2014 MN Performance Excellence Award Application

Hennepin Technical College℠
9000 Brooklyn Boulevard, Brooklyn Park, MN 55445
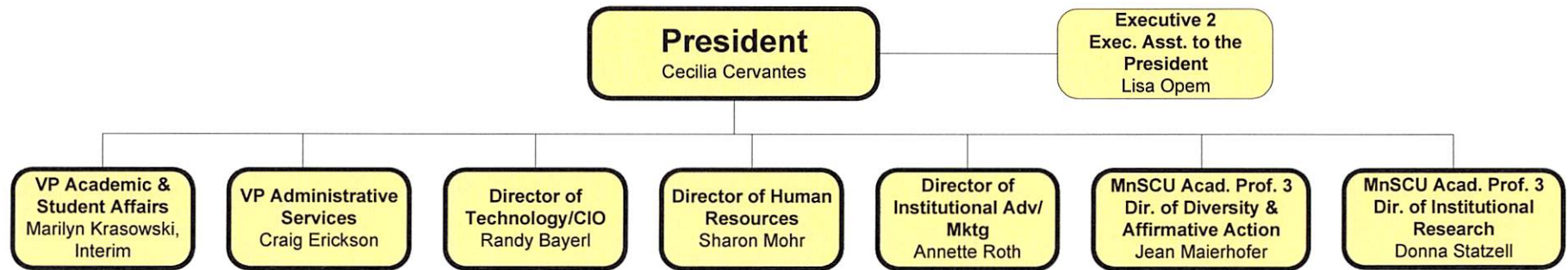
HENNEPIN TECHNICAL COLLEGE
PRESIDENT DIRECT REPORTS
REVISED: OCTOBER 21, 2014

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                    ┌──────────────────┐              ┌──────────────────┐
                    │    President     │──────────────│   Executive 2    │
                    │ Cecilia Cervantes│              │ Exec. Asst. to the│
                    └──────────────────┘              │    President     │
                                                      │    Lisa Opem     │
                                                      └──────────────────┘
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VP Academic & Student Affairs	VP Administrative Services	Director of Technology/CIO	Director of Human Resources	Director of Institutional Adv/ Mktg	MnSCU Acad. Prof. 3 Dir. of Diversity & Affirmative Action	MnSCU Acad. Prof. 3 Dir. of Institutional Research
Marilyn Krasowski, Interim	Craig Erickson	Randy Bayerl	Sharon Mohr	Annette Roth	Jean Maierhofer	Donna Statzell

Hennepin Technical College – Academic Affairs Staff

President
Cecilia Cervantes

OAS Sr. Admin Assistant
Dawn Peterson

VP of Academic and Student Affairs
Marilyn Krasowski, Interim

MnSCU Admin 6 Academic Dean
Therese Salber

- **OAS Int** — Admin Assistant — H-POD/BPC — Kris Sladek
- **MnSCU Acad Prof 3** — AA Program Coord — BPC/EPC — Jacob Johnson
- **IT/Comp. Lit.** — CLA 1 - BPC/EPC — Don Gumbiner
- **Audio Recording** — CLA1 – EPC — Michael Byrne
- **Graphic Design** — CLA2 – BPC — Victoria Gartner
- **Interactive Design / Video Prod.** — CLA1 – BPC — Timothy Moore
- **Photography** — CLA2 – EPC — Thomas Hanly
- **Culinary Arts** — CLA1 – BPC — Maureen Berndt
- **Culinary Arts** — CLA1 – EPC — Stefanie Rahn
- **Floral Design** — CLA1 – BPC — Joanne Sarkilahit
- **Department Faculty**

MnSCU Admin 6 Academic Dean
Mike McGee

- **OAS Int** — Admin Assistant — D-POD/BPC — Darla Ness
- **MnSCU Acad Prof 3** — AA Program Coord — BPC/EPC — Alison Leintz
- **Machinery Repair Worker** — BPC — Rollie Houske
- **Electronics** — CLA2 – BPC — Fred Vagts
- **Machine Tool** — CLA2 – BPC — Philip Haley
- **Machine Tool** — CLA1 – BPC — Jay Portz
- **Machine Tool** — CLA1 – BPC — Hung Dao
- **Biology** — CLA2 – BPC — Becky Augustine
- **Biology** — CLA2 – EPC — Pamela Drinkwine
- **Department Faculty**

MnSCU Admin 6 Academic Dean
Joy Bodin

- **OAS Int** — Admin Assistant — D-POD/BPC — Kim Urahn
- **Landscape Careers** — CLA1 – BPC — Jennifer Nguyen
- **Landscape Careers** — CLA1 – BPC — VACANT
- **Auto Body** — CLA1 – BPC — David Duchene
- **Auto Body** — CLA1 – EPC — Moje Sadat
- **Marine Motor** — CLA1 – EPC — Charles Anderson
- **Librarian** — BPC/EPC — Jennie Simning
- **Library Tech** — (2 PT/4 FT) — BPC/EPC
- **Department Faculty**

MnSCU Admin 6 Academic Dean
Marguerite Dummer

- **OAS Sr.** — Admin Assist — EPC — Lori Laabs
- **OAS Int.** — Admin Assist — G-POD/EPC — Laura Williamschen
- **Practical Nursing** — CLA2 – BPC — VACANT
- **Practical Nursing** — CLA1 – EPC — Monica Liddiard
- **Department Faculty**

MnSCU Admin4 Associate Dean
Cherie Rollings, Interim
(See CTS Chart)

MnSCU Admin4 Associate Dean
Mike Colestock, Interim
(See CTS Chart)

MnSCU Acad Prof 3 Instructional Designer
Elise Braden

- **ITS 2** — eLearning Coord — Joyce Senechal

MM – 10-21-14

HENNEPIN TECHNICAL COLLEGE
CUSTOMIZED TRAINING SERVICES
ORGANIZATIONAL CHART

10/21/14
Revised

PRESIDENT
CECILIA CERVANTES

VP ACADEMIC & STUDENT AFFAIRS
MARILYN KRASOWSKI, Interim

This organization chart does not include the Operations Manager Position and the Sales Manager Position.

Cherie Rollings
Interim Associate Dean

Sheryl Dauer
Dean Support & Administrative Services Manager

Mike Colestock
Interim Associate Dean

Pauline Arnst
Business Manager
(Business Manager I)

TRACY SERAN
(Acct Technician)
Contract Manager

MELODY NEGRON
(OAS INTERMEDIATE)

RHONDA ALLEN (OASI)
Receptionist
/Registration–EPC

MnSCU Academic
Professional 2
VACANT
Community Paramedic
Grant Coordinator

Information Officer 1
Marketing & Open
Enrollment
Dina Rogalla (TEMP)

OPERATIONS STAFF

GLORIA TAYLOR (OASI)
Registration Clerk

SHEILA BREY (TEMP)
(CSS)
Receptionist –BPC

Peggy Anderson
(CSS Principal/ 50%
Program)

RON KNAPP (OAS)
Support Staff

Work Study Students

SHERYL BERTRAND
CTS Faculty BWFC

CAREN ABDELAAL
CTS Occupational Literacy

JONATHAN STUART
CTS Occupational Literacy

SUE SELLAND --
MAAC Assessment Director

CLA1 (MAAC)
Paul Haldorson
Andrew Marino (TEMP)
VACANT (TEMP)

CTS REPS

ERIK GOHL– INDUSTRIAL
SAFETY

ANNE MATHIOWETZ –
SAFETY/FIRE

EARL LINGERFELT –
LAW ENFORCEMENT (TEMP)

VACANT
LAW ENFORCMENT

PAUL HIGDEM – FIRE /
MOBILE PROPS (TEMP)

DAN ROEGLIN - FIRE

CTS REPS

SUZANNE CIEBIERA
INFORMATION
TECHNOLOGY

VACANT –
CUSTOMER SERVICE &
PROFESSIONAL
DEVELOPMENT

VACANT --
HEALTHCARE &
GENERALIST

VACANT –
MANUFACTURING & DOL
MFG Grant & NIMS

KATHERINE STANLEY – BIO
MEDICAL & DOL MFG
GRANT & NIMS

MATT LEAF
TAACCCT GRANT

KAI HJERMSTAD –EMS

RICH KELLY –
MFG & DOL MFG GRANT

Mylan Masson
MMA
Director of Law
Enforcement
Program

Mike Kelley
CSS
Receptionist

Anna Haider
OAS Int.

PROGRAM FACULTY

BERNIE VRONA – FIRE

JACK MYERS – FIRE

DOUGLAS DYRLAND – FIRE

AL BENNEY – EMS

JOE MARTINEZ – EMS

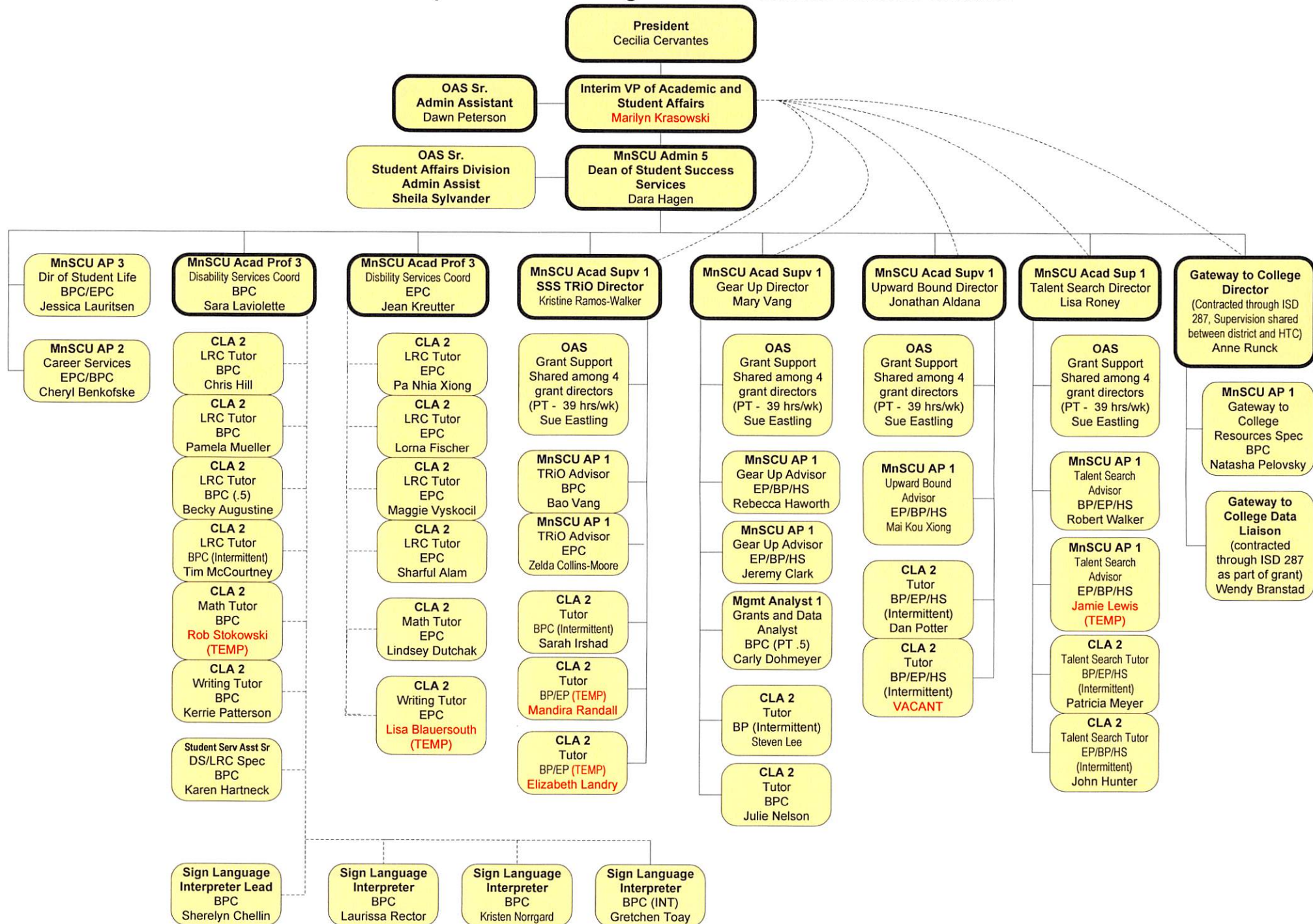SCOTT LINDBERG - EMS

JADELLE BREITBARTH –
LAW

DALE BURNS – LAW

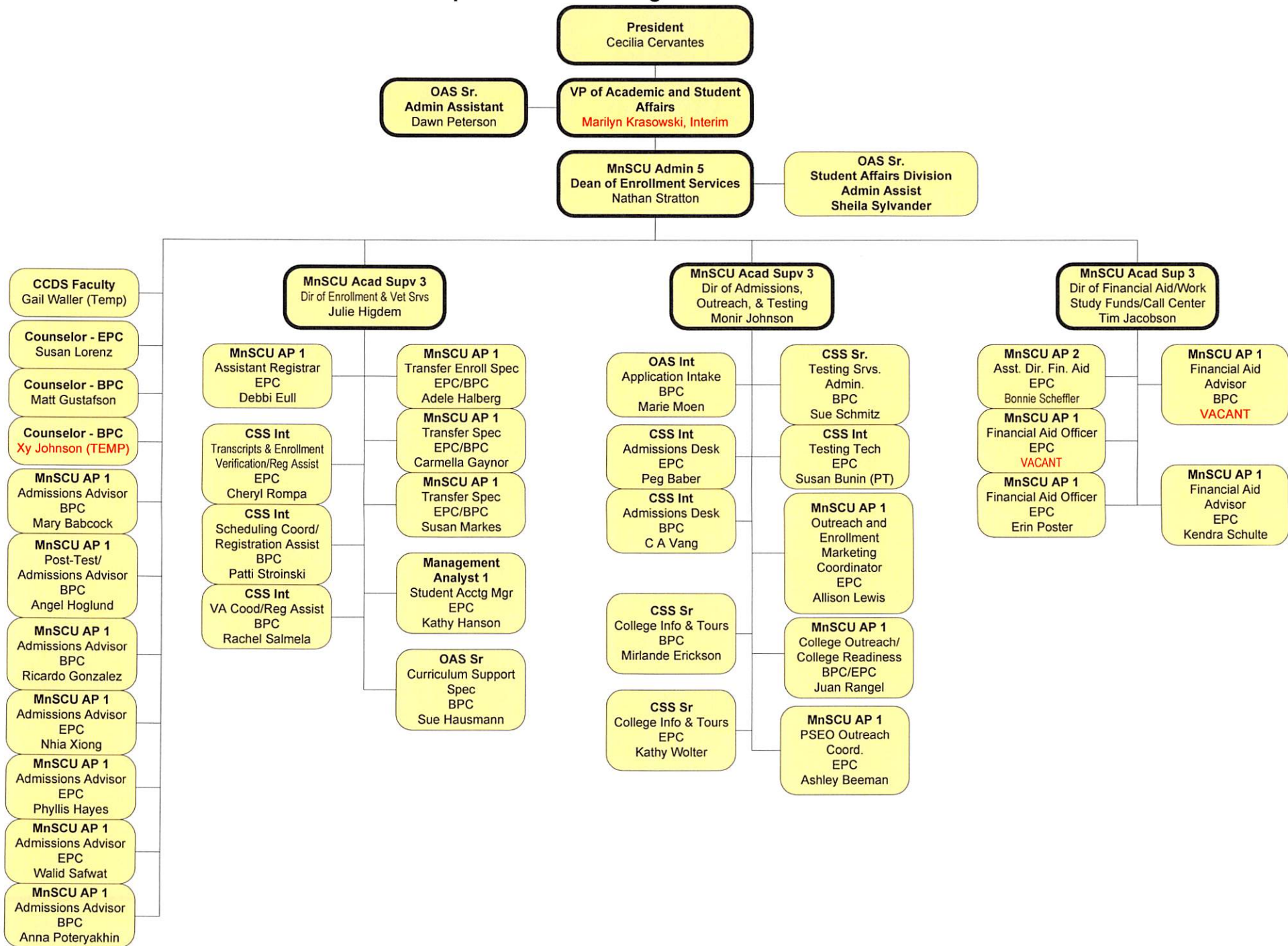ADJUNCT FACULTY

CLA FIRE –
ERIC SKINNER

CLA LAW – VACANT

CLA LAW – JIM MEEHAN

Staff funded by Grants:
OAS Intermediate (vacant) EPC & BPC
Comm. Paramedic Coord. (vacant)
Jonathan Stuart
Sue Selland
Paul Haldorson

Katherine Stanley
Matt Leaf
Kai Hjermstad
Rich Kelly

Hennepin Technical College – Dean of Student Success Services

President
Cecilia Cervantes

OAS Sr. Admin Assistant
Dawn Peterson

Interim VP of Academic and Student Affairs
Marilyn Krasowski

OAS Sr. Student Affairs Division Admin Assist
Sheila Sylvander

MnSCU Admin 5 Dean of Student Success Services
Dara Hagen

MnSCU AP 3
Dir of Student Life
BPC/EPC
Jessica Lauritsen

MnSCU AP 2
Career Services
EPC/BPC
Cheryl Benkofske

MnSCU Acad Prof 3
Disability Services Coord
BPC
Sara Laviolette

- **CLA 2** LRC Tutor BPC — Chris Hill
- **CLA 2** LRC Tutor BPC — Pamela Mueller
- **CLA 2** LRC Tutor BPC (.5) — Becky Augustine
- **CLA 2** LRC Tutor BPC (Intermittent) — Tim McCourtney
- **CLA 2** Math Tutor BPC — Rob Stokowski (TEMP)
- **CLA 2** Writing Tutor BPC — Kerrie Patterson
- **Student Serv Asst Sr** DS/LRC Spec BPC — Karen Hartneck

MnSCU Acad Prof 3
Disbility Services Coord
EPC
Jean Kreutter

- **CLA 2** LRC Tutor EPC — Pa Nhia Xiong
- **CLA 2** LRC Tutor EPC — Lorna Fischer
- **CLA 2** LRC Tutor EPC — Maggie Vyskocil
- **CLA 2** LRC Tutor EPC — Sharful Alam
- **CLA 2** Math Tutor EPC — Lindsey Dutchak
- **CLA 2** Writing Tutor EPC — Lisa Blauersouth (TEMP)

MnSCU Acad Supv 1
SSS TRiO Director
Kristine Ramos-Walker

- **OAS** Grant Support Shared among 4 grant directors (PT - 39 hrs/wk) — Sue Eastling
- **MnSCU AP 1** TRiO Advisor BPC — Bao Vang
- **MnSCU AP 1** TRiO Advisor EPC — Zelda Collins-Moore
- **CLA 2** Tutor BPC (Intermittent) — Sarah Irshad
- **CLA 2** Tutor BP/EP (TEMP) — Mandira Randall
- **CLA 2** Tutor BP/EP (TEMP) — Elizabeth Landry

MnSCU Acad Supv 1
Gear Up Director
Mary Vang

- **OAS** Grant Support Shared among 4 grant directors (PT - 39 hrs/wk) — Sue Eastling
- **MnSCU AP 1** Gear Up Advisor EP/BP/HS — Rebecca Haworth
- **MnSCU AP 1** Gear Up Advisor EP/BP/HS — Jeremy Clark
- **Mgmt Analyst 1** Grants and Data Analyst BPC (PT .5) — Carly Dohmeyer
- **CLA 2** Tutor BP (Intermittent) — Steven Lee
- **CLA 2** Tutor BPC — Julie Nelson

MnSCU Acad Supv 1
Upward Bound Director
Jonathan Aldana

- **OAS** Grant Support Shared among 4 grant directors (PT - 39 hrs/wk) — Sue Eastling
- **MnSCU AP 1** Upward Bound Advisor EP/BP/HS — Mai Kou Xiong
- **CLA 2** Tutor BP/EP/HS (Intermittent) — Dan Potter
- **CLA 2** Tutor BP/EP/HS (Intermittent) — VACANT

MnSCU Acad Sup 1
Talent Search Director
Lisa Roney

- **OAS** Grant Support Shared among 4 grant directors (PT - 39 hrs/wk) — Sue Eastling
- **MnSCU AP 1** Talent Search Advisor BP/EP/HS — Robert Walker
- **MnSCU AP 1** Talent Search Advisor EP/BP/HS — Jamie Lewis (TEMP)
- **CLA 2** Talent Search Tutor BP/EP/HS (Intermittent) — Patricia Meyer
- **CLA 2** Talent Search Tutor EP/BP/HS (Intermittent) — John Hunter

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Gateway to College Director
(Contracted through ISD 287, Supervision shared between district and HTC)
Anne Runck

- **MnSCU AP 1** Gateway to College Resources Spec BPC — Natasha Pelovsky
- **Gateway to College Data Liaison** (contracted through ISD 287 as part of grant) — Wendy Branstad

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Sign Language Interpreter Lead BPC — Sherelyn Chellin

Sign Language Interpreter BPC — Laurissa Rector

Sign Language Interpreter BPC — Kristen Norrgard

Sign Language Interpreter BPC (INT) — Gretchen Toay

MM – 10-21-14

Hennepin Technical College – Dean of Enrollment Services

President
Cecilia Cervantes

OAS Sr.
Admin Assistant
Dawn Peterson

VP of Academic and Student Affairs
Marilyn Krasowski, Interim

MnSCU Admin 5
Dean of Enrollment Services
Nathan Stratton

OAS Sr.
Student Affairs Division Admin Assist
Sheila Sylvander

CCDS Faculty
Gail Waller (Temp)

Counselor - EPC
Susan Lorenz

Counselor - BPC
Matt Gustafson

Counselor - BPC
Xy Johnson (TEMP)

MnSCU AP 1
Admissions Advisor
BPC
Mary Babcock

MnSCU AP 1
Post-Test/
Admissions Advisor
BPC
Angel Hoglund

MnSCU AP 1
Admissions Advisor
BPC
Ricardo Gonzalez

MnSCU AP 1
Admissions Advisor
EPC
Nhia Xiong

MnSCU AP 1
Admissions Advisor
EPC
Phyllis Hayes

MnSCU AP 1
Admissions Advisor
EPC
Walid Safwat

MnSCU AP 1
Admissions Advisor
BPC
Anna Poteryakhin

MnSCU Acad Supv 3
Dir of Enrollment & Vet Srvs
Julie Higdem

MnSCU AP 1
Assistant Registrar
EPC
Debbi Eull

CSS Int
Transcripts & Enrollment
Verification/Reg Assist
EPC
Cheryl Rompa

CSS Int
Scheduling Coord/
Registration Assist
BPC
Patti Stroinski

CSS Int
VA Cood/Reg Assist
BPC
Rachel Salmela

MnSCU AP 1
Transfer Enroll Spec
EPC/BPC
Adele Halberg

MnSCU AP 1
Transfer Spec
EPC/BPC
Carmella Gaynor

MnSCU AP 1
Transfer Spec
EPC/BPC
Susan Markes

Management Analyst 1
Student Acctg Mgr
EPC
Kathy Hanson

OAS Sr
Curriculum Support
Spec
BPC
Sue Hausmann

MnSCU Acad Supv 3
Dir of Admissions,
Outreach, & Testing
Monir Johnson

OAS Int
Application Intake
BPC
Marie Moen

CSS Int
Admissions Desk
EPC
Peg Baber

CSS Int
Admissions Desk
BPC
C A Vang

CSS Sr
College Info & Tours
BPC
Mirlande Erickson

CSS Sr
College Info & Tours
EPC
Kathy Wolter

CSS Sr.
Testing Srvs.
Admin.
BPC
Sue Schmitz

CSS Int
Testing Tech
EPC
Susan Bunin (PT)

MnSCU AP 1
Outreach and
Enrollment
Marketing
Coordinator
EPC
Allison Lewis

MnSCU AP 1
College Outreach/
College Readiness
BPC/EPC
Juan Rangel

MnSCU AP 1
PSEO Outreach
Coord.
EPC
Ashley Beeman

MnSCU Acad Sup 3
Dir of Financial Aid/Work
Study Funds/Call Center
Tim Jacobson

MnSCU AP 2
Asst. Dir. Fin. Aid
EPC
Bonnie Scheffler

MnSCU AP 1
Financial Aid Officer
EPC
VACANT

MnSCU AP 1
Financial Aid Officer
EPC
Erin Poster

MnSCU AP 1
Financial Aid
Advisor
BPC
VACANT

MnSCU AP 1
Financial Aid
Advisor
EPC
Kendra Schulte

MM – 10-21-14

HENNEPIN TECHNICAL COLLEGE
ADMINISTRATIVE SERVICES
REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

**Vice President
Administrative
Services**
Craig Erickson

**Director Of Emergency
Preparedness & Security**
Randy Roehrick

Building Maintenance Supv (EPC)
Kevin Phernetton
(See Plant Maintenance Chart)

Finance/Accounting
VACANT
(See Finance/Accounting Chart)

Safety Officer
Erin Lynne

Building Maintenance Supv (BPC)
Jerold Boley (Interim)
(See Plant Maintenance Chart)

Office Services Supv/Purchasing
Julie Kaiser
(See Office Services Chart)

**Management Analyst 2
Data Analyst**
Danielle Tuttle

Building Services Supv (EPC)
Armando Arroyo
(See Custodial Services Chart)

Bookstore Supervisor
Julie Balamut (Interim)
(See Bookstore Chart)

Building Services Supv (BPC)
Keith Zwack (Interim)
(See Custodial Services Chart)

HENNEPIN TECHNICAL COLLEGE
PLANT MAINTENANCE (1ST SHIFT)

REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

VP Admin Services
Craig Erickson

Building Maintenance Supervisor
(BPC & LECJEC)
Jerry Boley (Interim-WOC)

CSAS Rcvg Clerk/Copy Ctr/Mailrm (EPC)
Yasmin Sparrow
(.50)

Building Maintenance Supervisor
(EPC)
Kevin Phernetton

Groundskeeper Int (BPC)
Grant Rengo

Groundskeeper (BPC)
Doug Halling

GRW (BPC)
Vitalii Solonenko (WOC)

GRW (BPC)
VACANT

Plant Maint Engineer (BPC)
Andrew Hayes (WOC)

Elect Master (BPC)
VACANT

GMW (BPC/ LECJEC)
Randy Timm

GMW (BPC)
Brian Warner

GMW (BPC)
Richard Skomra

GMW (BPC)
Mike Fontaine

GMW/Laundry (BPC)
Tim Hanly

Facilities Support/ Receiving (BPC)
Sue Lopac

Groundskeeper Int (EPC)
VACANT

Groundskeeper (EPC)
Bob Laumeyer

GMW (EPC)
Steve Rahn

GMW (EPC)
Rick Romportl

GMW/Laundry (EPC)
Kevin Clark

GRW (EPC)
Bob Radtke

GRW (EPC)
Tim Stafki

Plant Maint Engineer (EPC)
Jan Helseth

Elect Master (EPC)
Ed Freidlund

Carpenter (EPC/BPC)
Dale Koehler

HENNEPIN TECHNICAL COLLEGE
CUSTODIAL SERVICES (2ND SHIFT)

REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

VP Admin Services
Craig Erickson

Custodial Services Supervisor
(BPC & LECJEC)
Keith Zwack (Interim-WOC)

Custodial Services Supervisor
(EPC)
Armando Arroyo

GMW (BPC)
VACANT

GMW (BPC)
Vitalii Solonenko

GMW (BPC)
VACANT

GMW (BPC)
Marty Borchardt

GMW (BPC)
Daniel Voker

GMW (BPC)
Ebenezer Addy

GMW (BPC - LECJEC)
Roger Fisher

GMW (BPC - LECJEC)
Steve Burrington

GMW (BPC)
Zulma Arroyo
(TEMP)

GMW (EPC)
Olga Solonenko

GMW (EPC)
Mark Gillespie

GMW (EPC)
Byron LaRocque

GMW Lead (EPC)
Mike Williams

GMW (EPC)
Joe Ploumen

HENNEPIN TECHNICAL COLLEGE
FINANCE/ACCOUNTING
REVISED: OCTOBER 22, 2014

President
Cecilia Cervantes

Vice President Administrative Services
Craig Erickson

Business Mgr. 2 Finance/Accounting
VACANT

Acct. Clerk Sr. Payroll Clerk
Now Shared Service with MCTC

Accounting Officer
Pam Lary

Accounting Officer
Melissa Schmidt

Account Clerk Sr. Accts Payable Rep.
Teresa Caroon

Acct. Clerk Sr. Tuition Clerk BPC
Jean Milostan

Account Clerk Accts Payable Clerk
Trisha Johnson

Acct. Clerk Sr. Tuition Clerk EPC
Lorri Reinke

Account Technician 3rd Party Coord
Kim Fulford

HENNEPIN TECHNICAL COLLEGE
OFFICE SERVICES

REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

MnSCU Admin 9
VP Admin Services
Craig Erickson

Office Svs Supv 2
Office Svs Supv/
Purchasing
Julie Kaiser

Central Srvs Admin Specialist
Receiving Clerk/Copy Ctr/Mailroom
Yasmin Sparrow - EPC

Office & Admin Specialist, Int.
Office Srvs/Room Scheduler
Amy Thomas - BPC

Customer Service Specialist
Receptionist
Millie Engelen - EPC

Central Srvs Admin Specialist, Int.
Mailroom/Copy Room Clerk
Suzanne Burley - BPC

Customer Service Specialist
Evening Receptionist (PT)
Mary McMahon - EPC

Customer Service Specialist
Receptionist
Jennifer McCurdy - BPC

HENNEPIN TECHNICAL COLLEGE
BOOKSTORE
REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

Vice President for Admin Services
Craig Erickson

College Bookstore Supervisor
(Temp Unclassified)
Bookstore Manager
Julie Balamut
EPC/BPC

CSS, Int.
General Merch Buyer
Diana Kilpatrick (PT .75)
EPC

CSS, Int
General Merch Buyer
WOC (Valeriya Marko) (FT)
BPC

CSS, Sr.
Text Buyer
Jean Vealetzek (PT .75)
EPC

OAS, Sr.
Course Material Coord./Buyer/Web
Wade Baysudee (Temp) (FT)
BPC

CSS
College Bookstore Coord
Ann Anderson (PT .50)
EPC

CSS
Sales Associate
VACANT (WOC) (PT .75)
BPC

CSS (3)
Cashier/Sales/Stocking
TEMPS (FT) RUSH
BPC

HENNEPIN TECHNICAL COLLEGE
TECHNOLOGY SERVICES
REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

Director of Technology/CIO
Randy Bayerl

Accounting Technician (.5)
Support Position
ON HOLD

Interim - Associate Director of Technology
(Brooklyn Park & LECJEC, Eden Prairie, Bloomington WorkForce Center for CTS)
Management Information Systems Supervisor 1
Brian Allen

Infrastructure and Project Services
All Campus Locations

Development & Project Coordinator
ITS3 or 4 (TBD)
Open

Infrastructure IT Coordinator
ITS3
Tom Condon

Server & Application Administrator
ITS3
Kevin Bixby

Campus IT Support, Media Support, Projects and MAC Lead
ITS3
Vicki Ashby

Student Services Project Lead
ITS-2 BPC
Jon Baxter

Student Lab, Learning Commons, Library
All Campus Locations

BPC Campus Help Desk/ Computer Lab, Learning Commons, Library - Days
ITS1
Ravi Gupta

EPC Campus Help Desk/ Computer Lab, Learning Commons, Library – Days
ITS1
Richard Wachs

BPC Campus Help Desk/ Computer Lab, Learning Commons, Library - Evenings
ITS1
Colleen Meyer

