.

HCC is proactive in supporting its employees to move into leadership roles. For example,

- The Luoma Leadership Academy is driven through the Minnesota State system. This is an application and selection process driven program. Two HCC employees have attended.
- HCC hosts the Hibbing Chamber Leadership program. Participants are chosen through a selection process. Two HCC employees have attended.
- The Hibbing-Chisholm area sent a cohort through the Blandin Leadership Program in 2016, with two current HCC employees and two HCC Foundation board members participating. This required an application and selection process.
- Minnesota State provides an Executive Leadership Program. A selection process determines which applicants can attend. Our provost and president have attended.
- New Deans Orientation is provided by the Minnesota State system. Three HCC leaders have attended.
- Attendance at the Art and Science of Leadership is required. All middle management and senior management have attended in the past.
- HCC has sent two employees for formal Strengths Finder training. Departments and leadership teams are taken through the process to identity strengths of self and co-workers in order to maximize leadership effectiveness.
- Interim opportunities are used for developing leaders. The past two deans and provost have all started in interim HCC leadership roles.
- All current middle management at HCC have moved up from their department.
- Faculty are promoted to program leaders and deans. Examples include our current and previous dean, our director of nursing, and prior provost.

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

HCC has revised the faculty review process to include more opportunity for conversation and feedback on continued educational opportunities and PDPs. A survey has been developed to gauge training and involvement.

HCC will develop annual surveys to track perceived support for professional development. Likewise, HCC is developing a revised system for tracking tuition waivers and use of professional development funds. The requests for funding from the MSCF professional development committee have been larger than the allotted grant amount. In fall 2018, work will begin to increase the amount given, possibly by instating a rotation for larger amounts, a model used at other institutions.

Sources

- 3-32p1 College Faculty Credentialing
- 3-32p1 College Faculty Credentialing (page number 4)
- AQIP - Closing Project: Active Peer Mentorship
- Blandin Community Leadership Program Outline
- Duty Day Agenda - August 2017 - Diversity (Highlighted)
• Duty Day Agenda - August 2017 - Safety (Highlighted)
• Duty Day Agenda - January 2018 - ACEs (Highlighted)
• Email - Courses for Probationary Faculty
• Email - Faculty Meets Qualifications
• Email - Sabbatical Reports Submitted
• Email - Student Services Meeting Invite
• Employee Development and Involvement Survey - Questions - 2018.08
• Employee Development and Involvement Survey - Results - 2018.08
• Faculty Professional Development Request form
• Faculty Review Policy
• Faculty Review Policy - PDP (Highlighted)
• Faculty Review Rotation 2018-2020
• Faculty Self-Appraisal
• Faculty Self-Appraisal.pdf
• Grant - OER
• HCC New Employee Training Memo.pdf
• HCC Online Course Review Rubric
• HCC Performance Reviews
• HCC Roster of Committees and Memberships - 2018-2019
• HCC Strategic Plan 2016-2018 - Inclusion (Highlighted)
• HCC Strategic Plan 2016-2018 - Mission (Highlighted)
• HCC Strategic Plan 2016-2018 - Secure the Future (Highlighted).pdf
• HCC Strategic Plan 2016-2018.pdf
• HCC Succession Planning 2018
• Hibbing Chamber Leadership Program SESSION-OUTLINE-2018
• Hibbing MSCF Prof Development Funds Calculation_FY2019
• Hibbing-Chisholm Blandin Leadership program announcement
• Inver Hills Example Faculty Development List 2018-2019draft
• Leadership Development Training at Minnesota State
• Luoma Leadership Academy Info
• MAPE Contract
• MAPE Contract (page number 213)
• MAPE Contract - Leave for Training (Highlighted)
• MAPE Contract - Leave for Training (Highlighted) (page number 213)
• Mentorship Schedule
• MMA Contract - Reimbursement (Highlighted)
• MMA Contract - Reimbursement (Highlighted) (page number 71)
• MSCF Master Contract
• MSCF Master Contract (page number 78)
• MSCF Master Contract (page number 80)
• New Employee Directions
• NHED Inclusion Equity Plan 2016-2019 Final
• NHED Performance Evaluation Form
• NHED Performance Evaluation Form (page number 3)
• NHED Professional Development Day Agenda
• PD Packet
• PDP - 2017
• QM Invitation
• Strengths Finders Training program
• Student Services Meeting Agenda
- Technical Program Review Form.pdf
- Technical Program Review Form.pdf (page number 4)
- Training - Accuplacer
- Training - Contract and FWM Agenda
- Training - Counseling
- Training - Financial Aid Spring 2018 Conference Agenda
- Training - Science of Supervision
- Training - Testing Directors
- Training Conference - HLC
- Tuition Waiver Guidelines
- Tuition Waiver Matrix
- Webinar - Deans
- Webinar - OER
4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses
4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes.

4P1a. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

HCC recognizes the importance of serving students, the regional community, and local business and industry with relevant programming and services. Therefore, HCC formally reviews its mission, vision, and values on a continuous three-year cycle. HCC also values its alignment within the Minnesota State system and within the Northeast Higher Education District (NHED). Minnesota State policy describes a college's mission as a statement that defines the "distinct purpose" of the college and the vision as the "aspirations" and "assumptions" about the future environment of the college. Minnesota State further requires that a college's mission and vision align with their institution type, which for HCC means adopting a mission and vision consistent with a two-year comprehensive community college. The HCC planning team took direction from these requirements in its strategic review process. Minnesota State, through its chancellor and the Board of Trustees also sets the philosophical strategic direction for the system through the development of a strategic framework, so colleges must align their planning within the system-directed framework. HCC is also a member institution of NHED, which has its own mission, vision, and values, so planning at a campus level requires HCC to consider NHED's strategic direction as well (1.A.1).

In the past six years, HCC has gone through comprehensive strategic planning processes two times. In 2012, a plan was developed for the 2013-2015 academic years, which resulted in the reaffirmation of the then existing mission, vision, and values. In 2015, HCC underwent the latest iteration of a mission, vision, and values review as part of its comprehensive strategic planning process. Understanding the importance of widespread engagement in critical processes such as strategic planning, HCC created a planning team consisting of representatives of the campus and community with the input of administrative, faculty, and student leadership. The decision was made to gather community input through well-established advisory boards instead of including a single community representative who may have brought a narrowed focus. An HCC faculty member with project planning experience was selected to lead the process along with the provost (1.A.1, 1.D.3).

The planning team reviewed the existing vision, mission, and values and voted unanimous for the mission and vision to remain intact. HCC's vision states, "Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality," which captures the essence of a what a college in our small rural area needs to be. We are reminded constantly by our program advisory boards that it is critical to produce quality and innovative programming to remain the regional leader for economic development. Likewise, the customized training arm of HCC, Advanced Minnesota, plays an integral role in reaching for our vision of being a leader in economic development (1.A.1, 1.D.3).

HCC's mission also did not change during the planning process. The planning team determined that HCC's mission to provide "life-changing education and opportunities in a dynamic learning environment" speaks now more than ever to the need for flexibility in meeting our local stakeholders' evolving demands. It also describes HCC's "distinct purpose," a requirement of Minnesota State's policy on mission statements.

What did change was HCC's value statements. The 2015 planning team developed draft goals that were then broadly categorized into value statements for the faculty and staff to review as a whole.
Those core values were:

1. Build Relationships
2. Provide a Holistic Student Experience
3. Champion Equity and Inclusion

Once these conceptual values were adopted, every campus employee had the opportunity to engage in suggesting measurable tactics that fit within the values statements. The work of the committee and the campus as a whole led to finalized values and objectives called Core Concepts on the strategic plan. (1.A.1, 1.D.2, 1.D.3).

4P1b. Ensuring that institutional actions reflect a commitment to its values.

HCC's core values are reflected in the measurable tactics built within the strategic plan, which are updated and added to throughout the plan's cycle. Campus-wide input was gathered in building these objectives. In addition, HCC’s AQIP action projects are aligned with the institution's values. For example, Mapping and Assessing Student Support Services is aligned with two of HCC’s core values: Champion Inclusion & Equity and Secure the Future. A recent strategic planning session within Student Services also affirmed a commitment to HCC’s core values through a discovery process that led to department values closely aligned with campus values.

4P1c. Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

HCC's mission, vision, and values are communicated across campus and to stakeholders using multiple methods. First, every HCC employee had a chance to review and give input to all of the work completed by the strategic planning team. A professional development day was dedicated to faculty and staff to consider the established campus values and to give input on measurable objectives within each value category. The mission, vision, and values are provided on the HCC website for convenient viewing for internal and external audiences. The HCC marketing department designed and positioned large displays for the two main entrances at HCC to announce the institution's mission, vision, and values to everyone that enters campus. Realizing a more active approach was needed to share and affirm our mission, vision, and values to a variety of stakeholders, HCC started seeking input from faculty and staff through survey instruments (1.B.1, 1.B.2, 1.B.3).

4P1d. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

HCC's mission states that the college will provide "life-changing education and opportunities in a dynamic learning environment." Therefore, HCC's programs and services need to remain relevant and empower stakeholders to engage in life-changing experiences. At a two-year comprehensive college, these experiences typically center on transfer credits/degrees, degrees that lead to employment, and retraining/up-training opportunities (1.A.2).

HCC's liberal arts courses are designed for transfer and are approved offerings within the Minnesota Transfer Curriculum. HCC’s AS degrees have articulations with partner universities, and HCC has submitted two programs for approval in Minnesota State's Transfer Pathways project.

HCC's career and technical programs are designed and monitored annually through industry advisory boards to ensure that HCC is meeting the local workforce demand with relevant programming and preparing students for employment. Where practical, HCC technical programs are accredited through
state and national accrediting bodies to ensure employability and relevant curriculum. **Advanced Minnesota** serves incumbent workers through non-credit training, which is customized to ensure it meets the needs of clients. HCC’s for-credit and non-credit training is also informed by a regional **General Program Advisory Council** (GPAC), which is a board of industry leaders from the major sectors of the regional economy: transportation, power generation, mining, trades, and healthcare. The HCC provost and NHED president each have a seat on the GPAC board.

HCC's mission is also fulfilled through offering **athletics**, **student government**, and other activities in which students are afforded the opportunity to experience personal growth across the broad array of HCC’s Core Competencies.

**4P1e. Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3).**

HCC prioritizes the mission and vision when allocating resources. The effects of declining enrollment and legislatively mandated tuition freezes, however, have outpaced the minimal gains in state appropriations to colleges. Consequently, HCC has made necessary adjustments to both personnel and non-personnel budgets and has sought additional outside funding to support the spirit of the mission and vision.

Ultimately, the provost makes the final determination on an annual budget, but HCC’s budget methodology embeds layers of input into the process. After NHED's VP of finance works with the provost to make annual revenue assumptions and fixed expenditure requirements, each academic and support department is given the opportunity to give input to their program budget. Each department is asked to explain how the request meets the desired outcomes of the program and fits within the mission of the college. Depending on the year, this might be a simple document submission to administration from the department's leadership, or it might be an active discussion as part of the program review process.

Overall budget is also a standing agenda item at **Shared Governance** meetings, which is intended to not only inform faculty leadership of current budget scenarios but also to seek input on budget priorities. Data on program enrollment, program costs, pending new student applications, and future student prospects is collected and analyzed by administration and incorporated into the program review process in order to help determine the health of current programs and the viability of future programming. When personnel decisions need to be made, the provost meets with the administrative leadership team on campus as well as the NHED president, VP of finance, and the NHED HR director to consider the ramifications of decisions and potential alternatives.

Understanding the serious impact certain budget decisions have on people's livelihoods, other factors taken into consideration in the budget process include pending retirements, using grant funding to support positions, and partnering with other local colleges or high schools to share employees. As a result of soliciting campus-wide input and a well-vetted strategic planning process, campus resources are allocated in alignment with mission, vision, and values (1.D.1, 1.A.3).

**4P1f. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)**

HCC distributed a **Climate Survey** to all employees in 2015 and 2018, which included questions related to the college's mission and goals. HCC has also developed an internal survey designed to gauge employee awareness and perceived effectiveness of HCC’s mission and values.
4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values?

