Assurance Argument

Hennepin Technical College

Review date: 11/16/2020

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

College Mission Statement

To provide excellence in career and technical education for employment and advancement in an ever-changing global environment.

College Vision Statement

To be the leader in innovative career and technical education that leads to success for all students.

College Values

- **Excellence**: We pursue the highest standards in academic achievement and organizational performance.
- **Innovation**: We value creativity and ingenuity to remain at the forefront of technical education excellence.
- **Inclusion**: We value an atmosphere of respect, dignity, and acceptance.

Response to 1.A.1

The mission was developed through a process suited to the context of the institution.

In 1968, legislation passed which enabled the formation of a cooperative organization structure for

vocational technical education among all of the independent school districts in suburban Hennepin County, known as Intermediate School District 287. In 1972, Suburban Hennepin County Area Vocational Technical Centers officially opened with over 1,000 enrolled students in 45 different programs. It became the first suburban and largest technical college in the state. Between 1978 and 1989, the name of the school changed several times finally ending as Hennepin Technical College (HTC History).

In 1991, the Minnesota Legislature passed legislation mandating a merger of technical colleges, community colleges and state university systems (State Statute 136F.10). Beginning in 1995, HTC became part of Minnesota State College and University System (MnSCU), now known as Minnesota State (MinnState).

Today MinnState is a consortium of 37 public colleges and universities with 54 campuses across Minnesota as shown in the 2020-2021 Guidebook. MinnState is governed by a 15-member Board of Trustees (BOT), appointed by the governor and confirmed by the Minnesota State Senate as outlined in State Statute 136F.02. The BOT is responsible for developing policies and procedures including Board Policy 3.24 and System Procedure 3.24.1, which provide the definition of mission and vision and the requirement of alignment consistent with the mission and vision of MinnState.

HTC's mission statement can be traced back to the original purpose as documented in the in the 1970-1971 Annual Report for Intermediate School District 287, "to offer programs that stress job entry - updating and upgrading skills in all areas of employment" (HTC History, above).

The BOT approved HTC's mission on December 16, 1998, and again on March 22, 2006, when it became, "to provide quality technical education needed for employment in an ever-changing global work environment." The wording of the mission was slightly adjusted during planning and preparation of a new strategic plan (Vision 2020) in February 2009 (see Mission 2009). The modifications to the mission were approved by Chancellor James H. McCormick on June 11, 2010.

Beginning in FY2018, HTC launched a multi-year strategic planning process anchored in mission, vision, and values. Stage one began with the Fall Employee Workshop (Agenda and Presentation). Throughout the year, a series of consultation meetings and information sessions with internal and external partners occurred to review and examine the college's mission, vision and value statements. Since the mission statement was confirmed and only the vision and value statements were updated, and in accordance with Board Policy 3.24, the changes did not need to be approved by the BOT as there was no changes to the mission. HTC's new strategic plan Access to Success with mission and updated vision and values is supported by MinnState Chancellor Devinder Malhotra, Ph.D and HTC's Foundation Chair, Myron Moser.

Response to 1.A.2 and 1.A.3

HTC's mission documents are current and support the institution's emphasis on the various aspects if its mission, and identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

HTC mission and vision documents are current and reflect the college's commitment to being culturally responsive to the needs of students and the workforce. The college is committed to serving its mission through career and technical education, general education (Viewbook 2020), lifelong learning opportunities (Workforce Education), support of cultural and global awareness co-curricular activities, and regional economic development (see: economic impact study).

Three core values serve as the framework to support the college mission: excellence, innovation, and inclusion (see mission vision values). Access to Success was developed with four (4) strategic directions: (1) student success; (2) equity and inclusion; (3) quality education; and (4) resources to serve as a roadmap to ensure HTC is in continual development to meet the needs of our evolving student population and community. As shown in the strategic planning process diagram, key operational plans to support the college (Academic; Strategic Enrollment Management (SEM); Student Persistence; Technology; and Facilities: Brooklyn Park and Eden Prairie) were also developed. Each plan takes into account the college's mission, vision, and values. Intentional alignment of the goals and objectives in each of the operational plans to Access to Success ensures the college mission and vision are integrated into every program and activity supported by the college.

Response to 1.A.4

HTC's academic programs, student support services, and enrollment profile are consistent with its stated mission.

The 2019 Annual Report showcases HTC as one of Minnesota's most affordable (tuition chart) academic institutions that is changing the face of the workforce and economy. Serving over 7,764 credit-seeking students, HTC has one of the most diverse student populations in Minnesota: 26% of students are first-generation, 46% identify as indigenous or students of color, and nearly 62% are from underrepresented populations. With campuses in Brooklyn Park and Eden Prairie, HTC's student profile mirrors the ever-changing demographic trends in Hennepin County, in particular Brooklyn Park, the 6th largest city in the state with over 50% people of color population, 1/5 of which were born outside of the U.S., and 25% that speak a language other than English at home (see demographic reports: Hennepin County, Brooklyn Park and Eden Prairie).

HTC has received national recognition for our work in preparing a diverse workforce through a 2019 Innovation of the Year award from the League for Innovation in the Community College. In addition, HTC has consistently ranked, #22 in 2019**,** as one of the top colleges in the U.S. for granting associate degrees to minority students in engineering technology fields by *Diverse Issues in Higher Education*.

Students have access to excellent academic programs that prepare them for in-demand and high-paying employment possibilities. In addition to general education and Minnesota Transfer Curriculum (MnTC), HTC offers degrees in over 45 programs in the following areas of study: building/landscape, business/information technology, emergency/public service, health, manufacturing/engineering technology, media communications, service/education, and transportation. Students are supported by services including, but not limited to, financial aid, academic advising, career counseling, and disability resources (see Viewbook 2020). HTC's excellence in technical education has been recognized with five programs – Information Technology (#2), Heating, Ventilation, Cooling and Refrigeration (#3), Accounting (#4), Culinary Arts (#12), and Automotive Technology (#13) – ranked as among the best in the nation for earning potential by 2020 Best Colleges in *GradReports*. In 2019, Ford Motor Company ranked HTC's Ford ASSET program #1 in the nation for student enrollment; this program has a 100% job placement rate.

Our technical education programs create long-term career opportunities. Classes are offered both day and evening at the Brooklyn Park and Eden Prairie campuses in addition to our virtual education programs. To be responsive to the ever-changing global environment, and prepare for future

emergency management disruptions such as COVID-19, HTC is focusing on improving student success through educational technologies that advance teaching, learning, and student support. This prioritization is demonstrated through the strategic direction for quality education.

The quality of the education at HTC is enriched by its faculty who are experts in their fields. Since 2017, two HTC faculty have been recognized with Minnesota State Board of Trustees Educator of the Year Awards, MinnState's highest honor for faculty. Nationally since 2017, three HTC faculty have received the Dale P. Parnell Distinguished Faculty designation from the American Association of Community Colleges (see faculty recognition).

HTC has created dynamic partnerships with school districts, legislators, and within private industry (RAS Partnership Charter, RAS Announcement, Newsletter). These partnerships assist the college with post-secondary education options (PSEO), enrollment, student persistence, completion, and job placement (RAS Articulated Pathways, RAS Scholarship, RAS Collaboration Report, RAS Leadership Training). As stated in the 2019 Annual Report, HTC has 500+ industry partners who recruit and hire students and graduates leading to a high job placement with 99% of students finding jobs in their field of study.

Response to 1.A.5

HTC clearly articulates its mission through multiple public documents and institutional forums.

HTC's mission and vision statement appear frequently in a variety of public documents. The statements are published on the college website as well as in Access to Success, 2019 Annual Report, viewbook, and student handbook.

Information about the college's mission, vision, and values is included in the new student orientation as and new employee orientation. In addition to being online, HTC's mission, vision, and values is located publicly throughout campus spaces(see mission vision values pictures).

Sources

- 2019 Annual Report
- 2019 Annual Report Mission
- 2020-2021Guidebook
- Academic Plan 02.2020.pdf
- Access to Success One Page Overview
- Board Policy 3.24
- BOT Approved HTC Mission Decemnber 16 1998
- BOT Approved HTC Mission March 22 2006
- Brooklyn Park Demographics
- CFP - Brooklyn Park
- CFP - Eden Prairie
- Chancellor letter to Pres Cervantes on HTC mission approval June 2010
- Chancellor Support Letter
- Co-Curricular Activities
- Economic Impact Study 2018
- Eden Prairie Demographics
- Equity and Inclusion Strategic Direction

- Faculty Recognition
- Foundation President Support Letter
- General-Education Pathway
- Hennepin County Demographics
- HTC History
- Minnesota Transfer Curriculum MnTC
- Mission 2009
- Mission Vision Values
- Mission Vision Values Pictures
- New Hire Orientation 2020
- Persistence Plan
- Press Release 2019 Innovation of the Year Award
- Press Release Ford Asset
- Press Release High Salaries for Graduates
- Quality Education Technology Strategic Direction
- RAS HTC Strategic Equity Leadership Institute with YMCA - Learning Session Descriptions
- RAS Articulated Pathways
- RAS Collaboration Champion Report
- RAS HTC Newsletter
- RAS Partnership Announcement
- RAS Partnership Charter
- RAS Scholarship
- Resource Strategic Direction
- SEM Plan
- State Statute 136F.02
- State Statute 136F.10
- Strategic Directions
- Stratetgic Planning Process Diagram
- Student Handbook
- Student Success Strategic Direction
- System Procedure 3.24
- Technology Operational Plan
- Top 100 Producers in Minority Associate Degrees 2019
- Tuition Chart
- Viewbook-2020
- VISION 2020
- Website Mission Vision Values
- Workforce Education
- Workshop Presentation Strategic Planning August 2017

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

Response to 1.B.1

HTC's actions and decisions reflect a public obligation in addition to serving the institution's core educational mission.

As a public institution whose mission states, "To provide excellence in career and technical education for employment and advancement in an ever-changing global environment," HTC demonstrates its commitment to the public good by providing a highly trained and diverse workforce. As documented in the 2019 Annual Report Key Facts, HTC has one of the most diverse student populations in Minnesota: 26% first generation students, 46% students of color, and nearly 62% students from underrepresented populations. HTC maintains a high job placement rate of 99% (an increase from 98.4% in 2017). HTC's workforce education division offers both continuing education and customized training opportunities to community members and business/industry partners.

In alignment with mission, HTC's Workforce Education division assists over 200 businesses with challenges they are facing with workforce development through continuing education and customized training. Continuing education offers non-credit courses designed for the community to boost one's career, enhance one's skills, or enrich one's life. Customized training provides convenient and flexible training resources/upskilling on campus, online or at an industry partner's location. The changing demographic landscape of Minnesota's workforce (see: demographic information in 1.A, above) has highlighted the need for occupational English to develops critical workplace communication skills for ESL individuals. Two major Minnesota-based medical device employers identified the need for occupational English to improve quality. Both employers offered this training to their large incumbent ESL workforce. Pre and post assessments were administered, and 75% of the employers showed a large improvement in their understanding and comprehension of workplace related communication (i.e. processes and procedures). The employers saw improvement in daily communication and overall improvement in quality.

Access to Success Student Success strategic direction emphasizes the importance of strategically developing high quality high school and university partnership programs to provide enhanced access to higher education. To meet community needs, HTC expanded efforts to reach youth early in their educational journey and partnered with K-12 districts throughout the metro area. HTC and Robbinsdale Area Schools (RAS) entered into a unique, strategic partnership that, as stated in the

charter (referenced in 1.A, above), *establishes articulated skilled trades career and technical educational opportunities which supports college readiness*. The partnership enhances communications and engagement with students and their families about technical colleges and workforce readiness. Outcomes included a joint newsletter; the development of a RAS scholarship; industry partner demonstrations; and site visits for high school students (see also sample champion report).

Additional high school to college pathways offered at HTC include: TRiO Programs Educational Talent Search and TRiO Upward Bound, Early Middle College, Concurrent Enrollment, and Post-Secondary Enrollment Options (PSEO). In FY2020, through the TRiO grants, HTC staff provided tutoring and academic advising to over 500 middle and high school students within both Robbinsdale and Osseo districts. HTC also increased its enrollment by 24% from FY19 to FY20 in its Early Middle College programming by adding new partners and strengthening engagement and partnership with Achieving the Dream's Gateway to College (GTC). HTC was the first college in Minnesota to have a GTC pipeline program for young people to earn dual credit by completing their high school diploma while earning college credits. Additionally, HTC increased the number of concurrent enrollment classes offered throughout our partnerships from 57 (2019) to 76 (2020). And, recognizing that many students will want to continue their academic studies to prepare them for career advancement, HTC has increased articulation agreements from 85 (2017) to 123 (2020) with four-year institutions to provide a pathway for a baccalaureate degree.

Response to 1.B.2

HTC's educational responsibilities take priority over other activities and projects.

Instruction, academic support, and student services take priority in HTC's resource allocation and budgeting processes. As demonstrated in the FY19 college budget for IPEDS the percentage of operating funds allocated to instruction, academic support, and student services is 82.1% ($42.4 million allocated to instructional and student services out of $51.6 million). Moving forward, HTC's budget will be annually developed around the goals and objectives in Access to Success (see Criterion 5).

Through resource allocation and budgeting, HTC further demonstrates its commitment to provide a diverse workforce for the public good. HTC receives state funds, Access and Opportunity (A&O), as part of MinnState to support the recruitment, retention, and success of underrepresented students. HTC designates its A&O funds for programs and initiatives that supports Equity and Inclusion *s*trategic direction to remove barriers and develop strategies for the success of individuals form historically underrepresented populations. Programs are designed to align with MinnState diversity metrics to address equity gaps for underrepresented student populations in student diversity, academic outcomes, and campus diversity climate. HTC assesses the progress of college goals related to equity and inclusion on a quarterly basis (see: Equity Diversity and Inclusion Assessment). An annual report on the college's outcomes for equity and inclusion goals is submitted to the system office at the end of each fiscal year.

HTC has worked diligently to ensure A&O funding is being strategically utilized to address equity gaps for underrepresented students. In the past, the dissemination and use of A & O funds was spread out among key campus stakeholders. This made it challenging to assess the college-wide impact of funding. For accountability and transparency, the Associate Vice President of Equity and Inclusion oversees the dissemination process to ensure funds are being used for its designated purpose.

HTC is participating in the Supplier Diversity Pilot group with MinnState. The diversification of vendors, contractors, and suppliers encompasses HTC's efforts to include greater representation of woman-owned (WBE) and minority owned (MBE) businesses in the allocation of funds used for purchasing goods, services, and construction services. HTC is in progress for developing a process to track supplier diversity, and has written into work plans for Finance/Facilities to increase supplier diversity for minority and women-owned businesses to match the system's office goal for FY21. Focus areas are in facilities and technology. HTC has also created list of preferred caterers for the campus to use that includes local minority and women-owned restaurants.

Response to 1.B.3

HTC has a long history of engaging with identified external constituencies and communities to assess and respond to their needs.

Equity and Inclusion strategic direction emphasizes the importance of engaging with community partners to be culturally responsive to the needs of students and the workforce.

As part of HTC's commitment to equity and inclusion, the college intentionally partners with diverse communities to plan, support, and host a variety of community events on our campuses. Highlights in FY20 included a partnership with the City of Brooklyn Park's Community Assembly on Domestic Violence Awareness for National Domestic Violence Awareness Month. The event included a panel discussion and community conversation about how domestic violence can look different for diverse communities. Over 65 students, employees, and community members attended, including 3 Brooklyn Park City Council members. In addition, HTC planned and hosted an inaugural Hmong New Year event. HTC employees of Hmong descent organized the culture and arts event that showcased Hmong dancers, singers, and musicians, as well as an opportunity to learn about Hmong culture and history from Hmong community dignitaries. Over 100 students, employees, and community members attended and participated in the event.

Additional community events include co-sponsoring with City of Eden Prairie's Human Rights and Diversity Commission: THEY CALL ME Q theatrical performance, and Out North: MNLGBTQ History documentary film. Over 125+ Hennepin Gateway to College and Eden Prairie high school students, HTC college students and employees, and community members attended the events (see: Summary of Cultural Events and Co-Curricular Activities).

HTC continues its strong partnership with Brooklyn Bridge Alliance for Youth and has assigned an Academic Dean to be part of the Eden Prairie Chamber of Commerce Board of Directors to enhance relationships with the local community and business/industry partners.

The Foundation works with faculty and external partners to receive in-kind (supplies and equipment) gifts to support the MinnState Leveraged Equipment program. The leveraged equipment program is intended to provide resources to acquire state-of-the art instructional equipment on which to train students in areas of high employer need. The program is intended to help colleges build long term partnerships with communities and employers in high need sectors. State funds must be matched dollar-for-dollar by cash or in-kind contributions (up to $500,000) from non-state sources. Match must be related to the program equipment purchased with state funds.

Sources

- 2019 Annual Report Key Facts
- 2019 Equity Diversity and Inclusion Assessment
- Annual Reports on Equity and Inclusion
- Articulation Agreements
- Brooklyn Bridge Alliance for Youth
- Diversity Metrics
- Diversity Work Plan Goals FY18.FINAL.docx
- Equity and Inclusion Strategic Direction
- FY2019 College Budget for IPEDS
- Gateway to College Brochure
- Gifts In Kind Report
- High School to College Pathways
- Hmong Culture and Arts Event
- National Domestic Violence Awareness Forum
- Preferred Caterers
- RAS Collaboration Champion Report
- RAS HTC Newsletter
- RAS Partnership Announcement
- RAS Partnership Charter
- RAS Scholarship
- Student Success Strategic Direction
- Summary of Cultural Events and Co-Curricular Activities
- Supplier Diversity Pilot
- Work Pans Finance Facilities
- Workforce Education

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Response to 1.C.1

HTC encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

As reported in the Diversity Summary and Summary of Cultural Events and Co-Curricular Activities (see 1.B, above), HTC has a diverse college community and provides opportunities for civic engagement through an enriching series of events, forums, and speakers that prepares students to be successful in a diverse, multicultural society and globally connected world. Co-curricular activities are co-sponsored with campus and community partners, including the cities of Brooklyn Park and Eden Prairie, and are open to the public.

Providing culturally responsive curriculum/pedagogy by integrating Learner Value Cultural and Global Awareness into academic courses and co-curricular activities is a college-wide equity and inclusion goal in Access to Success. Recent quantitative and qualitative student feedback from academic course surveys revealed that HTC students want to see more cultural and global perspectives included and addressed in their course materials. Faculty identified 45 academic courses that include cultural and global awareness as the primary learner value in the course. Example courses comprised of a wide array from Carpentry (Engineered Roof Systems) to Information Technology (Help Desk/User Support) to Child Development (Working with Diverse Families and Children). A faculty/staff workgroup also created definitions for all six HTC learner values to provide a common language for faculty to use in integrating learner values into their academic courses. As shown in the meeting minutes, these definitions were approved by the Academic Affairs and Standards Council (AASC).

An example of curricular and co-curricular activities is the Diversity Book Club series that promotes contact and understanding of diverse populations through dialogue on relevant topics that have included race in Minnesota, housing insecurity, and women in STEM. In FY2020, HTC's Equity and Inclusion division provided 12 co-curricular, cultural and global awareness activities through the Diversity Committee's Book Club and related programming. This year's Diversity Book Club focused on culture and cuisine through the book, *Original Local-Indigenous Foods, Stories, and Recipes from the Upper Midwest*, by Ojibwe writer Heid E. Erdrich. Nearly 300 students and employees participated in the Diversity Book Club, and rated 4.5/5.0 (5 = strongly agree) that, "*The*

discussion expanded my cultural and global awareness about culture and cuisine." Another successful outcome was the increased engagement in co-curricular activities from academic departments, particularly technical programs, including Audio Production, Biology, Culinary Arts, ESOL, Plumbing, Sociology, and Gateway to College-English. A listing of HTC cultural events and co-curricular activities are documented annually.

HTC hosted two documentary exhibits in FY2018 to promote global awareness and understanding about the plight and experiences of refugees and immigrants in Minnesota. The exhibits, When Home Won't Let You Stay and Green Card Voices Twin Cities, were co-sponsored with the City of Brooklyn Park and Hennepin County Brooklyn Park Library. Each exhibit was paired with an event or community forum. In addition, a workshop on refugee resettlement was facilitated by the Minnesota Department of Human Services. More than 200 people from the college and surrounding communities viewed the exhibits and attended related programming.

Response to 1.C.2 and 1.C.3

HTC's processes and activities demonstrate inclusive and equitable treatment of diverse populations, and fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

College Commitment to Equity and Inclusion

Hennepin Technical College recognizes, respects, and honors diversity existing in society due to an individual's age, ethnicity, national origin, race, color, sex, sexual orientation, gender identity, gender expression, disability, marital status, familial status, religious beliefs, creeds, and socioeconomic status.

The college is committed, through its programs and policies, to embracing diversity, fostering inclusiveness, and advancing equity in creating a work and educational environment that empowers individuals to live and work productively in an ever-changing global society.

Hennepin Technical College's commitment to diversity compels it to confront prejudicial, discriminatory behaviors and policies. The college supports aggressive steps and programs intended to remedy the historical underrepresentation of persons of color, women, veterans, and persons with disabilities in the workforce, and in ensuring a learning environment that is inclusive and equitable for all.

HTC's Diversity Plan 2014-2018 was recognized by Minnesota State's Equity and Inclusion Division as one of the best in the system. The goals included increase employee diversity; increase student diversity; improve persistence and completion rates for students; and improve campus diversity climate. HTC identified equity and inclusion as a core strategic direction for the new college-wide strategic plan commencing on July 1, 2020 and continuing through June 30, 2025. Strategic initiatives focus on intentionally removing barriers and developing strategies for the success of individuals from historically underrepresented populations.

HTC integrates equity and inclusion as part of all employee professional development plans to advance their cultural competency skills. Employee trainings (see: Summary of Cultural Events and Co-Curricular Activities) focus on transformative change to ensure an accessible, inclusive and safe learning environment**.** Trainings have ranged from understanding different cultural practices to thoughtfulness in cross-cultural interaction. Recent highlights include a 96% completion rate by full

time/part time permanent HTC employees for Minnesota State's Sexual Harassment Prevention Training.

Offering training and dialogues yearly for faculty and staff to increase their intercultural competence is a part of Access to Success Equity and Inclusion strategic direction, and aligns with MinnState Equity 2030 strategic dimension for workforce diversity and talent management. Seventy-seven percent (77%) of HTC faculty participated in cultural competency training during their assigned duty days to develop culturally responsive pedagogy to improve persistence and completion rates between students of color/indigenous students and white students. The 3-part series covered: (1) *Recognizing and reflecting on our own cultural biases*; (2) *Critically examining our attitudes towards diverse cultures*; and (3) *Applying culturally effective habits that lead to inclusion in the classroom.* At the end of the series, faculty rated 2.6/3.0 (3 = very), "*I can identify culturally effective habits to apply in the classroom.*"

HTC is making significant gains in applying inclusive hiring and retention practices to increase employee diversity and improve the campus diversity climate. Increasing retention and development of protected class group employees is a goal in HTC's Access to Success aligned with MinnState Equity 2030 Framework. HTC changed the reporting structure of the equity and inclusion position by upgrading the position to an Associate Vice President and making it a cabinet level position. In addition, all position descriptions continue to be reviewed to include equity and inclusion as a core competency within the position purpose and preferred qualifications (see Equity and Inclusion Reporting Structure and Position Description). In FY2020, the college focused on enhancing the onboarding experience during the first year of employment. Human Resources developed a new employee orientation, which uses a cohort model to introduce new employees to campus resources, committees, and mandatory training. Equity and Inclusion initiated HTC's first employee resource group for employees of color and indigenous employees to increase organizational knowledge and social integration. Numerous trainings were offered for all employees to build leadership competencies that contribute to an inclusive learning and work environment. During the November Employee Workshop Day, 63% of all employees completed the online DiSC assessment and participated in the corresponding keynote session, Welcome to the Jungle, which provided tools for employees to advance their leadership competencies for understanding self and others, valuing diversity, communicating effectively, and building trust. Employees rated the session 4.0/5.0 stars (5 = highest). Over the last 2 years, 90% of employees participated in *Sexual Harassment Prevention* training. Finally, in a concerted effort to reduce the use of micro-aggressions against indigenous people, the college has removed "chief" from all employee titles. A summary of this year's curricular/co-curricular activities, events, trainings, conferences and facilitated discussions that provide evidence of HTC's efforts to ensure a multicultural and globally connected learning and work environment for students and employees is on Equity and Inclusion Overview website page.

