

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 15, 2011

Agenda Item: Mission Approval and Campus Profile - Northeast Higher Education District
Hibbing Community College
Itasca Community College
Mesabi Range Community and Technical College
Rainy River Community College
Vermilion Community College

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board at least once every five years.

Scheduled Presenter(s):

Sue Collins, President, Northeast Higher Education District
Kenneth Simberg, Provost, Hibbing Community College and Rainy River Community College
Mike Johnson, Provost, Itasca Community College
Kathy Burlingame, Interim Provost, Mesabi Range Community and Technical College
Shawn Bina, Provost, Vermilion Community College

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by each institution in the Northeast Higher Education District meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The recent change in Board policy to have missions approved every five years prompted the decision to combine this process with the strategic profiles presented by institutions. The combined mission approval and campus profile process will provide additional context for Board approval.



NHED

NORTHEAST HIGHER EDUCATION DISTRICT

Member of Minnesota State Colleges and Universities

President:

Dr. Sue Collins

Vice President of

Finance:

Ms. Karen Kedrowski

Hibbing Community College

Hibbing

Provost: Dr. Ken Simberg

Founded: 1916

Enrollment: 2,210

Itasca Community College

Grand Rapids

Provost: Dr. Michael G. Johnson

Founded: 1922

Enrollment: 1,615

**Mesabi Range Community
and Technical College**

Eveleth and Virginia

Provost: Dr. Tina Royer

Interim Provost: Ms. Kathy
Burlingame

Founded: 1918 and 1921

Enrollment: 2,334

**Rainy River Community
College**

International Falls

Provost: Dr. Ken Simberg

Founded: 1967

Enrollment: 460

**Vermilion Community
College**

Ely

Provost: Mr. Shawn Bina

Founded: 1922

Enrollment: 961

MISSION

The Northeast Higher Education District will provide quality, higher education to the communities throughout northeastern Minnesota by developing a regional structure that will preserve college autonomy and align programs and services to better prepare residents for learning, employment, citizenship and life.

VISION

The NHED will enhance student access and learning options throughout the region and will focus on each member college's connection to the community.

PURPOSE

The NHED creates an environment that

- Increases access and improved learning opportunities for students;
- Focuses presidential leadership, at both the regional and institutional community levels;
- Increases coordination and joint planning among colleges;
- Improves alignment with regional business, industries, organizations and education providers;
- Ensures full, independent Higher Learning Commission accreditation for each of the member colleges.

PRINCIPLES

The NHED is built on the following principles:

- Student and community needs drive planning and institutional structures;
- A unique blend of regional collaboration and local decision-making results in collective resource use, coordination and planning for Northeastern Minnesota;
- Long-term institutional stability is a prerequisite for effective institutional planning, decision-making and educational program implementation;
- Benchmarking, assessment and on-going refinement of programs and services are vital to institutional effectiveness and success.

INTRODUCTION

The following document provides an institutional profile of the Northeast Higher Education District (NHED/District). The document introduces the Northeast Higher Education District, its distinguishing features, key descriptive elements, the District's current and future planning, and its resource deployment. Following the introduction, the document provides individual profiles on each NHED college.

“When we look back, we want to know that we have made a difference in the region by positively impacting the lives of our learners and the prosperity of our communities.”

Dr. Sue Collins
NHED President

HISTORY: The Northeast Higher Education District

The Board of Trustees of Minnesota State Colleges and Universities approved the creation of the Northeast Higher Education District in 1999. Under this new organizational model, the District would serve as governance structure for five independently accredited colleges in rural northeast Minnesota – Hibbing Community College in Hibbing; Itasca Community College in Grand Rapids; Mesabi Range Community and Technical College in Virginia and Eveleth; Rainy River Community College in International Falls; and Vermilion Community College in Ely. Each of the colleges provides a wide range of educational programs and services to students, as well as focusing on its own unique areas of academic distinction. The District serves more than 4,600 full-year equivalent learners and covers approximately 13,000 square miles of geography consisting of seven counties and many small, isolated communities.

Students enrolling in NHED colleges experience robust, independent colleges that are strengthened through their sharing of resources and programs, connections to communities, and participation in the economic development of the entire Northeast region.

The NHED President, in partnership with the college Provosts, leads the colleges, invests resources to strengthen instruction, creates an alignment of programs, expands workforce development, and achieves true ‘Centers of Distinction’ across northeastern Minnesota. In this way students and communities benefit from well-rounded education opportunities. They are continuously assured of access to excellence through NHED’s investment of resources and the colleges’ collective commitment to meet the needs of northeastern Minnesota.

REGIONAL DISTINCTIVENESS: Serving our Constituencies

Who We Are: The Iron Range of Minnesota is home to an historically diverse population representing many ethnic identities, people who brought a strong work ethic and appreciation for education to the region. Immigrants from 43 ethnic groups helped build a regional economy driven by its natural resources that has resulted in three areas of economic prosperity: mining, timber, and tourism. Mines flourished in Babbitt, Mountain Iron, Virginia, Eveleth, and Hibbing. Cliffs Natural Resources (United Taconite, Hibbing Taconite, and Northshore Mining), United States Steel, ArcelorMittal, and others have evolved from the mining operations of the early 1900s. Timber operations spanned from the northern borders of NE Minnesota across the region with major industry partners settling in International Falls (Boise), Grand Rapids (UPM Kymenne – Blandin Paper Company), Sappi (Cloquet), New Page (Duluth) and others. Across the region, the natural environment draws thousands of tourists throughout the year who come to enjoy the recreation of our lakes, forests, and trail systems.

This rich tradition of culture and heritage plays an important role in defining and maintaining the tenets of autonomy and independence that characterize the alignment of District colleges.

Geographically, the rural region consists of seven contiguous counties in northeast Minnesota that serve an estimated population of 328,320. Compared to other regions of the state, the District serves an economically disadvantaged population with poverty rates well above state averages. For this reason, the District’s commitment to access remains a hallmark strategic goal. In addition, for the small communities the District serves, the colleges are viewed as important “cultural centers” that provide facilities and resources for theatre, music, historical museums, and art-related activities.

Governance Structure: The District structure consists of five independently accredited colleges under the leadership of one President. The District’s Administrative office houses the President, the Vice President of finance, and one administrative Assistant. Each college hosts a Provost who reports to the president. The President holds monthly cabinet meetings with Provosts through which the business of the District is managed. This structure provides unique opportunities to share resources while maintaining institutional autonomy in academic mission.

Since its founding, the District colleges have focused on sharing resources to improve efficiencies and create opportunities. Shared services include Human Resources, Information Technology, Business Services, and Customized Training. In addition, the District has been diligent about creating shared instructional programming across the five colleges to improve the efficiency of instruction and better position the District colleges in the allocation framework.

Leading Edge Academic Programming and Services for

Students: With a mission to provide quality higher education to the communities it serves, the Northeast Higher Education District embraces a learner-centered philosophy, fostering critical thinking, developing information and communication skills, expanding the breadth and application of knowledge, and promoting community and global awareness. To help students achieve their goals, the colleges collectively offer residential student housing in addition to learning support services, liberal arts transfer courses, and career and technical programs leading to certificates, diplomas, and associate degrees. The colleges of NHED are actively engaged in creating and redesigning world class technical education programming. Since 2005, enrollment in technical education across the five colleges has grown 75%. In addition, Customized Training and Continuing Education departments offer learners the opportunity to renew and expand their learning experiences through noncredit vocational, basic skills, life skills, and enrichment classes.

Each college boasts signature programs considered “Centers of Distinction.” Where possible, the Chief Academic Officers collaborate in resource sharing and in preventing program duplication.

Centers of Distinction by college include:

- Electrical Maintenance, Law Enforcement, and Nursing at Hibbing Community College
- Engineering, Natural Resources, Applied Psychology, and Education at Itasca Community College
- Industrial Mechanical Technology, Welding, and Process Automation at Mesabi Range Community and Technical College
- Industrial Technology Maintenance and Nursing at Rainy River Community College
- Wilderness Management; Fisheries and Wildlife Management; Natural Resource Technology Forestry/Wildlife; and Wildland Wildlife Law Enforcement at Vermilion Community College

Innovation in Action / Points of Pride: Beyond the distinctiveness of the District’s governance structure, and the programs of distinction, the District boasts an impressive track record of innovation. A few specific examples include:

- **Applied Learning Institute (ALI)** – In 2007, with a legislative appropriation of \$1 million, the District colleges partnered with 17 charter member school districts and 26 high schools in launching the Applied Learning Institute to renew career and technical education programming focused on the economic drivers of the region. Since its inception,

**Academic Offerings
Majors of Graduates by Program
Area for FY 2010**

MAJOR CATEGORIES:	MAJORS	%
Liberal Arts and Sciences	436	30.5%
Health Professions	425	29.7%
Industrial/ Energy Technologies	160	11.2%
Natural Resources/ Conservation	128	8.9%
Engineering	60	4.2%
Law Enforcement Protective Services	50	3.5%
Business and Management	48	3.4%
Construction	40	2.8%
Maintenance and Repair	38	2.7%
Information Technology	22	1.5%
Food Industry /Culinary Arts	13	0.9%
Education	11	0.8%
Total Awards	1431	100%

Source: MnSCU Student Academic Awards (Hyperion) Fiscal Year 2010

“The goal is world-class technical education programs.”

General Program Advisory Council

“Applied Learning Institute has become the process where students, parents, teachers, community colleges, and the mining industry come together to deliver an education that prepares today’s student for the careers of their future.”

Craig Pagel, President, Iron Mining Association of Minnesota

ALI has funded more than \$3 million to member school districts and colleges for programming and equipment. Enrollment (400 students in the program’s pilot year) has grown to more than 1,400 students.

- **A founding member of Minnesota Center for Excellence in Manufacturing and Engineering (MnCEME)** – A consortium of academic institutions, MnCEME serves industry as a first-contact resource for continuing education, emerging technology, and workforce development. MnCEME supported the expansion of Science, Technology, Engineering, and Math (STEM) camps and the purchase of highly specialized equipment. High schools in Itasca County adopted the Project Lead the Way curriculum, and most notably, a new engineering education model – Iron Range Engineering – was established. This Minnesota State University–Mankato program partners with the District colleges, business, and industry to offer the third and fourth year of engineering with unique hands-on learning experiences

- **TRIO / Student Success:** The colleges of the District work collaboratively to secure federal TRIO funding to better serve underrepresented students throughout the region. This grant funding – over \$2.67 million annually – provides support for “promising practices,” including the Summer Bridge Programs, intrusive advising, and first-year experience curricula. NHED TRIO Student Support Services serves more than 1,800 students each year across all five community colleges. Over the last 23 years, more than 15,000 low-income, potential first-generation college graduates of the NHED have benefited from the TRIO programs. Programs presently include Upward Bound (high school), Talent Search (middle school) and Upward Bound Math/Science programming (one of two in the State).

Customized Training and Continuing Education: The District colleges host a significant enterprise in customized training and continuing education (CT/CE). NHED colleges provide training through customized or continuing education to approximately 30,000 individuals (duplicated headcount) during FY 2011. Collectively, the colleges generate approximately \$3 million annually in CT/CE revenue. In addition, custom training representatives have forged valuable training relationships through the Minnesota Job Skills Partnership grant program, workforce development grants from Iron Range Resource and Rehabilitation Board, and other external funding sources for custom training activities.

Partnerships and Collaborative Efforts: Aside from partnerships involving the development and delivery of courses and programs, shared services and NHED’s central institutional research office, additional collaborations serve to enhance and expand the opportunities to learners and increase effectiveness.

- **Arrowhead University** – Since 1989, Arrowhead University (AU), a legislatively commissioned entity, has partnered for over 20 years with Bemidji State University, College of St. Scholastica, and University of Minnesota–Duluth to deliver Bachelor’s and Master’s level programming in business, education, psychology, nursing, criminal justice, engineering, and management across the region. AU has graduated more than 1,200 students.