EPC Campus Help Desk/ Computer Lab, Learning Commons, Library - Evenings
ITS1
Jeremy Gesinger

Computer Lab Student Workers BPC and EPC Each:
2 … Days
1 …Evenings
1 Weekends

IT Services:
All Campus Locations

Campus Support: Team Lead
ITS2 EPC
VACANT

Tech Support & Phones
ITS1BPC
Doug Schwartz

Tech Support
ITS1 EPC
Joe Mai

Tech Support
ITS1 BPC
Ray Stolquist, TEMP

Tech Support
ITS1 EPC
Paul Robison, TEMP

IT Student Workers
1 to 2 … Days

Media & A/V Services
All Campus Locations

Media/ITV/AV Tech BPC
Doug Mason

Media/ITV/AV Tech EPC
Jason Christian

HENNEPIN TECHNICAL COLLEGE
HUMAN RESOURCES

REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

MnSCU Admin 6
HR Director
Sharon Mohr

HR Specialist 2	**HR Specialist 1**	**Mgmt. Analyst 2**	**HR Technician 2**	**HR Technician 1**
Missy Miller	Kelly Holtzman	Pam Anderson-Popp	Christine Stuberud	Jill Kirschner

HENNEPIN TECHNICAL COLLEGE
INSTITUTIONAL ADVANCEMENT AND MARKETING

REVISED: OCTOBER 21, 2014

President
Cecilia Cervantes

MnSCU Admin 5
Exec Dir of
Institutional
Advancement/Mktg
Annette Roth

OAS Int.
Admin Assistant for
Institutional
Advancement
Tina Ward

MnSCU Acad. Prof. 3
Dir. Development/
Alumni Relations
Jeanne Morphew

ITS 3
Webmaster BP/EP
Ardeshir Sepahsalar

MnSCU Acad. Prof. 1
Marketing Specialist
Jared Laabs
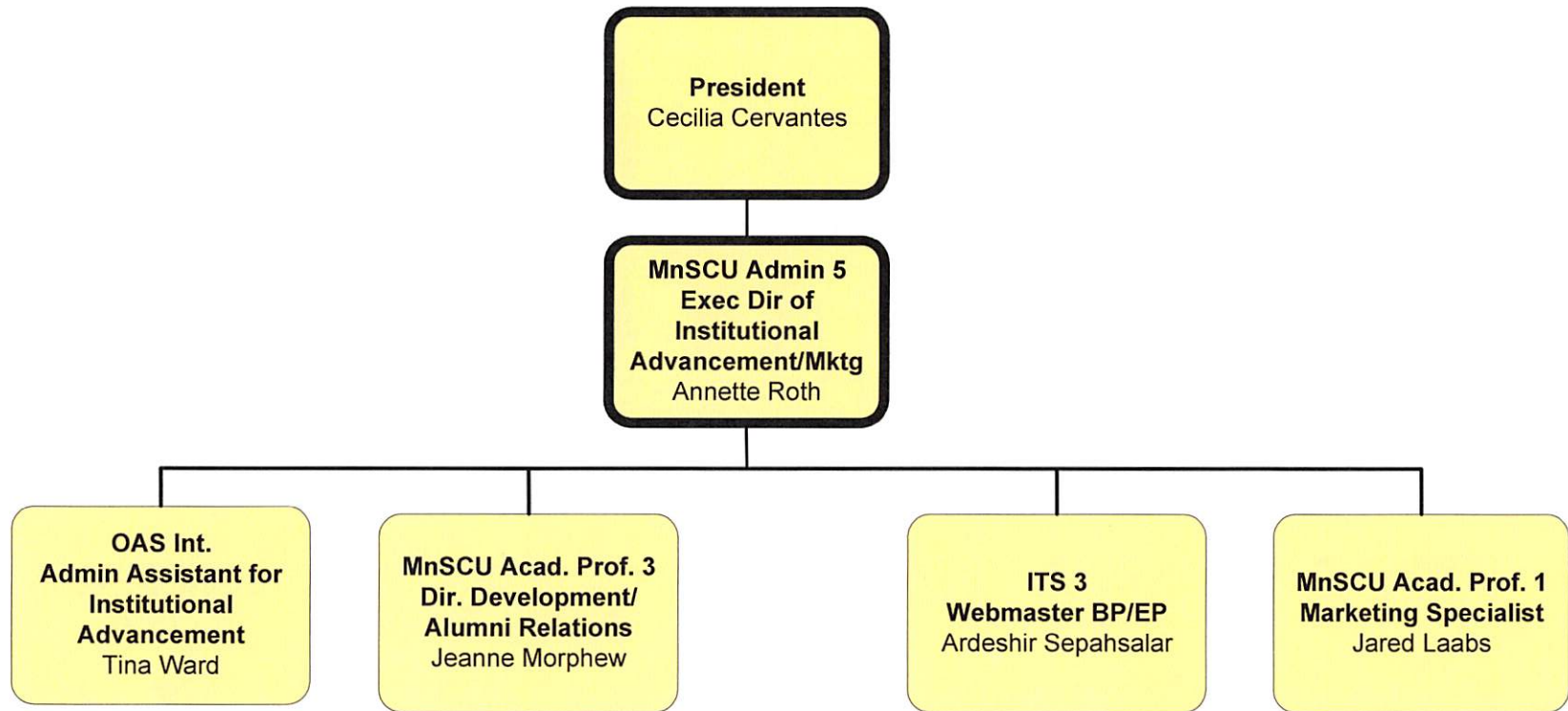
Glossary

3Ps: Policies, Procedures, and Practices

AASC: Academic Affairs and Standards Council

ABE: Adult Basic Education

ADA: American with Disabilities Act

AFSCME: American Federation of State, County, and Municipal Employees

AI: Appreciative Inquiry

ALC: Area Learning Center

AQIP: Academic Quality Improvement Program

ATC: Anoka Technical College (MnSCU System**)**

AWP: Annual Work Plan

BOT: Board of Trustees

BPC: Brooklyn Park Campus

C.A.R.E.: Campus Assessment, Referral and Education

CAO: Chief Academic Officer

CAS Standards: Council for the Advancement of Standards in Higher Education

CASO: Chief Academic/Student Affairs Officer

CCSSE: Community College Survey of Student Engagement

CFI: Composite Financial Index

CFO: Chief Financial Officer

CHRO: Chief Human Resources Officer

CIP: Classification of Instructional Programs

CLEP: College Level Examination Program

COOP: Continuity of Operations Plan

CQIN: Continuous Quality Improvement Network provides learning and network opportunities for higher education

CTE: Career and Technical Education

CTS: Customized Training Services

CT/CE: Customized Training and Continuing Education

D2L: Desire2Learn, HTC's online delivery platform

DEED: Department of Employment and Economic Development

DIG: Data Integrity Group

DOE: U.S. Department of Education

EAP: Employee Assistance Program

EEC: Employee Engagement Committee

EEOC: Equal Employment Opportunity Commission

EPC: Eden Prairie Campus

EPM11: Enterprise Performance Management, version 11

ESL: English as a Second Language

ESOL: English for Speakers of Other Languages

FERPA: Family Educational Rights/Privacy Act

FCI: Facilities Condition Index

FT: Full Time

FTE: Full Time Equivalent

FVTC: Fox Valley Technical College

FYE: Full Year Equivalent

HLC: Higher Learning Commission

Hobsons' CONNECT: CRM for student interactions and data

Hobsons' RETAIN: CRM early alert/student retention software

HTC: Hennepin Technical College

HWC: Health and Wellness Committee

IHCC: Inver Hills Community College (MnSCU System)

Int/Ext: Internal/External

IPDP: Individual Personal Development Plan

IPEDS: Integrated Postsecondary Education Data Systems administered by National Center for Educational Statistics (NCES) to provide comparative data.

IR: Institutional Research

IT: Informational Technology

ISRS: Integrated Student Records System – MnSCU data management system

LECJEC: Law Enforcement and Criminal Justice Education Center

LRC: Learning Resource Center

MAAC: Manufacturing Assessment and Advancement Centers

MAPE: Minnesota Association of Professional Employees

MASAP: Master Academic and Student Affairs Plan

MCTC: Minneapolis Community and Technical College (MnSCU System)

Metro Alliance: A Consortium of 11 Metro area MnSCU Schools

MSU: Metropolitan State University

MMA: Middle Management Association

MMB: Minnesota Management and Budget

MN: Minnesota

MNCEME: Minnesota Center of Engineering and Manufacturing Excellence

MnSCU: Minnesota State Colleges and Universities

MnTC: Minnesota Transfer Curriculum

MOA: Memorandums of Agreement

MPTC: Moraine Park Technical College

MSCF: Minnesota State College Faculty

NAC: North Arkansas College

NCC: Normandale Community College (MnSCU System)

NCLEX: National Council Licensure Examination

NILIE PACE: National Initiative for Leadership and Institutional Effectiveness Personal Assessment of the

College Environment

NOEL LEVITZ: Survey of Student Satisfaction Inventory administered every 5 years

OCR: Office of Civil Rights

OFI: Opportunity for Improvement

OSHA: Occupational Safety and Health Agency

PA: Program Advancement

PAC: President's Administrative Council

PACE: Personal Assessment of the College Environment Survey, conducted by National Initiative for Leadership and Institutional Effectiveness (NILIE), first administered in 2013

PDCA: Plan – Do – Check – Act

PEN: Performance Excellence Network

Persistence: Retain, transfer or graduated

PS: Prop Shop

PSEO: Post-Secondary Enrollment Option

PT: Part Time

QC: Quality Council

QM: Quality Matters

RCTC: Rochester Community and Technical College (MnSCU System)

REPL: Replicated Database

SAC: Staff Advisory Council

SAP: Satisfactory Academic Progress

SC: Safety Committee

SCTC: St. Cloud Technical and Community College (MnSCU System)

SDS: Safety Data Sheets

SENSE: Survey of Entering Student Engagement

SGC: Shared Governance Council

Skills USA: National Student Organization formerly known as VICA (Vocational Industrial Clubs of America)

SL: Senior Leaders

SMES: Subject Matter Experts

SSS: Student Support Services (TRiO Grant)

TALES: Teaching and Learning Experiences

TPSI: Targeted Succession Planning Initiative

TRiO: Federal TRiO programs: including Educational Talent Search (ETS), GEAR UP, Student Support Services (SSS), and Upward Bound (UB)

UFT: Unlimited Full-Time

U.S. DOE: U.S. Department of Education

VCP: Voluntary Compliance Program

WCTC: Waukesha County Technical College

WFC: Workforce Centers

WIDS: Worldwide Instructional Design System

WIN: What's Important Now Day
WTC: Western Technical College

Hennepin Technical College℠

Journey to Excellence through Continuous Improvement

Comprehensive Review (Check-up) – 2016
AQIP Action Projects – TBD 2015
AQIP Strategy Forum 4 – Oct 2015
Baldrige Feedback Report – March 2015
Baldrige Site Visit – Feb 2015
AQIP Systems Portfolio 3 & Baldrige Application – Nov 2014
Action Project: *TBD* – Oct 2014
Action Project: *TBD* – Oct 2014
Revised HLC Criteria & AQIP Categories (9 to 6) – July 2014
Action Project: *Succession Planning* – Jan 2014
Action Project: *Measuring the Quality of Services* – Nov 2013
Action Project: *Improving Accessibility to Data* – Jan 2012
AQIP Strategy Forum 3 – Oct 2011
AQIP Systems Appraisal 2 – May 2011
Reaffirmation of HLC AQIP Accreditation – 2010
AQIP Systems Portfolio 2 – Nov 2010
AQIP Quality Check-up – Fall 2010/Spring 2011
Action Project: *Measuring Results* – March 2010
Action Project: *Documenting & Using Information About Student Learning* – Jan 2008
Strategy Forum 2 – Oct 2007
Action Project: *Improving Effectiveness & Efficiency in Services/Operations* – April 2007
Systems Appraisal 1 – May 2007
Systems Portfolio 1 – Nov 2006
Action Project: *Connecting With Alumni* – Jan 2005
Action Project: *Surveying Student Satisfaction* – Jan 2005
Action Project: *Integrate and Align Planning & Decision-Making* – Jan 2004
Action Project: *Improve Readiness of College Readiness of Newly Enrolled Students* – Jan 2004
Action Project: *Expand Opportunities for Online & Technology Enhanced Education* – Jan 2004
Action Project: *Appropriate Role of Gen Ed & Impact on Vision* – Jan 2004
AQIP Strategy Forum 1 – October 2003
AQIP Accreditation – July 2003
College-wide AQIP Kickoff – 2003
AQIP Learning Sessions – 2003
HLC Accreditation – June 1999
NCA Self Study – Jan 1998
Candidacy for NCA (HLC) Accreditation – 1996

[MnSCU Merger 1995]

Academic Quality Improvement Program
The Higher Learning Commission NCA

BALDRIGE

Organizational Profile

P.1 Organizational Description

Hennepin Technical College (HTC) was founded in 1972 and is Minnesota's largest technical college. The College serves more than 21,000 students at campuses in Brooklyn Park (BPC) and Eden Prairie (EPC). Approximately 9,609 students are enrolled in credit courses and 12,087 in non-credit courses. HTC is a member of the Minnesota State Colleges and Universities system (MnSCU). MnSCU is comprised of 31 institutions including 24 two-year colleges and seven state universities. MnSCU is governed by a 15 member Board of Trustees (BOT) appointed by the Governor and confirmed by the State Senate.

The College provides affordable tuition, quality instruction, and hands-on training in outstanding facilities with state-of-the-art equipment. The College embraces quality and innovation in career and technical education, workforce development and lifelong learning.

HTC students principally come from counties throughout the Minneapolis-St. Paul area and particularly the western metropolitan area. The two campuses are strategically located to provide access to students and industry partners in the highest growth areas of the state. As an example, the College draws from three of the fastest growing counties in Minnesota (MN): Scott, Carver, and Wright.

P.1a Organizational Environment
P.1a(1) Educational Programs and Services
HTC offers more than 45 credit-based programs of study leading to certificates, diplomas, and degrees **[Figure P.1-1]**. Programs focus on Manufacturing and Engineering Technology, Public Safety and Services, Media Communications, Transportation, Business and Information Technology, Construction and Building, Floral, Culinary Arts, Landscape and Horticulture, Health Careers and a comprehensive set of General Education coursework. The largest programs by enrollment include Information Technology, Practical Nursing, Law Enforcement, Machine Trade and Automotive Technician. Over 40 cutting-edge, non-credit programs are available through Customized Training Services (CTS). These customized programs offer a variety of services including industry outreach, training assessment service, curriculum and training development. Innovative customized delivery includes on-site Simulation Learning and a Mobile Simulation trailer for fire, EMS, and healthcare training.

HTC seeks academic program advisory committees' input as quality new programs are designed to meet the ever-changing workforce needs. As an example,

collaboration with advisory committee members resulted in the development of the first-ever Community Paramedic training program in the U.S. Graduates from this program, all experienced paramedics, help to fill the ever-widening gaps in the health care delivery system by expanding access to health care for underserved groups in MN. Current new program development is focused on emerging careers and technology, such as Biomedical Manufacturing, Alternative Fuels Technician, as well as incorporating green, sustainable and renewable energy concepts into programs and daily practices.

The College is intentional in developing key partnerships that lead to innovative customized and credit programs designed to serve the unemployed and underemployed. As an example, HTC worked with employers, workforce development professionals, Adult Basic Education (ABE) and industry associations to create the award-winning M-Powered program. Since 2004, the M-Powered program has addressed the critical shortage of workers in advanced precision manufacturing through a collaborative effort that prepares non-traditional MN job seekers and incumbent workers for high-demand manufacturing careers.

Through a partnership between Metropolitan State University (MSU) and HTC, the Law Enforcement Criminal Justice Education Center (LECJEC) offers collaborative programming for law enforcement, criminal justice, fire and first responder programs. Together, these partners educate the majority of students attending college in MN in the fields of public safety and security.

HTC offers day, evening and weekend classes. Instruction is delivered through a variety of methods including face-to-face, online, blended learning, state-of-the-art applied labs and clinical and internships with industry partners. Virtual and simulation training is offered across programs.

Academic Awards
Associate of Applied Science (A.A.S.)
Associate of Science (A.S.)
Diplomas
Certificates

Figure P.1-1 – Academic Awards

Cultivating positive and productive student relationships is a college priority, especially early in the student's career. Student Support Services are focused on student persistence and success. In the last three years HTC has actively pursued and received four grants from the U.S. Department of Education (US DOE). These grants complement existing Student Support Services and provide additional

support services focused on underrepresented populations. Faculty is engaged in pro-active advising activities, which work to provide early, intensive intervention, and support designed to increase retention and empower students to succeed. HTC actively engages non-traditional and under-represented students through outreach.

Every time the student is in contact with a member of the college community, it cumulatively affects the nature of that student's relationship with the College and ultimately, their satisfaction and overall success. Student engagement is encouraged through student government and student clubs such as Skills USA.

P.1a(2) Vision and Mission
In fall of 2010, students, faculty, staff, and community/business/education leaders joined together to create the College's strategic plan - Vision 2020 – a collective perspective that identifies strategic directions that emboldens the College's enthusiasm to transform challenges into rich opportunities and attainable goals. HTC utilizes the strategic directions to establish annual goals in alignment with MnSCU's strategic framework. Every two years the College brings all employees together at What's Important Now (WIN) Day to identify strengths and opportunities, and to review the strategic plan.

HTC's commitment to deliver quality and innovative career technical education was reaffirmed in an updated 2010 mission statement **[Figure P.1-2]**. This commitment to Technical Education was done in an atmosphere in which many MnSCU Technical College's were transitioning to Comprehensive Colleges. Technical and general education faculty work collaboratively with industry advisory committees to ensure that program curriculum is based on standards that prepare students with knowledge and skills to meet the changing needs of the workplace. In addition, faculty work with two and four-year academic partners to create pathways that support student's academic and professional goals.

Mission	To provide excellence in career and technical education for employment and advancement in an ever-changing global environment.
Vision	Embracing quality and innovation in career and technical education, workforce development, and lifelong learning.
Values	Trust, Integrity, Pride, Passion, Respect, Collaboration, Innovation, Continuous Improvement that Fosters Quality Service, Diversity, Employee Engagement, Student Success.

Figure P.1-2 – Mission, Vision, Values

HTC is a gateway to education. Students come to the College to create a vision for themselves and to create opportunities for earning potential. Lifelong learning is a demonstrated reality through HTC's core competencies **[Figure P.1-3]**. People leave with actual skills and can get a job as a result.

Core Competencies
• High-Tech Career Preparation
• Real-Life Skill Development Linked to Employment
• State-of-the-Art Equipment
• Largest Array of Cutting-Edge Technical Programs in MN
• Non-Traditional Access and Pathways

Figure P.1-3 – Core Competencies

P.1a(3) Workforce Profile
The College employs approximately 797 employees including 134 full-time (FT) and 341 part-time (PT)/adjunct faculty. HTC's workforce also includes 15 administrators and 307 professional and support personnel. The employee breakdown by group is shown in **Figure P.1-4**.

FY14 Staffing by Group		
Employee Group	**Full-Time**	**Part-Time, Adjunct, CTS**
Faculty	134	341
Administrators/Managerial Plan	15	0
MAPE	78	23
AFSCME	122	58
MMA	19	0
Commissioner's Plan	7	0
TOTAL	**375**	**422**

Figure P.1-4 – Staffing by Group for FY14

Educational requirements for positions at HTC vary depending on the type and level of the position. Most administrator positions require at least a bachelor's degree and often require a master's degree. General Education faculty positions all require a minimum of a Master's degree. Many Technical faculty positions require a minimum of a bachelor's degree and years of recent experience and employment in a corresponding industry. Most professional positions require at least an associate's degree and experience. Other staff positions (clerical, maintenance) require varying educational levels, dependent on the level of the position. All require position qualifications that are tied to the essential functions of the job.

The 2011 Employee Satisfaction survey results identified employee's desire to "make a difference in someone's life" as the key motivator in accomplishing HTC's mission. This desire to make a difference and change lives contributes to employee satisfaction, as demonstrated by the 2011 survey overall 89% employee satisfaction rating.
The 2011 Employee Engagement survey data shows over 76% of HTC employees are engaged compared to the national average of 51%.

The College has nearly doubled the number of diverse employees over the past four years to reflect the communities it serves **[Figure P.1-5]**.

Employee Ethnicity Trend								
	People of Color		White		Unknown		Total	
FY	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
10	38	6.16%	577	93.52%	2	0.32%	617	100%
11	55	7.33%	691	92.13%	4	0.53%	750	100%
12	65	8.71%	675	90.48%	6	0.80%	746	100%
13	69	9.72%	633	89.15%	8	1.13%	710	100%
14	69	10.21%	600	88.76%	7	1.04%	676	100%

Figure P.1-5 – Employee Ethnicity Trend

HTC has relationships with several collective bargaining groups **[Figure P.1-6]**.

Collective Bargaining Groups
MN State College Faculty (MSCF)
American Federation of State, County, Municipal Employees (AFSCME), Council 5
Commissioner's Plan
The State of MN Managerial Plan
Middle Management Association (MMA)
MN Association of Professional Employees (MAPE)
Personnel Plan for MnSCU Administrators

Figure P.1-6 – Collective Bargaining Groups

The College contracts for Food Service on both campuses. HTC's safety requirements include an emergency preparedness plan for emergencies, fires, severe weather and lockdowns. The Director of Safety works with the faculty team to ensure technical programs meet OSHA industry standards. The Director of Security works in collaboration with contracted security officers to monitor the interior of the campus buildings as well as the exterior grounds and parking lots.

P.1a (4) Assets

The campuses of HTC are comprised of 443,224 square feet of buildings on 95 acres at BPC and 415,697 square feet on 113.75 acres at EPC. In 2011 the College received a $10.6 million dollar capital funding for library and student service renovations. The renovations create an environment that is more welcoming for students and promotes student success and retention through increased access to instructional support services. The study spaces, small group spaces, and increased student access to technology contribute to student learning.

The Law Enforcement and Criminal Justice Education Center (LECJEC) at BPC is a 58,680 square foot state-of-the-art facility, which opened in August 2010. The center is a regional resource for professional education and training, applied research

and community partnership. The building incorporates specialized classrooms, laboratories, high technology training, and simulation facilities.

HTC remains innovative in the use of technology in the classrooms by utilization of computer support staff, establishment of technology standards, and a planned program for upgrading classroom technology.

Key technology includes MAZAK, Simulator Technology, 3D Printers, Virtual Welding, Virtual Painting, Cloud Technology, Robotics and Digital Electronic Imaging.

P.1a(5) Regulatory Requirements

HTC complies with the laws, policies, and financial regulations of MnSCU and the State of MN. HTC is accredited by the Higher Learning Commission (HLC) and participates in HLC's Academic Quality Improvement Program (AQIP). Specific requirements are shown in **Figure P.1-7**.

Regulatory Requirements
State of MN – Grant Reporting, DOE
MnSCU – Int/Ext Audits, Finance, Facilities, Tuition
Federal – IPEDS, Financial Aid, Grant Reporting, EEOC
OSHA – Right to Know, Hazardous Materials
Program Accreditation – program specific
Regional Accreditation – HLC-NCA
Foundation Board By-Laws, External Audits
Collective Bargaining Groups – Fig. P.1-6

Figure P.1-7 – Regulatory Requirements

P.1b Organizational Relationships
P.1b(1) Organizational Structure

HTC's organizational structure is shown in its organizational chart and operates in an environment of shared governance. The President reports to the Chancellor who reports to the BOT. The Cabinet reports to the President and is comprised of the VP of Academic & Student Affairs (CASAO), VP of Administrative Services (CFO), Chief Information Officer (CIO), Chief Human Resources Officer (CHRO), and the Executive Director of Institutional Advancement & Marketing. Additional direct reports to the President include the Director of Diversity and the Director of Institutional Research (IR). The President's Advisory Council (PAC) is comprised of the Cabinet and the Deans. The Staff Advisory Council (SAC) is comprised of representatives from staff unions on both campuses. The Shared Governance Council (SGC) and Academic Affairs and Standards Council (AASC) are comprised of faculty and administrative leadership representatives.

The AASC is responsible for reviewing and approving curriculum. Each academic program has an Advisory Committee to provide input and feedback on curriculum to meet industry standards. The Quality Council (QC) includes representatives from all unions and administration. In addition, HTC has a Foundation Board that is responsible for scholarship fundraising and activities of the HTC Foundation.

P.1b(2) Students, Customers & Stakeholders
HTC's key market segments and requirements are provided in **Figures P.1-8 & P.1-9**.

Key Customer Requirements	
Students	Appropriate training for job skills, affordable tuition
Employers	Research, flexibility to build programs that are viable in the workplace
Advisory Committee	Listen to industry, partner with them
High School Students	Support K-12, build programs to help support and transition their students
Parents	
Workforce Centers	Educational partnering, pathways to employment
ABE	

Figure P.1-8 Key Customer Requirements

Key Stakeholder Requirements	
Industry	Listen to industry and partner with them
Alumni	Relevant programs and strong reputation
State of MN	Good steward of resources, meet workforce needs
Public Non-Profit Org	Build partnerships to holistically help the student
Communities	Listen to needs as input to programs and services, partnering
Employers	Supply graduates that meet industry standards
K-12 Administrators	Partner with and assist their students with transition from high school to college
MnSCU System	Use funds appropriately and follow guidelines, rules, and procedures

Figure P.1-9 – Key Stakeholder Requirements

P.1b(3) Suppliers and Partners
Key Suppliers to HTC include other colleges and universities who provide transfer students; local high schools providing graduates; MN Workforce Centers providing dislocated and incumbent workers; and employers who purchase training and provide tuition benefits to their employees. Key Partners include MnSCU and private institutions; ABE; Gates Foundation-Gateway to College; parents of students from supplier high schools; industry donors and alumni.

The College communicates with stakeholders through HTC's website, Advisory Committees, meeting with industry and education partners, and through interaction with the community at both campuses. The College's supply chain requirements include:

- Processes that have been established through MnSCU.
- Documentation of key processes.
- Documentation of established processes and procedures that are reported back to state and federal government.
- Transparent reports.
- Documentation of assessments meeting institutional standards.

P.2 Organizational Situation

P.2a Competitive Environment
P.2a(1) Competitive Position
HTC is the largest stand-alone technical college in Minnesota. The College provides access through campuses in two locations as well as online with one of the lowest tuition rates in the state. Key competitors include Dunwoody College of Technology, Minneapolis Community and Technical College (MCTC), ITT Technical Institute, and Rasmussen College.

P.2a(2) Competitiveness Changes
Competitive factors include funding, revenue, program cost, and reductions in barriers to entry.

Opportunities for innovation and collaboration include:

- Assessment of prior learning.
- Implementing Perkins technical skill assessments.
- Flexible delivery of courses and programs to meet market demand.
- Improving institutional utilization of system resources.
- Collaboration without mission drift.

P.2a(3) Comparative Data
The College's key sources of comparative and competitive data come from MSCU data sets and metrics, Community College Survey of Student Engagement (CCSSE), Survey of New Entering Student Engagement (SENSE), Noel-Levitz and National Initiative for Leadership and Institutional Effectiveness (NILIE)-Personal Assessment of College Environment (PACE) surveys, and National Center for Education Statistics (NCES)-Integrated Postsecondary Education Data System (IPEDS) data.

HTC's challenges and limitations to data availability include access to private not-for-profit and for-profit institutional data and inconsistent definitions (state vs. federal).

P.2b Strategic Context
HTC faces short and long term advantages and challenges. Responsiveness to Minnesota's workforce needs is HTC's primary advantage. Maintaining professional development for staff is the primary challenge to ensure commitment to a culture of excellence.

Strategic Advantages	• Access to Education • Advisory Committees • Responsiveness to Minnesota's Workforce Needs • Student Focused • Reputation/Focus on Quality
Strategic Challenges	• Two Campuses • Shifting Funding Models • Changing Student Demographics • Facilities & Technology Infrastructure • Aging Employee Base-Loss of Institutional Knowledge • Competition • Maintaining Professional Development for HTC Staff

Figure P.2-1 Strategic Advantage & Challenges

P.2c Performance Improvement System
The College Performance Improvement System **[Figure P.2-2]** is a framework built on collaborative strategic planning, innovation, assessment, accountability and continuous improvement. This system is built on the principle of a Plan-Do-Check-Act (PDCA) approach that drives decision-making, improvement and progress across the College. The College has realized the importance of and embraced continuous improvement and quality since its first accreditation process in 1999, and participation in AQIP since 2003 and Continuous Quality Improvement Network (CQIN) in higher education for over ten years. CQIN provides annual opportunities to learn best practices from other institutions that can be applied at HTC. A key example is Accountability training based on the OZ Principle that was deployed after the 2011 CQIN Summer Institute.

The College Performance Improvement system is a result of its commitment and experiences in continuous improvement.

HTC has been formally assessed through written applications, feedback reports and site visits since 1999, including AQIP Portfolios in 2006 and 2010 producing Feedback Reports in 2007 and 2011. AQIP has six categories, which align with Baldrige and embed criteria for processes, results and improvements within each category. Review teams are comprised of peer institutions within HLC and provide both the feedback and site visits. The College is concurrently submitting AQIP and Baldrige applications in November 2014 as a commitment to outside evaluation, to celebrate strengths and successes, to build on opportunities, and to respond to challenges.
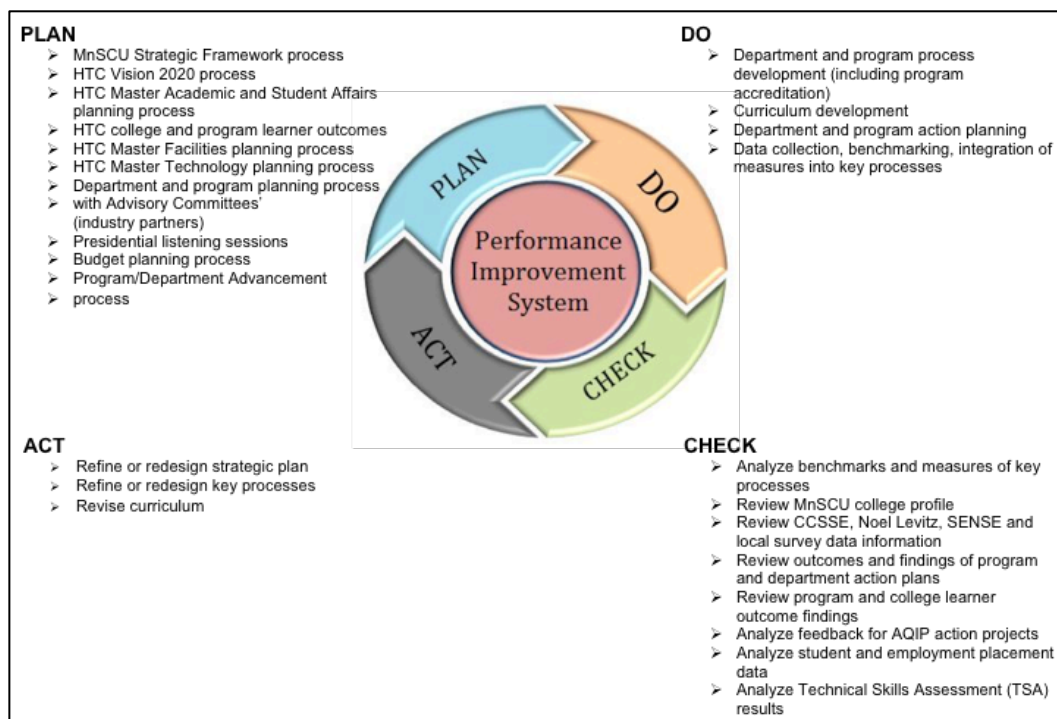
Figure P.2-2 Performance Improvement System

Category 1: Leadership

1.1 Senior Leadership
a. Vision, Values and Mission
1.1a(1) Vision and Values
Senior leaders (SL) lead HTC by understanding the organization's strengths, working within a sustainable financial model, and aligning the mission and vision with operational goals and changing market conditions. This approach results in completed and approved budgets, updated program goals, program advancement reports, improvement plans for at-risk programs, enrollment management, and student success metrics at the presidential level.