HTC has a broad array of committees, clubs, and services that support societal diversity, inclusion and global awareness. These include the college's Equity and Inclusion Committee, which promotes equity and inclusion initiatives to support Access to Success Equity and Inclusion strategic direction 2. The committee is composed of faculty, staff, administrators, and students. The college is a part of Minnesota's Beyond the Yellow Ribbon program to support service members and their families. HTC's Veterans Resource Center serves student veterans to get information on benefits, use computers and study, or just get together and talk. Multicultural student clubs and organizations include BREA (Blacks Rising in Education & Academics) Student Club and Latino Student Club. Disability Services assists students, faculty and staff, to provide access to college programs, services and activities, International Student Services assists international students with the admission process

for enrolling at HTC, and TRiO Student Support Services provides direct support for underrepresented students to complete their degrees.

Sources

- Academic Course Surveys
- Academic Courses Learner Value Cultural and Global Awareness
- Commitment to Equity and Inclusion
- Committees and Clubs
- Cultural Compentency Training
- Diversity Book Club
- Diversity Plan 2014-2018
- Equity 2030 Framework
- Equity and Inclusion Commitee Charter
- Equity and Inclusion Reporting Structure and Position Descriptions
- Equity and Inclusion Strategic Direction
- Equity and Inclusion Strategic Direction Goals and Objectives
- ERG Charter Employees of Color and Indigenous Employees
- Green Card Voices Twin Cities.Flyer
- HTC Diversity Summary 2019
- Learner Value Cultural and Global Awareness
- Learner Values Definitions
- Meeting Minutes AASC Approve Learner Outcome Definitions
- Summary of Cultural Events and Co-Curricular Activities
- Welcome to the Jungle
- When Home Wont Let You Stay

1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

Hennepin Technical College's (HTC) mission, vision, and values are clear and articulated publicly and operationalized throughout the college including on the website, in professional/published documents, and through events such as college-wide workshops, new employee orientation, and council, task force, and committee meetings. The mission was reaffirmed in FY2018 as part of the planning process for the new strategic plan, Access to Success. Access to Success is aligned with Minnesota State's Equity 2030 framework.

HTC's mission demonstrates commitment to the public good. HTC's academic programs prepare students for immediate employment in high-demand careers in business, health, transportation, manufacturing and information technology. HTC has strong engagement with external constituencies including K-12 institutions, industry partners and community organization that lead to a 99% job placement rate for graduates in their field of study.

HTC has a diverse student population with 26% first generation, 46% students of color, and nearly 62% from underrepresented populations. HTC's Student Affairs division provides active student life and career development co-curricular programming that contributes to civic engagement.

Students, faculty and staff are provided with on-going intercultural competence professional development and training to build leadership competencies that contribute to a diverse, multicultural society and globally connect world.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Response to 2.A.1

Hennepin Technical College (HTC) develops and the governing board adopts the mission.

In 1968, legislation passed which enabled the formation of a cooperative organization structure for vocational technical education among all of the independent school districts in suburban Hennepin County, known as Intermediate School District 287. In 1972, Suburban Hennepin County Area Vocational Technical Centers officially opened with over 1,000 enrolled students in 45 different programs. It became the first suburban and largest technical college in the state. Between 1978 and 1989, the name of the school changed several times finally ending as Hennepin Technical College (HTC History).

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The BOT approved HTC's mission on December 16, 1998, and again on March 22, 2006, when it became, "to provide quality technical education needed for employment in an ever-changing global work environment." The wording of the mission was slightly adjusted during planning and

preparation of a new strategic plan in February 2009 (Mission 2009). The strategic plan, Vision 2020, was in effective from July 1, 2010 to June 30, 2020.

Beginning in FY2018, HTC began a multi-year strategic planning process and creation of the new strategic plan (now known as Access to Success) to replace Vision 2020. Throughout the 3-year process, the college engaged both internal and external stakeholders for confirmation and feedback. Stage one was completed in FY2018 when HTC's mission, vision, and value statements were examined with the mission being confirmed and the vision and value statements being updated.

Since the mission statement was confirmed and only the vision and value statements were updated, and in accordance with Board Policy 3.24, the changes did not need to be approved by the BOT as there was no changes to the mission. HTC's new strategic plan Access to Success with mission and updated vision and values is supported by MinnState Chancellor Devinder Malhotra, Ph.D. and HTC's Foundation Chair, Myron Moser.

Response to 2.A.2

HTC operates with integrity in its financial, academic, human resources and auxiliary functions.

State and federal regulations, Minnesota Management and Budget (MMB) policies and procedures, MinnState policies and procedures, and collective bargaining agreements provide the foundation for organizational and ethical behaviors. The MMB and MinnState have polices including restrictions on outside employment, separation of duties, and delegation of authority (and procedure) as well as regular independent audits of key function.

HTC has established key administrative policies and procedures that establish and sustain institutional integrity and ethical behavior on the part of all faculty, staff, administration and students. Examples of policies outlining ethical behavior include: (1) Code of Conduct policy and procedure; (2) Student Code of Conduct policy and procedure; (3) Respectful Workplace procedure (4) Student Concern, Complaint and Grievances policy and procedure; (5) Information Technology Administration policy; (6) Acceptable Use of Computers and IT Resources policy and procedure 1 and procedure 2; (7) Social Media policy and (8) Fraudulent or Other Dishonest Acts policy.

Assessment of the integrity of HTC's financial affairs occurs through an **a**nnual financial audit conducted at the system-level and a yearly Hennepin Technical College Foundation audit. In addition, the college has in place procedures and policies to ensure ethical financial behavior including policy and procedure on purchasing cards and policy and procedure gifts and grant acceptance. Review of purchasing procedures and Code of Conduct training are provided annually.

Academic integrity is covered under policy and procedure 3HTC.9**.** Consistent with the Academic integrity policy, an online complaint form is also available. Once completed, this form is directed to the Vice President of Academic Affairs. Other related policies and procedures include academic grade appeals and last date of attendance (LDA). The LDA policy is based on the requirement of the college to maintain accurate records for all students in order to facilitate the correct calculation of Federal Title IV financial aid awards, including the Pell Grant, Federal student loans and other state and federal funds.

HTC is an Equal Employment Opportunity employer and annually reaffirms its commitment to equal employment opportunity through its Affirmative Action Plan**.** The Vice President of Human Resources oversees the plan development, modifications, implementation, and reporting

requirements and conducts management updates to the President, Cabinet and other internal and external stakeholders. HTC's new hire selection process is continuously analyzed to further the principles of equal employment opportunity. All employees who participate in searches, are required to complete annual confidentiality and bias training (12 Cognitive Biases, Confidentiality in Search Process, Conscious Bias in Search Process, and Unconscious Bias Training).

HTC employees are required to participate in annual training on a variety of topics including code of conduct, preventing sexual harassment, respect in the workplace, FERPA, and public jobs, private data. Training is managed and provided through an online learning platform called Enterprise Learning Management (ELM, ELM New Employees). This allows employees to access the training at any time to complete or refresh their knowledge and understanding. Human Resources is also able to track and notify those employees who have not completed required annual training. In addition to the required online training, additional training opportunities are provided to all employees during workshop days (see workshop agendas - training). The college president is also required to complete training and executive a Code of Conduct Executive Branch Agency Head and Manager Certification each year.

Sources

- 12 Cognitive Biases
- 2020-2021Guidebook
- Academic Integrity Complaint Form
- Access to Success One Page Overview
- Affirmative Action Plan
- Annual Training Program
- Board Policy 1A.2
- Board Policy 1C.1
- Board Policy 1C.2
- Board Policy 3.24
- Board Policy 3.6
- Board Policy 3.8
- Board Policy 5.13
- Board Policy 5.22
- Board Policy 7.3
- BOT Approved HTC Mission Decemnber 16 1998
- BOT Approved HTC Mission March 22 2006
- Chancellor Support Letter
- Code of Conduct - Workshop Day Training
- Code of Conduct Agency Head
- Collective Bargaining Agreements Overview
- Confidentiality in the Search Process
- Conscious Bias in the Search Process
- ELM Online Training Completion Guide
- ELM Training New Employees
- ELM Yearly Training
- Foundation President Support Letter
- HTC History
- HTC Policy 3HTC.9

- HTC Policy 5HTC.10
- HTC Policy and Procedure 3HTC.13 LDA
- HTC Policy and Procedure 7.7
- HTC Procedure 7.3.3
- MinnState Board Policies and System Procedures Overview
- MinnState BOT
- Mission 2009
- Mission Vision Values
- MMB Policies and Procedures Overview
- Outside Employment Conflict of Interest
- Purchasing Procedures
- State Statute 136F.02
- State Statute 136F.10
- Strategic Planning Process
- Stratetgic Planning Process Diagram
- System Procedure 1A.2.2
- System Procedure 1C.0.1
- System Procedure 1C.0.2
- System Procedure 3.24
- System Procedure 3.6.1
- System Procedure 3.8.1
- System Procedure 5.22.1
- System Procedure 5.22.2
- Unconscious bias training
- VISION 2020
- Workshop Agendas - Training

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Response to 2.B.1

HTC ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Information detailing academic and workforce education programs are available on the HTC website. The College maintains an electronic catalog of current academic offerings (as well as catalogs for prior years). This is comprised of all academic programs and courses, including all requirements, and course and program outcomes. Additionally, the academic schedule of courses offered is also found on the website.

All academic program pages includes an overview (including a job outlook), accreditation and affiliations (includes articulations and industry partners), awards and certificates, and faculty information. In addition, all degree requirements as well as course and program outcomes are available as well as the academic schedule of courses (see manufacturing engineering technology).

Tuition and fee information is also maintained on the institution's website. Additional information includes payment options, tuition policies, financial aid and FAQs.

As documented in 2.A.1, HTC is part of MinnState, which is governed by a 15-member Board of Trustees (BOT). The MinnState logo can be found on HTC's homepage and is linked to MinnState's website. This website includes information from all 30 colleges and 7 universities throughout the state and offerings of over 4,000 programs. Students and the public can easily search by campus or program. Additional information available on the website includes Governance (BOT, Chancellor's Office), vendor opportunities, and media relations.

College governance structure, including councils, task forces, committees, and organizational charts can be found on the HTC website under the President's Office. Councils include Shared Governance Council (SGC), Academic Affairs and Standards Council (AASC), and President's Advisory Council (PAC). Both SGC and AASC are established per guidelines outlined in faculty MSCF Master Agreement, article 8.1 and 8.2, respectfully. These councils are responsible for presenting the views of all faculty and making recommendations to the college president. PAC's purpose is to engage stakeholder feedback for the advancement of the college and its mission and

includes a variety of leaders representing administration, faculty, staff and students. PAC members are expected to share meeting recaps and communicate as appropriate with their respective constituency ensuring campus-wide distribution of information and engagement in activities.

Additionally, the college also has task forces with assigned members and 13 college-wide committees available for students, faculty and staff to participate in and engage with planning (see process chart). The HTC Student Senate is the campus student governance organization as defined by the Board Policy 2.1. Student Senate represents the student body on issues of concern that may exist. Each campus elects an Executive Board to govern its affairs and communicate with college leadership (student senate and college leadership agendas).

HTC's website displays the Higher Learning Commission's Mark of Affiliation on the site's home page. The HLC Mark of Affiliation is linked to the HLC website where details of HTC's accreditation status can be viewed. All accreditation documents including comprehensive evaluation reports and any action letters resulting from the HLC review process are located on public pages of the HTC website. In addition to HTC's institutional accreditation, several programs have achieved accreditation and certification status (program accreditations).

Response to 2.B.2

HTC ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

As the largest stand-alone technical college in Minnesota, HTC is an integral asset to the region and offers one of the most affordable college tuition rates in the state. Additionally, HTC has one of the most diverse student populations with 26% first generation students, 46% students of color, and nearly 62% students from underrepresented populations. In alignment with its mission, HTC prepares students for in-demand and high-paying employment opportunities and achieves a 99% job placement rate of graduates in their field of study (2019 Annual Report). HTC creates long-term career opportunities for its students and makes an impact on the communities it services as well as the Minnesota economy. According to the 2018 Economic Impact Study, the combined economic contribution of HTC is $237.7 million.

To continually achieve the high job placement rate, HTC hosts on-campus and, new this year due to the COVID pandemic, virtual career fairs, to provide opportunities for students and employers to meet one another, establish professional relationships, and discuss potential job and/or internship opportunities (virtual career fair stats). In addition, HTC along with industry partners created a scholarship/internship program to assist students with both obtaining experience and completing their educational journey.

HTC partners with community organization such as the Brooklyn Bridge Alliance for Youth (BBA), whose mission is to coordinate a system of high-quality, accessible and fully resourced opportunities that lead to an increase in high school graduation, pathways to college or career, and youth safety and well-being. BBA, HTC and North Hennepin Community College (NHCC), partnered to complete a local research study (Stop Drop Enroll) on persistence to understand both individual and institutional reasons students do not persist one year after they begin college and to propose actions that would increase student persistence (Blueprint for Persistence).

As indicated in 2.A.1, above, HTC has a long standing partnership with Intermediate School District

287. Through this partnership, member school district students are able to take HTC courses on campus. These career courses are designed to match the level of career readiness by focusing on skill development experiences, career awareness, and decision making that can lead to a college certificate, diploma, or degree (Hennepin Technical Pathways).

HTC also partners with local K-12 districts including Robbinsdale Area Schools (RAS) to establish long-term partnerships that is committed to articulated skilled trades career and technical educational opportunities (HTC RAS Partnership Charter, Newsletter, Articulated Pathways). RAS graduates as well as graduates from other Minnesota school districts, have the opportunity to receive workforce development scholarships, funded by the Minnesota Legislature. These scholarships provide up to $2,500 per year ($7,500 max over 3 years) for students who are studying high-demand fields in advanced manufacturing, agriculture, health care services, information technology, early childhood education or transportation.

Civic engagement involves working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community. HTC's Civic Engagement Plan for 2020-21 includes a commitment and strategies to inform students and advance political learning on campus including (1) increasing campus-wide understanding of the registration and voting rates of HTC students; and (2) increasing student civic learning and engagement opportunities (see also NSLVE Report for Civic Engagement). HTC also welcomes political leaders to campus to speak and engagement with students and the community (Klobuchar Roundtable, Phillips Community Conversation).

Sources

- 2019 Annual Report
- Academics METS
- Accreditation Status
- BBAY Strategic Plan 2017-2020
- Blueprint for Persistence Collective Action Plan
- Board Policy 2.1
- Brooklyn Bridge Alliance for Youth
- Catalog
- Civic Engagement Plan 2020-2021
- Committee Descriptions
- Economic Impact Study 2018
- Goal Setting Process
- Hennepin Technical Pathways
- HTC Website MinnState and HLC Logo
- HTC Website Office of the President College Governance
- Klobuchar Roundable
- MinnState Web Pages
- MSCF Article 8
- NSLVE Report for Civic Engagement
- Phillips Community Conversation
- Presidents Advisory Council Meeting Recap
- Presidents Advisory Council Membership

- Program Accreditations
- RAS Articulated Pathways
- RAS HTC Newsletter
- RAS Partnership Announcement
- RAS Partnership Charter
- RAS Scholarship
- Scholarship Internship Overview
- Stop Drop Enroll Executive Summary
- Student and College Leadership Meetings
- Task Force Descriptions
- Tuition and Fees
- Virtual Career Fair
- Virtual Career Fair Stats
- Workforce Development Scholarships

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

Response to 2.C.1

MinnState trustees are trained and knowledge so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

As documented in 2.A.1, above, HTC is a member of MinnState, which governed by a 15-member board (BOT), appointed by the governor and confirmed by the Minnesota State Senate as outlined in Statute 136F.02. Statute 136F.06 directs that, "to the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for decisions." Both the Minnesota State Senate and Minnesota House of Representatives have higher education committees that provide legislative oversight of Minnesota State's operations and finances, including those of MinnState.

Board Policy 1A.2 directs the BOT including membership; board expenses, per diem and reimbursement; powers and duties; officers of the board; standing committees, committees, and working groups of the board; and meetings of the board. The BOT meets on a regular schedule, and all meeting materials are available on the MinnState website for review. In addition, the public has the ability to monitor meetings via audio-streaming.

MinnState trustees participate in a new trustee orientation program upon their appointment to the board. The orientation program covers a variety of topics including: overview of the system and its core value and strategic framework; role of the board and trustees and board/management culture; legal overview including open meeting laws, public/private data, conflict of interest; financial overview including sources and uses of funding, legislative request process, facilities use and maintenance; and overview of current strategic initiatives and enterprise risks.

Ongoing board and trustee development occurs through regular board retreats and Board training sessions, which are scheduled at the discretion of the board chair and focus on topics that are relevant

to the work of the board. The MinnState system is a member of both The Association of Governing Boards (AGB) and The Association of Community College Trustees (ACCT) and thus trustees have access to professional development via resources provided by these national organizations as well as the attendance at their national conferences.

Response to 2.C.2

MinnState trustees' deliberations reflect priorities to preserve and enhance the institution.

The core value of MinnState is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities. BOT deliberations reflect this core value and work is focused on (1) Enhancing Access and Student Success; (2) Providing Minnesota with the talent it needs; (3) Being an anchor for the communities and regions serviced; and (4) long-term financial and programmatic sustainability.

The organizing principle, Equity 2030, is to eliminate the educational equity gaps for first-generation students, low-income students, indigenous students and students of color at every MinnState college and university. Three initial priories of Equity 2030 include: (1) Support and Expand Student-centered Policies and Programs; (2) Developing Equity-minded Evidence-based and Data-informed Practices for Monitoring and Assessment; and (3) Leadership and Professional Development to Support Equity.

As reflected in the BOT agenda, discussions, deliberations and recommendations come through standing committees including Academic and Student Affairs Committee; Audit Committee; Executive Committee, Human Resources Committee; Outreach and Engagement Committee; Diversity, Equity, and Inclusion Committee; Facilities Committee, and Finance Committee. To maintain alignment across the system, college or university presidents also serve on BOT committees as shown in the Committee Roster.

Response to 2.C.3

MinnState trustees' review the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The college's strategic plan, Access to Success, is strategically aligned to Equity 2030 and the work of MinnState and the trustees. The critical thread in Equity 2030 is coordination and communication of equity-related work. In order to align this work throughout the State of Minnesota, the BOT meets regularly with Leadership Council (see LC Agenda) – which includes the chancellor's cabinet as well as the president from each college and university. This ensures relevant interests of internal stakeholders are heard and met.

Minnesota's Open Meeting Law governs the Board, and with only narrow exceptions, requires that all meetings of trustees be noticed and open to the public (Statute Chapter 13D). This ensures relevant interests of any and all external constituencies are heard and met. Written communications to the board concerning matters on upcoming agendas must be available to the public. Materials presented to the board at meetings must be available to the public, unless the materials are classified as nonpublic data (for example, private personnel data).

In addition, both board policies and system procedures are subject to a public review and comment process before being adopted; board policies are adopted or amended after internal review, public

comment, and consideration by the assigned board committee, and adoption by the board in the following month; board policies and system procedures are posted on the board's website; and board policies and system procedures are binding for all of MinnState.

Response to 2.C.4

MinnState trustees preserve its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

In order to earn and keep the public trust, ethical conduct by system officials and employees is of paramount importance. State statutes, board policies, and system procedures outline certain of these requirements.

During the new trustee orientation, a legal overview is provided that discusses applicable board policies and system procedures, ethics in government, employee code of conduct, open meeting law, Minnesota Government Data Practices Act, and legal services overview. Specifically, Statute 43A.32, political activities, states, "No employee shall, directly or indirectly, during hours of employment solicit or receive funds for political purposes, or use official authority or influence to compel an employee in the classified service to apply for membership in or become a member of any political organization, to pay or promise to pay any assessment, subscription, or contribution or to take part in any political activity." Statute 211B.09, prohibited public employees activities, states, "An employee or official of the state or of a political subdivision may not use official authority or influence to compel a person to apply for membership in or become a member of a political organization, to pay or promise to pay a political contribution, or to take part in political activity. A political subdivision may not impose or enforce additional limitations on the political activities of its employees."

MinnState is exempt from the cumbersome and highly detailed rulemaking requirements of Minnesota's Administrative Procedures Act (Statute 136F.06). Instead, the board is authorized to adopt policies (Board Policies) for the system. In addition, the chancellor has authority to adopt procedures (System Procedures) in order to "specify the manner in which policies, law, or managerial functions shall be implemented by the colleges and universities" (Board Policy 1.A.1. Part 3, Subpart I).

Board Policy 1C.1 and System Procedure 1C.0.1 establishes the code of conduct for trustees of Minnesota State. This code of conduct reflects state statutory requirements (Statute 10A), as well as expectations for the conduct of business by the board and its members.

Board Policy 1C.2, Fraudulent or Other Dishonest Acts, governs both trustees and system employees. The policy provides that both employees and trustees use system resources ethically and responsibly; that anyone with a reasonable basis to believe that acts prohibited by the policy have occurred is obligated to timely report the suspected action; and that colleges and universities report suspected fraud or abuse to the Office of Internal Auditing.

The Campaign Finance and Public Disclosure Act (Statute 10A) governs both elected and appointed public officials, including the chancellor and trustees. It does not apply to presidents and other system employees. The law prohibits public officials from accepting gifts from lobbyists, establishes procedures to be used when a public official has a conflict of interest, and requires filing a statement of economic interest upon appointment and annually thereafter. System employees are not classified as lobbyist principals, and the law does not prohibit colleges, universities, or the system office from

providing trustees with tickets for campus or system events.

Under Statute 10A.07, it is a conflict of interest for a public official, including trustees and the chancellor, to: take an action or make a decision that would substantially affect the official's financial interests or those of an associated business, unless the effect on the official is no greater than on other members of the official's business classification, profession, or occupation.

Hennepin Technical College Foundation (HTCF) plays an essential role at the college. HTCF was incorporated on October 12, 1998, and received its 501 (c) (3) status in 1999. While HTCF is a separate entity from the college, its sole purpose is to support and advance the work of the college in providing excellence in technical education. The HTCF Board**,** comprised of local business and community leaders, is charged with expanding relationships and securing funds to help financially challenged students complete their technical education and to help the college fulfill its mission (see HTCF Bylaws, Contract Agreement, and Expense Benefit Projection).

One of the most prominent goals of the HTCF is to act as a good-faith steward of our community's generous philanthropic support. In this way, they are a partner in helping the college achieve its various goals. The foundation thoughtfully invests and preserves the college's endowment and makes sure the contributions from our donors are used according to their wishes (see endowment agreement).

Response to 2.C.5

MinnState trustees delegate day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Each college and university within MinnState is headed by a president who serves as the chief executive officer. The appointment of presidents is governed by Board Policy 4.2 and the president reports to the system chancellor. Presidents are responsible for leading the college faculty, staff, and students in developing and implementing the college mission, consistent with the board mission and goals. The president is the primary spokesperson for college interests and shall consult regularly with students, faculty, staff, and members of the community. The president shall advise the chancellor, the staff of the system office, and the BOT on matters of system policy as appropriate, and otherwise administer and support all MinnState policies and programs. The president shall also lead in generating and sustaining the college vision as an integral part of MinnState. The duties and responsibilities of the president shall include, but are not limited to, adhering to board policies and system procedures, employing personnel, providing innovative educational leadership, allocating campus resources, and implementing the board's strategic plan.