The process used in fiscal year 2016 for developing mission, vision, and values resulted in the framework for the 2016-2018 strategic plan. These results were developed through the original work of a representative planning team who drafted broad conceptual values. These values were ultimately vetted through the population of HCC faculty and staff in separate work groups. The sample size for faculty and staff was, in each case, the entire available population minus those people who were absent during the time(s) the focus group work was held.

The results of these work groups affirmed that the drafted value statements were in alignment with the mission/vision of HCC as suggested by an extensive categorical strategies list. Just past the midpoint of the 2016-2018 mission/vision/values cycle, HCC conducted a Missions and Values survey. Out of 131 eligible employees, 83 took the survey for a return rate of 63.3%. The survey intended to measure employee awareness of HCC's mission and value statements and measure the employee's perception of whether HCC is accomplishing the objectives tied to the actual value statements. When asked if they are familiar with HCC's mission, 53% of respondents strongly agreed or agreed while 14% disagreed. Familiarity with the values ("Core Concepts") ranged from 48% suggesting that they were familiar and 13% stating disagreement with familiarity.

The remainder of the survey included questions about the objectives that are tied to each of HCC's Core Concepts. The intent of these questions was to measure the perceptions of HCC's actions as they relate to mission/values. Results indicate strong positive correlations with building community relationships (80% agreeing), creating a collegiate atmosphere (72% agreeing), and promoting a culture of inclusion and equity (91% agreeing). Areas receiving less positive results include having a plan for serving new audiences (48% agreeing) and being positioned for future sustainability and growth (45% agreeing) with nearly 40% neutral, which indicates uncertainly during challenging times of decreased enrollment and revenue.

The 2018 Climate Survey was distributed to employees at each of the five NHED colleges. Results show that 90% of HCC respondents are aware of and understand the college's mission and goals while 81% agree that the college's mission and goals are directly related to the learning experiences the college provides. Only 57% agree that the allocation of human and financial resources supports the college's mission, which, again, is an indicator of tension due to declining resources.

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

The Mission and Values survey indicated that employees were less aware of the actual mission/values statements (awareness for both centered around 50%) than would be expected in a small college. On the other hand, the results indicated that employees perceived that the college was performing well on most of the objectives that support the mission/values. One way in which HCC seeks to improve mission/values awareness is through the purchase of two large professionally created Mission/Vision/Values displays, which are now installed in prominent entrances to the college. Also, similar perception surveys will be conducted with students and other stakeholders to gain insight through their lenses and better inform us how we are living up to our mission/vision/values.
The results of the last eight questions of the Mission and Values survey affirmed that employees believe HCC needs to improve in areas of sustainability, growth, and attracting new audiences. Data supports these concerns as declining enrollment and subsequently declining revenues are challenges HCC faces similar to other area colleges. As other categories indicate, efforts are underway to improve enrollment and financial sustainability. The survey results indicate HCC needs to improve upon informing employees of the ongoing efforts to improve enrollment and produce a sustainable budget, which include placing a regional recruiter specifically in the Minneapolis/St. Paul area, expanding efforts to attract international and out-of-state students, seeking and securing external funds to support students and new programming, and reducing personnel and non-personnel expenditures at a rate approximately to that of lost revenue.

Sending clear and succinct messages through already established communication methods, including quarterly email updates, semi-annual Provost/President Information Sessions, and committee meetings such as Shared Governance, will improve people's understanding about the challenges we face and the efforts underway to address those challenges.

Sources

- 1A.2 Board of Trustees
- 1A.3 System Administration Chancellor
- 3.24 Institution Type Mission and System Mission
- Action Project - Mapping and Assessing - Core Concepts (Highlighted)
- Advanced Minnesota - Mission and Vision
- Advisory Board Meeting Minutes - 2017-2018.pdf
- Advisory Committee Policy
- Aligning Action Projects with Values
- AQIP Action Project Alignment.pdf
- Articulation Agreements - HCC to BSU.pdf
- Broader Faculty Input - Values 2015
- Climate Survey - Spring 2018
- Climate Survey - Spring 2018 (page number 2)
- Climate Survey - Spring 2018 - Mission and Goals (Highlighted)
- Climate Survey - Spring 2018 - Mission and Goals (Highlighted) (page number 5)
- Climate Survey - Spring 2018 - Results with NHED - Mission (Highlighted)
- Climate Survey - Spring 2018 - Results with NHED - Mission (Highlighted) (page number 4)
- Clubs & Organizations - Alignment with Core Competencies and Goal Areas
- Email - HCC Updates.pdf
- Foundation Contribution SP tactic
- FY2018 Hibbing Revenue Projection
- Goal Statements - Core Concepts
- Goals and Values Alignment - System District Campus
- GPAC Agenda 12 13 17
- HCC Annual Enrollment by Tuition Type
- HCC Athletic Offerings
- HCC Program Budget Request Template
- HCC Strategic Plan 2013-2015
- HCC Strategic Plan 2016-2018
- HCC Strategic Plan 2016-2018 - 4 Core Concepts (Highlighted)
- HCC Strategic Plan 2016-2018 - Guiding Principle (Highlighted)
- HCC Strategic Plan 2016-2018 - Inclusion (Highlighted)
- HCC Strategic Plan 2016-2018 - Mission (Highlighted)
- HCC Strategic Plan 2016-2018 - Secure the Future (Highlighted).pdf
- HCC Strategic Plan 2016-2018 - Vision (Highlighted)
- HCC Student Activities
- HCC Website - Strategic Plan Link
- Minnesota State - Strategic Framework.pdf
- Mission-Vision-Values Layout
- MN Transfer Curriculum - HCC
- NHED Mission_Vision_Principles
- Program Accreditation Approval Letters.pdf
- Program Data Sheets - 2018
- Program Review Policy 2017
- Provost Fall Update 2017
- Provost Information Session - Spring - Email and Presentation.pdf
- Shared Governance Budget Update 2017
- Shared Governance Language
- Shared Governance Minutes - All 2017-2018
- Shared Governance Minutes - All 2017-2018 (page number 2)
- Shared Governance Minutes - All 2017-2018 - Budget (Highlighted)
- Shared Governance Minutes - All 2017-2018 - Budget (Highlighted) (page number 2)
- SP Tactic Collegial Lounge Space 2019
- SP Tactics Faculty and Staff Developed
- SP Tactics Worksheet
- Strategic Planning - Faculty Staff Values Preliminary List - 2016
- Strategic Planning Faculty Groups - 2015-2016
- Strategic Planning Followup Meeting 12.17.15
- Strategic Planning Team Template - Fall 2015
- Student Services - Values 2017
- Student Services Strategic Plan - Draft Values 2107
- Student Services Strategic Plan - Mission Visioning 2017
- Survey of HCC Mission and Values - Questions - 2018.01.05
- Survey of HCC Mission and Values - Results - 2018.01.05.pdf
- Survey of HCC Mission and Values - Results - 2018.01.05.pdf (page number 2)
- Technical Program Review Form.pdf
- Transfer Pathways
- Transfer Pathways Submissions - Business and Law
- Tuition Freeze Press Release (Highlighted)
4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/ measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes.

4P2a. Engaging internal and external stakeholders in strategic planning (5.C.3)
In fall 2015, HCC underwent a comprehensive strategic planning process. In order to work with a manageable planning team, a comprehensive core of faculty, staff, and students were selected to participate in the process of drafting the plan while community members and a broader group of faculty and staff were engaged. This process resulted in updated values and objectives, which were drafted for further vetting. After refining and confirming the values with committee members, widespread campus involvement resulted in the final implementation of four "Core Concepts."

Upon formal adoption of the Core Concepts, objectives were developed to put the concepts into practice. Four faculty groups and one large staff group were organized to draft these objectives. Through a facilitated process, these groups produced a comprehensive list that they felt would bring the Core Concepts to life. Members of the original planning team then categorized like ideas, which resulted in the final objectives listed within each Core Concept. Since that point in time, the execution of these objectives has involved employees from all areas of campus, students, and external partners, such as advisory boards, the HCC Foundation, and local high schools (5.C.3).

4P2b. Aligning operations with the institution's mission, vision and values (5.C.2)

The Core Concepts and objectives have been the driving force for the operation of the college. The provost's leadership team, which includes leaders from the major campus units, considers the results of the strategic plan when making decisions about continuous improvement. HCC's accreditation team, Join Us in Making Progress (JUMP), will only approve an AQIP action project if it meets one or more of the Core Concepts within HCC's strategic plan. These AQIP projects are widely vetted and are included as a standing agenda item in AASC meetings. Departments who undergo planning use the strategic plan as a guide and develop tactics and processes that meet the objectives of the college's overarching plan. Program budgets are approved based on how the requests accomplish goals within the department and how those goals fit within HCC's mission/vision/values. Results are discussed and recognized during department leadership performance reviews (5.C.2).

4P2c. Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

The processes used to ensure operational alignment across all college sectors starts at the district level. The NHED president holds monthly cabinet meetings that include the five college provosts, the vice-president of finance, and the HR director. Among the purposes of these monthly meetings is to ensure that the colleges are in alignment regarding the use of shared services and that they are not duplicating programming or competing for students/customers. A cross-sectional planning team, also meets regularly to plan district-wide initiatives.

At the campus level, the HCC leadership team typically meets bi-weekly and consists of the provost, the Student Services director, SSS director, facilities director, and dean of academics. This leadership group covers the supervision of every employee/department on the HCC campus and, therefore, ensures effective communication and alignment of campus initiatives, projects, etc. The provost also carries district-level work to these campus-level team meetings (5.B.3).

All academic changes initiated by faculty or departments are brought through a centralized process involving curriculum committees and AASC on a monthly basis for vetting by a broader group of stakeholders. Student Services staff also participate in AASC meetings to ensure academic decisions align with program requirements, Minnesota Transfer Curriculum guidelines, etc. Operational decisions are made through monthly Shared Governance meetings. During these meetings, HCC faculty leadership bring forward issues that were raised during monthly faculty meetings (5.B.3).
Departments meet as needed and are led by a member of the provost leadership team. As an example, monthly Students Services meetings are held to ensure financial aid, admissions, advising, SSS, tutoring, etc. are making decisions that meet the needs of students but do not adversely affect students in other support areas.

The strategic planning team and accreditation team consist of a cross-section of employees from multiple academic and support departments to ensure decisions are made that align with all involved departments across campus (5.B.3).

**4P2d. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)**

HCC's Core Concepts provide categorical guidance in HCC's process for taking advantage of opportunities, understanding shortcomings, and mitigating risk.

**Build Relationships**

The first Core Concept, Build Relationships, has a far reaching effect that helps mitigate enrollment and financial shortfalls. HCC has capitalized on opportunities by partnering with local high schools to provide PSEO and concurrent enrollment offerings; with local business to provide advisory support, equipment, supplies, and job opportunities for students; with government organizations, such as Adult Basic Education and the Department of Iron Range Resources and Rehabilitation, to provide additional support and funding; and with other colleges to provide unit-level efficiencies and programming opportunities for students (5.C.4, 5.C.5).

**Provide a Holistic Student Experience**

Declining enrollment is a risk to the college that further amplifies the need to retain the students that enroll at HCC, so it is critical to meet the objectives set out in Provide a Holistic Student Experience. Recognizing the need to more effectively serve and retain students, HCC's most recent AQIP action project, Attention to Retention Through Early Intervention, directly address those concerns.

**Champion Inclusion & Equity**

HCC is experiencing a more diverse student population, which emphasizes the importance of Champion Equity & Inclusion. The obvious opportunities of broadening the make-up of the student body include the potential enrollment growth and the diversity of viewpoints that increased cultural diversity brings to campus. The challenge associated with growing the diversity of HCC's student population is that HCC's staff and faculty demographic does not match that of changing student body. Ongoing attempts to increase employee diversity along with cultural diversity professional development are two opportunities to improve in this area.