SLs set the College's vision and values by gathering the perspectives of all stakeholders – faculty, staff, students, community leaders, program advisory committee members, academic partners, and business and industry partners. Strategic planning sessions in January 2010 included stakeholder's participation and resulted in the development of HTC's Vision 2020. Every other year, the College brings together the entire college family (faculty and staff) as part of "What's Important Now" (WIN) Day to review and refine the strategic plan. During the April 2013 WIN Day follow-up, the strategic plan was revised to better align with the MnSCU strategic framework. All of the stakeholders in attendance participated in identifying initiatives for HTC to focus on during the next two years. The initiatives were prioritized with PAC representatives on July 15, 2013.

SLs deploy HTC's vision and values through meetings with stakeholders including the SGC, SAC, PAC, AASC, Department and Committee meetings, Foundation Board, and Student Senate. These meetings are an opportunity to listen, interact, update, plan, and dialogue regarding the College's mission, vision, and values. SLs also meet with business and community leaders, Workforce Investment Board, and legislative representatives to share college needs as well as to familiarize them with HTC's priorities.

SLs reinforce HTC's values and review progress at meetings with stakeholders and during informal interactions. They focus on aligning activities across departments to support the accomplishment of key results.

HTC's values are embedded through training opportunities, dialogue sessions, celebration activities, creating champions for initiatives, and acknowledging excellence. National quality standards have been integrated within HTC through training initiatives led by the QC.

1.1a(2) Promoting Legal and Ethical Behavior
SLs model legal and ethical behavior by following state and system policies, procedures, and practices (3 Ps). There are dedicated resources to implement and sustain the 3 Ps. System colleges are called upon as needed for clarification. Training is provided to stakeholders and audits are conducted to validate compliance with legal and ethical requirements.

1.1a(3) Creating a Sustainable Organization
SLs create a sustainable organization by maintaining networks with external stakeholders and by providing for responsive, accelerated adaptation to changes in stakeholder needs. Advisory committees link academic programs to industry. Professional associations link staff and faculty with other practitioners, and educational partnerships are developed with other public and private institutions. Each promotes sustainable development by creating capacity to respond to stakeholder needs within the scope of the mission.

HTC uses its two campuses, which are configurable to a variety of applications and located in viable, growing suburbs, to promote its long-term sustainability by delivering services in parts of the metro area where they are most needed.

The OZ Principle was adopted in 2012 to develop a campus-wide workforce culture of accountability. As of May 2014, an in-house accountability trainer has trained 163 staff and faculty. This training promotes personal accountability for outcomes that contribute to the achievement of key results.

Enhanced IR allows for deeper and more reliable data to be available for accountability. This is an investment in understanding data that supports the strategic use of information for management decisions.

SLs create an environment for achieving HTC's mission through the alignment of academic and student affairs, technology, and facility plans. These plans identify goals, strategies, and prioritize resources, which help to ensure key leaders are accountable for results. Annual program and staff evaluation processes are in place for accountability. Strategies to increase academic achievement were chosen because they are based on internal and external research, validated survey instruments and proven best practices. Action items that result from debriefing after major milestones in the academic year, create a continuous improvement cycle within activities.

SLs use staff feedback sessions to identify promising practices implemented through initiative funds set aside to bring innovation from concept to practice. These funds allow HTC to test promising ideas while creating a broad culture of innovation. Pilot initiatives and grant programs create an agile approach while minimizing disruption at the institution.

b. Communication and Organizational Performance
1.1b(1) Communication
HTC's organizational leadership structure allows college leaders to share information, gather input, gain support, initiate two-way communications, and receive recommendations from all key student and stakeholder groups. It allows for an exchange of views, meet and confer, and sharing of dialogue to gain input about needs, expectations and requirements of HTC's diverse community.

Key decisions, initiatives, updates, policies and procedures are communicated through the College councils such as Student Senate, workshops, email, website and other face to face

opportunities. Supervisors share key decisions with employees. Email is the official communication tool for the College and the student My Hennepintech email system is used to communicate information and decisions.

Communication Methods	
Website	• Information on strategic planning. • Important measures and data. • College updates. • ASK HTC application to assist int/ext stakeholders access info. • Social media to share updates on College events and news releases.
Workshops	• Updates from SLs on the state of the College (5 annually) and on 5 "A" Days, if needed. • WIN Day solicits feedback and updates on HTC's strategic plan, and continued alignment with the mission, vision and values (every other year).
Meetings	• SGC, AASC, SAC meetings exchange views between faculty/staff and leaders regarding policies, procedures and planning to ensure accountability and share updates (monthly). • Academic program faculty and Deans meet with program advisory committees to share updates, receive feedback on program offerings and student success and industry trends (bi-annually). • HTC's Foundation Board (quarterly). • Strategic and operational dialogues AFSCME, Labor/Management and MAPE to ensure communication to best understand each other's interests.
President	• Coffee with the President • President and Student Senate leaders discuss student information, feedback/needs (monthly) • Popcorn with the President to get to know students and welcome them (each semester) during Welcome Week. • Message Monday weekly staff e-mail
Publications	• The H Magazine (bi-annually). • CTS Schedule.
Emergency	• STAR Alert emergency notification system.

Figure 1.1-1 Communication Methods

SLs recognize high performance by supporting and funding the Employee Engagement Committee (EEC) that reviews, identifies, and develops reward and recognition programs including Key awards, Catch Me At My Best, employee appreciation week, and personal post it note recognition. These programs allow employees and students the ability to formally and informally recognize employees at all levels for providing excellent service to customers, to each other, or for furthering the efforts of the College in specific ways.

The President recognizes several staff and faculty each year with the Spirit of the Heart award, which recognizes staff not only for contributions directly to HTC, but also for involvement in the community (going beyond their duties, unsung heroes/heroines). Faculty are nominated annually for the MnSCU BOT Excellence in Teaching award. Faculty are first recognized as HTC Faculty of the Year and create a portfolio of work that describes their achievements and experiences in curriculum, assessment of student learning, discipline or program experiences and service to HTC.

Achievement awards (defined in labor agreements) recognize supervisors and professional staff with monetary awards. Faculty and staff are recognized annually at the first workshop of the academic year for their years of service at the College.

SLs and supervisors annually host and pay privately for a holiday party at each campus as well as plan a recognition event for staff each spring, which includes a celebration for retirees. Each fall HTC hosts a retirement luncheon to maintain contact with retirees.

One of the strongest recognition programs is the commitment to promoting from within. HTC actively seeks to support employee's professional development and goals by providing opportunities for "work-out-of-class" assignments that allow staff to temporarily experience positions at a higher level.

1.1b(2) Focus on Action
SLs creates a focus on action through a model of plan, do, check, and act (PDCA) **[Figure P.2-2]**. SLs use the Strategic Plan (Vision 2020) and the MnSCU metrics to select annual goals and Key Results, which are shared across HTC through opening workshop days, committee meetings, and regular email communications. PAC monitors the Key Results and shares regular updates through the year via e-mail, workshops and College Councils. Committees use the information to propose initiatives or changes to meet the results.

SLs identify needed action through WIN Day feedback, new program development discussions, the Program Advancement (PA) process, feedback sessions, College Council, and committee discussions. HTC provides accountability training to employees, and utilizes the principles of CQIN on meeting key results and improving performance. HTC has several internal grant opportunities including college initiative funds, Foundation and Perkins employee grant dollars that incent and foster innovation and creativity. All initiatives and projects must be aligned with the College's mission, vision and values.

HTC uses AQIP for its accreditation, which is based on Baldrige and provides a framework to document processes, results and opportunities for improvement (OFIs). This feedback ensures the College understands its gaps in each core area as well as areas of strength. Program accreditations are also implemented to gather feedback and areas for improvement in academic areas. This is used to improve processes already in place and provide better services and processes for HTC's stakeholders. The College has completed process documention in key areas and SLs continue to focus on improving process documentation efforts.

HTC gathers feedback from employers annually to better prepare students for the workplace. At least bi-annually, College Advisory Committees review information on industry trends, emerging careers and student success. Student feedback is obtained through CCSSE, Noel Levitz, SENSE, and a home grown survey. The results are shared in committees, which take ownership for action items to improve processes based on the information.

HTC administers an Employee Satisfaction survey every other year to gather feedback in key areas, including areas where College leadership is reviewed. In Spring 2013, HTC began using the PACE Satisfaction Survey, which provides comparisons with other higher education institutions.

1.2 Governance and Societal Responsibilities
a. Organizational Governance
1.2a(1) Governance System
HTC is a member of the MnSCU system, which is governed by a 15-member BOT. Trustees appointed by the Governor and confirmed by the State Legistlature.

The College is committed to the philosophy of shared governance and of a highly collaborative institution. This strategy aligns with HTC's mission in that the skills increasingly required by business and industry such as teamwork, communication, and critical thinking skills, are the same skills required by and developed through the shared decision-making process.

PAC and its relationships with the SGC, AASC, and SAC provide the framework for aligning the leadership, decision-making and communication at HTC. The President and PAC manage the College under the policies set forth by the MnSCU BOT. PAC meets twice monthly to discuss college policies, issues, and proposals. PAC also works collaboratively with the faculty and staff councils.

The faculty and staff each operate under a collective bargaining contract that represent the responsibilities of the positions. The contracts indicate the guidelines to be followed for evaluations, discipline, promotions, and salary increases.

Fiscal accountability is achieved through balanced budgets that are developed with employee participation and are submitted annually to MnSCU's BOT. MnSCU's internal auditors select areas to audit and provide formal recommendations on areas for improvement. HTC maintains internal control budgets, assets, personal and other resources.

SLs show transparency in operations by providing financial status updates at workshops each semester. HTC's data are also shown in financial management reports on the MnSCU website as well as in IPEDS. Meeting minutes from SGC, SAC, and AASC are posted online via the Desire2Learn (D2L) site.

Independence of audits is achieved through an RFP process conducted by MnSCU every 3 years to select an independent CPA firm for external audits. Internal Audits are determined by the MnSCU BOT. Nonqualified audit opinions show HTC is in compliance with auditing standards.

Succession planning for SLs includes the hiring of interim leaders from within the College or the MnSCU system. HTC also regularly nominates and develops future college leaders through MnSCU's Luoma Leadership Academy.

1.2a(2) Performance Evaluation
The President's performance is reviewed annually by the MnSCU Chancellor. The President and VPs conduct annual performance evaluations with their direct reports. As part of the process, a joint plan may be created for professional development. Based on the feedback given, a plan can be developed to improve areas that received lower scores.

b. Legal and Ethical Behavior
1.2b(1) Legal Behavior, Regulatory Behavior, and Accreditation
Adverse impacts of HTC's educational programs or services would include: low enrollment in programs or courses, lack of job opportunities for graduates, and programs not producing graduates with the technical skills needed to be successful in industry. In order to address potential adverse impacts, HTC has a multi-year process in place to evaluate all credit-based programs. Data that are reviewed through this process by program faculty members is shown in **Figure 1.1-2**.

Data Reviewed by Program Faculty
Program Profiles by Campus
Course Enrollment & Completion
MnSCU Program Inventory (CIP)
Award Planning Guides (Advising)
Course Outlines for each active course
Program Outcomes Assessment Rubric (3yrs.)
Program Advancement Work Plan (Strategic Goals)
Program Accreditation information
Industry Partnerships
Grants, Donations, other unique revenue sources
Labor Market information
Dept. of Employment & Economic Development (DEED)
iSeek
MnSCU Program Review Site
Advisory Committee
Other possible information
Facility/Lab status
Program Budget/3-year Equipment Plan
Updated Equipment and Tool Inventory
Work-Place Based Experiences
Articulations (if applicable)
PSEO/Con-Current Enrollment HTC PSEO

Figure 1.2-1 Data Reviewed by Program Faculty

The faculty utilize data to develop a plan to continuously improve program outcomes and to address program deficiencies. In addition to PA, each program hosts two advisory meetings annually during which the faculty solicits feedback from industry partners about trends, program needs and course requirements. HTC complies with the federal mandate to track gainful employment in the field of study. This is done by graduate follow-up surveys conducted through email, mail and phone calls.

Listening is a key component in anticipating public concerns. Administrators and supervisors solicit feedback from industry partners and key stakeholders including legislators, high school administrators, and city and state administrators. There is an established College and MnSCU system process to launch a new program. First, input is sought from the Metro Alliance (a group of 11 metro college and university CAOs that meet to forward programs). The information goes out system wide on a list serve for other institutions to bring up

Category 1: Leadership   3

concerns regarding the new program, which is then reviewed by AASC. Once approved, the information is input into a system database along with prospective student interest survey results, demographic information and industry trends to be reviewed by MnSCU.

There are times when HTC may want to offer a pilot program to establish a program more quickly than the process allows, so the College may choose to launch the new program in a non-credit format while continuing to work on the formal credit based new program processes. HTC addresses concerns that may arise from other colleges. Often times when the programs are reviewed, it is found that they have different outcomes. Other times, the College may want to launch a new program that will complement the areas of study already being offered at HTC. If a college in close proximity is offering similar courses, HTC may reach out to see if there is an opportunity to build a partnership or a shared program.

HTC programs which have national industry accreditations and certifications are shown below.

HTC Program Accreditation	
Culinary Arts	American Culinary Federation
Dental Assistant	American Dental Association
Fire Protection	International Fire Service Accreditation
HVAC	HVAC Excellence
Marine Motor Sports Technology	Equipment and Engine Training Council
Medical Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Business & Accounting	Accreditation Council for Business Schools & Programs (ACBSP)
Pharm Tech	American Society of Health System Pharmacists (ASHP)
HTC Program Certification	
Audio Production	Digi Design Certification as a Pro School and Certified Training Location
Auto Body Collision Technology	National Automotive Technicians Education Foundation, Automotive Service Excellence Certified
Automotive Technology	National Automotive Technicians Education Foundation, Automotive Service Excellence Certified
Ford ASSET	National Automotive Technicians Education Foundation, Automotive Service Excellence Certified
Medium/Heavy Truck Technology	Medium/Heavy Truck Technology National Automotive Technicians Education Foundation, Automotive Service Excellence Certified

Figure 1.2-2 Program Accreditation & Certification

When a program seeks industry accreditation, requirements are reviewed, required self-study documentation is completed and an onsite evaluation is conducted. Annual or mid-point reviews ensure the program is still in compliance.

Risk associated with programs typically revolves around safety. Where appropriate, labs have eye-washing stations, fire extinguishers and/or first aid kits. Safety Data Sheets (SDS) are completed for all hazardous materials. To reduce risk, safety is incorporated into each course to minimize accidents. When accidents do occur, an incident report is completed and sent to risk management at MnSCU. If an emergency happens in class, security and/or 911 is contacted to handle the situation. Each instance is documented and evaluated by the

safety and security team to help prevent future accidents.

The key goals to address risks include Program Suspension, Program Redesign, Program Modification, New Program, and Partnership with another college. The key measure is to share Program Advancement information with faculty and advisory members and plan accordingly to assure quality and success for student outcomes with industry study and visits.

1.2b(2) Ethical Behavior
Each employee is required to complete the Employee Code of Conduct D2L online training at the time of hire. The employee Code of Conduct policy is available on the College website. HTC promotes ethical behavior through the quality service initiative, which practices "professionalism, friendly, helpful behaviors." If an employee would go outside the spectrum of ethical behavior, the supervisor schedules a meeting with the employee to discuss the behavior and to set expectations geared towards improving the behavior. If the unethical behavior continues, the supervisor follows the termination guidelines prescribed in the union contract.

HTC has key processes in place in regards to college finances, purchasing and department budgets. There is a check and balance system which allows the supervisor to address incidences as they occur. HTC has procedures around purchasing and credit card usage that align with policy approved by the SGC. If the employee does not follow the policy, HTC works with the employee to make sure that they understand the proper procedure. If the procedures are not followed after that point, the supervisor in conjunction with the business office may decide to discontinue the employee's authorization to purchases supplies or equipment.

MN Statute requires all permanent AFSME, MAPE and MMA employees be evaluated on an annual basis. Faculty evaluations are completed on a three-year cycle and adjunct faculty are evaluated each semester. One question on the Performance Evaluation for non-instructional staff specifically addresses ethical behavior and is rated on Integrity and Ethics. Employees can receive Greatly Exceeds, Exceeds, Meets, or Below Expectations, which leads to an opportunity for the supervisor and the employee to discuss any concerns. At any time if a supervisor becomes aware of unethical behavior by an employee, they may initiate an investigation. Depending on the nature of the occurrence, HTC may reach out to MnSCU.

The goal is to have all employees understand the policies, procedures and guidelines. The key measures include Employee Performance Evaluation and percent of employees completing Code of Conduct Training.

1.2c(1) Societal Well-Being
HTC considers societal well being as part of its daily operations by utilizing the New Program Development Process and Program Advancement (PA) Data.

HTC programs have strong traditions of working with industry advisory group members that include employers, graduates,

industry associations, industry representatives, and students. Industry trends and issues are discussed at semi-annual meetings and other times as necessary. Major curriculum and equipment changes are reviewed with industry advisors.

PA provides essential data for evaluating a program's effectiveness and efficiency, and for evaluating program strengths and OFIs. It is linked to the institutional planning and quality improvement initiatives. These planning activities are tied to identifying needs in curriculum revision, future equipment purchases, facility modifications, and staffing requirements. Influenced by AQIP participation, all programs receive feedback letters from the CASAO that highlights recognized strengths and OFIs. These letters reflect the judgments of Deans, VPs, and the president, which are sent to the FT faculty members and all advisory board members. Thus, industry members are informed of this feedback, which enhances their ability to work with the faculty individually or as group to consider improvement opportunities.

The New Program Development Process is used to add new programs to fulfill stakeholder's needs that cannot be met with its existing programs. Review of MnSCU's GAP Analysis program and the DEED economic forecasts identify the number of new jobs expected in different sectors of the state.

1.2c(2) Community Support
HTC provides grant funded college access programs (ETS/UB/GEAR UP/Gateway to College), outreach initiatives (PSEO/Concurrent enrollment), and resources to middle and high school partners to serve underrepresented students in the areas of academic success/high school completion, college readiness and access to postsecondary and persistence.

Student Support Services (federally funded TRIO program), provide resources and support to first generation, limited income, underserved and students with disabilities to ensure access and success in college through targeted services.

HTC's Key Communities	• Students • Parents and families • Internal Partners -- Faculty/Staff/Administration • Industry Partners • Tax Payers (State of Minnesota – good stewards of tax payers dollars) • MnSCU – other academic institutions • K-12 partners • Community Organizations

Figure 1.2-3 Key Communities

Key communities are identified through a needs assessment based on demographic trends and local/state data, educational performance within area school districts, interest from prospective students/parents/families, and outreach initiatives. Collaboration and partnership opportunities with local school districts is based on access and pathways to postsecondary enrollment and persistence.

HTC leverages its core competencies by offering an alternative/non-traditional educational setting (Gateway to College, SSS/TRIO) for career preparation and life skill

development, as well as partnerships with Adult Basic Education (ABE) and ESL programs affiliated with the Robbinsdale and Bloomington school districts.

SLs show commitment to improving community partnerships with the local K12 system by seeking out additional external funding sources (federal/private grants) to support and enhance focused college readiness initiatives between HTC and target schools. This commitment aligns with HTC's mission, vision and values and strategic goals as well as the system as a whole.

HTC connects with the community in a number of ways, which in-turn generates community support for the College, its students, and programs.

Programs provide needed pro bono services to community agencies. For example, the Carpentry program partnered with the Prop Shop (PS) in Eden Prairie that provides needy families with free household goods and clothing. The PS looked to expand its storage warehouse. The Cabinetry program students took it on as a class project, only charging for building materials. This Cabinetry and Architectural Technology program students and faculty has also collaborated with various neighboring municipalities to design and build houses that contribute to urban renewal improvements. The labor for design and construction is part of the classes' curriculum with building material being the only costs to the cities.

HTC also has adopted projects such as obtaining "Beyond the Yellow Ribbon" designation. The College adopted a culture that reflects its faculty, student, and staff's commitment to supporting the families of actively deployed military personnel. HTC collects items needed by deployed military service members. Annually, the College donates packaged snacks-candy, toiletries, socks, gloves, greeting cards, etc. that are shipped to active military service members. HTC also adopted a service member who returned from active duty and the Landscape students designed and worked on landscaping the yard for him and his family.

The EEC recently adopted a family shelter and painted and updated two bedrooms in the shelter. This included purchasing new linens, lamps, and wall hangings. Faculty and staff teams worked over two weekends to complete the project.

HTC partners with school districts to provide public students with different pathways to continue their education. HTC invited Brooklyn Center Schools' Earl Brown Elementary kindergarten to the annual "KinderCaminata". This provided 178 kindergarten students an opportunity to visit HTC and explore some of the career technical programs. Faculty and staff created "child - oriented", hands-on learning stations in Horticulture, Emergency Medical Technician, Robotics, Culinary Arts, Biology, and Electronics. Parents, teachers, and board members also participated. Middle school and High school students served as "buddies" for the little ones. It's a great introduction to future plans for pursuing higher ed.

Category 2: Strategic Planning

2.1 Strategy Development
a. Strategy Development Process
2.1a(1) Strategic Planning Process

In 2010, the college began using the Appreciative Inquiry (AI) process for strategic planning. The AI Process engages the entire college community in identifying the college's strengths, celebrating them, and expanding upon them to identify strategic directions that reinforce the college's strengths and continue to reinforce and accomplish results in support of the strategic directions. The AI process supports the college's regional accreditation efforts – AQIP, which embraces continuous improvement and quality throughout the college's programs and services. Prior to using AI, a college-wide summit entitled, "What's Important Now" (WIN) Day, occurred every two years and brought together the entire college community. This "conversation" day allowed all faculty and staff to discuss what issues, improvements, changes, developments, and innovations the college should undertake to more effectively meet its mission and effectively serve students.

At WIN Day held in April 2013, the entire college community had an opportunity to review progress to date on the VISION 2020 Strategic Plan. Information on accomplishments was used to plan for the next 7 years. This updated plan with Strategic Directions and goals was finalized in fall 2013.

The key process steps for the all-college strategic planning are: [**Figure 2.1-1 WIN Day Innovation**]
1. Identify the college strengths that make people proud to work at HTC.
2. Determine which of these strengths to maintain and further expand upon at HTC.
3. Categorize strengths/areas of pride.
4. Develop innovative proposals for these categories that if implemented would contribute to an even stronger HTC.

Following WIN Day 2013, key representatives from all constituencies were selected to form a Strategic Planning Committee to:

1. Review innovative proposals.
2. Identify the principal groups that the proposals comprise.
3. These principal groups become HTC's revised Strategic Directions for VISION 2020 (2013 – 2020)
4. Form subgroups related to each of the Strategic Directions.
5. Each subgroup revises the strategic directions, as well as develops goals for each direction.
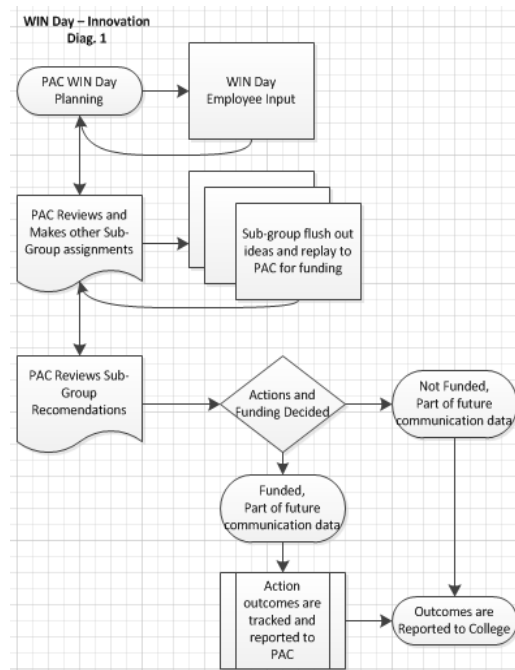
Figure 2.1-1 WIN Day Innovation

Short-term planning is comprised of annual planning – July 1 – June 30 of the following year. Current long-term planning initially began in 2010 – 2020. HTC is currently one-third of the way there, but still looking at 2020!

At the beginning of each fiscal/academic year, the President's Advisory Council (PAC), reviews progress made on accomplishing annual outcomes that had been identified the previous year. These outcomes are tied to the college's strategic directions and strategic goals. During the summer months, PAC identifies tentative priorities for the new academic/fiscal year. These are shared with the councils to finalize. Committees are assigned appropriate strategic directions and respective goals. Faculty/staff are invited and encouraged to join the committee to develop action plans.

Bringing the entire college family together every two years at WIN Day contributes to staying in tune with the pulse of the college's needs, concerns, and dreams. This opportunity for input contributes to the strategic planning process being able to "fine-tune" efforts and refine strategic actions to accomplish the key results/outcomes.

Operational flexibility is addressed during the annual budget planning process. Budget planning focuses on allocating resources to positions, programs, services, equipment, and facilities projects that contribute to accomplishing our key results/measurable outcomes. The annual budget development process includes reviews by each of the college councils of the draft budget as it is being developed. The president and finance vice president hold budget forums to inform the

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college of the progress being made in budget development as well as provide opportunity for input. The process includes consideration of expected changes that may occur in state revenue allocations, as well as student enrollment projections.

2.1a(2) Innovation
The HTC organizational structure is designed to facilitate innovation. Employees are empowered to think creatively to solve organizational issues, instructional methodologies and technological usage. As needs arise employees are able to creatively develop strategies to address those needs within outlined parameters.

Faculty has academic freedom to deliver innovative curricula. The ideas that are delivered in the classroom are chosen through a defined process. This process supports innovation by soliciting feedback from industry partners. Each program has an advisory committee comprised of program faculty, students and industry partners, which meet twice a year to discuss any changes that need to be made to the program such as new skills or new technology that surrounds the workforce in that industry. Faculty can then take the ideas generated and develop up-to-date curricula for the program.

Financial resources are allocated to accomplish priority innovation initiatives that advance the college outcomes through Initiative funds. Funding requests are submitted for approval to PAC.

The primary stakeholders discover strategic opportunities by using the Mission Statement and Vision framework as foundation documents for activities. Through processes and group interactions, recommendations are made of those areas considered strategic for potential action.

A critical leadership strategy employed is employee empowerment and collaborative strategic planning. By empowering employees and the utilization of the collaborative processes, creative insights are more readily shared increasing the volume of recommendations. With an increased volume of creative recommendations, strategic planning is more effective. The following are examples of strategies used to inspire these collaborations:

- Individual employee participation is encouraged.
- Position expectations are outlined, encouraged and rewarded.
- Council, committee and group activities are established and employee participation is supported for collaborative interactions.
- Funding for and attendance at: events, shows, exhibits, and membership and subscriptions allow for global awareness and opportunity scanning.
- Community engagement interactions are utilized to interact with potential employers and industry associations.

- Program work on new programs or changes to existing programs and the degree, diploma or certification offering for successful completions is matched to the appropriate measure of skills and knowledge acquired for employment or advancement.
- Department work on new service or changes to existing services.
- Inclusion of system initiatives within MnSCU.

The economic and political environment in which HTC currently operates and is anticipated to operate in for the near term biennium, is one characterized by the circumstance of uncertainty brought about by economic change. In an uncertain environment, a more rational approach to risk taking is employed.

The processes used to review the strategic opportunities or address potential and occurring organizational threats are illustrated in Figure 2.1-1. Once opportunities are identified by committees, goal groups or at the program level, they are sent to the coordinating council for final approval. Strategic opportunities that require special funding are sent to PAC for approval by the president. The AASC makes decisions on all academic and student affair issues; Shared Governance makes recommendations for all other considerations, which are submitted to the president for final approval.

The following are HTC's strategic opportunities for FY13-14: Refinement of leadership direction through participation in the following:
- AQIP
- Advancement in Baldrige Performance Excellence program
- Master Plan development and communication:
  ➤ Academic
  ➤ Technology
  ➤ Facilities

Along with committees, the college has councils with selected members. One of the councils that work towards creating an innovative environment is the Quality Council (QC). The president selects QC members from each bargaining unit and campus, so there is representation from all levels of the organization. QC works to implement college wide initiatives delivered at the CQIN summer institute. QC meets throughout the year discussing how to integrate the most recent topic. For example, one summer institute's topic was "Innovate like Edison". Posters and weekly emails were sent out to help train employees on how to be more creative.

2.1a(3) Strategy Considerations
Strategic Challenges: The two main fiscal realities include the final amount that the State of MN will provide in the college's allocation, as well as the projected student enrollment that generates tuition revenue. State allocation and tuition revenue are the principal sources of income each year. The President

Category 2: Strategic Planning   7

and Cabinet study past enrollment trends to project annual student enrollment figures. These are further refined by input from PAC and other college councils. MnSCU provides the college with projected state revenue amounts for the biennium. Based on the annual anticipated revenue, the college develops a budget that will sustain the college's ongoing needs. Additionally, the college provides requested division funding for programs and services based on projected actions/improvements that support the college's strategic directions. Initiative funding is also provided in support of innovative proposals that support strategic directions.

Additional strategic challenges are maintaining and sustaining two large campuses. Enrollment has been declining on the south campus and this contributes to underutilized space, which needs to be solved by more enrollment, new programs, and additional partnerships.

Strategic Advantages: Regarding providing access to Education, the college collects enrollment and demographic data about its students. By determining from which cities/towns HTC's students are coming, the college can focus its marketing and outreach efforts. Conversely, PAC can identify which communities require more recruitment/outreach effort. The Hobson's Student Information system is used to determine how students are doing in progressing to meet their educational goals. Faculty use Hobson's to provide early alerts to student services about students who are in academic jeopardy. Follow-up is provided by advisors, student ambassadors, or faculty members.

Risks to sustainability: HTC's history reflects the merger into the MnSCU System in 1995. This event brought with it great controversy and lingering negative memories of the loss of the original identity as part of the Intermediate School District. Current faculty include a mix of employees across the College's four decades including the Founders, the in between group and faculty new to the System. The College's identity is rooted in technical education and a potential move away from technical education as its total focus threatens the sustainability of the heart, passion and commitment of the institution. A significant proportion of the employees view the potential conversion of the College to a comprehensive Community and Technical College as a loss of the College's role in the community and; therefore, not even a topic for consideration.

The cost of technical education is significant as it must factor in the ongoing procurement of expensive current industry

standard equipment and lab space to provide learning experiences that meet employment needs to a smaller cohort of students than a traditional classroom. In addition, the College must try to anticipate future workforce needs and the associated training programs, which are not yet known. To address these complexities, data analysis must reflect a culture of evidence for informed decisions; however the dilemma is the reduced availability of comparative data for stand-alone technical colleges and their specific needs. The temptation is to consider short term fixes without recognizing or anticipating the long-term impact and unintended consequences. HTC's community needs to process data in context to provide the whole picture of the situation.