In 2009, Arrowhead University unveiled Iron Range Engineering (IRE), a professional four-year engineering degree hosted by Mesabi Range Community & Technical College that builds upon the two-year pre-engineering program at Itasca Community College. Students successfully completing the course work earn an engineering degree from Minnesota State University–Mankato. Described as “education-based economic development,” IRE’s unique



RESOURCE DEPLOYMENT

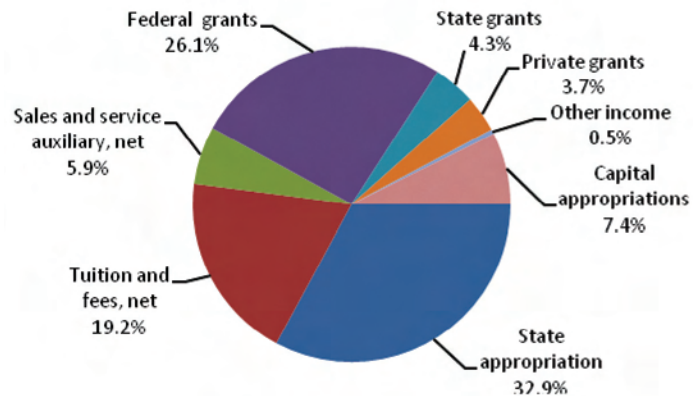
The leadership team of the Northeast Higher Education District acts responsibly, ethically, effectively, efficiently, and in an accountable manner to maximize its fiscal and human resources.

Fiscal Resources The Northeast Higher Education District's strategy is to ensure future financial sustainability by maintaining structurally balanced budgets and allocating resources to the highest priorities. A significant area of focus is improving overall operating efficiencies in order to stay current with revenue resources. An efficient operating budget is of critical importance with the expected decline in public revenue and the need to ensure affordability and accessibility for our students.

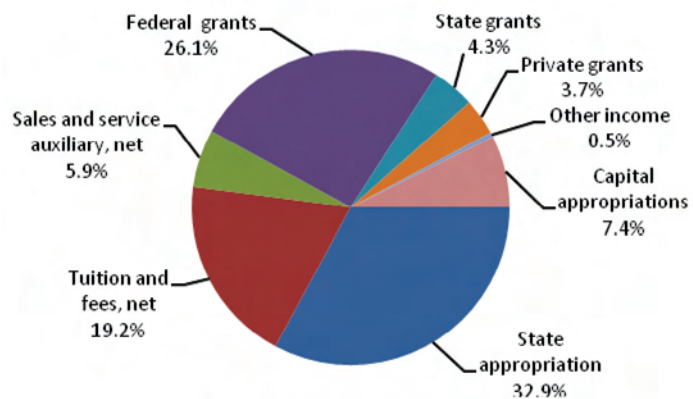
The District's total revenues in fiscal year 2010 were \$63 million and expenses of \$59 million.

External Resource Development

The District has been very successful in obtaining external resources to support instruction, student services, research, and workforce development activities. Annually the District colleges receive \$1 million in private grants from partnerships with Blandin, Itasca County, Minnesota Power, Bremer, and Center for Rural Development; \$3 million in federal grants for TRIO programs, mine safety and health training, and Perkins for career technical programs; and \$2 million in state operating grants from IRRRB, Minnesota Job Skills Partnership, and Minnesota Pollution Control Agency.



Revenues in Fiscal Year 2010



Expenses in Fiscal Year 2010

project-based curriculum is a first of its kind in Minnesota and one of few such educational opportunities in the nation. Iron Range Engineering was recognized by the Minnesota State Colleges and Universities and awarded the Excellence in Curriculum Programming Award in 2010 and the MnSCU Board of Trustees Chair Celebration of Innovation Award in 2011.

- **Iron Range Resources and Rehabilitation Board (IRRRB)** – The District’s relationship with Iron Range Resources and Rehabilitation Board has flourished with the addition of a shared Regional Workforce Development Director. Collaboration between the IRRRB and NHED assists in aligning educational programs at all five colleges with the workforce needs of regional industries.

- **Alignment with Business and Industry** – The Board and Chancellor Emeritus McCormick’s “Leadership Reaches Out to Business” initiative has provided impetus to expanded relationships with CEOs of the major industry drivers of the regional economy. In 2009, representatives from companies were invited to come together around an ‘academic planning table’ to create “a comprehensive plan for providing post secondary, upper division, and graduate education in northeastern Minnesota.” The District’s General Program Advisory Committee was formed to advise the President on matters that strengthen business and industry alignment and relationships and keep curriculum offerings on the path to world-class status. Five specialized technical programs including Process Automation, Industrial Systems Technology, Chemical Technology, Industrial Construction, and Executive Office Management have been developed in response to industry’s input.

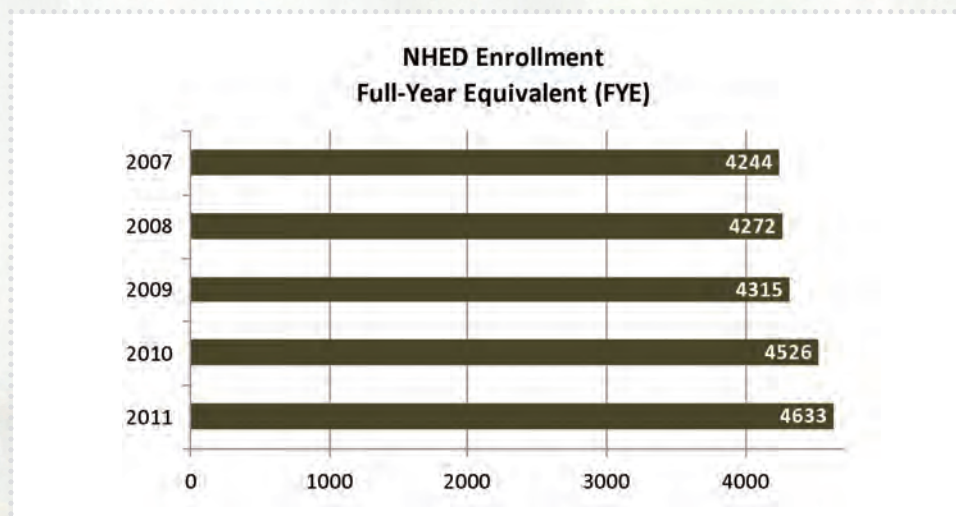
DATA PROFILE

Enrollment and Student Demographics

Over the past five years, enrollment in the District has seen a growth of 9% in Full-Year Equivalent (FYE) – an increase of 389 students. Students served by the District are primarily traditional aged students (65% under 25) of Caucasian descent (88%), with a fairly equal representation of men and women.

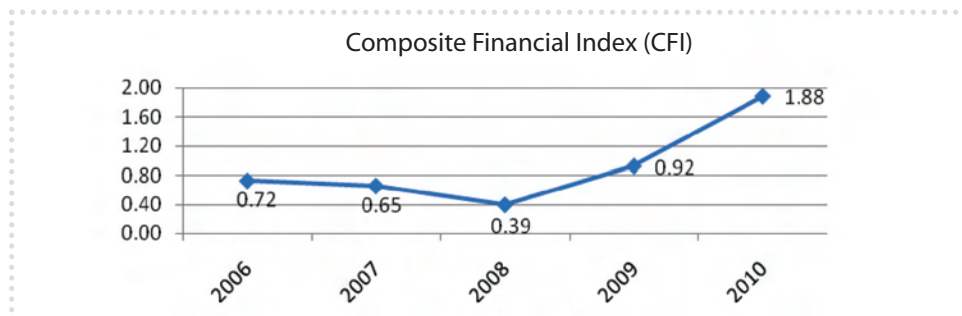
Student Enrollment Characteristics	Persistence & Completion
Credit Headcount – 7,405	73.3%
Underrepresented - 79%	69.0%
First Generation (Federal/TRIO) -74%	68.9%
Pell Eligible - 69%	65.6%
Students of Color - 12%	66.5%

Source: Office of the Chancellor Research, Planning and Effectiveness; NHED Institution Profile



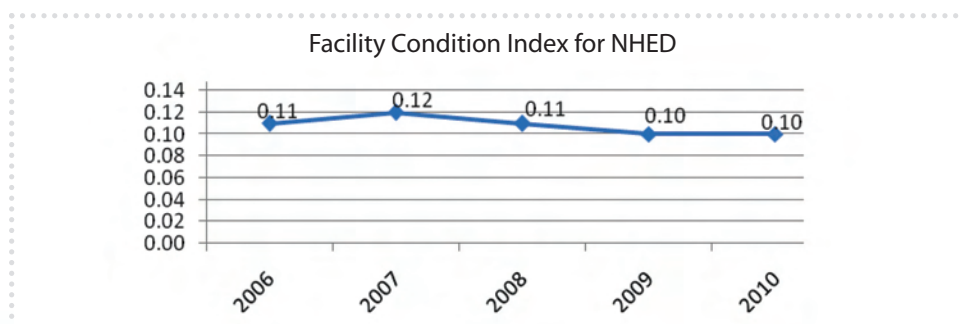
Source: Office of the Chancellor Research, Planning and Effectiveness; NHED Institution Profile

Effort has been put forth to improve the financial health of the District. Reserves are between 6 and 7 percent of the general fund operating revenues and the Composite Financial Index (CFI) has shown significant improvement.



With a focus on instructional cost management, the District has made significant financial improvements. Financial metrics are a key component of the academic program review process. Attention to cost analyses of class size and faculty/student ratios has resulted in decreased cost per student. Between fiscal years 2008 and 2010, the District cost reduction resulted in a significant positive shift in the allocation framework [-\$2,100,000 to -\$570,000]. The District will continue its efforts in the area of instructional cost management.

The District operates in excess of 1,000,000 square feet of facility space and is committed to showing good stewardship of facilities by decreasing deferred maintenance. The decrease in the facilities condition index, which is a measure of effective stewardship, is evidence of the District's commitment.



Human Resources NHED strengths are found in the exceptional capability and performance of its people. Working together, NHED's 654 employees provide instruction and services to create high-achieving learning environments.

Fiscal Year 2011 NHED Employee Headcount and Full-time Equivalent (FTE)

	Count	% of Total Count	FTE	% of Total FTE
Total FTE	654	100%	506.6	100%
Faculty	370	56.6%	275.9	54.5%
Service & Support	148	22.6%	104.3	20.6%
Professionals	106	16.2%	94.3	18.6%
Managers/Admin	30	4.6%	32.1	6.3%

“I would say the colleges that make up the Northeast Higher Education District are one of the leading groups that have its pulse on what industry needs. It’s refreshing to work with them.”

*Jeff Brown,
Rockwell International*

The District will:

- Provide high-quality academic programs
- Provide students with the newest instructional technology
- Provide professional development opportunities for faculty and staff
- Maintain structurally-balanced budgets
- Designate 6-7% reserve to general operating revenue ratio
- Generate positive operating margins
- Increase net assets
- Seek external funding sources through strong business and industry partnerships
- Expand shared business operations
- Engage in right-sizing of facilities

Accountability The Northeast Higher Education District is committed to continuous excellence and quality assurance. An alignment of institutional, District, and MnSCU goals fosters and advances a culture of accountability – the unifying thread which laces together the processes and systems contributing to the overall development and success of the District.

Quality assurance mechanisms, monitoring, and evaluations become part of all processes and systems. Performance indicators of selected key measures, as depicted in the MnSCU Accountability Dashboard below, are linked to MnSCU priorities and goals; allow students, legislators, business leaders, and other stakeholders to view progress toward these goals; and serve as a powerful tool for performance improvement.

Integrated Planning In 2009, driven by a sense of urgency created by a struggling state economy, the District initiated a strategic planning process entitled “Creating a New Reality for the Northeast Higher Education District.” A steering committee, comprised of key regional and internal stakeholders, was convened to structure the planning process, identify key regional issues that would frame the planning conversation, and make recommendations regarding strategic planning team membership. The team utilized the Board of Trustees “Strategic Actions” document as well as existing District planning documents to ensure that relevant past, present and future actions would be designed for the 2010-2015 timeframe.