Article 8, Section 2 of the MSCF Master Agreement stipulates that "Faculty have fundamental and unique responsibility in matters affecting the academic well-being of the college. The parties agree that the faculty hold the critical role in academic decision-making at the college. In order to ensure such role, the parties agree to establish an Academic Affairs and Standards Council (AASC) to which management and faculty will bring all proposals regarding academic affairs and standards."

AASC is led by a faculty chair, and membership consists of two-thirds faculty members and one-third administrators, including the vice president of academic affairs. As demonstrated in the meeting agendas and meeting minutes, all proposals, by either administration or faculty, regarding academic affairs are brought before AASC.

Sources

- AASC Agendas
- AASC Minutes
- Access to Success One Page Overview
- Access to Success Strategic Plan Booklet
- Board Policy 1A.1
- Board Policy 1A.2
- Board Policy 1C.1
- Board Policy 1C.2
- Board Policy 4.2
- BOT Agenda
- BOT Audio Streaming Information
- BOT Committee Roster
- BOT Meeting Materials
- BOT Retreat Schedule
- BOT Schedule
- Equity 2030 Framework
- Higher Education Committees Senate and House
- HTCF Board Roster
- HTCF Bylaws
- HTCF Contract with MinnState
- HTCF Endowment Agreement
- HTCF Expense Benefit Projection
- LC Agenda
- Legal Overview
- MSCF Article 8
- New Trustee Orientation
- State Statute 10A
- State Statute 136F.02
- State Statute 136F.06
- State Statute 13D
- State Statute 211B.09
- State Statute 43A.32
- Strategic Planning Aligned to Equity 2030
- System Procedure 1C.0.1

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

The MSCF Mater Agreement, Article 23**,** specifically addresses miscellaneous rights of faculty members including teaching materials, academic freedom, patents and intellectual property rights, and work rules. Specifically, Section 3 states "the employer shall maintain and encourage full freedom, within the law, of inquiry, teaching and research. Each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that world impair teaching." Related Board Policies include 3.22 course outlines and course syllabi; 3.26 intellectual property; and 3.27 copyrights.

The Professional Development Committee supports academic freedom and freedom of expression by promoting Teaching and Learning Experiences (TALES). TALES allows for faculty, staff or students to share their knowledge and experiences around a topic of choice over a lunch period. Many TALES sessions are recorded and available on the HTC SharePoint site for ongoing learning and engagement (see TALES sessions).

Board Policy 3.1 provides specific rights to students including freedom to learn, freedom of expression, and freedom of association. Board Policy 3.8 along with System Procedure 3.8.1 provide students with the process for filing complaints and grievances.

Sources

- Board Policy 3.1
- Board Policy 3.22
- Board Policy 3.26
- Board Policy 3.27
- Board Policy 3.8
- MSCF Article 23
- System Procedure 3.8.1
- TALES Sessions

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1

Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

HTC, in compliance with federal and state mandates, maintains an ad hoc Institutional Review Board (IRB) to provide oversight and ensure integrity of research conducted by faculty and staff. The college maintains an active Office of Institutional Effectiveness which is responsible for oversight of on-campus research activities and for management of the process for approval of research using human subjects or protected records.

Response to 2.E.2

The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

HTC provides opportunities for the college community to engage in activities to demonstrate the responsible application of knowledge. Board Policy 3.26 states the "prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes." The policy recognizes that faculty members own intellectual property rights in certain scholarly works, encoded works, and personal works, and identifies several instances where a faculty member's basic ownership rights may be modified by an agreement or other factors. .

Board Policy 5.22 and system procedure 5.22.1 establishes responsibilities for acceptable use of system information technology resources. Specifically, (1) users must comply with laws and regulations, board policies and system procedures, contracts, and licenses application to their particular use; (2) users are responsible for the content of their personal use of system information technology and may be subject to liability resulting from that use; (3) users must use only system information technology they are authorized to use and use them only in the manner and to the extent authorized. Ability to access information technology resources does not, by itself, imply authorization to do so; and (4) Users are responsible for use of system information technology under their

authorization.

Additionally, users must not engage in inappropriate uses, including: (1) activities that violate state or federal law or regulation; (2) wagering or betting; (3) harassment, threats to or defamation of others, stalking, and/or illegal discrimination; (4) fund-raising, private business, or commercial activity, unless it is related to the mission of the system or its colleges and universities. Mission related activities are determined by the college, university, or system office, and include activities of authorized campus or system-sponsored organizations; (5) storage, display, transmission, or intentional or solicited receipt of material that is or may be reasonably regarded as obscene, sexually explicit, or pornographic, including any depiction, photograph, audio recording, video or written word, except as such access relates to the academic pursuits of a system student or professional activities of a system employee; and (6) “spamming" through widespread dissemination of unsolicited and unauthorized e-mail messages.

Response to 2.E.3

The institution provides students guidance in the ethics of research and use of information resources.

HTC’s research guides, also known as **LibGuides**, contain topics, best practices, and resources for research. LibGuides are available on the HTC website. For each given topic information is provided on reference resources; library OneSearch; articles and databases; videos and multimedia; professional websites; and evaluating information. The librarian also meets with students one-to-one to assist with researching for an assignment or to learn how to utilize the library resources and services more efficiently.

The librarian is available throughout the semester to assist faculty by attending a class or classes and teaching students about a range of research and information literacy-related topics. These sessions with the librarian can be taught either in-person or recorded for online classes. Topics range from how to research for a specific assignment/class/program, to evaluating information, developing research questions, searching library databases, improving Google search skills, and reading scholarly articles.

The Learning Resource Center (LRC) provides a supportive learning environment in which students can receive individual or group tutoring, participate in guided study groups, or receive support in learning about research and citations. The LRC is available to all students at HTC, and offers assistance on a walk-in basis or by appointment. Writing Centers also provide research and support, skill building tools, and additional resources to support student learning. HTC’s Tutoring Centers have been awarded International TUTOR Training Program Certification (ITTPC) by the College Reading & Learning Association (CRLA) for program certification level(s): Level I Certified Tutor, Level II Advanced, and Level III Master Tutor. CRLA (College Reading & Learning Association) is an international professional organization devoted to the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level.

Response to 2.E.4

The institution enforces policies on academic honesty and integrity.

HTC maintains a Student Code of Conduct that details academic honesty, expectations for student behavior, penalties for violation of the policies, and the process by which a student may appeal penalties. Penalties for violation of the policies for academic integrity and honesty range from a

warning, an F grade for the specific assignment, and removal from the class.

The Academic Integrity policy and procedure ensures that faculty, students, staff, and administrators meet their responsibility to value, demonstrate, and safeguard academic integrity as one of the college's most essential institutional values. HTC has an obligation to establish and promote standards of academic integrity, and each member of the college community has the responsibility to understand, support, and practice them.

Details of the policies, expectations, sanctions, and appeal processes are found in the Student Handbook. Without providing details of the specific cases for reasons of confidentiality, it can be reported that over the past five years there are documented instances of students receiving failing grades on an assignment or in a course because of a finding of academic dishonesty.

Sources

- 3HTC9.1 Academic Integrity Policy and Procedure
- Board Policy 3.26
- Board Policy 5.22
- Evaluating Websites and Resources
- Institutional Review Board
- International TUTOR Certification
- LibGuides
- LRC
- Student Code of Conduct Policy and Procedure
- Student Handbook
- System Procedure 5.22.1
- Writing Centers

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Hennepin Technical College (HTC) acts with integrity by establishing college policies that mirror the State of Minnesota and Minnesota State System (MinnState). Conduct within all functions of the college including financial, academic, and human resources are ethical and responsible.

HTC presents itself clearly and completely to the public with regards to programs, costs, and accreditation relationships. The primary vehicle for communication with the public is the college website, which provides access to catalogs, student handbooks, and other essential documents and information.

The Board of Trustees has governance over all MinnState colleges and universities. The college president has delegated authority over the strategic planning and day-to-day operations of the college. The college president meets monthly with other presidents within the system and with the system Chancellor and Cabinet (Leadership Council). Leadership Council jointly meets with the Board of Trustees.

The faculty oversee academic matters. The college's commitment to freedom of expression is reinforced by the Minnesota State College Faculty Master Agreement and supporting college policies and procedures. HTC provides effective oversight and support services to ensure integrity of research and scholarly practice is conducted by all faculty, staff and students. Support of students regarding ethical use of information is available.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1

HTC courses and programs are current and require levels of student performance appropriate to the credential awarded.

HTC awards degrees, diplomas and certificates which meet the academic standards and expectations and standards of practice identified by the Minnesota State (MinnState) system. HTC offers a wide variety of awards including 4 Associate of Science Degrees, 44 Associate of Applied Science Degrees, 48 Diplomas, 54 Occupational Certificates and 27 Advanced Technical Certificates. A description of each award type and the associated credit requirements for each is outlined in HTC Policy & Procedure 3.36.1 and MinnState Policy & Procedure 3.36 with a summary Academic Standards document on Sharepoint for faculty to reference.

The technical programs at HTC are supported by an industry advisory board, which is consulted at least two times per year regarding local workforce needs and course outcomes being taught in the program, to ensure the curriculum is current and relevant. Advisory boards provide continual counsel concerning course design, program design, and evolving industry trends. Their feedback regarding the skills and abilities that entry-level graduates are expected to perform in their respective field is critical in order for program faculty to prepare for and adapt to the ever-changing industry technologies and standards. Advisory minutes (see Ford ASSET sample) document advisory board recommendations for technical and general education courses, and any modifications are reviewed for approval by HTC's Academic and Standards Council (AASC) and recorded in their AASC meeting minutes. An Advisory Committee Handbook is available to provide guidance to the committee chairperson on their role.

Fourteen technical programs at HTC have achieved external programmatic accreditation **o**r licensure, which demonstrates that they meet all standards set by their industry and the industry expertise from

advisory members ensures that the college has the input needed to maintain currency in student learning emphasizing development of skills to adapt to changing environments. Each new programmatic accreditation cycle requires an analysis of the learning objectives and curriculum being taught in relation to the industry standards for skill and competency requirements. The college continually monitors programmatic accreditation cycles and a discussion regarding accreditation needs and status is a standing item on the advisory meeting agenda template as well as on the agenda template for program meetings that take place at least four times per year. In addition, the college has a three-year continuous improvement process for all academic disciplines called Program Advancement (review) that requires programs to do a thorough assessment of the health of their program through a Comprehensive Program Advancement Report.. As a part of the program advancement process, faculty from programs that have achieved programmatic accreditation update the college President, Vice President of Academic Affairs, Vice President of Finance and Vice President of Student Affairs with details regarding any areas of concern from their previous accreditation visit. Faculty discuss how those concerns have been or will be addressed as well as the need for any additional resources.

HTC also uses MinnState Student Success Accountability Metrics on licensure exams to verify that our students and graduates meet the standards set by their industry. The MinnState licensure exam pass rate measures the percent of a cohort of students or graduates that passed a state or national licensure examination. This measure is a weighted average pass rate and currently includes four licensing exams: nursing, teaching, peace officer, and radiography. So, for HTC, the licensure pass rates for Nursing (NCLEX-PN) and Law Enforcement (POST) programs are reflected in this metric. As demonstrated on page 8 of the MinnState Student Success Accountability Metrics In 2017, our licensure pass rate was 78.6%. Over the past three years, our program faculty made curriculum updates, reviewed requirements to enter the program, and developed additional tutoring support for students. As a result, the college realized an 86.36% licensure pass rate in 2019 and to date an 89.47% licensure pass rate in 2020.

Response to 3.A.2

HTC articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The specific course requirements for each academic award are detailed in the college's course catalog and are also displayed for students on each program webpage along with details regarding the recommended course semester sequence. Learning goals for each award is clearly articulated for students through a list of specific learning outcomes aligned to each award. The outcome achieved will vary from Associate of Applied Science Degrees, Diplomas and Certificates offered in any one-subject area. These award outcomes are assessed regularly, with one third of award outcomes being assessed annually as a part of the college's three-year program advancement (review) cycle.

Response to 3.A.3

HTC's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

To assure the quality and learning goals are consistent across all locations and delivery methods, every HTC course has a standardized course outline that is approved through the college's AASC. All instructors are required to teach to the same course outline, which detail the outcomes to be

achieved, the class size maximum, and the number of lecture and lab credits associated with the course. Course Scheduling Guidelines provide faculty and deans with a framework for course scheduling to ensure consistency across the college. For example, one lecture credit equals 16 hours of instruction, that one lab credit equals 32 hours of instruction, and that one instructional hour equals 50 minutes. In accordance with the MSCF contract (Article 11), faculty may be assigned an annual maximum of up to thirty-two credits or up to twenty-seven contact hours per week. Faculty members develop a proposed course schedule for themselves and work collaboratively on any edits prior to approval and publishing.

At HTC, online credits account for approximately 15% of college's enrollment; blended/hybrid courses account for approximately 13% of HTC enrollment. HTC implemented HTC Online, a quality assurance initiative developed for faculty to improve their online course design, delivery and assessment. Aligned with Quality Matters, a nationally recognized quality improvement program for online course design, HTC Online provides faculty with a formal 8-week online course and training to develop a course aligned with the standards of the Quality Matters Higher Education rubric. In addition to the formal course, faculty are provided peer mentoring and peer review of their Quality Matters online course. In Goal 1.2 of the Academic Plan, HTC is working to increase the number of online courses that are in alignment with HTC Online Quality Standards, with a goal of having 100% of online courses in alignment by June 2025.

HTC Online is supported through the HTC Online Workgroup, a team of faculty and staff that work to promote the initiative and disseminate information to the wider college community. The workgroup operates as a part of the college Technology Committee. Finally, HTC provides faculty with internal training sessions on topics that align with HTC Online goals, such as specific D2L tools and academic technology tools such as Camtasia, Mediaspace, Softchalk, Teams, and Zoom.

Curriculum is taught to the standardized course outcomes regardless of whether it is taught face-to-face or online. The same is true for courses delivered through dual credit. HTC offers free dual credit to high school students through a state funded Post-Secondary Enrollment Option (PSEO) program, Gateway to College program, Early Middle College program and a College in the High School (concurrent enrollment) program. Apart from the College in the High School program, all dual programs are taught on site by HTC who meet the Minnesota State Credentialing Requirements (see Auto Body Collision Repair sample).

College in the High School courses are taught by high school instructors with the requirement that the HTC standardized course outcomes are taught to and assessed in alignment to the rigor of courses taught by HTC faculty. To assure this expectation is upheld, high school instructors are mentored by an HTC faculty who guides them in the development of equivalent material and conducts a site visit to observe the teaching and provide feedback. A Statement of Equivalency (SOE) is created between the mentor and high school instructor to outline how equivalency and rigor will be maintained. The high school course syllabus must match HTC learning outcomes and grading rigor and there is at least one common assessment (assignment, test, project, etc.) that both the high school and college require so that the mentor can review examples of student work to verify that college rigor is maintained. All high school instructors in this program receive a Concurrent Enrollment Educators Guide, which outlines the requirements. HTC is in the process of working toward achieving accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Sources

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- 2020 PN NCLEX - 3rd Quarter
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- Academic Plan 02.2020.pdf
- Academic Standards
- Advisory Committee Agenda and Minutes
- Advisory Committee Handbook and Resources - HTC 2017
- Advisory Meeting AgendaTemplate
- Award Outcomes Assessment Rubric
- Award Outcomes_IT Service Desk (BP_EP) Certificate
- Award Outcomes_IT Support (BP_EP) AAS Degree
- Award Outcomes_IT Support (BP_EP) Diploma
- Concurrent Entrepreneurship-SOE Letterhead
- Concurrent Site Visit Report- Buffalo BUSN1510 March 27 2019
- Course Scheduling Guidelines
- CourseOutline-SampleTemplate11092020
- FY21 Awards List+Catalog Links
- HTC Policy 3.36.1PRO-1
- HTC Program Webpage_Awards
- HTC Programmatic Accreditations
- HTCOnlineProcessForDeanImplementation
- HTCOnlineWorkgroupExecutiveSummaryApril2020
- Minnesota State Credential Field Auto Body Collision and Repair Technology
- Minnesota State - System Procedure 3.36
- MSCF Contract 2019-2021
- Program Advancement Comprehensive Report_updated 2020
- Program Meeting Agenda Template
- Semester Sequence_CyberDefense-NetworkSecurity-AAS
- Sharepoint Academic Affairs Curriculum and Scheduling
- Student Success Summary and Metrics Guide
- Technology Commitee Charter FY20
- Technology Training.pdf

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Response to 3.B.1

HTC's general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

HTC's commitment to quality improvement and diversity is clearly reflected in the mission, vision and value statements, which were updated in 2018 as a part of the college's strategic planning process. HTC's mission to "provide excellence in career and technical education for employment and advancement in an ever-changing global environment." is driven by the vision "To be the leader in innovative career and technical education that leads to success for all students." and supported by the values of excellence, innovation and inclusion. At HTC, the general education requirements are intended to support the technical programs by promoting curiosity, encouraging disciplined thinking and enhancing communication skills in students.

In alignment with the mission, the college has identified HTC Learner Outcomes and Values, which encompass skills and competencies that were identified by industry partners as being highly valued and crucial for advancement regardless of program affiliation. General education coursework plays a critical role in assuring that our students achieve these competencies, which include:

Learner Outcomes

- Oral and Written Communication
- Critical Thinking and Problem Solving
- Technological Literacy
- Mathematical and Scientific Reasoning

Learner Values

- Professionalism
- Cultural and Global Awareness
- Safety and Environmental Responsibilities
- Leadership and Self-Direction
- Creativity and Innovation
- Ethical and Social Responsibility

Assurance that these college-wide learner values and outcomes are being addressed throughout the general education and technical programs and courses is a focus of Goal 7 of the Academic Plan and Goal 2 of the Equity and Inclusion Strategic Direction.

In FY20, the college's Assessment Task Force led an effort to reduce ambiguity around the meaning of each of the HTC Learner Outcomes and HTC Learner Values and developed definitions for each that were approved by the college's Academic Affairs and Standards Council (AASC). In addition to defining the HTC Learner Outcomes, an assessment rubric was developed for each in order to provide assessment standardization. To assure formal assessment of the HTC Learner Outcomes is consistently taking place and being tracked for every course, faculty identified how each course is mapped to one college-wide outcome and value. In the summer of 2020, the Assessment Task Force launched a pilot using Explorance Blue, a data collection technology tool, to collect HTC Learner Outcome assessment data.

The efficiencies created with this automation will allow all HTC Learner Outcomes to be assessed consistently in every course. The Explorance Blue tool will also generate meaningful institutional reports on the results.

Response to 3.B.2

HTC's program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The development of the skills represented in the college-wide outcomes and values is enhanced through general education courses, which encompasses topics such as English, mathematics, science, humanities, and social science. Courses in these disciplines range from developmental to college-level courses that meet Minnesota State Transfer Curriculum (MnTC)**.** The MinnState System has established a framework for general education courses, including standards, processes and conditions for transfer courses that is reflected in the MinnState Board Policy 3.21 and MinnState Procedure 3.21.1, HTC adheres to these standards and has a MnTC Checklist in the course catalog which outlines the alignment between HTC courses and the ten MnTC Goal Areas. The ten MnTC goal areas are:

1. Communication
2. Critical Thinking
3. Natural Sciences
4. Mathematical/Logical Reasoning
5. History and Social and Behavioral Sciences
6. The Humanities and Fine Arts

7. Human Diversity
8. Global Perspective
9. Ethnical and Civic Responsibility
10. People and the Environment

Faculty members who teach in general education disciplines at a technical college must consider course design in a unique way to align with the MnTC standards, the college mission, as well as the educational needs of technical programs. The content of general education courses is contextualized to support technical education.

In alignment with the Academic Plan, HTC has a comprehensive Program Advancement (review) process, which prompts faculty and administration to regularly assess the courses and awards offered. HTC's Program Advancement process is a based on a three-year cycle, with the program/department cycle rotation shown in the Continuous Quality Improvement Cycle by Dean 2020-2022 and the annual expectations diagramed in the Continuous Quality Improvement Cycle Flowchart. This process is completed by technical programs as well as general education departments.

Technical programs complete a Comprehensive Program Advancement Report and general education departments complete a Department Comprehensive Program Advancement Report every three years. This report is comprised of analytical questions regarding student demographics, enrollment, and modes of delivery, retention rates, student success rates, and cost. This data is coupled with the results from the department's annual Outcome Assessments and is used to guide the development of goals that are outlined in a work plan. After consultation with the faculty and a review of this documentation, the dean completes an assessment of the overall health of the department and documents the results in a Program Advancement Rubric. Reports and results are presented to the college President, VP of Academic Affairs, VP of Finance and VP of Student Affairs. Academic areas that fall below standards of expectation and need special corrective action are issued a "Program of Concern Notification" by the VP of Academic Affairs.

In FY18, the MinnState System Office implemented a Developmental Education Strategic Roadmap (DESR) initiative to better serve students who enter college with the need for additional academic preparation in order to be successful in college-level courses and increase their ability to persist and complete their award. The DESR initiative includes the redesign of developmental general education courses with seven different goal areas by 2021.

1. Improve student completion of developmental education and entry into college-level courses by redesigning curricula to include an acceleration option.
2. Improve the accuracy of course placement by implementing a multiple measures placement program.
3. Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs.
4. Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.
5. Increase college affordability for students by implementing student-cost-savings approaches.
6. Improve student success in developmental education by expanding and strengthening professional development for faculty, staff and administrators.
7. Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

At HTC, a DESR work group was created (HTC DESR Update 2020) to lead this work and initiatives

that have been implemented are expected to have a high impact on student success include the development of accelerated pathways, multiple measures, embedded tutoring, developing Open Educational Resources (OER) and creating summer bridge programming.

HTC recognizes that previous course placement processes focused on identifying students who were unlikely to succeed in college-level courses and to exclude them from those courses. The multiple measures presentation shows how the DESR work we are engaging in has allowed us to shift to a growth-oriented mindset in which we can identify the strengths, abilities and experiences that students possess in order to determine how they might benefit from rigorous academic experiences. By integrating multiple measures into the process, we are better able to accurately and equitably assess course placement. In the past, the ACCUPLACER course placement assessment was required of all students who did not have documentation of successful completion of college-level English or math coursework or degree earned. In addition to the ACCUPLACER course placement exam, HTC now also allows course placement to be determined based on high school GPA and multiple assessment tools including ACT, SAT and the Minnesota Comprehensive Assessments (MCAs).

Faculty developed accelerated (Fast Track) pathways for specific Math and English developmental courses, which were available to students beginning Fall 2020. In Math, students will be able to complete our Quantitative Reasoning pathway, from the lowest level of developmental Math through college level in one year. In English, students will be able to complete the lowest level of developmental English through college level in either Composition or Technical Writing within one year. In addition, the college implemented an embedded-tutor pilot in developmental Math courses, which historically have had lower student success and completion rates. The embedded tutor, in collaboration with the Learning Resource Center and the course instructor, develops an in-class and out-of-class support strategy.

Reading faculty developed OER options that were implemented in Fall 2020, which allow students to complete developmental reading with no- or low-cost required course textbooks. The college also piloted a summer bridge option for new or returning students who are required to complete college level English and are placed at the developmental level coursework. This pilot offered our FastTrack model of English paired with a 1-credit student success seminar course. These courses were delivered online and included an embedded tutor.

In addition to the MinnState system developmental education metrics we currently address, HTC has also defined an institution-specific success metric that will measure the percentage of a cohort of students who complete the transferable or gateway Math or English course within a one year. Our intent is to capture this data, set department specific benchmarks, and define targeted goals for each department. This data will be reported to internal and external stakeholders.