The risks to sustainability run the gamut from emotions, to cost and self- identity. To address these risks to sustainability requires sensitivity, planful steps and careful scrutiny of the data to strategically plan for the unknown future.

Potential blind spots: The college is in need of developing a new and improved communication system to more effectively reach all college constituencies in a consistent, ongoing, and effective manner. This communication should not only come from college leadership, but also should loop back to college leadership or supervisors from all faculty and staff. Increased communication and engagement with faculty and staff on a regular basis will increase trust, transparency, and willingness to participate. HTC is not quite there yet and by not having a consistent and multi-layered communication system, it may be losing-out on the opportunity to capture more active participation in the implementation of the college's strategic plan.

HTC has been executing its strategic plan for the last 3 years. Each year goal groups report on progress to date in accomplishing goals, measureable outcomes, and key results. The MnSCU System has worked with all its member institutions to identify the metrics that the system will focus upon and meet in successfully accomplishing its Strategic Framework. HTC's strategic plan is aligned with MnSCU's three-element strategic framework. Consequently, executing HTC's strategic plan will also serve to further MnSCU's strategic framework and contribute to state-wide higher education successes. In 2013, the strategic plan was updated to consider the community's feedback in continuing to improve execution of the plan.

2.1a(4) Work Systems and Core Competencies
HTC's five key college work systems:

Key Work Systems
• Instructional design and delivery (academic affairs)
• Student enrollment support (student affairs)
• Learning infrastructure maintenance (facilities, finance, technology)

| • Workforce development (HR) |
| • External stakeholder relations (community, industry and governance) |

Figure 2.1-2 – Key Work Systems

Work system decisions are made through collaborative input provided to the President by the governance structure of the college. Each key work system has different pathways for collecting input on system decisions, often prescribed by contractual language. This collective input regarding key work system decisions, often in the form of policy, staffing requests and initiatives, are ultimately routed to PAC for review and action.

Key work processes are divided between the college workforce and external partners largely on the basis of defined labor agreements, MnSCU policy and state legislation. Working within the framework of externally defined partner relationships, the College works to align the contributions of each partner group according to its core competencies. For example, industry partners, represented through advisory committees, share core competencies that reflects an understanding of the current standards and practices of their industries. The college incorporates these external core competencies to the instructional design work system by collaborating with industry partners to review and develop programs, curriculum and equipment acquisition.

Future organizational core competencies are identified through the strategic planning process. Over the past several years, the college increasingly identified continuous quality improvement as an emerging core competency. In 2013, a strategic direction was added to the Vision 2020 strategic plan to support institutional focus for the continued development of this emerging competency.

2.1b(1) Key Strategic Objectives
The College Vision 2020 is a long-term (10 year) strategic plan for Hennepin Technical College. The plan is updated bi-annually during WIN (What's Important Now) Day. All employees of the college take part in WIN Day and provide feedback to enhance and update the strategic plan and strategic direction of the college. Cross college teams/committees are formed annually for each strategic direction to discuss, plan, and form the goals, measurable outcomes and to develop an action plan.

Vision 2020 is aligned with the MnSCU strategic objectives. HTC's master academic and student affairs plan, IT plan and the facilities plan each are developed and aligned with Vision 2020 **Fig. 2.1-4**. Progress toward goals is below **Fig. 2.1-3.**

Vision 2020 Progress Report FY14							
Goal	**College Strategic Direction**	**Objective (measurable)**	**Action Strategy**	**Group Responsible**	**Indicators of Success**	**Impact of Activities on College (Projected/Actual)**	**Reporting Date**
1.2 Implement standardized process development template across the institution.	Intentionally develop critical infrastructure to support continuous quality improvement.	Develop template for process documentation	Design template	Quality Council	Process template will be developed; Template will be used by 3 departments	Sustainability- as personnel change, written record of processes required for various reporting, etc.	
1.3 Maintain and strengthen practices that ensure institutional accountability.	Intentionally develop critical infrastructure to support continuous quality improvement.	Project management principles and skills will be developed	Training in project management	Quality Council	Project mgt training will be completed by Deans, AQIP steering committee; Charter will be developed and used	Project mgt keeps a committee focused on the project and leads to completion and consistency if personnel change.	
4.4 Partner campus-wide to develop and align a customer relationship management tool	Develop and nurture intentional, strategic and vibrant partnerships	Identify appropriate CRM tool	Gather data on currently used databases	Partnership Committee	Cohesive database of key stakeholders for HTC	Centralized database of key stakeholders and activities. Maximize and leverage current	
4.5 Foster industry relationships to support teaching and learning	Develop and nurture intentional, strategic and vibrant partnerships	Develop Partnership Champion	Pilot training of HTC Champions	Partnership Committee	New relationships on advisory groups. New CTS contract clients.	Increased visibility for college and programs – both academic and customized.	
5.2 Increase employee satisfaction and celebrations.		Recognition to those who attend TALES and/or Technology Tuesday	Award certificates and Pins to those who attend	Professional Development Committee	Attendance	Promotes engagement, leadership, development, and employee celebration.	
5.3 Provide employee professional development, advancement and leadership opportunities.	Provide a working environment that promotes engagement, leadership development, advancement and retention of all employees	Offer "TALES" Brown Bag in-service workshops once a month.	Organize speakers monthly	Professional Development co-chairs & Media Dept	Attendance	Increased knowledge and skills for faculty and staff in turn helping to achieve student success.	
		Offer "Technology Tuesday" monthly for technology development.	Organize speakers monthly to present a technology workshop	Professional Development member Carmen Price & Media Dept	Attendance	Increased technology knowledge and skills for faculty and staff in turn helping to achieve student success.	June 1, 2014
		Attend internal and external conferences	Gather material from conferences	Professional Development Committee	Sharing of information from conferences with the PD committee	Increased knowledge and skills, leadership and development.	
5.5 Improve the internal communication structure.		Create and distribute the new PD Newsletter monthly	Distribute PD Newsletter "What's UP" monthly	Professional Development Committee	Increased attendance at professional development opportunities	Increased internal communication.	
	Provide a working environment that promotes engagement, leadership development, advancement and retention of all employees.	Record and add video of TALES to our website.	Place TALES and Tech Tuesday flyers in offices. Reminder emails.	PD Committee	Increased communication of events and attendance	Increased internal communication	
		Place TALES and Tech Tuesday flyers in offices. Reminder emails.	Record and add video of TALES to our website.	PD Committee	Evaluation of traffic to the video links from the website.	Increased access to information to promote development.	
Vision 2020 Progress Reporting for FY14 – Strategic Directions 1, 4, & 5							

Figure 2.1-3 Vision 2020 Progress Report

VISION 2020

Strategic Direction 1: Intentionally develop critical infrastructure to support continuous quality improvement

Goal 1.1	Establish a culture of evidence which contributes to data based decision-making
Goal 1.2	Implement standardized process development across the institution
Goal 1.3	Maintain and strengthen practices that ensure institutional accountability
Goal 1.4	Promote effective +communication among HTC stakeholders
Goal 1.5	Establish reflective practices as part of our continuous improvement efforts

Strategic Direction 2: Develop and measure innovation and excellence in programming, services, technology, operations and marketing

Goal 2.1	Develop new programs and enhances the current curriculum to provide students with innovative and exceptional learning opportunities which respond to regional and statewide economic development priorities
Goal 2.2	Anticipate, plan and implement technology to maximize operations, teaching, learning and marketing
Goal 2.3	Provide multiple delivery options for education programs including both asynchronous and synchronous online learning options (ITV, smart classrooms)
Goal 2.4	Upgrade facilities and other physical assets with a focus on sustainable technology
Goal 2.5	Promote environmental and fiscal sustainability
Goal 2.6	Promote process improvement and documentation by identifying and implementing a tool to improve communication, collaboration, data sharing and streamlining of processes (SharePoint)

Strategic Direction 3: Support access to an extraordinary education through comprehensive academic and student services that promote student engagement and success

Goal 3.1	Conduct a comprehensive college-wide assessment of student support systems to identify barriers to access and success
Goal 3.2	Develop a culture that promotes peer mentorship and student leadership that engages students to support each other
Goal 3.3	Promote continuous improvement, student learning and quality assessment in all areas of student services, using the CAS Standards as a benchmark
Goal 3.4	Support faculty in providing credit for prior learning through student-centered processes for the accurate assessment of prior learning, transfer education and military training
Goal 3.5	Develop an institutional approach to student advising that appropriates best practices and available technology to promote student success

Strategic Direction 4: Develop and nurture intentional, strategic and vibrant partnerships

Goal 4.1	Strengthen partnerships with secondary and post-secondary institutions to provide additional academic pathway options
Goal 4.2	Cultivate and engage advisory board relationships
Goal 4.3	Expand new and enhance existing partnership to align with secondary institutions
Goal 4.4	Partner campus-wide to develop and align a customer relationship management tool to enhance relationships and communication with key stakeholders (business, industry, legislature, community, high schools, colleges and alumni)
Goal 4.5	Foster industry relationships to support teaching and learning

Strategic Direction 5: Provide a working environment that promotes engagement, development, and retention of all employees

Goal 5.1	Increase engagement of all employees in college planning and decision-making
Goal 5.2	Increase employee satisfaction and celebrations
Goal 5.3	Provide employee professional development, advancement and leadership opportunities
Goal 5.4	Recruit, hire, develop and recognize employees who embrace innovation, quality service, continuous improvement, cultural competence and student success
Goal 5.5	Improve the internal communication structure

Figure 2.1-4 Vision 2020 Strategic Plan

2.1b(2) Strategic Objective Considerations
Strategic Challenges:
The two main fiscal realities include the final amount that the State of MN will provide the college's allocation as well as the projected student enrollment that generates tuition revenue. With two campuses it can be difficult because the current allocation model does not adequately take into account multiple campus locations and the additional costs it takes to run a multi-campus college. Other challenges are:
- Underutilization of space at the south campus
- The high cost of technical education for equipment and lab space

- Communication to continue to improve internal transparency
- Trend in legislative action to freeze tuition
- Competition among MnSCU to obtain limited bonding for capital construction.

2.2 Strategy Implementation
2.2a(1) Action Plan Development
Following the development of Key Strategic Objectives, HTC moves to the next step of developing college-wide Action Plans by inviting key leaders in the institution (senior leadership, union leaders, college committee leaders) as well as other interested employees, to review the Key Strategic

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Objectives, data from WIN day, as well as Vision 2020 and the MnSCU Strategic Framework. Following this review, general action plans are developed that are then either given to existing college committee chairpersons to work on in the upcoming year or specific Goal Groups are developed with the charge of implementing the action plans for a specified (usually 1-2 years) timeframe.

College committees or Goal Groups are then given the responsibility to develop action steps that are designed to deliver the Key Objectives that have been identified earlier in the Strategic Development phase. The committees/goal groups often use some variation of a project planning document that indicates the following information:

1. Alignment with specific strategic directions outlined in either the MnSCU Strategic Framework and/or HTC's Vision 2020
2. Alignment with specific Key Strategic Objective.
3. Statement of Goal or Action Plan.
4. Desired Outcome(s).
5. Measures, which specify the baseline, target and results
6. Resources needed (time/money/staff)
7. Objective
8. Activity
9. Specific Activity Measures
10. Specific Activity Results

Throughout the year, updates are given to PAC by the Committee or Goal Group chairpersons on the development, activity and status of each of the Action Plans. PAC gives feedback to the committee through the committee chairperson on a wide range of topics, which can include additional information that may be needed to implement a particular activity, data that may be used to determine a course of action, or even feedback to adjust, realign or stop an activity if there appears to be reasons to do so, beyond the ability of the committee or goal group.

At the end of each academic year, the committee or goal group produces a final report, which contains the final results of the work that completed during the year on their action plans. This final report summarizes accomplishments, recommendations for implementation and sustainability, work in progress and any change in direction based on a lack of resources or change in priorities as identified by the group. Goal groups with action items that develop into long range initiatives of the organization may become the focus of an ongoing committee to continue to move the work forward (i.e. Employee Engagement and Marketing).

Action plans are also developed within each division/department at the college. These action plans often are done concurrently with other college-wide plans or are implemented following the conclusion of college committee or goal group work, at which point they are integrated and

implemented at the department or individual contributor level. For FY13, HTC focused on three key results:
1. 70% Student Retention
2. 50% Student Completion
3. 100 Additional Student FYE

One of the strategies used to work on these areas was to hold feedback sessions with the president to hear from all employees of the college on ways to improve results in these areas. That data was collected, reviewed by the senior leadership and "quick fix" action plans were developed to enable individual departments like Admissions, Recruitment and Financial Aid to respond and implement strategies that were relatively easy and quick to change.

2.2a(2) Action Plan Implementation
The deployment of action plans begins internally with communication by senior leadership to the college community through identified all employee workshop days, through established committee structures (see Category 1, Figure 1.1-1 HTC Communication) and dissemination to division and departments by administration and middle management.

Senior leadership provides administrators and supervisors the necessary information for departments and individual contributors to review the purpose of the action plans, data necessary to evaluate and develop the implementation of the plans and, the resources for them to be carried out.

The ongoing work of the action plans is reinforced by ongoing communication to the college community providing updates and opportunities for feedback. To create sustainable key outcomes, all employees are held accountable through the above identified structure. Through this process, senior leadership receives ongoing communication and reporting in terms of the status of the action plans. A climate of continuous improvement gives the organization flexibility to adjust key outcomes to fit existing challenges, as well as future opportunities.

2.2a(3) Resource Allocation
HTC maintains a sound fiscal foundation by operationalizing a series of outcome areas; Goal 1.4 "advance sustainability throughout the college", Goal 4.2 "increase alternative funding sources through grants and private donations." These are accomplished by establishing and doing the following:
• A sound fiscal state for the College is created by following MnSCU System and State of Minnesota policies and statutes. To include maintaining adequate reserve funding.
• Current obligations are derived by following encumbrance policies and procedures within fiscal year budget processes. Exception processing requires the

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approval of VP of Administrative Services to access non-budgeted funding resources such as reserves.

- Short and long term college planning outlines prioritized action plans and accompanying anticipated budgets how expenditures will be used.

Allocations are accomplished by an iterative process starting with yearly budget request, then through a series of managerial reviews a final budget is established with allocation to individual area.

Processes and assignments of accountability are utilized to manage fiscal and other risks with sustaining and growing the viability of college operations.

- Critical cash flow measures that drive fiscal stability are reported and analyzed on a (weekly basis) at the Cabinet administrative level of the college as reported by the VP of Administration: Chief Finance and facilities Officer.
- Department heads accountability is exercised by the process of budgeting, spending approvals to plans and at minimum review of reports on the fiscal stability of their individual areas on a monthly basis. This review form the reporting updates engaged in to their respective managerial level.
- To ensure the overall stability by policy the college maintains and reports on balances of reserve funds to address routine cash flow needs and when necessary unexpected needs or opportunities.
- Operationally, risks and opportunities are presented and discussed at leadership team meetings and college operational councils of the college to discern significance and action.

2.2a(4) Workforce Plans
HTC's Workforce Plans include the strategic objective of creating a culture of accountability. As a component of HTC's VISION 2020, A Strategic Plan for Hennepin Technical College for the period 2010-2020, Strategic Direction 5 states: Provide a working environment that promotes engagement, leadership development, advancement and retention of employees, with the following goals:

Goal 5.1 Increase engagement of all employees in college planning and decision-making.
Goal 5.2 Increase employee satisfaction and celebrations.
Goal 5.3 Foster employee professional development, advancement and leadership opportunities.
Goal 5.4 Recruit, hire, develop and recognize employees who embrace innovation, quality service, continuous improvement, cultural competence and student success.
Goal 5.5 Improve the internal communication structure

To address these goals, the action items have included accountability training conducted by a nationally recognized

leadership coach to which all HTC supervisors attended, as well as 60 line staff and some faculty.

The structured follow-up to this training provided supervisors opportunities to re-engage daily with their staff to implement some of the top strategies, including The Steps to Accountability, Discussion on the Key Results, the LIFT Accountability Coaching model, and using Focused Feedback. Additionally, everyone was provided with a personalized web link account to an online accountability tools site.

Some of the key outcomes realized have been:
- Creating a Culture of Accountability, including clarity around key organizational results.
- Embracing Steps to Accountability, including holding each other accountable for staying "above the line" – a new and more powerful mindset toward accountability that focuses on future action rather than placing "blame".
- Seeing how accountability matters, including helping every employee to see how steps to accountability enhance their effectiveness and move HTC toward a culture of accountability.
- Owning It, including helping employees to where they are to what they are doing through accountability coaching.

Hennepin Technical College employees are challenged to ask themselves "Are you accountable to achieve this result?"

2.2a(5) Performance Measures
HTC aligned its institutional goals with the MnSCU system strategic goals and directions in FY11 and FY12. In FY11, an institutional work plan was developed and submitted to show how the HTC goals met the system goals, and listed the anticipated major activities and projected institutional outcomes. This strategic planning continued in the FY12 work plan where system directions and goals were met through college strategic goals by listing the outcomes, activities, measures, status, and results.

Included in this planning is the listing of resources necessary to meet the goal. Goal Groups, consisting of administration, staff, and faculty, were established to complete the goals. The President¹s Advisory Committee discussed progress during monthly meetings. The plan will include a new column to measure the impact on the institution based on the Goal Group's activities. In FY13, the focus shifted to accountability training to meet the goals of the college. In FY13 and FY14 Master Academic, Technology, and Facility Plans are being developed.

Action plan initiative data is being supported through the Institutional Researcher (IR). In addition to having the focus of the administration and members of Goal Groups, the IR is collecting data to measure the direction of the work. By using this data in organized reviews, leadership teams are able to

better align the work of the action plans, reach goal achievement, and improve the strategic planning and organizational direction.

HTC has adopted performance measures based on action plans derived from the college strategic direction (Vision 2020) and the MnSCU Strategic Framework. Key internal performance measures include enrollment, retention and completion rate goals as well as the measures that accompanied the Strategic Framework. Major HTC functional areas (Academic and Student Affairs, Facilities, Technology, Finance) also develop master plans that contain performance measures.

The college has over 40 performance measures and indicators contained in the major strategic planning documents for the college and the MnSCU system. Leadership has identified three measures as key indicators, representative of overall progress on the larger set of metrics. The three key results (student enrollment, retention and completion) were communicated broadly to the college workforce and strategic partners beginning in FY13. A variety of college-wide communications, including email updates, document progress toward the three key results as data become available throughout the annual enrollment cycle.

All HTC divisional master plans are to contain crosswalks that demonstrate alignment to HTC and MnSCU strategic documents. Development of master plans is pursued sequentially in order to ensure that subsequent plans align with approved versions of previously created plans. Additionally, each plan is developed by interdivisional teams through the college's committee and council structure in order to ensure consistent alignment of the action plans with each other and the strategic directions of the institution.

Action plan initiative data is being supported through the Office of Institutional Research. This office performs the analysis required to measure the outcomes of the implementation of major college action plans, as well as the metrics for the MnSCU Strategic Framework and Vision 2020. By using this data in organized reviews, leadership is able to align the work of the action plans to the strategic direction of the College.

2.2a(6) Action Plan Modification
Senior leaders develop action plan modifications through feedback they receive at WIN Day planning, new development

Projected Performance				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Persistence Actual	65.4%	67.3%	75.5%	Avail late 14
Persistence Goal	Baseline	65.8%	66.7%	67.9%
Completion Actual	46.5%	Not Avail	Not Avail	Not Avail
Completion Goal	48.6%	49.5%	50.7%	52.2%
Figure 2.2-1 Source: MnSCU Strategic Framework Performance Metrics				

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discussions, the program advancement process, feedback session and College Council and committee discussions (Figure 1.1-1). Ongoing work on actions plan modifications is done through feedback sessions and workshop days. The data is collected and reviewed to develop quick fix action plans through senior leadership.

Communicating changes in the action plans is done by senior leadership through employee workshop days (Figure 1.1-1). A climate of continuous improvement gives the organization flexibility to adjust key outcomes to fit existing challenges, as well as future opportunities.

2.2b Performance Projections
The college's three key performance measures are student enrollment, retention, and completion.
Student enrollment is calculated as Full Year Equivalent (FYE) student count. A goal of 100 additional FYE was first communicated in FY13. Enrollment declines led to the adjustment of the goal to reflect 100 additional FYE over the baseline projection in FY14. The college projected that enrollment in FY14 would be between 4200 and 4300 FYE, and has proposed the goal of adding 100 FYE each subsequent year during the four-year planning horizon of the Strategic Enrollment Management plan (FY15-18). Actual FYE for FY 14 was 4214.

The retention measure is aligned with the MnSCU Strategic Framework metric for student persistence and completion (Fig. 7.1a-4). The most recent data, based on students entering in Fall 2010, indicated that 65.4% of full time entering students remained enrolled or had graduated or transferred by the second fall (Fall 2011) **Fig. 2.2-1**. The college's near-term goal of 70% was met by the group of students who entered in Fall of 2011. Because there is a significant delay in reporting this statistic, which is tracked by MnSCU, the College's institutional research office provides supplemental retention data to all programs on an annual basis as part of the program profile.

The college's completion rate goal is also aligned with the MnSCU Strategic Framework. The goal is a three-year completion rate of 50%, and the most recent data indicate that the 46.5% of 2010 entering students met this goal. HTC projects to meet the 50% goal based on the group of students who entered in fall of 2011 and measured in 2014.

The college responds to gaps in performance on student success metrics through training of faculty and staff to address the factors that contribute to student attrition focusing on program and service changes designed to support student success. Following established best practices for student retention, the college has addressed the new student experience through mandatory new student orientation, student success education, program-specific orientations and

proactive student advising. Results of these initiatives are gathered through the SENSE survey administration.

The college provided training to faculty on proactive advising strategies that support student success. Additionally, significant investment has been made in Hobsons' RETAIN software to increase communication between faculty and student services when students encounter academic and personal challenges. Additional services such as writing and math centers for student tutoring, Trio Student Support

Services, and a mandatory student success course for students returning from suspension have recently been deployed. Benchmarking provides significant data for evaluating college results, but, unlike large metropolitan comprehensive community colleges, HTC, as the largest stand-alone technical college in the state, lacks a direct comparable group of peer institutions. Additionally, since system-level reporting on student success is delayed by several years, the college provides up-to-date student success data for all programs on an annual basis as part of the program profile and program advancement process.

Category 3: Customer Focus

3.1 Voice of the Customer
a Listening to Students and Other Customers
3.1a(1)(2) Listening to Current Students, Potential Students and Other Customers

Figure 3.1-1 shows how HTC communicates with key customers. Based on prospective student surveys, the College website is the #1 tool for student recruitment. Using a CSV, employees can update the content on the website within minutes, keeping the information fresh and up to date. With the continued growth of social media, HTC utilizes Twitter, Facebook and a You Tube channel to attract new students and to communicate with current students. Many faculty members use text messaging to notify students of schedule changes and other program changes.

Prospective students are tracked with enrollment management software. Automated communications plans are set-up in the system on a timed schedule. The software allows HTC to send out emails to promote different events on campus. It also features a strong reporting function so staff and faculty can follow-up with prospective students via phone or email.

Students communicate to college employees via phone, e-services, website, letters, emails, and in person. The website has an area where students can provide feedback or make a suggestion. The web architect forwards the information to the appropriate person to respond. Letters and emails from students are routed to departments for follow-up. The correspondence and other documentation is scanned into Image Now for future reference.

HTC listens to employers and industry partners at specific industry related meetings or through one-on-one business tours. Faculty and the College administration build relationships by contacting businesses or non-profit organizations that have a direct relationship to HTC. The College is developing a CRM to track business contacts instead of tracking the contacts separately in each division.

b Determination of Student and Other Customer Satisfaction and Engagement
3.1b(1) Satisfaction and Engagement
HTC utilizes both formal and informal strategies for monitoring and identifying student engagement and satisfaction. Two formal surveys of significance are the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). CCSSE focuses on assessing the level of academic challenge, active and collaborative learning, student-faculty interaction, student effort and support for learners; all factors that support student success. SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. This data improves understanding of students' critical early experiences and to improve institutional

Key Customer	Type	Communication Methods
Students	Prospective Students	• Website • Social Media • Advertising • CRM software • Phone calls • Tours • On Campus events • External Recruiting Events • Social Media
	Current Students	• Email • Letter • Interaction with HTC Employees • Faculty Advising • On Campus Events • Surveys • E-Services (online portal) • Social Media • Text Message
	Alumni	• Alumni Events • Email • Success Stories
Employers	Business Owners	• Industry Visits • Advisory Meetings • Graduate follow-up employer survey
	Advisory Members	• Meeting • Banquets • Industry Visits • Email
Industry	DEED	• Site Visits • Grants & Reports
	Workforce Centers (WFC)	• On-site Classes • Outreach to WFC staff • Email • Meetings • Joint Programming
Human Resources	Hiring Managers	• Career Services Website • Email • Career Fairs
	Employment Agencies	• Phone • Email • Career Fairs • Career Services Website
K12 Partners	Students	• Tours • College Personnel at High School Site • College Fairs • On-Campus Programming • Meetings • Surveys • Website
	Parents	• College Fairs • Tours • Website
	Administrator	• Joint programming • Meetings • Email
Community		• Events • Advertising • Service Learning Projects • Website • Success Stories

Figure 3.1-1 Listening Methods by Key Customer Group

practices that affect student success in the first college year. Both of these surveys provide significant data sets regarding student engagement related to their educational experiences and satisfaction or dissatisfaction with those experiences. HTC understands the importance of reviewing satisfaction scores to

revise or develop the necessary services to support student success. As an example, CCSSE results indicated that new students entering college are satisfied with the available tutoring services; however, the satisfaction ratings with the writing, math, and other skill labs were well below the cohort and national ratings. Based upon that data, faculty conducted a study of practices in area colleges and a decision was made to implement mathematics and writing centers on each campus.

The CTS department collects and analyzes information related to satisfaction. External feedback is derived from both a client and participant satisfaction survey. At the conclusion of a contract, each client receives a client satisfaction survey. Participants complete a similar satisfaction survey at the end of their training. The surveys are based on several quality measures that each customized training and continuing education program is evaluated by statewide.

The system-wide registration software, Integrated Statewide Record System (ISRS), allows the College to create cohort groups of students for reporting purposes. HTC uses this feature to track students in pilot support programs to compare their progress to students in the general population. This has been used for a variety of initiatives designed to help meet the needs of underserved students. HTC utilizes software to communicate with prospective and admitted students. The software is also utilized to increase retention in the at-risk student population. Faculty submit alerts regarding students confronting issues that are limiting their success and counselors and advisors provide support to support their academic success.

Informal strategies are used to collect student and customer satisfaction. As an example, the President meets monthly with student leadership from both campuses to solicit their input and feedback. The College seeks feedback through conversations with donors, alumni, advisory committees, legislators, and other industry partners. These relationships provide HTC with feedback that contributes to the assessment of programs, development of new programs, and innovative collaborative initiatives. Program advisory committees are composed of industry and business leaders who review awards and curriculum to ensure alignment with industry standards. Program advisory committees also assist faculty to identify potential curricular gaps and future training opportunities. Currently there is work to develop an instrument that the President can use to systematically collect feedback from the committees regarding opportunities for improvement.

In addition to conversations with employers, semi-annual meetings with advisory committee members, and other regular meetings with industry, the College surveys employers who have recently hired HTC graduates. Every year after spring graduation the Director of Career Services sends this survey

asking employers to evaluate the skill level of the graduates, if the knowledge and skills match the needs of the employer, and if they would hire a graduate from HTC again. The results of this survey are shared with the administration and faculty.

Overall feedback indicates that these stakeholders are satisfied with the work the College does to support student success. However, if negative feedback is received or the stakeholders are not satisfied, their concerns are considered very seriously and attempts are made to repair the relationship and regain the stakeholders' satisfaction.

3.1b(2) Satisfaction Relative to Competitors
IPEDS is run by DOE and provides colleges an opportunity to benchmark themselves against peer institutions using comparable data. HTC currently measures itself against 23 similar two-year colleges in the Midwest. The majority of the information is data related to enrollments and financial aid. Another key benchmark is student graduation rates. HTC does significantly better than its peer institutions in its graduation rates. However; in 2010, a review of these data sets revealed that while HTC did better than its peers in graduating students of color, the gap between the graduation rates of students of color and white students was still unacceptably large. To improve graduation rates for students of color the college applied for and received a TRIO Student Support Services grant, which is focused on strategies to close the achievement gap through student success initiatives focused on students of color, low income and first generation students.

The MnSCU Office of Research and Planning worked with campus IR directors across the system to identify institutional performance metrics. College and University leadership councils provided input and feedback on the metrics, which is key to assessing progress towards realizing the objectives set forth in the strategic framework.

Measures of the quality of graduates include program learning outcomes and licensure exam pass rate. Student success metrics include student persistence and completion, completion rate and affordability. Diversity metrics evaluate employee and student diversity, success and completion for students of color, and the campus diversity climate. Metrics for being the partner of choice to meet workforce and community needs are certificates and degrees awarded, and related employment of graduates and customized training and continuing education (CT/CE) enrollment. Metrics for providing the highest value / most cost-effective higher education option track institutional support expenses, the composite financial index (CFI), the reserve ratio, the facilities condition index (FCI), private giving, grants and CT/CE reserves. There are also metrics for measuring the collective success of the system in serving the state and regions.

3.1b(3) Dissatisfaction

Documenting Dissatisfaction	
Processes that document individual instances of customer dissatisfaction	• Complaint and grievance policy and process • Appeals process (grade, academic, etc)
Processes that may identify trends indicating customer dissatisfaction	• CCSSE survey • SENSE survey • Course surveys • AQIP data collection
Interactions where customer dissatisfaction is identified through a dialogue or governance process	• Student feedback to faculty and staff • Advisory committee discussion and feedback • Student Senate • Governing bodies: college councils, committees & workgroups

Figure 3.1-2 Documenting Dissatisfaction

Customer dissatisfaction is determined through surveys and assessments that indicate trends of dissatisfaction within groups of customers. Leaders gather and respond to indicators of customer dissatisfaction that arrive through informal channels.

Dissatisfaction is formally documented through student complaints and grievances and the student appeal process, the records of which are maintained on file. Employees recognize the importance of accurately documenting student complaints and grievances and supporting timely, proactive resolutions. The complaint and grievance process creates awareness of dissatisfaction through multiple levels of the staff, faculty and leadership, promoting collaborative efforts to refine college processes to minimize dissatisfaction. Deans and VPs review complaints received through the grievance and appeals processes. HTC's processes for complaints and appeals allow supervisors to proactively resolve specific instances of customer dissatisfaction, and the processes generate documentation that can support program improvement.

Formal assessment instruments capture actionable information at the levels appropriate to the instruments, which include specific instances of dissatisfaction as well as general trend data, which may indicate dissatisfaction among customer groups.

Leadership extracts actionable information through the process of reviewing the feedback. PAC consistently reviews trend data after each major survey is conducted.

The systems that facilitate continuous improvement also support action on the basis of indicators of customer dissatisfaction. Additionally, faculty and staff performance evaluations provide opportunities for emerging trends or discrete instances of customer

dissatisfaction to be addressed over time through individual performance improvement activities.

HTC reinforces practices for gathering actionable information from informal indicators of dissatisfaction through the accountability training. Leadership and employees collaborate to "See it, Own it, Solve it and Do it" through Oz Principle training that emphasizes individual accountability to organizational results.