**Secure the Future**

The objectives within Secure the Future recognize the need to analyze retirement rates; attract, train and mentor new employees; and revise HCC's recruiting and marketing plan to reach new student audiences. A regional recruiter was hired to attract students from the Minneapolis area, and extra staff time has been assigned to international student efforts. HCC continues to grow its concurrent enrollment offerings at local high schools and has designated staff to support PSEO students on campus (5.C.4, 5.C.5).
4P2c. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Campus-wide input resulted in HCC's current mission/vision/values. Each department or division leader is responsible for working with their staff and faculty to build a budget and determine resource needs based on department goals that align with HCC's mission. These individual budgets are reviewed, modified, and prioritized by the cross-sectional leadership team as needed to fit the overall college budget. Performance reviews, system performance metrics, and academic program efficiency measures are all considered to ensure that HCC is maximizing resources. Individual departments such as Student Services conduct department-level planning that results in objectives aligned with HCC's mission/vision/values (5.C.1, 5.C.4).

4P2f. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

System Office performance metrics, composite financial measures, historical enrollment data, historical cost efficiency data, student success measures, and related employment data are all examples of tools used to track outcome and measures.

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans?

The strategic planning process received strong buy-in from faculty and staff. Every employee had an opportunity to provide feedback on the draft strategic plan and had opportunity to work in teams to build strategies intended to meet the plan's objectives. A mid-cycle survey to measure awareness and agreeability of HCC's mission/vision/values indicated continued support.

Enrollment

Recognizing the challenges presented by declining enrollment, HCC recently redesigned its admissions process to increase efficiency and, through NHED, hired a regional recruiter, who received 1,362 inquires for HCC from outside of the region.

Despite the overall downward enrollment trend, HCC has increased concurrent enrollment from 0 FYE in FY2013 to 34.2 FYE in FY2018. During that time, HCC has strengthened its relationships with local high schools by offering more concurrent enrollment sections each year and working with instructors on their credentialing plans. HCC has also seen a significant rise in PSEO enrollment, from 57 FYE in FY2015 to 107 FYE in FY2018.

Enrollment from out-of-state students has also increased from 20.6 FYE in fall 2014 to 30.5 FYE in fall 2018. The increase can partly be attributed to coaches connecting with high schools and recruiting agencies from outside of the region as well as HCC committing resources toward international advising.

Resource Management

HCC operated in deficit spending in FY2016 and 17, but, through reductions in program and course offerings and personnel expenses, the college finished FY2018 with a balanced budget despite an 11% drop in enrollment.
Due to low enrollment trends, the Gerontology and Office Administration programs have been closed, and, in fall 2018, HCC suspended the first year of the Pharm Tech program. Nevertheless, HCC continues to pursue opportunities to collaborate to offer programs more efficiently. Recent examples from 2017-2018 include partnering with Cook County Higher Education to offer a Culinary certificate on the North Shore; redesigning a shared Medical Coding & Scribing program; and offering the Dental Assistant program to students at Lake Superior College.

HCC also collaborates regularly with the other four colleges in the NHED district, sharing courses and programs via interactive video.

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

HCC's planning process has been consistent over the past several years. It is well designed, engages the whole campus, and enjoys broad support. The most recent planning process attempted to engage community stakeholders through advisory boards. In retrospect, this method left community stakeholders too disconnected from the process and did not meet HCC's intended outcome of community-wide input. The next strategic plan review will include community members serving directly on the strategic plan committee. Also, a mission/vision/values agreeability and awareness survey will be administered to students and community stakeholders in addition to HCC employees.

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4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/Measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes.
4P3a. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

HCC is a member of both the Minnesota State system and the Northeast Higher Education District (NHED), and, therefore, leadership is structured at three levels: the system level, the district level and the campus level. The Minnesota State system is a consortium of thirty colleges and seven universities located throughout Minnesota. A fifteen-member Board of Trustees (BOT) appointed by the governor is responsible for creating and monitoring policies in areas of system planning, academic programming, financial and personnel management, admissions requirements, and tuition and fees. These powers are delegated to the board by Minnesota State Statute 136F.06 (2.C.4).

4P3b. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

While policies are ultimately approved by the BOT, every policy goes through an extensive vetting and revisions process that involves people at all levels within the system. The work of the Minnesota State BOT is carried out through the system's chancellor who is appointed by the BOT. The chancellor leads a system office staff that includes vice-chancellors who are responsible for divisions such as student affairs, diversity and inclusion, academic programming, finance, legal affairs, risk mitigation, information technology, and data and research. The staff in these departments support the work of the system as a whole and are available to each campus through designed communication channels. System Office staff are readily available for campus-level staff by phone or email when needs arise. Communication directly to the chancellor and vice-chancellors is typically reserved for the college presidents. Within Minnesota State, a president is appointed to each college per Board of Trustees Policy 4.2. These presidents serve as the chief executive officer for each college, and they report directly to the chancellor (2.C.3, 5.B.1, 5.B.2).

4P3c. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

As a member of NHED, HCC's president also serves as president for the other four colleges in the district. It is a unique structure for one president to lead five independently accredited colleges, but the connectedness of one large organization provides enhanced leverage when the president interfaces with the System Office, the state legislature, local school districts, and regional employers. While it is not unusual for the president to be referred to as the "NHED president," it is important to clarify that NHED is not a higher education institution but simply an overarching organizational structure for five colleges. Therefore, it is equally important to emphasize that the person who serves in this role is the president of each of the five colleges within the district, including HCC.

As chief executive officer, the president advocates for the colleges to the System Office and the legislature. She/he represents the colleges regionally through multiple connections with business and industry, local government agencies, and local foundations. She/he ensures the college's strategic plans align with the NHED strategic plan and ultimately with the system's objectives. The president allocates resources to each of the NHED colleges and ensures that each college produces a balanced budget that supports the mission of the colleges. The president is ultimately responsible for the performance metrics of the colleges and how they align with the system's strategic framework. To further support each independent college within NHED, the president employs other resources to support HCC and the other colleges within the district. A vice-president of finance oversees a shared business-services model, and a human resources director leads a shared human resources department, a diversity/inclusion team, and a safety director. The executive director of Advanced Minnesota, NHED's shared customized training department, also reports directly to the president.
At HCC, decisions regarding academic matters are made through the AASC. As stipulated in the MSCF contract, the council is made up of two-thirds faculty and one-third staff/admin, which, at HCC, includes the faculty union president and the chief academic officer but not the college president (2.C.4).

4P3d. Ensuring open communication between and among all colleges, divisions and departments

HCC ensures effective communication across the campus through intentional structures. Several levels of leadership exist and are connected through designed communication channels. The NHED president conducts monthly president cabinet meetings with the provosts from each college, the VP of finance, and the NHED HR director to communicate on district-wide issues. At HCC, the provost holds bi-weekly leadership meetings that includes the dean of academics, the facilities director, and the two Student Services' department leaders, each of whom carry information to their departments. Academically, administration and faculty meet monthly during curriculum meetings, AASC meetings, and Share Governance meetings. Each academic program has a paid program leader defined by contract language. Faculty who serve in these positions conduct advisory boards meetings, build program budgets, and assist administration with department staffing.

Program leaders and administration meet formally every three years to conduct program review. Student Services, business services, and the maintenance department leaders hold regular meetings to set goals and share information. Bargaining units meet with their members, and administration meets regularly with bargaining unit leadership to listen to concerns. Provost Information Sessions are conducted each semester, and provost updates and a President Newsletter are shared quarterly.

4P3e. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Shared network drives, SharePoint, and Microsoft One Drive are all tools used for sharing information across units. At the system level, the president, provost, and dean all collaborate in system-wide leadership cabinet meetings and CAO/CSSO meetings. Monthly CAO/CSSO web meetings are held to connect system leaders. At the NHED level, five colleges come together to collaborate in HR, business services, institutional research, marketing, and student success. Two curriculum committees, general education and technical, meet monthly to vet all curriculum changes prior to the proposed changes reaching AASC (5.B.3).

4P3f. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Each of the five NHED colleges serves a unique community, offers unique programming, employs its own faculty and staff, and remains independently accredited. As a result, each NHED college is led by a provost who serves as the college's chief operating officer and reports directly to the president. HCC's provost leads a management team that includes a dean of academics, facilities director, student services director, and TRiO director. It is this team along with the provost that manages the day-to-day operations of HCC. Faculty provide leadership support and input on academics and college management through AASC and Shared Governance (2.C.1, 2.C.2).

4P3g. Developing leaders at all levels within the institution

Every employee at HCC is evaluated regularly, faculty on a three-year rotation and staff on an annual basis. Goal-setting and professional development needs and accomplishments are included as part of these reviews, which allow HCC employees to discuss leadership/growth opportunities with their
supervisor. When an employee expresses a desire to move into a leadership role, a structure of intentional professional development experiences are in place. Any new administrator/manager hired outside of HCC would first receive formal peer mentoring through HCC’s employee mentorship program. A newly hired (or promoted) manager or administrator is required to participate in supervisor training.

The NHED HR director provides new leaders with contract/policy/procedure training. At the system level, all administrators/managers are required to attend two levels of training: the Science of Supervision and the Art of Supervision. New HCC deans attend Minnesota State's New Deans' Orientation and the Dean Mentorship program while Executive Leadership training is offered at the system level for administrative personnel who have potential to become a college president. Optional trainings that are common for HCC's leaders or potential leaders include the Hibbing Chamber Leadership Academy, the Blandin Leadership Program, and the Luoma Leadership Academy.

4P3h. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

HCC leadership ensures the institution acts in accordance with its mission and vision through broad-based, mission/vision/strategy review every three years. A vertical leadership and communication model ensures all HCC employees understand HCC's mission/vision and goals. Monthly Shared Governance and AASC meetings ensure administrative and faculty leadership are working together on shared objectives that further the college mission. Bi-weekly administrative meetings are held, which ensure middle management aligns the college mission/vision/objectives to those of the individual departments and their employees. HCC actively leverages the power of the Minnesota State system and NHED support structure to ensure declining campus financial resources can be pinpointed on HCC's ability to act on its mission and vision (2.C.3).

4P3i. Tracking outcomes/measure utilizing appropriate tools

Annual professional development days, consistently designed performance review processes, biannual climate surveys, mission/vision/values recognition surveys, CCSSE surveys, employee development and involvement surveys, and System Office performance metrics are all tools that track outcomes/measures that are affected by college leadership.

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution?

Comparing results from the 2015 and 2018 Climate Surveys, HCC scored higher in 2018 on questions related to campus-wide communication processes.

The latest annual provost review shows that leadership goals are continuing to be accomplished.

HCC is proactive in supporting its employees to move into leadership roles. Results include:

- Two HCC employees have attended the Luoma Leadership Academy, a program in which applicants must pass a selection process
- Two HCC employees have attended the Hibbing Chamber Leadership program
- HCC's provost and president have attended the Minnesota State Executive Leadership Program
- Three HCC leaders have attended the New Deans Orientation and one dean volunteered to participate in Minnesota State's New Dean Mentorship program (first offered during the 2017-2018 academic year)
All middle and senior management have passed Minnesota State's required Art and Science of Leadership courses. Two HCC employees have undergone formal Strengths Finder training and have led departments and leadership teams through the process of identifying strengths of self and co-workers in order to maximize leadership effectiveness. Interim opportunities are used for developing leaders; the past two deans and the current provost all started in interim leadership roles. All members of HCC admin leadership team have been promoted from within HCC. Faculty have been regularly promoted to program leaders and deans.

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

To increase financial efficiencies in a time of limited resources, NHED is working toward increased collaboration across campuses and at both the leadership and unit levels. Faculty, through Shared Governance, have a formal means of input directly to administration; however, there is no formal means for staff, an issue that HCC is seeking to address through a process that would mimic shared governance. HCC is also working to develop a more formal succession plan that includes considering other NHED colleges' needs and areas of expertise.

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4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes.

4P4a. Developing and communicating standards
As a part of the Minnesota State system, HCC adheres to all of the policies and procedures adopted at the system level. These policies are readily available to the public on their website. Policies at the system level undergo regular review, and all interested Minnesota State employees are afforded the opportunity to give input to the development or revision of policies. The communication channels for disseminating policy information include listservs built around leadership groups, service groups (such as registrars), and bargaining units (such as faculty, AFSCME, etc.).