The following strategic actions were identified by the team as critical to the future success of the District and its colleges:

Strategy 1: Affirm and Strengthen District Alliance

- Demonstrate that the NHED model of interdependent, autonomous colleges produces quality educational outcomes for the region
- Champion and promote cross-college communication to increase a shared understanding of the organization and deepen the ability of students, staff and communities to leverage District relationships
- Align resources and priorities that drive cross-college improvements and increased efficiencies
- Advocate for NHED learners, communities and institutions in regional economic development and other policy-setting deliberations

Strategy 2: Strengthen the Quality of District Programs

- Accelerate cultures of academic and service excellence through continuous quality improvement of NHED’s academic and support programs
- Advance efforts to market and recruit students to NHED colleges and sustain their commitment to the region after graduation
- Actively listen and respond to current and emerging needs of regional employers
- Develop and advance strategies for ongoing external financial support, including college foundation fundraising
- Share and implement the District’s promising practices to ensure student engagement and success

Strategy 3: Expand Public/Private Partnerships

- Develop and execute a coordinated, cross-college plan to support appropriate regional, state, national, and international public/private partnerships
- Engage P-16 partners in developing a more integrated education system for northeast Minnesota
- Position the District colleges to be the “providers of choice” for regional business/industry seeking ongoing training opportunities
- Promote mutual accountability among NHED colleges, communities and employers in the region

Strategy 4: Innovate for a Changing World

- Expand advanced offerings that meet the needs of NHED learners and support regional economic development opportunities
- Share resources to capitalize on economies of scale using the principle of “interdependent service organizations”
- Target emerging technologies and optimize utilization and coordination across NHED
- Advance technology-based communication

In addition to this Strategic Action Plan for 2010-2015, the integrated planning framework for the District includes the Diversity Plan (developed in 2009-2010), a “Communications and Marketing Plan” (under development), and individual college strategic, facilities and academic master plans. A significant addition to this integrated planning framework will be the addition of NHED Master Finance and Facilities plan currently being developed.

Futures Planning: 2020

The tenets of access and equity in opportunity to pursue higher education, the very tenets at the heart of the community college movement in the United States, remain the foundation for current and future planning within the District. While the Northeast Higher Education District colleges are keenly aware of a sense of urgency for change, they are also cognizant of the strengths, opportunities, and innovations that can position them for sustainability and vitality in light of ever-changing external environments.

A significant step to planning for the long-term future of the NHED colleges lies in the development of a District Master Finance and Facility Plan that will serve as a comprehensive compilation of forecast and analysis data. Many factors will be included in this plan, such as enrollment projections, revenue and expense trends, factors influencing financial health for District colleges, facility conditions, utilization and debt analysis, current and projected staffing levels, and revenue and expense forecasts for auxiliary enterprises, custom training, etc. This compilation will inform all future planning efforts of the District and serve as a useful tool as we endeavor to lead with innovation, collaboration, and accountability.

“The colleges in Northeast Minnesota are fantastic partners to business and industry. We have many success stories working with them. And I can’t say enough about the training and the workforce in Northeast Minnesota. Not only do we have people who are very committed and hard-working, but they are willing to update their skills.”

Inez Wildwood

Allete



Hibbing Community College
A TECHNICAL AND COMMUNITY COLLEGE



Provost

Dr. Ken Simberg

Mission

Hibbing Community College provides life-changing educational opportunities in a dynamic learning environment.

Vision

Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

Guiding Principle

To provide quality educational, cultural, economic, environmental and technological leadership.

Goals

In order to fulfill its Mission, HCC provides:

A Student Centered Environment – Experiences, services and opportunities to enhance self-development, physical well-being, cultural appreciation, and good citizenship in a changing multicultural world.

Career Education – Career oriented programs emphasizing knowledge, decision making, and technical skills needed to enter and advance in professional, technical and service careers.

Transfer Education – Liberal arts transfer programs equating to the first two years of baccalaureate education at a four-year college or university.

Life Long Learning – Customized Training & Continuing Education emphasizing job training, retraining, partnerships with business and industry, personal growth and enrichment.

HIBBING COMMUNITY COLLEGE

Hibbing, Minn., was one of the first cities in the nation to expand educational opportunities by opening a two-year college in 1916, establishing Hibbing Community College (HCC) as one of the country's oldest two-year colleges.

HCC serves a diverse population of learners with more than 2,200 students in credit courses each year, in addition to more than 14,000 registered students (enrollments) in customized training and continuing education annually. As a relatively small college, HCC prides itself in the responsive and personal attention devoted to students and learners and a welcoming learning environment to compliment its expanse of excellent academic offerings.

HCC places emphasis on three primary goals to best serve its community:

- **Technical Programs** – More than 20 technical programs, accounting for 55% of enrolled students, provide students with direct pathways for entry into the workforce. Two of HCC's distinguished programs are Law Enforcement, a program ranked in the top 7% of all colleges and steeped in over 30 years of tradition; and Nursing, known for nearly 50 years of successful training of registered nurses. The Nursing program is currently in candidacy status for voluntary accreditation by the National League for Nursing Accrediting Commission. HCC Nursing students report a 97.3% pass rate on the National Council Licensure Examination, compared to a national average of 86%. Also noteworthy is HCC's long history of bringing the Nursing program to distance sites in Northeastern Minnesota.
- **Liberal Arts** – Transferable courses, offered face-to-face, online, day and evening, leading to an Associate Degree. A wide variety of online educational offerings are available, with 17% of HCC credits available online, including the Associate of Arts Degree.
- **Customized Training for Workforce Development** – A proven leader in training for workforce development, HCC provides over 123,000 hours of MSHA, OSHA, EMS training annually to more than 600 businesses, and generates more than \$1.5 million in annual revenue.

In addition, HCC enjoys numerous and varied partnerships, creating opportunity and building support for programs and departments.

- HCC provides space to Arrowhead University, a group of colleges and universities including Bemidji State University, The College of St. Scholastica, the University of Minnesota-Duluth, committed to providing bachelor's and master's degrees on location to the communities of Northeast Minnesota.

- HCC's Law Enforcement program provides skills training to more than 600 law enforcement officers in NE Minnesota's Arrowhead Region through Arrowhead Region Law Enforcement Training (ARLET).
- The University of Minnesota (U of M) dental clinic, housed on the HCC campus, offers dental services to community members who may be underinsured. Through this unique partnership, enhanced teaching and learning opportunities benefit U of M dental students and HCC dental assisting students alike, as well as their clientele.
- HCC's membership in the Applied Learning Institute (ALI) brings K-12 and college faculty together to design, enhance, deliver and revitalize career and technical curricula to area high schools, often sharing facilities and instruction. This educational partnership creates enhanced learning opportunities for students, actively responds to the evolving indicators driving our future, and fills the need for a well-educated workforce.

HCC's central geographic location within the NHED colleges, and demographic composition of the area presents challenges to recruitment efforts, enrollment numbers, and diversity of staff and students. The City of Hibbing is significantly dependent on the economic well-being of the local taconite mining industry, which historically enjoys as well as endures a 'boom and bust' economy and has a direct and indisputable impact on the college. This has led to a decrease in the number of local high school graduates and an increase in the average age of HCC students, which is currently 26. The community's blue-collar economy is reflected in HCC's mix of liberal arts/transfer courses plus well-established and recently added technical and career programs.

HCC's integrated and future planning is based on the fundamental goals of its founding fathers, the NHED and the Office of the Chancellor. HCC promotes and fosters open access and opportunity to higher education. Academic priorities and institutional planning are linked to support the function and operations of the college; fiscal sustainability; comprehensive student services; a well-maintained, safe and accessible facility; continuous quality improvement; and effective utilization of human resources. This is evidenced in HCC's recent update of the Strategic Plan, Enrollment Management Plan, and Master Facilities Plan.

To effectively sustain current and future resources, HCC balances the effective utilization of talents and contributions of each employee and its portfolio of program offerings and student services with fiscal efficiency. A three-member administrative team supervises and works collaboratively with more than 190 employees. HCC enjoys a high level of employee loyalty: 53% of employees have been at HCC for more than 10 years.

Working together, HCC effectively provides access to a dynamic learning environment that fosters excellence, opportunity, responsiveness and innovation in meeting the diverse educational and career goals of our students and community.

Commitments

HCC is committed to:

- excellence in teaching and learning;
- a supportive learning environment for students of diverse ages, abilities, ethnicities, interests, and backgrounds;
- a regional center for social and cultural interaction;
- support for economic development of the community and region;
- high academic standards;
- student development and success;
- open-door admissions;
- faculty and staff development;
- academic freedom and diversity of thought;
- modern learning facilities, equipment and technology;
- collaborative partnerships with higher education, secondary education, business, industry and governmental agencies;
- promoting economic growth, industry, personal growth and enrichment.





Provost

Dr. Michael G. Johnson

Mission

Itasca Community College is committed to providing accessible, high-quality education that empowers our learners to pursue meaningful lives and productive careers.

Vision

Best in engaged learning...best in community partnerships...best in empowering people!

Values

ICC dedicates itself to the following values and will use these values to continually evaluate its mission, vision and goals:

Integrity – ICC will put its principles into action.

Focus on Learners and Learning

– ICC believes that public higher education is key to the success of the people and communities it serves.

Collaboration – ICC values engagement within the institution and the community in working toward shared goals and the common good.

Responsiveness – ICC values accessibility, flexibility, and the agility to anticipate and respond to learner and community needs.

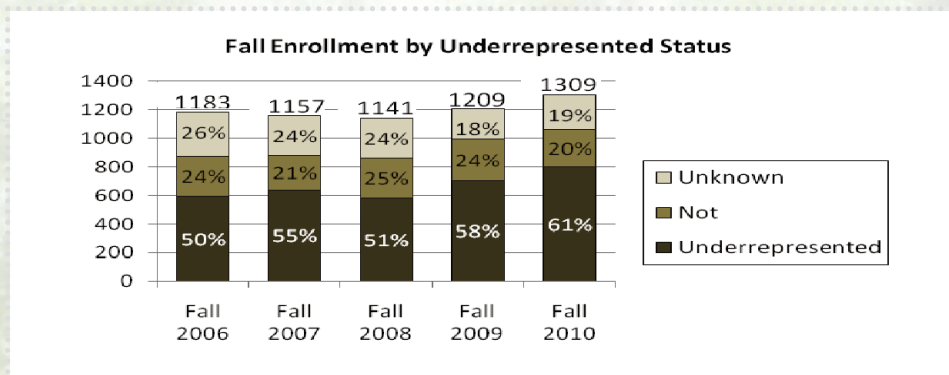
Access – ICC embraces diversity and values service to all learners.

ITASCA COMMUNITY COLLEGE

Itasca Community College is a comprehensive two-year “learning community” college established in 1922. ICC’s distinguishing mission and vision speak to a strong sense of place, engaging and empowering learners, excellence in teaching and learning, and partnerships within our community and region.

Approximately half of Itasca’s students come from Itasca County and three-quarters from northeastern Minnesota. Seventy percent of Itasca’s approximately 1,000 students are traditional age. ICC serves a large number of underrepresented students (61%) many of whom are low income (53% Pell eligible), first generation students (63%). ICC’s enrollment of students of color has grown from 10% to 14% in the past 5 years. Even as regional high school graduating classes have declined, enrollment has held steady or grown slightly in the past decade through expanded recruiting efforts and the development of innovative programs. New offerings have addressed the training needs of the region’s major industries – paper, mining, energy, and healthcare. In addition, ICC has focused on increasing the number of non-traditional students served, particularly those affected by high unemployment and poverty rates within Itasca County.

The College’s success at serving students and the community is demonstrated by students’ persistence and completion rates (73.8%) and graduate’s related employment rate (80.6%).



ICC offers transfer preparation and career programs in a supportive learning community model that fosters retention and success. Its largest program is the Associate in Arts program (40%). The college’s Engineering program is a center of distinction, nationally recognized for fostering student success in a residential living and learning community. ICC’s engineering retention rates exceed 70% at the two-year level; the Bachelor of Science completion rate greatly exceeds national averages. Other distinguishing learning community programs include the long-standing Natural Resource program, the unique online/on-ground LPN program, the college’s successful FastTrac START

program targeting underemployed adult learners, the Class Act teaching preparation program, the Applied Psychology program and others. Responding to the workforce development needs, ICC's enrollment in technical programs such as Nursing, Power Generation, Natural Resources, and Pulp and Paper Technology is reflected in the 75% increase in students in the NHED colleges between 2005 and 2010.