3.2 Customer Engagement
a Program and Service Offerings and Student and Other Customer Support
3.2a(1) Program and Service Offerings
Student, external stakeholder and market requirements that impact educational program and service offerings include student enrollment demand, Student Senate leadership and other student input via verbal feedback and surveys, feedback from student organizations and assessment at the course, program and college level. HTC's industry and business partnerships provide information regarding MN workforce and employer demand, advisory committee participation, and knowledge of evolving technology and business practices.

Administrative, system-level and government or public sector inputs and directives provide gap analysis research for market demand and state employment projections. State and federal grant initiatives and program mandates drive policy and practices with programs and services in select offerings. Feedback is also sourced from multiple accreditation bodies. Legislative requirements and educational partner agreements (transfer and curriculum) provide structure and opportunity.

Improvements to services provided to students are identified by monitoring course/program retention

Category 3: Customer Focus

and completion, graduation rates, CCSSE, SENSE, and Student Satisfaction of Quality Services survey results, as well as state and federal mandates.

b Building Relationships with Students and Other Customers

3.2b(1) Relationship Management

Student Life lead by a Student Life Director provides a key component of building relationships with students through student clubs, college committees, community involvement, student mentors and ambassadors, opening week activities and developing leadership acumen.

Marketing and outreach is accomplished through diverse strategies to attract new students. This includes, career and internship fairs, business and trade shows, web and mobile web content, customer relationship management communication, social media (Facebook and YouTube), and other channels. HTC tracks market share in a variety of ways through, K12 partners, ALC programs, advisory committees, Workforce Centers and outreach coordinators.

New entering students attend a required orientation process to ensure they understand the services available to help them succeed at the College, to receive assistance with the enrollment process and register for coursework. Students provide feedback related to their learning experiences. Evaluations are handled through an online, anonymous and secure

platform. This provides HTC with quantifiable data.

Programs are encouraged to use social media to connect with students on a platform for ongoing engagement. The HTC Foundation funded a competition in which programs could develop the most active and liked Facebook site. The top three received funds for an alumni gathering and additional program support. The sites are used to keep alumni up to date on program advances, job and networking opportunities for both current students and alumni.

3.2b(2) Complaint Management

Student and other customer complaints are managed through documented processes, procedures and workflow that the College has in place to address such incidences. These processes ensure that complaints and grievances are responded to in a timely and appropriate manner to produce desired results. The College is committed to reducing student and other customer complaints through the review and assessment of these processes to identify themes that can be addressed and subsequently prevented in the future.

The College demonstrates a high quality of service to students and other customers. Trust, respect, continuous improvement, employee engagement and student success are core values of the College. It is through this established culture that complaints and grievances can be addressed to maintain and strengthen relationships leading to overall satisfaction and engagement of students and other customers.

Category 4: Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance
a Performance Measurement
4.1a(1) Performance Measures
Several factors are considered in selecting the data and information used to support continuous improvement and accountability to internal and external stakeholders. At a department level, data are selected based on 1) common practice, within the discipline or System; 2) cost and availability; 3) ease of collection; and 4) accreditation requirements. These data are managed through written reports and tend to remain within the department or division.

At the College level, data are selected based on 1) common practice within higher education or the MnSCU System; 2) comparability across institutions for federal, System, and accreditation reporting; 3) cost and availability (Ex. Data that can be compared across departments is more cost effective to collect); and 4) alignment with required outcome measures in the System BOT Accountability Framework. Identified measures are typically presented for input through broader groups such as PAC or SGC or in the case of the measures to be included in the PA faculty input was solicited. Data reports are publically available on the IR website or to specific employees through a shared drive (Ex. PA, AQIP Portfolio, or Budget Reports).

Key short-term measures include actual enrollment figures and the comparison of actual to budgeted expenses. Actual enrollment is tracked weekly and spurs decisions to cancel a section of a course, open new sections, and/or staffing of courses. Enrollment is used for the budgetary process and is reviewed biannually, at the beginning of the budget process and again at the mid-point of the fall term. Prioritization of additional outreach support from faculty and staff for certain programs is obtained from enrollment data.

The comparison of actual versus budgeted expenditures is a key financial measure that is tracked monthly and quarterly. These data support the decision to reallocate funds, which directly contributes to continuous improvement by making the budget a realistic, updated picture of institutional priorities as opposed to a static document.

Other key measures include: Quality of Graduates, Student Success, and Diversity of students and employees. These measures are reviewed annually as part of the MnSCU Performance Metrics. Internally, student success is reviewed at the end of each fall and spring terms. Ex. Completion rate of students, program revisions, and/or an addition of academic support programs. Quality of graduates is reviewed internally with the graduate follow-up employer survey as well as the ability of graduates to obtain jobs in their related field.

Key longer-term measures support decision-making, continuous improvement and innovation. The CFI is calculated on an annual basis and is reported to the U.S. DOE, MnSCU and the College's accreditors. This index tracks the overall financial health and stability of the institution. Efforts to improve the college's CFI support organizational decision making by providing an incentive to choose alternatives that minimize borrowing and debt as well as insuring key processes and activities can be developed and improved through a regulated environment. The FCI is calculated and reviewed annually. The index tracks the maintenance of existing facilities and needs for improvements and/or renovations. Finally, the ability to develop new resources through the areas of HTC's Foundation development of private giving seeking and securing grants allows for innovation in program offering as well as equipment and scholarship support for students.

4.1a(2) Comparative Data
Most data provided by MnSCU are benchmarked against other System colleges including data such as retention and persistence rates, enrollment, employee-to-student ratios, CFI, cost of instruction, etc. HTC uses this information to 1) provide context for the current level of performance, and 2) to seek out high performers. HTC's benchmarks are aligned with Vision 2020 as well as the MnSCU system strategic direction as identified in Category 2. The comparative institutions identified by HTC are listed in Category 7 and are selected based on relevancy in size, geographic region, and/or subject matter. Non MnSCU system data are selected from IPEDS.

4.1a(3) Student and Other Customer Data

Formal Assessments Done on Regular Cycles		
Assessment Tool	Analyzing Group	Type of Analysis
CCSSE	Research, Faculty, Administrators, and Supervisors	Identify improvement opportunities in use of support services and participation in practices of engagement
SENSE	Research, Faculty, Administrators, and Supervisors	Identify improvement opportunities for entering students in enrollment services, support services and participation in practices of engagement
HTC Student Satisfaction with Services Survey	Research, Area Managers/Supervisors	Identify usage patterns and gaps between importance and satisfaction with services
Course Evaluations	Faculty and Deans	Identify development opportunities (Ex. use of technology, pace of instruction)
Graduate Follow-Up Survey	Research, Deans, Faculty	Employment rates for graduates within one year

Assessment of Readiness and Performance Embedded in Existing Processes		
Assessment Tool	*Analyzing Group*	*Type of Analysis*
Accuplacer	Admissions, Faculty, Deans	Adjustments to developmental curriculum, curriculum prerequisites, course scheduling, support services
Classroom Assessment Techniques (CATs)	Faculty	Adjust pace of instruction and content
Course Completion Rates	Faculty and Deans	Adjust curriculum, prerequisites, or integrate support services
Information gather from HS counselors and advisors	Counseling and Advising	Trends in academic and personal development of traditional students
Assessments of Student Demographics and Behaviors Embedded in Existing Processes		
Assessment Tool	Analyzing Group	Type of Analysis
Registration	Enrollment Services	Identify trends in geographic, academic, and demographic student profiles
Fill Rates	Deans	Identify trends in course and delivery method preferences
Customer Contracts, Client Evaluations and end-of-course Evaluations	Customized Training/Continuing Education	Analyze needs of new student groups (contract) and assess course satisfaction and if training needs were met
ISRS Cohort Groups	Research, Faculty	Identifying trends in cohort groups compared to student population
Student Pathways	Research, Deans, Administration	Identifying trends in pathways to College

Figure 4.1-1 Assessments to Obtain Customer Data

HTC's complaint process conforms to MnSCU Policy 3.8.1. In cases where the dispute is not resolved to the satisfaction of the complainant or the complaint involves the application of a College policy, a written grievance may be submitted to the supervisor or vice-president of the employee or department whose action triggered the grievance **[Figs. 3.1-2 and 7.2a(1)-1].**

Various social media sources used by HTC, particularly Facebook, LinkedIn and Twitter, serve as emerging tools to collect useful market data and engage current and prospective students in terms of their educational needs and interests.

4.1a(4) Measurement Agility
Through IR, in addition to standardized collections, individuals can request ad-hoc data as needed for internal measurement, grant applications, or staffing. Programmatic changes are reviewed through the AP process including advisory committee input. More immediate responses to industry needs are directed to CTS. Examples include MAAC grant, M-Powered, and Community Paramedic. Another example, when exploring why HTC's graduation rates were lower, many students simply did not complete the Request to Graduate paperwork. The faculty are now taking the opportunity in capstone courses to be intentional in reminding students to complete the appropriate paperwork, thus increasing graduation rates in a one-year period.

b Performance Analysis and Review
HTC has designated the MnSCU Strategic Framework Performance Metrics as the overarching metrics to determine success of the College's operational and tactical plans for departments. The measures and supporting data set system priorities which are then used by colleges to establish strategic benchmarks and stretch goals. The performance of the MnSCU System and individual institutions are available for public review

through the MnSCU BOT Accountability Dashboard, which is maintained by the Reporting and Data Services office of the System. HTC has designated the MnSCU Strategic Framework Performance Metrics as the overarching metrics to determine success of the College's operational and tactical plans for departments.

The College is committed to data-enhanced decision making, so analysis of data at the institutional level, typically is aligned with different types of decisions. These analyses are shared though meeting minutes, research reports, and through updates by committee members to the stakeholders they represent.

The review of Vision 2020 in 2013 provided an opportunity to update and systematically align HTC's strategic goals within the core commitments of the MnSCU System Strategic Framework as well as the State of MN legislative goals. HTC utilizes broad based involvement to integrate data into the College's Annual Work Plan (AWP), which outlines HTC's annual strategies and measures to move the college forward. The AWP is used to guide decisions regarding resource allocation within the College. Human, physical, and financial resources are determined based on the goals set forth. AWP progress is examined throughout the year and adjustments are made as needed. The AWP and its content are the basis for performance evaluation of the President and leadership.

c Performance Improvement
4.1c(1) Best Practices
Presentations of the revised PA (review) process (HLC Annual Conference spring 2014 and MnSCU CAOs meeting fall 2014) and training for faculty on how to access and use the documents and templates have occurred at workshop sessions on campus. This comprehensive process has been well received and

ensures consistent review of the academic departments and technical programs.

Following the workshop on David Horsager's The Trust Edge and accountability training, the College created a weekly newsletter to provide updates on enrollment and best practices entitled "Message Monday". This document comes from the President's Office. Additionally, College professional development workshops (Tech Tuesday and TALES), provide opportunity for best practices sharing in a brown bag format.

4.1c(2) Future Performance
Through the MnSCU Performance metrics, goals have been established by the system and incorporated into the institution's AWP and President's evaluation. HTC is developing processes to better utilize comparative data and trend data for establishment of internal goals beyond the MnSCU performance metric. Initial indicators would be enrollment predictive modeling. The revised PA (review) process assists in identifying programs potentially at risk or of concern. Faculty and the Dean meet with the President and VPs to establish a plan for corrective action. This action may include working closely with enrollment services to offer presentations in high schools, additional marketing of program features, revision of how and when courses are offered, etc.

4.1c(3) Continuous Improvement and Innovation
Vision 2020 Strategic Direction 1: Intentionally develop critical infrastructure to support continuous quality improvement drives the priorities and focuses efforts in Quality Improvement. HTC was accepted in the AQIP pathway in 2003, and participated in the various tasks of strategy forums, action projects, portfolios, systems appraisal and reviews. The success of the first "Conversation Day" associated with the entry into AQIP led to HTC hosting strategic planning days with the College every other year, now called "What's Important Now" or WIN Day.

Since early in 2009 HTC established the QC, chaired by the President (previously this group was the Continuous Improvement Committee). This group has representation from each employee group and the purpose is to promote and enhance a culture of continuous improvement. Early in the QC's development, a decision was made to select team members for the CQIN Summer Institute from this Council to better integrate and align improvement initiatives and to develop a stronger and broader skill set for improvement activities.

Between 2010 and 2014, the members of the QC have attended the CQIN Summer Institutes annually and then returned, proposed and subsequently implemented quality initiatives for the coming year. Some of these activities were implemented with simple changes to procedures, others required facilitation by outside consultants, but always the desire to improve HTC to better serve students and stakeholders was at the core.

Innovative processes or programs are often piloted through CTS and AQIP Action projects. Evaluation of success of these actions is conducted by surveys, informal conversations, and general success of the program or action as reviewed by appropriate committees.

4.2 Knowledge Management, Information, and Information Technology
a Organizational Knowledge
4.2a(1) Knowledge Management
HTC has given considerable thought to succession planning. The over-arching philosophy in 2010 was articulated by the President as a targeted succession planning initiative (TPSI) intended to not only retain but also pass knowledge to new employees in those areas where HTC would have the greatest vulnerability and loss of institutional knowledge due to retirements. The first prong of this approach was implemented with the process documentation occurring in three areas: human resources, financial analysis, and student services. Now with the announcement that the current president will retire at the end of this academic year, succession planning focus is on senior administrators. HTC is participating in the MnSCU system wide succession planning initiative and is currently beta testing documents and processes.

Much of information provided to students is done so through the student affairs division by utilizing software to provide information regarding placement of students for courses as well as informing students who have been identified for at risk by faculty. Advisors working with students for appropriate resolution often include seeking enrollment in student success course and/or professional or peer tutoring offered through the Academic Success Centers. Those students meeting participation requirements, Student Support Services (SSS TRiO Program) provides direct support in a variety of areas including study techniques, additional tutoring, and financial literacy.

Data Sources and Distribution		
Source	**Description**	**Distribution**
Institutional Research	Labor Market Data	Academic Deans and Faculty
	Weekly Enrollment Reports	Administrators, Admissions, Student Life, Registrar
	DFW Reports	Deans
	Survey Analysis	Requesting Parties, Administrators, Faculty Public-from IR website
	IPEDS Feedback Report	HTC, Public-from IR website
Assessment Committee	College-Wide Assessment Results	HTC, Public-IR website
Departments/Programs	Program Advancement (review)	Deans, CASAO, VP Administrative Services, President
Registrar	Satisfactory Academic Progress	Academic Administrators, Student Affairs, Students
	Transcripts and Graduation	Administrators, Student Life Director, Students
Financial Aid Office	Financial Aid Awards	Students
	Withdrawals	U.S. Dept. of Education
Business Office	Purchasing and Payroll	HTC
	Tuition Billing and Collections	Students
	Account/Web Accounting	Administrators, Cost Center Managers
HTC Bookstore	Textbook Adoptions	Students
MnSCU	Performance Metrics Data	HTC, MnSCU
	ISRS Reports	Individual Departments
	Cost Study	MnSCU Allocation Framework
	Graduate Placement Survey	HTC, MnSCU, Public-IR website
	Management Reports	IR/Administrators
	Replicated Database	IR
	Institutional Profile	Public
	IPEDS Reporting	IPEDS
	IT System Reports	IT Administrators
Customized Training	Revenue Reports	CTS, VP Admin Services
	Customer headcount	

Figure 4.2-1 Data Sources and Distribution

As mentioned previously in 4.1c(1), best practices have a variety of avenues to be shared across HTC. Goals established within the MnSCU Performance metrics will guide the areas for innovation and improvement.

Beyond the formality of the College as an institution of knowledge transfer (evident in the offering of the education programs), organization(s) or individual(s) who interact within the organization context also participate in knowledge discovery and transfer processes. Informal examples include planned routine events – Semester Start Kickoff Meetings and workshops. Sample informal events include social gatherings such as Dean and Student Meet and Greet Coffee events allowing knowledge acquisition to occur via questions and answers via social interactions. Others include College Preview Night events allowing interactions of discovery about programs allowing the matching of interests of students among possible program selections. Further still, Campus Job Fairs all connections between students and potential employees

4.2a(2) Organizational Learning
HTC capitalizes on its human resources by embedding learning within operations through consultative processes that ensure that major, institution-wide trainings as well as departmental learning initiatives are created in a

manner that responds to the perceived and documented needs of the institution. The consultation of the entire community at WIN day effectively embedded institutional learning into the implementation of the strategic plan.

HTC's committee structure embodies organizational learning through involvement of staff and faculty to create and implement events, processes and activities, which benefit both employees and students. The e-Learning Committee strives to increase the quality of e-learning by obtaining QM (Quality Matters) recognition of courses but also serving as mentors and reviewers. The diversity committee seeks venues which permit staff and faculty to experience the realities of diversity through community events and recognized experts. Technology Tuesdays features presentations by faculty on current and relevant topics such as Cloud Computing and use of new advances in technology. TALES is offered monthly focusing on society topics such as domestic violence.

The College's assessment projects, particularly program advancement, use data to create learning opportunities as the program faculty and administration participate in guided learning to dialog and make informed decisions on the basis of results of the data collected to support the process.

b Data, Information, and Information Technology
4.2b(1) Data and Information Properties

Resources and Technologies for Managing Data	
Resources	**Functions**
Oracle	The Oracle REPL password allows you to query data from the Operational Data/REPL data source (-via Microsoft Access, SQL Server, Hyperion/EPM11). The tool permits considerable manipulation of the data but tends to be used by employees more comfortable with table and queries.
Oracle/EPM11	This tool organizes data for reporting and analysis. The System maintains several dashboards within that can be accessed by institutional researchers, administrators, and program managers.
Management Reports	The System maintains standard reports on students, academic programs, distance learning, finances, facilities, and enrollment available to all System employees. Reports provide data on the System and each of the 32 institutions.
Talisma	A database maintained by the Foundation to manage relations with alumni, donors, and corporate and community partners.
e-Lumens	Registration software used by CTS to manage and analyze registration.
ImageNow	A document imaging and management tool used by several department to manage student records and direct workflow among departments.
Web Accounting	Through MnSCU Administrative Applications, administrators and their authorized users can view accounting information for specified cost centers. They can view budget information, up-to-date payment information, open POs and encumbrances as well as collected revenue.
Student Access	A database maintained by the TRiO programs (SSS, Talent Search, Upward Bound, GEAR-UP) to manage relations with grant participants and federal reporting requirements.
Cost Study	Annually a report is generated by the System that shows costs per FYE for each program This reflects the direct cost of providing instruction (personnel, non-personnel and equipment). The indirect costs of academic support, institutional support and plant are calculated by MnSCU and reviewed by each institution. At the system level this data is aggregated into CIP codes. This process provides three levels of comparative data: comparison of the same programs offered at both campuses; year-to-year comparisons for each program; and comparison with other MnSCU institutions offering programs in the same CIP codes.
Program Advancement Shared Drive	Faculties in specified programs have a centralized place where all documents pertaining to Program Advancement can be stored and accessed. Included are Advancement Report (Program/Department Profile, Course Enrollment and Completion), Advisory Committee, Individual Personal Development Plan (IPDP), Outcomes Assessment and Work Plan.

Figure 4.2-2 Resources and Technologies for Managing Data

At the system level, ISRS is supported by the MnSCU ITS Division. Additional data elements or modifications may be made through user groups such as the IR group, Registrars or Admissions, business groups, or project task forces. For security ISRS can only be accessed through the private network maintained by MnSCU. Each user is assigned a specific logon ID, and access to ISRS and the State's system require passwords. Passwords are on an automatic expiration schedule. Rights to specific modules are authorized by each institution. The ISRS data is updated on specific cycle depending on the type of report but many are updated daily.

On campus, IR is largely responsible for the data displayed and provided to internal and external stakeholders. The College's current Data Integrity Group (DIG) has focused attention on data integrity issues and brought together persons who are responsible for data integrity in their respective divisions but would not have compared notes if it were not for this group. Annual FERPA training is provided to all employees through the MnSCU system and when requesting data from the IR office, individuals must sign the request form indicating they are aware of FERPA and will utilize the data for the express purpose it is provided.

4.2b(2) Data and Information Availability

Data are available on the IR web page for a variety of topics. The materials presented often include an executive summary if appropriate (i.e. CCSSEE data) or is simply the document itself (i.e. IPEDS Data Feedback Reports). The HTC Fact Book and College At A Glance documents provide data for the institution. Program At A Glance documents provide data by Program. The Fact Book offers trend data over three to eleven years. Both the College At A Glance and Program At A Glance reports provide data for the previous fiscal year. Beginning in fall 2014, three years' worth of data will be provided to allow the analysis of trends.

Program profiles are used in the PA (review) process and contain detailed information by campus by program on 29 data points over three fiscal years. This information is made available on the PA shared drive.

In addition to the website, presentations are made to various committees (Ex. PAC, SAC, SGC, AASC, Diversity) and All College Workshops allowing for questions and answers regarding the data with a specificity to the impact it might have on those hearing the presentation.

Additionally, individuals may make requests for data

specific to a project utilizing the Data Request form found on the IR web page. If private data is requested, the individuals' supervisor must also sign indicating they are aware of the request, and how the data will be used in adherence to FERPA guidelines.

4.2b(3) Hardware and Software Properties

Hardware reliability is ensured through a managed replacement schedule for computers, servers, switches, and other components. If employees or students experience any issue with technology, they may request service through a web-based order system. The HTC Technology Committee provides oversight and direction to ensure needs of the College community are being met for both instructional and non-instructional needs. Users have passwords for their office computers and may have additional passwords for security depending on the program accessed.

The expectation "To provide excellence…" stated within the college mission statement establishes the vision upon which the foundational expectations are established. Informational Technology (IT) contribution to this realization in the area of hardware and software properties comprises expectations of reliability, security and usefulness. Ensuring the reality of this expectation relies on 1) factually acknowledging current state circumstances of the College technology infrastructure and context within which HTC is operating, 2) addressing via Master Technology planning that addresses expectations within Master Academic Plans and Master Facility plans so that 3) the third step of gap analysis and action planning for fiscal expenditures and personnel work planning can be accomplished. The quality of the effort is dependent on the timing, input and involvements of many campus stakeholders. Daily execution then to ensure desired outcomes is realized through constructive agreement with and provision for required master plan resource necessary to accomplish stated strategies. Outcomes are delivered via quality process and procedure execution open to feedback that allows for process improvement.

4.2b(4) Emergency Availability

HTC participated in the Continuity of Operations Plan (COOP) planning process in 2006 for MnSCU. Emergency preparedness is a function of the resources and quality of planning outlined within the Master Technology plan. Operational effectiveness to serve students and other customers and organizational needs depends on the quality of strategic planning, preparation and delivery in a timely manner at the point of emergency. The ISRS data is accessed through a secure network and that network has appropriate back-ups through the state IT.

Category 5: Workforce Focus

5.1 Workforce Environment
a Workforce Capability and Capacity
5.1a(1) Capability and Capacity
HTC assesses its workforce capacity through the program review/advancement process and budgeting process. Each Fall every academic Dean conducts program review by working with each of their program faculty to discuss industry needs, enrollment trends, highlights and accomplishments, new programming and staffing needs. The Deans prepare and present the information to the President, CFO and CASAO. At this meeting, a discussion of potential personnel changes or requests for additional staffing occurs. Non-academic deans and administrators/supervisors hold meetings weekly, monthly or annually with their employees. They work collectively to discuss goals, workflow, personnel and department/division needs to meet their annual work plan for the following year. Once the needs have been determined, the non-academic dean or administrator/supervisor presents the information to the President, CFO and CASAO for discussion. Upon approval, the data and rationale is discussed with PAC for final decision-making.

The second phase of determining workforce capacity comes during the annual budgeting process. In January supervisors document personnel requests on a spreadsheet template. Once completed, the business office combines the information with other data for review by the CFO. A draft budget is created, which is reviewed by PAC. Based on the financial forecast, PAC will determine if positions can be added, if the college is at capacity, or if reduction of the current workforce is needed.

If a position opens mid-year, supervisors discuss departmental needs with the President. Changing workflow or department goals may dictate if a different path is required to more effectively meet the needs of the college. The President decides if the position will move forward to be reviewed and discussed in PAC.

HTC ensures that permanent part-time and full-time employees have the capability to perform their required job duties by having a systematic approach to hiring, evaluation and training of employees. Every staff position has a detailed position description that has been approved at a system level for proper classification a defined process and templates for rewriting job descriptions or to reallocate positions.

MnSCU and the State of MN work with AFSCME, MAPE, MMA and faculty unions. Some unions have defined minimum qualifications for specific job classifications. Supervisors can add preferred qualifications that would enhance a candidate pool. Full-time, part-time and adjunct faculty members need to meet the specific credential field criteria for the area they are teaching before being offered a position. Appropriate credentialing is established annually by the joint committee on credential fields, which is comprised of system-wide faculty and administrator representatives.

Recommendations for change are submitted to MnSCU's CAO.

5.1a(2) New Workforce Members
HTC recruits a high quality workforce. Open positions are marketed though state, system and college websites. Recruitment is also done via newspaper ads, job fairs, diversity fairs and through program advisory committees and industry related venues.

HTC has defined processes for posting and hiring new positions. Once a position has been approved by PAC, the supervisor can create a position posting in NEOGOV. HR reviews the information and posts the position for a period defined by each of the union contracts. A chair of the search committee is selected who works with a representative from each union and the diversity committee to review and rate each applicant, create interview questions, conduct interviews and select candidates that will move forward in the hiring process. For faculty, supervisor and administrator postings, a recommendation is made by the search committee to the hiring supervisor, President and appropriate VP.

Once the finalist(s) has been selected, the chair and HR conduct reference checks. Any pertinent information is provided to the president for the final interviews, along with the strengths and opportunities of each candidate. The second interview is to assess the best candidate choice based on college priorities and strategic objectives. Open positions at an administrator level also require public forums. Upon approval from the President, the candidate is offered the position.

Once hired, each employee receives an online orientation module that provides them with necessary information about HTC, mandatory training links, policy and procedures and other details that will help them navigate their first few months as a new employee. Within the first week, the employee also meets with HR for a more in-depth orientation to benefits and to answer any questions. The supervisor has a separate orientation for the new hire. A checklist is completed and signed by the new employee and supervisor and returned to HR. The supervisor and employee review the job description and discuss the department or division's expectations.

Some divisions have new hires work with a mentor or shadow a co-worker for support. There are many professional development opportunities on campus such as; Tech Tuesdays, TALES, All About Me Day, department/division training, training offered by the union and/or other local and national organizations. Employees also have the opportunity for tuition waiver, which is defined by union contract. Professional development dollars are provided by contract to all faculty employees. Staff can also apply for tuition reimbursement through college professional development dollars. HTC is an affirmative action/equal opportunity employer.

The search process was improved in 2011 to include the

Category 5: Workforce Focus

President and VP's involvement to assess and strengthen new employee's alignment with HTC's mission, vision, and values.

5.1a(3) Work Accomplishment

HTC's work is organized through department and committee structuring. These committees range from curriculum development, policies, shared governance, student activities, employee engagement and health promotion to safety and security across the breadth of the institution. A majority of employees participate on at least one college committee per year. Participation on committees increases employee engagement and provides an opportunity for each employee to be a part of decision-making. Each committee creates an annual work plan that reflects back to the College's Strategic Plan (Vision 2020). The committee works together to accomplish these goals, to prepare data in conjunction with IR and report accomplishments at the end of the year.

Strategic direction goals are developed in the strategic plan and assigned to one of the standing committees to ensure leadership and oversight. This approach is designed to align strategic directions with the corresponding goals and objectives of the college and embed them into the existing committee structure.

5.1a(4) Workforce Change Management

Enrollment and union contracts are key factors in determining HTC's academic and non-academic workforce needs. Consistent with the budgeting process, as salaries comprise 70-75% of the budget, increases and decreases in the workforce are a corresponding result of changes in enrollment. Proactive discussions are held in team meetings and union meet and confer sessions to communicate changing organizational needs. Administration has actively promoted greater transparency regarding the fiscal state of the institution. While HTC experienced enrollment peaks in 2010, since that time enrollments have been declining and consideration of a variety of cost-cutting measures have been implemented in order to prepare a balanced budget. College wide budget and financial information is presented 2-4 times annually to all staff and is communicated at committee meetings. Once the final budget has been set and decisions have been made to increase or decrease the workforce, supervisors work with HR to meet any required contractual deadlines for notifying employees. Although the supervisors conduct the initial meeting with the employee, the employee will often meet with HR to review layoff and recall rights that are defined in the union contract.

HTC recognizes the impact and negative affects that workforce reductions have on employees and institutional morale. A budget reality has led HTC to become very intentional in communicating with employees. The college also makes every effort to decrease the amount of workforce reductions by decreasing costs in other areas such as: limiting travel, decreasing overload pay, decreasing supply budgets and managing instructional costs. HTC also utilizes planned and unplanned retirements and attrition to decrease the workforce before moving forward with any other decreases.

Category 5: Workforce Focus

When HTC is going to add programs and add positions (such is the case when in 2009-2011 HTC added several federal TRIO grant programs that address the needs of underserved populations and in 2014 the Gateway to College private grant), this information is shared with college faculty and staff primarily through announcements at workshops, committee and department meetings and e-mail. In compliance with union contracts, openings are communicated internally and externally, postings meet contractual requirements, and appropriate hiring processes are followed.

b. Workforce Climate

5.1b(1) Workplace Environment

HTC maintains two campuses. While the physical spaces and policies are the same, uniqueness based on academic program needs are addressed at each campus respectively. For example, the Law Enforcement Center program has unique curriculum due to its mission.

The Safety Committee (SC) is comprised of members from administration, faculty, staff, and students. The SC meets six times a year between September and May to identify, investigate, and resolve environmental, safety, and security concerns affecting employees, students, and visitors. Membership is open to any staff, student senate, or faculty member. Since HTC has many technical programs that use dangerous equipment, safety audits are conducted in all program areas annually to ensure the safety and well being of its employees and students.

The Director of Safety coordinates all required safety training for each campus, as well as additional training in First Aid, CPR/AED, office safety, health, slips and falls, ergonomics, eye safety, safe lifting, disease prevention and control, hearing safety.

During construction projects, the Director of Safety and Director of Facilities meet weekly with construction supervisors to discuss safety and environmental concerns.

HTC has teamed up with Wenck Associates, Inc. to develop a MS4 (Small Municipal Separate Storm Sewer Systems) plan. The goal is to maintain and improve "waters of the state" through treatment of urban storm water runoff.

The Director of Security coordinates training on workplace violence, emergency procedures, dealing with difficult customers and other identified security specific concerns.

HTC utilizes a contracted security service at each campus. Security officers are on duty from 7am to 10pm, Monday through Friday, and from 7am-3pm on Saturdays during the academic year. Campus Security staff patrol the campus interior/exterior and parking areas.

The Director of Security and on duty security staff act as the first point of contact for all day to day concerns and emergencies (testing and answering the campus emergency lines daily). The Campus Security team is charged with the

daily enforcement of campus parking, maintaining a tobacco free campus, and responding student conduct issues and gathering information for the Campus CARE (Campus Assessment Referral & Education) team.

HTC has an updated Emergency Operations Plan so that it can quickly respond to emergencies, including fire alarms, medical emergencies, severe weather, and utility failures.

In 2013 Campus Security coordinated the purchase of digital 2 way radios on each campus that allow for efficient inter-campus communications by Maintenance, Security and Administrators during emergency situations.

A group of key staff and faculty play a critical role in assisting in emergency situations that may arise. These responders provide leadership and guidance during a crisis on either campus. The Director of Security & Emergency Preparedness coordinates training and resources for these individuals - explaining their roles and responsibilities, and provides copies of emergency response procedures.