Locally, HCC has a policy development and revision process that allows anyone to propose a policy. If a draft policy is created, it goes to Shared Governance for debate on merit. Once tentatively approved, it is sent to all of the campus for a 21-day review and for suggested revision. Ultimately, Shared Governance recommends approval or not to the provost for final decision. Other standards beyond policies are communicated to all employees through the Employee Guidebook and to students through the Student Handbook. These documents are reviewed and edited each year to ensure accuracy.

Once every five years, HCC undergoes a comprehensive Office of Civil Rights (OCR) review by System Office staff to ensure we are in compliance with federal regulations. Recommended and required changes are given to HCC upon completion of the review, and HCC is expected to report back regularly on progress toward improved facilities and procedures. A faculty and staff area of the HCC website houses policies, forms, and relevant links for employees. HCC shares a human resources department with the other NHED colleges, which is led by a director who serves as the college's affirmative action officer. The department manages an HR website, which contains employee-related policies, rights, procedures, etc.

HCC annually updates, reports on, and communicates all federal compliance data related to Student Right-to-Know and the Clery Act.

4P4b. Training employees and modeling for ethical and legal behavior across all levels of the institution

All new HCC employees are required to complete multiple trainings related to legal and ethical behavior, which include, ethics, harassment, safety, and data privacy training. Existing employees take various refreshing training annually during designated professional development days. Training is available to all employees in the self-service module (called ELM) of their e-services account, and completion of the training is tracked electronically by college officials. All employees of the college are members of a bargaining unit, and subsequently their rights and responsibilities are governed by state-level collective bargaining agreements, which, along with system- and campus-level expectations, create clear guidelines for employees to act in good faith and in the best interests of the college. HCC demands ethical and legal behavior at all levels from students to administration and prides itself on successful state and federal audits, almost nonexistent complaints, adherence to the system's ethical standards policy, and high compliance with OCR regulations. Campus Security Authorities (CSAs) have been identified and trained per the Clery Act.

4P4c. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

HCC's financial, academic, personnel, and auxiliary functions operate with integrity. To begin, HCC is part of the Minnesota State system and consequently conducts business according to well-established system policies. Campus-level policies for HCC are also in place and developed through an inclusive vetting process (2.A.).
HCC's academic integrity is ensured again by extensive state policy. HCC is part of the Minnesota Transfer Curriculum, which is a tightly controlled process to ensure transferability of courses across goals areas in liberal arts courses. HCC has a robust local process for ensuring academic integrity, including two curriculum committees to serve as gatekeepers for both technical and liberal arts curriculum development and review. Advisory board input is required for all curriculum development and revision in technical courses. Once advisory board and committee approval is received, AASC conducts a final review of curriculum changes (2.A.).

The Minnesota State system has an extensive auditing department that conducts regular financial audits of its member schools. HCC has joined forces with other NHED colleges in a shared business and HR service models to ensure levels of expertise and adequate separations of duties exist (2.A.).

All HCC personnel are part of a bargaining unit that defines rights of employees. System policy, the HCC Employee Guidebook, NHED Hiring Procedures handbook, and Shared Governance of the college all are in place to ensure integrity in personnel functions. New HCC employees receive formal orientation and mentorship to ensure they understand the policies and procedures that guide ethical and legal behavior (2.A.).

Budgets are developed and tracked annually within the specifications of system office policy. Any variance from planned budgeting are flagged, and the college is required to report the reason for discrepancies to the System Office finance department (2.A.).

Auxiliary functions are operated and tracked separately from the general operation of HCC. On-campus housing, the bookstore, and a planetarium are all considered auxiliary functions, and each are accounted for in separate financial statements (2.A.).

HCC is accredited by the Higher Learning Commission, and multiple technical programs are governed by state or federal program-level accreditations.

4P4d. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

HCC maintains a robust website with areas designated for prospective student, current students, and employees. The website clearly lists costs to students for tuition, fees, program expenses, and housing expenses. The website declares HCC's accredited status with the HLC in the footer of each page and on the About Us page. HCC's program-level accreditations are also listed under About Us (2.B.).

Cost calculators and Gainful Employment information is provided in appropriate locations on the website. The website also contains an active News Feed and Calendar reminding students and employees of upcoming drop/add/withdraw dates, registration dates, disbursement dates, and other key financial aid deadlines. HCC utilizes an "Ask Us" function on its website where anyone can ask a question, which gets routed to the appropriate department for response. HCC communicates through a Facebook page and Twitter account on a regular basis (2.B.).

Prospective students are invited to campus through individual and group tours, open house days, and technical career days. Admitted students attend a testing and registration learning session and a half-day new-student orientation session where general college policies/procedures, financial, academic, student support, and social support information is presented. A "Right-to-Know" email is sent to all students each semester, with data and contact information related to harassment, sexual violence issues, etc. (2.B.).
HCC employees have access to the staff and faculty area of the HCC website where links to policies, procedures, timesheets, forms, etc. are readily available. Duty Days each semester are used to make key information available to employees. Quarterly updates are sent to the campus by both the president and the provost, and information sessions are held each semester. System Office communication is sent out via listservs, which are created to ensure college personnel are getting the information they need but are not inundated with unrelated communication (2.B).

4R4: RESULTS

What are the results for ensuring institutional integrity?

HCC's financial audits are clear of findings that require action.

The federal grants of Perkins, Upward Bound, and SSS are compliant and have each been renewed multiple times.

Federal Financial Aid audits have found HCC in compliance with FA regulations.

HCC's liberal arts courses are transferable due to compliance with the Minnesota Transfer Curriculum.

HCC maintains accredited status. All health-related programs, the automotive program, and the electrical maintenance programs are accredited or meet state standards.

Employee tenure is high with an average tenure of 12 years, indicating employees act and are treated with integrity.

HCC shares an HR director with other NHED colleges, and this person serves as the affirmative action officer who receives, tracks, and investigates affirmative action complaints or issues. HCC has a designated harassment/Title IX coordinator who receives, tracks, and investigates reported harassment.

Risk mitigation, faculty contract compliance, and OCR audits of HCC's campus have all been recently conducted with very few findings. Of those findings, processes have been put in place for compliance.

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

HCC has well established policies and procedures to ensure legal and ethical behavior. The new Enterprise Learning Management (ELM) system for employee training is still in its infant stages and will replace the training that currently is tracked through our D2L online learning platform. This will be a significant improvement, providing an efficient means of tracking training throughout the Minnesota State system.

HCC's shared business service model will continue to improve with people specializing in certain functions instead of being spread thin across multiple duties. This will allow for separation of duties and increase integrity of process. With decreased staffing in Student Services, HCC recognizes that it needs to better cross-train existing employees in registrar functions and financial aid. As part of NHED district planning, college are positioning to support each others service lines.
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- Website - Calendar
- Website - Forms for Employees
- Website - Gainful Employment
- Website - HLC
- Website - News and Events
- Website - Policies for Employees
- Website - Staff and Faculty
- Website - Students Faculty
- Website - Tuition Fees
5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses
5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes.

5P1a. Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

Selecting/Receiving Data

HCC collects and analyzes data and performance information from several sources. As part of the Minnesota State system, HCC is fortunate to have access to enterprise-level data in the areas of student success, affordability, and finance and facilities. The president’s year-end evaluation and goal-setting for the next year are informed by these accountability measures. As a member college of NHED, HCC is able to request customized data through a shared IR office. HCC accesses data from external sources such as Minnesota Department of Employment and Economic Development (DEED). HCC also recently purchased the services of EAB, which will give HCC nationally normed data sets and established best practices to guide decision-making. At a campus level, HCC gathers data and performance information through surveying (purchased and internally developed), assessment software (TracDat), and qualitative observation/communication. HCC is a small enough campus where observation and history can, when appropriate, lead to productive decision making.

Organizing/Analyzing/Sharing

Program leaders and administration meet on a three-year rotation for program review. Discussions center on the OIR-produced program review data sheet, which provides longitudinal measures in the areas of student success, graduation rates, enrollment, and instructional cost efficiency benchmarked against like-programs. Decisions about staffing, non-personnel expenditures, program viability, and needed support are derived from this data.

The process for making changes to faculty curriculum and delivery includes faculty analyzing longitudinal student-learning assessment data collected in TracDat on a semester-by-semester basis.

Staff, faculty, and administration analyze customized OIR student success data to identify areas of need and drive transformational changes to delivery of instruction or services to students.

HCC administration accesses and analyzes System Office-produced management reports. HCC pays particular attention to enrollment and staffing reports. Enrollment reports are updated daily and are broken down by FYE vs. headcount; resident vs. non-resident; and by tuition type. This allows administration and enrollment staff to better understand enrollment make-up and, consequently, identify actual tuition-generated revenue. Management reports also provide longitudinal enrollment trends, which allows administration to better estimate enrollment into the future. Staffing reports show year-to-year FTE by employee type along with associated expenses, which allows for personnel budget planning.

HCC marketing/admissions staff and administration analyze weekly enrollment reports to guide and adjust marketing and recruiting efforts.

Program leaders capture topic-specific student results from nationally normed tests to adjust course objectives on an annual basis or as needed.

HCC administration conducts internal surveys to gauge perceptions and knowledge on mission and
values, campus safety/work satisfaction, and professional development needs. Surveying during professional development days with all faculty and staff present results in high return rates.

The VP of finance provides regular financial updates and gives guidance to HCC administration who analyze financial data to make strategic decisions in programming, staffing, and facilities.

5P1b. Determining data, information and performance results that units and departments need to plan and manage effectively

Department leads and staff are largely empowered to determine what data is appropriate to guide their programming and services.

Student Services has access to ISRS, which is Minnesota State’s integrated record system. It is broken into modules that can be selected according to need. Trained staff can also customize reports using ISRS data.

Business services accesses financial data and reports from the System Office, which they use to manage and advise on both the current budget and future financial planning.

The dean of academics and program leaders utilize program data sheets produced by the OIR. Programs that have specialized accreditations use licensure exam data to affect curriculum and delivery change.

HCC’s provost meets with Student Senate at least twice annually to share enrollment, tuition/financial, and program information.

5P1c. Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

Relevant data is shared through multiple processes.

A comprehensive data document, the HCC Fact Book, is updated annually by the NHED OIR department and is available to students, employees, and the public on the HCC website.

Weekly enrollment reports are sent by email from the OIR staff to student services staff and administration.

Shared Governance, AASC and Student Service meetings are held at least monthly, and data is shared relevant to the topics being discussed.

NHED’s OIR is available for employees to make data requests. If the request is unmanageable or unreasonable, OIR staff will reach out to administration for guidance.

The VP of finance provides regular financial reports to HCC administration for planning purposes and budget management.

HCC administration assigns Web Accounting access to program and department leads to manage their own budgets, enabling them to view their encumbrances and money spent in real time and adjust as needed.

HCC maintains regular communication channels to ensure data and performance information is
communicated and available. These include:

- President listening sessions (yearly)
- NHED newsletter (quarterly)
- Provost information sessions (once per semester)
- Provost email newsletters (quarterly)
- College Duty Days (once or twice per semester)
- The college website
- Program review
- Shared Governance (monthly)
- AASC (monthly)
- Student Services meetings (monthly)
- Faculty MSCF meetings (monthly)

5P1d. Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

System-level data is developed and maintained with the input of its member colleges and universities. In order for this to happen, user/advisory groups made up of System Office staff and college/university staff are utilized for various services lines, such as HR, finance, and registrar. At the local level, the OIR staff takes direction from the president and the president’s cabinet, which consists of each college’s provost, the VP of finance, and the HR director.

System data is housed at the state level by the Minnesota State Reporting and Data Services. Minnesota State Guideline 5.23.1.11 establishes the minimum requirements and responsibilities for data backup. HCC signed on to a Managed Administrative Computing (MAC) agreement in which the Minnesota State System Office hosts and manages all HCC critical servers.

