

## 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.

<b>Mission</b>	To provide excellence in career and technical education for employment and advancement in an ever-changing global environment.
<b>Vision</b>	Embracing quality and innovation in career and technical education, workforce development, and lifelong learning.
<b>Values</b>	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
<ul style="list-style-type: none"> <li>• High-Tech Career Preparation</li> <li>• Real-Life Skill Development Linked to Employment</li> <li>• State-of-the-Art Equipment</li> <li>• Largest Array of Cutting-Edge Technical Programs in MN</li> <li>• Non-Traditional Access and Pathways</li> </ul>

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
<b>TOTAL</b>	<b>375</b>	<b>422</b>

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								
FY	People of Color		White		Unknown		Total	
	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.1-9 & P.1-10**.

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 ABE	Educational partnering, pathways to employment

Figure P.1-9 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.1-10 – 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.

<b>Strategic Advantages</b>	<ul style="list-style-type: none"> <li>• Access to Education</li> <li>• Advisory Committees</li> <li>• Responsiveness to Minnesota’s Workforce Needs</li> <li>• Student Focused</li> <li>• Reputation/Focus on Quality</li> </ul>
<b>Strategic Challenges</b>	<ul style="list-style-type: none"> <li>• Two Campuses</li> <li>• Shifting Funding Models</li> <li>• Changing Student Demographics</li> <li>• Facilities &amp; Technology Infrastructure</li> <li>• Aging Employee Base-Loss of Institutional Knowledge</li> <li>• Competition</li> <li>• Maintaining Professional Development for HTC Staff</li> </ul>

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.

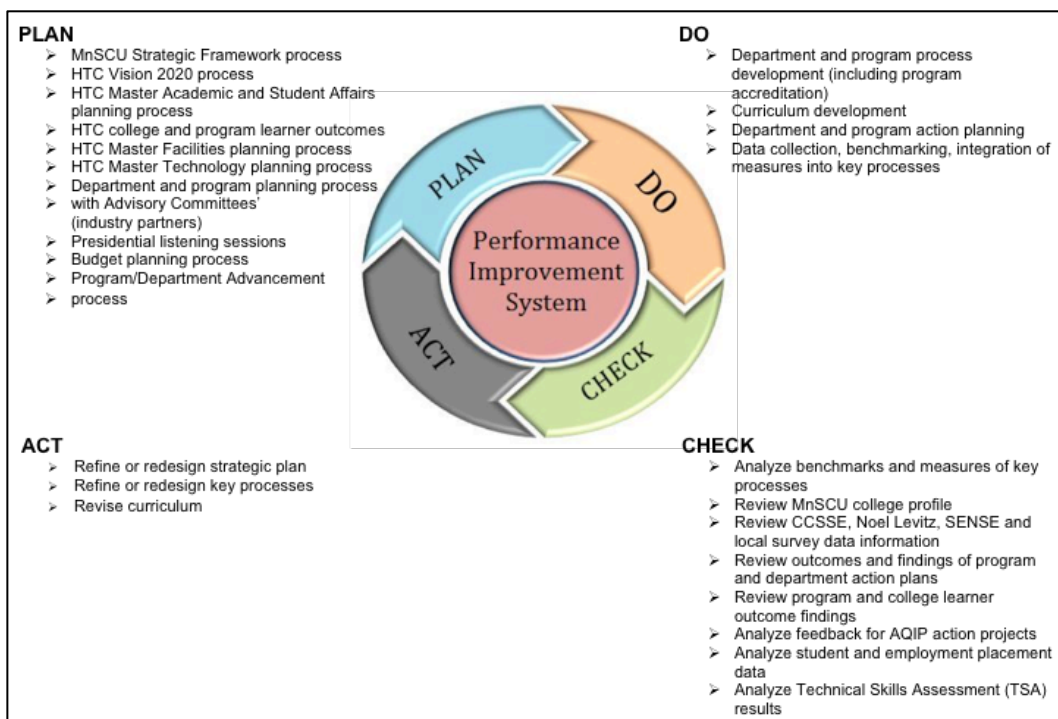


Figure P.2-2 Performance Improvement System