The Campus Security team maintains a webpage where staff, faculty, and students can access emergency procedures, guides, maps and other resources including the public crime log for Federal Cleary Act compliance. The Campus Safety & Security team is responsible for the activation of the HTC STAR ALERT emergency messaging service – providing timely notifications to the campus community during emergency situations.

The Health and Wellness Committee (HWC) investigates ways to bring topics of interest to employees by conducting an annual survey. The committee incorporates weight loss and fitness challenges and encourages team participation. The committee e-mails website links to employees for personal fitness challenges, logging minutes of activity, eating hints and other information about health and wellness. The HWC reached out to Lancer (campus catering) to improve the healthy choices of foods and drinks available. HWC works to promote these healthy choices to staff and students.

At the beginning of each year, employees are encouraged to take a health assessment offered though the state health plan. Employees who take the assessment may speak to a professional regarding their results. In turn, participants receive a $5 discount on the health provider visit co-pays. Each fall flu shots are provided at no charge to all employees.

The Continuity of Operations Plan (COOP) was completed in 2010. The current plan is being updated to align with MnSCU standards. This plan reviews and identifies each department and their associated recovery needs.

All employees are given the opportunity to provide an exit interview as they leave employment at HTC. The employees are asked about their experience, including the relationship with their supervisor. HR then follows up with individual supervisors to provide feedback for improvement.

Every six years, Office of Civil Rights (OCR) audits are performed by MnSCU and a contracted facilitator to ensure that facilities, programs and services, and communications are accessible to all members of the community. HTC complies on all issues that are brought up, through a Voluntary Compliance Plan (VCP), which is monitored by the President and Director of Diversity and Affirmative Action. HTC complies with the Americans with Disabilities Act (ADA). The CHRO serves as the ADA compliance officer and meets with employees to address any workplace accommodation that may be needed.

5.1b(2) Workforce Benefits and Policies
Faculty and staff work under various contracts and plans that are collectively bargained every two years between the MN Management and Budget (MMB), MnSCU, and various unions. Collective bargaining agreements cover faculty and most professional, technical, clerical, and maintenance positions. These bargaining agreements and plans define the specific terms and conditions of employment and benefits structured to the specific needs of the covered employees. HTC's compensation system involves the use of extensive salary grids that are in place for each classification to allow for prescribed wage adjustments for each bargaining unit. This includes general increases (cost of living), progression increases, performance increases, and merit increases as well as column advancement for faculty based on the individual furthering his or her education in a specific area. New employees are hired at a salary that is based upon their work experience and/or education. Some bargaining units allow employees who have demonstrated outstanding performance throughout the previous year to receive monetary achievement awards. These can be given as an individual award or as a team award. Some classifications allow for granting of bonuses for meeting or exceeding the year's sales goals. There is also a tuition waiver program available to employees.

As part of the State of MN, HTC provides various benefits for permanent classified and unclassified staff (50% or more FTE) and faculty (unlimited 50% or more or temporary if working at least 6 credits for two consecutive semesters). As part of the benefit program employees have access to a confidential Employee Assistance Program (EAP).

New employees are able to sign up for these benefits and make coverage changes through an employee self-service website.

Category 5: Workforce Focus

Benefits by Job Classification					
	Faculty FT	Faculty PT	Adjunct	All Staff	Administrators
Insurance	x	x	x	x	x
Retirement	x	x		x	x
Vacation				x	x
Personal Leave	x	x			
Sick Leave	x	x	x	x	x
Holiday*				x	x
Tuition Waiver	x	x		x	x
Voluntary Deduction – Tax Sheltered Annuity/ Deferred	x	x	x	x	x
Sabbatical	x				x
Health Savings Account	x	x		x	x

Figure 5.1-1 Benefits by Job Classification
*Academic calendar is developed around all state/federal holidays.

5.2 Workforce Engagement
a Workforce Performance
5.2a(1) Elements of Engagement
Drivers of employee commitment are determined by annual performance reviews, regular employee meetings (Dean/PAC meetings twice per month and as semester needs dictate, faculty and staff meetings at workshop days, college wide employee meetings and department meetings as set by supervisors), bi-annual employee engagement survey, Employee Satisfaction to the Personal Assessment of the College Environment (PACE) and informal surveys via Survey Monkey, and feedback received through college-wide workshops held once per semester in addition to the annual "All About Me" Day and the bi-annual WIN Day.

Supervisors incorporate the mission and goals into their areas of operation as they engage with their team members. Examples include increasing student retention and completion, program expansion and increasing FYE. The result is an intersection between employee engagement and achieving HTC's objectives.

5.2a(2) Organizational Culture
HTC is characterized by staff that, despite system-wide process challenges, does their utmost for students and customers with a view toward promoting the well being of the institution. Staff is allowed to use their knowledge and creativity to serve students. Examples include recent work by the Registrar to create registration protocol for visiting students and contract credit courses. Law Enforcement and Registration also developed an online registration protocol for incoming Law Enforcement students. Employee efforts in this area now enable HTC to serve significantly more students per year because of this innovation. Achieving this success contributes to a sense of personal engagement and professional fulfillment.

Best practices and success stories are shared weekly by the President through the Message Monday newsletter as well as by college-wide workshops that occur once per semester (All
Category 5: Workforce Focus

About Me Day or the bi-annual WIN Day). Staff advisory councils, shared governance, campus-wide committees and open forums all contribute to an idea-sharing culture that leverages the creativity of faculty and staff.

5.2a(3) Performance Management
Worker compensation is set largely by collective bargaining agreements. However, recognition programs include holiday dinners hosted (and personally paid for) by administrators and supervisors, longevity service awards presented by HR, the president's "spirit of the heart" award recognizing individual achievement, attendance at professional development events sponsored by HTC's professional development committee, peer-nomination for achievement in various disciplines and system-wide recognition. Faculty and staff are also recognized for individual achievement through college-wide communications.

Intelligent risk taking and innovation are validated by administrative-level and peer-level recognition. Innovation is rewarded through initiative funding and having faculty and staff present best practices at local and national conferences. In each case, senior administration is careful to demonstrate to the college at large how the activity supports the mission and goals of the institution, student-focused results and interests of the broader community.

Employee recognition programs include; Key awards, "Catch Me @ My Best" and informal "Sticky Notes" programs, length of service awards, excellence in teaching awards and other presidential recognition. Some unions allow HTC to offer excellence/achievement monetary awards. Employees are also recognized at department meetings, various communication pieces and Message Monday.

b Assessment of Workforce Engagement
5.2b(1) Assessment of Engagement
Workforce engagement is assessed through surveys, meet and confer meetings, feedback sessions, committee participation, check-in time, and walk-around opportunities.

Formal tools to assess and measure workforce engagement and satisfaction are employee satisfaction surveys, feedback sessions with the President, feedback sessions between Deans and faculty, supervisors and staff, exit interviews and quick assessment opportunities (check-in time) at department, deans and program meetings. Administrators also conduct "Informal walk around interviews." HTC monitors feedback as indicated by the number and type of grievances received from the unions. High turnover in a given position is discussed with the supervisor to determine cause. High amounts of grievances may be reviewed with leadership for causes.

5.2b(2) Correlation with Organizational Results
Findings from employee engagement and PACE surveys is used to identify opportunities for improvement at the college. Specific results are shown in Cat 7, Item 7.3.

c Workforce and Leader Development
5.2c(1) Learning and Development System

Because HTC is an AQIP institution, the mission is focused on continuous improvement. MnSCU's goal of workforce development also promotes the continuous development of the core competencies of HTC's employees.

HTC's personnel, the largest asset of this college, is a unionized workplace environment which takes seriously the strategic challenges of assuring equity across work areas and providing equitable access to opportunities.

HTC benefits from an external focus of innovation as part of a 32-institution system. The sharing of best practices and collaborative efforts in a variety of areas assist the design, planning and use of campus resources.

The college utilizes processes approved by MnSCU, the State of MN and HTC to identify specific credentials, skills, and values required for employees and are aligned. HTC is served by several bargaining units **[Figure P.1-6].** Required and preferred qualifications for positions adhere to the respective union's criteria. Annual reviews of employees now include a review of the current job description. Any needed updates or reclassifications are addressed at this time.

Many opportunities exist for further learning and development of employees. Since 2010, HTC has improved the process by which new employees receive orientation to the College. Orientation is now offered in an on-line setting. The goal of new employee orientation is to help employees successfully transition into their new position at HTC. This orientation is designed to provide important information about HTC's culture, resources, and policies. Orientation includes units on HTC mission, vision, values, "right to know", employee code of conduct, data privacy, complaint procedures, appropriate use of IT resources, sexual harassment and violence prevention, workers compensation, employee benefits and a host of other information.

HTC's process for evaluation and recognition are aligned. It is the philosophy of HTC that employees should strive to improve their talents and skills. The purpose of the process is to build on discovered strengths, assure satisfactory performance and promote professional fulfillment and growth within an atmosphere of freedom and openness. The advancement (review) procedures do not restrict academic rights as defined in the MSCF master agreement and is in compliance with MnSCU and HTC policy 4.9. A revised Faculty Performance Advancement process was completed by a task force in 2011, which examined policies and procedures within and outside of MnSCU. It also considered HTC's work as an AQIP and CQIN institution and a two-year technical college. Faculties hired as unlimited full-time faculty (UFT) go through a three-year probationary period that requires regular classroom visits by the Dean and development of a teaching portfolio. Adjunct faculties are also reviewed regularly by the Dean. UFT faculty is required to maintain an individual personal development plan (IPDP) that is reviewed with the Dean on a one- two- and three-year cycle. Additionally, the Faculty Performance Evaluations process was revised in 2013 to place all faculties on a three-year cycle. The review of the UFT IPDPs occurs during the Academic Program Review and Advancement Process.

All unlimited faculty are required to show their competency in the classroom by successfully completing Teaching and Learning Competency (T and LC) courses in the first three years of employment.

The Personnel Evaluation System for staff and Administrators was designed by MnSCU and HR implements its use. Deans, department supervisors, and staff complete an annual evaluation. Administrators are evaluated annually using criteria based on leadership, management, interpersonal relationships and community and college relation's skills. This process includes a comprehensive evaluation including input from both inside and outside sources in the form of a performance survey. Results of the surveys are discussed during the formal administrator review.

In 2013, the MnSCU Chancellor tied the performance evaluation of HTC's President to the College's performance on the MnSCU Strategic Framework Performance Metrics. While Performance Metrics align with HTC's Strategic Plan goals, greater efforts have been made to demonstrate the alignment of these metrics and institutional goals to all employees.

5.2c(2) Effectiveness of Learning and Development

The effectiveness of learning and development is measured for satisfaction and improvement through participant feedback. Evaluations are completed for each employee training session and college workshop. HTC uses the PACE survey, which provides the indication of the level of employee satisfaction and engagement. Employees participate in a bi-annual WIN Day where the entire college comes together to develop ideas and direction for the work of the college. Assigned duty days (program and department planning) for faculty provide deliverables. Faculty and Deans provide feedback through classroom observations, peer observations, and the Quality Matters course review process. Feedback is received through CQIN, AQIP and HLC participation. The feedback is used to improve the quality of opportunities for employees during HTC's planning and a gap analysis provides additional opportunities to meet employee needs. Examples of learning and development is shown below.

Category 5: Workforce Focus

Learning and Development	Effectiveness and Career Growth	Refine Leadership and Mission
• Department & College Orientation • Staff Development Days • Accountability Training • Mentorship • College Course Attendance • Probationary & Annual Reviews • T & LC Courses for Faculty	▪ Faculty Workshops ▪ Individual Professional Development Plans (Faculty) • *Quality Matters* Course Validation • Sabbaticals • Committee Participation	• Luoma Leadership Academy • Interim Appointments • College Master Academic Plan • Baldrige Performance Excellence • New Administrator Orientation • The Art & Science of Supervision Course

Figure 5.2-1 Learning and Development

5.2c(3) Career Progression

HTC uses key pathways to promote career progression as show in **Figure 5.2-2**.

Luoma Leadership Academy
• System-wide training through workshops and conferences • Acting and Interim leadership positions
Planning Pathway
• Individual Professional Development Plans (IPDP)
Program/Department Advancement (faculty)
• WIN Day
Advancement/Training Pathway
• HTC Professional Development Workshops • Atomic Learning 24/7 just-in-time online training • Contract allowances for professional development funds for conferences, tuition reimbursement for college/university courses, customized training at reduced rates • Sabbaticals (faculty) • Employee orientation • Contract required Teaching & Learning Courses (faculty) • CQIN, AQIP and HLC participation • All About Me Day • Learning and Development System • Luoma Academy Leadership Experience • A-Days for Faculty and Workshop Days for all employees • Line staff development conference and training • Tuition Waiver • HTC Committee Participation

Figure 5.2-2 Career Progression

HTC's succession planning efforts are discussed in 1.1a(3) and 4.2a(1).

Category 6: Operations Focus

6.1 Work Processes
a Program, Service and Process Design
6.1a(1) Design Concepts

HTC designs key educational program and services in response to identified opportunities and key requirements established by stakeholders through environmental scanning of advisory committees, industry leaders, alumni, and sales representatives. HTC's Program Advancement (review) process serves as the mechanism for review of the program objectives including program goals, student assessment, curriculum development, budget, and enrollment management. Semi-annual advisory committee meetings provide an opportunity to review student and industry needs including changing equipment methods and technology or consider new programs to reflect modifications in the ever-changing global environment. Meeting minutes are required to document industry recommendations for college review and decision steps in curriculum changes. Curriculum proposals move through reviews by the Dean and Division Chairs, Curriculum Committee, and Academic Affairs and Standards Council before moving on to MnSCU approvals. Industry perspectives are very important at each review step. The timing of program modifications is crucial. If training on new technology comes too soon, students may not have many job opportunities because several employers are still using the older technology. If training on new technology comes too late, HTC may be viewed as "behind the times". Realizing the potentially short implementation timeline, the acquisition of new technology can be expedited and completed in a semester or less (pending budget availability).

In 2012, as a result of an AQIP Strategy Forum, revisions to the Program Advancement (review) process at HTC were undertaken. The goal was to integrate previous isolated tasks (assessment, program/department work plan, curricula review, and professional development) related to program improvement under one umbrella. Quantitative data is presented in the program profile and based on the profile, the assessment report, and work plan 29 analytical questions were developed in seven categories (program awards, enrollment growth and management, curriculum review, expenditures, advisory committee review and response, program/award outcomes assessment, and program goals and future work plan). Additionally, a scoring rubric was developed to be used by the Deans, as well as a flow chart to illustrate the complete three-year cycle of Program Advancement. Templates for technical programs (basket weaving example) and general education departments (physical education example) were developed and placed on the shared drive for access by

appropriate faculty based on division and program. Electronic storage of all components-program profile, program/award assessment documents, work plans, IPDP as well as the comprehensive report was created and deployed in spring of 2014. A recent process improvement is to have faculty present for the advancement review of their program to facilitate the dialog between faculty and administration. This increases the breadth and depth of the review and encourages the sharing of information that originates at the heart of programs -the faculty perspective and student experiences. Based on recent experiences, this approach is a best practice of collaboration between faculty and administration.

In order to be responsive to student's academic goals, program faculty review program curriculum to ensure alignment to student's life-long learning goals. For example, the new science facilities supported a curricular change for health programs to general education science course work. Another example is the collaborative work with four-year universities. This has led to articulation agreements that meet student's life-long learning goals. The additional general education courses, along with the existing courses, fulfill all ten Minnesota Transfer Curriculum goals and allow students to take HTC courses that satisfy all of the lower division general education requirements at MnSCU institutions.

HTC adds new programs to fulfill needs that cannot be met with its existing programs. One of the tools utilized in determining possible program additions is an on-line information source (Economic Modeling Specialist Incorporated), which provides current regional economic conditions and employment projections, and Department of Employment and Economic Development (DEED) economic forecasts identify the number of new jobs expected in different sectors of the state.

Once a potential new program is identified, an ad hoc advisory committee of business leaders is developed to solicit industry input and recommendations to ensure that new program development is in alignment with business and community needs. If a new program idea appears to possess the necessary elements for success the dean develops a business plan. This plan includes projections on student interest, initial costs, costs for long-term equipment, projected salaries of graduates, and market demand. The business plans are shared with the CASAO, CFO and the President. If there is assurance that funds exist and the rationale for the new program is strong, the new program idea is forwarded to PAC, AASC, and SGC for a final review and recommendation. **Figure 6.1-1** documents the New Program Development process.

Idea Sources	Assess and Analyze Feasibility and Desirability	Approval
Strategic Planning	Mission Alignment	PAC
Enrollment Demand	Potential Student Interest	AASC

Program Advancement	Alignment with Transfer Institutions	Metro Alliance
Business/Industry requests for skills	Utilize Data Resources	MnSCU Academic Affairs
Four-Year Universities	Occupational/Professional Demands	
AASC Members	Unnecessary MnSCU Duplication	
Advisory Committees	Business Plan	
Faculty/Staff/Administrators		
Student		

Figure 6.1-1 New Program Development Process

Course curricula are updated by using the web-based Worldwide Instructional Design System (WIDS) model, which aligns course outcomes with program learning objectives. The WIDS model guides faculty to design courses from the inside out. In other words, what they intend to achieve drives how they approach the task. As a result, as faculty design curriculum they must link each course to expected HTC and program outcomes. The WIDS system compiles a data bank that shows which courses meet each of the learner outcomes and makes sure that all outcomes are covered in one or more courses. This provides the opportunity to track the four expected HTC learner outcomes, the 7 HTC Values as well as the program learner outcomes. By providing a consistent framework, WIDS software helps faculty design effective course and program outlines, learning plans, syllabi, and assessment tasks.

Program outcomes and course learning objectives are determined by faculty, program advisory committees, and administration. Curriculum is presented annually as an advisory committee agenda item. This is an opportunity to address changes in course and program content and attain advisory committee input. In many cases, a subcommittee of faculty and advisory committee members performs the detailed work of determining if there should be changes to outcomes and objectives. As with all of the work of the advisory committees, the faculty and administration must give final approval for changes to be made. It is, however, common practice to use almost all of the suggestions set forth by the advisory committees.

6.1a(2) Program, Service, and Process Requirements

Key Work Processes	Core Competencies
Student Enrollment	Non-traditional access and pathways
Student Learning	High-Tech Career Preparation
Student Success	Real-life skill development linked to employment
Professional Development and Employee Engagement	
Quality Improvement, Innovation and Partnerships	Largest array of cutting edge technical programs in MN
Creating Learning Spaces	State-of-the-Art Equipment

Figure 6.1-2 Crosswalk between Key Work Processes and Core Competencies

The BOT established goals for the System. The Chancellor, in consultation with individual college presidents, develop an annual work plan to advance the goals of the system's strategic plan and this work plan in turn serves as the evaluative tool for the president of the individual college.

PAC considers this work plan, the themes generated on WIN (What's Important Now) Day, other internal and external scans and comparative trend data to select areas of focus for the upcoming year. This discussion considers and analyzes the strengths, opportunities, and threats surrounding each theme and culminates in expectations for each goal. These goals are then presented to Shared Governance and Staff Councils for review and comment and then presented to the college community.

b Process Management
6.1b(1) Process Implementation

Key Work Processes	Key Performance Measures or Indicators and In-process Measures	Measures Relating to the Quality of Outcomes and Performance of Educational Programs & Services	Link to HTC Strategic Plan

Student Enrollment	**Key:** • Annual Student Enrollment • HTC Profile • IPEDS Annual Report **In-Process:** • Enrollment Report • Semester Enrollment Report	The measures that describe the student enrollment process provide for data-informed decision-making about HTC's financial & academic sustainability in the near and longer term. The data support the exploration of untapped markets for potential students as well as identifying performance gaps in student enrollment by demographic characteristics for in-process remediation.	Support access to an extraordinary education through comprehensive academic and student services that promote student engagement and success.
Student Learning	**Key:** • Award Outcomes • Program Advancement Process • CCSSE, SENSE, Noel-Levitz **In-Process:** • Student Course Survey • DFW Report • Program Delivery Option Review	The Program Advancement process and student engagement survey cycle together provide for a holistic review of the operational effectiveness of each academic program and its impact on student learning and institutional sustainability. The in-process measures enhance the ability of faculty and leadership to link the voice of the student and the evidence of academic achievement to surface effective learning strategies as they become apparent from the data collected.	
Student Success	**Key:** • Strategic Framework Metrics Report • Graduate Follow-up Survey • Technical Skills Attainment or Licensure Pass Rates **In-Process:** • Assessment for Course Placement (Accuplacer) • DFW Report • Student Suspension Data • Early Alert Reports	The key performance indicators for student success are predominantly longitudinal data collected over a significant period of time. The key metrics are limited in that they describe academic and employment success for students nearing program completion. For that reason, the institution uses multiple early indicators of student success for all students from entry into the enrollment cycle in order to recommend developmental opportunities and proactively identify strategies to increase the likelihood of student success.	
Quality Improvement, Innovation and Partnerships	**Key:** • Equipment donation • Foundation Support • New Program Development • Secondary partnerships (K-12) • Graduate follow-up Employer survey • Fiscal Responsibility **In-Process:** • Internship Availability • Advisory Committee Meeting results • Program Advancement Data	The key measures of quality improvement, innovation and partnership are the establishment of new relationship as evidenced by equipment donation, foundation support and the development of new programs and initiatives. The development of robust linkages with secondary educational institutions is a strategic priority for the entire MnSCU system as well as a predictor of future enrollment sustainability. The in-process measures validate the dynamic relationships with the institution's key industry partners. Data from Program Advancement provides evidence of the quality of key educational programs and services in order to facilitate the internal quality improvement cycle in all aspects of program viability.	Develop and nurture intentional, strategic and vibrant partnerships. Develop and measure innovation and excellence in programming, services, technology, operations and marketing.
Creating Learning Spaces	**Key:** • Strategic Framework Space Utilization metric • Capacity assessment by Tech Committee • Master facilities plan objective (in development) • Master academic and student affairs plan objectives. **In-Process:** • Achievement of Technology Plan recommendations IT audit by outside consultant • Learning space technology standardization • Technology lifecycle management report	The strategic planning process of the college identifies the creation and maintenance of facilities and technology for student learning as a goal shared across the organizational divisions of the institution. Major strategic planning documents as well as system-level metrics evaluate the physical space of the college in terms of utilization and suitability in support of the key educational programs and services of the institution. The in-process measures describe both the standardization of technology access and capability across the campuses as well as the flexibility of the infrastructure to meet stakeholder needs.	Intentionally develop critical infrastructure to support continuous quality improvement. Develop and measure innovation and excellence in programming, services, technology operations and marketing

| Professional Development and Employee Engagement | **Key:**
• PACE survey
• Faculty sabbatical reports
• Professional Development Committee minutes and activities
• Fun Committee
• Diversity Committee Minutes and Activities
In-Process:
• Performance Evaluations
• Individual Professional Development Plan
• Employee engagement committee feedback
• Campus workshop feedback
• Sabbatical and professional development fund applications.
• Mandatory training completion survey | Key measures of professional development and employee engagement identifies strengths and opportunities for institutional improvements. Due to the biennial administration of the key survey, as well as the sporadic nature of sabbatical reports, the college supplements the key indicators with in-process measures on an individual and college-wide level in the form of targeted workshops and feedback sessions as well as monitoring the utilization of development resources open to all faculty and staff. An array of topics from technology to social issues and cultural enrichment are presented in scheduled workshops that enhance the ability of stakeholders to address emerging trends and the needs impacting key educational programs and services. | Provide a working environment that promotes engagement, leadership development, advancement and retention of employees. |

Figure 6.1-3 Alignment of Processes, Measures, and Linkages to Programs & Services

6.1b(2) Support Processes
HTC's key support processes are determined by its strategic objectives.

Key Work Processes	Key Support Processes
Student Enrollment	• Strategic Enrollment Management • Outreach & Community Engagement
Student Learning	• In-Class Student Assessment • Intrusive Advising • Student Course Surveys
Student Success	• Post-Test Advising • Required New Student Orientation • -Support Services & Campus Resources (Centers for Student Achievement, SSS/TRIO, Disability Services, CARE Team) • Campus Involvement (Student Senate, Clubs & Organizations, Student Ambassadors, Skills USA)
Quality Improvement, Innovation & Partnerships	• Foundation Dinner • Advisory Committees • Professional Association Membership
Creating Learning Spaces	• Staff and Maintain the Library, Computer Lab & Learning Commons • IT support for student technology
Professional Development & Employee Engagement	• Provide opportunities for participation in conferences, workshops, trainings and faculty sabbaticals • Recognition and appreciation events (holiday party, ice cream socials, retirement parties)

Figure 6.1-4 Key Work Processes

The day-to-day operation of these key support processes is evaluated through regular feedback in PAC, SG, SAC and employee performance reviews.

6.1b(3) Program, Service, and Process Improvement
HTC utilizes key performance measures and industry best practices to assess current processes against the desired future state. Educational programs are improved with the Program Advancement process, input from the advisory committee and consultation with faculty. Student Services are improved by formal and informal input from students, staff and identified trends and best practices. The educational performance of students is improved by assessing the data from course evaluations, CCSSE, SENSE, and MnSCU metrics and locally gathered data on enrollment, retention and completion. Variability is reduced by better understanding internal processes and creating a uniform approach to key work processes.

6.2 Operational Effectiveness
6.2a Cost Control
HTC controls the overall costs of operations through the annual budgeting process that aligns budget requests and allocations to strategic goals and objectives. Each year, division and department leaders prepare zero-based budget projections for expenditures in alignment with strategic goals and objectives. The Administrator reviews the projections with the VP of Administrative Services, VP of Academic and Student Affairs, and President. Financial modeling is utilized

to 1) ensure adequate current operational funds, 2) handle capital debt, and 3) grow the fund balance. Equipment budget resources are shared as well as equipment requests. Equipment allocations are based on safety first, followed by demonstrated need and impact on teaching and learning in the programs. The VP then prepares preliminary budget allocations based upon projected revenues from the state, tuition, and fees. Budget adjustments are made to accommodate and support new strategic plan initiatives. The annual College budget is designed and aligned with the Strategic Plan. Budget forums are held three to four times a year to provide transparency regarding the financial processes and to update the campus on the financial health of the institution, as well as any corrections that were required since the previous forum.   The Finance Committee meets three to four times a year as well and provides input on potential actions necessary to maintain fiscal viability. Financial risks are handled in the budgeting process. Annual internal and external audits are conducted; HTC has unqualified results and no unresolved findings Efficiency and effectiveness work processes impact the value received and each impact cost in direct and indirect ways. Education of and expectation for policy adherences are utilized to guide work processes executions. As an example; compliance to procurement processes ensures lowest cost supplies and services are obtained to meet standards. Delegation assignment controls are used to govern responsibility for comparative bids and statements of work oversight evaluating the supply chair aspects of cost controls and delivery quality.

Strategic assignments form another cost control strategy. One example: Student work studies are used to support other

students in the computer labs, allowing ITS1 technical staff to performing other duties per their skills and abilities.

Accuracy particularly when working with data input is monitored through a series of reports that can be generated to identify missing data elements or verify entries.

HTC minimizes costs associated with inspections and tests through the state mandated competitive bidding process and cost avoidance practices such as equipment inspection plan for maintenance and replacement. The shift from annual external audits to MnSCU System internal audits annually and external audits on a three to five year cycle has also provided cost savings.

Hands- on- learning is a key element of the technical college experience, so the management of material supplies for learning is fundamental. Students, customers, and other community interests all have a stake in the balance of delivery costs compared to the value. Industry partners for example, provide scrap product materials of remaining educational value to some programs to lower supply costs. Ex. Recycled steal in lengths of 5 feet are no longer practical for industry sales; however, there is classroom instruction value use for welding practice.

While the purchase of a variety of simulation equipment (e.g. EMS, nursing, dental, and manufacturing) initially can be expensive, supply costs are minimized by utilizing simulation software stations such as "Virtual Welding" to perfect skills and concept understanding prior to doing work on actual materials.

6.2b Supply-Chain Management
HTC Principles for Supply Chain Management:
- Perceived and actual needs: distinguished through a dialogical process.
- Intentionally hearing from a diverse mix of stakeholders.
- Thoughtfully organized introduction of supply and process changes to promote buy-in.
- Data-informed evaluation of results.

Criteria Item 6.2b	Student Enrollment	Student Learning	Student Success	Quality Improvement, Innovation & Partnerships	Creating Learning Spaces	Professional Development & Employee Engagement
HOW do you manage your supply chain?	Targeted recruitment activities; Regular reporting and evaluations; SEM planning cycle	Professional development opportunities; Partnerships with industry; Support resources	Initiative-based interventions for at-risk students	Course Surveys (in-house); Program/Department Advancement; Survey Cycle of CCSSE, SENSE, Noel Levitz;	Funding request secure improvements through MN budget and bonding; Strategic planning	PACE; Evaluations and Survey results from College events
HOW do you select suppliers and ensure that they are qualified to enhance your performance and your students' & other customers' satisfaction?	Evaluate event results; Evaluate accuracy of SEM metrics	Networking; advisory committee input and recommendations	TSAs linked to the industry	MnSCU partners; Metro Alliance meetings/experiences	Suppliers meet regulatory compliance & ROI	MnSCU recommendations; faculty and staff input

HOW do you measure and evaluate your performance?	overall satisfaction through stakeholder feedback	Student feedback	Programs are evaluated on the basis of evidence of impact key results	student surveys; Employer feedback; compatibility of equipment with industry standards	MnSCU Metrics; Benchmarks that guide planning and support requests	Faculty and staff surveys; Committee Structure; Professional Development Reports
HOW do you provide feedback to your suppliers to help them improve?	Bi-weekly meetings with outreach team, individual meetings as needed	Faculty feedback to students;	Transparent evaluation of program data;	Identification of appropriate skill development for industry workforce	Funding requests reviewed; Contracts issued	Faculty and staff feedback on College activities
HOW do you deal with poorly performing suppliers?	Provide individual mentoring and development opportunities	Faculty articulate appropriate equipment and training are satisfactory	Initiative-based interventions can be revised or terminated	Other partnerships pursued	Accountability of suppliers under contract;	Not utilized in future

Figure 6.2-1 Supply Chain Management

6.2c Safety and Emergency Preparedness
6.2c(1) Safety
HTC places safety and well- being as a top priority (see 5.1b(1)). HTC has a Director of Safety and a Director of Security and Emergency Preparedness. These Directors work with faculty and staff to address and resolve safety and security issues that arise.

Crime statistics are tracked at HTC in compliance with the Cleary Act and three year comparison results are posted on the website. (Fig.7.3a (2)-2).

The C.A.R.E. team is a new initiative at HTC to respond to the growing number of mental health and behavioral issues that we are seeing on campus. The primary focus the team is:

- Provide a designated referral point where behaviors of concern can be examined.
- Collect input from multiple sources, providing more comprehensive data for analysis.
- Offer resources and referral to students as needed to better meet their needs and contribute to their success at HTC and in life.
- Assess potential disruption, threats, and violence utilizing a specific, objective process for evaluation and intervention.
- Minimize or eliminate disruption to the teaching-learning process, and college operations through early identification, intervention and support.

6.2c(2) Emergency Preparedness
The College has an updated Emergency Operations Plan to ensure a quick response to emergencies, including fire alarms, medical emergencies, severe weather, and utility failures. After every emergency event, the college administration conducts a thorough debrief of the event to analyze the response and to identify actual/potential areas of failure (communications, technology, employee training). The college administration prepares a report that identifies steps that need to be taken to improve areas of weakness.