HCC follows Minnesota State's ISRS security authorization process. The HCC provost has assigned a Security Manager for the college who is responsible for assigning rights to other individuals on campus, who, in turn, are responsible for granting access to roles and groups. Data security is achieved through a single sign-on process where users’ access to data/information requires a Star ID, and the type of access is based on role and need. In addition, all employees upon hire at HCC are required to take a data privacy-training course as part of the onboarding process. HCC notifies students and employees about FERPA and maintains a data privacy statement for students.

5P1e. Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

NHED's OIR provides HCC data on retention, persistence, and completion. Data sources include Minnesota State’s student record system - Integrated Statewide Record System (ISRS), Minnesota State system’s Strategic Framework Performance Measures (SFPM) and the Integrated Postsecondary Educational Data Systems (IPEDS) reports.

ISRS is HCC’s primary data-collection system. The system holds student enrollment information starting from prospect through application to grades, and supporting systems house all web-based curriculum, financial aid, and business office information. ISRS is housed at the Minnesota State level.

HCC administration uses the System Office’s management reports for tracking staffing, financial data, and enrollment.
5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution?

To improve student success, HCC administration, Student Services, and the diversity officer are building a new process to map and assess student support as part of an AQIP action project. In athletics, the diversity officer and men's basketball coach created a pilot project to support the success of student athletes. Programs revise curriculum based on nationally normed tests and based on trend data that is derived through using TracDat.

A review of graduation data prompted HCC's AQIP committee to create the Graduation and Beyond action project. A NHED review of loan default rates data prompted the district to take action toward reducing default rates. And tenure data from NHED HR informed the inclusion of Secure the Future as a Core Concept in HCC's strategic plan.

Each semester, the dean of academics reviews course-level enrollment, and courses are added or cancelled as a result of this data analysis. On the program level, data analysis has facilitated the closure of the Gerontology, Pharmacy Tech, and Office Administration programs. Additionally, review of enrollment trends prompted collaboration with regional partners in the Dental Assistant, Culinary, and Medical Coding & Scribing programs.

The Minnesota State Management enrollment reports measure the entire HCC student body and desegregate data by tuition type, resident type, part-time/full-time, and FYE vs. headcount. NHED’s OIR organizes the data and shares weekly enrollment reports to administration and enrollment staff. Data that indicates declining enrollment trends for several years has resulted in a revised application intake process, the hiring of a regional recruiter to focus on metro-area students, specific program marketing, budgeting based on enrollment-driven tuition revenue, and the strategic downsizing of staff and faculty at HCC.

A survey of faculty and staff was administered at the spring 2018 Duty Day to measure awareness and agreement with HCC’s core values. Results show that 83 surveys were returned out of a population of 107 FTE. HCC purchased large wall plaques that list HCC’s mission, vision, and values as a result of the survey outcomes.

Budget data is provided to HCC administration regularly by the VP of finance, who either pulls data from the System Office or narrows the data that is sent out to make it more relevant to HCC's specific needs. While institutional priorities drive programming, investment, and expenditures, the data from these reports help inform the level of service HCC is able to provide.

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Under new leadership since the 2014 Systems Portfolio was submitted and reviewed, HCC has made significant strides analyzing and using the data collected from a variety of sources. As a small campus with resources not comparable to larger institutions, HCC will continue to be creative in internally creating data instruments and will improve upon sharing results more broadly, including communicating that changes in programming and services are due to data-driven decisions.
HCC has found recent successes in surveying employees during Duty Days when nearly all employees are actively engaged. HCC plans to collect data through survey instruments at every Duty Day moving forward to start building longitudinal data in a variety of areas. HCC will also add a standing line-item on the monthly AASC and Shared Governance agendas to share specific data related to a topic. Decisions will then be made about what appropriate action might be driven by the data. HCC also is purchasing the faculty companion survey of CCSSE in order to add data related to their perception of engagement compared to students.

Sources

- 5-23p1g11 Data Backup
- AASC Minutes - All 2017-2018
- AASC Minutes - All 2017-2018 - Close Programs (Highlighted)
- AASC Minutes - All 2017-2018 - Close Programs (Highlighted) (page number 12)
- AASC Minutes - All 2017-2018 - Medical Coding Redesign (Highlighted)
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- Action Project - Closing the Gap.pdf
- Action Project - Graduation and Beyond
- Advisory Board Meeting Minutes - 2017-2018 - Collaboration (Highlighted).pdf (page number 13)
- Application Workflow
- AQIP Graduation Project - Minutes and Marketing
- Budget Scenarios FY 2019 - Compensation and Net (Highlighted)
- CCSSE - Completion - Students of Color
- CCSSE - Key Findings
- CCSSE and Companion Survey Email
- Climate Survey - Spring 2018 - Results with NHED.pdf
- Concurrent Enrollment FYE (Highlighted)
- Course Added email
- Course Cancelled email
- DEED Data from our research analysts and Labor Market Information (LMI) office _ Minnesota Department of Employment and Economic Development
- Diff Tuition - System Report
- Duty Day Agenda - January 2018
- Duty Day Presentation - Fall 2018
- EAB Membership
- Email - Annual Notifications
- Email - Annual Notifications (page number 4)
- Email - Budget Reports to Admin
- Email - Fact Book
- Email - HCC Updates.pdf
- Email - IPEDS Reports
- Email - Mission Vision Sign Purchase
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Email - Requested Data Sheet
Email - SFPM - spring
Employee Development and Involvement Survey - Questions - 2018.08
Employee Development and Involvement Survey - Results - 2018.08
Enrollment - Class Fill Rates.pdf
Enrollment and Employee FTE Comparison - 2011-2019
FYE Tuition Type Management Report
Gainful Employment Disclosure Information Technology Networking and Security
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HCC Annual Enrollment by Tuition Type
HCC Enrollment 20183_20185_Jan18
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HCC Strategic Plan 2016-2018
HCC Strategic Plan 2016-2018 - Secure the Future (Highlighted).pdf
HCC Succession Planning 2018.pdf
Healthcare Recruitment Ads
Instructional Cost Study
IPEDS - 2017
ISRS Minn State Management
ISRS Security Manager
Loan Default Prevention Proposal
Loan Default Rates
MAC Agreement Contract
Management Report Staffing
Minnesota State - Accounting Systems
Minnesota State - Information Security Policies, Procedures, and Guidelines
Minnesota State - ISRS Security Administration Module
Mission-Vision-Values Layout
MLT Advisory Minutes - Spring 2018 - Curriculum Changes (Highlighted)
MLT Advisory Minutes - Spring 2018 - Curriculum Changes (Highlighted) (page number 2)
MSCF Minutes - March 2018
New Employee Support Survey
NHED Newsletter - March 2017
NHED OIR Data and Reporting Practices_Jan18
Nursing Minutes ATI results drive curriculum change 2018
Nursing Minutes ATI results drive curriculum change 2018 (page number 4)
Presidential Evaluation Plan and Process April 2018
Program Data Sheets - 2018
Program Review Policy 2017
Program Review Schedule 2010-2014
Program Review Schedule 2018-2020
Provost Information Session - Spring - Email and Presentation.pdf
- Regional Recruiter - Summary of inquiries per college.pdf
- SAP Report ISRS example
- SFPM Report - May 2018.pdf (page number 4)
- SFPM Report - May 2018.pdf (page number 5)
- SFPM Report - May 2018.pdf (page number 12)
- SFPM Report - May 2018.pdf (page number 14)
- Shared Governance Minutes - All 2017-2018
- Shared Governance Minutes - All 2017-2018 - Data Discussion (Highlighted)
- Shared Governance Minutes - All 2017-2018 - Data Discussion (Highlighted) (page number 11)
- Shared Governance Minutes - All 2017-2018 - Data Discussion (Highlighted) (page number 14)
- Spring Program Evaluation Meeting Minutes Nursing 2017
- Spring Program Evaluation Meeting Minutes Nursing 2017 (page number 2)
- Student Right-to-Know
- Student Senate Consultation
- Student Services Meeting Agenda
- Student Support Practices - Action Project Publication
- Survey of HCC Mission and Values - Questions - 2018.01.05
- Survey of HCC Mission and Values - Results - 2018.01.05.pdf
- System User Group Input
- TracDat Guide - Target (Highlighted)
- TracDat Reports - Spring 2018
- TracDat Reports - Spring 2018 - Actions - Curriculum Change (Highlighted)
- TracDat Reports - Spring 2018 - Actions - Curriculum Change (Highlighted) (page number 5)
- TracDat Usage - 2017-2018
- Web Accounting - Cost Centers
- Website - Fact Book link
- Website - Gainful Employment
- Website - Student Right-to-Know
- Weekly Enrollment Report
5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes.

5P2a. Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

Finances

Every two years the Minnesota State Board of Trustees submits its biennial operating budget request
to the governor and the state legislature for their review and consideration. The request for state
resources is developed with input from system constituent groups. Once submitted, system
representatives present at numerous legislative committees in support of the budget request. In late
May of odd calendar years, the legislature approves a higher education funding bill that is submitted
to the governor for final approval. As authorized by the state legislature, the Board of Trustees has
authority to set tuition and fee rates for all system colleges and universities. In recent years, the State
of Minnesota has set tuition rates in the process of passing their Higher Education Omnibus Bill.
These bills have either limited tuition increases, frozen the tuition rate, or reduced tuition.

HCC submits any changes to fees or differential tuition to the system office in the spring semester of
each year. The System Office takes action on these requests by June. HCC has not proposed changes
to institutional fees or tuition in six years, largely because of a legislatively mandated freeze/slight
reduction on tuition and fees. The one exception is the increase in differential tuition to a limited
number of technical programs where costs have increased beyond the control of the college. The VP
of finance, provost, and dean of academics analyze programs to determine where increases are
necessary.

The internal financial model is the method by which all state appropriation is distributed to Minnesota
State schools. The most important component of the internal financial model is the allocation
framework, a set of algorithms that distributes over 75 percent of state operating funds to the system’s
colleges and universities, providing critical base operating support. HCC is part of the Northeast
Higher Education District (NHED), which receives an annual allocation through the system’s internal
allocation framework. The NHED President's Cabinet utilizes the same methodology to distribute the
lump sum allocation to its five colleges. The college provosts are delegated the responsibility for
developing and managing a balanced annual operating budget that focuses on maintaining core
operations and makes investments in strategic priorities.

HCC's budget process starts with key assumptions that are identified around appropriation,
enrollment, tuition rates, and inflationary cost increases. Numerous operating budget outlook
scenarios are developed by the VP of finance, who works closely with the provost to refine/revise
assumptions and results. Budget projections are shared with faculty and staff at Duty Days and at key
meetings, such as Shared Governance and the annual AFSCME staff/administration meetings.

HCC's dean of academics and provost meet with academic and support departments to develop
program and service-level budgets. Once all department budgets are submitted, HCC administration
loads and adjusts the budgets based on the established budget control numbers determined by
anticipated enrollment and state appropriation. The budget is finalized prior to the July 1st start of a
new fiscal year. Faculty and staff are given access to State of Minnesota Web Accounting to manage
their budgets throughout the year.

HCC administration monitors department cost centers throughout the year and adjusts budgets as
needs arise or as revenue projections change. The Minnesota State system also utilizes a set of
financial health indicators to monitor enrollment, cash and accrual financials, and facility performance
(5.A.1).

**Facilities**

HCC's facilities infrastructure needs are addressed in four main ways.

1. A legislatively funded bi-annual Capital Appropriations bill allows colleges to request and receive
   funding for new building or major building renovation, which the college ultimately partially pays for
through debt service. The Capital Appropriation request is a system-driven process where HCC administration submits proposed campus building projects, which are peer reviewed by other system and college employees, prioritized, and ultimately either selected or not based on the graded quality of the project proposal. The selected projects are then sent to the Board of Trustees, which submits its Capital Budget Request (CBR) to the governor and the state legislature for their review and consideration in even calendar years.