Response to 3.B.3

The education offered by HTC recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.

HTC's mission, vision, values and Equity and Inclusion Strategic Direction, put intentional emphasis on the need to integrate diversity and cultural awareness into both curricular and co-curricular activities. Recent focus has included LGBTQIA history, Ally training, Race in Minnesota and Unconventional Jobs/ Unstoppable Women events. These activities are tracked (HTC.FY19 Cultural+CoCurricular Activities) with documented attendance, outcomes and participant comments.

In 2020, the death of George Floyd while in the custody of Minneapolis Police prompted a national reckoning on racial justice. At HTC, there was an outpouring of individual and community grief. A letter from the HTC President to our college community acknowledged this pain and communicated our college's commitment to equity and inclusion. Our ongoing response includes:

- Organized listening sessions for students, faculty, and staff to engage in critical conversations about racial justice, healing, and inclusion.
- Provided an opportunity for students to express their views about diversity, equity, and inclusion through a video project collaboration with a community college in Alabama.
- Launched "Ending the Silence on Racism," an initiative that urges the campus and surrounding community to access educational resources and participate in discussions concerning the devastating harm of systemic racism

Additionally, every year, HTC hosts a book club with monthly discussions for participating students, faculty and staff. The theme of the book club book is announced in the fall and throughout the year, there are corresponding events open to the college-wide community, including author speakers, movies, and the sharing of food and cultural artifacts. Faculty are also encouraged to integrate this theme into their curriculum. Past books have included: *A Good Time for the Truth: About Race in Minnesota by Sun Yung Shin, Spirit Car: Journey to a Dakota Past by Diane Wilson, Hidden Figures by Margot Shetterly and Original Local: Indigenous Foods, Stories and Recipes from the Upper Midwest by Heid E. Erdrich.* The College also embeds diversity within the curriculum through courses such as "Food, Culture and Society" and "Racial and Ethnic Relations."

Response to 3.B.4

HTC faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

As a technical college, HTC's mission is to prepare students for employment and career advancement. Therefore, the faculty and students do not engage heavily in scholarship or creative work (in the arts). However, HTC's faculty are engaged in the discovery of knowledge through interactions with program advisory committees and industry partnerships that broadens their industry perspectives and knowledge in order to adapt academic programs to meet the continually changing needs of the industry.

HTC provides opportunities for students to contribute to their scholarship through participation in co-curricular activities. The Student Affairs Mission Vision Values demonstrate that in addition to supporting students in the classroom, HTC has a commitment to the promotion of learning and development outside of the classroom also. In 2018 the college developed co-curricular learning outcomes and assessment rubrics aligned to each of the departments within Student Affairs and in 2019-2020, these outcomes were mapped to the HTC Learner Outcomes and Values and measure the effectiveness of the programming and services being offered.

Co-Curricular Learning Outcomes

- Social Awareness
- Personal Mindset
- Problem Solving
- Planning for Success
- Collaboration

- Communication

Co-curricular opportunities allow students to gain a sense of belonging, leadership skills and experience in their field while also enriching the scholarly learning experience for themselves and other students. Student Senate is a common co-curricular activity that HTC students participate in. Student Senate, which exists to initiate consideration of student problems and communicate recommendations or actions to designated school authorities. In accordance with MinnState Board Policy 2.1 is the Student Senate is the official governing body all HTC students and has the sole authority to recommend the chartering of all clubs to the President of the College. MinnState Policy 2.3 and Procedure 2.3.1 document the expectation that college administration will consult with the Student Senate on college matters that impact students and gives the senate authority to appoint students to all college committees, such as Finance, Policy and Facilities. Campus specific Student Senate bylaws (Senate Bylaws Brooklyn Park, Senate Bylaws Eden Prairie) are approved annually, and Student Senate minutes (Senate Minutes Brooklyn Park, Senate Minutes Eden Prairie) and meetings dates available online.

Other opportunities for students to contribute to their scholarship include participation in SkillsUSA and Phi Theta Kappa (PTK). SkillsUSA provides educational programming, events and competitions that support career and technical education, helping students prepare for success in the workplace and ensuring America has a skilled workforce. PTK is the international honor society of two-year colleges. Students are invited to attend if they meet the qualifications of seeking an AS or AAS degree and have completed a minimum of 12 credits toward that degree with a 3.5 cumulative GPA.

In the spring of 2019, HTC students excelled at the SkillsUSA Minnesota State Leadership and Skills Conference. One student earned a gold medal in cabinetmaking and three other students earned first place awards in web design and advertising categories. Six students from HTC earned silver medals in categories such as automotive service technology and job interview. These accomplishments were highlighted in a story, SkillsUSA Bringing Home the Gold, and communicated to through the college newsletter. Additional college newsletter stories, PTK Academic Team, Student Academic & Leadership Recognition and HTC High VotingParticipation, also highlight that celebrating student accomplishments is integral to our community.

Sources

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- Appendix E Department Work Plans Program Advancement Template 20-21
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- Assessment Task Force Report FY20
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- Co-Curricular Learning Outcome Assessment
- Co-Curricular Learning Outcomes
- Continuous Quality Improvement Cycle By Dean 2020-2022
- Continuous Quality Improvement Cycle Flowchart
- Course Mapping Learner Values+Outcomes

- Course Placement based on High School GPA HTC
- Department Advancement Comprehensive Report
- DESR+FastTrack Presentation
- Equity and Inclusion Strategic Direction
- HTC DESR Update 2020
- HTC High Voting Participation
- HTC Learner Outcomes Rubrics and Definitions 1-15-20
- HTC.FY19 Cultural+CoCurricular Activities
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- Learner Outcomes+Values Webpage
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- MN State Board Policy 3.21 Undergraduate Course and Credit Transfer and the Minnesota
- MN State Developmental-Education-Strategic-Roadmap
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- MN Transfer Curriculum MnTC
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- Student Affairs Mission Vision Values
- Student Senate Bylaws FY20 BPC
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- StudentAcademic+LeadershipRecognition
- StudentSenateMinutesBP090920
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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Response to 3.C.1

HTC strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

HTC's Access to Success Strategic Plan demonstrates the college's commitment to providing strategic diversity planning, training, and program development in order to positively impact employee satisfaction, student success, and the campus diversity climate. Serving over 7,764 credit-seeking students, HTC has one of the most diverse student populations amongst MinnState institutions with 26% first generation students, 46% students who identify as indigenous or students of color, and nearly 62% from underrepresented populations. Having a similar rich diversity among the college personnel is something HTC continues to work toward.

According to the 2020 MinnState Institution Performance Measures**:**

- Employee Diversity – % of Employees of Color and Indigenous Employees
  - FY19: 15.4% (3.1% increase from FY14-FY19)
- Student Diversity – % of Students of Color and Indigenous Students
  - FY19: 44.6% (5.2% increase from FY14-FY19)

Highlights from FY13-FY18 Human Resources (HR) Trend Analysis for the MinnState System indicates that:

- % of Employees of Color and Indigenous Employees
  - FY18 Faculty: 9.5% (2.9% increase from FY13-FY18)
  - FY18 Staff: 24.9% (8.5% increase from FY13-FY18)

Increasing diversity in the college's personnel is something that the college recognizes is an area that needs improvement. One strategy for achieving this is through the retention of protected group employees. Goal 3 of the Equity and Inclusion Strategic Direction focuses on accomplishing this by providing comprehensive employee onboarding and leadership development opportunities.

The college works diligently to intentionally remove barriers and develop strategies for the success of individuals from historically underrepresented populations and is committed to affirmative action. The HTC Affirmative Action Plan is aligned to the MinnState statewide affirmative action plan and contains affirmative action goals and timetables, as well as reasonable and sufficiently assertive hiring and retention methods for achieving these goals. The Affirmative Action Plan is posted on the college's website and is maintained in the Human Resources (HR) Office. This plan is reinforced locally through the MinnState 1B.1 and HTC 1B.1 policies and procedures regarding equal opportunity and nondiscrimination.

College goals reflected through the HTC Equity and Inclusion Strategic Direction and Affirmative Action Plan include:

- Increase employee diversity
- Increase student diversity
- Improve Student Success and Completion Rates
- Improve Campus Diversity Climate

To assure equity in the hiring process, the college's Search Chair Process integrates measures that promote a diverse group of search committee members and an equitable and unbiased search process. Search committees are reviewed by the college's Affirmative Action Officer (AAO) and they may remove or recommend additional members. All members watch confidentiality and affirmative action training videos prior to reviewing applicants. The applicant pool is then certified prior to scheduling interviews and the search chairperson will provide rationale to explain why protected class members did not move forward in the process and at least one interview question will pertain to the applicant's commitment to diversity.

Response to 3.C.2

HTC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

In alignment with the Minnesota State College Faculty (MSCF) Contract, Article 11, the work assignment of faculty members extends beyond their primary focus of classroom teaching and other student contacts. Other core elements of a faculty member's work assignment include student advising, course evaluation, classroom preparation, the evaluation of student performance, committee assignments, classroom research and community service. Full-time faculty members are assigned thirty-two credits or twenty-seven contact hours in an academic year, which leave sufficient time for

these other non-instructional responsibilities.

The HR trend analysis highlights from FY13-FY18 from the MinnState System show that 23 % of college employees are age 61 or older. As such, the college has seen an ever-increasing rate of faculty and staff retirements. Despite those retirements, the headcount of faculty employed at the college has decreased by only .6% between 2013 and 2018. This demonstrates the college's commitment to ensuring that faculty positions are filled in a timely manner in order to continually offer high quality learning experiences for our students.

Response to 3.C.3

HTC instructors are appropriately qualified, including those in dual credit, contractual, and consortia programs.

HTC adheres to MinnState Board Policy 3.32 and System Procedure 3.32.1 when hiring new faculty members. At the System level, there is a Joint Credentialing Committee, established under the master agreement between the board and MSCF, which provides recommendations to the chancellor on credential fields and their respective minimum qualifications.

Specific qualifications for each credentialed area (see Auto Body Collision sample) include formal education and work experience. General education faculty must have a Master's degree in their field or a minimum of 18 graduate credits in their discipline field. Technical faculty must have the appropriate educational level, specified years of demonstrated paid work experience in the credentialed field with at least one year of that work experience being recent (within the last five years) and any certifications or licensure considered essential for professionals in the industry in which they are teaching. Additionally, for those programs that have standards established by a state or national accreditation body, the credentialing requirement established by that body may be incorporated into the minimum qualifications. All individuals, regardless of whether they are hired as unlimited or with a limited term contract must meet or exceed these minimum qualifications.

The college verifies credentials prior to an offer of employment. When faculty are hired, they submit official documentation and electronically submit information regarding their education and work history. This documentation allows for Employee Credential Verification. A Credential Entry Instruction Guide is provided to assist new faculty in this process. If not obtained elsewhere, new unlimited full-time faculty must successfully complete a series of teaching and learning competency courses during their probationary period. These include the following classes: Course Construction, Teaching/Instructional Methods, Student Outcomes Assessment/Evaluation and The Philosophy of Community and Technical College Education.

HTC is working toward having all concurrent enrollment high school instructors meet the same credentialing requirements as our college faculty. In 2016, HLC granted the college a five-year extension to fully meet this requirement. Since that time, HTC has not approved of any new high school partnerships without first verifying that they meet the minimum qualifications as determined by MinnState for that credential field. High school instructors who were teaching HTC College in the Schools courses prior to 2016, are given the opportunity to pursue additional professional development in order to meet the credentialing requirements by the 2022 deadline. A Credentialing Approval Form documents which credentialing requirements been met/not met for tracking purposes.

Response to 3.C.4

HTC instructors are evaluated regularly in accordance with established institutional policies and procedures.

HTC faculty and staff are evaluated annually. The purpose of the evaluation is to build individual strengths, assure satisfactory performance and to identify opportunities for growth. HTC's policy 4.9 outlines performance evaluation expectations for all faculty and staff classifications and follows MinnState Board Policy 4.9.

The HTC faculty performance evaluation process places all faculty on a three-year evaluation cycle that aligns with their program advancement cycle. Unlimited full-time (UFT) faculty serve a three-year probationary period, and during that time, required classroom visits are regularly conducted by the Dean along with follow-up meetings to discuss performance. Adjunct, temporary full-time, and temporary part-time faculty working for the college for the first time are evaluated by their Dean by the end of their first semester of teaching. All faculty members, other than probationary faculty or first-time adjunct or temporary faculty, will be evaluated annually, or more often as determined by the dean.

Faculty performance evaluations are aligned to the program advancement (review) cycle that their program is in, as is diagramed in the three year Continuous Quality Improvement Cycle Flowchart. In year one, the faculty performance evaluation is assessed through a classroom observation of the faculty members instruction. Year two, is focused on a curriculum and assessment process evaluation and the third year is an evaluation of professional expectations. Faculty also receive feedback on their curriculum and teaching strategies through course surveys completed by students. We have transitioned to conducting course surveys through Explorance Blue, which is a secure system that automates the process and allows for strong data reporting.

Response to 3.C.5

HTC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

In order to ensure faculty are supported in their professional development, UFT faculty are required to maintain an individual professional development plan (IPDP) which is reviewed with their Dean annually. The IPDP indicates faculty objectives in relation to content knowledge and skills in their discipline, teaching methods and instructional strategies, related work experience, study appropriate to higher education and service to the college and community.

There are various sources of funding available to support faculty professional development. Per the MSCF contract, Article 17, the college budgets $250 per each full-time equivalent faculty position at the college during the preceding academic year. Equitable distribution of those funds is determined by the MSCF chapter at each campus. At HTC, it has been decided that faculty are eligible for up to $2500 in professional development funds each year. Funding requests are reviewed and approved by the college's Professional Development Committee.

Paid sabbaticals are also available to unlimited full-time, temporary full-time and unlimited part-time

faculty who have continuously served the equivalent of six (6) or more academic years in the Minnesota state colleges. Sabbatical applications are submitted in the fall of every year. The college administration reviews the applications and applications approved by the college President are forwarded to the System Office, Human Resources Division for the eligibility process to be completed. At the conclusion of a sabbatical, the faculty member submits a report of their work and outcomes.

In alignment with Article 17 of the MSCF contract, unlimited faculty members may apply for an industry internship to give them the opportunity to modernize and enrich their technical skills and/or teaching skills. Internships that are not a part of the faculty member's regular duty days are paid with a stipend of $150 per day.

Finally, the college offers Professional Development Initiative (PDI) Funds. At the close of each academic year, all faculty and staff are encouraged to submit requests to utilize PDI funds to advance work outlined in their individual work plan for the upcoming year. These requests are collected by supervisors and reviewed the President's Cabinet for approval.

Campus driven professional development opportunities coordinated by HTC's Professional Development Committee are also offered on campus regularly. Activities are tracked through the Professional Development Strategic Plan Grid and sessions are often recorded to expand the number of people who can participate. The Professional Development Committee also helps to advise administration on the training needs of faculty and staff when developing agendas for four annual workshop days and four annual non-instructional faculty assigned duty days (A-Day). Proposed agendas are shared at the Shared Governance Council for review, distribution to respective faculty networks and approval.

Response to 3.C.6

HTC instructors are accessible for student inquiry.

A faculty handbook is in development, and will outline faculty expectations, responsibilities, policies, and procedures for both full-time and part-time faculty. It will address changes in federal and state law, institutional rules, policies, and procedure updates, and includes guidance on Title IX, sexual harassment, and social media in the classroom.

As is reflected in Article 11 of the MSCF contract, full-time faculty are expected to perform advising duties and to post and maintain office hours. Faculty teaching in general education disciplines are required to be available for one office hour/week for every three credits taught. Technical faculty are required to be available for two office hours/week. Part-time instructors are expected to meet the same expectation on a pro-rata basis and online instructors are expected to be available to students through online office hours. D2L, our learning management system also provides additional tools for online communication with students, such as messaging, discussion boards, and direct links to email, which enhances instructor/student accessibility.

Office hours, location, email and phone number are included in the course syllabus. In 2019, the college began implementing Simple Syllabus, a technology tool that helps faculty create their syllabi, helps administration track that they were created, and helps students gain access to them more readily. A template for every course on our schedule is automatically pre-populated with

institutionally required information (policies, department contacts, room #s, etc.) and course information (description, learning outcomes, prerequisites, etc.). After faculty enter their own information and publish the syllabus, students who are registered in the course can see it almost immediately. Our goal is to have all faculty using Simple Syllabus for all courses by Fall 2021 instead of the Microsoft Word syllabus template version that we have used up until now.

Response to 3.C.7

HTC staff members provide student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

HTC utilizes processes approved by both the MinnState system to identify specific credentials, skills and values required when hiring employees in student support roles aligned to requirements and preferred qualifications that adhere to the respective bargaining unions' criteria. Supervisors work with employees to develop an individual work plan and professional development plan that will serve as a guide to their work for the following year and may include both professional and personal growth opportunities.

Annual evaluations of staff are based on the specific responsibilities outlined in the position description. In addition, supervisors review achievement with their employees in areas that reflect the college's values including customer service, continuous quality improvement, integrity and ethics, technical and job knowledge/skills, work habits, motivation and initiative, and creating and managing change and teamwork. Staff evaluation forms (HTC_AFSCME_Performance_Eval_2020 and Leadership_Eval_and_Competencies_7-1-2016) include a rating sheet along with a self-assessment that allows the employee and supervisor to discuss how the employee feels their performance and work is progressing.

As is described in 3.C.5, the college holds regular campus driven professional development activities for faculty and staff. The Professional Development Committee uses a Staff Training Survey to gather feedback from the college staff regarding their training needs. This feedback is used to help inform administration of agenda topics to include in Workshop Days and faculty A-Day training sessions. Proposed agendas are shared at the Shared Governance Council for review, distribution to respective faculty networks and approval. At the conclusion of every workshop day, an electronic survey evaluation is distributed to all college personnel to assess effectiveness and identify opportunities for improvement.

HTC personnel also have the opportunity and are encouraged to participate in a wide variety of trainings provided through the MinnState System Office, which are currently all taking place virtually due to COVID. Trainings are listed on the System Office website, and include new employee training (code of conduct, data privacy and safety and security, new administrator training, new supervisor training), diversity, equity and inclusion training, various conferences and leadership trainings such as Luoma Leadership Academy. If these trainings do not meet the educational/professional development needs of employees, there is also a tuition waiver, which allows employees to enroll in college courses at HTC or another MinnState institution free of charge. Eligibility details vary by bargaining unit.

Hennepin Technical College also budgets for teams of employees to participate in national

conferences. Every year, a team of faculty, staff and administrators attend the Higher Learning Commission (HLC) conference together and other team attends the American Association of Community Colleges (AACC) conference. Team of various college personnel have also been sent to League for Innovation conferences and development sessions.

HTC is proud to have had women staff members selected as recipients of the Under 40 awards from the American Association for Women in Community Colleges (AAWCC) in 2017, 2019 and 2020. This award showcases women under the age of 40 who are rising stars making a difference for the community and college they serve and is highlighted with an award ceremony at the annual AACC conference.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

Response to 3.D.1

HTC provides student support services suited to the needs of its student populations.

Core to the mission, vision and values of HTC is the success of our students and this is intentionally emphasized as one of the four areas of focus in the current Access to Success Strategic Plan. The Student Success Strategic Direction highlights work to be done in relation to student enrollment, persistence and completion and is the guiding document for operational plans such as the Academic Plan, Persistence Plan, Strategic Enrollment Management (SEM) Plan and Civic Engagement Plan.

The college receives feedback regarding the support needs of students through feedback from Student Senate leaders and surveys regarding health and basic needs and through measurements of student engagement such as the Community College Survey of Student Engagement (CCSSE) with national benchmarks and Survey of Entering Student Engagement (SENSE) (2019 Exec Summary and 2018 Key Findings). These surveys provide the institution with both institutional results and national benchmarks. Student needs are also discussed by members of the President's Advisory Council, with membership that was expanded in FY20 to include Student Senate leaders, faculty and staff union leaders, faculty leaders for the Shared Governance Council and the Academic Affairs and Standards Council and Division Chair people for each academic division of the college. This was an intentional effort to ensure open lines of dialogue between students, staff, faculty and administrators.

Some examples of tools that HTC has used to determine student support needs have included our own local Stop, Drop, Enroll research on student persistence, a University of MN College Student Health Survey regarding student experiences and behaviors in the areas of health insurance, health care utilization, mental health, tobacco use, alcohol and other drug use, personal safety and financial health, nutrition and physical activity and sexual health, and the #RealCollege Survey which assesses the overall basic needs insecurity rates of students. In Fall 2020, HTC also conducted a #RealCollege During the Pandemic Survey to assess the impact that COVID-19 pandemic was having on students.

The Student Affairs Mission, Vision and Values articulate the college's commitment to promoting student learning and development through student-centered programs and services in order to guide

and support them to the achievement of their educational goals. Some of the student support services offered at HTC include library services, student computer labs, a fitness center, a Veteran's Resource Center and formalized Student Clubs and Organizations that follow the standards outlined in the Student Club Guidebook and are supported by the Student Life Board. Counselors are available to personal and career counseling to students. The Counselors at HTC are trained professionals who provide a confidential space for students to talk with someone about life and college concerns, to discuss career goals, etc. Counselors may refer students to the appropriate campus and/or community resources to best serve the needs of the student, and to make students aware of our crisis grant funding when appropriate.

The Student Life and Career Development (SLCD) Office provides co-curricular engagement activities for students. Based on the outcomes of Stop, Drop, Enroll, #RealCollege, and University of MN Health Survey the SLDC Office is focused on aligning their initiatives to the basic needs of student, communication skills, and strategies for managing stress and professionalism. Some of these opportunities include workshops and events that focus on Leadership Development, resume writing and interview tips and career fairs.

In 2018, the college developed co-curricular learning outcomes and rubrics aligned to each of the departments within Student Affairs and in 2019-2020, these outcomes were mapped to the HTC Learner Outcomes and Values.

Co-Curricular Learning Outcomes

- Social Awareness
- Personal Mindset
- Problem Solving
- Planning for Success
- Collaboration
- Communication

These co-curricular opportunities allow students to gain a sense of belonging, leadership skills experience in their field while also enriching the learning experience for all students.

Response to 3.D.2

HTC provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

In Student Affairs, a website detailing resources to help student navigate their first 30 days as a college student was developed, which reiterates some of what they would have learned during their orientation to the college.

Academic support for students at HTC takes place through the college's Centers for Student Achievement, with tutoring available in math, writing and technical program classes. HTC's Tutoring Centers have been awarded International TUTOR Training Program Certification (ITTPC) by the College Reading & Learning Association (CRLA) for program certification level(s): Level I Certified Tutor, Level II Advanced, and Level III Master Tutor. CRLA (College Reading & Learning

Association) is an international professional organization devoted to the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level.

The college's Disability Services Office provides accommodations for students with documented disabilities to support their academic success. Additionally, students with disabilities, low income/first generation students who qualify for enhanced student services are also provided opportunities for success through TRiO Student Support Services, a federally funded program that fosters students' academic and personal growth. Among the services offered by TRiO are academic support, tutoring, access to books and other study aids, financial aid assistance, student success seminars and cultural events.

To ensure students who are struggling are aware of the academic support resources available to them, tutors now reach out to all students who earn below a "C" grade in a course. In addition, Academic Affairs and Student Affairs partnered together to utilize the Power BI dashboards and identify courses that consistently have a high rate of students who earn a D or F grade or withdraw from the course and tutors were embedded into several of these courses to provide ongoing support to students. In addition, within the Power BI tool, a real-time retention dashboard was developed to alert academic advisors if a student drops, stops attending or withdraws from a class. This allows advisors to provide a rapid response to the student to provide appropriate interventions or resources, ensure the student understands any financial aid impacts and to review and update the students' academic plan with them as necessary.