ICC has a long and strong history of partnerships with local and regional industries and educational entities. Examples include industry partnerships with MN Power which has resulted in a highly successful Power Generation program and our long standing relationship with UPM/Kymenne-Blandin Paper Company, which now requires incumbent workers to obtain ICC's Pulp and Paper Diploma as a condition of employment. These partnerships have garnered national recognition for the region. ICC's Applied Psychology program provides undergraduate research opportunities for its students, many of whom have participated in national studies and presented at national conferences. ICC is a charter member in the Itasca Area Schools Collaborative, made up of seven area school districts and ICC. This unique partnership has allowed for career pathway development, joint articulations and unique opportunities for high school students, such as Project Lead the Way.

For 2010, ICC's institutional profile boasts "gold" ratings student engagement (60.5%) and student enrollment (+4.6%), which the college attributes to its learning community philosophy and commitment to first year students. Moving into the future, ICC will continue to build on its strong relationships with its K-12 partners and four-year transfer institutions, capitalizing on its strengths and commitment to "place", engagement, and success. We expect to expand our borders in terms of recruiting, focus on increasing completion rates through strategic partnerships. Workforce needs of our region will drive program development and outreach.

ICC has completed a comprehensive planning process that links facilities, technology, academic needs, and student services priorities. ICC plans to resize its campus and has a projected bonding project for a state of the art teaching and learning facility. In 2009 the College redesigned its student services into a "One Stop Model" focused on improved efficiencies and student access to services. We anticipate the need for expansion of technology services to meet the evolving learning and social needs of our students, providing a place where students thrive. The ICC Foundation is spearheading a capital campaign to modernize the campus titled "ICC 2022".

Moving forward, Itasca will focus on expanding partnerships, seeking external funding and collaborating to increase efficiencies as we realize the impact of limited resources. Our attention will be on improving quality, delivering what we do well, and seeking new educational opportunities that will serve our students and community.

"ICC is a warm, welcoming and beautiful college where I feel very comfortable as I begin my college career. It is very evident that faculty and staff put students first, and students feel that attitude as soon as we arrive on campus."

- Maria Peluso, first year student

Points of Pride:

- Itasca Community College was ranked 5th community college in the nation in 2009 - *Washington Monthly Magazine based on the Community College Survey of Student Engagement (CCSSE)*
- ICC serves as the Midwest Regional Leader under the National Center for Pulp and Paper Technology and Training.
- ICC's Engineering Program, nationally recognized for its innovative project-based teaching and learning model, serves as the premier entry point for students pursuing their four-year degrees through the Iron Range Engineering Program.
- ICC is a national model for learning communities on a small college campus. Our outstanding retention rates and high student satisfaction are due to the learning community philosophy that empowers our students to engage and succeed.





Provost

Dr. Tina Royer

Interim Provost

Ms. Kathy Burlingame

Mission

Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

Vision

Mesabi Range Community & Technical College will lead north-eastern Minnesota in accessible, innovative, and high quality learning and educational opportunities.

Strategic Foundation

Mesabi Range College's strategic foundation identifies four areas:

- Learner Focused
- Customer Service Oriented
- Leader and Innovator in Technology and Learning Tools
- Focused on Integrity through Community and Environmental Stewardship

Strategic Goals

- Enhance communication within the college and with stakeholders
- Create and encourage leadership opportunities for employees and learners
- Develop a comprehensive student engagement and enrichment plan for the college
- Be an active participant and leader in regional and global engagement

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Located in the heart of the Iron Range of Minnesota, 120 miles south of the Canadian border, Mesabi Range Community & Technical College (MRCTC) is a comprehensive two-year college with distinctive transfer curriculum courses and occupational programs. Two co-located campuses at Eveleth and Virginia serve approximately 1185 full-time enrolled (FTE) students. The virtual campus offers 25% of the college's courses to learners. In addition, the College partners with regional high schools to offer dual enrollment courses through its Concurrent Enrollment and Applied Learning Institute (ALI) programs.

Mesabi Range Community & Technical College's mission states its commitment to two core constituencies: its learners and its communities. The College's vision statement further identifies learners—their needs, challenges, and successes—as the focal point for the College. Subsequently, the "community" acknowledged in the mission statement includes not only those cities and towns within the College service region, but also the community of learners who desire a transfer or technical education.

College Programs. Mesabi Range College offers transfer curricula, career programs, and developmental courses. Students can earn two-year Associate in Arts (A.A.) or Associate in Science (A.S.) transfer degrees. The programs consist of lower division requirements for a variety of major fields. Thirty-eight percent of MRCTC students graduate with an Associate in Arts degree.

Career programs are designed to prepare students for immediate employment in a career by providing technical skills that can be acquired in one-year Certificate, two-year Diploma, or two year Associate in Applied Science (A.A.S) programs. The largest technical programs include Industrial Mechanical Technology (IMT/Millwright), Nursing, and Welding.

For over 40 years, the IMT program has led students into the mining and other related industries. The program is currently boasting the highest enrollment MRCTC has seen: 140 students in the diploma program and 16 students in the A.A.S. degree. The program moved into its new 5.4 million dollar addition to the Eveleth campus this fall.

MRCTC has also designed new programs during the past three years to attract nontraditional unemployed and underemployed residents. Retirement trends in local industries have given MRCTC opportunities to attract learners to newly designed and redesigned programs, particularly in the mining, project management, and wind energy sectors. MRCTC's most recent program additions include Executive Office Management,

Mobile Equipment System Technician, Wind Energy Technician, and Process Automation Systems (third year).

Regional Connections. The College seeks to serve the region and state through the use of its educational practices, resources, and training opportunities. An active College Advisory Council provides feedback and ideas regarding the strategic plan and anticipated challenges for the College and community. The College also collaborates with regional K-12 schools, Housing and Redevelopment Authority, City of Virginia, Adult Basic Education, Student Veteran's Assistance Center, College for Kids, STEM camp, and Mesabi Musical Theatre.

The College offers several programs with area high schools which provide college credit to students. The programs include Concurrent Enrollment (CEP) and the Applied Learning Institute (ALI). Areas of study in ALI include Medical Fields, Welding, Building Trades, Graphic Arts, CAD, and Industrial Mechanical Technology. In 2010, MRCTC provided technical education opportunities to 17 high schools with 694 ALI registrations and 300 Concurrent Enrollment registrations. The College partners with seven high schools to offer courses in Trigonometry, College Algebra, Economics, College Writing, Chemistry, Physics, and Human Biology. MRCTC is certified by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment courses and programs.

The Center for Ideation and Innovation (CE/CT). In accordance with its mission, Mesabi Range Community & Technical College seeks to engage actively with multiple and overlapping communities. The Customized Training division offers four main programs based on the region's largest industry and organizations: Business & Industry; Emergency Medical Services (EMS); Fire, and Health & Safety. The program also engages PK-12 education, social and civic sectors, and non-profit organizations. In 2010-2011, this department served 8,449 students which equates to 881 classes; 738 credits; 148,097 CEU's; and 39,081 hours of hourly customized training classes. Additionally, the eFolio program reached a milestone of 10,000 students trained in the use of eFolio.

Strategic Foundation and Goals. Mesabi Range Community & Technical College has planned for continuing social and economic changes, demonstrating that the College anticipates the challenges of the next decade through its strategic planning process and proactive outreach. The College recognizes the value of organizational strategic planning at all levels: operational, instructional, and financial. As a result, the College operates under a strategic plan that reflects needs and goals identified through College-wide meetings and community involvement. This plan influences College programs, processes, and future direction. With the College's strategic goals, it continues to create rich, meaningful, and transformational learning and college experiences.

Grants. Careful planning and a strategic focus allows the College to make investments to support its financial and community resource base, while maintaining and growing its educational programs and services. Grant resources have been instrumental in investing in new programs, staff development, and K-12 connections and outreach.

Futures Planning Goals

- To provide access to information resources and services that support the educational programs of the college, by fostering academic excellence through the freedom of inquiry and the pursuit of knowledge
- To be responsive to the changing needs of educational progress as new technologies emerge and evolve, creating new efficiencies and new challenges
- To process everything through the lens of assessment, which translates into a focus on student learning, the value of measurable outcomes, and the importance of timely and appropriate measures of effectiveness
- To provide a mix of programs to meet the differing needs of students spanning both developmental and college levels as well as those who are career bound
- Explore and expand the use of innovative teaching and learning methods to engage students in the classroom and beyond by providing the resources, leadership, technical support, and training.





Provost

Dr. Ken Simberg

Mission

Rainy River Community College serves its communities by guiding learners to achieve their educational, career, personal, and civic goals.

Vision

Rainy River Community College will inspire learners and their communities to achieve their full potential.

Guiding Principles

Learner-Focus: We will focus on learners as the primary reason why the College exists. We will continually make decisions from the perspective of "what is best for learners?"

Teaching and Learning: We will embrace teaching and learning in all forms as the primary way the College serves students.

Shared Leadership: We will share responsibility with learners and the community to lead and manage the College.

Cultural Diversity: We will recognize the diverse experiences, cultural / ethnic backgrounds, opinions, beliefs, and world views of different peoples.

Continuous Improvement: We, along with learners and the community, will use the Academic Quality Improvement Project (AQIP) framework to evaluate and continuously improve the College's programs, services, and processes.

Stewardship: We will oversee and demonstrate openly the wise and efficient use of the College's resources.

RAINY RIVER COMMUNITY COLLEGE

Rainy River Community College is located in International Falls (pop. 6,703) just minutes from the Canadian border and Voyageur's National Park. Founded in 1967 by a group of dedicated individuals, Rainy River Community College offers post-secondary education opportunities to this rural, geographically remote area, where the next closest college campus is 100 miles away.

The College, originally designed to serve its rural regional communities and local economy, continues to provide quality higher education and services to its constituents. The service market area for Rainy River Community College encompasses a geographic circle with a radius of about 50 miles, half of which is in Canada. There are seven small, rural high schools within the market circle. This small size is unique to Rainy River, guaranteeing students the individual attention they deserve, and the hands-on learning they desire.

The College has risen to the challenge of more responsibilities with fewer resources, and employees have made an art of multitasking and teamwork. This culture of working together for the betterment of the college and value to the community allow the college to thrive during difficult economic times.

The diversity of Rainy River Community College's student body provides the campus a wide variety of intercultural experiences. This diversity exceeds that of the local community, and is greater than the average MnSCU campuses.

RRCC's Mission, Vision, and Guiding Principles emphasize three primary goals: postsecondary education, economic development, and community enrichment.

The largest academic programs include Liberal Arts and Practical Nursing. Programs unique to RRCC include Green and Sustainable Construction and Industrial Technology (Maintenance). An exciting new initiative in the academic area is the Science and Math Education Program. In response to the need for more STEM educators, this initiative focuses on recruitment and retention of students preparing to become science and math educators.

RRCC, in partnership with Hibbing Community College, serves area business and industry with customized training opportunities. RRCC's apprenticeship program at Boise (the area's largest employer), provides incumbent workers with skill training preparing them for promotional opportunities. This apprenticeship program is linked to, and supplements, our Industrial Technology Diploma program.

Various events and activities offered to the local community range from the Fit for Life classes (for our senior-citizen population) to College for Kids; and various faculty-led, thought provoking presentations (e.g. historical and sociological perspectives of the Holocaust; the Pacific Theater of World War II as told through history and art).

Due to RRCC's geographic isolation and small size, planning processes, organizational strategies, and action plans are coordinated and aligned using representatives from each level in the organization. All processes, strategies, and action plans must align with the overall Mission of the College as well as address the immediate challenges and opportunities the College is facing.

Rainy River Community College is committed to ensuring student success and to the goals of all Minnesota community colleges: postsecondary education, economic development, and community enrichment.

Over the next 5-10 years, specific improvements will result from:

- a strategic planning process that is constrained by tight budgets and demographic predictions of an aging and declining population
- the challenge to develop a strong reputation for technical offerings
- finding opportunities in existing collaborative relationships:
 - within NHED and the NE college alliance
 - with local school districts to provide a world-class model for P-14 collaboration in education
- a positive institutional climate that maximizes the potential of employees, fosters learning and student success, and encourages creativity and innovation.

Rainy River Community College's strategies for resource deployment align with the goals of recruiting and retaining the students best served by the College, and providing relevant post-secondary opportunities to our students and community.

Collaborative efforts include strong relationships with the City of International Falls, the Koochiching Economic Development Authority, the Northeastern Minnesota Office of Job Training, Falls High School, Voyageurs National Park (ties with the college through Rainy River Community College's Water Resources Center and science offerings), and the Applied Learning Institute (ALI).