2. A legislatively funded Higher Education Asset Preservation and Replacement (HEAPR) fund is managed by the Minnesota State System Office. Colleges maintain a Facilities Condition Index (FCI) to determine campus deferred-maintenance needs. System Office consultants visit campuses and evaluate roof and HVAC system needs. Every two years, campus facility conditions are prioritized across the system to determine where the greatest needs exist to appropriately invest the limited HEAPR funding available.

3. A repair and restoration (R&R) budget is allocated each year from HCC's general fund in order to ensure the upkeep of state facilities. HCC administration and the facilities director determine the annual priorities for the R&R budget. Decisions are also guided by reports from external experts and System Office-driven requirements. For example, HCC has recently commissioned a heating plant study to determine whether to convert from steam-generated heat to gas generation. The system-mandated OCR compliance visit identified signage, bathroom fixtures, and an access ramp that were out of compliance. These are payed for with R&R funds.

4. Private and local government funding through grants or donations are actively sought to maintain and improve facilities. Industries that benefit from HCC's workforce development efforts, the college Foundation, and a regional state agency (Department of Iron Range Resources and Rehabilitation) are all examples of local funding sources that support facilities. The process to access these funders differs by type of agency. For the Department of Iron Range Resources and Rehabilitation funding, the provosts of NHED bring their requests to the NHED president who prioritizes the requests based on regional need and recency of last request. HCC’s advisory board meetings are used to leverage funding from industry, and the college Foundation has a request form that faculty must fill out and present at the monthly meeting to access Foundation funds (5.A.1).

**Information Technology**

HCC's process for maintaining IT infrastructure originates either at the System Office or internally with HCC's IT department, depending on the area of responsibility. In 2015, HCC entered into a Managed Administrative Computing (MAC) agreement with the Minnesota State System Office. The agreement delineates IT responsibilities between System Office staff and HCC staff. The purpose of entering into the agreement was to receive enterprise-level service and security, including server/data back-up. In the agreement, HCC remains responsible for "academic" computing, such as classroom set-ups, technical program "one-off" software and servers, and student computer lab support. The System Office manages all behind-the-scenes administrative computing functions, including hosting networks/servers, managing the active directory, and administering email service. HCC installs local switches and end-user equipment according to the specifications of the System Office.

To maintain up-to-date technology on campus with limited resources, the IT department re-purposes equipment when possible. As an example, computer lab desktops are prioritized for frequent updating. The replaced desktops are re-purposed in faculty/staff offices or distributed to HCC's IT Network Security program for students to use in their learning lab. HCC with other NHED colleges have entered into an extended contract with the System Office and have named a single point of contact for the five district colleges to make communicating with the System Office more consistent and to
leverage the power of a bigger organization (5.A.1).

5P2b. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

As part of both the Minnesota State system and NHED, HCC aligns its strategic goals vertically from the system strategic framework to the district plan while still considering the local needs of students, faculty, staff, and community. HCC’s resources are allocated accordingly to the established values and goals set through HCC’s strategic plan.

With the three layers of oversight (system/district/college), a three-level approach is used to align strategic goals with resources.

First, the System Office sets targets on a set of performance metrics aligned with the system's Strategic Framework goals. The NHED president sets goals with the chancellor through an annual presidential performance review process. During this annual performance review, institutional achievements and challenges are reviewed and strategic action is outlined. Performance metrics are based on system expectations, trend data for the college, and expected outcomes based on the results from other Minnesota State colleges and peer institutions.

Second, since HCC's president is also president of the four other NHED colleges, he meets monthly with the college provosts to discuss emerging issues and to work together on district-level goal setting. In the fall of 2018, as a result of the ongoing district strategic planning process, NHED will launch its first joint Regional Academic Planning venture, which will involve faculty, staff, and administration from all five colleges. The purpose of the Regional Academic Planning process is to guide colleges in laying out short-term and long-term goals and objectives regarding future changes in the structure of the five colleges.

Third, in addition to district cabinet meetings, campus-level goal setting occurs through various means. The NHED president meets annually during the summer with the HCC provost as part of the provost's yearly performance evaluation. At this meeting, goals for the upcoming academic year are discussed, and results of the past year's accomplishments are compared to previously established goals and internal metrics. The president also discusses how he can leverage resources from his regional position to support emerging needs at the college. Goal setting continues to filter through the college organization as the provosts meets with each campus administrator/manager as part of their Minnesota State-mandated annual performance reviews. Administrators/managers then meet periodically with their departments regarding goal setting, program review, and resource allocation.

Goal setting for Information technology involves an IT committee consisting of staff, faculty, and students. This committee was developed to prioritize IT needs and recommend IT budget spending. The IT department is guided by the decisions of this committee when making purchases and installing equipment/providing service across the HCC campus. The IT department consults with the provost throughout the goal-setting process. The committee puts out a call to all staff and faculty for IT-related requests and uses this data as part of its goal setting for the IT needs of the campus. The campus IT lead also works within the HCC IT department and the system IT office to determine where administrative/network priorities and goals exist and where resources need to be applied (5.A.3).

5P2c. Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
HCC has attempted on two different occasions over the past six years to utilize a formal budget committee to guide decisions on setting budget. In both cases, the committee discovered that with such a large percentage of the budget tied to personnel, they didn't find it appropriate or desirable to be part of discussions that might affect coworkers' jobs. Also, the non-personnel budget was found to be either relatively static and non-negotiable (utilities, insurance, etc.) or was program-specific and people from different department didn't have adequate knowledge regarding need prioritization. The decision, therefore, was made to stick with a process in which individual departments submit their budget requests and then HCC's leadership team works together on making personnel adjustments as necessary based on budget goals. This process enables program leaders and faculty to choose the equipment, training, and supplies that best meet their departmental goals and enables the leadership team to use instruction cost, enrollment, and student success data to make changes to programs that affect personnel.

Handing over the administrative/network/server side of the IT infrastructure to the Minnesota State System Office has assured the allocation of appropriate resources and attention to the network, freeing up HCC's IT staff to focus on supporting academic priorities. The addition of the healthcare simulation lab, the proposed transportation simulation and training center, and increased demands for classroom technology supports the need for HCC IT to focus on academic technology.

5P2d. Tracking outcomes/measures utilizing appropriate tools

Multiple tools allow HCC faculty, staff, and administration to manage resources, including

- HCC Fact Book
- 3-year Budget Control Document
- Personnel Roster Planning Document
- Non-Personnel Planning Document
- Human Resources Succession Planning Document
- Composite Financial Index
- Minnesota State Performance Metrics
- Minnesota State Instructional Cost Study
- Space Utilization Report

5R2: RESULTS

What are the results for resource management?

While declining enrollment, legislatively frozen tuition, and diminished state financial support has made a significant negative impact on HCC's financial position, HCC leadership has made expenditure adjustments accordingly and sought other streams of funding to offset declining revenues. Using program review data, overall enrollment trends, and academic program cost efficiency data, programs have been eliminated, redesigned, or shared with other colleges. Since 2011, staffing has been reduced by 29%, which aligns closely with the 32% decline in enrollment over the same time period. As a result of thoughtful budget processes, HCC added over $300,000 to its fund balance in FY2018. Projecting another enrollment decline in 2018-2019, the provost and VP of finance have planned a budget that accounts for less tuition revenue.

At the same time, HCC has made investments in strong-performing programs. The nursing program has added a $900,000 high-tech healthcare simulation center jointly funded through HCC, the local medical center, and the Department of Iron Range Resources and Rehabilitation. The Law Enforcement program was recently funded to purchase a new Firearms Simulation and Training
system and new radio communication systems largely through a leveraged equipment program in a total amount exceeding $100,000. HCC's Electrical Maintenance, Diesel, and Heating & Cooling Technician departments were all chosen by HCC administration to receive Minnesota Department of Employment and Economic Development (DEED) funding to invest in training concepts, such as a motor control lab, new diesel engines, and modern hydronic/radiant heating systems.

Most recently, HCC was awarded $85,000 in planning money to research best practices, advancements, and industry training needs in the transportation sector. A July 2018 Transportation Summit was the first step for HCC to make a larger financial ask of industry and the Department of IRRR of close to $1,000,000 to assist HCC in meeting the regional training needs in the transportation sector. This grant application is planned for the 2018-2019 academic year, and, if granted, planning will continue through the year with any necessary construction and equipment purchasing occurring during the 2020-2021 academic year. Students in HCC's Diesel/Heavy Equipment Maintenance, Automotive Technician, and Professional Truck Driving programs along with our Advanced Minnesota customized training department will all benefit from this project.

Twenty years ago, a major bonding project moved all technical programming to one campus through a technical program building addition. In 2011, many liberal arts departments received a face-lift through a science building mechanical/air quality renovation along with completely renovated biology and chemistry labs. Most notably, a transformational construction project is currently in process with an anticipated completion in the spring of 2019. This $11 million project will include a new media center/library, academic center, customized training center, bookstore, one-stop student services center, student leadership center, and an inviting two-story entrance. Millions of dollars of backlogged HEAPR expense was eliminated through this bonding award by demolishing a building that needed extensive HVAC and roof repair and by replacing HVAC and roofing in two newly remodeled buildings.

Through the MAC agreement with the System Office, HCC's IT infrastructure has improved dramatically, given the enterprise-level service provided. System-level support has been added through the Sharewell ticketing system along with HCC's own end-user support process. While HCC pays for the MAC services, HCC has been able to reduce local staffing from 3.4 FTE to 2.5 FTE due to the added System Office support.

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

The change in the chief financial officer position in the past two years has resulted in more effective budget managing tools at the campus level. Administration, faculty, and staff now have real-time access to their budget responsibilities via Web Accounting, and administration has access to multi-year personnel rosters with built-in projections for inflation, severance, and contract settlements. The NHED colleges are implementing a single-point-of-contact to the System Office for management of the MAC IT agreement. This will eliminate inconsistencies and duplication that occur between different campuses and the system IT office. The VP of finance, provost, and housing director are launching a process to build a long-term facilities plan in order to more systemically set aside funding for major capital needs at Cardinal Hall. In Minnesota State, a campus cannot bond for housing improvement projects, so this is a necessary process that has lacked consistency in the past.

Sources
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- 4-09 Employee Evaluation
- 5-11p1 Tuition and Fees
- 7-03p16 Financial Health Indicators
- AASC Minutes - All 2017-2018 - Medical Coding Redesign (Highlighted)
- AASC Minutes - All 2017-2018 - Medical Coding Redesign (Highlighted) (page number 6)
- Advisory Board Meeting Minutes - 2017-2018 - Grant Funding (Highlighted)
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- Budget Request Form - FY 2019.pdf
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- DEED Funding for Technical Programs
- DEED Funding for Technical Programs (page number 2)
- Differential Tuition Requests and Letter to Student Senate
- Differential Tuition Requests and Letter to Student Senate (page number 4)
- District AFSCME Labor Management Agenda April 2018
- Duty Day Presentation - Fall 2018
- Duty Day Presentation - Fall 2018 (page number 8)
- Duty Day Presentation - President Maki - August 2018
- Duty Day Presentation - President Maki - August 2018 (page number 3)
- Duty Day Presentation - President Maki - August 2018 (page number 6)
- Duty Day Presentation - President Maki - August 2018 (page number 22)
- Duty Day Presentation - President Maki - August 2018 (page number 27)
- Email - Cost Center Adjustment
- Email - Pharm Tech Program Suspension - Advisory Board
- Email - Provost Annual Performance Review
- Email - Technology Requests
- Enrollment - Class Fill Rates
- Enrollment and Employee FTE Comparison - 2011-2019
- FY2016 Leverged Equipment Law Enforcement
- FY2018 Balanced Budget
- FY2019 Planning Hibbing budget__09072018
- Goals and Values Alignment - System District Campus
- HCC Annual Enrollment by Tuition Type
- HCC Annual Enrollment by Tuition Type - 2019 Projected (Highlighted)
- HCC Campus Rightsizing Presentation and Narrative
- HCC Fact Book 2017
- HCC Foundation Grant - Guidelines and App
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- HCC Strategic Plan 2016-2018
- HCC Succession Planning 2018
- HCC Technology Request Agenda Minutes FY 2019
- HEAPR Submittal Form
- Hibbing Roster as of 2018 Edited Redacted
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- Higher Education Omnibus Bill
- Instructional Cost Study
- IRHEC Meeting Agenda
- IRHEC Meeting Packet 2018 transportation
- IRHEC Meeting Packet 2018 transportation (page number 4)
- IT Requests - 2018-2019 Approvals
- MAC Agreement Contract
- MAC Agreement Contract (page number 15)
- Managed Administrative Computing Agreement June 2015
- Minnesota State - Strategic Framework.pdf
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- NHED Mission_Vision_Principles
- NHED Strategic Planning Meeting
- Non Personnel Budget Adjustment Memo 2017
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- Nursing Sim Lab Fact Sheet
- OCR Voluntary Compliance Plan Tracking Form.pdf
- Presidential Evaluation Plan and Process April 2018
- Presidents Cabinet Meeting Agendas
- Program Data Sheets - 2018
- Program Review Policy 2017
- Science Building HVAC.pdf
- SFPM Report - May 2018.pdf (page number 14)
- SFPM Summary - MN State and Peer Institutions
- SFPM Summary - MN State and Peer Institutions - CFI (Highlighted)
- SFPM Summary - MN State and Peer Institutions - Space (Highlighted)
- Shared Governance Minutes - All 2017-2018 - Budget (Highlighted)
- Shared Governance Minutes - All 2017-2018 - Budget (Highlighted) (page number 2)
- Simulation Lab Budget - IRRRB Summary
- Student Services Strategic Plan - Actionable Values - Technology
- Transportation Simulation - Budget Proposal
- Transportation Summit Documents.pdf
- Tuition Freeze Press Release (Highlighted)
- Web Accounting - Cost Centers
- Web Accounting - Nursing Example
- Website - Ask Us
5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes.