As is described in Criterion 3.B.2, the MinnState System Office implemented a Developmental Education Strategic Roadmap (DESR) initiative to better serve students who enter college with the need for additional academic preparation in order to be successful in college-level courses and increase their ability to persist and complete their award. At HTC, we believe that multiple measures of course placement and Fast Track pathways will have a significant impact on student who test into developmental education courses, and should therefore help to increase the retention and completion rates for students.

Response to 3.D.3

HTC provides academic advising suited to its offerings and the needs of its students.

Aligned processes in Enrollment Services include helping students select programs of study, assisting underprepared students, directing students to appropriate academic support and addressing the needs of student subgroups. In FY19, our Enrollment Services office underwent an organizational restructuring provided greater definition to the role of different positions. The caseload management diagram clearly outlines positions that serve students different stages of the enrollment lifecycle and key performance indicators for each role. This is communicated to faculty through the programmatic caseload assignments , which provides a definition of each role, the staff member who is primarily serving the students interested in/enrolled in each program area and contact information. As is noted in Goal 2 of the Academic Plan, intentional efforts are being made by academic affairs and student affairs to foster relationships between the enrollment services staff and faculty members to ensure conversations around program and/or student service improvements include feedback from various stakeholders.

Prospective students learn about our college and programs through information provided online, in marketing materials and through interactions with Admissions Recruiters and faculty at recruitment events in the community, individual information sessions and scheduled college tours. In June 2019,

the college implemented the use of Salesforce, a customer relationship management tool that will allow Admissions Recruiters to track and provide follow up communication to prospective students as they progress through the prospective student and applicant stages of enrollment.

To determine if a student is prepared to begin their studies, HTC uses: 1) an initial course readiness assessment, 2) course pre-requisites, and 3) program admission requirements. In alignment with MinnState Procedure 3.3.1, entering students are required to take the ACCUPLACER assessment in reading, writing, and mathematics, or submit documentation of another approved measure of course placement, such as high school GPA, ACT/SAT or MN Comprehensive Assessment (MCA) Scores, College Level Examination Program (CLEP) scores, or completion of Advanced Placement or college-level coursework. After course placement is determined, students meet individually with Student Success Advisor, which provides them with an opportunity to review their test scores, discuss the program they intend to pursue and develop an academic plan, which includes identifying any pre-requisite coursework that might be necessary. Students not meeting college-level course cut-scores are then referred to the appropriate developmental coursework.

Developmental courses are available reading, writing and mathematics. The college also offers English for Speakers of Other Languages (ESOL) courses focused on reading, writing and oral communication skills. These courses prepare students to start a technical program or college-level English coursework without any additional developmental courses. Technical course pre-requisites on courses in their discipline to ensure that students understand the expected preparation required for each course. All information is shared on the HTC website.

Response to 3.D.4

HTC provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

As a technical college, HTC's academic programs require equipment, which offers students the opportunity apply their learning on current technology being used in the industry area being studied. Every technical program has both classroom and lab space with the appropriate equipment, technology and supplies needed to provide industry specific applied learning opportunities. Program faculty and their advisory boards discuss current and upcoming industry technology trends to assess equipment needs and faculty are invited to request funding new or replacement equipment as a part of the annual budgeting process.

HTC puts a significant investment in campus facilities (Brooklyn Park and Eden Prairie) maintenance, updated technologies and equipment. Equipment allocations are based on safety first, followed by demonstrated need and impact on teaching and learning in the programs. In addition to equipping program classrooms and labs with funds from the college budget, HTC also has a strong history of cash and equipment donation support from advisory members and other industry partners.

In the MinnState system, colleges can leverage the receipt of cash and equipment donations from industry partners to receive matching funds the state. Leveraged equipment funds of up to $500,000 per institution can be acquired from MinnState to support the purchase of new equipment in high wage, high demand career industries. As in institution, HTC has consistently received donations of

$500,000 or more, and has therefore received the maximum available matching funds.

Technology support is outlined in the Technology Strategic Plan. Common support needs such as software and hardware purchases, computer and media technology maintenance/troubleshooting, and training on different technology tools are available. Technology is also critical in supporting student learning and academic success through D2L support and enhancement and through the development of early alerts such as a Real-time Retention dashboard, which allows academic advisors to be alerted if a student drops or withdraws from a course and provide the appropriate interventions.

Technology support for students is also provided outside of the classroom with Mac and PC desktop computers in the student computer lab and library at each campus. Within the library, students also have access to print books and media, 80 subscription databases and quiet study rooms. In addition, students can check out current course textbooks and laptops. These resources have been a great value to students, as is shown in circulation statistics and survey results. Cumulatively, from July 2018 - June 2019, the two campuses checked out the 67 laptops 2,187 times and the 300+ textbooks were checked out 2,325 times.

The HTC Librarian also provides research help drop-in sessions and in-class workshops regarding best practices for research at the request of faculty members. For online students, the Librarian will make custom videos or online guides to research at the request of the faculty. With Library OneSearch students and faculty can also search the collections of other MinnState institutions. Materials from other colleges may be requested via Interlibrary Loan at no cost to the student or faculty member. The library also provides students with 24/7 librarian chat, which is staffed by librarians from all over Minnesota and across the country.

HTC's research guides, also known as LibGuides, contain tops, best practices, and resources for research. LibGuides are available on the HTC website. For each given topic information is provided on reference resources; library OneSearch; articles and databases; videos and multimedia; professional websites; and evaluating information. The librarian will also meet for one-to-one appointments to assist students with researching for an assignment or to learn how to utilize the library resources and services more efficiently. They will also assist faculty by attending a class and teaching students about a range of research and information literacy-related topics. Sessions with the librarian can be conducted in-person or recorded for online classes. Topics range from how to research for a specific assignment/class/program, to evaluating information, developing research questions, searching library databases, improving Google search skills, and reading scholarly articles.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Response to 4.A.1

The institution maintains a practice of regular program reviews.

Hennepin Technical College (HTC) has a comprehensive Program Advancement (review) process, which prompts faculty and administration to regularly assess the courses and awards offered. HTC's Program Advancement process is a based on a three-year cycle, with the program/department cycle rotation shown in the Continuous Quality Improvement Cycle by Dean 2020-2022 and the annual expectations diagramed in the Continuous Quality Improvement Cycle Flowchart.

Every program completes a Program Comprehensive Program Advancement Report (technical programs) or Department Comprehensive Program Advancement Report (general education departments) every three years. This report is comprised of analytical questions regarding student demographics, enrollment data, retention/student success rates, cost, advisory committee feedback and labor market/industry information. This data coupled with the results from the

program/department annual Outcome Assessments (see Auto Body and Math Outcome Assessment samples) are used to guide the development of goals that are outlined in a work plan (see Auto Body and Math Work Plan samples). After consultation with the faculty and a review of this documentation, the dean completes an assessment of the overall health of the program/department and documents the results in a Program Advancement Rubric. Reports and results are presented to the college President, VP of Academic Affairs, VP of Finance, and VP of Student Affairs. Academic areas that fall below standards of expectation and need special corrective action are issued a "Program of Concern Notification" (see Math Program of Concern sample) by the VP of Academic Affairs.

The college continues to assess and review the program review process. In 2017, training was provided for the Deans and a Strategic Program Advancement Process Workflow Diagram was as created to help all stakeholders better understand the process and purpose. As a result, the college saw greater consistency in faculty participation in the process and the depth of review being across all program areas. In 2019, in order to create efficiency in the ability to access and review program/department data, the college implemented the use of Power BI Dashboards. These dashboards leverage technology to provide real-time quantitative program/department data that can be readily accessed at any time by faculty and administrators. In addition, in 2019 and 2020 the academic affairs division of the college completed an assessment of all templates being used in the process as well as the data elements being addressed in the year one comprehensive report. This assessment led to updated templates for the comprehensive report, program advancement assessment rubric and the program/department work plan. The outcome assessment template and process are under current assessment and will be updated in 2020.

All Program Advancement components, including templates, completed outcomes assessments, work plans and comprehensive reports are stored electronically on a program/department level shared drive, which ensures all faculty (full-time, part-time and adjunct) have access to the same information and have a space to collaborative work on their tasks. Completed Comprehensive Reports and any Program of Concern notices are stored on the college's Academic Affairs Sharepoint site for review by all internal stakeholders.

Response to 4.A.2 and 4.A.3

4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

HTC evaluates all official transcripts received from other institutions to determine if college level credits earned can be accepted in transfer following the Minnesota State (MinnState) Board Policy 3.21 and 3.39. These policies define transfer rights and responsibilities and provide all MinnState institutions with standardized guidelines for evaluating, transferring, accepting and applying undergraduate courses to programs, and for transfer of the Minnesota Transfer Curriculum (MnTC), its courses, and completed goal areas.

For technical courses, the student is asked to also provide a course outline, which is reviewed by program faculty to determine if there is a course at HTC that is comparable in content and level with

at least a 75% match in learner outcomes. Technical courses must have been completed within the past five years to be considered for transfer. MnTC guidelines categorize General Education courses into one of ten MnTC goal areas including: Communication, Critical Thinking, Natural Sciences, Mathematical Logical Reasoning, History and Social Behavioral Sciences, Humanities and Fine Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment. Credit is not granted for General Education coursework that does not fit into any goal area.

The college also accepts credit for prior learning following MinnState Board Policy 3.35. Students can receive college credit for prior learning by documenting mastery of college-level material either through exam, course/training completion or life experiences as outlined on the college's Credit for Prior Learning webpage. The College-Level Examination Program® (CLEP®) is one commonly used assessment of college-level subject matter knowledge acquired through general academic instruction, significant independent study, or extracurricular work. The HTC website outlines the HTC courses and CLEP exam equivalencies. CLEP exams can be completed at the HTC Testing Center. Students also commonly receive HTC college credits for military training and experiences that have been evaluated by the American Council on Education (ACE). The standards of the American Council on Education and the current HTC transfer policy are used to determine course transfer. Finally, students can earn credit for life/work experience by having a faculty member in the specific discipline assess whether their subject matter knowledge is equivalent to what would have been learned through college level coursework.

Response to 4.A.4

The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

HTC's Academic Affairs and Standards Council (AASC) Charter and Bylaws show that the council is made up of faculty (10 members) and administration (5 members) and is responsible for directing the college in all matters concerning academic affairs, including setting academic standards, approving course outlines, award requirements, course and program components, and in keeping an inventory of course and award offerings. The AASC has established academic standards for all courses and awards offered at the college. Faculty submit to the AASC a detailed Curriculum Form which prompts them to address all standards in their curriculum proposals, and curriculum process instructions are provided to help address questions that might arise.

Specific course prerequisites, course learning outcomes, and award learning outcomes are developed by program faculty in consultation their industry advisory committee per HTC Procedure 3.30.1. Proposals for new courses and awards as well as changes to existing courses and awards are reviewed by the AASC for content, prerequisite requirements, academic standards, course-specific learning outcomes, and institutional learning outcomes. The AASC meets monthly to review and approve all curriculum changes. (AASC Agenda December 2019 and AASC-MtgMins-121119).

Additionally, the MinnState Policy 3.36, part 6 and Procedure 3.36.1 establishes standards, processes, and conditions for new programs, program redesign, or program suspension to ensure

educational needs are met without duplication across the system. The Academic Program Approval Process and Criteria document outlines the steps each institution must follow for new program approval. This includes working with the MN State Office of Academic Programs and Quality Assurance unit throughout the planning, proposal and approval process. A Letter of Inquiry submitted by the institution six months to one year prior to their proposed implementation date of a new program to ensure quality, transferability, student and labor market demand, an understanding of appropriate accreditation standards, program learning outcomes and alignment to the system Equity 2030 Plan. A formal proposal is then submitted to other institutions and is posted for 20 days for public comment.

When hiring new faculty members, HTC adheres to MinnState Board Policy 3.32 and Procedure 3.32.1. At the System level, there is a Joint Credentialing Committee, established under the master agreement between the board and Minnesota State College Faculty (MSCF) union, which provides recommendations to the chancellor on credential fields and their respective minimum qualifications, which includes the integration of education and work experience requirements. The college is working with high school concurrent enrollment instructors to ensure they meet the same requirements to teach as our college faculty. New partnerships are not being developed without first verifying instructor credentialing qualifications are met. For existing partnerships, the college is working with high school instructors to ensure they meet these same minimum teaching qualifications by September 1, 2023 if they don't already, per the HLC approved credentialing extension received in 2016 and the COVID extension received in 2020.

In 2020, the MinnState System Office is finalizing the development of a concurrent enrollment credentialing tracking database where high school instructors will submit documentation of their education and work experience for verification by the college and the system office that all minimum qualifications have been met prior to the offering of an assignment. This will match the credentialing verification process that is used for faculty teaching at the college.

HTC is in the process of working toward achieving accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). In alignment with these accreditation standards, all concurrent enrollment high school instructors receive a Concurrent Enrollment Educators Guide, which outlines the requirements to assure the courses taught in the high schools are equivalent to the courses taught at the college:

- **College Faculty Mentors:** Each High School instructor is assigned to an HTC faculty mentor. Faculty mentors help the high school instructors develop equivalent course material. Mentors also conduct a site visit to observe the instruction and provide coaching and feedback.
- **Statement of Equivalency:** Faculty mentors work with high school instructors to create a Statement of Equivalency (SOE) for the course, which outlines the "contract" for how equivalency and rigor will be maintained.
- **Syllabus Review:** Faculty mentors review the high school syllabi each semester to verify learning outcomes and grading rigor match that of courses offered at the college.
- **Paired Student Assessment:** Each high school course has at least one common assignment with the college course. The common assignment could be an exam, or a project that all students both college and high school complete. Each semester, the college faculty mentor reviews examples of grade A, B, C and D high school work on the common assignment to assure grading rigor is equivalent with the college course.

Response to 4.A.5

The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Fourteen programs at HTC have achieved national programmatic accreditation and two have designated industry certifications, which helps determine faculty qualifications, learning outcomes, and industry-specific skills and competency requirements for the program. These programs include Accounting (Accreditation Council for Business Schools and Programs), Business (Accreditation Council for Business Schools and Programs), Culinary Arts (American Culinary Federation), Dental Assistant (Commission on Dental Accreditation), Medical Assistant (Commission on Accreditation of Allied Health Education Programs), HVAC (HVAC Excellence), Marine, Motorsports and Power Equipment (Equipment and Engine Training Council), and all of the automotive programs Auto Body Collision Repair, Automotive Technology, Ford ASSET and Medium/Heavy Truck Technology are accredited through the Automotive Service Excellence (ASE). Programs with specialized certifications include Audio Production (AVID Pro Tools) and Law Enforcement (MN Board of Peace Officers Standards & Training).

Response to 4.A.6

The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

In addition to programmatic accreditation, two key indicators that our programs are attaining the outcomes they set out to achieve are the job placement rates of new graduates, and employer satisfaction. The Student Life and Career Development (SLCD)Office conducts a Graduate Follow up Survey annually to assess the success of our graduates in securing related employment or continued education in their field of study. Two summary reports are generated, one provides survey results by major and one provides cumulative HTC graduate placement data. HTC graduates have been very successful with consistent 98%-99% placement in field of study over the past three years.

To continually improve curriculum and instruction, feedback is also gathered from employers through an Employer Satisfaction Survey of Graduates to verify that our graduates are demonstrating the necessary skills and competencies for success in the industry. The data elements included in this survey are currently under assessment and revision to ensure the questions being asked prompt responses that provide meaningful and actionable feedback for program faculty and administrators. The collected feedback is provided to deans and faculty and combined with other program assessments provides evidence of effective learning at the program level.

The successful employment of our graduates is critically aligned to the mission of the college. As such, many HTC programs have a required or optional internship/externship/clinical experience integrated into the curriculum. Experiential learning opportunities require a Company Internship Agreement between the college and the organization providing the work experience, as well as a Student Internship Agreement, which outlines goals to be accomplished during the internship as well as an assessment of the students work by the supervisor. These experiential learning

opportunities not only benefit students by allowing them to apply their learning in a real-world work environment, but they also prepare students for the expectations of the industry. Additionally, these experiences allow students to build a professional network and add relevant work experience to their resume. Many internships lead to permanent employment.

Sources

- AASC Agenda December 2019
- AASC Charter+Bylaws
- AASC Curriculum Form
- AASC Curriculum Process Instructions
- AASC-MtgMins-121119
- Academic Standards
- Auto Body Appendix E Department Work Plans Program Advancement_2020
- Auto Body Outcomes Assessment FY17+18+19
- Auto Body Program Advancement FY20
- CE_EducatorGuide
- CLEP Credit Equivalencies
- Concurrent BUSN1510 Paired Student Assessment - Buffalo 2019
- Concurrent CIS Entrepreneurship Syllabus 18-19
- Concurrent Entrepreneurship-SOE Letterhead
- Concurrent Site Visit Report- Buffalo BUSN1510 March 27 2019
- Continuous Quality Improvement Cycle By Dean 2020-2022
- Continuous Quality Improvement Cycle Flowchart
- Continuous Quality Improvement Cycle Flowchart
- Credit for Prior Learning Webpage
- Department Advancement Comprehensive Report
- Employer Satisfaction Survey of Graduates
- Equity 2030 Framework
- Graduate Follow up Report Summary by Major 2018
- GraduatePlacementHTC_2017-2018
- HLC COVID Credentialing Extension Letter
- HLC Credentialing Extension Approval
- HTC Procedure 3.30.1
- HTC Programmatic Accreditations
- Internship Agreement_Company
- Internship Agreement_Student
- Joint Committee on Credenital Fields
- Math Outcome Assessment FY17+FY18+FY19
- MATH Program Advancement FY20
- Math_Appendix E Department Work Plans Program Advancement_2020
- Minnesota Transfer Curriculum MnTC
- MinnState 3.32.1 Procedures
- MinnState 3.36.1 Procedure
- MinnState Academic Program Approval Process and Criteria
- MinnState Board Policy 3.21
- MinnState Board Policy 3.32
- MinnState Board Policy 3.35

- MinnState Board Policy 3.36
- MinnState Board Policy 3.39
- MnTCProgramRequirementGuide 20-21
- Power BI Program Profiles
- Program Advancement Rubric FY20
- Program Advancement Rubric FY20
- Program Advancement Sharepoint
- Program of Concern Notification Template
- Program of Concern_Math_2020
- Strategic Program Advancement Process Workflow Diagram

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Response to 4.B.1

The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

At HTC, assessment occurs throughout the enrollment and learning cycle in order to streamline and enhance the student experience. Examples of formal assessments include:

- Initial Placement
- Prior Learning Assessment
- Course Level Outcomes Assessment
- Program Level Outcomes Assessment
- College-Wide Abilities Assessment
- Student Engagement
- Exit Assessments

A description of each of these assessments and assessment processes used at each stage is described on the Assessment webpage.

Between 2016 and 2019, HTC hosted an annual visit with our Higher Learning Commission (HLC) Liaison and a group of faculty and administrators to learn details about the HLC Criterion and accreditation process. In these visits, HTC learned that assessment is an area in which institutions often receive recommendations for improvement. As such, HTC administration decided to transition the Assessment Committee to an Assessment Task Force in 2019.

At HTC, a committee has open membership with annual membership changes. A task force is comprised of a cross-section of stakeholders from administration, faculty and staff. Members of a task force agree to a minimum of a two-year commitment and are appointed by the President based on their subject matter expertise. Consistency in membership enhances the ability for the group to make significant advancements in their work.

The college's Assessment Task Force provides general oversight on assessment activities which are documented annually in the Assessment Committee Task Force Charter and end of year Report. The

task force works in collaboration with stakeholders across different programs and departments to develop processes and procedures to improve assessment effectiveness through formal planning and evaluation.

Response to 4.B.2

The institution uses the information gained from assessment to improve student learning.

At the course level, individual course evaluations are completed every semester and the college found that there were increasing low response rates. To improve this, in 2019 the college launched Explorance Blue, a technology tool that automates the development of surveys, the communication that a survey is available, and the reporting of results. In 2020, a revision of the course survey questions was completed and approved by the college's Academic Affairs and Standards Council (AASC). The revised questions now include nuanced differences for face-to-face classes, online classes and blended/hybrid classes and will be implemented in all spring 2021 courses.

Separate summative reports are now generated for individual faculty members which allow for individuals to identify opportunities for teaching improvements within their course curriculum. Explorance Blue also generates program/department level reports, which allow faculty to broadly assess student satisfaction and to identify potential curriculum enhancement opportunities. An assessment of course evaluation trends and opportunities for improvement at the program/department level will be reported on as an element of the Comprehensive Program Advancement Report that is completed by every program/department on a three-year cycle. Finally, there is an executive report, which provides the college administration with an overall understanding of student satisfaction at the course level.

Every HTC degree, diploma and certificate has identified program learning outcomes, which are publicly posted along with other program information on the college's website. As a part of the college's three-year Program Advancement continuous improvement cycle, faculty assess one third of their outcomes annually. This information along with the results are recorded on the Outcome Assessment template. Information regarding the results and opportunities for improvement are submitted to the dean annually in October and an implementation plan is integrated into the program's work plan.

In alignment with the Academic Plan, real-time dashboards were created that allow faculty and administrators to regularly assess student success rates in courses. Course trends that show a high rate of students withdrawing or earning below a C grade are identified through these dashboards and strategies for improvement are discussed at program/department meetings and at program advisory meetings as a standing agenda item. Trends, strategies implemented, and results are reported in the program advancement process to the college's President, VP of Academic Affairs, VP of Finance and VP of Student Affairs.

The Academic Plan and Persistence Plan outline a couple of new strategies aimed to help improve student success. Embedded tutoring has been implemented in math, reading and writing courses that have high rate of students withdrawing or receiving a D or F grade. To ensure students in all disciplines who are struggling are aware of the academic support resources available to them, tutors now reach out to all students who earn below a "C" grade in a course. In addition, within the Power

BI tool, a real-time retention dashboard was developed to alert academic advisors if a student drops, stops attending or withdraws from a class. This allows advisors to provide a rapid response to the student to provide appropriate interventions or resources, ensure the student understands any financial aid impacts and to review and update the student's academic plan with them as necessary.

For all courses, faculty are asked to complete a Student Progress Report for each enrolled student at the mid-point of each semester. The goal of this strategy is to ensure faculty are reporting any students who are struggling with attendance, failing behind on their coursework or performing poorly on course outcomes so student success interventions can take place. In this process, students who are struggling in a course will receive outreach from the appropriate support staff in Student Affairs (advisors, tutors, counselors, etc.) who will provide them with resources to help them succeed.

At the college-level, HTC's Learner Outcomes are skills and competencies that are demonstrated by all HTC students at the time of graduation. These outcomes, in addition to technical program skills, are highly valued by employers and are crucial for advancement in the workplace. In FY19 and FY20, the college's Assessment Task Force reviewed the effectiveness of the HTC Learner Outcome assessment process and in FY20 implemented changes aimed to create efficiencies in the process and to assure all faculty are participating in this work in a consistent and meaningful way. A presentation (Assessment Task Force Updates 2.20.20) was provided for the President's Advisory Council in February 2020 outlining the accomplishments and vision for this work.

Phase 1: Outline HTC Learner Outcome Assessment Plan

Phase 2: Ingrate other technologies in the assessment process and refining the process

Phase 3: Complete programmatic and course assessment

Phase 4: Assess KPI's and measure results

The Assessment Task Force developed an HTC Learner Outcome assessment process workflow document and timeline and the framework for moving forward was discussed throughout the Fall 2019 Workshop Day attended by all college personnel. At the November 2019 A-Day (one of four assigned faculty non-instructional days focused on academic matters such as curriculum and assessment) faculty mapped each of their program/department catalogued courses to one HTC Learner Outcome and Value, all of which were defined, and the HTC Learner Outcome Assessment Rubrics were revised.