Grant opportunities with the Blandin Foundation, the Bremer Foundation, ALI, and others ensure that RRCC's curriculum, technology, and equipment is current, relevant, and responsive to the needs of students, our community, and regional business and industry.

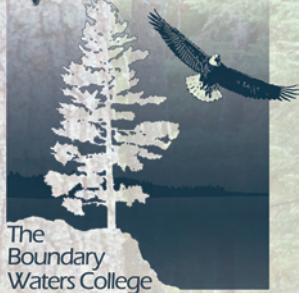
Goals

The goals complete the phrase, "Rainy River Community College will..."

- Recruit and retain the students best served by the College.
- Review and develop academic and technical programs that best serve the College's students and communities.
- Pursue collaboration with community, government, business, and educational organizations to continually improve teaching and learning and enhance community vitality.
- Encourage and empower faculty, staff, students, and community members to guide the College.



Vermilion



Provost

Mr. Shawn Bina

Mission

Vermilion Community College educates people from all walks of life to become well-rounded, ethical citizens prepared to work, live, and learn in a changing world, especially the natural world that surrounds us.

Vision

Vermilion Community College will be recognized as a vital two-year residential college that serves the changing needs of its communities by providing a high quality comprehensive learning environment.

Points of Pride:

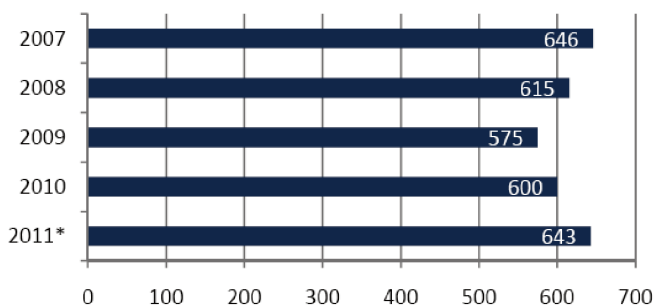
- Vermilion's student body consisted of graduates from over 220 different Minnesota high schools in 2010.
- In 2010, Vermilion was one of only nine colleges in the country certified to offer Seasonal Park Law Enforcement Ranger Training. In partnership with the National Park Service VCC trains Seasonal Park Rangers, a critical initial career step to be coming a full time Federal Park Ranger. The college also holds specialized national accreditation in Forestry, Wildlife Management, and Wildlife Ecology.
- Vermilion earned one of the top 50 spots in the nation for community college student engagement in 2010.

VERMILION COMMUNITY COLLEGE

Vermilion Community College (VCC), perched on the very edge of the Boundary Waters Canoe Area Wilderness, offers over a million acres of unspoiled natural laboratory in which to experience our many unique degree programs. It's a one-of-a-kind setting for the liberal arts students looking to complete the first two years of their college education.

VCC was founded in 1922 as Ely Junior College, a liberal arts college providing children of miners and loggers an opportunity to pursue higher education. Over the decades, Vermilion has capitalized on its unique location and the area's abundance of natural resources and evolved into a residential two-year college, offering a variety of educational programming and degrees, focusing on niche areas of natural resource use and natural resource protection. Vermilion's unique mission and residential college status draws students from all over Minnesota and beyond. Overall college enrollment has increased in recent years, reflecting learners' desire to pursue careers in natural resource and outdoor related fields, as well as societal needs for workers in the environmental arena. The majority of VCC's students are full-time traditionally-aged learners, with 74% carrying full-time status and 88% age 24 years or younger.

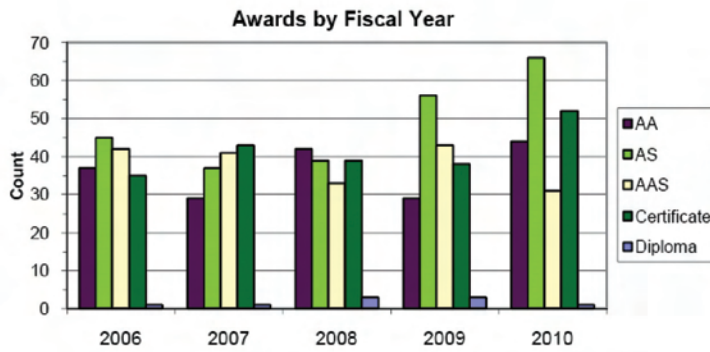
Vermilion Enrollment - Full-Year Equivalent (FYE)



*FY 2011 FYE as of 7/29/11

Source: Office of the Chancellor Research, Planning and Effectiveness; Vermilion Institution Profile

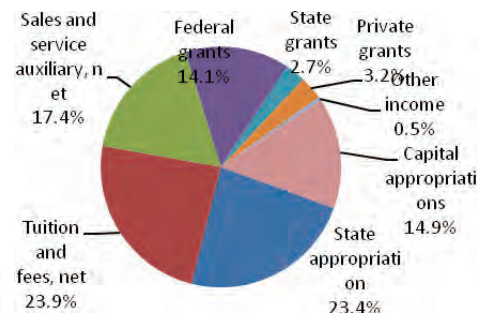
VCC's curriculum offers an Associate of Arts degree; a unique mix of programming leading to Associate of Science and Associate of Applied Science degrees; as well as numerous specialized certificates and diplomas. VCC's programs are nationally accredited within their niche wherever applicable.



Source: MnSCU ISRS Operational Data; ITS Management Reports, Student Awards

With substantial investments in on-campus housing, VCC's overall operating budget is \$9,615,000. Shrinking state appropriations have recently been eclipsed by tuition as our major source of revenue and ongoing reductions are posing a greater budget challenge each year.

2010 Revenue



Vermilion's vision over the next five years is to further increase its distinction as a vital provider of education programming and career preparation in the natural resource and environmental arenas.

The college's healthy enrollment growth will soon be challenged as a result of student housing constraints. Vermilion plans to meet this housing challenge after

2013 through the construction of the new dormitory space, as highlighted in our Master Facilities Plan.

VCC's first priority of offering exceptional and affordable education programming is made ever more complex due to the current fiscal environment, and additional funding sources are being pursued in order to mitigate the consequences of diminishing State revenue. In addition, Vermilion will increase collaboration with regional industry and K-12 education partners to offer clear and affordable pathways to higher education and gainful employment.

VCC's budgeting strategies focus on the college's priorities and mission fulfillment. The college will continue with its extensive program review from academic programs to auxiliary enterprises in order to evaluate and realign college initiatives with institutional goals and priorities. These actions have focused resource deployment in the following areas:

- Provide the highest quality academic programming possible
- Maintain a balanced budget while building institutional reserves
- Expand programming initiatives through grant funding
- Secure new housing to facilitate continued enrollment growth
- Maintain nationally recognized student engagement results
- Meet the educational demands of our state and federal partners (Department of Natural Resources, National Park Service, United States Geological Survey, etc.)

Goals

- **Student Focus.** To provide high-quality programs and support services to meet the educational, cultural, social, and personal needs of our diverse students.
- **Commitment to Faculty and Staff.** To provide faculty and staff with the resources they need to be effective in an atmosphere of open communication, mutual respect, and accountability.
- **Programs and Services.** To provide innovative and comprehensive programs and services that meet the learning and occupational needs of students, employers, and society.
- **Leadership.** To develop and support leadership among students, faculty, and staff to achieve our full potential.
- **Resource Development.** To develop financial, human, and other resources to effectively support our students, faculty, staff, and programs.
- **Collaboration.** To develop and provide high-quality education and services through collaboration with educational institutions, business, government, and our communities.



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NHED

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**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

**MISSION REAFFIRMATION:
HIBBING COMMUNITY COLLEGE**

EXECUTIVE SUMMARY

The vision, mission and purposes of Hibbing Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in May, 2009) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Hibbing Community College’s vision, mission, purposes, and awards are:

Vision

Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

Mission

Hibbing Community College provides life-changing education and opportunities in a dynamic learning environment.

Goals and Associated Purposes:

Strategic Goal 1: Hibbing Community College will employ intentional enrollment management strategies to include recruitment, enrollment, retention, and completion. Hibbing Community College is committed to:

- Student success
- Inclusion of diversity
- Open-door admissions

Strategic Goal 2: Hibbing Community College will provide quality, innovative and flexible education to meet the needs of students and employers. Hibbing Community College is committed to:

- Advancement of knowledge
- Collaboration to advance innovation
- Excellence in teaching and learning
- High academic standards
- Academic freedom and diversity of thought

1 **Strategic Goal 3:** Hibbing Community College will support economic development through
2 education & provide cultural opportunities by bringing the World to Us. Hibbing Community
3 College is committed to:

- 4 • Promotion of economic growth
- 5 • Enrichment of cultural understanding

6
7 **Strategic Goal 4:** Hibbing Community College will provide up-to-date and technologically
8 equipped facilities while being responsible to the environment. Hibbing Community College is
9 committed to:

- 10 • Sustainability of the environment
- 11 • Modern learning facilities, equipment and technology

12
13 **Strategic Goal 5:** Hibbing Community College will responsibly utilize human, financial,
14 alternative funding, and technological resources to meet the current and future operational needs
15 of the college. Hibbing Community College is committed to:

- 16 • Development of faculty and staff

17 18 **Awards**

19 Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees,
20 Associate in Fine Arts degrees, Certificates and Diplomas

21 22 **BACKGROUND**

23
24 The college is requesting reaffirmation of its mission in compliance with the Board policy
25 requirement that an institution have its mission approved at least once every five years.

26 27 **OVERVIEW OF MISSION, VISION AND PURPOSES**

28
29 The proposed vision, mission, and purposes of Hibbing Community College meet the criteria
30 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
31 Approval of College and University Mission and Vision Statements. As required by procedure,
32 the institution must:

- 33 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 34 B. Articulate how the college or university will meet expectations of law, how it relates to
35 other institutions of higher education, and how its mission, vision, and purposes
36 support fulfillment of the system mission and vision;
- 37 C. Describe the array of awards it offers;
- 38 D. Include a statement that the college or university mission is compliant with statute,
39 policy, and regional accreditation requirements; and
- 40 E. Describe consultation with faculty and staff, students, employers and other essential
41 stakeholders.

42 Additionally, the institution's mission must be compliant with statute, policy, and regional
43 accreditation requirements.

44

1 **REVIEW OF HIBBING COMMUNITY COLLEGE’S MISSION, VISION AND**
2 **PURPOSES/GOALS**

3
4 **The mission, vision, and purposes respond to the system procedure.** Hibbing Community
5 College’s vision, mission, and purposes are consistent with statute, policy, and regional
6 accreditation requirements. The College mission, vision, and purposes demonstrate alignment
7 with the system mission and vision.
8

9 The *Mission* of Hibbing Community College is to “provide life-changing educational
10 opportunities in a dynamic learning environment” and the associated purposes support the
11 System mission in meeting students’ personal and career goals and enhancing the quality of life
12 for Minnesotans.
13

14 Hibbing Community College’s mission and the associated purposes focus the institution on being
15 an open access institution for a wide range of learners committed to excellence in teaching and
16 learning in a dynamic and innovative learning environment to meet the needs of the Hibbing
17 community and larger region that it serves. The college exists to provide quality, innovative and
18 flexible education to meet the needs of students and employers.
19

20 The *Vision* for Hibbing Community College states “Opportunity without limits, learning without
21 end, and achievement beyond expectation.”
22

23 Hibbing Community College envisions a future in which the college will be recognized for its
24 innovation and related ability to lead in economic development and community vitality. In five
25 years, the college will be more directly tied to the evolving economy due, in part, to its
26 innovative means of meeting student and employer needs. The college’s distinction in
27 Northeastern Minnesota comes from its depth and breadth of educational offerings. It is a college
28 with strength in both liberal arts and technical education curriculum plus a significant presence in
29 customized training; thereby, serving a vast array of educational needs in the area. Hibbing
30 Community College’s vision supports the System vision in providing education that supports the
31 success of our communities. Hibbing Community College’s mission, vision and purposes
32 provide a basis for evaluation, accountability, and regional accreditation.
33

34 The *Goals and associated Purposes* of Hibbing Community College include the following four
35 goals, supporting the mission and strategic directions of the Minnesota State Colleges and
36 Universities system. The institution’s goals support the system strategic plan in the following
37 ways:
38

39 **Strategic Goal 1:** Hibbing Community College will employ intentional enrollment management
40 strategies to include recruitment, enrollment, retention, and completion. Hibbing Community
41 College is committed to:

- 42 • Student success
- 43 • Inclusion of diversity
- 44 • Open-door admissions

1 **Strategic Goal 2:** Hibbing Community College will provide quality, innovative and flexible
2 education to meet the needs of students and employers. Hibbing Community College is
3 committed to:

- 4 • Advancement of knowledge
- 5 • Collaboration to advance innovation
- 6 • Excellence in teaching and learning
- 7 • High academic standards
- 8 • Academic freedom and diversity of thought

9
10 **Strategic Goal 3:** Hibbing Community College will support economic development through
11 education & provide cultural opportunities by bringing the World to Us. Hibbing Community
12 College is committed to:

- 13 • Promotion of economic growth
- 14 • Enrichment of cultural understanding

15
16 **Strategic Goal 4:** Hibbing Community College will provide up-to-date and technologically
17 equipped facilities while being responsible to the environment. Hibbing Community College is
18 committed to:

- 19 • Sustainability of the environment
- 20 • Modern learning facilities, equipment and technology

21
22 **Strategic Goal 5:** Hibbing Community College will responsibly utilize human, financial,
23 alternative funding, and technological resources to meet the current and future operational needs
24 of the college. Hibbing Community College is committed to:

- 25 • Development of faculty and staff

26
27 The *awards* offered by Hibbing Community College include Associate in Science degrees,
28 Associate in Applied Science degrees, Associate in Arts degrees, Associate in Fine Arts degrees,
29 Certificates and Diplomas.