5P3a. Building budgets to accomplish institutional goals

HCC's budget-building process begins when the VP of finance, who serves all five NHED colleges, calculates HCC's share of revenue from the legislative appropriation and from the projected tuition and fees based on enrollment estimates. Once this information is received, HCC's leadership team of
administrators and middle management meet to discuss budget strategies and establish priorities for expenditures. Each department leader then works with their program leaders and staff to build individual budgets that align with their established annual department goals, which, in turn, are aligned with HCC's mission. These budget requests come back to the leadership team who then modifies budgets as necessary to meet the overall budget allowances. This process is completely transparent as every department has the ability to build their own budget and are included in discussions regarding revisions. Budget is a standing discussion item at Shared Governance and a high-level snapshot of the budget is shared at college-wide Duty Days. The budget is ultimately sent to the Minnesota State System Office for approval.

5P3b. Monitoring financial position and adjusting budgets (5.A.5)

The VP of finance monitors the budget regularly and provides the college provost with updates on demand. The provost disseminates high-level budget updates to the leadership team during bi-weekly admin meetings, and the team makes decisions on budget adjustments, if necessary. All program and department leaders are given access to Web Accounting, which allows them to monitor their own budgets in real time. Budget adjustments are made throughout the year depending on enrollment-driven staffing needs, changes in projected tuition revenue each semester, and unanticipated expenses for repairs, heating/cooling, snow removal, etc. Variances to meeting the submitted budget requires reporting to the System Office explaining the changes. The System Office finance department also monitors the college's budget and requires remediation reporting if the college misses the budget control number or goes into deficit spending. Minnesota State requires an unrestricted cash balance equal to 5-7% of operating revenue (5.A.5).

5P3c. Maintaining a technological infrastructure that is reliable, secure and user-friendly

In 2015, HCC along with the other NHED colleges entered into a Managed Administrative Computing (MAC) contract with the Minnesota State system IT department. This arrangement provides enterprise-level security, speed, and service as well as back up storage of servers and data from the System Office. The local server room is fire and water protected and is secured on a separate lock system, with power backed up via an on-campus generator.

Each year, a call for technology requests is sent campus wide. Request are reviewed by a technology committee and given final approval by the CIO and provost. The district colleges use a single point of contact to the System Office for MAC-related services to maintain consistency across campuses.

5P3d. Maintaining a physical infrastructure that is reliable, secure and user-friendly

A dedicated maintenance department led by a facilities director is responsible for HCC's facilities. For specialty work, HCC enters into contracts with local contractors. The Minnesota State system requires individual campuses to assess and report on facilities conditions. Capital bonding and HEAPR requests are prioritized across the state according to the data entered into this program. Locally, a Repair and Restoration (R&R) account is set up each year. The maintenance director and leadership team determine annual R&R priorities.

Every five years, the System Office conducts a full Office of Civil Rights (OCR) site visit of HCC's facilities to ensure ADA compliance and a user-friendly experience for people with disabilities. A risk management site visit is also conducted to ensure HCC's buildings meet safety codes and risks are mitigated as much as possible.

5P3e. Managing risks to ensure operational stability, including emergency preparedness
HCC has a designated safety director who leads a campus [safety committee]. The committee meets regularly and conducts annual [safety walkthroughs] to identify potential safety issues. The HCC safety director answers to a NHED safety director who happens to [office at HCC]. Safety [trainings] are part of the [annual training schedule] for employees and are included as part of the orientation process for [all new employees]. [MSDS documents] are [available online] for all employees. In order to build upon the existing [Emergency Response Plan], HCC is currently undergoing a comprehensive emergency preparedness planning process with the NHED safety director. A [calendar and plan] for establishing and practicing improved protocols is in the process of being developed.

**5P3f. Tracking outcomes/measures utilizing appropriate tools**

Various reporting mechanisms are utilized to ensure tracking of emergency incidents, planning, and corrective actions. The following is a list of those documents:

- [Incident Reports]
- [Annual Clery Report]
- [Safety Meetings]
- [IT Help Tickets]
- [OCR measures]
- [Facilities Condition Index]
- [State of Minnesota Risk Management Reporting]
- [HCC Emergency Response Plan]
- [Firing Range Safety Plan]
- [Repair Tickets]
- [Program Review Form]

**5R3: RESULTS**

*What are the results for ensuring effective management of operations on an ongoing basis and for the future?*

The processes in place for effective management of operations at HCC have created favorable results across the spectrum of operations.

Reported employee and student injuries have been minimal with an average of 2.6 [OSHA recordable incidents] per year over the past five years. Two [fires of significance] have occurred in the past five years: one on campus and one in on-campus housing. In both cases, the sprinkler systems responded and limited the damage to the immediate areas of the fires.

The last OCR visit in 2017 resulted in [minor recommendations] for improvements. Adjusted door pressures, revised accessibility signage, additional handicap parking spots, and an accessibility ramp remodel have all been completed to bring [HCC into compliance]. The risk management visit resulted in HCC making [minor changes] to storage of cardboard boxes, the location of some sprinkler heads, and storage of gas cylinders.

The tracking of HVAC system needs, air quality, and roof conditions partly led to the success of a transformational $11 million [capital bonding project] resulting in the elimination of one building and the complete remodel of two buildings. These buildings received brand new HVAC systems, the latest technology, new roofs, and completely redesigned spaces to serve students.

On the 2018 Climate Survey, HCC employees, when asked to rank their [level of security from]...
physical harm, responded with an average of 3.63 on a scale of 1 to 4, up slightly from the 2015 survey and indicating confidence in the safety of their surroundings. The annual Clery report illustrates extremely low rates of reportable incidents. The latest report, covering 2014 through 2016, shows zero criminal offenses or hate crimes and only 12 total disciplinary actions taken for alcohol or drug violations.

HCC's financial position is challenging due mainly to continued declining enrollment. Despite the revenue loss, HCC added funds back to reserves in FY2018. The preliminary budget for fiscal year 2019 also has HCC improving its financial position largely due to continued reduced personnel expenditures proportionate to its enrollment decline.

513: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

HCC needs to undergo department-level program review стратегического планирования specifically for IT and facilities. Both departments have recently experienced leadership change, which provide an opportunity to review current staffing and processes and develop plans to upgrade academic spaces with relevant technology and facilities improvement. Past planning in these departments have lacked comprehensive input from across the campus, and some classroom/learning spaces show the need for updates.

Results from the 2018 Campus Climate survey indicated a lower confidence in the budgeting process when compared to results in other areas, so HCC leadership needs to explore with faculty and staff leadership groups how to improve the confidence level in the budgeting process. HCC leadership will use the Shared Governance group to initiate conversation and receive feedback.

Sources

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- Budget Request Form - FY 2019.pdf
- Budget Scenarios FY 2019
- Budget Scenarios FY 2019 - Compensation and Net (Highlighted)
- Cardinal Hall Repair Tickets
- Clery - Campus Security 2017 Annual Report with 2016 Statistics (page number 34)
- Clery - Campus Security 2017 Annual Report with 2016 Statistics (page number 36)
- Climate Survey - Spring 2018 - Results with NHED - Budget (Highlighted)
- Climate Survey - Spring 2018 - Results with NHED - Budget (Highlighted) (page number 3)
- Climate Survey - Spring 2018 - Results with NHED - Secure from Harm (Highlighted)
- Climate Survey - Spring 2018 - Results with NHED - Secure from Harm (Highlighted) (page number 4)
- COPE VISIT 2017 Risk Mitigation
- Duty Day - Safety Presentation
- Duty Day Presentation - Fall 2018
- Duty Day Presentation - Fall 2018 (page number 8)
- Duty Day Presentation - President Maki - August 2018
- Duty Day Presentation - President Maki - August 2018 (page number 3)
- Email - Bi-Weekly Admin Meetings
• Email - Technology Requests
• Emergency Planning Meeting
• Emergency Planning Priorities
• Employee Incident Report
• Enrollment and Employee FTE Comparison - 2011-2019
• Fire Reports and Claims
• Firing Range Safety Plan
• FY2018 Balanced Budget
• FY2019 Budget and Enrollment
• HCC Annual Enrollment by Tuition Type - 2019 Projected (Highlighted)
• HCC Campus Rightsizing Presentation and Narrative
• HCC Emergency Response Plan
• HCC New Employee Training Memo.pdf
• HCC Technology Request Agenda Minutes FY 2019
• HEAPR Submittal Form
• Hibbing FY2016 Narrative
• Hibbing Use of Fund Balance Report - Oct 2017
• Incident Report
• IT Help Tickets
• MAC Agreement Contract
• MSDS Online
• NHED Regional Planning 2018
• NHED Training Schedule - All Employees
• OCR 2017 Compliance submission
• OCR Approval Letter 2017
• OCR Voluntary Compliance Plan Tracking Form.pdf
• OSHA 300 log - past five years
• Safety - Lockdown Drill
• Safety Committee Meeting - Agenda
• Safety Director - HCC Directory
• Safety Director - HCC Directory (page number 4)
• Safety Walk Through
• Safety Training Notice - ELM Schedule
• SFPM Summary - MN State and Peer Institutions - FCI (Highlighted)
• Shared Governance Minutes - All 2017-2018 - Budget (Highlighted)
• Shared Governance Minutes - All 2017-2018 - Budget (Highlighted) (page number 2)
• Student Services - Values 2017
• Technical Program Review Form - Facilities (Highlighted)
• Technical Program Review Form - Facilities (Highlighted) (page number 4)
• Web Accounting - Nursing Example
• Website - Ask Us
6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes.

6P1a. Selecting, deploying and evaluating quality improvement initiatives

HCC's strategic planning process includes input from representatives of all areas of the college community. There is an atmosphere of open dialog and feeling of inclusion in decision making at the college.

HCC uses its Strategic Plan, NHED's Principles, and Minnesota State's Strategic Framework as guides for ongoing planning and quality improvement projects. The current HCC strategic plan is in place for 2016-2018. Recent action projects fit well within this framework. An example is the completed AQIP project Development and Implementation of a Comprehensive Campus Sustainability Plan, which...
supports the Core Concept Secure the Future. All of HCC's AQIP action projects since 2015 directly align with system, district, and campus values/goals.