Assessment of the HTC Learner Outcomes was launched in summer 2020 with general education courses serving as a pilot group. All degree level courses will complete the college-wide assessments in fall 2020. The new adapted process is implemented through the Explorance Blue technology with automated instructions provided to faculty through email. At the end of the term, faculty will assess student outcomes against the rubric measurements and document them in Explorance Blue.

Results will be reviewed by the Assessment Task Force. If results are deemed acceptable, assessment will continue in the next term and results will be monitored in order to identify trends and opportunities for improvement. If outcome results are deemed unacceptable by the Assessment Task Force, the results will be forwarded to AASC so that the competencies related to the learning outcomes can be thoroughly reviewed and recommendations can be made. Academic Deans will be included in this process so faculty development and training opportunities can be identified.

As is reflected in the Student Success and Equity and Inclusion Strategic Directions, as well as the Academic Plan, Persistence Plan and SEM Plan, the college has expanded our work in regularly assessing student success, scheduling needs and the integration of cultural and global awareness into academic course and co-curricular activities.

The results of faculty mapping their courses to one HTC Learner Outcome and one HTC Learner Value indicated that cultural and global awareness concepts are not frequently focused on in academic courses. The college is committed to intentionally removing barriers and developing strategies for success of people from historically under-represented populations, and as such has begun offering trainings and dialogues annually for faculty and staff to increase their cultural competence and to learn from one another various ways that this value can be integrated into their curriculum.

In FY19, 77% of faculty participated in cultural competency training during their assigned duty days. These trainings were aimed at developing culturally responsive pedagogy in order to improve persistence and completion rates for student of color/indigenous students. At the end of the series, faculty rated 2.6/3.0 (3 = very), “I can identify culturally effective habits to apply in the classroom”. Results for the course survey questions that ask if cultural and global perspectives were integrated into the course material will be watched to see if there are institutional improvements.

HTC’s commitment to access and opportunity also extends into the academic environment through strategic course scheduling to meet the needs of students. As a part of our Stop, Drop, Enroll research, which is detailed in 4C, the college identified course scheduling as a barrier to enrollment. In FY19, the academic affairs division of the college began exploring new scheduling opportunities in response to this feedback. Some actions for general education courses included a 12% increase in evening courses, a 13% increase in online course sections and an 11% increase of Friday/Saturday courses. Similarly, a weekend cohort of courses was added for HVAC, Automotive Technology added options for students to start the program in January instead of just in August and Cabinetmaking added evening course options. In FY20, the college began leveraging our Explorance Blue technology tool to conduct a survey of course scheduling needs with current and prospective students. Trends will be monitored in order to track trends by program area to provide data in the course schedule review and modification process.

HTC also has a commitment to the promotion of learning and development outside of the classroom, which are assessed through co-curricular learning outcomes aligned to each of the departments within Student Affairs. In 2019-2020, these outcomes were mapped to the HTC Learner Outcomes and Values and co-curricular assessment rubrics were developed to measure the effectiveness of the programming and services being offered.

Co-Curricular Learning Outcomes

- Social Awareness
- Personal Mindset
- Problem Solving
- Planning for Success
- Collaboration
- Communication

Response to 4.B.3

The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Assessment at HTC is a comprehensive process that expands the entire student life cycle from admission through award completion. Because assessment is so broad, the Assessment Task Force includes representation from administration, faculty and staff. The gathering of feedback and updates in processes are shared at various college workshop days and faculty assigned non-instructional duty days, Shared Governance Council and AASC to assure faculty and staff are engaged in the process. Over the past three years, the college has refined our approach to assessment with the integration of automation through Explorance Blue. This technology will help to streamline processes and create efficiencies in developing, participating in and reporting on assessment activities.

Through HTC Online, the college utilizes standardized quality matters rubrics to assess student learning with assurance that online students are receiving the same quality education that students learning on campus receive. The standardization of rubrics to assess HTC Learner outcomes will provide the college with comparative results from year to year in order to provide the college with evidence that students from all areas of study are achieving these skills that were identified as being critical for career success.

Goals for student success, retention, persistence and completion and job placement are set by the college and measured through our institutional dashboards, as well as IPEDS data and MinnState System Performance Metrics for national and local level external comparisons.

Sources

- A Day Agenda 112619
- Academic Plan 02.2020.pdf
- Advisory Meeting AgendaTemplate
- Appendix C-Program-Award Outcomes Assessment Rubric
- Appendix E Department Work Plans Program Advancement Template 20-21
- Assessment Project Timeline
- Assessment Process Workflow
- Assessment Task Force Charter
- Assessment Task Force Report FY20
- Assessment Task Force Updates 02202020
- Centers for Student Achievement (Tutoring)
- Co-Curricular Learning Outcome Assessment
- Co-Curricular Learning Outcomes
- College Learning Outcomes Assessment Instructions 2020
- College Outcome Assessment Process 2019
- Continuous Quality Improvement Cycle Flowchart
- Course Survey Automation Robotics Report_Fall2020
- Course Survey College Executive Report_Fall2020
- Course Survey Demo SAMPLE-Individual Report
- Course Survey Questions Blended Rev2020
- Course Survey Questions F2F Rev2020
- Course Survey Questions Online Rev2020

- Course Survey Sample Report_Fall 2020
- CourseOutlineTemplate
- Equity and Inclusion Strategic Direction
- Explorance Blue Presentation 2.12.20
- HTC Assessment Webpage
- HTC IPEDS Data Feedback Report 2019
- HTC Learner Outcomes Rubrics and Definitions 1-15-20
- HTCOnlineWorkgroupExecutiveSummaryApril2020
- Learner Outcomes+Values Webpage
- Persistence Plan
- Power BI Program Profiles
- Program Advancement Comprehensive Report FINAL-updated 2020
- Program Meeting Agenda Template
- Real_Time_Retention Dashboard
- SEM Plan
- Stop Drop Enroll Executive Summary
- Student Success Strategic Direction
- Student Success Summary and Metrics Guide
- Workshop Agenda 11.25.19

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Response to 4.C.1

The Institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Student persistence, retention and completion are student success measures that are critical to the mission of Hennepin Technical College (HTC) and as such, has been consistently been integrated annually in the college's goals. In addition to annual goals these measures of student success are integrated heavily into the college's five-year strategic plan.

In 2018, HTC began the three-year planning process for developing the college's 2020-2025 Access to Success Strategic Plan. During the planning process, there was intentional effort put into ensuring that the success of our students was a primary focus. Retention, persistence and completion goals, their corresponding action strategies and desired outcomes are prominent in Strategic Direction 1: Student Success, Strategic Direction 2: Equity and Inclusion and Strategic Direction 3: Quality Education, as well as in the respective operational plans, including the Academic Plan, Persistence Plan and the Strategic Enrollment Management (SEM) Plan.

Challenging but attainable goals related to student retention, persistence and completion are established through an assessment of various data sources, including Integrated Post-Secondary Education Data System (IPEDS) (2017,2018, 2019), Minnesota State (MinnState) Student Success Accountability Metrics and institutional retention data reported through Power BI dashboards. The goals HTC aims to achieve from July 2020- June 2025 include:

1. **Increase graduation rates by 10% by 2025**
    1. **2020 benchmark = 30%** as documented on page 5 of the HTC IPEDS Data Feedback Report 2018 which indicates data from the 2014 student cohort and measures the percent

of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate.
    2. Historical data indicates that the college's graduation rate fluctuated very little over the past three years. This goal challenges the college to achieve an increase of approximately 2% annually.
2. **Increase completion rates by 15% by 2025 for part-time students**
    1. **2020 Benchmark = 38.8%** as documented on page 6 of the MinnState Student Success Accountability Metrics from 2019 which indicates student data from Fall 2010-Fall 2015 and measures the percent of an entering cohort of undergraduate regular and transfer students that has completed. Completion is measured as graduation by the end of the third spring after entry at the college.
    2. Historical data indicates part-time student completion rates fluctuate annually from +/- .7% to 3.6%. This goal challenges HTC to achieve an increase of approximately 3% annually.
3. **Increase completion rates by 5% by 2025 for full-time students**
    1. **2020 Benchmark = 52.5%** as documented on page 6 of the MinnState Student Success Accountability Metrics from 2019 which indicates student data from Fall 2010-Fall 2015 and measures the percent of an entering cohort of undergraduate regular and transfer students that has completed. Completion is measured as graduation by the end of the third spring after entry at the college.
    2. Historical data shows the last year in which there was an increase in full-time student completion rates was 2012-2013. This goal challenges HTC to achieve a 1% increase annually.
4. **Increase total student body persistence rates by 2025 to:**

*Note: HTC has three different versions of this goal, because each of our accountability sources uses different variables to measure success. Definitions are included below.

1. **70% as measured by IPEDS**
    1. **2020 Benchmark = 67%** as documented on page 5 of the HTC IPEDS Data Feedback Report 2018 which indicates student data from the Fall 2016 cohort and measures the percent of full-time, first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
    2. The 2017-2019 IPEDS Data Feedback Reports indicate that the college's first-time/full-time student retention rates have fluctuated from 61% to 67% over past three years. This goal challenges HTC to increase this rate by less than 1% annually.

1. **77% as measured by MinnState Persistence Metrics**
    1. **2020 Benchmark = 67.3%** as documented on page 4 of the MinnState Student Success Accountability Metrics from 2019 which indicates student data from Fall 2012-Fall 2017 and measures the percent of a fall entering cohort of regular and transfer students who have been retained, graduated or transferred by the second fall term following original fall enrollment.
    2. Historical data shows that the college achieved a 77% persistence rate for full-time students in FY12 and FY14. This is goal challenges HTC to meet that standard again with an increase of 2% annually.

1. **50% as measured by HTC** Power BI Retention Rate Dashboard
    1. **2020 Benchmark = 48%** which measures the percentage of students from the previous

fiscal year who declared a major and enrolled in that fall/spring who then either completed their major or re-enrolled in the following fall/spring respectively. Students who transfer to another institution are not included in this data, since transfer is not a principal focus of the college mission. \

2. From 2017 – 2020, HTC's average retention rate was 48%. This goal challenged the college to increase by less than 1% annually. In FY20, the college achieved a 51% retention rate, so this goal will be assessed to determine if it should be revised.

Updates regarding the college goals and strategic plan are provided regularly at the four annual all college workshop days, as well as at the additional four faculty assigned non-instructional days (A-Days).

Response to 4.C.2

The institution collects and analyzes information on student retention, persistence, and completion of its programs.

HTC utilizes IPEDS, MinnStudent Success Accountability Metrics and internal dashboards generated through Power BI technology to regularly assess and analyze student retention, persistence and completion data. As noted in 4.C.1, the college has set challenging but attainable goals for improvement in these metrics which are integrated into the Student Success and Equity and Inclusion Strategic Directions and their corresponding operational plans, including the Academic Plan,Persistence Plan and SEM Plan.

The college recognizes that our student retention, persistence, and completion rates could be greatly improved. This recognition has led the college to seek ways to identify and better understand the needs of our students and the barriers they encounter in their educational journey. From 2018-2020, the following are examples of tools the college has used to gather additional data.

In 2018, the college participated in the first locally conducted research study on student persistence, entitled Stop, Drop, Enroll. The purpose of this study was: 1) to understand the individual and institutional reasons students do not persist one year after they begin college, and 2) to propose actions that would increase student persistence. From the report of the Stop, Drop, Enroll research findings, the college learned that the top predictors and causes for students who drop out, which includes:

- Earning a "C" grade or lower in a class
- Withdrawing from a class
- Having a hold on their student record.
- Financial challenges
- Balancing school and work
- Class schedules that do not meet student needs

The college also actively seeks feedback from our students regarding factors not directly related to the college that might be impacting their ability to succeed in the classroom. In the spring of 2018, HTC joined with Boynton Health at the University of Minnesota to collect College Student Health Survey information from students about their experiences and behaviors in the areas of health insurance and health care utilization, mental health, tobacco use, alcohol and other drug use, personal safety and

financial health, nutrition and physical activity, and sexual health. HTC had a 23.7% response rate and results, which are documented in the College Student Health Survey Report 2018, include:

- 6.3% of HTC students are uninsured (compared to 2.9% overall)
- 65% of HTC students had an adverse childhood experience
- 42% of HTC students have been diagnosed with mental health issues
- 8% of HTC students use tobacco (compared to 3% overall)
- 54% of HTC students carry some level of credit card debt; 43% report a debt of $3,000 or more per month
- 26% of HTC students worry about whether their food will run out before they have money to buy more

The college also participated in a #RealCollege Survey in the fall of 2018, which is a national survey conducted by the Hope Center for College, Community, and Justice at Temple University to assess the overall basic needs insecurity rates of students. Results were provided to the college in April 2019 and indicated that of HTCs' respondents (13.9% response rate):

- 40% of respondents were food insecure in the prior 30 days
- 56% of respondents were housing insecure in the previous year
- 19% of respondents were homeless in the previous year
- 65% of students at Hennepin Technical College experienced at least one of these forms of basic needs insecurity in the past year
- 16% of food insecure students utilize SNAP benefits
- 8% of homeless students utilize housing benefits

HTC worked conducted another #RealCollege survey in the fall of 2020, their #RealCollege During the Pandemic Survey, which was structured to specifically assess the impact that COVID-19 pandemic was having on students. During this survey, HTC experienced a 16% response rate and showed that in addition to the food and housing insecurities that were identified in the 2018 survey, these results also indicated that:

- Among students who held at least one job prior to the pandemic, 18% lost their job(s) and 32% saw reduced hours and/or pay
- 31% are experiencing at least moderate anxiety
- 36% could no longer concentrate on their education
- 17% did not have a functional laptop or a reliable internet connection
- 11% had no time for school, with 38% of your students saying they were also taking care of a family member as a result of the pandemic

Response to 4.C.3

The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The findings of these research tools have collectively provided HTC with the data needed to allow the college to be focused and deliberate in setting annual goals, in the development of each Strategic Direction within the Access to Success Strategic Plan, in the determining action strategies and desired outcomes for the operational plans.

In order to emphasize the importance of the work being done around persistence and completion, HTC developed a Hunger Free Task Force and advanced the persistence and assessment work from being at the committee level to the task force level with a Persistence Task Force and Assessment Task Force. These three groups have been instrumental in helping the college to study the results of student persistence, retention and completion research data that we have and to identifying opportunities for continued growth across various areas of the college.

At HTC, a committee has open membership with annual membership changes. A task force is comprised of various stakeholders from administration, faculty and staff. Members of a task force agree to a minimum of a two-year commitment and are appointed by the President based on their subject matter expertise and/or passion. Consistency in membership enhances the ability for the group to make significant advancements in their work before there is a changeover in membership.

Strategies that were created to address the college's findings through data, research and students' surveys are most prominent in the college's Persistence Plan, SEM Plan and Academic Plan. Some of these strategies include leveraging technology to increase access to data trends, to develop new resources to help students successfully transition into being a college student, to improve enrollment and advising services to increase student satisfaction, to provide more intrusive advising services, to proactively connect with students who are near completion of their award, to assess holds that are placed on student records for necessity, and to provide resources to address the basic needs of students.

From the Stop, Drop, Enroll data, a Blueprint for Persistence Action Plan was developed to address the concerns that were identified in the research. To create awareness of the retention, persistence and completion barriers that HTC students face, the Stop, Drop, Enroll data was presented along with a facilitated discussion to all college personnel at the August 2019 Workshop Day. It was also presented to the Student Senate, the HTC Foundation Board, community and K-12 partners and to leaders and the MinnState System Office. Updates are provided at the college workshop days and A-Days, as well as through email communication to college employees so that the entire college community is aware of the action strategies that are being implemented so that they can reflect on ways their jobs will help to advance the work and help students succeed.

The college's Institutional Research, Information Technology, Academic Affairs and Student Affairs teams worked together to identify data points that are critical for faculty and enrollment services staff members to have readily available to them, which includes data regarding program and department enrollment, retention, persistence, completion, class pass rates, student drop/withdraw information and cost.

In 2019, the college implemented the use of Power BI Dashboards. These dashboards leverage technology to provide real-time quantitative program/department data that can be readily accessed at any time by faculty, designated staff and administrators. These dashboards are utilized by faculty and deans to identify trends at a program/department level in order to proactively address any areas of concern and to assess the health of the program/department during the college's three-year Program Advancement continuous improvement cycle. During the program assessment process, trends are reported to the college's President, Vice President of Academic Affairs, Vice President of Finance and Vice President of Student Affairs for discussion and strategic planning.

The Stop, Drop, Enroll research identified getting a "C" grade or lower in a class and withdrawing for a class as being top predictors of student dropping out of college. In response to that, the college implemented several interventions.

In Academic Affairs, the college's Academic Affairs and Standards Council (AASC) approved the development of a 3 credit Student Success course (CCDS1100 Student Success Course Outline) in 2020, which was designed to help students develop the skills that will set them up for success in college. This includes collegiate topics such as study skills, effective time management and available college resources. It also includes life skills such as money management and strategies that will enhance the ability for students to maintain physical, mental and emotional health. This course was designed with similar outcomes HTC's 1 credit College Success Seminar course (CCDS1000 Student Success Seminar Course Outline), which is an abbreviated version of this class that is aimed toward students who are on academic suspension.

Academic Affairs partnered with the Assessment Task Force to enhance the student experience through the development of a common D2L course template, implementing a Simple Syllabus to ensure syllabi look consistent across all HTC courses and allow students electronic access to their course information, book requirements, grading expectations as they prepare for and work through each new course. Additionally, academic affairs and the assessment task force worked together to implement a new course survey tool, Explorance Blue, which allows students to receive email and text notifications when a course survey is available for them to complete, allows easy access to complete it from a mobile device and generates reports on the results that are easy for faculty and deans to read and identify trends.

In Student Affairs, a website detailing resources to help student navigate their first 30 days as a college student was developed, which reiterates some of what they would have learned during their orientation to the college. To ensure students who are struggling are aware of the academic support resources available to them, tutors now reach out to all students who earn below a "C" grade in a course. In addition, Academic Affairs and Student Affairs partnered together to utilize the Power BI dashboards and identify courses that consistently have a high rate of students who earn a D or F grade or withdraw from the course and tutors were embedded into several of these courses to provide ongoing support to students. In addition, within the Power BI tool, a real-time retention dashboard was developed to alert academic advisors if a student drops, stops attending or withdraws from a class. This allows advisors to provide a rapid response to the student to provide appropriate interventions or resources, ensure the student understands any financial aid impacts and to review and update the students' academic plan with them as necessary.

Additional strategies to improvement the retention, persistence and completion rates for the college are also reflected in the FY20-FY25 Strategic Enrollment Management Plan. Elements of the SEM Goal 4 and Goal 6, which focus on improving student satisfaction with the enrollment processes and support and improving processes that will reduce barriers for targeted populations began in 2019 with full implementation completed in 2020, including the restructuring of the Enrollment Services Organizational Chart, which included the implementation of a new OneStop Center and the revision of the college's advising model. The college anticipates that these will both have a high impact on the college's future student retention, persistence and completion rates.

In 2019, the college's OneStop Center was implemented to support and enhance all enrollment activities for new, current and returning students. The OneStop Center staff have general knowledgeable of common questions related to recruitment, admissions, advising, testing, financial aid, registration and records. It is our hope that having staff trained in all of these areas will improve the college's consistency in service and communication, as well as increase the number of current students who resubmit their financial aid applications and register for the next semester in a timely fashion.

The college also laid out the framework for a new advising model in 2019, and implementation was completed in 2020. The new advising model focuses utilizes a case management model that will increase the opportunity for advisors to develop relationships with students and proactively support them throughout their education and to the completion of their award. In addition to providing interventions when a student drops or withdraws from a course, data is available for advisors to use to identify students who are near the completion of their award. In February 2020 the Paced to Finish initiative was also implemented in the Advising Office to assist students with 25% or less of the required coursework for their award left to complete. Advisors provide outreach to these students to help ensure they are on track to graduate.

Academic advisor caseloads are determined by program of study, with one advisor assigned to each academic program. As Goal 2 in the Academic Plan indicates, intentional efforts are being made to help program faculty and enrollment services staff develop partnerships that will help them collectively support students. Academic program meetings take place twice per semester and the academic advisors, recruiters and OneStop navigators aligned to that program area participate in these meetings in order to ensure faculty are aware of barriers that staff in enrollment services observe in their work with students, and ensure that enrollment services staff are included in conversations regarding upcoming curriculum or scheduling changes.

The Persistence Task Force also completed a thorough assessment of all holds that are placed on student records for various reasons. Through this assessment, research was done to ensure all impacts of the hold to the college and to the student were understood and taken into consideration. Hold that were deemed no longer necessary were eliminated and others were modified. For example, in the past a hold was placed on student records in they had an outstanding balance of $100 or more. Through this assessment, this hold was modified so that a hold is not placed on student records unless they have an outstanding balance of $500 or more. During this process, communications being sent to students to notify them of the hold were reviewed and edited to ensure the impacts of the hold are clear to students and that a call to action is provided so that they understand how to move forward to resolve the matter.

Data from the University of Minnesota College Student Health Survey and the #RealCollege survey indicated that HTC students need additional health and mental health services and affirmed that food and housing insecurity is a prevalent issue. As a result, the college developed a partnership with Hennepin County Public Health to leverage various community resources aligned to some of the health concerns of our student.

To be more student ready in this regard to basic needs, HTC worked diligently to implement several action strategies to ensure students have access to the resources they need. These strategies are outlined in the CARE Committee Year End Report FY20 and include the collection of donated personal hygiene products, diapers and clothing which are made readily available to students. Female sanitary products and condoms are available in the college restrooms and are free for students to take. Additional promotion of and assistance in applying for childcare grants and scholarships has been provided and free on-campus food distribution resources were developed.

We know that food and housing security are essential factors that will impact the ability of a student to complete their education. Food insecurities are an issue for students across Minnesota. LeadMN, the Minnesota public two-year college student organization developed a Hunger Free Campus initiative focused on encouraging colleges statewide to make substantial gains in addressing food insecurity among student populations. In 2019, the college created a Hunger Free Task Force to lead the charge around address hunger issues for our students. In the spring of 2020, HTC met the

organization's key criteria to earn the Hunger Free designation for the Brooklyn Park campus, and the college applied in fall 2020 to receive the same designation for the Eden Prairie campus in 2021. Being designated a Hunger Free Campus encompasses:

- Having a food pantry, partnership with a food bank, or some type of food distribution system on campus available to students.
- Having a designated staff person on campus to educate students on SNAP and other public services aimed to reduce food insecurity.
- Providing emergency funds to assist students who may be experiencing basic needs insecurity.
- Having a taskforce dedicated to addressing food insecurity concerns.
- Hosting or participates in at least one hunger awareness event each year.

For HTC, the most challenging part of meeting these criteria was in developing a system for food distribution. In March 2020, this challenge was addressed through a collaboration with Good in the 'Hood, a non-profit organization providing relief programs to help people suffering from hunger and food insecurity. At HTC, this is conducted through a free grocery program available to staff, students and the community. A pilot of the free grocery program was started in March 2020 at the Brooklyn Park campus of HTC and was expanded to be piloted at the Eden Prairie campus in the fall 2020 semester. Results of this initiative include:

Brooklyn Park Campus: June 2019 – October 2020

- Total students served: 214
- Total individuals (all household members): 1016 individuals reached
- Total distribution: 19,900 pounds of food distributed

Eden Prairie Campus: September 2020 – October 2020

- Total students served: 60
- Total individuals (all household members): 246 individuals reached
- Total distribution: 6,154 pounds of food distributed

Finally, as a result of the #RealCollege during the pandemic survey, HTC worked to help students address these new and unexpected concerns regarding how to pay for their rent, childcare and other expenses through a distribution of $1.2 million from federal CARES Act funding. All students received a CARES funding eligibility email communication which included information on the process to apply for additional CARES emergency grant funds or crisis grant funds funded through the Hennepin Technical College Foundation. In addition, technology barriers were addressed through the purchase of 200 additional laptops to loan to students, and 50 hotspots were added on campus. The college also increased student access to counseling services which includes assistance in the process of accessing emergency resources.