30 31 **RECOMMENDED COMMITTEE MOTION**

32
33 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
34 the request by Hibbing Community College to reaffirm its vision, mission, purposes, and awards
35 as listed in the executive summary.

36 37 **RECOMMENDED MOTION**

38
39 The Board of Trustees approves the request by Hibbing Community College to reaffirm its
40 vision, mission, purposes, and awards as listed in the executive summary.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

**MISSION APPROVAL:
ITASCA COMMUNITY COLLEGE**

1 **EXECUTIVE SUMMARY**
2

3 The vision, mission and purposes of Itasca Community College meet the criteria identified in
4 Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of
5 College and University Mission and Vision Statements. The college is requesting approval of its
6 new mission under the new Board policy requirement that colleges and universities seek Board
7 approval at least once every five years.
8

9 **Itasca Community College’s proposed vision, mission, purposes, and awards are:**
10

11 **Vision**

12 Best in engaged learning...best in community partnerships...best in empowering people!
13

14 **Mission**

15 Itasca Community College is committed to providing accessible, high-quality education that
16 empowers our learners to pursue meaningful lives and productive careers.
17

18 **Purposes and Associated FY12 Goals**

19 ***Strategic Direction 1:*** Increase access, opportunity and success. FY12 Goals include:

- 20 1) Advance K-12 partnerships to increase the number of college-ready students and develop
21 pathways for academic success.
22 2) Create and implement an intrusive advising methodology, an early semester
23 evaluation/student feedback process enabling faculty to better understand barriers to
24 student success and identify solutions.
25

26 ***Strategic Direction 2:*** Achieve high quality learning through a commitment to academic
27 excellence and accountability. FY12 Goals include:

- 28 1) Expand efforts in assessing and improving student learning through assessment at the
29 program level; adopt TracDat and implement college-wide assessment and evaluation
30 tool to track data for continuous quality improvement.
31 2) Increase/expand faculty development opportunities related to teaching today’s students -
32 promising and best practices in engaged/deep learning.
33 3) Develop fiscal plan to upgrade physical plant, lab spaces and natural environment to
34 improve overall learning experience.

1 **Strategic Direction 3:** Provide learning opportunities, programs and services to enhance the
2 global economic competitiveness of the state, its regions and its people. FY12 Goals include:

- 3 1) Develop learning opportunities and campus action plans around cultural diversity, to
4 improve understanding of global issues and better prepare our students for a diverse
5 world.
- 6 2) Expand customized training programs that speak to improving competitive advantage of
7 our service region.

8
9 **Strategic Direction 4:** Innovate to meet current and future educational needs. FY12 Goals
10 include:

- 11 1) Determine three to four attainable goals in partnership with education, business and
12 industry partners that meet training and educational needs and advance the area's
13 economy.
- 14 2) Evaluate and identify educational gaps and needs of current students and adopt campus-
15 wide initiatives to address these needs.

16
17 **Strategic Direction 5:** Sustain financial viability during changing economic and market
18 conditions. FY12 Goals include:

- 19 1) Explore alternative ways to tell our story and market ICC (improve website).
- 20 2) Explore and encourage sustainable behaviors such as conservation of electricity, supplies,
21 etc; conduct a comprehensive study on lighting and heating efficiencies on campus.

22
23 **Awards** Associate in Science degrees, Associate in Applied Science degrees, Associate in
24 Arts degrees, Certificates and Diplomas

25 26 **OVERVIEW OF MISSION, VISION AND PURPOSES**

27
28 The proposed vision, mission, and purposes of Itasca Community College meet the criteria
29 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
30 Approval of College and University Mission and Vision Statements. As required by procedure,
31 the institution must:

- 32 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 33 B. Articulate how the college or university will meet expectations of law, how it relates to
34 other institutions of higher education, and how its mission, vision, and purposes
35 support fulfillment of the system mission and vision;
- 36 C. Describe the array of awards it offers;
- 37 D. Include a statement that the college or university mission is compliant with statute,
38 policy, and regional accreditation requirements; and
- 39 E. Describe consultation with faculty and staff, students, employers and other essential
40 stakeholders.

41 Additionally, the institution's mission must be compliant with statute, policy, and regional
42 accreditation requirements.

1 **REVIEW OF ITASCA COMMUNITY COLLEGE’S MISSION, VISION AND**
2 **PURPOSES/GOALS**

3
4 **The mission, vision, and purposes respond to the system procedure.** Itasca Community
5 College’s vision, mission, and purposes are consistent with statute, policy, and regional
6 accreditation requirements. The College mission, vision, and purposes demonstrate alignment
7 with the system mission and vision.
8

9 The proposed *Mission* of Itasca Community College is “Itasca Community College is committed
10 to providing accessible, high-quality education that empowers our learners to pursue meaningful
11 lives and productive careers.”
12

13 The current mission is “Itasca Community College provides accessible academic and career-
14 related education which contributes to the social and economic health of the region, empowers
15 learners to meet or exceed their expectations, and fosters critical thinking and civic and global
16 engagement.”
17

18 ICC’s updated mission encompasses the concepts of the old mission in many ways. However, the
19 new mission is more actively focused on the concepts of empowering learners to be productive
20 citizens and to pursue academic and career avenues that will be meaningful and fulfilling to them
21 and the communities they serve.
22

23 Itasca Community College serves a broad and diverse population of students, many of whom are
24 first generation learners. As a comprehensive community college, students interested in transfer
25 and/or programs leading to employment can begin their careers at ICC. The majority of students
26 attending ICC come from the seven surrounding district K-12 schools. In addition, ICC attracts
27 students from the region, bordering states, as well as other areas of the United States.
28

29 ICC prepares students for successful transfer and for successful careers in the work place. ICC
30 students will be lifelong learners who are well-prepared to meet their goals and exceed their own
31 expectations. They will be productive citizens who will strive to make a difference in the world
32 by applying their gained knowledge, critical thinking skills and learned abilities.
33

34 The college exists to provide learners with high quality educational experiences so that they
35 might lead successful and fulfilling lives, and become productive citizens who positively impact
36 the communities they serve.
37

38 Itasca Community College’s mission aligns well with the system’s mission and strategic
39 directions. ICC provides accessible, high quality education with the intent to empower learners
40 to pursue meaningful lives and productive careers. ICC accomplishes this mission by:
41

- 42 Meeting the personal and career goals of its students.
- 43 Providing inclusive, safe, learning communities that support all students.
- 44 Fostering engagement, active learning, collaboration, and best practices in academic
45 excellence.

1 □ Reaching out and collaborating with partners, providing career and community experiences,
2 enhancing the quality of students' lives and the life of the community at large.

3
4 The proposed **Vision** for Itasca Community College states “Best in engaged learning...best in
5 community partnerships...best in empowering people!”

6
7 ICC notes that the college will be recognized as a national model for a learning community of
8 engaged students, faculty and staff. Putting students first in the college's critical decision
9 making processes, the college's efforts will focus on the recruitment and retention and successful
10 completion of our students' intended goals. The college will fully engage with its current and
11 potential partners with the purpose of growing relationships beneficial to healthy communities
12 and a vibrant economic environment.

13
14 ICC will strategically focus on expanding its “learning community” framework to increase
15 student success (retention, matriculation) and on advancing opportunities for innovative
16 programming and collaborative ventures. This model will allow the college to react to changing
17 times and excel in the expected competitive environment of declining financial resources.

18
19 ICC's distinctive characteristic is its “sense of place” and its conceptual framework as a learning
20 community college. The college takes pride in building strong relationships that result in high
21 success rates for our students.

22
23 The **Purposes/Goals** of Itasca Community College focus on 1-3 goals in each of the system
24 strategic directions for the Minnesota State Colleges and Universities system. As such, the goals
25 for each fiscal year emanate from and directly align with the system strategic goals.

26
27 **Strategic Direction 1:** Increase access, opportunity and success.

28 *FY12 Goals:*

- 29 1) Advance K-12 partnerships to increase the number of college-ready students and develop
30 pathways for academic success.
31 2) Create and implement an intrusive advising methodology, an early semester
32 evaluation/student feedback process enabling faculty to better understand barriers to
33 student success and identify solutions.

34
35 **Strategic Direction 2:** Achieve high quality learning through a commitment to academic
36 excellence and accountability.

37 *FY12 Goals:*

- 38 1) Expand efforts in assessing and improving student learning through assessment at the
39 program level; adopt TracDat and implement college-wide assessment and evaluation
40 tool to track data for continuous quality improvement.
41 2) Increase/expand faculty development opportunities related to teaching today's students -
42 promising and best practices in engaged/deep learning.
43 3) Develop fiscal plan to upgrade physical plant, lab spaces and natural environment to
44 improve overall learning experience.

1 **Strategic Direction 3:** Provide learning opportunities, programs and services to enhance the
2 global economic competitiveness of the state, its regions and its people.

3 *FY12 Goals:*

- 4 1) Develop learning opportunities and campus action plans around cultural diversity, to
5 improve understanding of global issues and better prepare our students for a diverse
6 world.
- 7 2) Expand customized training programs that speak to improving competitive advantage of
8 our service region.

9
10 **Strategic Direction 4:** Innovate to meet current and future educational needs.

11 *FY12 Goals:*

- 12 1) Determine three to four attainable goals in partnership with education, business and
13 industry partners that meet training and educational needs and advance the area's
14 economy.
- 15 2) Evaluate and identify educational gaps and needs of current students and adopt campus-
16 wide initiatives to address these needs.

17
18 **Strategic Direction 5:** Sustain financial viability during changing economic and market
19 conditions.

20 *FY12 Goals:*

- 21 1) Explore alternative ways to tell our story and market ICC.
- 22 2) Explore and encourage sustainable behaviors such as conservation of electricity, supplies,
23 etc; conduct a comprehensive study on lighting and heating efficiencies on campus.

24
25 The **awards** offered by Itasca Community College include Associate in Science degrees,
26 Associate in Applied Science degrees, Associate in Arts degrees, Certificates and Diplomas.