HTC was a pilot for the MnSCU Continuity of Operations Plan (COOP) in 2006 and this plan will be updated in the future by the safety committee.

6.2d Innovation Management
Framework:
HTC's Organizational Profile describes the measurement, analysis and improvement processes utilized to address innovation management. HTC takes advantage of many internal and external inputs and processes that are in place to assure the college is responsive to stakeholders. These include:

- Membership in a system provides access to best practices developed at other institutions to be utilized in improvement of processes and services for students.
- Professional development opportunities to enhance skills for innovation
- Student and employee survey provide feedback and serve as evaluation on the success of innovation deployed.

HTC Program Advancement is the primary process that propels curriculum innovation, instruction, assessment as well viability of the program. As discussed in 6.1a(1), programs at risk (identified through declining enrollment, poor job placement upon completion or poor completion rates) impact resource allocations and must submit a plan for improvement or suspension will occur.

![H] **7 Results**

7.1 Student Learning and Process Results

7.1a. Student Learning and Student-Focused Process Results

HTC, as a stand-alone, medium size, urban technical college in the MnSCU system, compares itself to the following MnSCU institutions because they are relevant in size, geographic region and/or subject matter: Anoka Technical College (ATC), Inver Hills Community College (IHCC), Minneapolis Community & Technical College (MCTC), St. Cloud Technical & Community College (SCTCC), and Normandale Community College (NCC). Rochester Community and Technical College (RCTC) is also included to serve as a MnSCU Baldrige benchmark that has received the MN PEN Award.

HTC, compares itself to other CQIN 2-year institutions of relevant size and/or subject matter: Fox Valley Technical College (FVTC), Moraine Park Technical College (MPTC), North Arkansas College (NAC), Waukesha County Technical College (WCTC) and Western Technical College (WTC). WTC also serves as a Baldrige benchmark that has received the WI Forward Award. NAC as a Baldrige benchmark that has received the Arkansas Governor's Quality Award.

HTC also compares itself to the following private institutions: Dunwoody, ITT Eden Prairie, Everest-Gateway (closing FY15). Limited information for the colleges from IPEDS is presented for review.

Results show the average and 3 years' worth of data due to space limitations; however, 5 years' worth of data will be provided to the evaluation team in full page graphs at site visit.

HTC places significant priority on measuring the success of our credit students. Key measures include technical and academic skills attainment, student retention/ transfer/ graduation (persistence), certificate, diploma or degree attainment, student placement, licensure exam success, employer satisfaction and employment rates.

Figure 7.1a-1
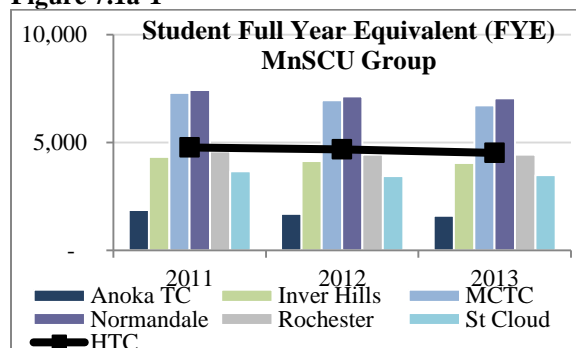
Source: MnSCU Management Reports/Enrollment

Figure 7.1a-2
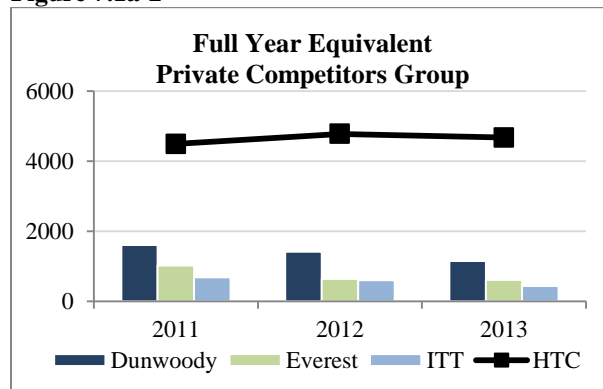
Source: IPEDS

Figure 7.1a-3
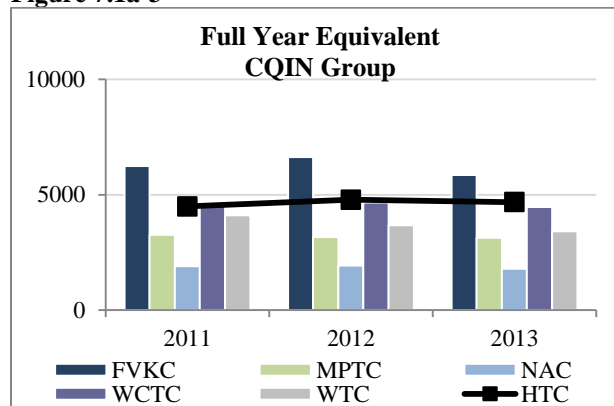
Source: IPEDS

Figure 7.1a-4

Source: MnSCU System Performance Metrics

37
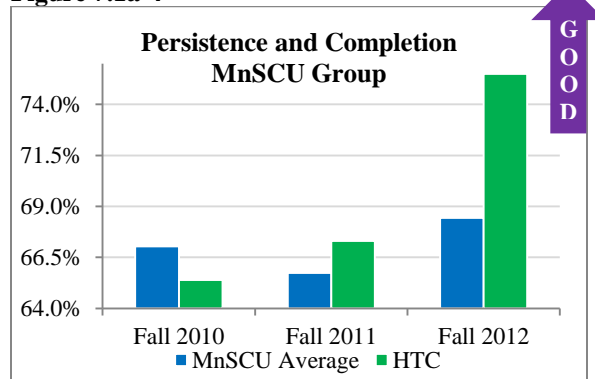
HTC has improved and has higher persistence and completion results than the average of the MnSCU comparison group for the period 2010-2012.

Figure 7.1a-5

Completion Rate MnSCU Group
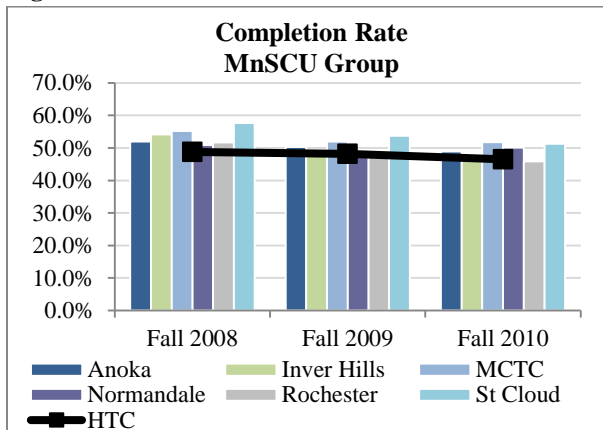
Source: MnSCU System Performance Metrics

Our student's success is also measured in the ability of our graduates to have employment following their studies, as well as their pass rates for state licensure exams. Programs included in the state licensure exams are practical nursing and law enforcement. HTC had a decline in CY 2012, but anticipate rates will improve in subsequent reporting.

Figure 7.1a-6
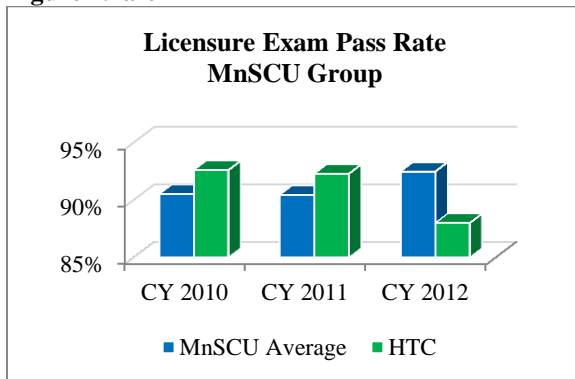
Licensure Exam Pass Rate MnSCU Group

Source: MnSCU System Performance Metrics

Figure 7.1a-7

Related Employment of Graduates MnSCU Group
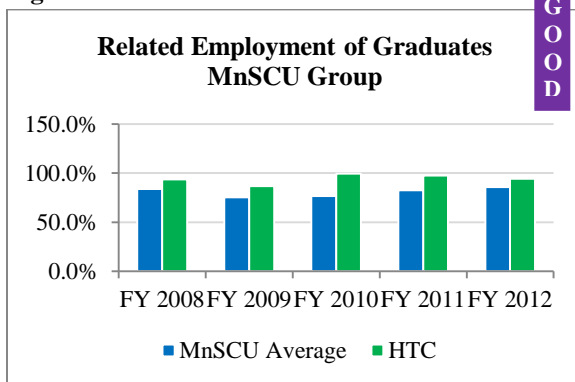
Source: MnSCU System Performance Metrics

The awarding of a Certificate, Diploma or Associates degree indicates goal attainment for a technical student. HTC has steadily increased awards but are still behind our CQIN and Competitor groups.

Figure 7.1a-8

HTC Placement Compared to Unemployment Rate
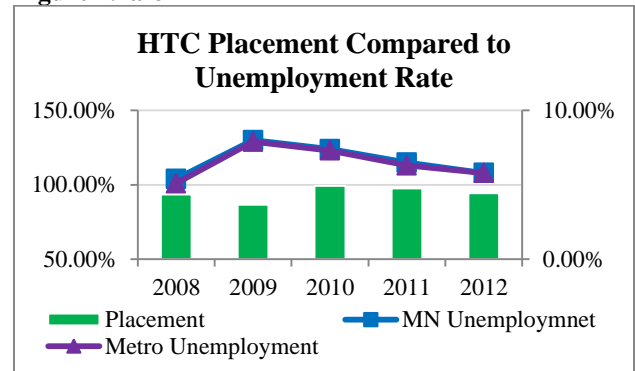
Source: MnSCU System Performance Metrics/MN Dept. Employment and Economic Development

Figure 7.1a-9

Graduation Rate, Overall

Source: IPEDS

Figure 7.1a-10

Employer Satisfaction, Overall Rating of Technical, General, & Employment Skills
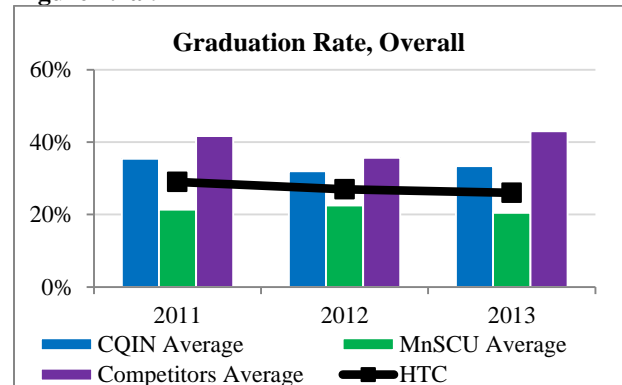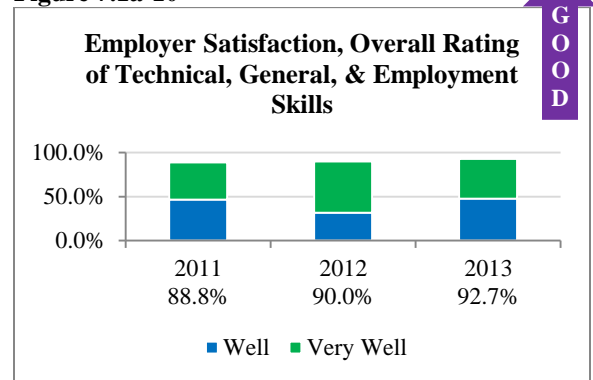
Source: HTC Graduate Employer Survey

Figure 7.1a-11
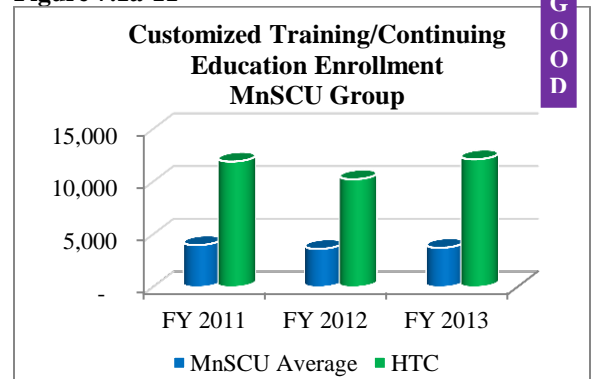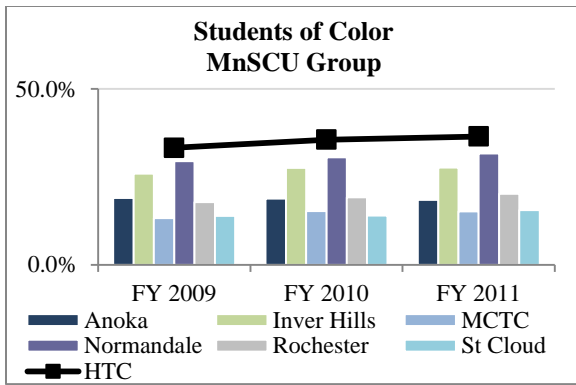
Customized Training/Continuing Education Enrollment MnSCU Group

Source: MnSCU System Performance Metrics

Figure 7.1a-12

38

**Students of Color
MnSCU Group**

Source: MnSCU System Performance Metrics

Figure 7.1a-13

**Student of Color Persistence
and Completion
MnSCU Group**

GOOD

Source: MnSCU System Performance Metrics

Figure 7.1a-14

MnSCU System Average FYE vs. HTC FYE for Top Programs

■ MnSCU Sys Avg 2011 ■ HTC 2011 ■ MnSCU Sys Avg 2012 ■ HTC 2012 ■ MnSCU Sys Avg 2013 ■ HTC 2013
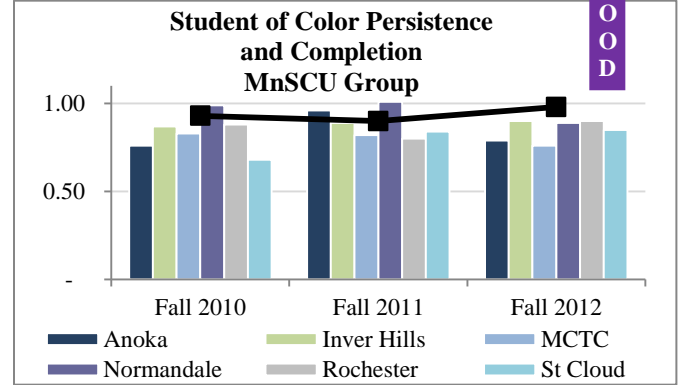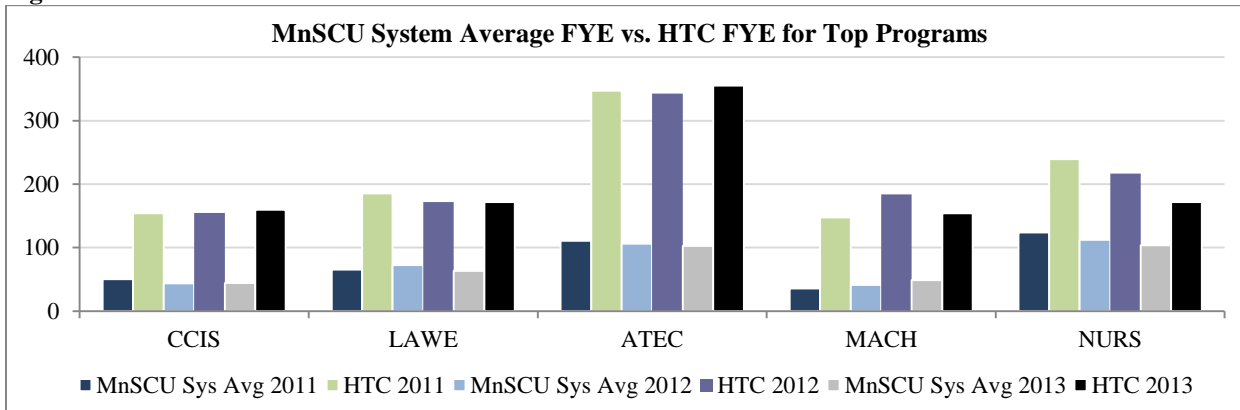
Source: MnSCU Cost Study

Figure 7.1a-15

Tuition + Required Fees
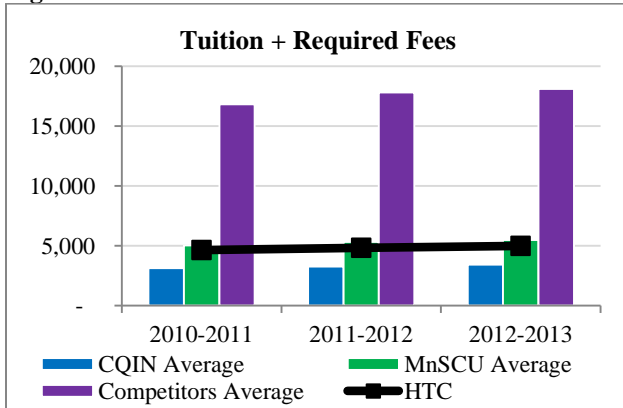
Source: IPEDS

7.1 Student Learning and Process Results
7.1b(1). Work Process Effectiveness Results

Increase from FY 10 due to LEJEC acquisition, and improved boiler systems (Figure 7.1b(1)-1).

Figure 7.1b(1)-1

Utility Expense
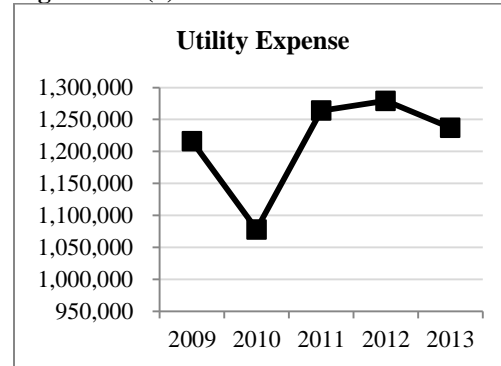
Source: MnSCU EMP11/Finance

Figure 7.1b(1)-2

Utility Expense by Type

■ Electricity ■ Water/Sewer ■ Natural Gas
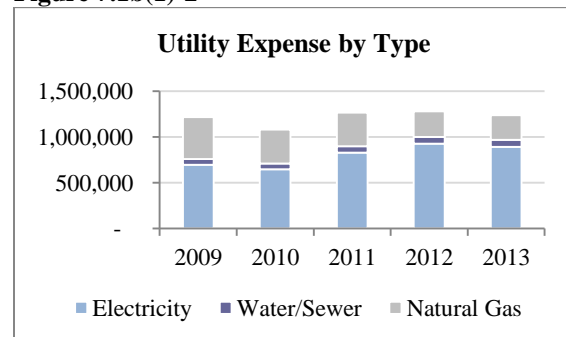
Source: MnSCU EPM11/Finance

Figure 7.1b(1)-3 & Figure 7.4a(5)-1-

Video Conference Connections Made
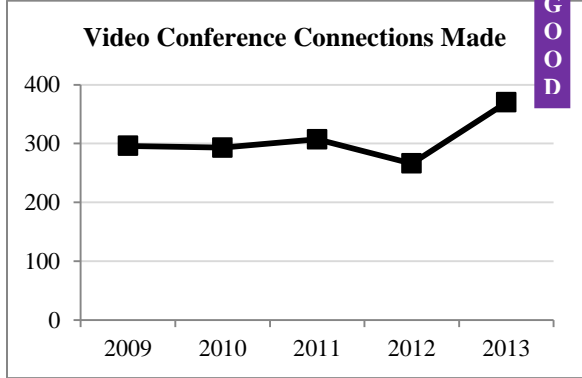
Source: HTC Media Services

7.1b(2) Emergency Preparedness

Figure 7.1b(2)-1

Workers Comp Claims
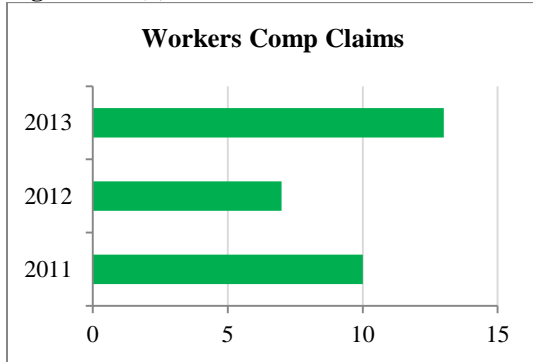
Source: HTC HR report

## 7.1 Student Learning and Process Results
7.1c. Supply-Chain Results

HTC's supply-chain effectiveness is measured through the net price of attendance results. Maintaining costs associated with supply-chain services such as textbook and learning materials, and technology have a direct impact on affordability. HTC's net price of attendance has trended above the IPEDS comparison as shown in Figure 7.5a(1)-11. HTC's target for performance is to be at or below the IPEDS comparison

Figure 7.1c-1

PSEO Unduplicated Headcount by Year
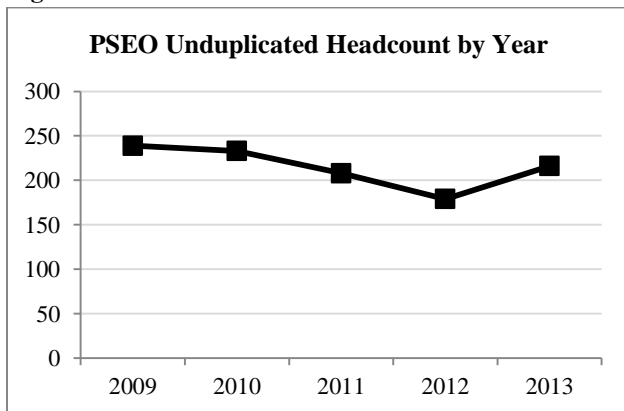
Source: MnSCU EPM11/Students Enrolled

Figure 7.1c-2

Transfer In Students Headcount
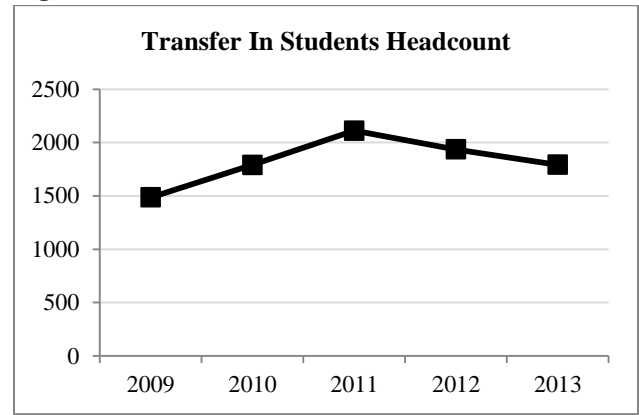
Source: MnSCU EPM11/Students Enrolled

7.2 Customer-Focused Results
7.2a(1). Student-and Other Customer Satisfaction Results

Figure 7.2a(1)-1

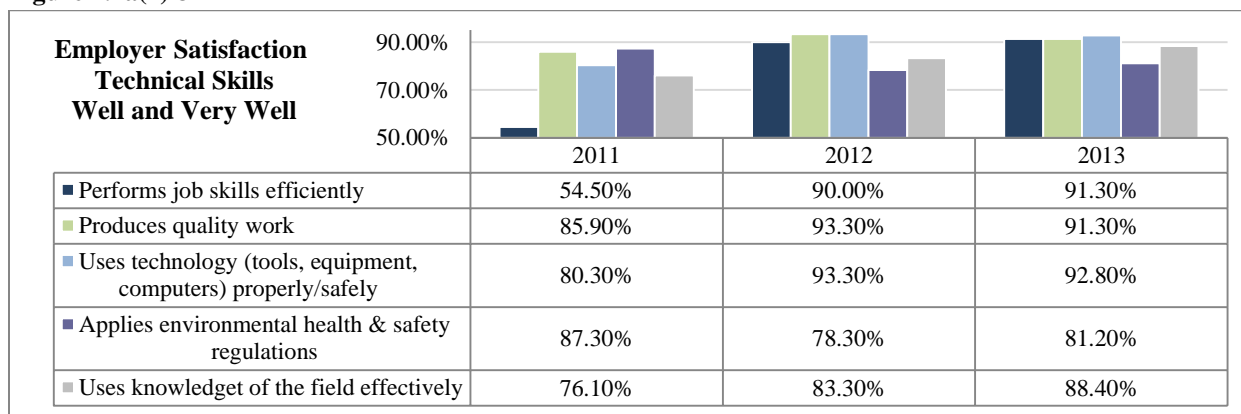| Diversity Complaints	2013	2014
Informal Complaints	6	20
Formal Complaints	8	*
Type:		
Student vs. Student	*	*
Student vs. Employee	12	11
Employee vs. Employee	0	7
Outcome:		
Informal Resolution	8	22
Violation Substantiated	6	*
Complaints based on Protected Class	14	28
Student Code of Conduct		
Informal Complaints	22	28
Formal Complaints	0	*
Complaints SAP		
Formal Complaints	592	770

Source: HTC Diversity/Student Affairs * suppressed for less than 6

Figure 7.2a(1)-2 Employee Grievances

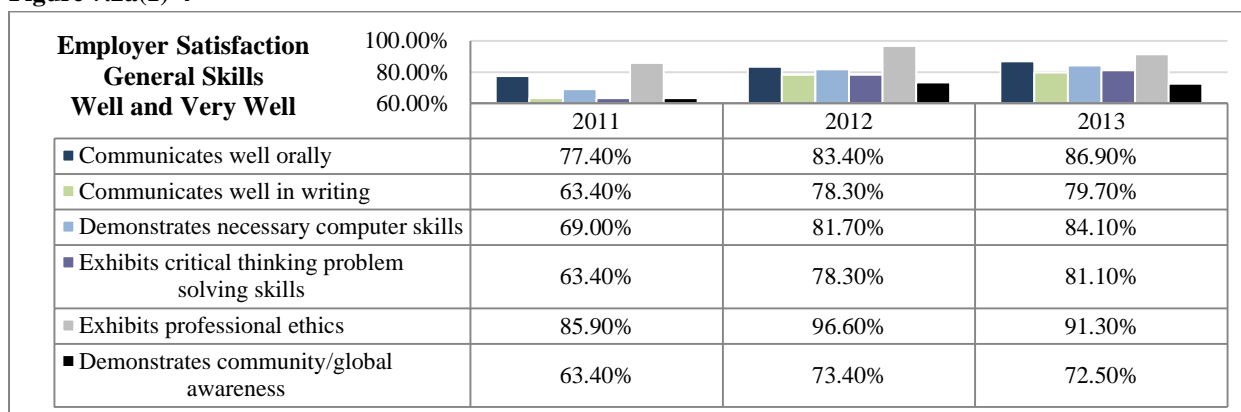| Year	Grievances
2010	0
2011	2
2012	1
2013	0
2014	3

Source: HTC HR Dept

Figure 7.2a(1)-3

Employer Satisfaction Technical Skills Well and Very Well	2011	2012	2013
■ Performs job skills efficiently	54.50%	90.00%	91.30%
■ Produces quality work	85.90%	93.30%	91.30%
■ Uses technology (tools, equipment, computers) properly/safely	80.30%	93.30%	92.80%
■ Applies environmental health & safety regulations	87.30%	78.30%	81.20%
■ Uses knowledget of the field effectively	76.10%	83.30%	88.40%

Source: HTC Graduate Follow-up Employer Survey

Figure 7.2a(1)-4

Employer Satisfaction General Skills Well and Very Well	2011	2012	2013
■ Communicates well orally	77.40%	83.40%	86.90%
■ Communicates well in writing	63.40%	78.30%	79.70%
■ Demonstrates necessary computer skills	69.00%	81.70%	84.10%
■ Exhibits critical thinking problem solving skills	63.40%	78.30%	81.10%
■ Exhibits professional ethics	85.90%	96.60%	91.30%
■ Demonstrates community/global awareness	63.40%	73.40%	72.50%

Source: HTC Graduate Follow-up Employer Survey

7.2a(2) Student and Other Customer Engagement
Figure 7.2a(2)-1

CSSE Results MnSCU and National Comparison
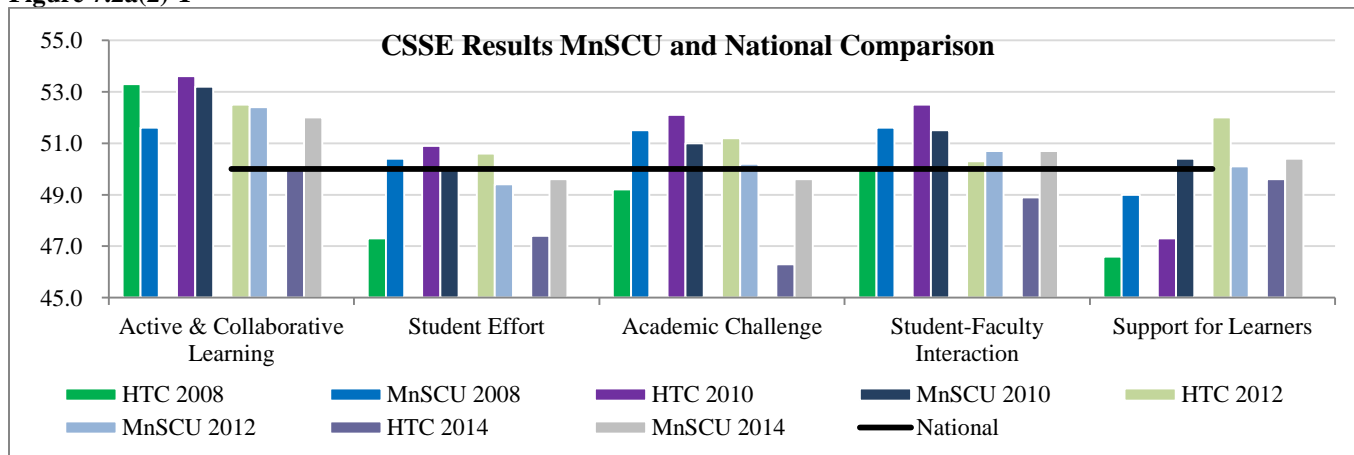
Source: CCSSE Reports (individual questions available at site visit for satisfaction and engagement)

Figure 7.2a(2)-2

Student-to-Faculty Ratio

	HTC	MnSCU Average
	CQIN Average	Competitors Average

Values: HTC 21, MnSCU Average 23, CQIN Average 15, Competitors Average 19
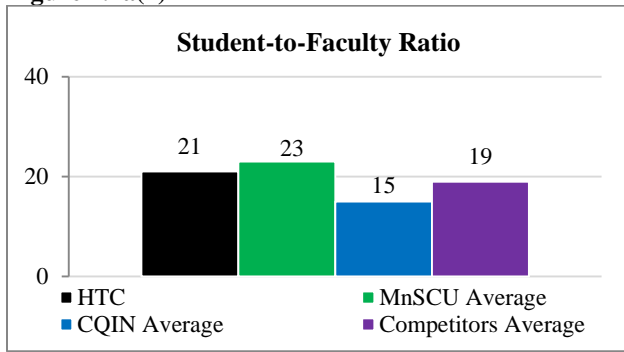
Source: IPEDS

7.3 Workforce-Focused Results

7.3a(1) Workforce Results

Figure 7.3a(1)-1

College Employees Trends	FY 2012	FY 2013	FY 2014
Faculty	574	561	534
Staff	306	290	271
Administrators	16	18	15
Total Employee FTE	439.678	433.829	415.925

Source: HTC HR Dept.