Response to 4.C.4

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

HTC's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. To understand, set goals and action strategies around retention, persistence and completion a variety of data sources are utilized. HTC utilizes IPEDS data, data reflected in the MinnState accountability metrics, and both real-time and historical institutional data displayed through the Power BI dashboards. In addition, the college has taken measures to disaggregate this data and better understand the context behind it. This has happened through the implementation of a variety of survey and research tools that provide rich feedback that is utilized as we develop institutional goals and strategies for continuous improvement. HTC believes in the need to continually assess and reassess the needs of students and the effectiveness of the strategies that have been implemented to ensure they are enhancing the student experience and providing the intended results.

Sources

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- CARES Emergency Grant Funds
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- Persistence Plan
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- Power BI Program Profiles
- Quality Education Technology Strategic Direction
- Real_Time_Retention Dashboard
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- Registration Holds Assessment_2020
- SEM Plan
- Simple Syllabus Master Template Fall 2020
- Stop Drop Enroll Action Updates Email 02212020
- Stop Drop Enroll Full Report
- Stop Drop Enroll Presentation
- Strategic Planning Process
- Student Success Strategic Direction
- Student Success Summary and Metrics Guide
- Workshop Day Agenda 8.22.19

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Response to 5.A.1

Hennepin Technical College's (HTC) governances and administrative structure promote effective leadership and support collaborative processes that enables HTC to fulfill its mission while engaging in shared governance with its internal constituencies through planning, policies and procedures.

HTC is part of Minnesota State (MinnState), a consortium of 37 public colleges and universities with 54 campuses across Minnesota as shown in the 2020-2120 Guidebook. MinnState is governed by a 15-member Board of Trustees (BOT), appointed by the governor and confirmed by the Minnesota State Senate, which is responsible for developing policies that apply to all MinnState colleges and universities. This authority is articulated in State Statue 136F.06. Delegation of authority for specific actions to the BOT, the Chancellor and individual college and university Presidents is articulated in System Procedure 1A.2.2.

At the campus level, six (6) interconnected divisions (Academic Affairs, Advancement, Equity & Inclusion, Finance & Operations, Human Resources, and Student Affairs) as shown in the organizational chart, report directly to the college President and are part of the college Cabinet. Each of these six (6) divisions, led by a Vice President or Associate Vice President, are responsible for implementation of college-wide goals and objectives. Cabinet meets each week to review, discuss, advise and make college-wide decisions that support the President in the fulfillment of HTC's mission. As shown in the meeting agendas, topics include institutional planning, yearly goals, enrollment, budget, open positions, and review of recommendations received from the college-wide councils, task forces, committees or student senate.

Cabinet leaders work with each of the four (4) bargaining units at the college: Minnesota State College Faculty (MSCF), Minnesota Association of Professional Employees (MAPE), American Federation of State County and Municipal Employees (AFSCME), and Middle Management Association (MMA). College leaders meet with the unions, as requested, needed or required by contract throughout the year to discuss topics including personnel and budgets as demonstrated by the sample Meet and Confer meeting minutes.

As described in the MSCF Master Agreement, article 8.1, Faculty Shared Governance Council (SGC) is established to make recommendations to the college and has full authority to present the views of the faculty. SGC operates under a charter and maintains and updates elected members representing all educational clusters within the college. The college president meets with the SGC president to jointly determine the monthly agenda. In addition, college councils, committees and task forces (described below) have the opportunity to report out their work at each SGC meeting. SGC meetings minutes are kept and shared college-wide demonstrating a strong collaborative and participatory management and decision-making process.

MSCF Master Agreement, article 8.2outlines that academic matters are overseen by the Academic Affairs and Standards Council (AASC). AASC is led by a faculty chair. Membership consists of two-thirds faculty members and one-third administrators, including the vice president of academic affairs. As demonstrated in the meeting agendas and meeting minutes, all proposals, by either administration or faculty, regarding academic affairs are brought before AASC.

The college president meets monthly with the President's Advisory Council (PAC) to engage stakeholder feedback for the advancement of the college and its mission. During FY20, PAC membership was expanded from solely administrators to include other college leaders including faculty, staff, and students. Members are expected to share meeting recaps and communicate as appropriate with their respective constituency ensuring campus-wide distribution of information and engagement in activities.

The HTC Student Senate is the campus student organization as defined by the Board Policy 2.1. Student Senate represents the student body on issues of concern that may exist, and has the sole authority to recommend the chartering of student clubs and organizations (student club guidebook, student senate club report) for approval by the college President. Student Senate membership is open to all enrolled students, and each campus elects an Executive Board to govern its affairs and communicate with college leadership (Brooklyn Park Campus Student Senate By-Laws and Eden Prairie Campus Student Senate By-Laws).Student Senate meets twice per month, and any student that attends two consecutive meetings can become a voting member. In addition, Student Senate members are also actively involved with LeadMN, which serves as the lobbying mechanism to the Legislature and MinnState.

During FY2020, the college embarked on the challenge of shifting its operational structure to create a more collaborative culture of evidence for institutional and programmatic accreditation and allow for increased engagement of *all* students, faculty and staff in goal setting and recommendation development. The list of college-wide committees was reviewed and updated to include 13 college-wide committees available for all students, faculty and staff to participate in and share their skills, knowledge, and passions. Board Policy 2.3, states that the Student Senate has the authority to appoint students to all college committees. The college also created four (4) task forces with assigned members agreeing to a two-year commitment for key areas including: Assessment, Hunger-Free, Integrated Planning, and Persistence.

Committees and task forces develop charters that aligned with the college goals and are required to submit year-end reports of accomplishments, challenges, and outcomes. Charters, agendas and meeting minutes for committees and task forces as well as standard councils described above (SGC, AASC and PAC), are available for review by the college community on SharePoint. Committees, task forces, and councils are encouraged to align their work and agendas with college-wide goals, MinnState performance metrics, Equity 2030, and HLC criterion. In addition, to further increase alignment, engagement, collaboration and communication, an institutional planning and accreditation SharePoint page was created allowing for easy access to information by all internal constituents. The current external website (https://www.hennepintech.edu/) was also reviewed and revamped to include information pertinent to external constituents, including an accreditation and strategic planning page.

Response to 5.A.2

HTC's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

Institutional Research (IR) developed real-time data BI (Business Intelligence) dashboards. Monthly steering meetings (agenda/minutes) are held to review and discuss department reporting needs, establish timelines and plan the development and launch of new dashboards based on requests, requirements and resources.

All administrators, staff and faculty that are members of PAC receive an automated daily email with a snapshot of the enrollment statistics. In addition, each Monday *every* college employee receives the previous week's enrollment statistics and program profile snapshot. Using the links provided in the email, faculty and staff can access the BI dashboard to "drill down" to specific programs in order to make data-informed decisions including allocation of resources.

In FY2020, Enrollment Services began implementation of Salesforce, a tool that provides student relationship management. Salesforce can be viewed through numerous lenses to identify trends critical to the overall direction of admissions and recruiting, guide possible marketing related decisions, and support the appropriate use of human resources within the enrollment services department. Salesforce data informs prospective student distribution within the recruiter group. This allows for manageable comparative volume to ensure individual assistance is provided uniformly across all students requesting information from HTC. Salesforce data also allows for reporting related to specific programmatic trends including volume of interest, volume of applicants, and demographic data relevant to both prospects and applicants.

MinnState has established goals and tracks performance metrics and student success metrics for the system as a whole and individually by institution. These metrics are updated in the spring of each year. In addition, each week throughout the term, campus leaders receive Enrollment Compare Reports from MinnState. HTC develops and submits a yearly report to the MinnState Chancellor outlining its work and outcomes around college goals as well as system-wide goals and metrics.

During FY2019, HTC, together with North Hennepin Community College (NHCC) and community partner Brooklyn Bridge Alliance for Youth (BBA), embarked on a data-driven research project entitled Stop Drop, Enroll (executive summary/ full report) to understand the individual and institutional reasons students do not persist longer than their first year of college, and to propose action steps that would increase supports and assets to prevent students from dropping out or stopping out before degree completion. The Stop Drop Enroll research project led to systemic change

including addressing policy, practices, and underlying mindsets that are blocking student persistence. Blueprint for Persistence, a one-year action plan to catalyze changes leading to increased student persistence, was developed and implemented (Stop Drop Enroll presentation).

HTC also uses historical data in reviewing and evaluating current expenditures, revenues and budgets. See information provided in 5.B.3 and 5.B.4, below.

Response to 5.A.3

HTC's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Faculty have a fundamental and unique responsibility in matters affecting the academic well-being of the college and hold a critical role in academic decision-making. With that understanding and agreement between faculty and administration, and in accordance with MSCF, Article 8.2, and as outlined above in 5.A.1, AASC is responsible for providing direction to the college president in all matters within academic affairs, including course outlines, award requirements, academic standards, course and program components, and the inventory of course and program offerings. The council members are selected to serve on the council with consultation between the college president and faculty president with the understanding that members should broadly represent *all* academic programming of the college.

As demonstrated in the AASC agendas and minutes, the council had developed procedures for all curriculum matters to be discussed. Upon due consideration, council decisions are reported out at SGC and forwarded to the college president. In accordance with MSCF Article 8.2, both parties agree that although the president reserves the ultimate decision-making authority, the norm shall be to follow the decisions and recommendations of the council absent of compelling reasons to do otherwise.

Each technical program has a Program Advisory Committee, as defined by Board Policy 3.30. Program Advisory Committees are designed to actively provide advice, insight and feedback to faculty, administration and staff regarding the alignment of college programs with local workforce needs. These external advisory committees meet formally twice per year and, and as demonstrated in the agendas and minutes, assist the college in developing programs, helping set long-range goals and understanding and communicating industry and community needs. Advisory committee members often participate in a range of additional actions and activities throughout the academic year including: curriculum and instruction development, program advancement, student organization, professional development, and community relations. In addition, members act as a resource on industry needs, budget development, soliciting equipment donations, establishing scholarships and awards and providing tours, field trips, job shadowing experiences and speakers.

Sources

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- AFSCME 2019-2021
- BI Dashboard - Home

- BI Program Program Snapshots
- BI Steering Charter Agenda Minutes
- Blueprint for Persistence Collective Action Plan
- Board Policy 2.1
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- Board Policy 3.30
- Brooklyn Bridge Alliance for Youth
- Cabinet Meeting Agendas
- Collective Bargaining Meet and Confer Minutes
- College Goals FY2018-FY2021
- Committee Descriptions
- Committee Task Force Agenda
- Committee Task Force Charter
- Committee Task Force Minutes
- Committee Task Force Year End Report
- Daily Enrollment Email
- Equity 2030 Framework
- Goal Setting Process
- HTC President Organizational Chart
- HTC Website Accreditation
- HTC Website Strategic Planning
- Institutional Planning and Accreditation SharePoint page
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- MAPE 2019-2021
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- Student Clubs and Organizations
- Student Senate By Laws BPC
- Student Senate By Laws EPC
- Student Senate Club Reports
- Student Success Summary and Metrics Guide
- System Procedure 1A2.2
- Task Force Descriptions

- Weekly Enrollment Statistics
- Year End Report to Chancellor

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Response to 5.B.1

HTC has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Human Infrastructure

As shown in the organizational charts, the college has in place sufficient human infrastructure to support the operations of the college. To maintain the necessary human infrastructure, Cabinet members weekly review the position status report. This report contains information on vacant positions; adjunct/temporary part-time postings; positions submitted to MinnState for audit/classification; temporary employees; accepted positions; and separations. Prior to the posting of any open or new position, Cabinet reviews the needs of the entire college including available and budgeted financial resources.

As part of the MinnState system, HTC follows MinnState policies for hiring, qualifying and training faculty and staff, as well as the HTC Affirmative Action Plan and State and Federal laws (see Hiring Policies, AA Plan and State/Federal Laws).

As State of Minnesota employees, HTC employees are part of either a collective bargaining/labor contract (Faculty: MSCF; staff: AFSCME, MAPE or MMA) or a compensation plan (commissioner's, managerial or administrator's), depending on role and responsibility.

HTC's Human Resources Office works with supervisors to write and update position descriptions, and with the MinnState system office on all position analysis and audits. The State of Minnesota provides job class specifications as a general description of the kind of work performed by employees (non-faculty) in each position.

All searches follow a documented process; hiring managers must complete a rating grid on the applicant pool, and a justification for the selected applicant. New hires are required to meet all minimum job qualifications as determined by the position description and selection and recruitment process as outlined in Statute 43A.09.

Under HTC Policy 4.9 and, in accordance with Statute 43A.20, all employees are evaluated (staff and leadership templates) on a regular (yearly) basis to promote personal and professional growth and development. HTC Policy 4HTC.1, assists employees in attaining and maintaining the knowledge, skills and abilities to perform job responsibilities and to prepare for career mobility. In addition, under each collective bargaining agreement or compensation plan, all employees are eligible for a tuition waiver benefit. In addition to the aforementioned tuition waiver, MAPE employees are also eligible for educational benefits (Process, Application).

The MinnState Academic Affairs College Faculty Credentialing unit develops policies and procedures to ensure qualified individuals perform faculty work at all two-year colleges through system-established faculty minimum qualifications under Board Policy 3.32 and System Procedure 3.32.1.

The Joint Committee on Credential Fields is an ongoing committee established under Article 20 of the MSCF master agreement. Its purpose is to make recommendations regarding credential fields and minimum qualifications for two-year faculty. This includes the alignment of appropriate credential fields with programs and disciplines at the system level. The committee is comprised of six faculty members appointed by MSCF and six college administrators appointed by the system office. Credential fields with their associated minimum qualifications are found on the MinnState website.

HTC Policy 3HTC.4 states that faculty will prepare a faculty professional development plan with the purpose of identifying activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills. These policies apply to all faculty positions governed by the MSCF bargaining agreement.

In addition to the tuition waiver benefit available to all employees, in accordance with the MSCF master agreement, Article 17, faculty are also eligible for up to $2,500 in professional development funds each year. The college maintains a separate fund for each campus, and funds are allocated through the MSCF chapter using the approval form. Finally, each year, eligible faculty have the option to apply for a sabbatical as described in Article 17, and outlined in sabbatical application.

Physical Infrastructure

HTC continually invests in facilities improvements and renovations that support student success, and the Facilities Committee, as described in their charter, assists with shaping the physical character of HTC by ensuring that our campuses are functional, attractive, and well-maintained.

A Comprehensive Facilities Plan (CFP) (CFP – Brooklyn Park and CFP – Eden Prairie) was completed 2017 (see also CFP Summary and CFP Update 2020**)**. The CFP provides the framework for campus planning of repairs, modernization, and upgrades needed to serve the current and future needs of the college and surrounding communities. The CFP was developed to communicate an efficient process to change and update the college's facilities to better accommodate and supports its current and future educational programs. The CFP serves as a guide for assessing the need for facility improvements as well as capital investments (see also FCI).

As demonstrated in the Facilities Committee minutes and pictures, recent improvements and renovations include paving of roads/parking lots, roof repairs, expanded the Learning Resource Center, classroom and lab space upgrades, and Student Services OneStop. As most campus improvements/renovations also involve technology, the Facilities Committee often collaborates with the IT Committee for planning and development as demonstrated through joint IT and Facilities

meeting minutes. HTC also maintains a list of deferred maintenance projects.

HTC also embarked on a Guaranteed Energy Savings Program (GESP) to implement energy efficiency and renewable energy improvements throughout campus. Energy Conservation measures include LED lighting upgrades, building automation upgrades, building envelope, premium efficiency motors and water conservation. As shown on the GESP Financial Summary, the forecasted total savings is $3,925,270.

Technology Infrastructure

HTC continually invests in technology infrastructure that supports student success, and the Technology Committee, as described in their charter, acts as a consultative and advisory body of issues relevant to technology needs. Through committee minutes and project tracking, the committee documents in-process, completed and future projects in infrastructure, facilities/security, and technology services/software. The technology replacement and software process is documented and communicated to all constituents.

HTC, together with 4 other MinnState institutions within the Minneapolis-St. Paul metro area, created a strategic technology collaboration called the Metro Areas Technology Consortium (MATC). As shown in the MATC Executive Summary, the consortium focuses on student success, financial suitability, sustainable capability/capacity, and advancement of technological positions.

During FY2020, the college updated operational plans including the Technology Operational Plan as part of the Strategic Planning process. The Technology Plan includes 9 targeted strategies with actions, timeframes and budgets, and it aligns to Access to Success, MinnState Equity 2030and HLC Criterion.

Fiscal Infrastructure

As part of MinnState, HTC continues to meet its obligations and fulfill the necessary financial ratios required of the annual independent system audit. The overall audit opinion for the FY2019 audited financial statements is favorable and in accordance with accounting principles generally accepted in the United States of America. In addition, as evidenced in the August 7, 2020, letter, HTC does not have any outstanding or open audit findings.

The college has the fiscal resources necessary to support and sustain effective operations of the college. As reported in the FY2019 Annual Report, the annual operating budget was approximately $49.8 million, and the college received revenue from a number of sources including state appropriations (44.3%), student tuition and fees (24.4%), federal and state grants (22.6%), auxiliary & other income (5.8%), capital appropriations (1.4%), private grants (1.2%) and donated assets and supplies (0.3%).

Another indicator of a strong fiscal infrastructure can be seen in the college's Institution Financial Performance Measures: Institutional Support Expenses, Instructional Cost per FYE, Composite Financial Index (CFI), Facilities Condition Index (FCI), Space Utilization, Private Giving, Grants, and Customized Training and Continuing Education Revenue.

Response to 5.B.2

HTC's goals incorporated into the mission and related statements are realistic in light of its organization, resources and opportunities.

Beginning in FY2018, HTC launched a multi-year strategic planning process anchored in mission, vision, and values to become effective on July 1, 2020. Throughout the 3-year process, the college has engaged both internal and external stakeholders for confirmation and feedback. Stage one was completed in FY2018 when HTC's mission, vision, and value statements were examined with the vision and value statements being updated. Stakeholders also identified four (4) strategic directions for the new strategic plan: Student Success, Equity and Inclusion, Quality Education, and Resources. During FY2019, stakeholders focused on developing plans for each of the four strategic directions that address college-wide goals and objectives and align with MinnState metrics and HLC criteria.

The final stage of the strategic planning process commenced during FY2020 when the college community worked on "putting the pieces together," which included the development of an Academic Plan and Strategic Enrollment Management (SEM) Plan; aligning the 4 Strategic Directions with Equity 2030; naming of the new Strategic Plan (Access to Success); and closing out of the previous strategic plan (Vision 2020). See also: Access to Success one-page overview and Access to Success booklet.

For each of the five (5) years of Access to Success, yearly goals will be developed and tracked. As shown in the FY2021 College-Wide Goals, assessment and alignment are also monitored. In addition, every employee has a work plan (see work plan template and work plan sample), and a leader's assigned goals are incorporated into their personal work plan or the work plan of their department/division.

Response to 5.B.3

HTC has a well-developed process in place for budgeting and for monitoring its finances.

The State of Minnesota operates on a two-year cycle, or biennium, covering two fiscal years as explained in the State of Minnesota Management and Budget (MMB) Budget Process. The process of creating a new statewide budget begins in even-numbered years. Each state agency's (i.e. MinnState) proposed budget must show actual expenditures and receipts for the two most recent fiscal years, estimated expenditures and receipts for the current fiscal year, and estimates for each fiscal year of the next biennium. This information is used as the basis for the governor's proposed biennial budget.

MinnState also has planning and budgeting processes that support all the colleges and universities as well as the system office as demonstrated in the Biennial Budget Planning document. The biennial operating budget for MinnState is presented to the BOT for approval as demonstrated in the board packet and minutes for November 14, 2018. Once approved, the request for funding is presented as a legislative budget request to MMB. When MinnState's biennial funding is secured from the Legislature in even numbered years, annual operating budgets are proposed to the BOT, which is charged with approving the MinnState system budget, as demonstrated in the June 19 2019 Board Packet (FY2020 Annual Operating Budget) and June 19 2019 Board Meeting Minutes. State of Minnesota funding is then allocated to the system institutions (including HTC) using the Allocation Framework as described in the Allocation Framework and Instructional Cost Study presentation.

HTC maintains a well-developed integrated budget process for developing and monitoring college finances. As shown in the audited financial statements, the college become more effective in managing its budget by aligning decisions more intentionally with yearly goals and the strategic plan. As indicated on the graph, CFI FY2012 – FY2019, the college has maintained its CFI above

1.8 since FY2016 indicating strong financial health. The ebb and flow of the CFI also demonstrates the biennial budget cycle of the State of Minnesota as discussed above.

The integrated budget process is an annual cycle and includes collaboration with faculty, deans, students and other stakeholders. Every cost center (budget) owner is responsible for completing a budget request template. Finance provides a three-year history of enrollment data by course and program, equipment expenditures, technology expenditures, non-personnel expenditures by object code, salary and benefit expenses by cost center and position ID and FYE. Detailed instructions are provided on what information to enter and include within the budget template.

Students are also engaged and involved in budget consultations at each institution. HTC students meet at least twice each academic year with administrators for a budget consultation presentation. Students provide feedback, especially on tuition rates and fee increases (student life/activity fee, health fees, parking fees, technology fees, etc.). The student organization, LeadMN is one of the few student associations in the nation that has a consultation process protected and enforced through public policy (Board Policy 2.3 and System Procedure 2.3.1). Students submit budget consultation letters to the Board of Trustees.

HTC regularly monitors financial information and involves others in a collaborative effort. Monthly reviews consists of a review of the following reports: open commitment, budget to actual, and personnel count. In addition, the Finance Department schedules quarterly reviews with budget owners to do a more in depth review of budget to actuals and makes adjustments as necessary throughout the academic year.

Response to 5.B.4

The college's fiscal allocations ensure that it is able to meet its mission.

HTC reports its current and future year projections for full year equivalent (FYE) enrollment to MinnState financial planning and analysis unit who maintains the system's official numbers as documented in the Student Full Year Enrollment 2008-2023.

The college follows a 3-year program advancement cycle. This self-evaluation process (program advancement report) allows faculty and deans to assess the current state, consider the environment in which the program exists, and develop strategies to enhance program quality and effectiveness. Part of the process includes an annual review of instructional cost studies and a review of program data by CIP allowing faculty and deans to review revenue, expenses, enrollment, and faculty assignments (instructional cost study FY2019 and instructional cost study complete 2019 for CIP data). The cost study provides comparison data to other colleges so that HTC can evaluate, identify and make adjustments as necessary. Information obtained through the program advancement cycle allows for planning and allocation of fiscal resources that supports appropriate program growth and development in relation to the college mission.

Hennepin Technical College Foundation, Inc. (HTCF) plays an essential role in the financial support of the College and its students. HTCF was incorporated on October 12, 1998, and received its 501 (c) (3) status in 1999. While the Foundation is a separate entity from the college, its sole purpose is to support and advance the work of the college in providing excellence in technical education as demonstrated by its own Mission Vision and Values statements.

HTCF generates philanthropic support for students, faculty and technical programs; advises donors

by connecting their passion with the college's priorities; engages alumni and volunteers; builds and creates partnerships with business and industry partners to increase workforce development; and raises and manages private support for the benefit of the college and students. As demonstrated in the financial statements (2017 2018 2019) and FY20 financial documents, HTC supports the college through scholarships, grants, in-kind donations (equipment and supplies), and direct funding to college programs.