27 **Consultation with faculty, students, employers and other essential stakeholders**

28 Itasca Community College's strategic planning process involved wide participation from faculty,
29 students, staff and other essential stakeholders over a period of two years. In FY10, the Provost
30 led a series of strategic planning sessions with constituents. The format included 1) college-wide
31 meetings in reviewing the past mission and vision of the college on fall and spring duty days; 2)
32 informational meetings with ICC's Foundation Board and ICC's Advisory Council (including
33 community leaders), and 3) sharing of the vision, mission and strategic plan drafts with union
34 representation. In FY11, all input from constituents was compiled and ranked. Technology
35 enabled all stakeholders to provide timely and valuable feedback throughout the process. A
36 revised mission and vision statement was derived and approved by the campus community. The
37 college then adopted MnSCU's five strategic directions and working in teams, developed annual
38 measurable goals.
39

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
4 the proposed vision, mission, purposes and awards of Itasca Community College as listed in the
5 executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the proposed vision, mission, purposes and awards of Itasca
10 Community College as listed in the executive summary.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

**MISSION REAFFIRMATION:
MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE**

EXECUTIVE SUMMARY

The vision, mission and purposes of Mesabi Range Community and Technical College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in January, 2001) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Mesabi Range Community and Technical College’s vision, mission, purposes, and awards are:

Vision

Mesabi Range Community & Technical College will lead Northeastern Minnesota in accessible, innovative, and high quality learning and educational opportunities.

Mission

Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

Purposes

Purpose 1 To provide access to information resources and services that support the educational programs of the college, by fostering academic excellence through the freedom of inquiry and the pursuit of knowledge.

Purpose 2 To be responsive to the changing needs of educational progress as new technologies emerge and evolve, creating new efficiencies and new challenges.

Purpose 3 To process everything we do through the lens of assessment, which translates into a focus on student learning, the value of measurable outcomes, and the importance of timely and appropriate measures of effectiveness.

Purpose 4 To provide a mix of programs to meet the differing needs of students spanning both developmental and college levels as well as those who are career bound.

Purpose 5 Explore and expand the use of innovative teaching and learning methods to engage students in the classroom and beyond by providing the resources, leadership, technical support, and training necessary to that end.

1 **Awards**

2 Associate in Applied Science degrees, Associate in Science degrees, Associate in Arts degrees,
3 Certificates and Diplomas

4
5 **BACKGROUND**

6
7 The college is requesting reaffirmation of its mission in compliance with the Board policy
8 requirement that an institution have its mission approved at least once every five years.

9
10 **OVERVIEW OF MISSION, VISION AND PURPOSES**

11
12 The proposed vision, mission, and purposes of Mesabi Range Community and Technical College
13 meet the criteria identified in Board Policy 3.24 System and College and University Missions,
14 Part 4: Review and Approval of College and University Mission and Vision Statements. As
15 required by procedure, the institution must:

- 16 A. Describe how its mission and vision align with the requirements in Policy 3.24;
17 B. Articulate how the college or university will meet expectations of law, how it relates to
18 other institutions of higher education, and how its mission, vision, and purposes
19 support fulfillment of the system mission and vision;
20 C. Describe the array of awards it offers;
21 D. Include a statement that the college or university mission is compliant with statute,
22 policy, and regional accreditation requirements; and
23 E. Describe consultation with faculty and staff, students, employers and other essential
24 stakeholders.

25 Additionally, the institution’s mission must be compliant with statute, policy, and regional
26 accreditation requirements.

27
28 **REVIEW OF MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE’S**
29 **MISSION, VISION AND PURPOSES/GOALS**

30
31 **The mission, vision, and purposes respond to the system procedure.** Mesabi Range
32 Community and Technical College’s vision, mission, and purposes are consistent with statute,
33 policy, and regional accreditation requirements. The College mission, vision, and purposes
34 demonstrate alignment with the system mission and vision.

35
36 The *Mission* as stated by the institution is “Mesabi Range Community & Technical College
37 provides high quality education resulting in rewarding employment, lifelong learning, and the
38 enriched lives of our students and community.”

39
40 Mesabi Range College’s mission language states its commitment to its two core constituencies:
41 its students and its communities. The “community” includes not only those cities and towns
42 within the college service region, but also the community of learners who desire a transfer
43 education and learners who seek a technical education. Community extends beyond even those
44 boundaries to encompass the community of businesses and industries in the region, the
45 community of those who crave lifelong learning opportunities, and those who are searching for

1 enrichment through education. Mesabi Range College views itself as a vital member of the
2 community it serves with education, training, and lifelong enrichment.

3 The college strives for the following outcomes for its students:

- 4 • Students leave with skills and knowledge to assist businesses and industries in a competing
5 world economy
- 6 • Students develop into well-rounded citizens with a sense of student and civic responsibility
- 7 • Students become more creative and flexible with a good work ethic

8
9 When Mesabi Range College drafted its mission statement, consideration was given to alignment
10 with the mission of the Minnesota State Colleges and Universities system in the following areas:

- 11 • Commit to quality learning that links the Minnesota State Colleges and Universities and
12 Mesabi Range College's mission statements.
- 13 • Acknowledge that the future will be marked by continued growth and competition.
- 14 • Find ways to expand potential student markets to include the incumbent workforce and
15 develop an institutional niche.
- 16 • Focus on lifelong learning, employment preparation, citizenship, and appreciation for life
17 in all its dimensions.
- 18 • Engage in partnerships with business and industry, with the regional and state economy
19 receiving the benefits of an educated workforce.

20
21 The *Vision* notes that “Mesabi Range Community & Technical College will lead Northeastern
22 Minnesota in accessible, innovative, and high quality learning and educational opportunities.”

23
24 Mesabi Range College's vision statement echoes the mission statement in its emphasis of the
25 college as accessible and innovative, providing high quality learning and educational
26 opportunities. The word “innovative” thrusts Mesabi Range College into a leadership role that
27 requires it to anticipate and embrace technological change and entrepreneurial efforts, while
28 remaining vigilant and responsive to the community it serves. The college notes the following
29 activities to achieve the vision:

- 30
31 • Mesabi Range College will find ways to expand potential student markets to include the
32 incumbent workforce and will develop institutional niches.
- 33 • The College's focus will be on lifelong learning, employment preparation, citizenship, and
34 appreciation for life in all its dimensions.
- 35 • By engaging in partnerships with business and industry, the regional and state economy will
36 receive the benefit of an educated workforce, while truly anchored to its community.
- 37 • Mesabi Range plays a pivotal role in training current and future employees of some of the
38 largest mining and manufacturing of the region while still providing high quality opportunities
39 for those who are four year college or university bound.
- 40 • Mesabi Range is also a leader in developmental education, promoting innovation to better
41 serve the increasing number of students who are inadequately prepared for college.
- 42 • Mesabi Range has the only NACEP accredited concurrent enrollment program in the region.

43
44 Mesabi Range College's vision supports the vision of Minnesota State Colleges and Universities
45 in the following areas:

- 1 • Echo Minnesota State Colleges and Universities mission statement in its emphasis as a
2 community resource and service.
- 3 • Embrace innovation that requires a college to anticipate technological change and
4 entrepreneurial efforts.
- 5 • Increase accessibility to educational opportunities by offering online, hybrid, and onsite
6 classes in a way that reduces barriers for students wishing to pursue college education.
- 7 • Remain an affordable option for students compared to the costs of moving while still
8 providing an education that is second to none.

9
10 The *Purposes* of Mesabi Range Community and Technical College include:

11 **Purpose 1**

12 To provide access to information resources and services that support the educational programs of
13 the college, by fostering academic excellence through the freedom of inquiry and the pursuit of
14 knowledge.

15
16 **Purpose 2**

17 To be responsive to the changing needs of educational progress as new technologies emerge and
18 evolve, creating new efficiencies and new challenges.

19
20 **Purpose 3**

21 To process everything we do through the lens of assessment, which translates into a focus on
22 student learning, the value of measurable outcomes, and the importance of timely and
23 appropriate measures of effectiveness.

24
25 **Purpose 4**

26 To provide a mix of programs to meet the differing needs of students spanning both
27 developmental and college levels as well as those who are career bound.

28
29 **Purpose 5**

30 Explore and expand the use of innovative teaching and learning methods to engage students in
31 the classroom and beyond by providing the resources, leadership, technical support, and training
32 necessary to that end.

33
34 Mesabi Range College's purposes support the strategic directions of the Minnesota State
35 Colleges and Universities in the following areas:

- 36 • Offer comprehensive resources and experiences to promote personal growth and global
37 citizenship through the multicultural studies travel abroad program, affordable tuition,
38 developmental education learning communities, and intrusive advising.
- 39 • Process everything through the lens of assessment, with a focus on student learning,
40 measurable outcomes, and timely and appropriate measures of effectiveness.
- 41 • Respond to college stakeholders by meeting the needs of various constituency groups
42 from K-12 school districts through the Applied Learning Institute (ALI) and community
43 based nonprofit organizations to business and industry.
- 44 • Use data and environmental scanning to examine societal and economic trends in
45 planning for the future.

- 1 • Commit to hiring the best faculty, design timely curriculum, and provide learning
2 environments conducive to success, securing the support for faculty and staff to grow
3 professionally.
- 4 • Sustain financial viability and fiscal accountability with guidance by examining strategic
5 priorities, program review, assessment, and the instructional cost study.
- 6 • Provide financial planning as a participatory process with feedback from all college
7 employees.

8
9 The *awards* offered by Mesabi Range Community and Technical College include Associate in
10 Applied Science degrees, Associate in Science degrees, Associate in Arts degrees, Certificates
11 and Diplomas.

12
13 **RECOMMENDED COMMITTEE MOTION**

14
15 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
16 the request by Mesabi Range Community and Technical College to reaffirm its vision, mission,
17 purposes, and awards as listed in the executive summary.

18
19 **RECOMMENDED MOTION**

20
21 The Board of Trustees approves the request by Mesabi Range Community and Technical College
22 to reaffirm its vision, mission, purposes, and awards as listed in the executive summary.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

**MISSION APPROVAL:
RAINY RIVER COMMUNITY COLLEGE**

EXECUTIVE SUMMARY

The vision, mission and purposes of Rainy River Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is requesting approval of its new mission under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Rainy River Community College’s proposed vision, mission, purposes, and awards are:

Vision

Rainy River Community college will inspire learners and their communities to achieve their full potential.

Mission

Rainy River Community College serves its communities by guiding learners to achieve their educational, career, personal, and civic goals.

Purposes

Purpose 1 Recruit and retain the students best served by the College

Purpose 2 Review and develop academic and technical programs that best serve the College’s students and communities

Purpose 3 Pursue collaboration with community, government, business, and educational organizations to continually improve teaching and learning and enhance community vitality

Purpose 4 Encourage and empower faculty, staff, students, and community members to guide the College

Awards

Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees, Certificates, and Diplomas

OVERVIEW OF MISSION, VISION, AND PURPOSES

The proposed vision, mission, and purposes of Rainy River Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and

1 Approval of College and University Mission and Vision Statements. As required by procedure,
2 the institution must:

- 3 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 4 B. Articulate how the college or university will meet expectations of law, how it relates to
5 other institutions of higher education, and how its mission, vision, and purposes
6 support fulfillment of the system mission and vision;
- 7 C. Describe the array of awards it offers;
- 8 D. Include a statement that the college or university mission is compliant with statute,
9 policy, and regional accreditation requirements; and
- 10 E. Describe consultation with faculty and staff, students, employers and other essential
11 stakeholders.

12 Additionally, the institution’s mission must be compliant with statute, policy, and regional
13 accreditation requirements.

14 15 **REVIEW OF RAINY RIVER COMMUNITY COLLEGE’S MISSION, VISION AND** 16 **PURPOSES/GOALS**

17
18 **The mission, vision, and purposes respond to the system procedure.** Rainy River Community
19 College’s vision, mission, and purposes are consistent with statute, policy, and regional
20 accreditation requirements. The College mission, vision, and purposes demonstrate alignment
21 with the system mission and vision.

22
23 The proposed *Mission* is “Rainy River Community College serves its communities by guiding
24 learners to achieve their educational, career, personal, and civic goals.”

25
26 The current mission is “Rainy River Community College provides an accessible, student-
27 centered learning environment, and promotes academic achievement, personal development,
28 employment opportunities, and community involvement.”

29
30 Rainy River Community College’s proposed mission simplifies the current mission, and
31 succinctly addresses the critical functions of a public, open door, community-centered institution
32 of higher education.

33
34 The college serves a broad range of learners including local and regional communities, post-
35 secondary options learners, traditional- and non-traditional age learners, and lifelong learners and
36 community members. The college strives for outcomes that include graduates of our academic
37 programs, learners that attend RRCC and successfully transfer to another post-secondary
38 institution, community members that are served with lifelong learning and civic engagement
39 opportunities, and area businesses and industry that are served with customized training
40 opportunities.