Figure 7.3a(1)-2

New Hires	2009	2010	2011	2012	2013
	22	99	84	89	55

Source: HTC HR Dept.

Figure 7.3a(1)-3 Sig.P.1-5

Employees of Color MnSCU Group

Legend: MnSCU Average, HTC
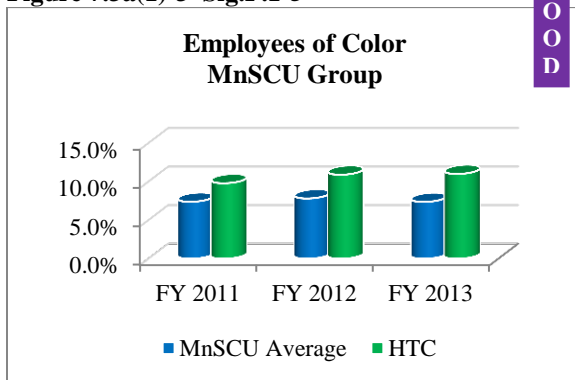
Source: MnSCU System Performance Metrics

Figure 7.3a(1)-4 Sig.P.2-1

HTC Employee Reclassifications & Retirements

Legend: Reallocations, Promoted, Retired
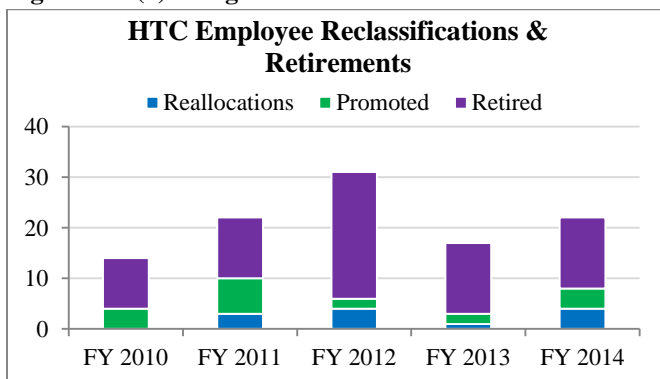
Source: HTC HR Report

Figure 7.3a(1)-5

Performance Evaluations Completed

	Staff		Admin/Supv.	
	Count	%	Count	%
2013-2014	113	60%	20	69%
2011-2012	34	18%	4	14%
Older or blank	42	22%	5	17%
Total	189		29	

Source: HTC HR Dept

7.3a(2) Workforce Climate Results

Figure 7.3a(2)-1

OSHA	2009	2010	2011	2012	2013
Number of Cases	11	7	10	5	5
Number of Injuries	11	7	10	7	3
Number of Days away from work, job transfer, or restriction	659	399	178	41	462

Source: HTC OSHA Reports

Figure 7.3a(2)-2

Cleary Security Incidents Reported MnSCU Group
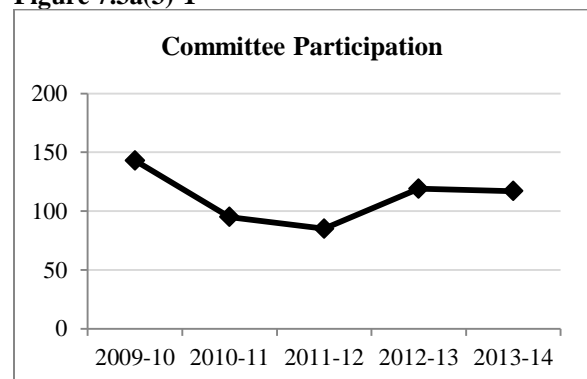

Legend: MnSCU Offenses, HTC Offenses, MnSCU Arrests, HTC Arrests
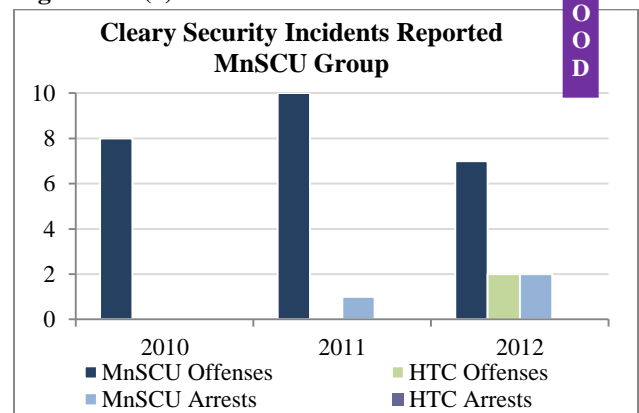
*On campus reports only; 2010 reports for Anoka and Rochester were not available

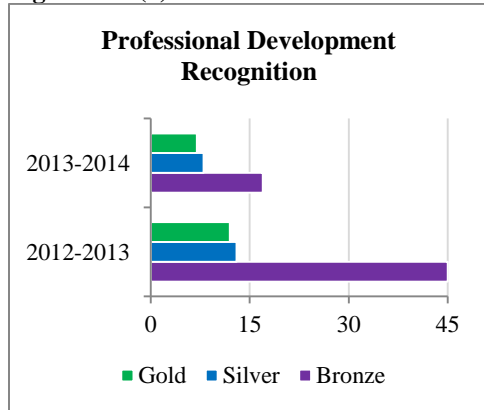### Figures 7.3a(3) Workforce Engagement Results

Figure 7.3a(3)-1

Committee Participation

Source: HTC Human Resources Reports

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Figure 7.3a(3)-2

Committee Name	2009-10	2010-11	2011-12	2012-13	2013-14
Assessment	X	X	X	X	X
Beyond the Yellow Ribbon				X	X
CARE (was BETA)					X
Communication	X	X	X		
Diversity	X	X	X	X	X
E-Learning (was Online/Blended Learning)				X	X
Employee Engagement/Fun (was 2 committees)	X	X	X	X	X
Facilities	X	X	X	X	X
Finance	X	X	X	X	X
Fundraising/Advancement	X	X	X	X	X
Graduation	X	X	X	X	X
Health & Wellness Promotion	X	X	X	X	X
Marketing	X	X			X
P16					X
Partnerships					X
Policy	X	X	X	X	X
Professional Development	X	X	X	X	X
Quality Council (CQIN SI Participants)	X	X	X	X	X
Safety/Security (was Safety)	X	X	X	X	X
Student Success Strategic Planning					X
Technology	X	X	X	X	X

Source: HTC Human Resources Reports

Figure 7.3a(3)-3

Employee Engagement

Source: Mateffy & Company March 2012

7.3a(4) Workforce Development Results

Figure 7.3a(4)-1 Summer Internships for Faculty

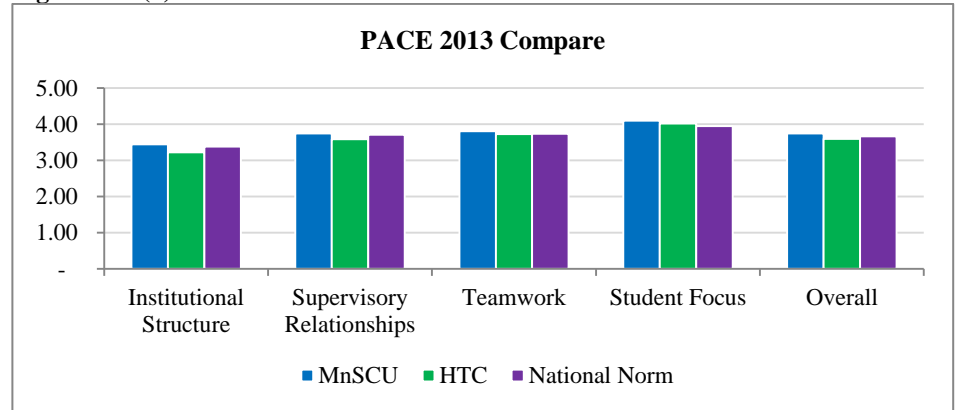|	# of Instructors	Dollar Amount
Summer 2012	5	10,478
Summer 2013	6	18,831
Summer 2014	4	14,942
Total	15	44,251

Source: HTC HR Dept

Figure 7.3a(4)-2 Awards   Sig.P.1-6

Year	Board of Trustees Award		Staff Achievement Awards	Admin Exceptional Performance Awards
	HTC Nominations	HTC Winners		
2010	2	1	Frozen	Frozen
2011	2	0	Frozen	Frozen
2012	2	0	Frozen	Frozen
2013	2	1	4	6
2014	2	0	14	0

Figure 7.3a(4)-3

Professional Development Recognition

Source: HTC Professional Development In-house

Figure 7.3a(4)-4

PACE 2013 Compare

Source: PACE Survey 2013

Figure 7.3a(4)-5

	PACE MnSCU Specific Questions	Faculty	Admins.	Staff	HTC
47	The extent to which I receive recognition or praise for doing good work	3.32	3.91	3.52	3.47
48	The extent to which my development is encouraged	3.42	3.86	3.40	3.44
49	The extent to which I have the materials and tools to do my job	3.53	3.95	3.62	3.62
50	The extent to which I have had opportunities at work to learn and grow in the last year	3.99	4.32	3.39	3.70
51	The extent to which my opinions count in my work team	3.99	4.32	3.59	3.81
52	The extent to which I have the opportunity to do what I do best every day	4.10	4.23	3.65	3.87
53	The extent to which my team is effective and productive and does quality work	3.98	4.14	3.96	3.98
54	The extent to which I perceive there to be individual accountability	3.35	3.36	3.25	3.30
55	The extent to which I make a difference at my institution/workplace	4.13	4.55	3.87	4.03

Source: PACE Survey Mean Responses 1=low to 5=high

PACE Administration began in 2012 to provide for comparisons both national and MnSCU wide from locally development instrument and T/F responses.

Figure 7.3a(4)-6

Evaluation and Recognition	2009		2010		2011	
Employee Engagement Satisfaction Survey	True	False	True	False	True	False
Supervisory evaluations regularly provide employees with concrete feedback on ways to improve	63.6%	36.4%	62.7%	37.3%	66.2%	33.8%
Overall, I am satisfied with HTC as a place to work	90.4%	9.6%	92.0%	8.0%	86.9%	13.1%
I have given serious thought to leaving HTC in the past six months	27.8%	72.2%	29.1%	70.9%	33.6%	66.4%
I know what is expected of me at work	91.6%	8.4%	91.9%	8.1%	92.8%	7.2%
At HTC, my performance on the job is evaluated fairly	79.9%	20.1%	86.4%	13.6%	84.6%	15.4%
My co-workers are committed to doing quality work	91.9%	8.1%	91.9%	8.1%	90.3%	9.7%
I understand why it is so important for HTC to value diversity (to recognize and respect the value of differences in race, gender, age, etc.)	96.4%	3.6%	96.5%	3.5%	96.8%	3.2%
Interacting with people different from me is an important skill set for HTC employees. I realize the importance of professional development in this area	95.7%	4.3%	98.4%	1.6%	96.8%	3.2%
In the last seven days, I have received recognition or praise for good work	48.9%	51.1%	68.4%	31.6%	49.8%	50.2%
In the last six months, someone at work has talked to me about my progress	52.1%	47.9%	54.3%	45.7%	52.2%	47.8%
I receive appropriate recognition for my contributions	67.3%	32.7%	75.1%	24.9%	71.2%	28.8%

Source: Locally Developed Engagement Survey

7.4 Leadership and Governance Results
7.4a(1) Leadership Results

Figure 7.4a1(1)-2

PACE Results 2013 Mean Scores	Faculty	Administrators	Staff	HTC	National	Sig
1 The extent to which the actions of this institution reflect its mission	3.55	4.09	3.65	3.65	3.88	*
6 The extent to which administrative leadership is focused on meeting the needs of students	3.26	4.09	3.60	3.52	3.76	*
10 The extent to which information is shared within the institution	2.94	3.45	2.70	2.85	3.22	*
16 The extent to which open and ethical communication is practiced at this institution	3.05	3.77	2.94	3.04	3.35	*
21 The extent to which I receive appropriate feedback for my work	3.35	3.68	3.40	3.39	3.69	*
32 The extent to which this institutions is appropriately organized	2.90	3.41	2.99	3.00	3.31	*
41 The extent to which I receive adequate information regarding important activities at this institution	3.57	3.68	3.20	3.37	3.65	*
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.55	4.27	3.40	3.54	3.65	
46 The extent to which professional development and training opportunities are available	3.94	4.23	3.36	3.65	3.81	*
47 The extent to which I receive recognition or praise for doing good work	3.32	3.91	3.52	3.47	MnSCU	

Source: Pace Survey Mean 1 = low to 5 = high *T-test results indicate a significant difference between the Overall Mean and the Norm Base mean (α=0.05)

7.4a(4) Ethics Results

Figure 7.4a(4)-1

Mandatory Training		Code of Conduct	%	Right to Know 2013	%	OSHA -GHS Standard 2013	%	Public Jobs Private Data	%	Right to Know 2014	%
Completed	Staff	170	90%	164	87%	158	84%	122	65%	83	44%
	Faculty	105	85%	104	85%	95	77%	60	49%	31	25%
	Admins/Supv	27	90%	26	87%	24	80%	19	63%	8	27%
	Subtotal	302	88%	294	86%	277	81%	201	59%	122	36%
Not Completed	Staff	19	10%	25	13%	31	16%	67	35%	106	56%
	Faculty	18	15%	19	15%	28	23%	63	51%	92	75%
	Admins/Supv	3	10%	4	13%	6	20%	11	37%	22	73%
	Subtotal	40	12%	48	14%	65	19%	141	41%	220	64%
Total		342		342		342		342		342	

Source: HTC HR

7.4a(3) Law, Regulation and Accreditation Results

Figure 7.4a(3)-1
Accredited Programs at HTC

HTC Program	HLC-NCA Accrediting Agency	2016-17 Next Review
Accounting	Accreditation Council for Business Schools and Programs	2015
Business	Accreditation Council for Business Schools and Programs	2015
Culinary Arts	American Culinary Federation	2015
Dental Assistant	American Dental Association	2019
Medical Assistant	CAAHEP Council American Association of Health Education Programs	2016
Pharmacy Technician	American Society of Health-System Pharmacists	2015
Fire Protection	Internal Fires Service Accreditation Congress	2017
HVAC	HVAC Excellence	2014
Marine Motor Sports Technology	Equipment and Engine Training Council	Review necessitated if curriculum changes

Source: HTC OIR

Figure 7.4a(3)-2
Certified Programs at HTC

Program	Certification Agency	Next Review
Audio Production	AVID Pro Tools	Annually
Auto Body Collision Technician	National Automotive Technicians Education Foundation Automotive Excellence Certified	2018
Automotive Technology	National Automotive Technicians Education Foundation Automotive Excellence Certified	2018
Ford ASSET	National Automotive Technicians Education Foundation Automotive Excellence Certified	2018
Medium/Heavy Truck Technician	National Automotive Technicians Education Foundation Automotive Excellence Certified	2018
Law Enforcement	MN Board of Peace Officers Standards & Training	2015

Source: HTC OIR

7.4a(5) Society Results

Video conferences increase lessening our carbon footprint and ensure efficiencies. See Figure 7.1b(1)-3

7.5 Budgetary, Financial and Market Results
7.5a(1) Budgetary and Financial Performance

HTC measures budgetary and financial performance according to expenditures per FYE, fund balance as percent of revenues, and tuition and fees, net price of attendance and revenue by source. Expenditures per FYE demonstrate the level of cost containment efforts to ensure expenditures per FYE are as low as possible. HTC has performed below MnSCU's comparison group in instructional expenses, but are higher in institutional support. HTC's Net Price of Attendance is higher than any of our comparison groups, and efforts are being made to lower those costs to be more in-line with MnSCU and IPEDS guidelines.

MnSCU recommends that institutions of higher education maintain a fund balance as percent of revenues at or above fiver to seven percent. HTC has seen a decline in the fund balance to cover losses in revenues as well as use of these dollars for facility upgrades for bathrooms, and presidential suite at both campuses.

Figure 7.5a(1)-1
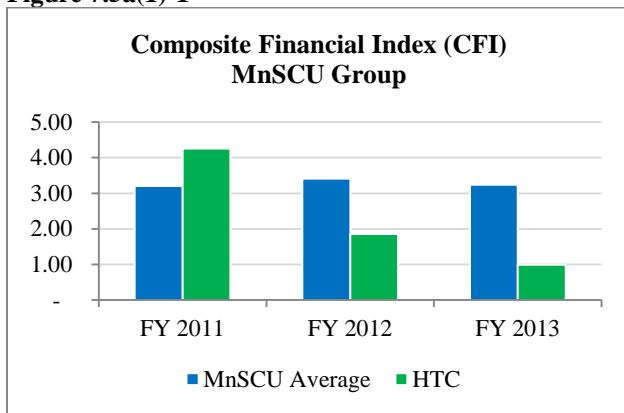
Source: MnSCU Performance Metrics

7.5a(1)-2Profit and Loss FY 2011-FY 2013

($ In Thousands)	FY 2011	FY 2012	FY 2013
Income (Loss) Before Other Revenues	$(168)	$(2,570)	$(2,580)
Depreciation	$1,806	$2,136	$2,452
Debt (Current and LT)	$6,013	$7,744	$9,125
Unrestricted Net Assets	$11,680	$8,926	$7,488
CFI	4.27	1.85	0.99

Source: HTC Finance Dept.

HTC campuses are over 40 years' old and required upgrades to continue to serve students. HTC has seen improvements at both campuses in the student services area, cafeteria, restrooms, presidential suites, library, and computer labs. As these improvements have been made, our Facilities Cost Index has increased. As illustrated in Figure 7.5a (1)-3

Figure 7.5a(1)-3
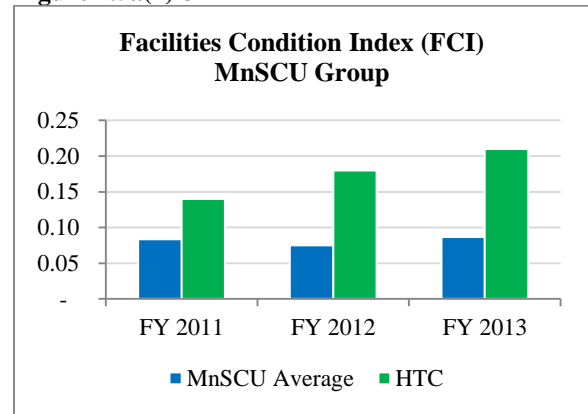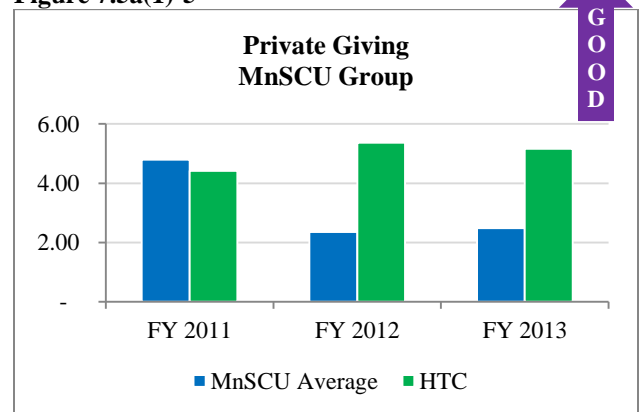

Source: MnSCU Performance Metrics

Figure 7.5a(1)-4
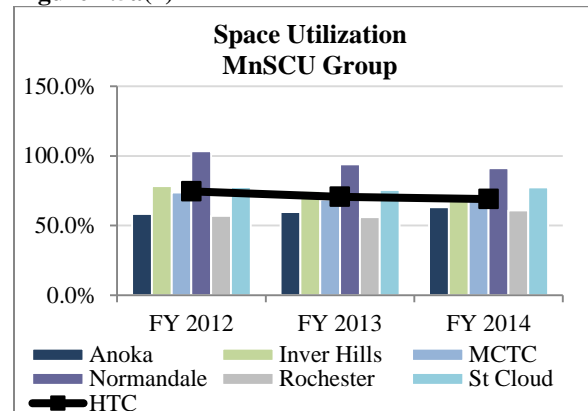
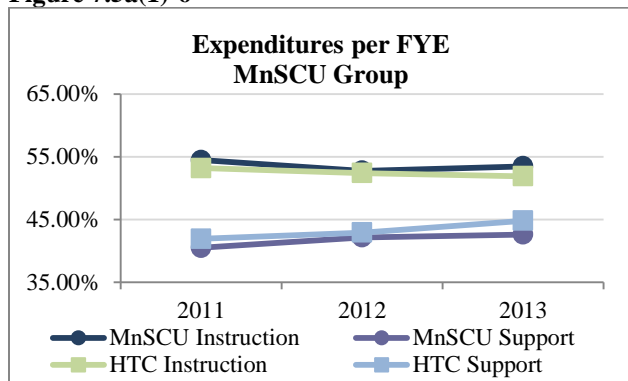

Source: MNSCU Performance Metrics

A key measure of determining market share and growth particularly for new markets and innovation is the number of federal and state grants awarded. HTC aggressively seeks opportunities to expand services and offerings without impacting the operational budget. HTC has been successful in growing federal and state grants exceeding the MnSCU comparison group as shown in Figure 7.5a(1)-9.
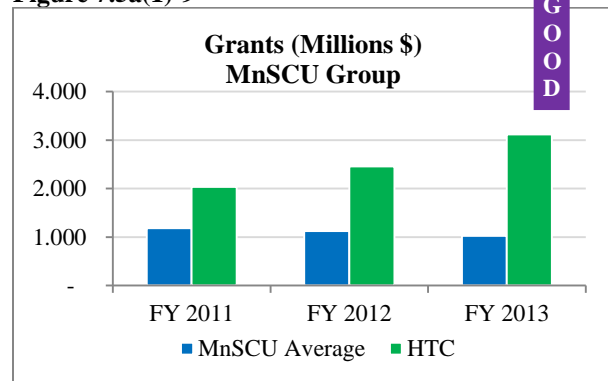
Figure 7.5a(1)-5

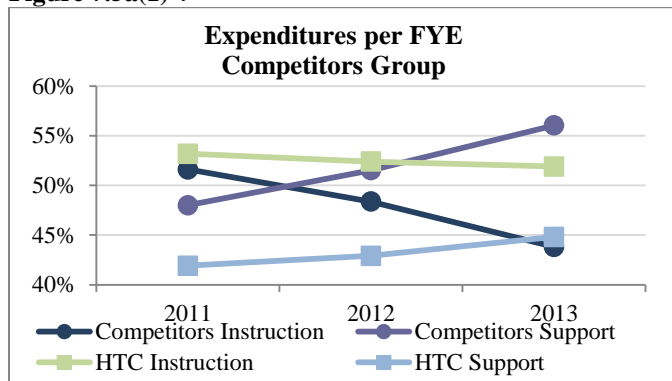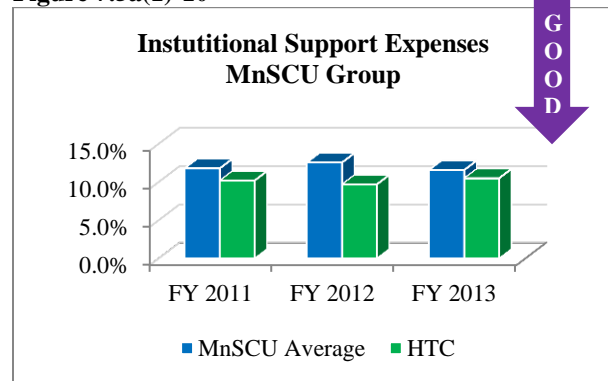Source: MnSCU Performance Metrics

Figure 7.5a(1)-6

Expenditures per FYE MnSCU Group

Source: IPEDS

Figure 7.5a(1)-7

Expenditures per FYE Competitors Group

Source: IPEDS

Figure 7.5a(1)-8

Expenditures per FYE CQIN Group
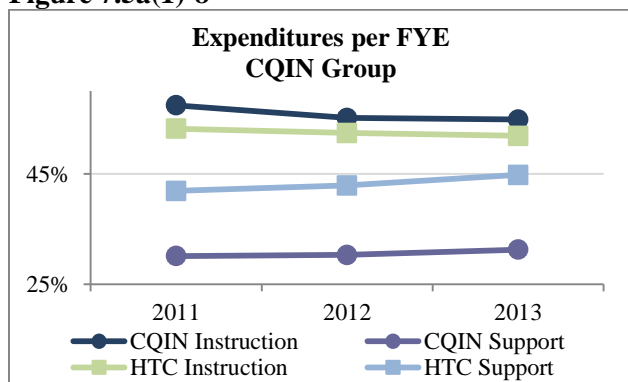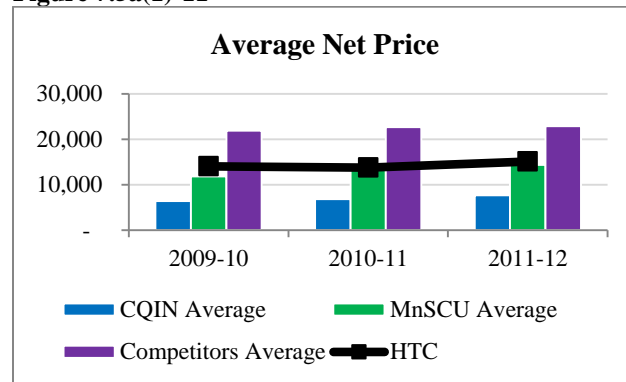
Source: IPEDS

Figure 7.5a(2) Market Performance Results

Figure 7.5a(1)-9

Grants (Millions $) MnSCU Group

Source: MnSCU Performance Metrics

Figure 7.5a(1)-10

Instutitional Support Expenses MnSCU Group

Source: MnSCU Performance Metrics

Figure 7.5a(1)-11

Average Net Price

Source: IPEDS

Figure 7.5a(2)-1

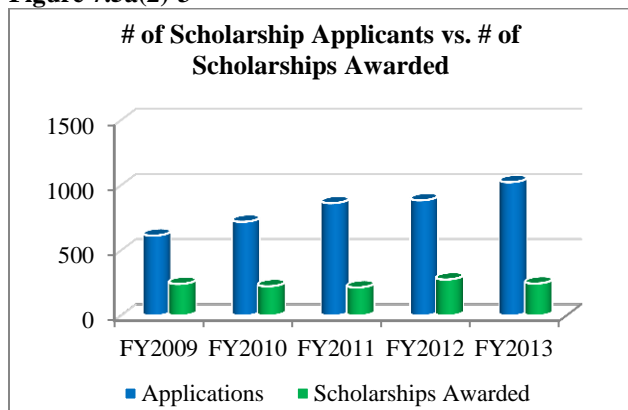**Avg Salary + Fringe per FYE with FYE MnSCU Group**
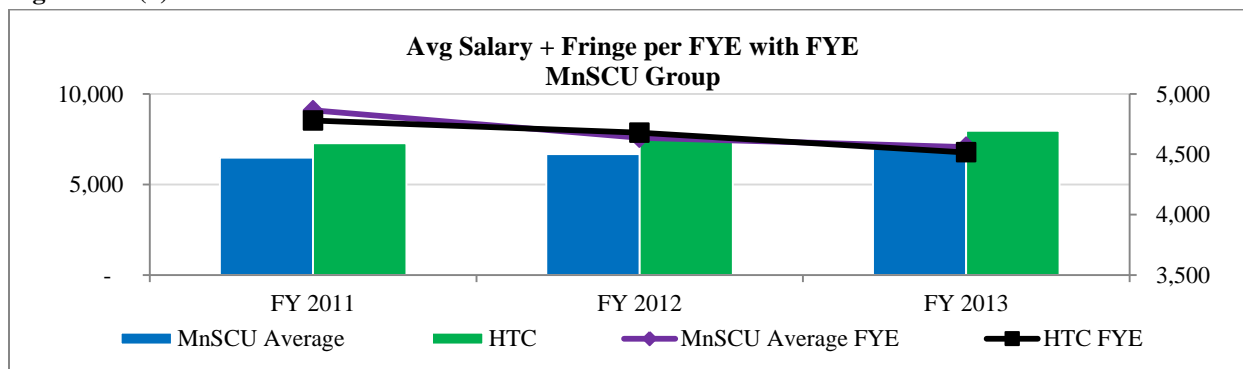
Source: MnSCU Management Reports/Finance

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Figure 7.5a(2)-2 Salary Potential of Graduates 2014

Group	Rank	College	Type	Early Career Salary	Mid-Career Salary	% STEM Degrees
Privates	10	Dunwoody College of Technology	Private not-for-profit	42,400	66,100	44%
MnSCU	92	Minneapolis Community & Technical College	Public	35,400	57,700	3%
CQIN	102	Waukesha County Technical College	Public	35,900	57,100	16%
MnSCU	156	Normandale Community College	Public	41,400	54,300	2%
MnSCU	167	St. Cloud Technical and Community College	Public	34,600	54,000	20%
MnSCU	173	Inver Hills Community College	Public	39,300	53,800	3%
MnSCU	193	Anoka Technical College	Public	40,600	53,000	29%
CQIN	224	Moraine Park Technical College	Public	34,900	51,700	11%
CQIN	245	Fox Valley Technical College	Public	37,900	50,900	19%
MnSCU	**256**	**Hennepin Technical College**	**Public**	**37,200**	**50,400**	**23%**
CQIN	293	Western Technical College	Public	36,500	48,600	12%

Source: College Salary Report www.payscale.com/college-salary-report/2-year-colleges

Figure 7.5a(2)-3

# of Scholarship Applicants vs. # of Scholarships Awarded

Source: HTC Foundation

Figure7.5.a(2)-4

Scholarship $ Amount Awarded
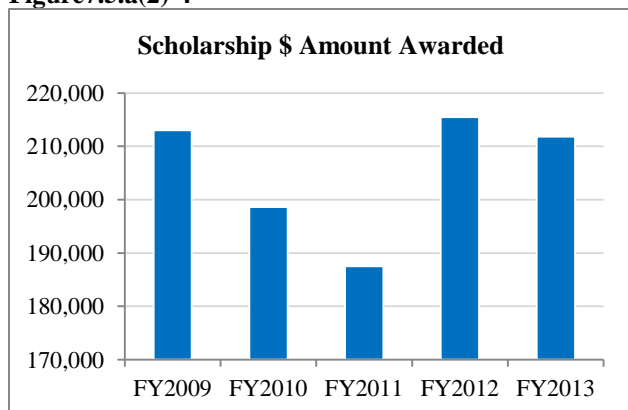
Source: HTC Foundation

Figure 7.5a(2)-5 Top High School

BPC	EPC
Champlin Park H.S.	Chaska H.S.
Osseo H.S.	Eden Prairie H.S.
Park Center Senior H.S.	Shakopee Senior H.S.

Source: ISRS student data

Figure 7.5a(2)-6

Future Value Created in the State
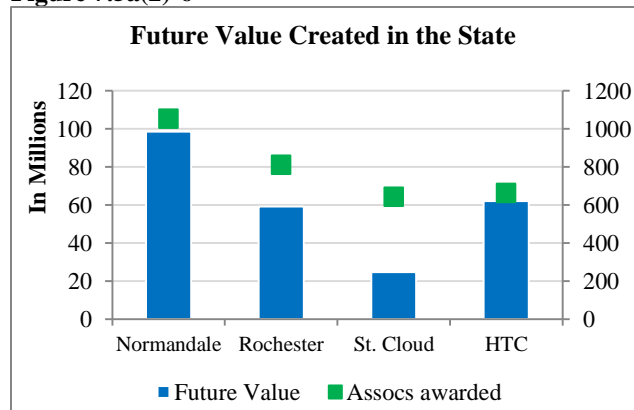
Source: Wilder Economic Impact Report

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