Continuous Quality Improvement (CQI) initiatives are determined through a variety of methods. Stakeholders and other constituents of the college community are encouraged to bring forward ideas for action projects. College committees, such as AASC, Shared Governance, Student Senate, and the Join Us in Making Progress (JUMP) team, play an important part in determining potential CQI needs. These committees have insight into areas of opportunity for growth and improvement across the campus. Members of these committees include a cross-section of college employees and students. Program advisory boards are made up of industry partners, community members, students, and faculty and are uniquely positioned to assist in identifying areas of program improvement. These committee also help in developing quality initiatives.

Additional ideas are gathered through structured activities during staff and faculty Duty Days each year. JUMP committee members representing employees across the campus as well as administration update the college community on the current status of CQI projects and then facilitate small employee group discussions to determine current issues on campus which may be improved through an action project. At this level, ideas are brainstormed, and this information is forwarded to the JUMP committee.

At the JUMP committee level, data and evidence are reviewed in relation to the ideas generated from Duty Day activities or from various stakeholder input and aligned with the college's, district's, and system's strategic plans. The team members make sure a project also aligns with one of the AQIP categories. The JUMP team then prioritizes all possible projects and selects a champion to move the work forward and recruit appropriate people to assist on the project. The JUMP members and project team members meet periodically for progress review, feedback, and assistance as necessary. Final determination on closing a project, evaluating the initiative, and dissemination of outcomes takes place at these meetings.

Individual departments complete quality initiatives in addition to the college's formalized AQIP projects. The data-driven program review process recently instituted at the college and the specialized accreditation standards for many of HCC's technical programs provide excellent opportunities to identify areas for improvement. Examples from some of our programs include Student Services Strategic Planning, EMPOWER Grant, and Nursing Student Success projects.


HCC's JUMP committee has led the charge to assure that all accreditation activities remain aligned and guide the total quality improvement of the organization. Members of the JUMP committee represent various stakeholders across the college. HCC has used Systems Appraisals, Strategy Forums, and internal and external data to create improvements, which have been structured as AQIP action projects and other quality improvement activities. The feedback from all accreditation activities has provided a base for improvement in our endeavors at the college level.

6R1: RESULTS

What are the results for continuous quality improvement initiatives?

Results from HCC's recent action projects show a campus-wide commitment to continuous improvement.
One example of HCC's quality improvement process is illustrated in the completed AQIP action project Graduation and Beyond. A concern was recognized that included reduced attendance at graduation ceremony and events, need for increasing post-graduation employment rates, and decreasing loan repayment default rates. Key people were brought together representing faculty, students, financial aid, student services, and the institutional researcher. The project was developed after reviewing current data regarding graduation participation and loan default rates. Alignment with the HCC strategic plan Core Concept to Provide a Holistic Student Experience was evident. The plan was implemented through an event called Cruisin' into the Future. Follow-up evaluation was completed and slight changes have been made to the now-annual event. Post-event data analysis revealed an increase of students attending the graduation ceremony, from 338 in 2015 to 346 students in 2016, despite lower college enrollment numbers. An increase of an estimated 10% in graduation applications was also noted during this time period.

A second example of data use in an AQIP project is evident within the project Developing Growth in HCC's Liberal Arts Programs. One aspect of this project included online course sharing among the five institutions of NHED during summer sessions beginning 2016 in order to increase enrollment in liberal education classes. The results after one cycle showed an increase in summer enrollment from 2015 by 23%. This process has been refined and data will continue to be collected to evaluate the long-term impact of the plan.

The feedback received on our 2014-2015 Mid-Cycle Review showed a disappointing lack of data utilization within our action projects. The college was going through a change in leadership at this time, but the new leadership has embraced a renewed focus on CQI data use to determine and guide CQI projects. Shortly after the review, a college team attended a strategy forum to refocus its actions on the use of data in our quality improvement efforts. Consideration of data and its utilization has become integrated into all discussions surrounding quality improvement on campus since that mid-cycle review, and it remains an important part of the AQIP process on campus.

6I1: IMPROVEMENT

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Currently, HCC has implemented many quality improvement initiatives identified above. Next steps for moving forward with quality improvements will include:

- Developing additional job shadowing and mentorships for student learning
- Expanding Learning Communities into additional academic/technical areas
- Implementing an updated student evaluation of online courses tool to provide better data for faculty to use in revising course design
- Moving the campus to complete tobacco-free status and providing students, staff, and visitors resources to stop use of tobacco
- Formally evaluating the use of the data-driven program review process

Beginning with the 2018-2019 academic year, HCC will begin including "Data" as a standing agenda item for AASC, Shared Governance, and admin leadership meetings to provide regularly scheduled opportunities for data sharing and analysis among faculty and staff leadership.

Sources
3-30 College Program Advisory Committees
AASC Minutes - All 2017-2018 - AQIP (Highlighted)
Action Project - Attention to Retention - Core Concept (Highlighted)
Action Project - Building a Data-Driven Review Process
Action Project - Developing Growth in HCCs Liberal Arts Programs
Action Project - Development and Implementation of a Comprehensive Campus Sustainability Plan
Action Project - Graduation and Beyond
Action Project - Graduation and Beyond - Category 2 (Highlighted)
Action Project Results
Advisory Committee Policy
AQIP Action Project Alignment.pdf
AQIP Graduation Project - Minutes and Marketing
AQIP Graduation Project - Minutes and Marketing (page number 10)
AQIP Quality Improvement Alignment
Climate Survey - Spring 2018 - Results with NHED.pdf
Duty Day - AQIP Update
Duty Day - AQIP Update (page number 17)
Duty Day Agendas - 2017-2018
Email - Tobacco Free Resources
EMPOWER Grant HCC 2017
Faculty Survey of Assessment - Results - 2017.08.pdf
Goals and Values Alignment - System District Campus
HCC Annual Enrollment by Tuition Type
HCC Strategic Plan 2016-2018
HCC Strategic Plan 2016-2018 - Secure the Future (Highlighted).pdf
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HCC Student Services Final Doc_Values 2017
Healthcare Recruitment Ads
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JUMP Committee Members 2018
JUMP Minutes
JUMP minutes highlighting AQIP renewal plan
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Program Review Schedule 2009-2020 - Both Formats
Sabbatical Report - Learning Communities
Sabbatical Report - Learning Communities (page number 3)
Shared Governance Minutes - All 2017-2018 - Online Course Evals (Highlighted)
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Strategic Plan Tactic Input Template 2015-2016
Strategic Planning - Faculty Staff Values Preliminary List - 2016
Strategic Planning Faculty Groups - 2015-2016
Strategic Planning followup meeting 12.17.15
Student Mentorship Program
• Survey of HCC Mission and Values - Questions - 2018.01.05
• Survey of HCC Mission and Values - Results - 2018.01.05.pdf
• Sustainability - HCC
• Tobacco Use Policy
6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution.

6P2a. Developing an infrastructure and providing resources to support a culture of quality

The process of CQI is integrated into the college environment. Ideas for improvement and change are welcomed from all stakeholders across the college. Duty Day activities, district newsletters, administrative email updates, and Provost Information Sessions all provide opportunities to highlight quality initiatives and gather ideas for new projects.

A broad-based JUMP committee reviews these ideas and determines if the need can be resolved with a quick-fix solution or if it requires a more in-depth project. It is also decided if the project will fit with college, district, and system goals. This process is very transparent and has become increasingly supported by the college community as they have observed the success of past action projects.
Administration shows support for a culture of quality by providing release time for employees working on assessment and quality initiatives, encouraging active involvement with other stakeholders in planning and implementing projects, and embracing open communication with all employees.

6P2b. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

The institutional culture includes support for CQI. Since joining the AQIP Pathway, many faculty, staff, and students have been part of one or more action projects. The requirement for having one or more action projects open at all times has encouraged stakeholders to bring forward new ideas for improvement. The broad-based JUMP committee is able to connect with all members of the college community to make this process more widely embraced. Administration is actively involved in CQI activities but does so in concert with other team members. Information is provided to stakeholders via Duty Days, email updates, and Provost Information Sessions so that there is campus-wide awareness of what changes are taking place and how successful they have been (5.D.1).

6P2c. Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The college community believes that quality is important and that it is each person's responsibility to be continually improving. There are many committees that include staff, faculty, administrators, and students across the college. These committees provide opportunity for all community members to provide feedback on completed changes and bring forward ideas for new projects. Administration also has an open-door, so individuals are free to bring their thoughts regarding initiatives directly to the leadership. This inclusion of everyone in the CQI process has proven to be very effective to engage stakeholders in discussion and planning for the future (5.D.2).

6P2d. Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

The key factor that supports the CQI process at HCC is the engagement of those stakeholders nearest the actual impact of action projects. The involvement begins with brainstorming an idea for improvement, followed by the steps that would need to be implemented. This level of ownership in the process makes the next steps much more productive. The JUMP committee helps to assure the project fits into one of the AQIP categories and that it supports the college, district, and system goals. The gathering of a project team is usually easy since the idea has been brought forth from those most involved already. Timelines and progress reports are completed along the way. Evaluation of the project is completed with input from the project team, the JUMP committee, and institutional research. Dissemination of project completion and outcome information is the final step, which assures that the college community remains engaged in the AQIP process.

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality?

The CQI initiatives at HCC have produced various levels of success.

As part of the Image Enhancement action project, HCC created a new, visible brand for the college.

To more effectively support new employees, HCC implemented an Active Peer Mentorship program for new faculty and staff. New employees who had participated in the new mentorship...
program reported experiencing significantly higher levels of support than employees who had been hired prior to the mentorship program.

Results from an action project related to sustainability included finalizing a Sustainability Plan and adding a Sustainability Core Competency as a common learning outcome.

Following the development of the Data-Driven Review Process action project, HCC implemented a three-year rotation of program reviews, utilizing both technical and liberal arts data sheets prepared by the NHED office of institutional research.

Building upon the Graduation and Beyond action project, HCC has held Graduation Readiness events for students over the last three years.

Generally, a campus-wide focus on data has been revitalized and is now an integral part of each quality improvement project.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

The culture of quality at the college has become much more focused on data to make decisions. Previously, AQIP projects were developed and carried out with improvements noted by people involved, but there was not data gathered to prove the anecdotal findings. It has been a priority for administration to convey the importance of making data-driven decisions. An example of this is the renewed use of TracDat by all faculty in their assessment of student learning.

The JUMP committee has begun planning for future improvement by developing a tracking system for ongoing collection and assessment of AQIP project outcome data. This system will make it easier to systematically evaluate projects.

Sources

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- AASC Minutes - All 2017-2018 - Action Project Involvement (Highlighted) (page number 2)
- Action Project - Building a Data-Driven Review Process
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- Action Project - Graduation and Beyond
- Action Project - Graduation and Beyond - Category 2 (Highlighted)
- Action Project - Image Enhancement
- Action Project - Securing the Future Through Active Peer Mentorship
- Action Project Table - Attention to Retention
- AQIP Action Project Alignment.pdf
- AQIP Action Project Assessment - Active Peer Mentorship
- AQIP Graduation Project - Minutes and Marketing
- AQIP Graduation Project - Minutes and Marketing (page number 9)
- Department Data Sheets - 2018
- Duty Day - AQIP Update
- Duty Day - AQIP Update (page number 17)
- Email - HCC Updates.pdf
- Email - Mapping Student Support - Direction and Feedback
- Employee Development and Involvement Survey - Results - 2018.08
- HCC Brand Standards
- HCC Committee List
- HCC Core Competencies
- HCC Core Competencies (page number 3)
- HCC Roster of Committees and Memberships - 2018-2019
- JUMP Committee Members 2018
- JUMP Minutes
- Mentorship Schedule
- New Employee Support Survey - Results
- New Employee Support Survey - Results (page number 3)
- NHED Newsletter - March 2017
- Program Data Sheets - 2018
- Program Review Schedule 2018-2020
- Provost Information Session - Spring - Email and Presentation.pdf
- RCEs - Fall 2017
- RCEs - Fall 2017 (page number 5)
- RCEs - Spring 2018
- Sustainability Plan
- TracDat Usage - 2017-2018