41
42 The college exists to provide high-quality, affordable, and accessible post-secondary education
43 to our learners and communities, lifelong learning opportunities, customized training, civic
44 engagement opportunities, and continuing education to our communities.

1 Rainy River Community College’s mission aligns well with the system’s mission by providing
2 accessible education in a geographically isolated region, high quality transfer and career
3 programs, and programming for all ages, from pre-school (College for Kids) through senior
4 citizens (Fit for Life).

5
6 The ***Vision*** is “Rainy River Community college will inspire learners and their communities to
7 achieve their full potential.”

8
9 Rainy River CC envisions a future that includes a strong transfer program with clearly articulated
10 transfer options for learners, expanded opportunities to earn bachelors and graduate degrees
11 locally, stronger collaboration within the Northeast Higher Education District to provide
12 additional and enhanced learning opportunities for learners, and enhanced lifelong learning and
13 civic engagement opportunities for members of local communities.

14
15 The college notes expected differences in the learning experience including enhanced math and
16 science educator opportunities, enhanced and expanded nursing and allied health education
17 opportunities, a larger Native American student population, and enhanced online and alternative
18 learning opportunities.

19
20 Among the distinctive elements of the institution is its geographic location, 100 miles from the
21 closest college and proximity to the Canadian border, as well as its small size that enhances
22 learning opportunities for students through small class sizes, individual attention, intrusive
23 advising, and small learning communities.

24
25 The RRCC vision supports the system vision by providing accessible education in a
26 geographically isolated region, high quality, low cost educational programming, and
27 opportunities for all to begin, continue, and enrich their education, training, and civic
28 engagement goals.

29
30 The ***Purposes*** of Rainy River Community College include:

31
32 **Purpose 1** Recruit and retain the students best served by the College

33
34 **Purpose 2** Review and develop academic and technical programs that best serve the College’s
35 students and communities

36
37 **Purpose 3** Pursue collaboration with community, government, business, and educational
38 organizations to continually improve teaching and learning and enhance community vitality

39
40 **Purpose 4** Encourage and empower faculty, staff, students, and community members to guide
41 the College

42
43 The RRCC purposes support the system strategic plan in the following ways:

1 Strategic Direction 1 Increase access and opportunity.

- 2 • RRCC's geographic isolation and distance from the next closest post-secondary institution
- 3 ensure that learners in International Falls and the surrounding communities have access to
- 4 high quality, affordable educational opportunities
- 5 • RRCC and ISD 361 are pursuing opportunities to partner to provide a world-class model of
- 6 P-14 education and collaboration to our communities

7

8 Strategic Direction 2 Promote and measure high-quality learning programs and services.

- 9 • Collaboration with community, government, business, and educational organizations
- 10 provides the College with an accountability framework to ensure delivery of expected results
- 11 to our partners
- 12 • Reviewing and developing academic and technical programs that best serve the College's
- 13 learners and their communities ensure the College will produce graduates that have strong
- 14 knowledge and skills in high-demand fields
- 15 • As stated in the Guiding Principles, the college uses the AQIP framework for measuring
- 16 high-quality programs and services

17

18 Strategic Direction 3 Provide programs and services that enhance the economic competitiveness

19 of the state and its regions.

- 20 • Collaboration with area business and industry ensure we provide programming appropriate to
- 21 the needs of our area employers
- 22 • We provide civic engagement opportunities at the College to support the areas artistic and
- 23 cultural opportunities

24

25 Strategic Direction 4 Innovate to meet current and future educational needs

- 26 • Developing a strong, articulated Science and Math Education (SME) degree will allow
- 27 RRCC to fill the anticipated teaching shortfall at the middle- and high-school levels, in the
- 28 areas of science and math

29

30 Strategic Direction 5 Sustain financial viability during changing economic and market conditions

- 31 • A strong collaboration within the NHED district (and the NE colleges) ensures the College is
- 32 able to efficiently expand our capacity for current and future educational needs

33

34 The *awards* offered by Rainy River Community College include Associate in Science degrees,

35 Associate in Applied Science degrees, Associate in Arts degrees, Certificates and Diplomas.

36

37 **Consultation with faculty, students, employers and other essential stakeholders.**

38 Rainy River Community College's new mission was refined through a strategic planning process

39 involving faculty, staff, students, and other stakeholders. The new mission statement is a

40 simplified edition of our current mission.

1 **RECOMMENDED COMMITTEE MOTION**

2

3 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
4 the vision, mission, purposes, and awards of Rainy River Community College as listed in the
5 executive summary.

6

7 **RECOMMENDED MOTION**

8

9 The Board of Trustees approves the vision, mission, purposes and awards of Rainy River
10 Community College as listed in the executive summary.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
ACTION ITEM**

**MISSION REAFFIRMATION:
VERMILION COMMUNITY COLLEGE**

EXECUTIVE SUMMARY

The vision, mission and purposes of Vermilion Community College meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The college is reaffirming its mission and vision (previously approved by the Board of Trustees in April, 2001) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Vermilion Community College’s vision, mission, purposes, and awards are:

Vision

Vermilion Community College will be recognized as a vital two year residential college that serves the changing needs of its communities by providing a high quality comprehensive learning environment.

Mission

Vermilion Community College educates people from all walks of life to become well-rounded, ethical citizens prepared to work, live, and learn in a changing world, especially the natural world that surrounds us.

Purposes

Purpose 1 Student Focus. To provide high-quality programs and support services to meet the educational, cultural, social, and personal needs of our diverse students.

Purpose 2 Commitment to Faculty and Staff. To provide faculty and staff with the resources they need to be effective in an atmosphere of open communication, mutual respect, and accountability.

Purpose 3 Programs and Services. To provide innovative and comprehensive programs and services that meet the learning and occupational needs of students, employers, and society.

Purpose 4 Leadership. To develop and support leadership among students, faculty, and staff to achieve our full potential.

Purpose 5 Resource Development. To develop financial, human, and other resources to effectively support our students, faculty, staff, and programs.

1 **Purpose 6** Collaboration. To develop and provide high-quality education and services through
2 collaboration with educational institutions, business, government, and our communities.

3
4 **Awards**

5 Associate in Science degrees, Associate in Applied Science degrees, Associate in Arts degrees,
6 and Certificates and Diplomas

7
8 **BACKGROUND**

9
10 The college is requesting reaffirmation of its mission in compliance with the Board policy
11 requirement that an institution have its mission approved at least once every five years.

12
13 **OVERVIEW OF MISSION, VISION AND PURPOSES**

14
15 The proposed vision, mission, and purposes of Vermilion Community College meet the criteria
16 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
17 Approval of College and University Mission and Vision Statements. As required by procedure,
18 the institution must:

- 19 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 20 B. Articulate how the college or university will meet expectations of law, how it relates to
21 other institutions of higher education, and how its mission, vision, and purposes
22 support fulfillment of the system mission and vision;
- 23 C. Describe the array of awards it offers;
- 24 D. Include a statement that the college or university mission is compliant with statute,
25 policy, and regional accreditation requirements; and
- 26 E. Describe consultation with faculty and staff, students, employers and other essential
27 stakeholders.

28 Additionally, the institution’s mission must be compliant with statute, policy, and regional
29 accreditation requirements.

30
31 **REVIEW OF VERMILION COMMUNITY COLLEGE’S MISSION, VISION AND**
32 **PURPOSES**

33
34 **The mission, vision, and purposes respond to the system procedure.** Vermilion Community
35 College’s vision, mission, and purposes are consistent with statute, policy, and regional
36 accreditation requirements. The College mission, vision, and purposes demonstrate alignment
37 with the system mission and vision.

38
39 The *Mission* states that “Vermilion Community College educates people from all walks of life to
40 become well-rounded, ethical citizens prepared to work, live, and learn in a changing world,
41 especially the natural world that surrounds us.”

42
43 Students with varied backgrounds and experiences come to Vermilion in order to prepare to live
44 and work in a rapidly changing world. A majority of the College’s students have a desire to
45 advance their knowledge and/or prepare for careers in areas focusing on some aspect of natural
46 resource use and /or resource protection. The College strives for well-prepared lifelong learners

1 with an appreciation and understanding of the importance of our natural world and the critical
2 role it plays in our citizenship, careers, and fulfillment in our lives and graduates that are well-
3 rounded, ethical citizens who work, live, and learn in the natural world that surrounds us.
4

5 Vermilion Community College’s mission aligns with and supports the mission of the Minnesota
6 State Colleges and Universities system by providing high quality future-oriented, technical and
7 pre-baccalaureate transfer educational opportunities. The college accomplishes this by excelling
8 in the following arenas.

- 9 • High quality educational experiences
- 10 • Strong student engagement
- 11 • Access and opportunity for all students
- 12 • Learning and research opportunities within our million acre federal wilderness laboratory
- 13 • Relevant articulation agreements with partner institutions
- 14 • Excellent job placement in our niche career fields

15
16 Vermilion Community College is one of the system’s most unique colleges offering a variety of
17 niche educational programming, relating to our natural world, while meeting the employment
18 needs of our regional economy and the state’s economy in a two-year residential college setting.
19

20 The *Vision* states “Vermilion Community College will be recognized as a vital two year
21 residential college that serves the changing needs of its communities by providing a high quality
22 comprehensive learning environment.”
23

24 Vermilion Community College envisions a future that includes increased residential capacity to
25 continue providing a high quality comprehensive learning environment for the growing number
26 of learners with aspirations to study and work within fields pertaining to our natural world. The
27 college will also increase its state and national recognition as a leader in resource use and
28 protection education.
29

30 The college will continuously adapt programs and program mix to meet the changing needs of
31 the communities and constituencies it serves. Natural resource based programming continually
32 evolves with the rapidly changing focus of state and national priorities, as they pertain to new
33 environmental and resource demand developments.
34

35 The distinctive elements of the institution include offering a comprehensive residence life
36 program meeting the educational needs of students from all over Minnesota and beyond,
37 including serving graduates from over 250 distinct Minnesota high schools in any given year.
38

39 The college vision advances the system vision to enable our constituents to succeed in Minnesota
40 and beyond by providing accessible and high value education that meets the needs of the nation.
41

42 The *Purposes* of Vermilion Community College include:

43 **Purpose 1 Student Focus.** To provide high-quality programs and support services to meet the
44 educational, cultural, social, and personal needs of our diverse students.

1 **Purpose 2** Commitment to Faculty and Staff. To provide faculty and staff with the resources
2 they need to be effective in an atmosphere of open communication, mutual respect, and
3 accountability.

4
5 **Purpose 3** Programs and Services. To provide innovative and comprehensive programs and
6 services that meet the learning and occupational needs of students, employers, and society.

7
8 **Purpose 4** Leadership. To develop and support leadership among students, faculty, and staff to
9 achieve our full potential.

10
11 **Purpose 5** Resource Development. To develop financial, human, and other resources to
12 effectively support our students, faculty, staff, and programs.

13
14 **Purpose 6** Collaboration. To develop and provide high-quality education and services through
15 collaboration with educational institutions, business, government, and our communities.

16
17 Each of Vermilion Community College's purposes directly supports one or more of the strategic
18 directions of the Minnesota State Colleges and Universities and the associated goals.

- 19 • Increase access, opportunity, and success (Purposes 1,2,3,4,5,6)
- 20 • Achieve high-quality learning through a commitment to academic excellence and
21 accountability (Purposes 1,2,3,6)
- 22 • Provide learning opportunities, programs, and services to enhance the global economic
23 competitiveness of the state, its regions and its people (Purposes 1,2,3,6)
- 24 • Innovate to meet current and future educational needs (Purposes 4,5,6)
- 25 • Sustain financial viability during changing economic and market conditions (Purpose 5)

26
27 The *awards* offered by Vermilion Community College include Associate in Science degrees,
28 Associate in Applied Science degrees, Associate in Arts degrees, Certificates and Diplomas.

29 30 **RECOMMENDED COMMITTEE MOTION**

31
32 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
33 the request by Vermilion Community College to reaffirm its vision, mission, purposes, and
34 awards as listed in the executive summary.

35 36 **RECOMMENDED MOTION**

37
38 The Board of Trustees approves the request by Vermilion Community College to reaffirm its
39 vision, mission, purposes, and awards as listed in the executive summary.