Sources

- 2019 Annual Report
- Academic Plan 02.2020.pdf
- Access to Success One Page Overview
- Access to Success Strategic Plan Booklet
- Administrators Plan
- AFSCME 2019-2021
- Allocation Framework and Instructional Cost Study FY2019
- Annual Budget Cycle
- Audit Opinion FY2019
- Audited Financial Statements 2017 2018 2019
- Audited Financial Statements June 30 2019 HTC
- Board Meeting Minutes June 19 2019
- Board Packet and Minutes November 14 2018
- Board Packet FY2020 Annual Operating Budget June 19 2019
- Board Policy 2.3
- Board Policy 3.32
- Budget Template
- Budget Template Instructions
- Budget vs Actual report
- CFI Chart
- CFP - Brooklyn Park
- CFP - Eden Prairie
- CFP summary
- CFP Update 2020
- College Goals FY2018-FY2021
- Commissioners Plan 2019-2021
- Deferred Maintenance
- Equity and Inclusion Strategic Direction
- Facilities Committee Charter
- Facilities Committee minutes and pictures
- Faculty Professional Development Approval Form
- FCI
- Financial Performance Measures
- Foundation Articles of Incorporation
- Foundation Financial Statements 2017 2018 2019
- Foundation FY20 Balance Sheet PL InKind
- Foundation Mission Vision Values
- FY2021 College Goals
- FYE FY2008 - FY2023

- GESP Fact Sheet
- GESP Fiinancial Summary
- Hiring Policies AA Plan and State Federal Laws
- HTC Policy 3HTC.4
- HTC Policy 4.9
- HTC Policy 4HTC.1
- Instructional Cost Per FYE
- Instructional Cost Study FY2019
- Integrated Budget Process
- IT and Facilities Meeting minutes
- Job Class Specifications
- Joint Committee on Credenital Fields
- Justification Template
- Managerial Plan 2019-2021
- MAPE 2019-2021
- MAPE Educational Process
- MAPE Professional Development Tuition Application
- MATC Executive Summary
- Minnesota Budget Process
- MinnState Biennial Budget Planning
- Mission Vision Values
- MMA 2019-2021
- MSCF Article 17
- MSCF Article 20
- MSCF Contract 2019-2021
- Open Audit Findings Letter
- Open committment report
- Organizational Charts
- Performance Evaluation - Leadership
- Performance Evaluation Staff
- Personnel Count Report
- Position Analysis and Audit
- Position Description Template
- Position Status Report
- Program Advancement Cycle 2020-2022
- Program Advancement Sample Report
- Quality Education Technology Strategic Direction
- Rating Grid Sample
- Resource Strategic Direction
- Sabbatical Packet
- Search Chair Process Presentation
- SEM Plan
- State Statute 43A.09
- State Statute 43A.20
- Strategic Directions
- Strategic Plan Naming Access to Success
- Strategic Planning Aligned to Equity 2030
- Strategic Planning Process
- Strategic Planning Putting Pieces Together

- Stratetgic Planning Process Diagram
- Student Budget Consultation Presentation
- Student Letters
- Student Success Strategic Direction
- System Procedure 2.3.1
- System Procedure 3.32.1
- Technology Commitee Charter
- Technology Committee Minutes
- Technology Operational Plan
- Technology Project Tracking FY19 FY20
- Technology replacement and software process
- Tuition Waiver Matrix
- VISION 2020
- Vision 2020 Review and Closure
- Work Plan Sample
- WorkPlan and Goals Template FY2020

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Response to 5.C.1

HTC aligns its resources with its mission and priorities.

The allocation of resources aligns with the mission and priorities through an integrated data-driven process that considers increased costs, additional space; resource needs, and increased staffing identified at division, department and program levels. The strategic plan, Access to Success, guides the college in determining priorities. Planning anticipates and incorporates the possible impact of fluctuations in revenue sources, shifts in technology, student demographic shifts, and other external conditions that may impact the college and its students.

Resources are allocated in a well-established process that begins with a review of the strategic plan and development of college-wide goals. Once college-wide goals are developed, divisions, departments, programs, and individuals develop their own goals to feed up to the college-wide goals. These are documented through work plans as described above in 5.B.2.

The budget calendar and budget process follows the establishment of goals. As a technical college, determining program equipment requests are significant as students choose HTC for hands-on learning in dedicated labs that resemble industry. Based on priorities and goals, each program works with their Dean to develop their equipment requests. Deans then work together to prioritize all needs and develop a unified equipment budget.

As detailed above in 5.B.3, the Business Office develops budget worksheets**,** which include enrollment trends and personnel and non-personnel expenses. These worksheets are completed by each budget owner and submitted to the Business Office who is responsible for combing all requests, and meeting with individual budget owners to review and develop a college-wide projected budget.

The budget process also includes consultation with students throughout the academic year. As demonstrated by the student senate executive board leadership meetings schedule, students meet monthly with senior leaders, and 2 meetings are specifically to discuss budgets and tuition/fee increases (see 5.B.3). Following the second budget consultation meeting, students submit letters in confirmation of these meetings either in support or opposition of proposed tuition/fee increases to college leadership. These student letters are than submitted to MinnState on behalf of students.

Once the budget is reviewed by constituents and approved by Cabinet, HTC's budget is submitted to MinnState for inclusion in the budget request to the BOT. Budget updates are shared with the college community at the Fall Workshop (Budget Presentation) held before classes begin each August. The FY2021 college budget is a result of the above process.

Response to 5.C.2

HTC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

HTC's processes for assessment, evaluation, planning and budgeting are linked to Access to Success and the Academic Plan. The Academic Plan focuses on increasing graduation rates, completion rates, persistence rates and investing in technology infrastructures throughout the institution.

Program Advancement (see 5.B.4) is also a critical piece to assessment of student learning, evaluation of operations, planning and budgeting. Program Advancement is an ongoing process and involves activities occurring on an annual and triennial basis. The process includes three cycles: Cycle I: Program advancement (a 3 year sequence); Cycle II: Program/Award Outcomes Assessment (annually); and Cycle III: Evaluation of Professional Development (annually).

The three-year Program Advancement sequence supports quality, up-to-date programming that meets the needs of students and employers in the academic programs and disciplines. More specifically, data is reviewed and analyzed internally and externally to determine academic, facility, budget, and workforce needs. The following elements are included in this assessment: curriculum, instruction, student access, faculty efficiency, lab and equipment status, industry trends, accreditation, budget, and internal and external program quality perceptions. The HTC Leadership Team will complete the final review using the Program Advancement Rubric and provide analysis and feedback via formal letter to program faculty and administration.

The annual Program/Award Outcomes Assessment is a process designed to allow each academic program to closely scrutinize the implementation of individual program/award outcomes, and their ongoing relevance to the workplace. All programs at HTC undertake the evaluation on an annual basis, although not all award outcomes are reviewed annually. The faculty group responsible for the evaluation completes an approved template and assembles supporting evidence to document the results of the activity. The results are also used within the triennial program advancement sequence. Work Plans include activities that support the development of new skills and the maintenance of existing areas of expertise and practice within the program. These plans also assist in meeting other goals set by the faculty to be accomplished within the program.

HTC, through its committees, task forces, and councils, (see 5.A.1) evaluates all areas of the college to ensure that its programs and services align with the mission, vision, and values. Access to Success provides the overall institutional direction and priorities for this analysis.

The Finance Committee, per its charter and meeting minutes, reviews, supports and provides advice regarding major financial policies, budgets and internal controls that support the mission, vision, values and strategic plan of HTC. The committee monitors the financial health of the college, makes recommendations on the annual operating and capital budget plan, assist with developing financial reports, ensures compliance with internal controls, reviews strategies to mitigate risk, and communicates to SGC and Cabinet to ensure collaborative sharing of timely, accurate and understandable financial information.

As indicated in the charter, the Assessment Task Force, in collaboration with departmental stakeholders, develops processes and procedures to improve assessment effectiveness. The task force developed an Assessment Process Workflow. Members of the task force present regularly at college-wide workshops, PAC and SGC meetings regarding (Assessment Task Force Updates 02202020).

During FY2020, as recommended by the Assessment Task Force, HTC implemented Explorance Blue, which allows the college to automate assessments and reports. HTC uses Explorance Blue for course assessments as well as assessing HTC learner outcomes and student progress. The information gathered from these assessments is put into reports, and it is made available for the institution to make data-driven decisions.

HTC has also used Microsoft Forms to allow for gathering information regarding student needs like scheduling, technology, and meeting basic needs. This allows the institution to act swiftly to meet the needs of students. In March 2020, when course delivery quickly moved online due to the COVID-19 pandemic, HTC assessed student needs through a Microsoft Form and was quickly able to deploy 340 laptops to meet the needs of students facing educational and technological challenges during the pandemic.

Response to 5.C.3

The planning process at HTC encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Strategic Planning – Internal and External

As outlined above in 5.B.2, Access to Success, was developed through a collaborative planning process that included faculty, staff, administrators, and external partners. As documented in the PAC agendas FY2018, strategic planning along with goal setting was a monthly topic. Beginning in July 2017, the strategic planning team began preparing for closing-out Vision 2020 and developing a new strategic plan (see: strategic planning kick-off meeting August 2017) with a consultant, Academic Quality Consulting, Inc. Following this work session, a strategic planning update was presented to the campus community (see: workshop presentation strategic planning August 2017 and Summary Report Priorities August 3).

As documented in the strategic planning summary report Sept. 5, the HTC team, met with external stakeholders to provide an overview of the college's strategic planning process, gather input about the college's vision and values, and introduce the four strategic directions. Also documented in this report is a recap of a meeting with internal stakeholders where the team worked on writing a vision statement, creating and defining values, and writing descriptions and objectives for the strategic directions.

A survey to both internal and external stakeholders was conducted January 12-23, 2018 to allow for

input and feedback on the college vision and value statements (see: survey results January 2018). Following the survey, members of the President's Advisory Committee (PAC), reviewed the results and finalized the descriptions for the four strategic directions.

During January 2018, members of PAC also reviewed a summary report of Ready Set Goal, training that was provided to staff throughout the college on goal setting, work plan development and performance evaluations. Goal setting and individual work plans are an integral part of strategic planning. By the end of FY2018, the college had reaffirmed its mission, updated the vision statement, created and defined values, and defined the 4 strategic directions (see: strategic planning FY2018 recap).

Stage two of the strategic planning process commenced in FY2019. During this stage, the college focused on developing draft plans addressing the four strategic directions. Four strategic planning work groups were developed with the task of researching, developing, and writing an integrated plan for the assigned strategic direction that addressed the college's goals and outcomes, HLC accreditation criteria and the MinnState system metrics. Internal stakeholder feedback was gathered at Lunch and Learns and during the April Workshop. In addition, surveys were sent to both internal and external stakeholders for feedback.

Stage three of the strategic plan process began in FY2020. The four (4) integrated plans were used as a guide in the development of the final College-wide Strategic Plan. The new strategic plan incorporated feedback from all constituents, had targeted goals and outcomes with assigned budgets.

Before the new strategic plan could be rolled-out and celebrated, a review of the sun-setting strategic plan, Vision 2020, had to be completed. At a college-wide workshop in March 2020, the strategic planning team reviewed Vision 2020 and the good work around the college from 2010 – 2020.

The new strategic plan (Access to Success) represents a process for the future while monitoring the progress toward MinnState's Equity 2030 plan and performance metrics and student success metrics. The plan is a framework of priorities to guide the college for the next five (5) years (July 1, 2020 – June 30, 2025), and serves as a roadmap to ensure that HTC is in continuously improving to meet the needs of its evolving student population and serves the community.

Access to Success includes four (4) strategic directions:

Student Success: We will increase access and implement strategies that support persistence and lead to academic advancement.

Equity & Inclusion: We will intentionally remove barriers and develop strategies for the success of individuals from historically underrepresented populations.

Quality Education: We will provide academic excellence through innovative, engaging curricular and co-curricular learning opportunities that respond to workforce needs and support educational pathways.

Resources: We will implement strategies designed to strengthen and sustain finances, resource allocation, infrastructure, operations, and human capital.

Each strategic direction is divided into goals that align with MinnState performance metrics and HLC criteria. The four (4) strategic directions are supported by operational plans including: (1) Academic Plan; (2) Strategic Enrollment Management (SEM) Plan; (3) Student Persistence Plan; (4)

Technology Plan; and (5) Facilities Plan (Brooklyn Park and Eden Prairie). Access to Success, including the operational plans, will be reviewed yearly and be used to establish yearly goals and inform budgeting and resource allocations.

Ongoing Planning – Internal and External

Ongoing planning follows a documented process as show in the process for setting goals and targets. This process includes both internal and external stakeholders including college-wide committees, task forces, councils (PAC, Shared Governance and AASC) and student leadership.

During FY2020, in an effort to increase college-wide communication and engagement, the President's Advisory Council (PAC) was expanded to include faculty, students and staff leaders throughout the college. PAC members are expected to share and communicate the monthly meeting recaps with their constituencies.

HTC has a long standing partnership with Intermediate School District 287. Through this partnership, member school district students are able to take HTC courses on campus. These career courses are designed to match the level of career readiness by focusing on skill development experiences, career awareness, and decision making that can lead to a college certificate, diploma, or degree (Hennepin Technical Pathways).

HTC also partners with local K-12 districts including Robbinsdale Area Schools (RAS) to establish long-term partnerships that is committed to articulated skilled trades career and technical educational opportunities (RAS Partnership Announcement HTC RAS Partnership Charter, Articulated Pathways, Newsletter, HTC RAS Champion Report, Equity Leadership Training). RAS graduates as well as graduates from other Minnesota school districts, have the opportunity to receive workforce development scholarships, funded by the Minnesota Legislature. These scholarships provide up to $2,500 per year ($7,500 max over 3 years) for students who are studying high-demand fields in advanced manufacturing, agriculture, health care services, information technology, easy childhood education or transportation.

Advisory Boards – External Groups

Every technical program, as described in 5.A.3, works with their advisory boards and business partners to stay current on the latest workforce trends and industry needs. Advisory boards play an important role in assessment and in improving academic curricula. Student learning outcomes and curricula that reflect community/industry needs and employer expectations can prepare students to succeed in entry-level positions. Assessment centers on two questions: what do we want students to know and be able to do, and how will we determine the level of their knowledge and skills. These questions are answered through setting learning outcomes and using direct and indirect methods of assessing student learning. The answers then guide improvements in instruction and curriculum development.

Assessing the quality of student learning is a priority and because of advisory board's involvement in assessment, faculty have modified assignments and learning outcomes, and adjusted teaching strategies. Faculty gain additional credibility with students' advisory boards provides an efficient mechanism for learning about changes in licensing, procedures, community services, program funding, and data in the local community.

Students also benefit from advisory boards. Advisory board members are guest speakers, students

hear examples of how their degree program prepares them for a range of positions. An improved curriculum ensures students receive an education responsive to industry needs. Board members' discussion of the successes and needs of their industry and clientele affirms curriculum choices and decisions to enhance the rigor of coursework. As a result, students complete a program that is viewed as credible and useful to the industry.

Response to 5.C.4

HTC plans on the basis of sound understanding of its current capacity, including fluctuations in the intuition's sources of revenue and enrollment.

State appropriation and student tuition are the two primary sources of funding for HTC. State appropriation to MinnState is not based on full-year equivalent (FYE) or headcount; instead, state appropriation is based on what MinnState "asks" or requests from the state. The tuition policy for MinnState is documented in Board Policy 5.11. Objectives in setting tuition rates include balance of five (5) values: (1) affordable access to higher education; (2) sustainability; (3) equity; (4) transparency; and (5) flexibility for innovation and emerging markets. State Statutes 136F.06 and 136F.70 provide that the BOT shall set tuition for the colleges it governs (see also state appropriation charts).

As stated in 5.B.3, the State of Minnesota operates on a two-year cycle, or biennium, covering two fiscal years. As shown in the Enrollment and CFI graphs, the college become more effective in managing its budget by planning and aligning decisions more intentionally with yearly goals and the strategic plan. As indicated on the graph, the college has maintained its CFI above 1.8 since FY2016 indicating strong financial health. The ebb and flow of the CFI also demonstrates the biennial budget cycle of the State of Minnesota as previously discussed. As described in 5.A.2, HTC constantly reviews enrollment data and trends and received daily and weekly enrollment emails. In addition, the college monitors the ratio of full-time employees to FYE. The college's use of the annual budget process as well as regular budget review (and adjustments as necessary) as documented in 5.B.3 assist the college in understanding capacity, fluctuations in revenue sources and enrollment trends.

Beginning in FY2018, HTC began the critical steps of developing a new strategic plan (see 5.C.3). The Resources strategic direction focuses on planning including economic sustainability, improving financial position, and improving physical infrastructure. In addition, the college also developed and updated critical operational plans. Specifically, both the SEM and Persistence plans are targeted to planning for enrollment and revenue growth.

The Strategic Enrollment Management (SEM) Plan focuses on improving the college's enrollment strategy from targeting applicants to maximizing matriculation rates. To accomplish this work, Enrollment Services began implementation of Salesforce, a tool that provides student relationship management service and also additional applications focused on customer service, marketing automation, and analytics. In the past, students requesting information had to call into the school, many times being transferred from department to department. Enrollment services staff now utilize Salesforce to be pro-active in reaching potential students and providing a better customer service experience. Every student that inquires receives an automated text from one of our recruiters within 24 hours of their inquiry. HTC has seen a 65% response rate to the automated message. This is creating direct relationships with potential students. This is also a 90-day campaign to potential students and includes text messages, emails and mailers. The Salesforce dashboard includes information such as prospect to applicant, which can be used to share best practices between recruiters. In addition, the dashboard shows prospect by program that will assist in marketing of

specific programs to continue to increase enrollment.

The Student Persistence Plan focuses on seven targeted strategies to increase student persistence, thereby increasing both enrollment and completion rates. With information learned through the Stop Drop Enroll research project and presented at the ACCT Conference in the fall of 2020, predictors of dropping out include earning below a "C" in a course, withdrawing form a course and having a hold on record. Causes of dropping out include financial challenges, balancing school and work, and class schedules not meeting needs. Student Affairs and Academic Affairs are working collaboratively to develop action steps to eliminate or mitigate both predictors and causes of dropping out. Actions include student surveys regarding scheduling needs, reviewing "holds," creating student progress reports, and creating intentional partnership between faculty and student success advisors.

Another aspect of institutional planning includes the program advancement process as outline 5.B.2 and 5.C.2. The BI dashboards (see 5.A.2) were developed to allow for faculty and deans to review program and class saturation rates, enrollment trends, retention rates, FYE/FTE Ratio and FYE Projections. This data, along with a review of course times and expenditures are reviewed, in detail, during program advancement (5.B.4) as demonstrated in the attached program advancement report.

To assist the college and its students, the Hennepin Technical College Foundation (HTCF) provides a variety of financial resources for students including crisis grants, persistence grants, and scholarships. As documented in the #realcollege survey, 49% of HTC students were experiencing at least one form of basic needs insecurity including food and shelter. In June and September 2020, the HTCF provided persistence grants totaling $100,000 to award directly to students with unmet financial needs. In addition, the HTCF continues to provide crisis grants of up to $500 per student, per academic year, to assist with payment of a bill (see: HTCF Board Minutes). The HTCF works closely with enrollment services to recruit new students using Workforce Development Scholarships. These scholarships provide up to $2,500 per year ($7,500 max over 3 years) for students who are studying high-demand fields in advanced manufacturing, agriculture, health care services, information technology, easy childhood education or transportation.

The Foundation also assist faculty with receiving in-kind (supplies and equipment) gifts to support the MinnState Leveraged Equipment program. The leveraged equipment program is intended to provide resources to acquire state-of-the art instructional equipment on which to train students in areas of high employer need. The program is intended to help colleges build long term partnerships with communities and employers in high need sectors. State funds must be matched dollar-for-dollar by cash or in-kind contributions (up to $500,000) from non-state sources. Match must be related to the program equipment purchased with state funds.

Response to 5.C.5

HTC's planning anticipates evolving external factors in technology advancements, demographic shifts, globalization, the economy and state support.

As documented in the 2019 Annual Report, HTC has one of the most affordable tuition rates in the state, a job placement rate of 99%, and relationships with over 500 industry partners.

The operational plans developed as part of Access to Success including: (1) Academic Plan; (2) Strategic Enrollment Management (SEM) Plan; (3) Student Persistence Plan; (4) Technology Plan; and (5) Facilities Plan (Brooklyn Park and Eden Prairie), define strategies and processes needed to be developed and implemented in order to achieve the long-term goals set-forth in Access to Success.

The Technology Plan's 9 targeted strategies include planning for and implementing technology advancements including additional phases of Salesforce to manage the enrollment lifecycle of current students, communication and outreach to graduates, and integration of non-credit students into the enrollment funnel. The technology plan is also establishing actions and budgets for the development of a student mobile APP and budgeting/planning software applications to increase accountability and planning effectiveness.

The Student Persistence Plan and the Strategic Enrollment Management Plan (see 5.C.4) are intertwined with the Technology Plan to anticipate and plan for external factors including demographic shifts, globalization, the economy and state support. Goals include improving processes and reducing barriers for targeted populations, increasing actions to encourage year-round enrollment, and improving students' onboarding experience to ensure students are prepared for success.

HTC also relies on information received from external partners including Minnesota Management and Budget (MMB), Minnesota Department of Employment and Economic Development (DEED) and MinnState as all of these agencies provide data (see sample reports: MMB Revenue and Economic Update and DEED Employment Analysis). HTC specifically reviews and interprets industry trends and workforce needs throughout Minnesota (see DEED sample data reports, DEED Metro Manufacturing report, and Economic Impact Study 2018). HTC continues to plan and invest in career and technical education (CTE) in sectors with high employment growth and demand with sustainable wages. Information on CTE careers is available on the college website (see examples: manufacturing pathway and job outlook sample for robotics).

Together the information available from outside sources together with the operational plans as well as the Equity and Inclusion strategic direction provide a roadmap and actions needed to have the agility to be responsive to industry and the market.

Response to 5.C.6

HTC is always looking to systematically improve its operations and student outcomes.

In addition to low tuition and high placement rates (see 5.C.5), and as notes in the 2019 Annual Report**,** HTC raised it national ranking for most associate degrees earned by minority students in engineering technology fields from #36 in 2017 to #22 in 2019. HTC also has one of the most diverse student populations in Minnesota: 26% first generation students, 46% students of color, and nearly 62% students from underrepresented populations.

HTC is student-centered and willing to meet our students were they are to help them achieve their educational and career goals. During the development of Access to Success over the past three year, it became apparent that the college, including its internal and external stakeholders, is dedicated to student success, equity and inclusio**n**, quality education and sustainability of resources as demonstrated in the development of the four (4) strategic directions (see 5.C.3). In addition, as shown on the strategic planning diagram, HTC has developed or updated operational plans to support the strategic directions and strategic plan. These operational plans include the academic plan, strategic enrollment management (SEM) plan, student persistence plan, technology plan, and facilities master plan (Brooklyn Park and Eden Prairie).

Although HTC is proud of its accomplishments and success of a 99% placement rate, college leaders are continuously looking at ways to improve operations and student outcomes. This is demonstrated

in the commitment to the Stop Drop Enroll research project (see 5.A.2) and the establishment of task forces related to assessment, integrated planning and persistence (see 5.A.1). This is also demonstrated through the investment of new technological platforms like Salesforce (see 5.A.2) and Explorance Blue (see 5.C.2).

HTC's Student Affairs division has been working on development of co-curricular learning outcomes. These outcomes define what students will know or be able to do as a result of interacting with a co-curricular program at the college including: (1) self-advocacy; (2) problem-solving; (3) goal setting; (4) community involvement; and (5) social responsibility (co-curricular learning outcomes presentation and co-curricular learning outcomes plan and report).

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5.S - Criterion 5 - Summary

The institution’s resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

HTC's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. HTC is intentional in its planning and continues to be mindful for the future through it's strategic planning efforts.

HTC's resources and planning are vital to fulfilling its mission, providing quality academic programs, and ensuring that HTC can meets its goals and objectives. HTC is intentional about planning, evaluation, assessment, and allocation of resources that align with its strategic plan, Access to Success.

Sources

There are no sources.